ENHANCING LEADERSHIP PRACTICES: AN OUTDOOR EDUCATION PERSPECTIVE

Mawarni Mohamed
Faculty of Education, Universiti Teknologi MARA
E-mail: mawarnim@salam.uitm.edu.my

Siti Fadhilah Abdul Hamid
Faculty of Sport Science and Recreation, Universiti Teknologi MARA Pahang
E-mail: fadhilahamid69@gmail.com

ABSTRACT

Leadership skill is required to influence major decisions and the experience gained from a leadership role will be valuable for a lifetime. In many colleges and higher learning institutions, a college leader is thrown into a learning environment that encourages hands-on experience. This study aims to examine an outdoor education program as one of the useful tools that higher education could use to identify students' leadership practices. It is done by comparing students who participated in outdoor education program and those who did not participate. Using the convenience sampling technique, a total of 106 students from the Faculty of Sport Science and Recreation UiTM were selected for this study. Data was collected through the Students Leadership Practices Inventory questionnaire used to measure three leadership practices: 'Model the Way', 'Inspire a Shared Vision' and 'Challenge the Process'. Independent sample t-test was used in order to identify the significant difference of the three leadership practices between the two groups of students. The results showed that there were significant differences in all three leadership practices of the students who participated in outdoor education program. Thus, this study proposed that outdoor education program is one of the effective activities to develop experiential learning that could be offered to all students of higher education to equip them with leadership skills required for future employability.

Keywords: *Leadership practices, Outdoor education, Model the Way, Inspire a Shared Vision, Challenge the process.*

INTRODUCTION

Education in Malaysia is an ongoing effort towards developing potential individuals in a holistic and integrated manner. One important aspect in producing rounded individuals is acquiring good soft skills. Soft skills include aspects that involve cognitive elements associated with non-academic skills such as positive values, teamwork, lifelong learning, leadership skills and communication skills. All of these skills are necessary for students when they enter the workplace world (Sherman, 2008; Vance, 2007; Yulpisman, 2006). Among these skills, student leadership is arguably one of the most beneficial extracurricular activities a person can perform while in college. In line with this, in order to remain competitive, many higher education institutions are concerned to educate and equip their students with leadership skills (Langbein, 2009; McNaboe, 2011).

Leadership skill can be learned and taught in an academic surrounding and this situation has enhanced the leadership education program in education systems especially in higher education institutions. So, the purpose of this study was to examine the efficacy of outdoor education programs in developing significant leadership skills. It sought to identify the perceived level of leadership practices of university students who participated in an outdoor education program and those who did not participate as well as to examine the differences of perceived leadership practices between the two groups. Kouzes and Posner's (2002) Student Leadership Practices Inventory was used to determine the leadership practices of university students by focusing on three Leadership Practices namely: "Model the Way", "Inspire a Shared Vision", and 'Challenge the Process".

The following hypotheses were examined in relation to three aspects of leadership practices:

H1. *Students who participated in an outdoor education program perceived themselves to engage more frequently in the leadership practices of "Model the Way" than those who did not participate.*
H2. *Students who participated in an outdoor education program perceived themselves to engage more frequently in the leadership practices of "Inspire a Shared Vision" than those who did not participate.*

H3. Students who participated in an outdoor education program perceived themselves to engage more frequently in the leadership practices of "Challenge the Process" than those who did not participate.

The following leadership practices are the basis used to gather information about the students' perceptions of leadership behaviors (generally from the involvement in outdoor activities). They are:

1. Model the Way – sets a standard of excellence in a responsible manner.
2. Inspire a Shared Vision – engages others and reaches a win-win situation as a desired outcome.
3. Challenge the Process – takes risk, and searches for opportunities to change, grow and improve.

LITERATURE REVIEW

Previous studies have shown the importance of clear objectives and vision, together with effective communication in outdoor programs. A clear vision is an important element for a group or an organization to drive it to accomplish its mission. In a group, the leader needs to have an aspiration of what they want to achieve and accomplish for the future. According to Kouzes and Posner (2002), "Inspire a Shared Vision" is one of the important leadership practices. In order to be a leader, an individual needs to have a vision for his or her group or organization. This is important in order to motivate others in the group or organization to perform well in their work by understanding and having a clear picture of the purpose of the work or activity they are doing. A leader needs to give an explanation and understanding of the work or activities that a group or organization is doing by developing its own vision. The leader needs to clearly deliver the vision to the group or organization. Effective communication is necessary in order to make sure the vision would bring a positive outcome to the group or organization (Zaid, 2011).

During an outdoor education program, the educator or instructor sets goals and mission for students to achieve at the end of the activities. Thus, to ensure the activities and the program are successful, each person in the group needs to have the same understanding and share the vision of the team

(Lund, 2013). Generally, students who participate in any extra activities and programs outside the formal classroom experience a situation where they need to envision the future and communicate the vision to the group members or organization to ensure the goals of their activities and programs are achievable (Lund, 2013).

In an outdoor education program, students always seek and create new ideas and approaches to face challenges in every activity conducted (Ledermann, 2013; Shooter, 2008). This condition gives an opportunity for them to develop one of the leadership practices namely, "Challenge the process" (Kouzes & Posner, 2003; Abu-Tineh, Khasawneh & Omary, 2009). In this situation, leaders show their ability to challenge the current process and change it with their new ideas.

"Model the Way" leadership practices focus on the personal credibility of the leader. An individual who engages in "Model the Way" leadership practice is a leader who has his or her own voice and sets an example for others in order to achieve the goals of a group. A leader must be a person whom others can believe and share similar values with. In order to make others believe and trust a leader, credibility is an important quality for the leader (Kouzes & Posner, 2003; Matthews, 2010; Ramirez, 2002).

From previous studies, scholars identified that students' involvement in higher education gives an impact toward students learning and development (Astin, 1993; Pascarella & Terenzini, 2005; Nicoli, 2011). University students perceive that they can develop leadership skill through engagement in activities and programs during their study in higher education. Through their involvement in activities, students have a chance and opportunities to learn, observe and practice leadership skills (Anderson, 2012; Astin, 1993). In view of this, Astin's Students Involvement Theory is relevant in order to describe the process of student leadership development. Astin (1984) formulated the theory of student involvement and later, linked the development of leadership to the involvement of students (Astin, 1993).

Thus, this implies that involvement and participation in outside-of-formal-classroom activities and programs help students to engage in situations where they need to be visionary leaders and communicate the vision to others to make sure the goals and targets of the group are

achievable. In this study, the outdoor education program is an activity where students need to have a vision and share it with others so they can achieve the target and goals of the program.

METHODOLOGY

This study is a quantitative research which used questionnaire to collect data. The "Student Leadership Practices Inventory" by Kouzes and Posner (2002) was used to gather the data on leadership practices of the students. They needed to indicate the frequency of their behaviors and actions based on a Likert Scale ranging from 1- Rarely, 2- Once a While, 3- Sometimes, 4- Often and 5- Very Frequently. The target population of this study was students from the Faculty of Sport Science and Recreation, University Teknologi Mara (UiTM). There were two groups of semester four students participating in this study: Minor 1 and Minor 2 students. The Minor 1 group consisted of students who participated in an outdoor education program while the Minor 2 group consisted of students who did not participate in an outdoor education program. These two groups of students were from UiTM Seremban, Negeri Sembilan campus and UiTM Arau, Perlis campus. The whole population of 106 students was used in this study. The distribution of the respondents is shown in Table 1.

Table 1: The Distribution of Respondents

Campus	Participated in outdoor education program	Did not participate in outdoor education program	Total
Seremban	23	19	42
Arau	35	29	64
Total	58	48	106

RESULTS AND DISCUSSION

Table 2 presented that the respondents who participated in an outdoor education program perceived a moderate mean score (3.1 – 4.0) for every item in "Model the Way" leadership practices. The items, "I build consensus on an agreed on set of values for our organization" and "I talk about the values and principles that guide my actions" (M = 3.95) showed the highest

mean score. The item, "I set a personal example of what I expect from other people" had the lowest mean score in "Model the Way" leadership practice (M = 3.59).

Table 2: "Model the Way" Leadership Practices Perceived by Students who Participated in an Outdoor Education Program

	N	Min	Max	Mean	Std. Deviation
I set a personal example of what I expect from other people.	58	3	5	3.59	.650
I spend time and energy to make sure people in our organization adhere to the principles and standards we have agreed on.	58	3	5	3.76	.657
I follow through on the promises and commitments I make in this organization.	58	3	5	3.72	.615
I find ways to get feedback about how my actions affect other people's performance.	58	3	5	3.91	.601
I build consensus on an agreed-on set of values for our organization.	58	3	5	3.95	.575
I talk about the values and principles that guide my actions.	58	3	5	3.95	.605

Scale : 1= Rarely, etc 2= Once a While, 3= Sometimes, 4= Often and 5= Very Frequently

Table 3 showed that the respondents who did not participate in an outdoor education program were less engaged in all six items in "Model the Way" leadership practices. However, the item, "I talk about the values and principles that guide my actions" (M = 2.79, SD= .582) had a slightly higher mean score compared to the other five items. The item, "I spend time and energy to make sure people in our organization adhere to the principles and standards we have agreed on" scored the lowest mean score (M = 2.56, SD= .769) for "Model the Way" leadership practices.

Table 3: "Model the Way" Leadership Practices Perceived by Students who did not Participate in an Outdoor Education Program

	N	Min	Max	Mean	Std. Deviation
I set a personal example of what I expect from other people.	48	1	3	2.60	.610
I spend time and energy to make sure people in our organization adhere to the principles and standards we have agreed on.	48	1	4	2.56	.769
I follow through on the promises and commitments I make in this organization.	48	1	4	2.73	.610
I find ways to get feedback about how my actions affect other people's performance.	48	1	4	2.67	.595
I build consensus on an agreed-on set of values for our organization.	48	1	4	2.60	.644
I talk about the values and principles that guide my actions.	48	1	4	2.79	.582

Scale : 1= Rarely, 2= Once a While, 3= Sometimes, 4= Often and 5= Very Frequently

The results in Table 4 showed the mean score for every item in "Inspire a Shared Vision" leadership practices for respondents who participated in an outdoor education program. The results showed the respondents scored high on the item "I am upbeat and positive when talking about what our organization aspires to accomplish" (M = 4.10, SD= .674), followed by the item "I look ahead and communicate about what I believe will affect us in the future" (M = 3.98, SD= .577), "I talk with others about sharing a vision of how much better the organization could be in the future" (M = 3.95, SD= .660), "I speak with conviction about the higher purpose and meaning of what we are doing" (M = 3.93, SD= .722) and "I describe to others in our organization what we should be capable of accomplishing" (M = 3.91, SD=.571). The lowest mean score was for the item, "I talk with others about how their own interests can be met by working toward a common goal" (M = 3.78, SD= .531).

Table 4: "Inspire a Shared Vision" Leadership Practices Perceived by Students who Participated in an Outdoor Education Program

	N	Min	Max	Mean	Std. Deviation
I look ahead and communicate about what I believe will affect us in the future.	58	3	5	3.98	.577
I describe to others in our organization what we should be capable of accomplishing.	58	3	5	3.91	.571
I talk with others about sharing a vision of how much better the organization could be in the future.	58	3	5	3.95	.660
I talk with others about how their own interests can be met by working toward a common goal.	58	3	5	3.78	.531
I am upbeat and positive when talking about what our organization aspires to accomplish.	58	3	5	4.10	.674
I speak with conviction about the higher purpose and meaning of what we are doing.	58	3	5	3.93	.722

Scale : 1= Rarely, 2= Once a While, 3= Sometimes, 4= Often and 5= Very Frequently

As presented in Table 5, the results showed that the respondents who did not participate in an outdoor education program perceived a moderate mean score for the item, "I am upbeat and positive when talking about what our organization aspires to accomplish" (M = 3.10, SD = .555) for "Inspire a Shared Vision" leadership practices. However, for the other five items in "Inspire a Shared Vision" leadership practices, the respondents scored low mean scores. These five items were "I speak with conviction about the higher purpose and meaning of what we are doing" (M = 2.81, SD=.673), "I talk with others about how their own interests can be met by working toward a common goal" (M = 2.73, SD= .644), "I look ahead and communicate about what I believe will affect us in the future" (M = 2.71, SD= ..617), "I talk with others about sharing a vision of how much better the organization could be in the future" (M = 2.67, SD=.595) and the lowest mean score was for the item, "I describe to others in our organization what we should be capable of accomplishing" (M = 2.48, SD= .772).

Table 5: "Inspire a Shared Vision" Leadership Practices Perceived by Students who did not Participate in an Outdoor Education Program

	N	Min	Max	Mean	Std. Deviation
I look ahead and communicate about what I believe will affect us in the future.	48	2	4	2.71	.617
I describe to others in our organization what we should be capable of accomplishing.	48	1	4	2.48	.772
I talk with others about sharing a vision of how much better the organization could be in the future.	48	1	4	2.67	.595
I talk with others about how their own interests can be met by working toward a common goal.	48	1	4	2.73	.644
I am upbeat and positive when talking about what our organization aspires to accomplish.	48	2	4	3.10	.555
I speak with conviction about the higher purpose and meaning of what we are doing.	48	1	4	2.81	.673

Scale : 1= Rarely, 2= Once a While, 3= Sometimes, 4= Often and 5= Very Frequently

As shown in Table 6, there were three items that scored high mean score for "Challenge the Process" leadership practices perceived by respondents who participated in an outdoor education program. The results showed that the items with the highest mean score were "I keep current on events and activities that might affect our organization" and "I make sure that we set goals and make specific plans for the projects we undertake" (M = 4.12) respectively. This was followed by the item, "I take initiative in experimenting with the ways we can do things in our organization" (M = 4.02, SD=.513). The lowest mean score was for the item, "I look for ways that others can try out new ideas and methods" (M = 3.78, SD= .650).

Table 6: "Challenge the Process' Leadership Practices Perceived by Students who Participated in an Outdoor Education Program

	N	Min	Max	Mean	Std. Deviation
I look around for ways to develop and challenge my skills and abilities.	58	3	5	3.98	.607
I look for ways that others can try out new ideas and methods.	58	3	5	3.78	.650
I keep current on events and activities that might affect our organization.	58	3	5	4.12	.595
When things do not go as we expected, I ask, 'What can we learn from this experience?	58	3	5	3.81	.712
I make sure that we set goals and make specific plans for the projects we undertake.	58	3	5	4.12	.595
I take initiative in experimenting with the ways we can do things in our organization.	58	3	5	4.02	.513

Scale : 1= Rarely, 2= Once a While, 3= Sometimes, 4= Often and 5= Very Frequently

The results in Table 7 presented the mean score of "Challenge the Process" leadership practices for respondents who did not participate in an outdoor education program. All six items in "Challenge the Process" indicated low mean score (less than 3.0). However, there were two items that scored slightly higher compared to the other four items in "Challenge the Process" leadership practices. The two items were "I make sure that we set goals and make specific plans for the projects we undertake" (M = 2.87, SD= .606) and "I take initiative in experimenting with the way we can do things in our organization" (M = 2.83, SD= .630). The lowest mean score was for the item "I look for ways that others can try out new ideas and methods" (M = 2.50, SD= .684).

Table 7: "Challenge the Process" Leadership Practices Perceived by Students who did not Participate in an Outdoor Education Program

	N	Min	Max	Mean	Std. Deviation
I look around for ways to develop and challenge my skills and abilities.	48	2	4	2.79	.504
I look for ways that others can try out new ideas and methods.	48	1	3	2.50	.684
I keep current on events and activities that might affect our organization.	48	1	4	2.67	.663
When things do not go as we expected, I ask, "What can we learn from this experience"?	48	1	4	2.67	.595
I make sure that we set goals and make specific plans for the projects we undertake.	48	1	4	2.87	.606
I take initiative in experimenting with the way we can do things in our organization.	48	1	4	2.83	.630

Scale : 1= Rarely, 2= Once a While, 3= Sometimes, 4= Often and 5= Very Frequently

H1a: Students who participated in an outdoor education program perceived they engaged more frequently in the leadership practices of "Model the Way" than those who did not participate.

The independent samples t-test was run to determine the difference in leadership practices of "Model the Way" of the respondents, i.e the university students. The results, t (106) = 14.479, p-value = .000 indicated that there was a significant difference in leadership practices of "Model the Way" between students who participated in an outdoor education program and those who did not participate (Table 8). The results indicated that the average score of leadership practices of "Model the Way" of university students who participated in an outdoor education program (M = 3.81, SD = .386) was significantly different from university students who did not participate (M = 2.66, SD = .433). Therefore, university students who participated in an outdoor education program were reported to engage more frequently in the leadership practices of "Model the Way" compared to those who did not participate. Therefore, this hypothesis is proven.

Table 8: Independent Sample t Test of "Model the Way" Leadership Practices

	Participated (Mean)	Did not Participate (Mean)	t test	p-value
Model the Way	3.81	2.66	14.479	.000

The findings of this study revealed that university students who participated in an outdoor education program were more frequently engaged in "Model the Way" leadership practices compared to those who did not participate. In line with the leadership practices, a personal quality that can be developed by the university students who participated in the outdoor education program is credibility to ensure he is trusted and followed (Matthews, 2010). They have clear values and principles that guide their behaviors and actions in order to achieve the mission and goal of the program.

Survival activity is one of the example of activities in the outdoor education program where the students had to build a shelter, prepare their own meal, and make a campfire and other task. These tasks required the students to trust each other and believe in the group members to complete the tasks given to them to make sure they achieve their goal with limited resources. Indirectly, this activity engaged the students more frequently with the leadership practices and at the same time, developed their leadership skills. Those students who did not participate in the outdoor education program might have less involvement in such activities that require cooperation and teamwork. This may result in less development of their credibility.

To develop university students with strong credibility, continuous participation in outdoor activities can be seen as an effort in the development of certain leadership traits for potential leaders. Many of the respondents who participated in the outdoor education program were first timers. This means that they only have one experience in getting involved in an outdoor education program. So, they are still developing their leadership skills. If they continue to participate in any outdoor activity more frequently, it is believed that they can develop potential credibility and at the same time, improve their leadership skills.

This finding implies that higher education institutions need to consider outdoor education program as one of the compulsory activities for university students. This is because participation and involvement in an outdoor education program may help university students to explore and discover the potentials that they have especially their leadership skills.

H2a: Students who participated in an outdoor education program perceived they engaged more frequently in the leadership practices of "Inspire a Shared Vision" compared to those who did not participate.

The independent samples t-test was run to determine the difference in leadership practices of "Inspire a Shared Vision" of the university students. The results, $t(106) = 14.181$, p-value = .000 (Table 9) indicated that there was a significant difference in the leadership practices of "Inspire a Shared Vision" between students who participated in the outdoor education program and those who did not participate. The results indicated that the average score of leadership practices of "Inspire a Shared Vision" of university students who participated in an outdoor education program (M = 3.93, SD = .407) was significantly different from university students who did not participate in an outdoor education program (M = 2.75, SD = .450). Therefore, university students who participated in the outdoor education program were reportedly engaged more frequently in the leadership practices of "Inspire a Shared Vision" compared to those who did not participate. Therefore this hypothesis is proven.

Table 9: Independent Sample t Test of "Inspire a Shared Vision" Leadership Practices

	Participated (Mean)	Did not Participate (Mean)	t test	p-value
Inspire a Shared Vision	3.93	2.75	14.181	.000

A clear vision is an important element for a group or an organization to drive it to accomplish its mission for success. During an outdoor education program, the instructor sets goals for students to achieve. In order to make sure the activities and program are successful, each person in the group needs to have the same understanding and shared a vision of the team (Lund, 2013). One of the activities that the students in this study did during an outdoor education program was kayaking. For example, the students were

given the task to reach from check point A to check point B within three hours. They needed to communicate among their group members on how to achieve the goal without leaving any members behind. The students also had to communicate with their partner to give a clear picture of their mission to reach the check point within three hours even though they faced some challenges, for example, bad weather condition. Thus, clear understanding will make them more enthusiastic to accomplish the goal and target in any way (Zaid, 2011).

Generally, students who are involved in any other extra activities and programs outside the formal classroom experience a situation where they need to envision the future and communicate the vision among the group members or organization to ensure the goals of their activities and program are achievable (Lund, 2013). In this study, those who did not participate in an outdoor education were less engaged in situations where they needed to set goals and targets for a group.

Thus, this implies the involvement and participation in outside of formal classroom activities and programs help students to be engaged in situations where they need to be a visionary leader and communicate the vision to others to make sure the goals and targets of the group are successful and achievable. In this study, an outdoor education program is one of the activities that offer the situation where students need to have a vision and share it with others to make sure they achieve the targets and goals at the end of the program and activities.

H3a: Students who participated in an outdoor education program perceived they engaged more frequently in the leadership practices of "Challenge the Process" compared to those who did not participate.

The independent samples t-test was run to determine the difference in leadership practices of "Challenge the Process" of the university students. The results, $t(106) = 15.769$, p-value = .000 (Table 10) indicated that there was a significant difference in the leadership practices of "Challenge the Process" between students who participated in an outdoor education program and those who did not participate. The results indicated that the average score of leadership practices of "Challenge the Process" of university students who participated in the outdoor education program ($M = 3.71$, $SD = .407$)

was significantly different from university students who did not participate (M = 2.72, SD = .404). Therefore, university students who participated in the outdoor education program were reported to engage more frequently in the leadership practices of "Challenge the Process" compared to those who did not participate. Therefore, this hypothesis is proven.

Table 10: Independent Sample t Test of "Challenge the Process" Leadership Practices

	Participated (Mean)	Did not Participate (Mean)	t test	p-value
Challenge the Process	3.71	2.72	15.769	.000

Participation and involvement in outdoor education programs give opportunities for students to develop their critical thinking skills since they are exposed to various situations and conditions in an outdoor education environment. Students are always seeking and creating new ideas and approaches to face challenges in every activity conducted (Ledermann, 2013; Shooter, 2008) through outdoor experiential learning.

The findings of this study show university students who participated in an outdoor education program were frequently engaged in leadership practices compared to those who did not participate. This study shows that university students who participated in an outdoor education program always took the initiative in looking and searching for new ideas to develop their skills and abilities. Most outdoor education programs depend on the environment and the weather. There are always immediate or ad-hoc changes with an earlier planning because of bad weather condition, etc. Thus, this is where critical and fast decisions need to be made in order to accomplish the target even though it is not in the earlier plan.

Students must be brave enough to experiment and to seek new outcomes, take positive challenges and think out of box to complete tasks in different ways without ignoring safety precautions in order to prevent injuries. There will be failures or mistakes along the way to accomplish all the tasks given. Sometimes, they need to try more than once to solve a problem. This is the opportunity for them to learn and gain as much experience they can from their failures and mistakes. This leadership

practice is called "Challenge the process" (Kouzes & Posner, 2003; Abu-Tineh, Khasawneh & Omary, 2009). This situation indirectly gives an opportunity for students develop their leadership skills. The involvement and participation in an outdoor education program provide an engagement of leadership practices; thus, making an outdoor education program a way to develop critical thinking skills through exploring and creating new ideas to accomplish the goals and objectives of the targetted activities.

CONCLUSION

The findings of this study revealed that university students who participated in an outdoor education program were more frequently engaged in all three leadership practices namely, "Model the Way", "Inspire a Shared Vision" and "Challenge the Process". On the other hand, university students who did not participate in an outdoor education program scored low in the three leadership practices. The lowest leadership practice engaged by students was "Model the Way" leadership practices. This result revealed that many of the activities conducted in the outdoor education program were teamwork activities which required participants to accomplish tasks together with their teammates.

For the inferential statistics of independent sample t-test, the results, t (106) = 17.562, p-value = .000 indicated that there was a significant difference in leadership practices between the students who participated in an outdoor education program and those who did not participate.

These findings are supported by the theory of Astin's Student's Involvement and Kolb's Experiential Learning. Students develop their personalities and skills during their university experiences (Nicoli, 2011) and the involvement in activities in higher education give an impact on students' learning and development (Astin, 1993; Pascarella & Terenzini, 2005). University students perceive that they develop the leadership skills through their engagement and experiences in activities and programs during their studies in higher education. Therefore, through the involvement and participation in outdoor education programs, students develop opportunities to learn, observe and practice leadership skills (Anderson, 2012; Astin, 1993).

Some recommendations from this study are as follow. Higher education institutions should create outdoor education programs not only for students, but also for university management staff and executives. Besides implementing outdoor education programs as part of the curriculum, more outdoor leadership programs can also be organized for university staff especially for top management executives to enhance their leadership skills. The program content can be improved from time to time following the needs of the universities.

Besides this, hiring qualified educators or lecturers who have qualifications in outdoor programs with wide experience and knowledge is very important. The qualified educators will make sure that the programs conducted by the university are effective to meet the required standards and to achieve the needs in developing students' leadership skills. Educators or lecturers who have a lot of experience in outdoor education programs can relate their knowledge and experiences rather than teach and concentrate on theories only in classrooms.

Moreover, higher education institutions can expand their effort by collaborating with the Recreation Department of the Ministry of Youth and Sports that engages field experts on outdoor education. Higher education institutions may cooperate with the Ministry to engage these experts. Besides that, the experts may become mentors to lecturers for education transformation programs.

Furthermore, the management of university needs to encourage more lecturers and educators to conduct more research on the effectiveness of outdoor education programs in the development of leadership skills. By conducting more studies, understanding of the relationship between outdoor education programs and students' leadership skills will be more in-depth.

Students should also be encouraged to participate in outdoor education or recreation clubs and associations outside the class so they can meet and work with different people from different backgrounds in various situations, which help to develop maturity and leadership skills.

To conclude, this study is hoped to be a potential reference to provide better understanding especially among educators and university

administrators on the significant roles and practices of outdoor education programs in the development of university students' leadership skills and practices.

REFERENCES

Abu-Tineh, A., Khasawneh, S. A., & Omary, A. (2009). Kouzes and Posner's transformation leadership model in practices: The Case of Jordanian Schools. *Journal of Leadership Education*, *7*(3), 265-283.

Anderson, M. D. (2012). *The leader development of college students who participate in different levels of sport.* The Ohio State University Thesis Collection.

Astin, A. W. (1993). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, *41*, 518-529.

Barfod, K. S. (2010). *Outdoor education in compulsory education, a European perspective*. Paper presented at the Encountering, Experiencing and Exploring Nature in Education 10th conference's collection of papers.

Cooper, G. (2010). *Outdoor Learning, Environment and Sustainability-Seeing the big picture*. Paper presented at the Encountering, Experiencing and Exploring Nature in Education 10th conference's collection of papers.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. U. S. : McGraw-Hill Inc.

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations.* California: Jossey-Bass.

Kouzes, J. M., & Posner, B. J. (2002). *Leadership challenge* (3rd ed.). San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2005). S*tudent leadership practices inventory, self instrument* . San Francisco: Jossey-Bass.

Langbein, M. L. (2009). *The effects of age and experience on levels of leadership: Practices of nontraditional undergraduate management Students.* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI Number411037)

Ledermann, J. (2013). *Integrating environment and outdoor education in Grades 7- 12: Final report.* Minnesota: Minnesota Department of Education.

Lund, B. L. (2013). *A comparison of leadership practices of collegiate student athletes and non-athlete peers: Seeking solutions to the leadership succession crisis in corporate America.* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3563003).

McNaboe, D. (2011). *A study of the relationship between participation in Marietta College's McDonough leadership program and the leadership development of college students.* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI 3530534)

Nicoli, G. T. (2011). *The impact of co-curricular involvement on college students' need for cognition.* Iowa: University of Iowa.

Pascarella, E. T., Bohr, L., Nora, A., & Terenzini, P. T. (2005). Intercollegiate athletic participation and freshman year cognitive outcomes. *Journal of Higher Education, 66*, 369-387

Sherman, W. (2008). *The effects of a formal leadership program on students' views and interactions with diverse others.* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3334652).

Shooter, W. B. (2008). *The effect of leader attributes, situational context, and participant optimism on trust in outdoor leaders.* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3313961).

Vance, E. (2007). College graduates lack key skills, report says. *The Chronicle of Higher Education 53(22),* A30.

Yulpisman Asli. *(2006). Modul pembangunan kemahiran insaniah (soft skills) untuk institusi pengajian tinggi Malaysia.* Serdang*:* Universiti Putra Malaysia.

Zaid, M. (2011). *Visionary leadership and organisational effectiveness in institutions of higher learning.* Uganda: Makerere University Business School.

Zimmerman-Oster, K., & Burkhardt, J. C. (1999). Leadership in the making: Impacts and insights from leadership development programs in U.S. colleges and universities. Battle Creek, MI: W. K. Kellogg Foundation.