

## Abstract

The present study aimed at investigating the women leadership development process among a group of young female students, by looking at the influences of personality and school environment on their Motivation to Lead. 107 female students coming from 4 coeducational schools and 70 female students coming from 2 girls' schools participated in this study. Participants completed the CPAI-2 Social Potency scale, Past Leadership Experience scale, 14-category leadership behavior scale, and Motivation to Lead scale. Results demonstrated that Social Potency and past leadership experience were strong predictors of Motivation to Lead. No significant difference on past leadership experience, gender stereotype and Motivation to Lead was found between subjects from single-sex schools and co-educational schools. Implications of the research findings were discussed and further studies were suggested.