

Development of Leadership Qualities among Secondary School Students in Kashmir- An Evaluative Study

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Abstract: The present study was carried out to evaluate the leadership qualities of rural, urban and semi-urban secondary school students. A sample of 720 students was drawn randomly from Government High and Higher Secondary Schools functioning in various Districts In Kashmir Valley. The age of the subjects was 16-18 years. The data was collected with the help of Dr. (Mrs.) Haseen Taj's "leadership effectiveness scale". Mean, S.D and test of significance were calculated to find out the differences between the mean scores of rural, urban and semi-urban students on leadership qualities, The results revealed significant mean difference between the groups under investigation.

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1. Introduction

Education is the most powerful agency in moulding the character and determining the future of individuals and of nations. It is an integral part and basis of human life, an essential human virtue that develops human intellect and body, fashions and models him for society and transforms him into a social and cultural being. In its most comprehensive sense it aims at storing the mid of its receipt with useful knowledge and training his powers of mind and body to healthful and harmonious action. Researchers have revealed that education is the most single factor in achieving rapid economic development and technological progress in creating a social order founder on the values of freedom, social justice and equal opportunity. For this the Secondary Education Commission (1952-53) in its report formulated the training of character, development qualities for citizenship in democratic social order, training for leadership and improvement of vocation efficiency as main recommendations.

The secondary school student is attracted by the protest movements, riots and demonstrations. To some students these represent real commitment and leadership. Many are eager to take an active part in social reforms and even revolution. As a secondary school student, he is exposed to crowded schools and then moves into a crowded labour market. At the same time, less and less independence of choice and activity comforts him. He seeks and desires a feeling of value in the scheme of things, a sense of achieving and belonging which brings identification with those

movements, activities and individuals that seem to given these to him. The secondary school has the opportunity to provide the positive leadership and guidance so critically needed at this period.

According to Secondary Education Commission (1952-53) development of qualities of leadership is important for successful functioning of democracy. Leadership involves a group process with the leader as the main directive element. A transactional view of leadership effectiveness emphasizes the leader follower relationship in two major respects. First, it deals with the responsiveness of the group in gaining specified goals and second it means securing those goals with the greatest possible consideration for the individual comprising the group. Leadership means achieving a productive use of human and material resources at or beyond potential. It contributes to organizational effectiveness. Qualities of leadership are not so much attributes of the leader as they are requirements of the leader's role. Leaders regularity and practicability of behaviour is important in smoothing ongoing interaction. Quality of behavioural stability alone does not judge the leader's effectiveness, in addition, he should possess the emotional stability. The leader who has ethical and moral strength is fully committed to the goals of the organization and his role in accomplishing these goals. The secondary education must impart education for leadership. Students should also be trained to be able to own the responsibilities or leadership in various fields of life, namely social, cultural or industrial, political etc.

2. Need and Importance

In the hands of man, education is a useful weapon. It can work wonders if used rightly. The need of the hour is to make it society oriented. Only the use of right type of education can help really in the fast changing political and social setup of life whose foundations are laid on democratic philosophy. So the need of the hour is to keep education upto the mark and upto date in every aspect. Mazzine says, "True democracy refers to the progress of all under the leadership of the wisest and the best". A democracy cannot function successfully unless all the people- not merely a particular section – are trained for discharging their responsibilities and this involves training in discipline as well as leadership. There is no more dangerous maxim in the world of today than "My country, right or wrong". The whole world is now so intimately interconnected that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that national citizenship. This means that the educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to develop democratic values so as to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.

It is clear that we shall have to formulate our aims with reference to the training of character to develop the leadership qualities among students to enable them to assume the responsibility of leadership in their own small groups of community or locality for the development of nation as whole. Hence, research in these areas can be tremendous help to the students for developing leadership qualities. Keeping in view the present scenario of a secondary education and status of the field as a whole, one needs to take a realistic view about the future direction in which secondary education programme must move.

Review of literature indicates the need for secondary education is widely recognized but the status of the secondary education as recommended by secondary education commission needs to be steadily raised and improved in qualitative terms. Undoubtedly, a good deal of work has been done in this direction but much more needs to be done.

3. Objectives of the Study

In order to carry out the evaluative study meaningfully the following objectives were formulated for the present study.

1. To measure the leadership qualities of secondary school students.

2. To compare rural, urban and semi-urban secondary school students on Leadership Qualities.
3. To compare rural, urban and semi-urban secondary school students on different dimensions of leadership qualities.

4. Methodology and Procedure

4.1 Sample:

Seven hundred twenty students reading in 10th and 12th grade identified on the basis of systematic random sampling from Government High and Higher Secondary Schools of the three areas viz; rural, urban and semi-urban of the Kashmir division served as the sample for the present study. From the six districts of Kashmir valley, 50% of the educational zones were selected from the available list, which makes a total of 21 educational zones, from each zone, two classes, viz. 10th and 12th were chosen; from each zone minimum of 17 students were taken, thus a total of 720 students constituted the sample for the present study. The students were in the age group of 16 to 18 years.

4.2 Description of Tools:

The tool for the present study was selected in a manner to ensure the accomplishment of objectives of the study. The investigator selected following tool for collection of the data.

Leadership Effectiveness Scale (LES) by Dr. (Mrs.) Haseen Taj.

It consists of six major areas like, Interpersonal Relations, Intellectual Operations, Behavioural and Emotional Stability, Ethical and Moral Strength, Adequacy of Communications and Operation as a Citizen. The reliability of the leadership effectiveness scale were calculated by test-retest and split-half reliability. The validity coefficient of leadership effectiveness were obtained through Intrinsic validity and Item validity

4.5 Analysis and Interpretation:

The data on the basis of objectives set forth were analyzed through various statistical techniques found suitable for drawing inferences and presented with the help of tables. The 't' test was employed in order to measure the significance.

The analysis and interpretation of leadership qualities has been done along the following lines:

1. Overall percentage comparison of secondary school students on leadership effectiveness.
2. Percentage comparison of Rural, Urban and Semi Urban secondary school students on leadership effectiveness.

3. Comparison of Rural, Urban and semi Urban Secondary school students on leadership effectiveness.
4. Comparison of rural, urban and semi urban secondary school students on different dimension of leadership effectiveness i.e. (Interpersonal Relations, Intellectual Operations, Behavioral and emotional stability, ethical and moral strength, Adequacy of communication and operations as a citizen)

A: LEADERSHIP EFFECTIVENESS

Table 1: Showing percentage comparison of secondary school students on Leadership effectiveness

N	Excellent	Average	Poor
720	30.55 (N=220)	36.94 (N=266)	32.50 (N=234)

The above table clearly indicates that of all the sample secondary students (N=720) a significant proportion of 36.94% has been found to possess average leadership qualities, 32.50% of the students were categorized as poor and only 30.55% possessed excellent leadership qualities.

Table 1.2: Showing Comparison of rural, semi-urban, urban students on leadership effectiveness, with (N = 240 in each group).

S. No.	Area	Mean	S.D.	t-value	Level of significance
1.	Rural	482.99	32.87	22.34	0.01
	Urban	411.71	37.03		
2.	Rural	482.99	32.87	16.17	0.01
	Semi-urban	579.04	85.99		
3.	Semi-urban	579.04	85.99	27.70	0.01
	Urban	411.71	37.03		

Table (1.2) shows the comparison of rural students v/s urban students, rural student’s v/s semi-urban students, semi-urban students v/s urban students on leadership qualities. The results reveal that all the three comparisons turned out to be

Table 1-1: Showing Percentage comparison of rural, semi-urban, urban students on leadership effectiveness, with (N = 240 in each group).

	Rural	Semi-urban	Urban
Excellent	28.75 (N = 69)	33.75 (N = 81)	29.16 (N = 70)
Average	42.08 (N = 101)	35.83 (N = 86)	32.91 (N = 79)
Poor	29.16 (N = 70)	30.41 (N = 73)	37.91 (N = 91)

The above table gives an account of %age of respondents of three groups (i.e.) rural, semi-urban, urban students on leadership qualities. The table clearly indicates that out of 240 rural students 28.75% show excellent leadership qualities , 42.08%. average leadership qualities and 29.16% poor leadership qualities. Likewise out of 240 semi-urban students 33.75% show excellent, 35.83 average and 30.41% poor leadership qualities. Similarly out of 240 urban students 29.16% show excellent, 32.91% average and 37.91% show poor leadership qualities. It has also been found that out of three groups semi-urban students show excellent leadership qualities.

significant at (0.01) level .The table clearly indicates that semi-urban students show higher leadership qualities in comparison to rural students and urban students.

Table 1.3: Showing Comparison of rural, semi-urban, urban students on interpersonal relations dimensions of leadership effectiveness with (N = 240 in each group).

Dimensions	Area	Mean	S.D.	t-value	Level of significance
Interpersonal Relations	Rural	97.64	10.61	7.04	0.01
	Urban	90.45	11.91		
	Rural	97.64	10.61	16.03	0.01
	Semi-urban	119.61	18.60		
	Semi-urban	119.61	18.60	20.53	0.01
	Urban	90.45	11.90		

Table (1.3) gives an account of mean’s S.D’s and t-values of the three groups (i.e.,) rural students v/s urban students, rural students v/s semi-urban students, semi-urban v/s urban students on

interpersonal relations dimension of leadership effectiveness. A quick look at the table reveals that all the three comparisons turned out to be significant at 0.01 level. The results reveal that rural students

show higher interpersonal relations on leadership effectiveness in comparison to urban students. Also semi-urban students show higher interpersonal

relations on leadership effectiveness in comparison to rural and urban students.

Table 2: Showing Comparison of rural semi-urban, urban students on intellectual operations dimension of leadership effectiveness with (N = 240 in each group).

Dimension	Area	Mean	S.D	t-value	Level of significance
Intellectual operations	Rural	81.89	9.68	13.43	0.01
	Urban	68.05	12.85		
	Rural	81.89	9.68	5.93	0.01
	Semi-urban	93.41	28.52		
	Semi-urban	93.41	28.52	12.61	0.01
	Urban	68.05	12.85		

The above table shows the comparison of rural students V/S urban students, rural students V/S semi-urban students, semi-urban students V/S urban students on intellectual operations dimension of leadership effectiveness with (N = 240). The results reveal that all the three comparisons turned out to be

significant at (0.01) level. It has been found that rural students show higher intellectual operations in comparison to urban students. Also semi-urban students show higher intellectual operation on leadership effectiveness in comparison to rural students and urban students.

Table 3: Showing Comparison of rural, semi-urban, urban students on behavioural and emotional stability dimension of leadership effectiveness with (N = 240 in each group).

Dimension	Area	Mean	S.D	t-value	Level of significance
Behavioural and emotional stability	Rural	70.36	8.22	17.36	0.01
	Urban	56.12	9.86		
	Rural	70.36	8.22	36.09	0.01
	Semi-urban	100.32	9.92		
	Semi-urban	100.32	9.92	49.11	0.01
	Urban	56.12	9.86		

The above table shows the significance of difference between three groups (i.e.,) rural students V/S urban students, rural students V/S semi-urban students, semi-urban students V/S urban students on behavioural and emotional stability on leadership effectiveness with (N = 240). The table clearly indicate that all the three comparisons differ significantly in their mean scores on behavioural and

emotional stability. The difference being significant at (0.01) level. The results reveal that rural students in comparison to urban students show higher behavioural and emotional stability on leadership effectiveness. Also semi-urban students in comparison to urban students show higher behavioural and emotional stability on the leadership effectiveness.

Table 4: Showing Comparison of rural, semi-urban & urban students on ethical and moral strength dimension of leadership effectiveness with (N = 240 in each group).

Dimension	Area	Mean	S.D	t-value	Level of significance
Ethical and Moral Strength	Rural	106.50	16.61	18.03	0.01
	Urban	78.01	18.22		
	Rural	106.50	16.61	16.53	0.01
	Semi-urban	128.49	12.35		
	Semi-urban	128.49	12.35	35.80	0.01
	Urban	78.01	18.22		

The above table gives significance of mean difference between the rural semi-urban and student on ethical and moral strength dimension of leadership effectiveness with (N = 240). The table clearly

indicates that rural students scores higher mean value (106.50) in comparison to urban students with mean value (78.01). This implies that rural students show higher ethical and moral strength on leadership

effectiveness in comparison to urban students. On the other hand rural students scores lower mean value (106.50) in comparison to semi-urban students with highest mean value (128.49). This shows that rural students are lower on ethical and moral strength on leadership effectiveness in comparison to semi-urban

students. It has also been found that mean score favours the semi-urban students in comparison to urban students with mean score (78.01). This shows that semi-urban students are higher on ethical and moral strength in comparison to urban students on leadership effectiveness.

Table 5: Showing Comparison of rural, semi-urban, urban students on adequacy of communication dimension of leadership effectiveness with (N = 240 in each group)

Dimension	Area	Mean	S.D	t-value	Level of significance
Adequacy of communication	Rural	74.50	11.36	6.99	0.01
	Urban	66.95	12.51		
	Rural	74.50	11.36	2.59	0.05
	Semi-urban	77.30	12.41		
	Semi-urban	77.30	12.41	9.15	0.01
	Urban	66.95	12.51		

The above table shows the comparison of rural, semi-urban and urban students on adequacy of communication dimension of leadership effectiveness with (N = 240). The table clearly indicates that the three groups of students (i.e.,) rural V/S urban, rural V/S semi-urban, semi-urban V/S urban do differ significantly in their adequacy of communication on leadership effectiveness. The level of significance being (0.01 and 0.05) respectively. On the basis of

mean scores it has been found that; rural students in comparison to urban students show higher adequacy of communication. On the other hand rural students in comparison to semi-urban students show lower adequacy of comparison as per mean scores. The results also reveal that semi-urban students in comparison to urban students as per mean scores show higher adequacy of communication on leadership effectiveness.

Table 6: Showing Inter comparison of rural, semi-urban, urban students on operation as a citizen with (N = 240 in each group).

Dimension	Area	Mean	S.D	t-value	Level of significance
Operations as a citizen	Rural	52.18	11.19	0.66	Not significant
	Urban	52.84	10.88		
	Rural	52.18	11.19	8.73	0.01
	Semi-urban	64.23	18.31		
	Semi-urban	64.23	18.31	8.31	0.01
	Urban	52.84	10.88		

The above table shows the comparison of rural students V/S urban students, rural students V/S semi-urban students & semi-urban students V/S urban students on operation as a citizen dimension of the variable leadership effectiveness with (N = 240). The results revealed that out of three comparisons two comparisons turned out to be significant at (0.01) levels. The persual of the table shows that rural students and urban students are almost same in their operation as a citizen. It has been found that rural students are lower on operation as a citizen in comparison to semi-urban students. Also semi urban students are higher on operation as a citizen on leadership effectiveness in comparison to urban students.

5 Findings:

On the basis of empirical evidence discussed above, the following conclusions have been drawn.

1. The overall analysis on leadership qualities of secondary school students has shown that a significant proportion possessed ‘Average’ leadership qualities.
2. The area-wise analysis has shown that semi-urban students in comparison to rural and urban showed ‘excellent’ leadership qualities.
3. The areas-wise mean difference has shown that rural, urban and semi-urban students differ significantly on the total scores of leadership qualities.
4. The semi-urban students have shown better leadership qualities than rural students.

5. The semi-urban students also showed better leadership qualities than urban students.
6. The area-wise mean difference on leadership effectiveness between rural & urban, rural & semi-urban and semi-urban & urban student showed that rural students possessed better leadership qualities than urban students ($t=22.34, p<0.01$); while as, semi-urban students have shown better leadership qualities than rural students ($t=16.17, p<0.01$) and semi-urban students have also shown better leadership qualities ($t=27.70, p<0.01$) than urban students.
7. During dimension wise significance of mean difference, the result reveals that out of six dimensions of leadership effectiveness rural students differ significantly from urban students on five dimensions excluding operation as a citizen. Also rural students differ significantly from semi urban students on all the six dimensions of leadership effectiveness. Similarly semi urban students differ significantly on all six dimensions of leadership effectiveness from urban students.

6. Educational Implications:

There is a need to encourage students to involve in voluntary programmes. This will develop social, interpersonal and leadership qualities in students. Encouraging students in voluntary programmes like, scouting, girl-guiding, N.S.S, N.C.C, clubs, games and sports will enable them to solve the problems they face through their own efforts. Through these activities, the students acquire the virtues of clear thinking, resourcefulness, good judgment, tolerance, patience etc. which are essential features of a leader.

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