STUDY OF SECONDARY STUDENTS LEADERSHIP QUALITIES

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Abstract

Leadership qualities are important to everyone in present era. Leadership behaviour can be learn and result in leaders being formed and evolving. Leadership teaches oneself to be able to inspire others to act while simultaneously success through process, material and training improvement. Focus of this paper is to find the level of leadership qualities of secondary students. In this study survey method has used and self-constructed leadership qualities questionnaire is used as tool for data collection. The finding of the study showed that there is significant difference in leadership qualities of secondary students with respect to their types of school- Marathi and English Medium. And Gender.

Keywords-Leadership, Leadership qualities, secondary students,

Introduction-

Leadership qualities are one of the most important and essential qualities of the persons. Today the world needs leaders with winning mind-set, who have the strong will to drive progress and to defend and celebrate the good, who have the courage to acknowledge others' pain and speak up for what is right and most importantly who believe in positive change and have the vision to see beyond today's challenges in order to facilitate transformation. A real leader need not be someone with a big and magnetic personality. A true leader must be humble, honest, and selfless and must be able to walk the talk. The need of the hour today is self-leadership. Self-leadership is a solution for a volatile, uncertain, complex and ambiguous world. All true and effective leadership begins first on the inside. Until a person can learn to lead his or her self effectively, they will never be able to lead others effectively. Society needs leaders who are self-motivated to take purposeful action and therefore make better leaders, entrepreneurs, and team members. Self-leadership is the first and primary level of leadership. Because at the centre of leadership is the person who, more than anything else makes the difference. This makes the individual proactive, disciplined, and an independent decision maker. People who have no strong sense of self- leadership tend to

feel they are not in control of themselves, often lack focus and get overwhelmed easily. Hence, Self-leadership should be the foundation of any leadership development.

From ancient times, hero-worship has been an admiration of leadership. This observation leads to a philosophical foundation of leadership which explains the traits or qualities attributable to leadership roles. Psychological foundations of leadership put emphasis on the pattern of personal characteristics of a leader with reference to the characteristics, activities and the goals of the followers. Psychologists do not accept the pattern of traits that characterize the leaders; rather they focus on personal qualities with leadership position. Sociological foundation of leadership laid more emphasis on the characteristics of the group more than the individual leading the group, specifically on interaction between leaders and rest of group.

Three main theoretical frameworks have dominated leadership research at different points in time. These included the trait approach (1930s and 1940s), the behavioural approach (1940s and 1950s), and the contingency or situational approach (1960s and 1970s). The trait theory of leadership focuses on identifying different personality traits and characteristics that are linked to successful leadership across a variety of situations. This line of research emerged as one of the earliest types of investigations into the nature of effective leadership and is tied to the "great man" theory of leadership first proposed by Thomas Carlyle in the mid-1800s. According to Carlyle, history is shaped by extraordinary leaders. Carlyle believed that this ability to lead is something that people are simply born with, and not something that could be developed. Carlyle's ideas inspired early research on leadership. Trait theory entirely focused on inheritable traits. Trait theory could not explain the fact that there are plenty of people who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership.

The Contingency Leadership theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places, but at minimal performance when taken out of their element. To a certain extent contingency leadership theories are extensions of the trait theory, in the sense that human traits are related to the situation in which the leaders exercise their leadership.

Need and Importance Need of the Study:

The present research is necessary to know the level of leadership qualities of secondary students. With help of present study one can know components of Leadership

which need to be improved among secondary students. School plays a vital role and makes a huge impact on the development of an individual. It transforms the lives of the students. It is the place where people spend adolescence and childhood, the two important phases of their lives. Schools therefore have the responsibility of moulding the young students as successful individuals who will be well prepared to face the challenges of tomorrow's competitive world as our next generation of thinkers, leaders, creators and entrepreneurs. In this present era of globalization, multinational companies and business organizations do not need employees with mastery in specific skill sets but they look for leaders. Our society also needs young leaders with innovative Ideas, creative thinking and moral values who will take our nation in the path of progress. Hence, Students should be provided with a number of opportunities both inside and outside the class room to learn leadership behaviours. Schools should encourage participative learning, provide natural learning experiences and personalized learning opportunities to develop the leadership behaviours of the students.

Adolescence is the transitional phase of growth and development between childhood and adult hood. According to World Health Organization, adolescence is the period of life between ten and nineteen years of age. It is the most dynamic and influential phase of human life. The word adolescence originates from the Latin word "adolescence" which means "to grow" This is the period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. It is a time of both disorientation and discovery. This period is a crucial time for all individuals to develop confidence and self- esteem, to learn new skills and competencies and to increase their understanding of self and environment. Hence adolescence is the best and critical time for leadership.

Statement of Problem-

To study the leadership qualities of secondary school students.

Operational definition-

Leadership qualities- the Leadership means the scores obtained by secondary students in the leadership questionnaire used by the researcher.

Secondary student- secondary students who learn in the 9th and 10th standard.

Objectives of the research-

1. To study the leadership qualities of secondary students

2. To study the significance difference among the following categories with reference to leadership qualities.

A)Male and female students

B)English medium and Marathi medium students.

Research Hypothesis

1. There is significance difference in the Leadership qualities between male and female Secondary students.

2. There is difference in the leadership qualities between government and private school students.

Null Hypothesis

1. There is no significant difference in leadership Qualities scale score means of female & male secondary students.

2. There is no significant difference in leadership qualities scale score means of government and private school students.

Scope, Limitations and Delimitations of Study:

Scope of the study

In this research, researcher is researching leadership qualities of all secondary students those are studying in various government and private schools.

Limitations

1. The study is restricted only to Pune district. 2. The study is restricted only to B.Ed. colleges. 3. The study is restricted only to B.Ed. student teachers.4.The conclusions of this research are depending on the responses given by secondary students to the Leadership Scale.

Research Methodology-

Research Method-Researcher used survey method for this present research.

Population of the research-

All secondary students who studying in government and private schools in pune district.

Sample and sampling method-

71 samples have chosen for this present research. Purposive sampling method has used for this research.

Data collection Tools of the research-Researcher has used self-constructed Leadership qualities questionnaire for data collection for the present study.
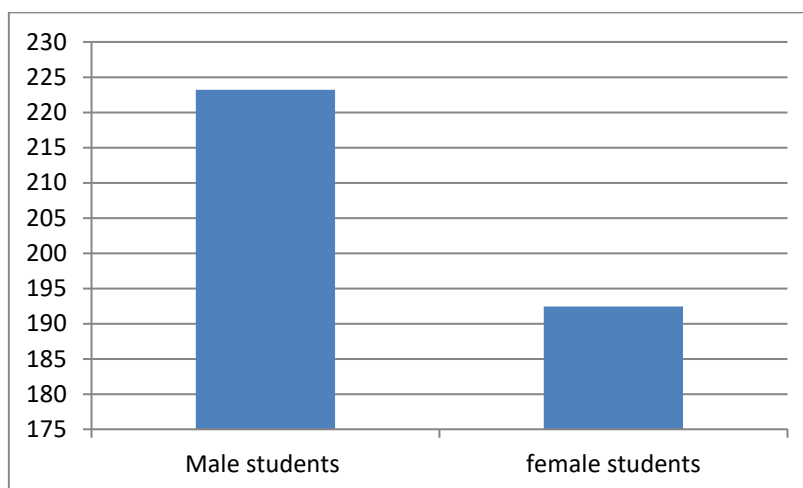
Statistical tool of the research-Researcher has used Mean, SD, T-test, and Graphs for data analysis in this research.

Interpretation-

Table 1-Male and female student leadership qualities mean.

Gender	N	Mean
Male	32	223.18
Female	39	192.43

Male student's leadership qualities mean is 223.18.and female student's leadership qualities mean is 192.43.male student's leadership qualities level is good and female student leadership qualities level is satisfactory.
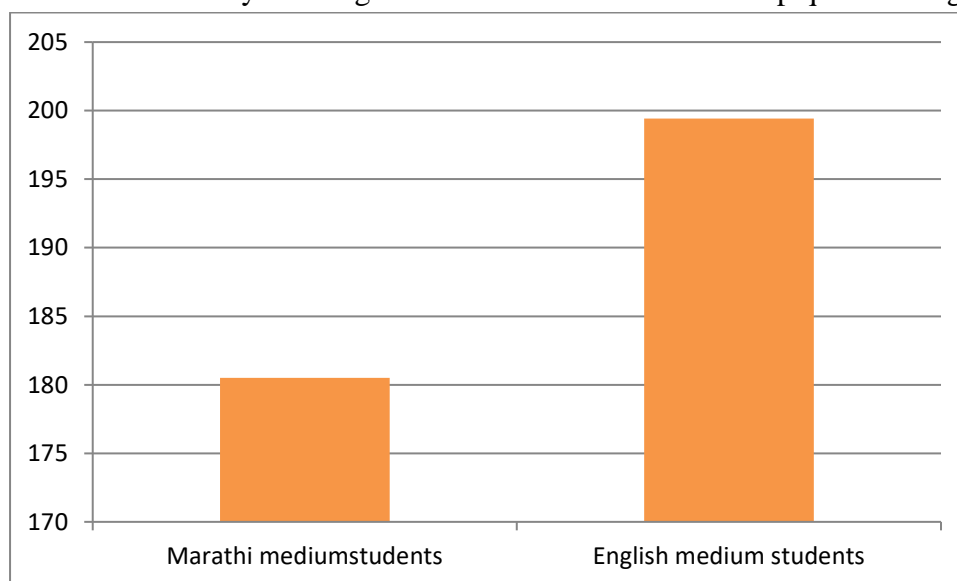
Graph-1 Male and female student leadership qualities

Table-2 Marathi and English medium school student's leadership qualities mean.

Type of school	N	Mean
Marathi medium school	35	180.51
English Medium school	36	199.41

Marathi medium student leadership qualities mean is 180.51.and English medium school students' leadership qualities mean is 199.41.marathi medium student's leadership qualities level is satisfactory and English medium student's leadership qualities is good.

Graph No-2 Marathi and English medium school student's leadership qualities

1. There is no significant difference in leadership Qualities scale score means of female & male secondary students.

Table N0.3 Leadership qualities of Male and female students.

Gender	N	Mean	SD	t-ratio	remarks
Male	32	223.18	15.86	6.20	
Female	39	192.43	24.06		Rejected

(At 0.05% level of significance, the table value 't' is 1.96)

It is inferred from the table 1 that the calculated value of 't' is 6.20 which is more than the table value of 't'(1.96) at 0.05% level of significance. Hence the null hypothesis is rejected. It means there is significant difference in leadership qualities of secondary students with respect to their Gender- male and female.

2. There is no significant difference in leadership qualities scale score means of government and private school students.

Table N04. Marathi medium and English medium school student's leadership qualities mean, SD, T-value.

Type of school	N	Mean	SD	t-ratio	remarks
Marathi medium students	35	180.51	20.10	3.42	Rejected
English Medium student	36	199.41	25.9		

(At 0.05% level of significance, the table value 't' is 1.96)

It is inferred from the table 1 that the calculated value of 't' is 3.42 which is more than the table value of 't'(1.96) at 0.05% level of significance. Hence the null hypothesis is rejected. It means there is significant difference in leadership qualities of secondary students with respect to their types of school- Marathi and English Medium.

Conclusion-

1. Male student's leadership qualities level is good.
2. Female student leadership qualities level is satisfactory.
3. Marathi medium student's leadership qualities level is satisfactory.
4. English medium student's leadership qualities are good.

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