CHAPTER-I
CONCEPTUAL FRAMEWORK

1.1 **INTRODUCTION:**

A school is a place for learning and holistic development of a student. The school is an initial stage for skill or intellectual development among the students. The necessary knowledge, information, understanding, and life experiences start from home and continue till school. Teachers develop various academic skills among students during the teaching-learning process. Nevertheless, apart from necessary academic skills, school education must impart various other skills to prepare the students for the future and effectively face life's challenges. Wraga (1994) reflected that the "basic objectives of school education are to develop self-realization, human relationship, economic efficiency, and civic responsibility through appropriate learning experiences among students." As our country tries to reform the educational system and improves student outcomes, student leadership skills have always been high on the education-related policy agenda. Building up a world-class education and globalised skill system, strong leadership at the school level is very critical. The importance of leadership provides a basis for building a person and achievement in education. According to Day (2004), many studies provide a growing body of evidence that school leadership impacts student outcomes.

Leadership is a skill needed to develop an individual and the whole nation and, finally, the world. Leaders are not always born. Jerald (2009) found that "no one is a born leader or born skilled person; anyone can develop skills and can take benefit out of it in the whole lifespan." In recent days, the leader is not the only person with a public following for his ideas or thoughts; now, a leader works in times of crisis and can think, act creatively, and rationally in diverse, challenging situations. Leadership is not restricted to any definite profession; instead, it is critical in everyday work for every individual. It is a demand of all fields of work and is not bound to age, gender, social status, religion, caste, task, organization, system, and area. Although all have some leadership abilities, the skills do not necessarily develop in one's life's natural course. It is related with the degree to which purpose, goals, ethics, principles, and ethos are all aligned. A systematic approach for developing the requisite leadership skills plays a crucial role in student- life. Whether or not a student takes on any formal

leadership position at the school level, college-level, or even political level, the acquisition of leadership skills enhances their academic and social performance in day-to-day life.

Today schools operate in complex environments. Education leaders work together in a self-improving system at every level, providing mutual support and challenges to raise all the schools' standards. Teachers and school administrators must lead more than just a classroom lesson and teaching process to work effectively. Today's educators must instill in students the ability to direct futuristic change, negotiate cooperative agreements with various stakeholders, and handle issues at the school, local, state, national, and even international levels. Students must have leadership opportunities throughout their education, such as experiential learning, the art of developing interpersonal relationships with their classmates, identifying their identities, and effectively and efficiently completing prescribed duties. Harris and Muijs (2003) discussed that "the more leadership is encouraged, the more it flourishes." Leadership requires conscious effort to be skilful; it reflects that the optimum age is must for better understanding and its regular application. World Health Organisation (WHO), 2010 has recognized that "adolescents can develop strong reasoning skills, logical thinking moral thinking, and become more capable of abstract thinking and rationalised judgments." In the school, the secondary school students are at the adolescent phase. As per the Secondary Education Commission (1952-53), "a special function of the secondary school is to train the secondary school students so that they can take the responsibility of the leadership - in social, political, industrial or cultural fields-in their small groups of community or locality." It further recommends that each student must be skillful before completing the school education.

The value of skill development is well presented in policy perspectives as policymakers are stakeholders who could make recommendations for developing skills among the students at the institutional level. It is important to consider policy perspectives, as it offers an understanding of the value of realistic exposure to skill development and reflects how educational institutions, especially schools, can work for skill development.

1.2   POLICY PERSPECTIVES

Education has always been a priority in Indian society. The primary goal of education is to prepare individuals to contribute effectively as awakened vital stakeholders. It

should impart training to the head, hand, and heart. Dutz's study (2007) showed that "India's ongoing, but the incomplete transformation from agriculture to a manufacturing and services-based economy involves training a workforce with distinct skills that are increasingly providing individuals with problem-solving, communication skills, teamwork, and self-learning." The systematic approach to leadership skill development in India has significance in government policy initiatives in commissions, committees, national policies, and other educational reforms.

It is always logical to formally teach skills and ethics with responsibility about life, work, and profession. We cannot deny that all children may not get the right environment to learn these things at home. "There is newfound firm recognition that students need to graduate with bookish knowledge, development of personal character, social responsibility, and other life skills" (Chaube, 1956). Various Government recommendations like National Policy on Education (NPE, 1986); Programme of Action (POA, 1992); National Council of Education and Research Training (NCERT, 2000); National Curriculum Framework (NCF, 2005); National Education Policy (NEP, 2020), and other committees and commissions have made valid recommendations regarding skill development at the school level.

The first and foremost commission that integrates skill development and secondary education is the Secondary Education Commission.

- **Secondary Education Commission (1952-53)** worked on society's requirements concerning secondary school students. They emphasized student skills growth so that they can be a good individual in the future. It includes training the country's young masses to be good citizens and effectively playing their part in their social and economic growth. It also stressed promoting students' social virtues, intellectual development, and practical skills and training students' character to engage creatively. In a nutshell, the commission showed that skill development was essential to secondary school students' academic life.

- **Education Commission (Kothari Commission) (1964-1966)** emphasized that secondary education must have two objectives: prepare a university student and prepare a student for some vocation in life. The total period of academic life and the duration of its different stages have a direct impact on the quality of education. Considering this, the commission also recommended that the total length of

schooling increase a general increase in educational standards and rationalization, especially in terms of skill development useful in everyday life.

Other than these two commissions, national-level policies and committees have also focused on skill development for the students. National Policy of Education and its revised policy envisaged skill-oriented courses that promote human capital in the state and the nation.

- **National Policy on Education (NPE, 1986)** laid down that Secondary Education needs to widen to cover the unnerved areas. According to this policy, one way to bring out students' potentials and primary greatness is by teaching leadership skills in educational settings. Further, it established the relevance of science education programmes to develop problem-solving and decision-making skills and an understanding of the relationship between science (both applied and classical) and health, agriculture, industry, and other daily areas of life.

- **Acharya Ramamurthy Committee (1990)** stated that incorporating skills can be done with the curriculum and the subject using an integrative approach. It further highlighted that the initial phase of education is only the child's initiation into the world of knowledge, ethics, attitudes, values, and skills. These are foundational skills, like communication, social skills, technological skills, and manual skills. Additionally, it emphasized the importance of integrating cognitive learning and skill development amongst students. The strategy of the skill development is based on the principle that adolescence needs skills for future employment. Different programmes must be developed to enhance skill development by integrating the content according to the local environment.

- **Programme of Action (POA, 1992)** recommended an institutional analysis of in-service teacher training and suggested suitable programmes for Heads of Secondary/Higher Secondary Schools to effectively implement various activities that can enhance life skills among the students. It further claimed that the intervention of any skill with the programme's help could create a supplementary consciousness and cognizance regarding any concept.

In terms of curriculum development, various frameworks/reforms/educational bodies have presented their views.

- **National Council of Education and Research Training (NCERT, 2000),** based on educational values prepares curricula for all stages of school education. It claimed that "specific core skills such as problem-solving, critical thinking, communication, self-awareness, coping with stress, decision-making, creative and generative thinking, interpersonal relationships, and empathy are essential for an individual's growth." In education, the aim of the curriculum was that education ideally must prepare students to face the challenges of life. NCERT, 2000 further suggested that "curriculum should be linked to the various life skills, adaptive, and positive behaviours that enable individuals to deal well with the demands and obstacles of daily life."

- **Secondary School Curriculum (SSC, 2018)** presented that it is essential to understand that schools' curriculum should also develop meaningful characteristics such as regularity, sanitation, self-control, diligence, a sense of obligation, desire, responsibility, ingenuity, and justice. It further claimed that the secondary level is where most students enter the work world. The students at this level need to acquire problem-solving and decision-making skills.

  Other than Secondary School Curriculum, and other national curriculum frameworks also had emphasized on skill development. In this regard:

- **National Curriculum Framework (NCF, 2005)** highlighted the importance of formative learning opportunities and developing an inquiry-based approach, work-related knowledge, and life skills.

- **Central Board of Secondary Education (CBSE, 2009)** integrated life skills training for standard VI through X into the curriculum and prepared life skills guides for teachers teaching in standard VI, VII, and VIII through Continuous and Comprehensive Evaluation (CCE).

- One of the highlights of the **National Education Policy (NEP, 2020)** is the integration of vocational education in middle and secondary schools. The policy also proposes establishing skill labs in collaboration with local technical courses. According to this policy, the confluence of education and skills development assists in the well-rounded development of students and reinforces the core principles of Skill India Project. This policy removes the rigid boundaries between art, commerce, and science. It provides students with much-needed fluidity to hone their abilities and cognitive skills.

However, only formulating policies, programmes, and recommendations for skill development does not work alone. It is observed that from 1952 till 2020, most policies, reforms, frameworks have continuously emphasized skill development. It is apparent in the policy documents that education should impart skill among the students. Every policy document has repeatedly emphasized on skill development, showing that implementation has not been according to the desired pace. It represents a gap between policymaking and its actual implementation for the skill development on the ground level. There is a need for conscious and deliberate effort to bridge this gap between policies and policy implementation on the field. For better understanding of the leadership skill development, it is very important to have a complete understanding of its theoretical base. In this regard, understanding leadership theories would help understand the meaning and concept of leadership and various leadership skills that emerge from these theories and their application in the current situation.

1.3   LEADERSHIP THEORIES

Different theories of leadership have evolved from time to time. The leadership literature shows that with time, views are refined and modified. None of the theories is obsolete or can be considered a perfect leadership conception. These theories are constructed and tested by examining the successes and the failures or loopholes of the primitive theories, although not a single theory was discarded. For leadership, Dess and Picken's (2000) study showed that the "type of leadership applied in roles involving a very high degree of accuracy, level of trust, sensitivity, care, and expertise might differ from simple management-oriented portfolios." Each theory has its ideology and reveals various dimensions of leadership, focussing on leadership skills. Every theory has its foundations and depends on the context in that it is applied. It implies that circumstances, contexts, work scenarios, laws, rules and regulations, information, facts, and the complexities of professional and personal perspectives significantly impact the leadership idea, making it more adaptable to influencing social variables. The investigator had found various theories over time, but it was classified under different leadership schools to make it more systematic. Under each school of leadership, various theories are presented. The first school is of trait school of leadership, where the main concern is the leader's trait.

1.3.1   Trait School of Leadership

Under this leadership school, there are different theories where the main concern is the leaders' traits. Two early theories reflect mainly on the persona world rather than developing leadership features. The first one is the Great Man Theory given by Spencer in 1860.

- **The Great Man Theory**

In this theory, leadership was principally concerned with identifying and selecting the person rather than developing a person. According to Bolden *et al.,* (2003), the quality of leadership applied more to males, and thus the theory was called the Great Man Theory. A central tenet of this theory was that people are born with attributes that lead them to be natural leaders, and that only exceptional individuals possess these characteristics. The lives and accomplishments of political and social leaders such as Napoleon B., Mr. Luther King, and others have served as examples of how leaders vary from non-leaders or followers.

Later, the second segment came for the Trait Theory given by Gordon Allport (Allport, 1956) in the 1890s.

- **Trait Theory**

This theory opined that born leaders possessed particular physical and personality features that distinguished them from non-leaders. According to the study of Horner (1997), this theory "incorporates an idea that there are certain inborn qualities that make individuals more likely to succeed as leaders: it states that leaders are born, not made, in essence." This theory identifies various personality traits and qualities associated with effective leadership (although situations were not considered). As per the research of Ekvall and Arvonen (1991), it was found that there are two types of traits: emergent traits (based on heredity) as height, intelligence, attractiveness, Beauty, and the second one is self-confidence/effectiveness characteristics (developed via knowledge or experience), which include charisma, which can be regarded a crucial component of leadership. In total, this theory culminated in an accumulation of a long list of traits.
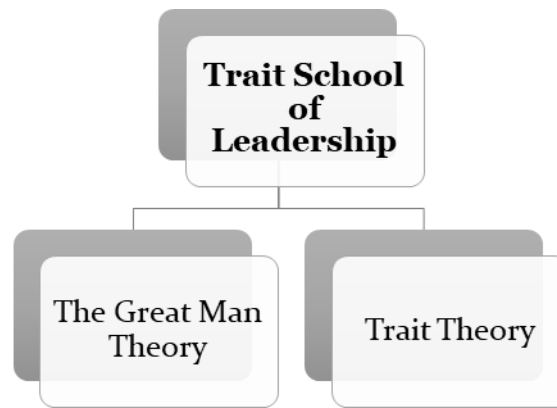
After the trait school of leadership, the importance of behaviour came into existence to conceptualize leadership. Although the person might have leaders' traits, until it is not reflected in the behavioural term it has no meaning. Putting this thought into consideration, the next school of thought was the behavioural school of leadership and various theories under this school of thought.
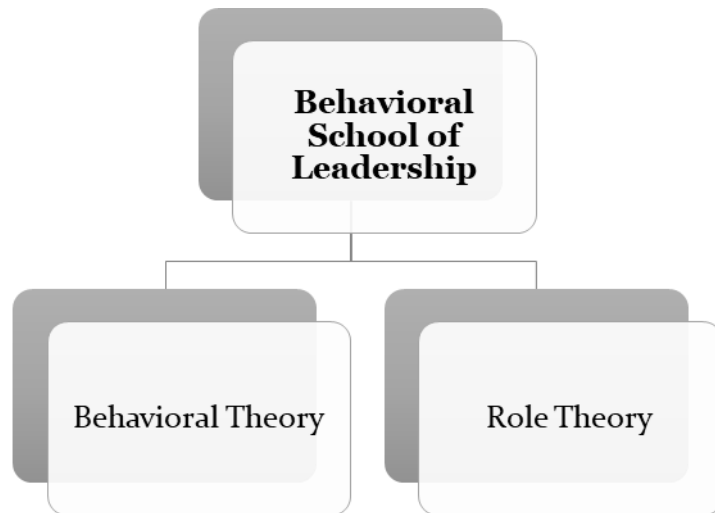
1.3.2   Behavioural School of Leadership

In the 1900s, Skinner had given the first conceptualization on behavioural theory. Here, the emphasis is on the leaders' actual behaviour and action rather than their traits or characteristics.

▪ **Behavioural Theory**

This theory considered the noticeable actions and reactions of the leader in each situation. This theory is concerned with how leaders behave toward their subordinates in various circumstances. In 1965, Skinner claimed that successful leadership is based on an individual's definable and learned behaviour seeking to be a leader. This theory also emphasizes the importance of leadership styles that place a premium on concern for others and collaboration. This methodology focuses on the idea that appropriate role performance in a particular scenario result in strong leadership. This theory assumes that a person's specific behaviour makes him a good leader, while its opposite would discard him as a leader. One limitation of this approach is that a leader's behaviour and action may be relevant and valuable at a specific time, while at another point in time, it may be irrelevant and ineffective, so it cannot be standardized.

▪ **Role Theory**

After the behavioural theory, theorists were now focusing on the role part, as the leader's role makes them behave as a leader in a particular situation. George Herbert Mead gave role theory between the 1920s and 1930s. According to the Role Theory, "in a real-life scenario, each individual is an actor representing a typical persona performing within a particular context and associated with norms, expectations, responsibilities, and rights." (Role Theory, 2015). It refers to explaining events when people are acting out with their social processes and the consequences. Graen and Uhl-Bien (1995) cited that "leadership is based on an interaction of the different people in a given situational setting." Some principal functions of the role-playing theory are conflict resolution, negotiation skill, and discovering details of a manifested behaviour or a role's nature. Therefore, a leader influences others, also influenced by other people inside (and outside) the working area. In wholesome, role theory can understand leadership behaviour's antecedent and analyze others' effect on leaders' behaviour.

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Behavioral
School of
Leadership
    ├── Behavioral Theory
    └── Role Theory
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After the behavioural school of leadership, the theorist was now concerned about how leaders behave in a particular situation. Now leadership was taken not as a trait or behaviour but also concerning the situation. In this regard, the contingency school of leadership came into existence.

1.3.3   Contingency School of Leadership

Contingency theory is a broad concept that asserts no one-size-fits-all approach to team coordination and leadership. Here the theorists have tried to understand the

importance of situations where the leaders can show their leadership behaviour. Leadership is now a process rather than a direct product. "These theories investigate the optimal way to manage a team or organization in various settings" (cited in Mitchell *et al.,* 1970).

- **Fiedler's Least Preferred Co-worker (LPC) Theory**

The least Preferred Co-worker (LPC) Theory has been thoroughly studied by Fiedler (1971), Peters *et al.,* (1985), Streeter (1990), and Fiedler (1995), Ayman (2002), and others. This theory is based on the premise that there is no one-size-fits-all leadership style. Instead, a leader's efficacy is determined by the circumstances. According to Streeter (1990), two factors contributed to this: leadership style and situational favourableness (later called situational control). In this theory, task-oriented leaders have a pessimistic attitude toward their LPCs, resulting in a lower ranking. Fiedler asserted that individuals with low LPCs are incredibly effective in completing the task.

Additionally, relationship-oriented leaders frequently regard their LPCs positively and might be classified as high-LPC leaders. It was found that individuals with high LPCs place a premium on human connections and are adept at resolving disagreements and making complex decisions. According to Peters *et al.,* (1985), "the least-preferred co-worker scale (LPC) is a heuristic management that assigns an individual's leadership style as either task-oriented or relationship-oriented." This hypothesis was not always empirically validated, and it was discovered that the assumptions about the inflexibility of leadership actions were unrealistic, leading to the value of situation and leadership style. In 1969, Hersey and Blanchard published their life cycle theory (situational leadership), which relates a leader's style to an individual's experience.

- **Situational leadership**

This theory is based on an interpretation of empirical research. It implies that different leadership styles can be employed depending on the situation, as defined by both the leader's orientation (either task or relations focussed) and the individual's maturity (or experience) for working on the job most effectively. It suggests that the most conducive leadership decision style's effectiveness depends on the distinctiveness of the situation, the demands of the condition, and the impact of a high-quality or perfect decision of the leader with the acceptance of others' decisions.
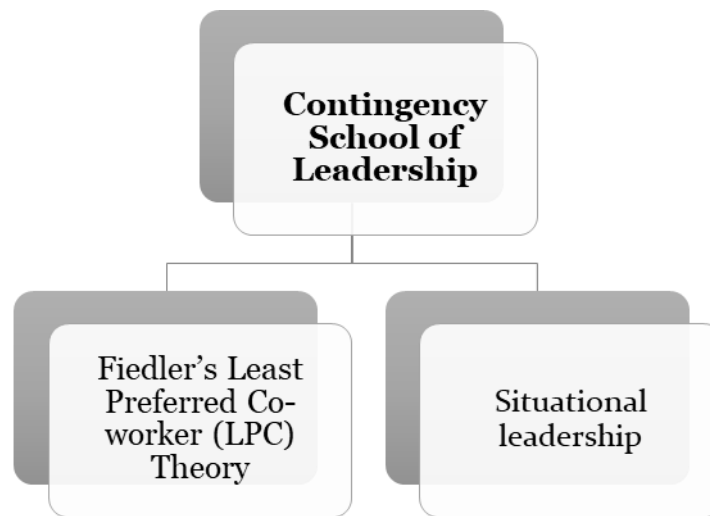
After understanding traits, behaviour, role, and situations, theorists put more concern on its relativist. As it was observed, all aspects are essential, but there should be some balance in all. To connect the linking between all these aspects, a relational school of leadership came into existence.

1.3.4 Relational School of Leadership

There was a significant concern about leaders' relation with their followers/or with whom they are working in this school of leaders. In this aspect, in the 1970s, Leader-Member Exchange Theory came into existence.
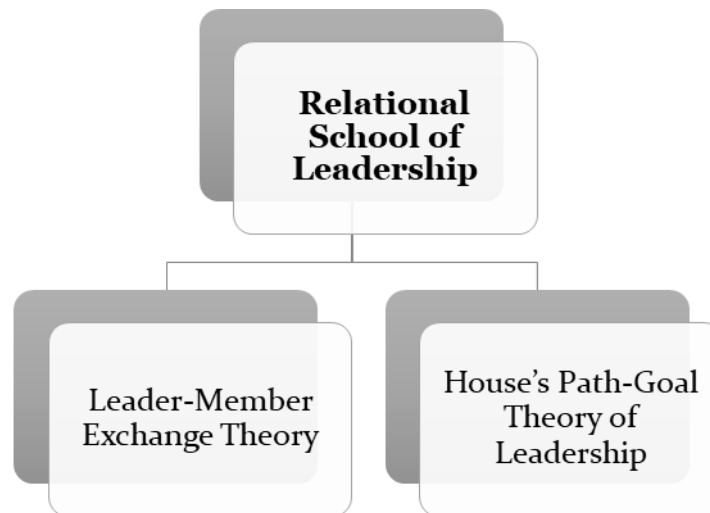
- **Leader-Member Exchange Theory (1970s)**

Northouse had given this theory, (cited in Northouse, 2009) where the leaders develop distinctive relationships with trusted followers. Leaders' tendencies to establish 'special' relationships with some team members are called Leader-Member Exchange theory or LMX theory. This theory emphasizes the dyadic relationship between leader and follower—a relationship with a high LMX coefficient based on perceived favourable personality, compatibility, and competence. Practically, LMX is significant in higher education leadership contexts because it has prominent correspondence with transformational leadership, which has gained recent prominence.

After this theory, in 1970, Martin Evans (Evans, 1970) first introduced the path-goal theory, and then it was further customized by Robert House (House, 1971), where leaders, followers, and working environment all are essential.

- **House's Path-Goal Theory of Leadership**

In 1974, House and Mitchell (House and Dessler, 1974) had worked on the path-goal theory, it is based on defining a leader's style or behaviour in terms of how well it fits him/her and the work environment in order to accomplish the goal. This theory was based on Vroom's (1964) Expectancy Theory, in which a given outcome follows an individual act and depends on the individual's attraction to that outcome. This theory's independent variables were the leaders' behaviour; thus, it assumes that people (leaders) are flexible in changing their behaviour or style, depending upon the situation. Additionally, House & Mitchell (1974) discussed about this theory that it "suggested that the leader's responsibility is to develop and control for individual and team goals and put forward the concern for working environment."

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After this understanding later, various leadership aspects were reflected in the leadership theories under modern leadership.

1.3.5 Modern School of Leadership

The theorists did not have any specific dimensions in mind while formulating the following theories.

- **Transformational Leadership Theory**

The definition of transforming leadership is given by James MacGregor Burns (Burns, 1978) that "it is a process where leaders and followers raise to each other to higher levels of morality and motivation." This leadership is an adequate theory because of its connection to the leader's and individuals' current situation. Its alignment to a more excellent quality of work out entails the followers' involvement in processes or

activities related to personal and group factors towards the system. This leadership transforms an individual according to the situation and makes an individual set to work in any situation. As per MacGregor's (2003) & Bogenschneider's (2016) research, it was shown that "such leadership requires an individual's ability to recognize the need for change, obtain others agreement and dedication, build a vision that guides change, and embeds change. There are four leadership components of transformational leadership theory: **Charisma or idealized influence**, **Inspirational motivation**, **Intellectual stimulation**, and **Personal and individual attention**." This type of leadership promotes regularly planning, problem-solving, and balancing a cooperative environment among group members.

- **Transactional leadership**

Max Weber (German sociologist) in the mid-20th century established the idea of transactional leadership. Riaz and Haider (2010) discussed the transactional leadership theory and conferred that "transactional leader work within an organization's existing structure." It is also called managerial leadership that focuses on supervision, administrative superiority, organizational goals, and group performance. This leadership fundamentally describes "a relationship in which the leader initiates an exchange of valued things that inspires and link the leader with their followers" (Goethals, 2005). Leaders who employ this style concentrate on specific tasks and utilise rewards/penalties to inspire people to achieve their goals and objectives. This theory took the gist from the behavioural approach to leadership by focusing on rewards and punishments; this form of leadership analyses the leadership in the exchange between leader and follower.

- **Cognitive Resource Theory**

Fred Fiedler and Joe Garcia developed the Cognitive Resource Theory (cited in Cognitive Resource Theory, 2015) in the year 1987. At the period of stress, this theory focuses on intellect, experience, and its impact. It argues about the sources of stress that block the use of rationality in leadership. The more cognitively acute and experienced leader is more capable of overcoming the effects of stress. When there is a low level of stress, the level of intelligence is high. It is a fully functional concept and makes an optimal contribution to the leaders' situations' betterment. Over here, Intelligence is significant in terms of observed behaviour in less stressful situations.

However, the leader's ability to think is more efficient when their style is more orderly and authoritarian. This theory further predicted that the leaders are better at planning and decision-making skills; for implementation of plans and decisions, they must tell others what to do, rather than hope that they agree on everything.

- **Adaptive Leadership**

Adaptive leadership is a leadership paradigm that assists individuals and organizations in adjusting to changing conditions and demands. It also refers to the virtual response to the recurring problems that result in reasonable solutions. This type of leadership can help when there are no easy solutions available. This leadership focuses on four main aspects: managing situations, leading with empathy, learning by self-correction/reflection, and finding solutions for success. Although there is no single checklist/type/format for adaptive leadership, these four elements can assist leaders in better preparing for uncertain work circumstances and emerging with desirable answers.

- **Authentic leadership**

The concept of authentic leadership was prompted by Bill George's in 2003 (George, 2003). By recognizing life stories and experiences, this leadership comes from knowing oneself, strengths, and weaknesses personally. It focuses on specific and ethical leadership behaviour that eases the open sharing of information required for decision-making while taking feedback from followers. Balanced processing internalized moral insight, Relational accountability, and self-awareness are the essential elements of authentic leadership were suggested by Avolio *et al.,* 2009.

- **Servant leadership**

Servant leadership (Robert Greenleaf's magnum opus) is a new leadership theory that has proposed that the people's servants are the most influential leaders. Such leadership results in the workplace where the leaders operate with a wholehearted commitment to their supporters' needs. This leadership emphasizes on collaboration, trust, empathy, and ethics. It focuses on the ideology that the leader should be a servant first, leading from serving others better and not attaining more power and dominance. This theory encompasses a hypothesis that if the leaders focus on the

followers' needs and want, in return, the followers reciprocate through increased teamwork, deeper involvement, thoughtful workout, and better performance.

- **Strengths-Based Leadership Theory**

According to David Burkus (Burkus, 2010a), the "Strengths-Based Leadership Theory maximises an organization's efficiency, productivity, and success by concentrating on and continuously developing resources such as technological systems, raw materials, productivity, tools, technical resources, and working people." Recent research of Bhaskar (2009) has shown that when leading the teams, this concept of leadership causes the effectiveness of individuals and team members to increase, but the effectiveness of the collective team to decrease, indicating that it is not an ideal method for leadership teams where cohesion is required. The foundation of this leadership is the conviction that building on one's strengths is several times more effective and efficient than mending one's deficiencies. These leaders are continually investing in their talents and the strengths of their team members.

- **Skill Theory**

David Burkus (Burkus, 2010b) had given Skill theory. Leadership as a skill can be mastered via proper practical inputs as per the individual's level. Leaders must possess abilities that enable them to lead their followings. The skill theorists concentrated on the skills that enabled leaders to be effective. This theory is somewhat like the behavioural theories of leadership. However, it emphasizes skill development rather than behaviour. Like trait theory, skill theory concepts are leader-centric and concentrate on what leaders make them efficient. This theory emphasized five critical skills: competencies, personal characteristics, leadership results, professional experiences, and environmental factors. According to this view, any individual may acquire and adapt to a specific set of talents necessary to become a leader.
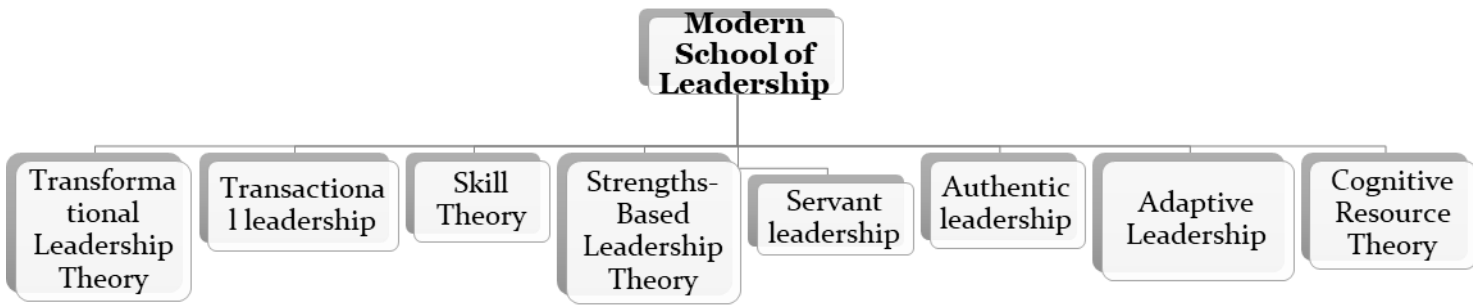
All these leadership theories help us to understand the meaning and concept of leadership from different perspectives.

1.4 LEADERSHIP: MEANING AND CONCEPT

Leadership has been defined from different viewpoints. According to Bhattacharya *et al.,* (2008), it is predominantly personal as discovered in a specific area of action or circumstance upon individual pre-eminence or achievement.

1.4.1 Leadership in Traditional Scriptures

Traditional scriptures had given various views of leadership. Bhagwat Gita talks about a humanistic leader: "A leader is a person who acts without any self-gain and who has a great personal concern for their followers" (Rarick and Nickerson, 2009). Swami Vivekananda has given his concept of leadership. According to him, it is not just a position in which someone has the power to command a group of other men and women or treat them as servants. The culture of Buddhism has highlighted the necessity of upholding one's ideals, supporting self-management, and improving one's abilities in leadership. According to this idea, effective leadership demands adjusting to change while being strong in its principles. According to Islamic literature, the one in charge or command of others is a leader. According to Biblical leadership, leadership is simple yet simultaneously incredibly complex. It is clear from these points of view that leadership is a work of responsibility, and it is a duty that is needed to be performed by all individuals.

Later, different authors and researchers had defined and explained leadership after the 18th century.

1.4.2   Emerging concept of leadership in the 1800s-1960

As per the research of Bass (Bass and Stogdill, 1990), "leadership" was initially used in writings (in the early 1800s). It was about the British Parliament's political authority and control in the first decades of the nineteenth century.

- **Pigors (1935)** characterized leadership as a process of mutual stimulation concerning individual differences.

- **Good (1945)** referred to leadership in his 'Dictionary of education' as the capacity and willingness to encourage, guide, direct, or manage others. (Cited in Charters and Good, 1945 & Thompson *et al.* 2008).

- **Hempill (1949)** described leadership as an individual's behaviour in which he directs a group of people.

- **Drucker (1950s)** considered "leadership as a human attribute that lifts a man's vision to higher views, raises a man's success to higher levels and develops a man's personality beyond the normal limits." (Cited in Drucker, 2006)

- **Stodgill (1950)** considered leadership as the process of controlling the activities of others with a particular emphasis on goal setting and achievement. (Cited in Bass and Stogdill, 1990)

- **Ilalpin (1956)** referred to leadership as a "complex and social phenomenon." (Cited in Merton, 1969)

- **Allen (1958)** refers to the "leader as one who guides and directs other people." (Cited in Henman, 2011)

In this era, leadership was an asset for the individuals who desire to lead the community and whose powers were vital to their leadership behaviour. A leader was considered as a healthy person with authority.

1.4.3   Emerging concept of leadership in 1960-1980

- **Bass (1960)** conferred leadership as one form of interaction between or among people.

- **Tannenbaum *et al.,* (1961)** elaborated on the role of influence and defined leadership as interpersonal influence directed through the communication process toward accomplishing a specific objective or set of goals.

- **United Nations Educational, Scientific and Cultural Organization (UNESCO) (1963)** described leadership as the process by which those in positions of status,

influence, or authority usually initiate, guide, organize, and regulate the behaviour of team members. (Cited in Lee, 2015)

- **David Kingsley (1967)** described leadership as the relationship between a person and a community organized around shared interests and acting in ways guided or decided by him. (Cited in Martiskainen, 2017)
- **Terry (1972)** described leadership as a set of relationships in which one individual or leader persuades others to work cooperatively on tasks. (Cited in Shouriamma, 2008)
- **Prince (1973)** referred to leadership as a process of reciprocal influence among members of a social unit to achieve a shared objective that is more important than any individual.
- **Lester (1975)** states that leadership is an important resource for organizations which is revealed through the individual broad scope of talents and abilities.
- **J. M. Burns (1978)** described leadership as a mutual process of mobilizing with specific motives and goals. He defined leadership as a mobilization process undertaken by individuals using the power and access to resources that can be used in a competitive and conflictual way to reach their goals.
- **Robbins (1979**) referred to leadership as the capacity to persuade a group to work toward a common goal.
- **Roland (1980)** described leadership as the process of controlling and guiding the behaviour of others in a situation in which followers act voluntarily, not automatically, and with some awareness that the leader is acting in pursuit of common goals. (Cited in Vonzell and Roland, 2018).
- **Joseph (1980)** defines leadership as helping a group create and achieve shared goals. (Cited in Kolzow, 2014).

These definitions make leadership the extent of one's ability to influence other people. It can be an adaptive behaviour where the leader adjusts. From a level of analysis perspective, before the 1970s, most of the research on leadership looked at the leader as a person. Now, the researchers look inside the group and at multiple leader-follower (superior-subordinate) dyadic relationships.

1.4.4   Emerging concept of leadership in 1980-2000
- **Roach and Behling (1984)** defined leadership as the process of influencing and working towards goal achievements.

- **Bass (1990)** conferred that leadership was based on inheritance, usurpation, or appointment. (Bass and Stogdill, 1990)

- **Savage (1990)** referred that leadership requires conducting, coaching, and mentoring of folk or people.

- **Gemmill and Oakley (1992)** defined leadership as a dynamic collaboration process, where individuals authorize themselves and others to interact.

- **Barker (1997)** viewed leadership as a feature of individual wills and needs, emerging from the collective dynamics that were structured to meet those needs.

We can say that leadership is a psychological progression of persuading followers (subordinates), providing them guidance, directive, and leading them to reach their goals. It is a transformative change process where individuals' ethics are into the mores of a community as a means of evolutionary social development. It is a system of dynamic exchange and value interchange. Leadership is a behaviour where leaders influence others regarding their behaviour, actions, and working patterns. It does not involve one character or one situation.

1.4.5 Emerging concept of leadership in 2000-2020

According to the Encyclopaedia of the Social Sciences, "leadership is the relation between an individual and a group. It is around some common interest and behaving in a usual manner"

- **House (2004)** referred leadership as a person's ability to influence, motivate, and help others to work together to achieve success and effectiveness.

- **Punnett (2004)** referred to leadership as a vital component of all organizations. He elaborated on its functions and capacity, getting more complicated with increased globalization and technology development involvement.

- **Hernez-Broome and Hughes (2004)** stated that "leadership is characterized by mutually beneficial exchanges between parties to optimize mutual benefit including the accomplishment of necessary organizational tasks."

- **Allen-Handy (2006)** considered leadership in combining the individuals' aspirations and needs with the broader community's purposes to which they all belong. (Cited in Allen-Handy *et al.,* 2021)

- **Northouse (2007)** and **Nahavandi (2009)** discussed leadership as to how a leader attempts to persuade their team members and work toward a shared purpose, whether short- or long-term.

- **Eberly *et al.,* (2011)** addressed that leadership is a complex interactive process.

- **Savenije et al., (2011)** shared his concept of leadership that makes people more optimistic, energetic, and enthusiastic. Great leaders inspire to dream big, make sacrifices, and accomplish wonders.

- **Gupta (2011)** states that leadership influences, guides, or directs the followers for vision and mission to achieve specific goals or shared objectives. (Cited in Grover, *et al.* 2021)

- **Pellegrino and Hilton (2012)** describe 21st Century leadership skills as life skills that are needed to be successful. These skills include self-management, problem-solving, collaboration, critical thinking, and communication.

- **Yukl (2012)** considered leadership as the process of persuading others to agree on a common goal and the actions necessary to accomplish the goal on both an individual and collective level.

- **Sharma and Jain (2013)** determine leadership as "a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent."

We can say that leadership is defined as an individual's capacity to instill confidence and enthusiasm in subordinates/followers. It is all about solving problems and handling things with firm decisions in an effective manner.

There are different facets of leadership, but before understanding different dimensions of leadership, it is essential to comprehend self-leadership. No one can go for actual improvement until one gets a desire for self-motivation via self-leadership. Self-motivation is an aspect of the leader in which he/she is prepared to resolve the obstacles that ultimately help to understand themselves and the value of improving skills in everyday life. So, if individuals want to go for any developmental changes, it is essential to develop themselves first. Self-leadership is a process wherein individuals first develop themselves and then try to make changes in their followers. Therefore, it becomes necessary to understand the meaning and concept of self-leadership.

1.5   SELF-LEADERSHIP: MEANING AND CONCEPT

Self-leadership theory is described by Manz (1983, 1986) as the "process of influencing oneself rather than followers' rule on all." Self-leadership is a

contemporary and critical topic in today's complicated and dynamic workplace, particularly when educating people for leadership positions or building and enhancing self-leadership skills, cognitions, and behaviours. A critical component of self-leadership development is enabling leaders to address current difficulties by successfully enhancing selected self-leadership competencies. Bandura and Walters (1977) and Bandura (1986) laid the theoretical groundwork for self-leadership. (Cited in Davis & Luthans, 1980 and Dugan *et al.,* 2008.)

"The three strategies associated with self-leadership include behaviour-focused, natural reward, and constructive thought strategies" (Prussia *et al.,* 1998; Neck and Houghton, 2006; & Norris, 2008). The research of Neck and Houghton (2006) had stressed that "by focusing on self-awareness and promoting personal behavioural management through self-goal setting, self-reward, self-punishment, self-observation, and self-cueing, behaviour-focused strategies increase self-awareness and encourage personal behavioural control." "Natural reward strategies help people build better and enjoyable features in their activities so that the tasks themselves become naturally rewarding" (Manz 1992). It focuses on the self-influencing process through which individuals can control their behaviour, inspiration, and lead themselves to develop the essential self-direction and drive to perform. Whenever there is a thought to motivate or lead others, the individual must be self-motivated. It is vital to have an essence of self-leadership, to acquire the quality to lead others. After understanding the meaning and definition of leadership and self leadership, it is now necessary to understand the nature of leadership that helps to reflect the leader's characteristics in various circumstances.

1.6   NATURE OF LEADERSHIP

Leadership is an art to handle a group of individuals in a very effective manner. It can be defined both as process and property. Bass and Stogdill (1990) cited that "leadership is a systematic process that consists of a purposeful and organized search for changes, systematic analysis, and the capacity to move resources from areas of lesser to greater productivity." It relates to a superior's capability to influence a subordinate or group's actions and convince them to follow a specific course of action. It involves being both highly influential to society and oneself. Strong interpersonal skills, motivational skills, problem-solving skills, and goal setting skills may affect this. The nature of leadership is taken as the process rather than as a

position, change, manifestation, or theory. As a property, from the research of Hollander (1992), we can say that leadership is a collection of attributes or characteristics assigned to competent people in utilizing that authority. The ability to encourage the others, recognize human nature, and verbally assert and the willingness to take the risk are specific characteristics.

"Leadership is multi-dimensional and is an ongoing development process" (cited in Higher Education Research Institute, 1996). It is an exploration that occurs throughout life. Leadership is not necessarily an inherited trait. Leaders are people who can define a future vision in the desired way. They must constantly keep one eye on the present and mentally analyze the end's gap analysis. As per Hersey and Blanchard's (1988) research outcome, "successful and effective leaders can adapt their style to fit the requirements of the situation."

Equity, social justice, self-awareness, personal empowerment, collaboration, citizenship, and service to humanity are all openly promoted by leadership. It is to be concerned about values where followers learn ethics and values from their leaders. It is potential in many individuals that may emerge from the opportunity. According to Betz and Hackett (1981), "Leadership can be developed where an opportunity and environment directly impact an individual's leadership potential." It is a human quality that brings a group of people together and encourages others to unite.

Additionally, it entails a shared interest between the leader and followers. It is the set of characteristics that are credited to people who are leaders. It involves a goal-oriented approach where the leader must set clear and specific goals where it is known, based on established experience.

No single leadership style is best. It depends on the situation and what kind of leadership and strategies are ideally suited to the task. The most influential leaders also adjust their style to the problem and look at indications such as the type of task, the community's nature, and other variables related to the situation. Leadership may be a natural or acquired talent—the perspectives of leadership shelter all areas of situations, behaviour, opportunities, and presentation of ideas.

A critical point in the comprehension of leadership is that it can be learned with a deliberate effort, and it is an ability that consists of different abilities/skills. An individual does not need to have all the skills, but it is essential to acknowledge that leadership skills can be a necessary aspect of an individual's growth.

1.7   **LEADERSHIP SKILLS**

Leadership as a skill includes the ability to influence others, encourage others, establish and achieve goals, show empathy toward others' experiences and ideas, a vision for the group, and a willingness to take risks in the face of challenges.

Regarding discussing the definition of leadership skills, various researchers had worked on this aspect and presented their thought on leadership skill as

- **Pejza (1985)** stated about leadership skills that it is all about a vision of the future for betterment, a positive attitude, and the motivating nature of working to achieve that vision.

- **Whitehead (2009) and Komives *et al.,* (2007)** referred to leadership as a complicated, multifaceted term including various personality traits and skills.

- **Roets (1988)** discussed that skilled leadership could not be taught; it must be practiced and perfected. Thus, opportunities for students to demonstrate leadership abilities should be incorporated into the school or college curriculum.

- According to **MTD Training (2010),** Leadership skills are the tools, behaviours, and capabilities that a person needs to motivate and direct others.

- **Northouse (2010)** defined leadership skill "as the capacity to apply one's knowledge and abilities to attain a set of goals or objectives."

In a nutshell, leadership skills are individuals and groups' strengths and abilities that steer toward achieving goals as individuals and groups. Leadership involves skills in ideal building, inspiring, integrating divergent interests, building self-confidence and morale.

1.7.1   **Leadership Theories: Emerging Skills**

With the essence of many theories, one can understand that leadership is a dynamic concept that keeps getting modified according to society's needs and scenarios. Although it is one of the oldest concepts, a new concept is added to it and addressed according to the community every time.

Earlier the leadership was considered an attribute with the leader's personal qualities, leading to an insufficient consideration towards the group dynamics, skill, behaviour, talent, and situations. The early theories focused their attention on the presence of the traits to compare leaders with non-leaders. It further helped determine the leadership traits that help develop an interpersonal communication skill of a leader who follows their leader. Behavioural leadership theories are related to skills like empathizing with

society and other people and self-awareness. The course of leadership theory then proceeded away from the notion that leaders are born or are destined for their function by nature. A person does not become an effective leader merely by using a combination of few or more traits. From the consideration of situational factors, situational theories suggested that leadership is a situational demand that involve empathy, interpersonal communication skills, delegating skills, goal setting, practical planning abilities, and negotiation skills.

Contingency theories of leadership relate to an ideology that focuses on stress management skills, problem-solving skills, self-awareness, and motivational skills. If the role played by an individual is fully justified to that situation, then an individual can exhibit the characters that resemblance to the leadership traits. One such example of relational theory, i.e., Leader-Member Exchange Theory, implies team building, conflict management, empathy, and communication skill. All these skills play a crucial role while developing and maintaining the relationship irrespective of professional and personal. Relating to stress management, problem-solving, and learning, the Cognitive Resource Theory was a conscious approach where the individual's relations decide the situations.

The path-goal theory relates to leaders' goal to encourage others to follow their goals and work for group goals (if in an organization). The setting of practical purposes, solving the problems, communication skills, planning skills, negotiation skills, and decision-making skills of an individual/leader in this theory. Goethals (2005) described "transactional leadership as a collaboration in which the leader initiates an exchange of valued items that inspire and bind the leader's followers." Transactional leaders have skills like empathy, stress management, creativity skills. Transformational leadership also came into existence where the theory involves empathy skill, stress management, team building, conflict management, self-awareness, decision making, delegation skill, creativity skill, critical thinking with the help of problem-solving skill, and most importantly, the main character of leader to always ready to learn, i.e., learning skill. There are other theories where the leaders are not a leader but a servant of the followers/society, which leads to the development of communication skill, social skills, and empathy skill. Having integrity and always doing things with the justification that emerges in another leadership theory is called authentic leadership. To go with the societal demands and needs, and to work for its benefit, the leader should adopt the changes so that they can understand the situation

very well; such theory goes ahead with the team-building skill, where the leader must understand the demands and needs of every team member rather than putting their decision on them and then work accordingly.

After contemporary understanding theories, the present era focused on an organizational setup where leaders focus on developing team-building skills, conflict management, learning skills, empathy, communication skills, and managing stress by analyzing experiences. The skill-oriented theory took its prominent position where an individual's skill development is very crucial. With the advancement of leadership theories, one can understand that leadership is now not a copyright of innate leaders but can develop leadership as an attribute. This attribute can be a part of learning. If an individual is given proper exposure to different situations, knowledge about other ethics, values, and traits can be a learning aspect, and an individual can learn it and implement it in their day-to-day life. The leader's performance must involve skill, values, ethics, and potentiality. Through the advancement of leadership theories, it is now clear that leadership is an attribute, it can be a tool for creating leadership. Therefore, it is essential to consider the student's performance that involves abilities, beliefs, ethics, and potential.

Apart from the theories, various researchers have also put forth their views on different leadership skills essential for individuals' personal and professional development. In this regard, Cameron, and Whetton (1983) discussed ten essential leadership skills: managing time and stress, individual decision, recognizing, defining, solving problems, motivating, and influencing others, delegating features, self-awareness, team building, and managing conflict. Developing leadership skills is necessary to meet societal needs and achieve self-goals. Eison (2010) explained various strategies that can be designed as "listening, critical and creative thinking, communication, negotiation, mediation, problem-solving, decision making, and goal setting." Leadership skills development does not mean the person is a speaker in front of thousands or holds a political role. In the study (Venkatraman, 2011), "there are different leadership subcategories as communication skills, character-building skills, decision-making skills, group dynamics skills, problem-solving skills, personal development skills, and planning skills." The importance of leadership skills can be felt even at a school level for students. There is a scope of various leadership skills to be used by them in the school and outside. Therefore the development of various leadership skills at the secondary level becomes significant.

1.7.2   **Leadership Skills at Secondary level: Importance**

Kouzes and Posner (2007) cited that "If the population learns how to utilize leadership skills successfully, there would be the chance that extraordinary things could happen for the benefit of the mankind." "Basic leadership skills apply to any situation where it required taking the lead professionally, socially, and at home in family settings. Ideally, the leader becomes a leader because they have credibility, and people want to follow them" (McNamara, 2013). Leaders must devote significant time to themselves, particularly their self-motivation, whether alone or in teams. "Leaders need self-motivation to work with others on a one-to-one, group basis and finally to deal with a wide range of situations" (cited in Leadership skills, 2015). If the individual is equipped with all leadership skills, he/she can be considered a successful leader in their field or proceed further. However, we cannot deny that all leadership skills are not possible to develop in one magnitude. It requires an ample amount of time, resources, situation, and dedication for any person.

A country can only grow under the leadership of capable students, beginning while still in school. The fundamental learning for any child begins from school. Pursuing learning relevant to the needs and aspirations helps to achieve the best achievement in all aspects of their lives. Leadership can be an essential catalyst for building students' awareness; on this point, Davis (2003) discussed "channelizing the educational organization or some part of it in a new direction. It can be done by solving problems, being creative, initiating new programmes, and improving education quality."

Student leadership skills development necessitates resources that inspire students to act responsibly. Leadership opportunities and experiences at the school level facilitate young adults' transition into the community and to the world of work. The research outcome conveyed that "one of the new roles for the students is to work beyond their school borders and contribute not only to the success of their school but to the success of the system as a whole" (Pont *et al.,* 2008). In school, student representative councils and school parliaments provide excellent opportunities for students to apply their learning in making decisions, managing conflicts, teamwork, and self-motivated cooperative conduct. Moss (2012) found that students should start studying leadership skills as soon as possible to sharpen their leadership skills and improve their minds to think critically about different circumstances. Although each student is not very likely interested in being a leader, precisely shy/introverted students, Raible (2015) cited

that in many cases, shy students can metamorphose themselves very well, and they can work with confidence". If a student develops leadership skills at school, there is almost no doubt that they will transform into good future leaders.

Secondary school students who hold leadership positions always go above and beyond in balancing their roles and academic work, inspiring other students who may be afraid to take on leadership roles. Secondary school students must have leadership opportunities throughout their education, develop the ability to form connections within teams, identify their identities, and effectively complete assignments. Leadership is assisting students in achieving outcomes, their goal, which varies according to circumstances. Students must be involved and creative at the secondary school level to be skillful and productive in their future lives. In the classroom, there are many opportunities for students to demonstrate their skills. For example, during the teaching-learning phase, they should know how to deliver their answers correctly, they should know how to talk appropriately, and develop a habit of attentive listening. It is required that they must establish positive relationships with their teachers and classmates.

Additionally, students must be able to present themselves confidently during a presentation or stage show. They must engage in club events such as eco-clubs, social science clubs, debate clubs, which help them develop their skills necessary to speak in public fearlessly. Regularity and punctuality in work are critical components of overall student performance. They must be exposed to practices that help them to become more productive and consistent in their classwork and home assignment. The mental ability of secondary school students enables them to solve problems effectively by examining possible solutions and choosing the right one. It is essential for these students to feel confident when they solve questions during classroom interactions. The problems are not only limited to subject-related concerns but it also problems encountered in daily life.

Secondary school students are in a phase where they must focus in the future direction. After completing their standard X, they must be efficient in choosing the right stream according to their future career. Students must be goal-oriented in such situations. It is challenging to have a perfect vision for the future until and unless students receive enough exposure to set small goals. If students are adept at developing and achieving small goals regularly, they will be at ease in developing a realistic view of their future. The secondary school students participate in various

events as they are very enthusiastic and have a high zeal to participate. For any group activity, the students must form healthy bonds with other students and teachers. As this is a transitional period between pre-adolescence and adolescence students are often in a dilemma as they continue to learn from their life experiences. Due to their active participation and enthusiasm in all activities, the students at the secondary phase are often prone to conflict and disputes with their classmates. It is also vital to instill in them an appreciation for conflict and adaptation to changing circumstances. In such scenarios, these students need to understand themselves and their situations to lead correctly. It is observed that many times conflict management is not taught at home and the learnings at schools play a critical role.

Additionally, it provides an opportunity to develop, identify, and demonstrate excellent communication and interpersonal skills. Parlar *et al.,* (2017) found that "making students acquire communication skills, problem-solving skills, responsibility, honesty, and the ability to set goals is essential." Different leadership skills that can work for school-level students are team culture, discipline, vision, communication, problem-solving, decision-making, resolving conflict, and understanding and managing changes. Leadership provides a foundation for excellence, even outside of the school premises. When a student is given leadership responsibilities, it becomes simpler for them to deal with relatives and siblings at home, particularly the younger ones. These students can assist their parents by shouldering lighter responsibilities. One can say that student leadership teaches secondary school students how to plan activities, manage their time, practice public speaking, and lead others. Training in leadership skills allow young students to develop these skills early enough to establish good leadership habits for the present and future.

The importance of skill development in secondary school students has always been on the top of the educational agendas. The various policies, committees, commissions, and recommendations focused on skill development yet indicated the gap between academic courses and skill development. It is essential to observe the initiatives for developing leadership skills among India's school students to develop customized leadership skill programmes.

1.7.3   Leadership Skills: Initiatives at School Level

There is an increased focus on leadership skill development in different organizations, including educational organizations. In recent years, various government/non-government organizations have paid attention to leadership skills development in India. Simultaneously, Leithwood *et. al* (2019) discussed that leadership development programmes are already widespread in the corporate sector, whereas school leadership requires a unique approach.

NCF (2005) addressed careers, curriculum models, and content delivery to improve school performance. It focused on skills that needs to be adapted and implemented by schools. The Centre Square Foundation in Mumbai established the Indian School Leadership Institute (ISLI) in 2013 to foster school leadership growth. Improving school leadership is critical for student learning improvement, and ISLI launched a programme in 2013 to assist school leaders in bringing their schools from 'good to great.' It can be achieved by assisting them in improving and honing their leadership abilities, which ultimately aid their skill development. The organization sought to create a sensitive and responsive curriculum to the realities of leadership in India's educational context.

The National Centre for School Leadership (NCSL) was established in 2012 at the National Institute of Educational Planning and Administration (NIEPA) in New Delhi to reform the country's schools. NCSL-NIEPA discusses leadership standards and contextual school issues around the country with the primary aim of improving schools. NSCL is founded on a student-centered approach. NIEPA was established in 1979 by the Government of India's Ministry of Human Resource Development to transform ordinary schools into centers of excellence and subsequently improve the entire school system through leadership development. Although it does not focus directly on students' skill development, however, it would positively make an impact at student level and such activities would directly improve students' skill development if widespread in the school system.

In today's time's soft skills training in many schools is introduced. "Training in soft skills provides a strong practical orientation to the students and helps them build and improve their skills in communication, team-building, leadership, time management, group discussions, interviews, and interpersonal skills" (Majid *et al.*, 2012). Venkatraman (2011) had discussed that Alternative Education models had started in India to inculcate international-standard academic skills in students. CBSE

International (CBSE-i) was introduced in 2010 and is a globally benchmarked, inquiry-based, and skill-based programme that accommodates students' varying learning styles, although it was not continued after 2016-17 (cited in CBSE update, 2015). CBSE-i's subjects were English, Mathematics, Science, and Social Science, which promote critical and creative thinking skills, good communication skills, and mutual and interpersonal skills. Although now it is not in active state.

Over the last 15 years, the Azim Premji Foundation has made significant contributions to education. It has collaborated with the government of various states in India on curriculum development, pedagogy, evaluation, school management, and teacher education programmes. The curriculum enables students to cultivate an interest in and appreciate the environment around them, nurture their skills for analysis, reflection, and communication, develop capacity for caring relationships, develop life skills, attitudes, and responsibilities toward employment to promote future livelihood. Through the Education Leadership and Management (ELM) initiative, the Azim Premji Foundation (APF) further enhances leadership skills. The ELM programme creates a vital space for building stakeholders' capabilities, creating principles, frameworks, systems, and processes for developing a pool of individual talent and enhanced institutional capacity. The Akanksha Foundation (founded in 1990 in Mumbai) is a not-for-profit organization whose aim was to establish the world's largest network of innovative schools that empower students to reach their whole potential/skills by developing innovative curricula.

Centum Learning is one of the most respected talent transformation organizations to improve skill development through training. One of the main areas of emphasis is the improvement of school students' skills. It has worked efficiently with both central and state governments, the Central Board of Secondary Education (CBSE), and a variety of public sector enterprises. Centum Learning established Centum Work Skills India in collaboration with the National Skill Development Corporation to advance skill development in the country. They play a critical role in integrating vocational and academic education by implementing the National Skills Qualification Framework (NSQF) and delivering vocational education beginning with standard IX. It has collaborated with Indian state governments to implement "Vocationalisation of Higher Secondary Education (VHSE)" in over 1700 schools across India, affecting over 1.5 lakh students.

Other frameworks, such as Go Career powered by mykensho (founded by Racquel Shroff in 2013) in Noida, are comprehensive curriculum-based solutions that emphasize adolescent well-being, essential skills for education, work, and life, and holistic career development. It is aligned with the Indian Career Curriculum Framework's essential competencies and performance measures. It is a well-structured, technology-enabled solution that professional teachers and counselors facilitate to ensure that every kid thrives in the future. This platform enables customized skill development and career advancement. It fosters communication between students and their parents and teachers, as well as sequential activities, exchanges, and feedback sessions based on evidence. Such initiatives can assist students in identifying their distinctive profile and the employment prospects for their skills and traits.

Leadership for Environment and Development (LEAD) in India started as a Rockefeller Foundation-funded initiative that The Energy and Resources Institute (TERI) and Centre for Real Estate and Economic Development (CREED) initially incubated. It was later recognized as LEAD India in 2000, where students learn skills such as team building, systems thinking, negotiation, conflict resolution, cross-cultural communication, and ethical decision making. The curriculum is structured to use a variety of instructional modalities, including classroom instruction, high-fidelity business simulations, and one-on-one coaching sessions. These techniques raise awareness of and foster the development of critical leadership qualities such as effective listening and communication, presentation, team building, assertiveness, and problem-solving skills.

National Council of Educational Research and Training (NCERT) also provides valuable advice to the Central and State Government relating academic matters to school education. It also set up a website software packages for secondary school children for skill development among the students.

At the school level, the Ministry of HRD's Centrally Sponsored Scheme of Vocationalization of Secondary Education identifies the National Skill Development Council (NSDC) and its Sector Skill Councils (SSCs) as playing a critical role in the implementation of the National Skills Qualifications Framework (NSQF). The scheme's training is based on the National Occupational Standards developed by NSDC's Sector Skill Councils. Additionally, the scheme requires SSCs to perform examinations and certification in collaboration with the State Board. The Ministry of

Skill Development and Entrepreneurship (MSDE), in partnership with the NSDC, is working to ensure the viability of skill development training in schools. Students may now elect to participate in skill training in standard IX and either opt-out or proceed in standard XI. They can also begin training in standard XI. United Nations Children's Fund (UNICEF) India led the creation of the Comprehensive Life Skills Framework, with support from the National Council of Education Research and Training, Ambedkar University, and other institutes.

Sarva Shiksha Abhiyan (SSA) emphasized life skills training focusing on the upper primary girls. Additionally, it emphasized the development of life skills such as critical thinking, communication, negotiation/resistance, decision-making/problem-solving, coping with situations, with self-management. These qualities are also necessary for coping with the daily demands and hurdles. Additionally, it emphasizes the importance of social and emotional support for adolescents, reinforcement of positive attitude norms, acquisition of necessary skills for coping with uncertain situations they encounter in their lives, coping with peer pressure, and conquering gender norms.

The working of these organizations proves to be useful when there is support from all society members. The holistic aim of such programmes is to develop skills among the students. However, there is an urgent requirement for more efforts to cater to the needs of secondary school students. In order to understand the needs at the present day, it is essential to know the current scenario, especially at the secondary level.

All schools require leadership to provide direction, purpose, and a sense of belonging.

1.7.4 Leadership Skills Development at Secondary Level: The Present Scenario

Leadership and education are always concerned with the long-range development of people. The World Economic Forum (2015) reported a Global Agenda survey where the statistic showed that 86% opined a world leadership crisis. To support the development of 21st-century skills, Bernhardt (2015) claimed that schools need to be challenged for their betterment to redefine the educational focus. In the present context of a high range of globalization, we cannot deny that the demand for highly skilled and multi-talented workers has grown. As a result, developing countries such as India face an urgent need for excellent skill development and training.

In the Indian education system, leadership was ideally imagined as responsible, hard-working, social, and honest in nature. According to Kumar (1964), "Leadership was

perceived as ambitious, emotional, social, dominating and tactful among the students." Darji (1975) found that leadership behaviour dimensions and patterns were critical indicators of academic motivation, school innovation, and academic status." In addressing the Indian education system's challenges, "there are not enough skillful young people to meet the demands generated by new jobs. Yet, many young technological professionals in India lack soft skills and interpersonal skills" (Singh, 2008). A significant shortcoming of India's current skill (or education) development system is the absence of links between education and job placement for skilled labour. As per the India Skill Report (2015), "around 93% of the Indian workforce employed in the unorganized or informal sector, which lacks any formal skill development training during school days, and only 37.22 % of surveyed people were found skillful."

All schools require leadership to provide direction, purpose, and a sense of belonging. With the starting of a positive approach to leadership development, there is a scarcity of leadership skills in schools. However, in a vast and democratic country like India, only a few programmes and their implementation does not make a big difference. It is vital to take leadership development among students in a thoughtful manner. As per the study of Kezar and Moriarty (2000), it was found that "due to students' diversity in Indian classroom, different strategies were required to improve leadership. Although, for meeting these needs, specific extracurricular and co-curricular programmes can be recommended."

Saini (2015) critically claimed that "many skills taught in the curriculum are obsolete, and their result is that individuals cannot find jobs according to their aspirations." In much research, the Indian education system puts maximum emphasis on bookish knowledge. Therefore, in a real-life situation, a graduate individual struggles to apply this knowledge. Gautam (2015) also discussed that "from primary to upper secondary, the school curriculum covers the following subjects: languages (mother tongue/regional/foreign), mathematics, science and technology, social science, art education, and physical education." Additionally, it is highlighted that the curricula do not address skill components or allow for alternative occupations for students. In many kinds of research, the Indian education system does not consider skilling in its curriculum. Venkatraman's (2011) findings convey that alternative schools had consistently better leadership skills in all dimensions than mainstream schools. The

students' overall scores of the combined nine dimensions of leadership skills were statistically significant in alternate schools.

According to Velayudhan (2011), "there is a significant presence of leadership skill in the Management of Attention, Management of Meaning, Time Management, and Management of Risk and Management of Self after implementing Leadership Development Intervention among students." Certain areas, such as social, intellectual, psychological, and relational abilities, as well as those linked with articulation, communication, organising, leadership, initiative, and entrepreneurship, receive less attention, or are entirely ignored in the curriculum. "Attributes such as creativity, intuition, public accountability, social empathy, cultural sensitivity, or scientific temper are also not integral to the curriculum despite the prevailing rhetoric glorifying" (Zeidler, 2014). The development of the curriculum at both the primary and secondary levels must aim towards a self-contained model of knowledge, skills, and attitudes inside the system, such that the majority of children may enter the world of work and continue self-learning throughout their lives. Raina (2013) concluded that "efforts need to transform the system from the present education model to developmental education, integrating it with the societal need and opportunities." The emphasis is on integrating academic knowledge with practical skills, attitudes, productive activity, social responsibility, and creativity. "It was observed that the courses of study are framed in such a way that the students are not equipped with any productive skills even though after studying rigorously" (cited in Education for Values in Schools – A Framework, 2009). The general curriculum has various flaws, including a focus on the cognitive domain and, consequently, on retaining knowledge during tests, inflexibility, insensitivity to local needs and environments, and a lack of skill formation. According to the research by Baghcheghi *et al.,* (2011), it was found that "there is no significant difference between the scores of the two groups in terms of communication skills of students before the teaching intervention, but there was a significant difference between the two groups in the scores of interaction skills and problem-solving sub-scales after the intervention of programme." It showcases the academic arena gap that does not give proper exposure to skill development, and effortful intervention is required. Srikala and Kumar (2010) conducted a study on adolescents. The study's findings reflect found adolescents in the developmental programme had much higher self-esteem and a more positive perception of their ability to cope, particularly with teachers at school and prosocial conduct.

An efficient means of inspiring adolescents could be developing the leadership programme incorporated into the school timing duration by using the available resources of schools and teachers. Parvathy and Pillai (2015) had studied the impact of Life Skills Education for Adolescents, and the study has revealed a significant effect of Life Skills Education training on adolescents. After training, problem-solving skill, communication skill, and coping with emotions were significantly high. All these results indicate the gap between the traditional teaching-learning process and the importance of programme implementation. Shrivastava and Jatav (2017) asserted that India's existing skill development policy requires immediate attention.

The most vital need of the hour is for high-quality educational programmes to be made available to students at all levels. As a result, skill development organisations and educational planners must collaborate to provide instructional materials or syllabuses. The skill curriculum is required to be regularly updated and must include more practical learning. This will enable the students to imbibe the necessary job skills. It is essential to recognize that it is easier to develop skills when students are in their formative stage. It has been found that students in secondary school can be made aware of the skills that are important in their everyday lives.

While developing skills the availability of resources, the students' mental level, the student's needs, the students' timings, and the students' capacity are essential factors for any programme. There is the requirement of adequate time, space, and availability of the student. The investigator intended to develop and implement the Student Leadership Programme (SLP) for an academic year. The important skills taken in the programme also plays a critical role.

1.8   STUDENT LEADERSHIP PROGRAMME (SLP): IMPORTANCE

Leadership skills can be developed in secondary school students by teaching through curricular and co-curricular activity and specific training programmes. Leadership skills can be developed by developing the programme as it gives scope to the students to get well acquainted with the situations and conscious learning that assist in better understanding. In the study of Bhaskar (2009), "Leadership Development Training/programme has great importance in today's world as leaders viewed as evolved rather than innate/born." Any developmental programme can involve different activities like games, exercises, motivational videos, case studies, and situational studies.

According to Fertman and Van (1999), "all middle school and high school students have leadership potential." Student leadership involves participation in school assembly work, helping the higher authorities make crucial decisions, maintaining discipline in the school premises, and presenting their perceptions for the school's progress. The literature affirms that "student leadership learning is improved by enhancing quality, effective activities, and practices utilized in the classroom" (Siamoo, 2013). The development can gain through different activities and various experiences. According to Conover (1996), "leadership development is one of the most sought-after training experiences." The process of becoming a good leader is a resemblance to be an integrated and developed human being or fully functional individual.

Leadership skill development can be integrated with curricular subjects or implemented as a separate programme. Pont *et al.,* (2008) had discussed in his study that "in various studies, it had been focused that there could be a programme for developing leadership skills among students, and it can conduct other than school hours for three weeks or less." Davis (2009) discussed that leadership learning could be increased ten-fold through experiential education via the programme on developing the programme for leadership development. It has been observed that students can work together to educate, motivate, and inspire them to achieve goals within a leadership programme environment.

Such programmes provide an uplifting and supportive environment for students with lofty future goals and aspirations. As our society is dynamically developing and growing ahead, there is a need for well-developed and well-equipped leadership training for students. Bass and Stogdill (1990) stated that one of the fundamental goals of leadership training programmes is to increase human relationship knowledge, develop skills, and solve communicative problems. The study of Goltz *et al.,* (2008) revealed that "essential competencies like communication, team building, and problem-solving can be developed among the students."

Leadership programmes' sustainability and stability depend on students' ability/potentiality. Each programme must exist within a particular context or area of focus within which students can develop and practice skills. According to Hughes (2015), "the school's Student Leadership Programme (SLP) is more sustainable if supported by students, parents, teachers, the school, and the local community." There should be support concerning resource availability, such as time, space, and funding.

The researcher must aim for an effective leadership programme. as per the research of Pont *et al.,* (2008), "it was found that a strong leadership programme should have the potential to create an environment where the students can maximize their abilities to create change, it also substantiated in research that by having a quality of decision making, it can result into measurable impact on school climate." Developing such a programme help understand the importance of knowledge about various skills, attributes, and succession planning for the better future lives of students. In short, we can say, in such a programme, the students can participate in attaining the skills that they can later use in their daily life.

According to Allington and Gabriel (2012), it was found that "if leadership skills are developed through a variety of school initiatives that encompass the requisite activities, a Student Leadership Programme (SLP) is feasible." It is essential to plan and develop a secondary school Student Leadership Programme (SLP) as an active educational process. Such programmes build leadership experiences that contribute positively to every student and create a positive and ethical, moral school culture. Connaughton *et al.* (2003), found that "Good leadership development programmes should persuade the students to reflect on their leadership behaviour." They should be able to showcase their leadership skill inside as well as outside the classroom setting.

Looking into the importance of a Student Leadership Programme (SLP) for leadership skill development, the investigator decided to develop a Student Leadership Programme (SLP) for secondary school students. The following seven leadership skills i.e., time management, goal setting skill, communication skill, empathy skill, problem-solving skill, team building skill, and conflict management skill constitutes the leadership programme and has been described below.

1.9   LEADERSHIP SKILLS TAKEN IN THE PRESENT STUDY

Leadership skills enable the students to rationalize, show them the correct path, and help them to function effectively in the society around them. These skills help the students in whatever they do, wherever they go, and live. It includes facing severe challenges, finding solutions, dealing with emotions, developing interpersonal relationships, a strong sense of reasoning, showing an ability to forge new connections, and self-motivation. Developing leadership skills in students is a significant yet time-consuming affair. However, through regular practice, one can expect the students to learn these skills. Keeping this in mind, the investigator tried to

develop seven different leadership skills through the Student Leadership Programme (SLP) which are essential for secondary school students in their future lives.

For academic achievement, punctuality and regularity is an essential aspect. If the students learn the importance of time and can utilize this resource effectively, they can manage their life's various tasks with satisfaction. Time management is not related to a few individuals, students, or scholars, whoever wants to succeed in life needs to understand the importance of time management.

- **Time Management Skill**

Time management is the skill to arrange and consciously control the time spent on specific activities in order to significantly boost profitability, effectiveness, and performance. It is the process of organizing and planning the division of time between specific activities. It entails effectively focusing on a single activity and defining daily, short-term, mid-term, and long-term priorities.

Time management involves clear vision, consciousness regarding priorities, and knowledge of each work's value. A leader's ability to successfully manage time is an asset in the workplace. Better time management helps the leader in better planning and eventually better forecasting. Learning to manage time is an ongoing process. The real challenge in effectively managing the time is monitoring, analyzing, and revising the plan until it works. The more is the awareness regarding the time usage, the more quickly a leader can utilize it and pick up new strategies. Leaders with time management skills can make realistic goals, organize work according to the need or demand, break down the large tasks into smaller pieces of the undertaking, and have a regular lookout for them. Time needs to be effectively managed.

The students often face situations where there are last-minute rushes to meet deadlines, assignment submissions, durations of examinations. This environment leads to undue stress and deterioration of performance. If the student has poor time management, it could lead to overconfidence, and the time for small projects would be much more than required. The results of Rai (2016) concluded that "there is a direct positive relationship between time management and academic performance." Time management is essential for the students as it makes them punctual, disciplined, and more organized. Those students who accomplish their tasks on time are less prone to stress and anxiety. It shapes the student's mind into the direction of conscious effort for any task and sense of duty. So, in a bottom thought, the fundamental goal of

time management for secondary school students is to reduce the stress of being late and increase confidence in exams and to face other challenges. The students also need systematic planning and efficient delegation that demands effective time management. After time management, tasks need to be prioritized according to importance. The goal setting skill is necessary for the students for time-management. Understanding self-leadership is essential, as the students can think and improve the quality of their work at the school level. Students need to know where they are going and what to get there what they must do. They know what they must focus on and develop understandings in what they want to accomplish. The ability to set goals becomes essential for students.

- **Goal Setting Skill**

The concept of goal setting refers to the establishment of measurable, precise, and time-bound objectives. Goals are the replica of maps that guide every individual depending upon their path and show what the possible approach one can use is. Establishing goals is a powerful way to think about the future and motivate to turn the future vision into a reality. The goal should be within abilities, realistic, flexible, and in the control of an individual. The importance of goal setting cannot be ignored as it gives a basis for life, short-term motivation, and long-term vision.

The main goal setting component is to be positive, set a mind, desire to get something, set the priorities, and be accurate in timing, regularity, and thinking. It also includes regular work-out and review on completing goals, motivated, committed, and confident rather than getting depressed on small failures. No matter what happens around them, a positive focus in life is sustained by a successful leader. It allows them to accomplish their job on time and makes them trust their skills and potential.

Goal setting skill is fundamental to long-term success. "Goal setting gives students long-term vision" (Mejabi, 2014). For goal setting behaviour, the student should be purposeful and dedicated to work. In an aspect, the primary objective of goal setting is to know about desires and success. They give something to aim for and guide the efforts of students towards it. They can make better decisions on how to proceed. However, by setting goals, students have more control over and how they get there. Students can gain perspective and establish priorities for the coming months and years. They are held accountable for their success or failure as a result of this control. The students have several tasks that need to be completed in due course of time. They

need to utilize a reasonable amount of time and energy to achieve their goals rather than tackle tasks as they come up. If the students know what they want to achieve and know the steps required to achieve it, there is less room for procrastination. The students with goal setting skills also helps them to organize themselves, making plans and systematic management in the classroom and at home. For a long-term goal, it is required to break bigger goals into short-term goals. The fundamental aim of the student life is to have a clear pathway to success and their future; for this a good learning about goal setting is required. Students who create their own goals have an optimistic outlook on the future. Students can attain their chosen objective by taking action and conquering hurdles, rather than moaning about their situation. Goal setting skills help the students in self-reflection, refining their set of principles, delve deeper into self-awareness and self-awareness of their strengths and limitations. From an academic perspective, goals improve performance by ensuring that students remain accountable for their failures and successes. Establishing a goal creates a sense of clarity and correlation between working hard and accomplishing something significant.

After understanding the importance of self-regulating skills, the students need to have interpersonal skills. How to talk, behave, represent themselves, and understand; all these characters come under interpersonal skills. As the students must connect with other students, teachers, higher authorities, family members, relatives, colleagues (in the later stage of life), and the societal public, they must understand the importance of communication skills. Gatens (2013) reflected that "communication is the key attribute of leaders."

- **Communication Skill**

Communication skill is the ability to listen, understand, and speak. It is an essential core skill and a fundamental building block for individual development. In a primary language, the interaction between two or more individuals, the sender, and the receiver, is termed communication. Effective communication enables the sender to successfully relay a message to the receiver by customizing the communication style to the recipient's needs. The primary purpose of communication is to transport the ideas, thoughts, and beliefs to another person to lead to a mutually acceptable decision.

Communication skill entails the verbal and oral pattern of presentation. It involves listening, understanding, speaking, reading, and writing. It helps in enhancing interpersonal relationships. It also involves a positive way of thinking and presenting ideas. Leaders also need finely tuned communication skills. According to Haley (2013), "Communication skills are generally interpersonal and organizational skills; successful leaders tend to show high levels of this skill while communicating." Communication can improve self-knowledge and self-perception among leaders. It also improves an individual's awareness of relationships and fosters the development of critical thinking, problem-solving, conflict resolution, team building, and public speaking.

For a student's successful future, communication skill is an essential aspect. The secondary school students need to learn effective communication. The critical part of communication skills is that it is a part of classroom interactions and everyday conversation. Success begins with effective oral communication in the classroom, as students are frequently called upon to answer questions. These questions might range from those that require simple factual responses to those that require putting thoughts together and arguing. Students with oral disabilities may also experience embarrassment if they are unable to speak on an equal footing with their peers. Additionally, effective oral communication enables children to advocate for themselves. Students are required to exhibit more of their work in writing form as they go through the school years. They must understand how to produce concise arguments, summaries, and hypotheses, as well as how to integrate complicated ideas and concepts. Thoughts and ideas must be articulated succinctly, using appropriate tone and language for the intended audience.

Presentations, reports, and speeches are a part of the school curriculum, apart from reading and writing. Listening skills are also essential skills that should be taught to a student. Communication skills enable students to listen to and comprehend the teachers' perspective in the classroom. With good communication skills, students can ask better questions with confidence, which helps them gain more knowledge and proper understanding. Their controlled verbal and physical expression assist them in making new friends and maintaining interpersonal relationships. An effective knowledge of non-verbal communication is an important part of communication for students. Good interpersonal communication skills build strong friendships. Improved contact with parents, teachers, colleges, cousins, and classmates, among others, can

help students develop a greater sense of trust. It improves students' self-esteem and confidence, which has a favourable effect on their schooling. Effective communication skills are critical for success in a wide variety of areas of life.

Students must understand the emotions of others, especially to be effective in interpersonal skills. Empathy skill is the ability to readily understand others' situations to give a realistic approach to any problem. "Empathy is a construct, and it is a fundamental part of leadership." (Sadri, 2011).

- **Empathy Skill**

Empathy relates to the ability to put in someone else's shoes accurately-to understand the circumstance, thoughts, and emotions of the other from their point of view and to be able to convey that information back to the other person. It can sense other people's feelings, combined with imagining what someone else would think or feel. It contributes to an understanding of others, their perceptions, and their concerns.

Empathy skill involves sensitivity toward others, the intention towards working, and a well-organized projection. The optimistic understanding of the peer groups, tower understanding the differences, and paying appropriation is an essential component of empathy skill. Leaders with empathy, says Goleman (Goleman, 1998), "do more than sympathize with people around them: they use their expertise in subtle yet significant ways to develop their companies." Leaders with empathy can relate to the situation in a real-life sense very quickly. They can understand the emotions in depth. It is always observed that future leaders in education, business, politics, and the arts, among other fields, need emotional intelligence to engage meaningfully and connect to others in an increasingly complex environment.

Hui *et al.,* (2011) and George (2000) discussed the importance of empathy skill and substantiated that it helps students build a sense of security and stronger connections with other students and teachers, positioning them well for learning. This skill also promotes tolerance and acceptance of others, healthy mental health, social cohesion and can minimize the possibility of bullying even among the students." For the students, empathy serves as a cornerstone for socio-emotional development, as it focuses on their understanding of themselves and their perspectives. As the students master their own emotions and understand others' perspectives, they also control, develop, connect, and motivate themselves more effectively. In turn, this progress can improve students' attitudes toward school, improve relationships between students,

showcase a positive impact on student-teacher relations, and create a more effective academic experience. Developing empathy is an essential developmental process for young students and can benefit them in childhood and adult life. In a nutshell, empathy is a crucial building block in a child's capacity to manage emotions.

Empathy is a critical component of being a responsible and a supportive student of the community, school, and society. The school itself is a community, and students need to develop an awareness about others, like teachers, classmates, and higher authority. The secondary school students are more likely to become thoughtful and reflective, to be self-directed, but also to accept the authority of others, to be concerned about and respectful of others. Those students who demonstrate empathy are less likely to get bullied as well as to do the bullying. Empathy can also help the students succeed academically and in classroom activities, enabling them to understand and collaborate with others. When the student is empathic, they are more adept at putting themselves in the shoes of the critical characters especially in dramas, skit, and role play. Even in the subjects of literature, they can relate more to fictional and historical readings. Along with a more remarkable ability to comprehend the positions and experiences of these fictional and historical characters, the empathic student is often more capable of sharing and experiencing, to a degree, their emotions.

In the classroom, the students need to demonstrate active classroom participation, increased academic achievement, increased listening abilities, decreased aggression, mental disturbances, and higher levels of empathy shown to increase productivity in cooperative learning and work settings. The empathetic students can relate with others very well, and there is the slightest chance of disputes or disagreements as they prefer to go with solutions rather than unhealthy discussions. In the research of Budin (2001) and Cress and Holm (1998), it was claimed that those students who are empathetic could help to highlight and reinforce what they have read and been taught, resulting in improved recall.

Whenever the students face any situation, either it is favourable for them or unfavourable. In unfavourable conditions, the students need to work on it with logical and rational thoughts. The students must get various opportunities to think about the problems from different perspectives. For this, the students need to understand the issues and to get acquainted with problem-solving skills. A strong leader learns from his mistake and uses those lessons to solve problems.

▪ **Problem-solving Skill**

Problem-solving is the skill to work through the complexities of a situation in order to arrive at a solution. It defines a problem, develops possible solutions, and takes the required course of action. It is observed that the problem-solving gives an opportunity to make a difference by giving possible solutions.

The components of problem-solving skills are to know the problem, analysis, and usage of analytical techniques to solve a problem, making the best decision, and getting a solution. For leadership success, "problem-solving ability is critically important" (Mumford, 2006). For the leaders, calmness under adverse conditions, understanding the consequences, making healthy and rationalizing decisions, and deciding how the decision affects the situation are crucial to success.

A primary goal of education is to assist students in becoming more productive while solving problems. This could be accomplished by combining creative (idea-generating) and analytical thinking (to evaluate those ideas). For 21st century students, "Schools are expected to discover new ways of learning, and it could be by using inquiry and problem-solving tactics" (Wagner, 2008). Problem-solving skills are essential for the academic and social enhancement of any student. Henry (2005) stressed on the point that it provides students with opportunities to use their newly acquired knowledge with their previous experience in a meaningful way and imparting knowledge in real-life activities. Stating the importance of problem-solving skill, it was observed by Lawson (2003) that "for secondary school, problem-solving is a key component, especially in terms of curriculum design." A student with good problem-solving skills uses their innovative ideas and work on them with utmost concern.

In a conducive classroom environment, the problem-solving approach provides a wealth of information about students' skills and comprehension. If the students are exposed to various open-ended problem-solving scenarios, they could expand their concepts and test their increased awareness and comprehension. The students require an effective effort to resolve theoretical and real-world problems. They must be able to work at their speed and make their own choices on approaching the issue. The students who are adept at problem-solving expand their horizons. Since students practice problem-solving consistently, they can significantly increase their academic performance. Problem-solving fosters the development of perseverance and a more nuanced view of cause and effect. With the problem-solving skill, the students can

have the mental ability of comprehensions and strengthen analytical, critical thinking, analysis, deliberation, and argumentation skills. Such students weigh all sides of an argument, debate viable alternatives, and present their conclusions with consistency. Making decisions is a necessary part of problem-solving. When the students solve the problems independently or in groups, they develop resilience and see problems from a new angle. Students who engage in consistent problem-solving can improve their situational and social understanding. With problem-solving abilities, they develop an ability to think independently and creatively, strengthening their sense of independence; these skills then prepare students for life and future careers.

In the students' academic and non-academic life, they often need to work in a group. All tasks cannot be completed individually. To work efficiently in a team/group, students need to understand team-building skills. Leaders are considered effective when their teams work productively, so students also need to empower themselves with team-building skills.

- **Team Building Skill**

Team building is a process to improve the team's performance and involves activities designed to foster communication and encourage cooperation. It refers to the different activities that can motivate/encourage the team members and improve their efficiency. It could be considered as a structured mechanism for leaders and can strengthen working relationships and team functioning. It involves various other skills like problem-solving, decision-making, and conflict resolution. This skill also improves time and resource management.

Teamwork is a process of work in partnership with a group of people to achieve a goal. Good cooperation is needed to understand group dynamics and development; Building a team requires working with others toward goals, empowering others, and developing trust and collaboration. One of the competencies of a good leader involves leading people and facilitating a cooperative team. For a leader, working well in groups and teams requires an understanding of teams and groups' functions so that the group/team works very well. It is the ability to work with others, which demonstrates high emotional intelligence. The leaders must possess the ability to bring a team together.

Team building is significant for all students to sit together in one big classroom to learn and study. It is a way to blend talent, skills, and the creativity of a group. In a

student's life, "teamwork plays a very crucial role in making them mature to work in all situations and to know each other well" (cited in Teamwork, 2015). Different teams for study, projects, assignments, homework and playing groups are familiar. It allows students to work together in social scenarios just as they would in the classroom, daily lives, or professional settings. It challenges the students to solve the problem and execute working with others. It allows students to develop stronger relationships and trust with each other.

Secondary school students need to work together in social environments as they will in the classroom, outside the classroom, and in several other places. They often compete in competitive sports, school plays, and debate teams. These are all excellent opportunities for learning how to be an influential member of a team. For any group activity, the students need to create good relationships among team members and learn social skills. While group activity, they need to understand how to communicate their ideas and opinions effectively, politely, and confidently, making every team member feel appreciated and respected.

Often for completing a quality assignment, the workload needs to be appropriately shared. However, it often happens that if one team member is fast in the allocated work, he/she can assist others in completing the whole task. It can enable the group project/assignment to be completed on time, thus increasing efficiency, and positively impacting the bottom line. While working in a team, students can enhance team performance, increase efficiency, and result in more work being done in less time. Successful team building encourages the students to share knowledge and capitalize on one another's strengths. In comparison to working alone on a project, teamwork allows for the exchange of new ideas and perspectives, and it combines personal experiences with fresh, creative ideas, making work more enjoyable and productive.

Once the students understand the importance of team building, the second phase understands managing the conflict that can occur when many members together work in a team. Schools, particularly throughout the adolescent years, are more prone to conflict and disruptions in communication. Due to the fact that students differ in their ideas and behaviour, they must grasp conflict management skills in order to collaborate effectively.

- **Conflict Management Skill**

A conflict begins when people think about distinct lines and find it very difficult to consider each other's opinions. Conflict management skills revolve around ensuring that everyone feels heard and respected, and nobody feels offended. Managing conflict is one of the core leadership competences, and it can help an individual grow to the maximum extent.

Conflict management skills are managing stress, being alert and calm, controlling emotions and behaviour, paying attention to the group members' feelings, critically working over differences, and giving healthy feedback/responses. It also involves being neutral, focusing on the problem instead of the people, needing to be patient, providing the decision with, and finally, a verdict favouring all. When individuals manage the conflict effectively, it can bring new understanding, empathy, and trust between two groups or individuals. Negotiating and resolving conflict is the primary concern for conflict management skills.

According to Palmer (1998), "In the community of truth, observations and interpretations are freely exchanged, conflicts are openly voiced, and everyone wins by learning and growing." When the students work in a group or with other students, there are sure to be disagreements due to individual differences. There are numerous types of conflict among secondary school students, like internal, external, and interpersonal. Students' undesirable actions include a broad spectrum of inappropriate behaviours, including non-participation in-class programmes, disrupting other students, purposefully disturb the classroom by dominating during teacher absences and class discussions, aggression (verbal, physical), and damaging school property, equipment, and services. Additionally, students are found to be getting into trouble; they engage in leisure interactions that could result in unsolicited conversations/discussions and, making an unfavourable scene which ultimately leads to conflict. The disputes between students could occur during co-curricular activities, and conflict between participants often happens during group work. Many cases of bullying are also expected at the secondary level. In such cases, Msila (2012) discussed that conflict management skill is an essential skill, and students need to learn it as it is beneficial for them within the classroom and everyday life. It can also facilitate goal achievement. The students can show unity while working through the conflict with their classmates, friends, and siblings. Students learn best when they practice situations pertaining to different circumstances, and it helps them develop

interpersonal communication, solve problems without a fight, and create a healthy environment leading to healthy competition. The conflict management skills that they have they learnt in secondary school would positively help them solve problems later in their adult life.

The programme comprises of all critical components of the above leadership skills with age-appropriate activities for students. It is essential to understand the need for and importance of a Student Leadership Programme (SLP) to develop leadership skills in students.

1.10   RATIONALE OF THE STUDY:

India is always held up as the best example of the world's largest democracy. In this era of globalization, influential leaders are essential for all government and private sectors. "Based on factor analysis, different leadership skills and traits are required in different situations, but certain qualities seem to characterize almost all leaders" (Karnes and Chauvin, 1986). There is a critical need to develop leadership skills to overcome the gap between leaders and influential leaders.

Education is a vital tool for developing the knowledge and skills necessary for our countries' economic growth, social development, and political strength. Today's students are the workforce of tomorrow, and they must be job-ready where leadership plays a critical role. The teachers and administrators can build a foundation for leadership skills among students in classroom settings.

The development of leadership skills is not only required for schools, colleges, organizations, or professional jobs. It is needed in the day-to-day functioning of the students and helps to handle all critical situations in their lives. "All individuals need to be efficient in skills like delegation, motivating others and self, and other interpersonal skills. It is important to make students well thorough in various skills that make them effective in the future" (Schmidt and Sheri, 1996). Being a leader means leading, and leading means that the student must be efficient at their level. Academic achievement is always essential for secondary school students, and nothing can replace its importance in their lives. If these skills can help to enhance the students' academic achievement, it is highly appreciated by the educational fraternity and the students.

In the schools, the secondary school students are of the appropriate age for the development of these skills. Secondary school students can develop a sense of self-

esteem, individuality, and comparing themselves with their peer's success and failure. "At appropriate developmental levels, students grow into young adults, and they can play effective leadership roles in creating healthy environments" (WHO, 1999). According to the "Cognitive Theory of Jean Piaget (1896-1980), each child is urged to increase capacity to understand their world. They cannot undertake certain tasks until they are psychologically mature enough to do so. It is termed as formal operational stage" (cited in Ginsburg & Opper, 1988) Throughout adolescence, students generally can handle more and more sophisticated problem-solving and self-concept. "For the adolescent age children, the school can be a critical arena where development occurs, and futures are sculpted" (Eccles, 1999). So, during the adolescence phase, students can be taught well about their day-to-day life skills and future development. It is the responsibility of teachers to encourage students to think and develop the skills.

Any programme, training, or workshop can have a positive impact on students learning. "Leadership skills are best acquired as part of a practical, experiential educational programme" (Extejt and Smith, 2009). "In the recent efforts for enhancement of the leadership skills, campus-based leadership development programmes can be made to assist in growing own leaders" (Burgoyne *et al.,* 2004). "There is increased emphasis on using experimental and quasi-experimental methods to evaluate educational programmes" (Walser, 2014).

Out of the literature reviewed, some studies focus on individual skill development like communication, conflict, problem-solving, achievement motive among school students. However, the investigator could not find any experimental study for secondary school students, which involved seven leadership skills: Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill and therefore this study was undertaken.

1.11   RESEARCH QUESTIONS:

For the current study, the following research questions were formulated.

1. How will the Student Leadership Programme (SLP) develop leadership skills in students?

2. To what extent the Student Leadership Programme (SLP) be effective for leadership skills development?

1.12   STATEMENT OF THE PROBLEM:

Development and Implementation of a Student Leadership Programme (SLP) for Developing Leadership Skills at Secondary level

1.13   OBJECTIVES OF THE STUDY:

1. To develop a Student Leadership Programme (SLP) for the development of Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

2. To implement the Student Leadership Programme (SLP) for the development of Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

3. To study the effectiveness of the Student Leadership Programme (SLP) for the development of Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill in terms of 1) Conceptual knowledge, 2) Intended behaviour and 3) Actual behaviour.

4. To study the reaction of students towards the Student Leadership Programme (SLP).

1.14   VARIABLES:

   ▪ **Independent Variable**

The Student Leadership Programme (SLP) was developed for students to develop leadership skills among secondary school students.

   ▪ **Dependent Variable**

1. Conceptual Knowledge of Leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

2. Intended Behaviour in leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

3. Actual Behaviour in leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

1.15   HYPOTHESES OF THE STUDY:

Out of the literature reviewed, no clear direction emerged that the intervention or experiment conducted would lead to Leadership skills in the experimental study. Therefore, null hypotheses were formulated by the investigator and tested at significance level of 0.01.

H01: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of Time Management."

H02: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of Goal Setting."

H03: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of Communication."

H04: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of. Empathy."

H05: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of Problem-solving."

H06: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of Team Building."

H07: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the leadership skill of Conflict Management."

H08: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of all the seven leadership skills as a whole *Chapter-I_Conceptual Framework*

H09: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Time Management."

H10: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Goal Setting."

H11: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Communication."

H12: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Empathy."

H13: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Problem-solving."

H14: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Team Building."

H15: "There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the leadership skill of Conflict Management."

H16: "There will be no significant difference between the mean post-test scores of students of control and the experimental group of standard IX in the intended behaviour of all the seven leadership skills as a whole."

1.16   EXPLANATION OF TERMS:

1. Student Leadership Programme (SLP)- The Student Leadership Programme (SLP) has theoretical and activity components. The programme covered seven skills: Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill. For each skill, 13 sessions are developed that comprise conceptual knowledge about components of various leadership skills, and activities follow. It has various outdoor and indoor games, exercises, film clips, videos, case studies, group discussions, projects.

2. **Secondary Level**- Secondary level is taken as standard IX in a school affiliated to Gujarat Secondary and Higher Secondary Education (GSEB) Board.

3. **Time Management Skill-** time management skill involves an introduction to the importance of time in daily life, the concept of timesaving and wasting tasks, the concept of procrastination, directions of time management, techniques of time management, task matrix analysis, understanding of the 80:20 rule of time management, various strategies of the time management, and barriers to time management skills.

4. **Goal Setting Skill-** Goal setting skill covers defining goals, understanding different types of goals, comprehension of directions of goal, the concept of goal setting theory and its principles, steps for goal setting, attributes for effective goal setting, the concept of SMART goals, techniques for setting effective goals, and barriers to effective goal setting.

5. **Communication Skill-** Communication skill includes understanding the meaning and concept of communication, communication as a systemic process, directions of communication, different types of communication, interactions in communication skill, verbal and nonverbal forms of communication, and various barriers of communication skill.

6. **Empathy Skill-** Empathy skill involves the definition and concept of empathy, the value of empathy in daily life, the elements of empathy, the features of empathy as a skill, the various ways to display empathy, and the hurdles to empathy.

7. **Problem-solving skill-** Problem-solving skill involves conceptualization of the problem, problem-solving as a systematic process, the relevance of problem-solving skill, stages in problem-solving, different approaches to be a good problem solver, characteristics of good problem solvers, distinct blocks, and strategies for problem-solving.

8. **Team building skill-** Team building is a process of working in collaboration with a group of individuals to reach a common goal. It involves an introduction to team building, distinguishing between group and team, understanding of team development with the role of members, different types of teams, various stages of team development, in-depth understanding of the model of team effectiveness, essentials of team-building skills, and various barriers to effective team-building skills.

9. **Conflict Management Skill-** Conflict management typically deals with the meaning and concept of conflict, aspects of conflict, characteristics of conflict, steps, and levels of conflict, understanding of conflict management skill, the concept of interpersonal

and intrapersonal conflicts, various conflict management strategies, and negotiation skill as a significant part of conflict management.

1.17   OPERATIONAL DEFINITION OF TERMS:

1. **Conceptual knowledge in leadership skills-** Conceptual knowledge of specific leadership skill is the score secured by the student in that leadership skills present in the leadership knowledge test prepared by the investigator. The seven Leadership skills' conceptual knowledge is the total score secured by the student in the leadership conceptual knowledge test.

2. **Intended behaviour in leadership skills-** Intended behaviour of specific Leadership skills are the score secured by a person in the intended behaviour of that Leadership skills present in the Intended Leadership Behavioural Scale prepared by the investigator. The intended behaviour of the seven Leadership skills taken as a whole is the total score secure by a person in the Intended Leadership Behavioural Scale.

3. **Actual behaviour in leadership skills-** Actual behaviour in leadership skills includes the different leadership skills demonstrated by the students in the classroom and the school premises observed by the investigator.

4. **Effectiveness-** The significant difference in conceptual knowledge, intended, and actual behaviour of seven leadership skills found between the control and experimental groups.

1.18   DELIMITATION OF THE STUDY:

1. The present study was delimited to English Medium standard IX students at Secondary schools affiliated to Gujarat Secondary Education Board (GSEB).

2. The leadership skills in the present study were delimited to seven leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

CHAPTERISATION

CHAPTER-1

Conceptual Framework

CHAPTER-2

Review of Related Literature

CHAPTERISATION

CHAPTER-3

Plan & Procedure of the study

CHAPTER-5

Summary, Findings & Conclusion

CHAPTER-4

Data Analysis & Interpretation