CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1   INTRODUCTION

The first chapter discussed the conceptual framework of the current research problem. For any detailed research to occupy a place in the development of a discipline, the investigator must be thoroughly familiar with previous theories, practices, and research concerning all the research areas. The review of related literature will provide the source for the hypothesis. It avoids replication and informs the investigator about the method, procedure, sources of data, and statistical technique appropriate to the problem's solution. It provides insight into the previous studies' different themes, issues, and limitations, facilitating the investigator by providing a vision after analysing the research gaps.

A brief sketch in the present chapter reflects the research carried out in the development of leadership skills. The studies have been reviewed from 1964 to 2020. An attempt has been made to examine research from diverse perspectives around leadership skills. The development of leadership skills in students through the Student Leadership Programme (SLP) and seeing its effectiveness was studied. The reviews have been classified into the following themes:

- Studies related to the status of leadership skill development
- Studies related to the leadership skill development programme
- Studies related to leadership skills, namely Time Management, Goal Setting, Communication, Empathy, Problem-Solving, Team Building and Conflict Management.

The investigator referred to a total of **143 research studies**. In the studies reviewed, the researchers have adopted different research methods and designs for various objectives. These studies have been conducted in India and abroad and are presented thematically in a chronological order.

2.2 **STUDIES RELATED TO THE STATUS OF LEADERSHIP SKILL DEVELOPMENT**

A total of 28 (Twenty-eight) studies were reviewed. The research studies span the period from 1964 to 2020.

Kumar (1964) conducted a personality study of a student leader. The major objective of the study was to study certain personality variables associated with student leadership. The sample consisted of 50 student leaders and 50 non-leaders. Sinha's W.A. Self-analysis Form, Eysenck's Short Questionnaire, Ascendance-Submission Study, Revised Adjustment Inventory, Test for Rigidity, Ambiguity Tolerance, and Vernon Value Scale were used. Chi-square, critical ratio, and correlation techniques were used for data analysis. The findings of the study were: 1. Age, caste, and length of stay in the university were found significantly related to leadership. 2. The leaders tended to be more dominating than the non-leaders. 3. Extroversion, neuroticism, adjustment, rigidity, and ambiguity-tolerance failed to relate in leadership. 4. Leaders were higher on social and economic values. They lowered on theoretical and religious values. In contrast, aesthetics and political values failed to discriminate significantly between the leaders and the non-leaders. 5. Leadership was ideally imaged as responsible, hard-working, social, honest, and helping. Leadership image deviated significantly from the ideal. It was perceived as ambitious, emotional, social, dominating, and tactful.

Sinha (1966) conducted an evaluative study on N.C.C Training in the development of leadership qualities. The study's major objective was to evaluate N.C.C. Training in developing leadership qualities in secondary school students. The study aimed to verify the usefulness of N.C.C. training in developing leadership qualities and explaining the desirable qualities of school situations. The sample of the study comprised 150 N.C.C. cadets (boys only), 50 from each of the classes IX, IX (Spl.), and X (Spl.) of Multi-purpose H. S. School, Gardanibagh, Patna, plus 150 non-cadet students from the same classes in the same school. The five dimensions of leadership qualities were selected based on the agreement of 150 judges. Each subject was rated on graphic rating scales constructed separately for each of the five dimensions by 100 students and seven teachers. The scores of each subject and interview were taken for data collection. The findings of the study were: 1. N.C.C.'s training and development of leadership qualities are positively related. 2. The scores of N.C.C. cadets on

leadership rating scales improve more rapidly than non-cadet students. 3. After completing the training, the cadets have rated significantly superior to the non-N.C.C. students on each dimension of leadership. 5. Five dimensions, viz., ability to plan, dependability, industriousness, initiative, and self-confidence, are related and measure a different leadership characteristic.

Rasool (1969) conducted a study on leadership among youth. The objectives of the study were: 1. To study and compare the image of youth leadership in the minds of teachers and students. 2. To study the relationship of certain factors with leadership. The study was carried out on a sample of 161 boy leaders and 104 girl leaders of grades IX to XII, and 152 boys and 100 girls were the selected non-leader sample randomly. The tools used in the study were a questionnaire, General Mental Ability to assess the attitudes toward religion and morality, health and physical conditions, economic status, and cultural level. For analysis, rank correlation, biserial r, chi-square, and t-test techniques were used. The findings of the study were: 1. The variables contributing to leadership formation among boys and girls are general; additional factors contributing to leadership traits are attitudes towards religion and morality in girls' cases and economic status and introversion in boys' cases. 2. Intelligence as a leadership trait was more prominent among girls than among boys. 3. Boy leaders have a greater likelihood of belonging to higher strata of society. In contrast, the relationship between culture and leadership was relatively low among girls significantly extraverts. 4. The boys do not seem to pay any heed to the attitude towards religion and morality.

Darji (1975) conducted a study on leadership behaviour and its impact. The objectives of the study were: 1. To identify the organizational climate of the sample schools (secondary schools of panchmahal). 2. To measure the students' academic motivation. 3. To study the student's leadership behaviour pattern. The data was collected from 400 teachers and 1000 students of 100 schools selected on a stratified basis. The tool used was a leadership behaviour description questionnaire. The analysis was done based on scores and factor analysis. The findings of the study were: 1. The morale of the school student leaders was directly getting impacted by the school principals and their leadership. 2. Leadership behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovation, and academic status.

Sharma (1976) conducted a study on the mechanism of power maintenance in student union leadership. The study was designed to investigate the various dimensions of leadership behaviour and power maintenance. The study's major objective was to study how a student leader behaves and manages to stay in power. 70 student leaders and 70 non-leaders and potential leaders in arts, science, and commerce at Patna University comprised the study sample. The tool used was a questionnaire. The data analysis was done by factor analysis. The findings of the study were: 1. Factor analysis gave six factors of behavioural leadership as power maintenance. 2. Compared to non-leaders, non-leaders and even potential leaders were more manipulative, exploitative, and selfish. 3. The leaders were low on neuroticism and high on extraversion and the preferred level of activism. Non-leaders were high on neuroticism and low on extraversion and activism. 4. Leaders from higher socioeconomic status families are more active and extroverted than the potential leaders and the non-leaders. The student leaders were more exposed to politically active urban life and were more aware of the climate of political awareness. 5. Leaders are more outgoing and more involved in social and religious functions and less involved in studies, while non-leaders spend their time in academic pursuits. 6. The student leaders' profile was like what could be generally seen in the political arena.

Antoni (2001) conducted a study on interracial contact among students and its effect on leadership skills. The study's major objective was to examine the effects of interracial contact among close friends versus more casual interracial interactions and their effect on student's leadership skills and cultural knowledge and understanding. The data utilized in this study were drawn from a national longitudinal study of college students conducted by the Higher Education Research Institute between 1991 and 1996. Two freshman cohorts from 1991 and 1992 were administered the Student Information Form (S.I.F.), a pre-college survey conducted under the auspices of the Cooperative Institutional Research programme sponsored by the American Council on Education. The sample represents students attending private four years of college and private universities. The findings of the study were: 1. Casual interracial interaction was particularly beneficial among students with more racially homogeneous friendship circles, mainly developing leadership skills. 2. Besides, it also indicated that frequent interracial interaction among students might be more

critical in developing cultural knowledge than involvement in informal activities such as cultural awareness workshops.

Waters *et al.,* (2003) conducted a study on leadership practices. The major objective of the study was to examine the impact of leadership practices on student achievement. It includes a meta-analysis of practically every known study dating back to the 1970s, as well as doctoral dissertations claiming to have investigated the impact of leadership on student achievement. From a total of more than 5,000 studies, 70 met the researchers' criteria for design, control, data analysis, and rigour. The researchers have created a balanced leadership framework from the analysis. This framework describes the knowledge, skills, strategies, resources, and tools educational leaders need to improve student achievement. The framework was developed on the idea that effective leadership entails more than just knowing what to do; it also requires understanding when, how, and why. The findings of the meta-analysis show that there is a significant connection between leadership and student accomplishment. The study also includes a list of 21 specific leadership tasks that are significantly linked to student achievement. The average effect sizes on student success are also presented.

Marta *et al.,* (2004) studied the role of leaders in planning skills. The study's major objective was to study the role of one key set of skills, planning skills. It was examined concerning leader emergence and group performance. The sample was of 55 groups (195 undergraduates) working on business planning task. The findings of the study were: 1. Complexity, diversity, and turbulence influenced group plans' quality and originality and the structuring behaviour of leaders. 2. Leader structuring behaviour interacted with leader planning skills in determining the quality and originality of group plans.

Hare and Mcguinness (2005) conducted a study on skills and attributes. The major objective of the study was to report on the talents and traits that are well developed in a psychology degree based on the judgments of four groups. Undergraduates (n = 30), postgraduates (n = 42), academic psychologists (n = 20), and professional practitioners (n = 18) scored fifty student skills and qualities (taken from the QAA Graduate Standards programme) on a five-point scale. Each participant was asked to rate how effectively a psychology degree fostered the development of each skill/attribute. Three higher-order groupings emerged from factor analysis: (i) thinking skills (which include interpreting and evaluating information, testing hypotheses, and critical reasoning); (ii) self-management skills (which include time

management, self-discipline, and organizing); and (iii) corporate management skills (including managing people and resources, negotiating, networking). The findings of the study were 1. All groups rated thinking skills highest, followed by self-management skills. The least developed talents were those in corporate management. In general, though, skill improvement was ranked just above average (rated 3.54 on a 5-point scale). 2. Self-management skills were ranked much lower by academics and professional practitioners than by student groups. 3. All groups agreed that in psychology undergraduate courses, 'corporate management abilities' were underdeveloped.

Foley (2005) conducted a study on the leadership skills of the students. The major objective of the study was to determine the pre-college skills in eight distinct subgroups related to leadership: self-management, interpersonal, problem-solving/decision-making, cognitive development/critical analysis, organization and planning, self-confidence, diversity awareness, and technology. These eight scales were defined by the Student Leadership Outcomes Inventory (SLOI). A sample that was 57% male and 43% female was sought. The instrument used to collect pre-college leadership skills was modified by the Student Leadership Outcomes Inventory (SLOI). Independent t-tests were conducted to analyze the results. The findings of the study were: 1. Participants reported moderately high levels of leadership skills on all eight scales, however, differences by gender were found on the technology scale of the instrument. 2. An interaction effect between race and gender was also revealed on the technology scale. 3. Students matriculated with some intact leadership skills.

Blackwell *et al.,* (2007) conducted an evaluative study assessing perceived student leadership skill development in an academic leadership development. The major objective of the study was to evaluate the learning outcomes of a leadership development programme at a large, southern land grant institution. The programme was an interdisciplinary, semester-long class where experience and theory are juxtaposed to offer leadership training and development. The programme exposes students to four practical and adaptive skills related to leadership development through an intensive research project. The findings of the study were: 1. Students did perceive to have gained the intended leadership skills as related to the four practical and four adaptive skills set forth by the programme curriculum. 2. As leadership programmes continue to grow, these programmes must be assessed and evaluated to continue to garner merit within the academic community.

Mozhgan *et al.,* (2011) did a qualitative study on the development of student leadership qualities. The major objective of the study was to figure out how to establish a framework for developing student leadership skills. Triangulation was achieved throughout the research process by combining in-depth individual interviews, focus group interviews, documentation review, and informal interactions with participants. The findings of the study were: 1. Various factors influence student leadership competencies, including individual factors such as emotional intelligence, self-efficacy, self-confidence, and extroversion. 2. Student experiences include academic involvement, student-faculty relationships, peer relationships, leadership positions in class and student organizations, and collegiality. The study provides information on how to best train future leaders for effective leadership in the 21st century to student affairs personnel, faculty, administrators, and boards of trustees.

Venkatraman (2011) conducted a study on the leadership skills of students. The objectives of the study were: 1. To describe three mainstream schools and three alternative schools selected for this study in India and from each school, collect selected demographic data on the high school-age students' families, i.e., parent education level, household income, parent occupation, housing status, and total household members. 2. To measure the leadership scores of students from three mainstream schools and three alternative schools and determine whether these students differ in terms of leadership skills. This aim was addressed by the student's comparison with each of the nine dimensions or subcategories of leadership, i.e., (1) fundamentals of leadership, (2) written communication skills, (3) speech communication skills, (4) character-building skills, (5) decision-making skills, (6) group dynamics skills, (7) problem-solving skills, (8) personal development skills, and (9) planning skills. Data collection at three mainstream and three alternative schools in India took a questionnaire on leadership skills distributed to the selected students who satisfied the eligibility criteria. About 25 respondents were selected from each of the six schools using convenience sampling. The findings of the study were: 1. There was a significant difference in alternative schools for character building and decision-making, showing higher scores than mainstream schools. 2. Alternative schools were consistently better leadership skills in all dimensions than the students in mainstream schools. 3. The differences in the overall scores of the combined nine dimensions of leadership skills, including two individual dimensions,

were statistically significant. 4. Alternative schools were found to be better in demographic results.

Archard (2012) had studied concepts of adolescent girls and leadership. The objectives of the study were: 1. To investigate how girls might be best prepared for future leadership roles due to their schooling experiences. 2. To provide school educators with recommendations regarding adolescent girls' development for future leadership. A qualitative study was conducted utilizing three data collection forms. The data gathered through each collection method underwent the same segmenting, coding, and analysis process. The findings of the study were:: 1. There was a need to teach girls about the concept of leadership, review schools' current leadership models and frameworks. 2. To provide girls with opportunities to practice leadership and encourage social inclusion. 3. To align leadership development with girls' self-development. The recommendations identified in the staff responses included the need to scope and sequence leadership positions across the school, provide more effective leadership training and skill development, provide more opportunities for formal and informal leadership, ensure that leadership positions were inclusive of all girls, and provide mentoring and role modelling through exposure to women leaders.

Patterson *et al.,* (2012) had a pilot evaluation of Continuing Professional Development (C.P.D.) tools for developing leadership skills**.** The major objective of the study was to see how student pharmacists used a C.P.D. Tool for leadership development in an elective course and how effective it was. During a semester-long leadership elective, students used a C.P.D. Tool to complete two C.P.D. Cycles. The students' utility, self-efficacy, and satisfaction were measured using a questionnaire. Seven students completed the C.P.D. Tool twice. Students spent over 5 hours every C.P.D. Cycle on average. The findings of the study were: 1. More than half of the participants (57.1%) rated themselves as successful in attaining their learning goals, and the majority (71.4%) felt the tool to be moderately helpful in enhancing their leadership skills. 2. Some perceived that the tool provided a systematic way to engage in leadership development, whereas others found it challenging to use. Most student pharmacists successfully achieved a leadership development plan and found the C.P.D. Tool useful. 3. Providing students with more guidance may help facilitate the use and effectiveness of C.P.D. Tools. 4. There was a need to continue developing and refining tools that assist in the C.P.D. of pharmacy practitioners at all levels**.**

Ahiatrogah and Koomson (2013) conducted a study to determine the perception of student leaders' role and its relationship with academic performance. The major objective of the study was to see how Distant Education (DE) student leaders viewed their role and whether this had any bearing on their academic achievement. Data was collected using a questionnaire based on a student leadership position with a Cronbach's alpha reliability coefficient of 0.855. Predictive Analysis Software was used to examine the data (PASW). The hypothesis that guided the investigation was tested using regression and correlation statistical methods. The findings of the study were:: 1. DE students had a positive impression of their leadership role. 2. Neither the history of student leaders nor their gender plays a role in this high perception. 3. High academic achievement is unrelated to student leadership role expectations, including their obligations and tasks. The researcher had recommended that DE students be selected strictly on merit and not on age, level, employment status, and prior leadership experience, and they also should be given training in the positions they have been elected for.

Love and Anthony (2013) conducted a study on leadership development opportunities. The objectives of the study were: 1. Identify the leadership development opportunities presented to undergraduate students at the University of Arkansas-- Fayetteville (UAF) through student affairs and assess these current leadership development programme offerings. 2. The study investigated and assessed UAF undergraduate student leadership development programmes to see if the institution achieved the anticipated undergraduate leadership development outcomes. The findings of the study were: 1. UAF was not providing good leadership programmes specific to leadership development. 2. Current leadership initiatives through the division of student affairs place a strong emphasis on encouraging student involvement in extracurricular activities and place little emphasis on process-oriented programmes for leadership education, resulting in leadership training and development based on research-based curricula and research-grounded continuous programme development.

Quince *et al.,* (2014) conducted a qualitative study of students' attitudes and opinions on leadership and management. The study's major objective was to explore undergraduate medical students' attitudes towards leadership and management education. Between 2009 and 2012, the researcher conducted a qualitative study comprising five focus group discussions. Each one is devoted to one of the five

domains in the Medical Leadership Competency Framework (Personal Qualities, Working with Others, Managing Services, Improving Services, and Setting Direction). Each discussion examined what should be learned, when should learning occur, what methods should be used, how should learning be assessed, and the barriers to such education. Twenty-eight students from all three clinical years (4–6), ten women were the sample. The findings of the study were:: 1. Students' views about the assessment and timing of such education were mixed. 3. Student feedback figured prominently as a method of delivery and a means of assessment. In contrast, the attitudes of medical professionals, students, and society, in general, were seen as barriers. These findings offer insights into how students view possible leadership and management education developments and stress the importance of developing broad perspectives and clinical relevance in this context.

Niculescu (2015) conducted a study to measure how skills work together for teachers and students. The study's major objective was to investigate whether teachers and students are ready to cope with this emerging new leadership concept derived from a legitimate negotiated rationally and manifested in teachers' and students' skills together. The sample was the West University of Timisoara students who did their teaching practice in 2011-2012. The concept presented here is team building, communication and networking, project planning, reflection, self-confidence, problem-solving, goal setting, decision-making, time management, conflict solving, project management, resource distribution, and understanding others' behaviours. The research methods employed are the survey, the questionnaire, and the focus group. The findings of the study were: 1. The most widely used techniques to facilitate the education process are encouraging, motivating, creating a friendly atmosphere, and helping the students. 2. Future student trainees believed that all three functions were equally important and should be combined in the process. 3. To facilitate the process, they considered motivating and helping students and fostering communication-based physical closeness and consideration to encourage students to respond and actively participate in the classes. 4. The students find it challenging to combine methods and secure an atmosphere of study, communication, and interest based on the interaction. 5. It requires cooperation and responsibility negotiated among social actors forming the educational community, analysis, and authority in reciprocity. 6. Regarding the function of control and feedback, they felt that maintaining discipline and generating

interaction were difficult to achieve. 7. The students find it challenging to combine methods and secure an atmosphere of study, communication, and interest.

Saari and Ghani (2015) conducted a study to investigate leadership skills among students. The study's major objective was to examine leadership skills among students in Electrical Engineering at University Tun Hussein Onn Malaysia. This study used a quantitative approach. For the assessment of student leadership, descriptive research was conducted (319 students). The questionnaire was used to identify the student's preconceived of leadership. Frequency, mean, and standard deviation were used to examine the data. The findings of the study was: 1. The perception of the leaders in the student population found four commonalities, leadership is an individual possession, leadership is positional, leaders possess qualities and skills, leaders act from internal motivations.

Shah and Pathak (2015) conducted a study exploring important leadership qualities and characteristics among adolescent students. The objective to the study was to explore the student's essential characteristics, making them the leader and qualities of an idealstudent leader. Students were asked to list any five qualities that they expect their class leader to have, and a checklist of 47 characteristics was provided to students in selecting a characteristic of students they consider a leader in their class. The data were collected from 500 students across 12 schools in Mumbai. Data were analyzed. The findings of the study were: 1. Results depicted that most students considered class leaders by their classmates were friendly, likeable, and attentive. 2. Honesty and confidence are considered one of the top five qualities of an ideal student leader.

Tross and Esther (2015) conducted a study on the importance of developing leadership skills. The study's major objective was to identify the importance of developing middle school students' leadership skills in grades 6-8 from the perspective of administrators, teachers, and students. Data were gathered to determine what, where, how, and why of leadership development for adolescents. It is done through focus group discussion and individual interviews. In one middle school in Brooklyn, New York, three stakeholder groups (a total of 75 people) shared their perspectives on how leadership development is taught, what qualities of perceived leadership in adolescence are valued, what barriers to leadership development exist, and what can be done to improve leadership development. The findings of the study was: 1. Positively influence the leadership skills developmental growth of middle

school students. The findings guide stakeholders in providing avenues to help students unfold their leadership skills potential in the classroom that equip them with the tools to meet and supersede the twenty-first-century demonstrates for leadership.

Cansoy (2017) studied the effectiveness of the leadership skills development programme for university students. The major objective of the study was to examine the effectiveness of a leadership skills education programme for higher education students. In this programme, education was provided to improve the desire for struggle and goal setting, communication skills, group skills, problem-solving skills, decision-making skills, responsibility awareness, trusting and trustworthiness awareness, leadership awareness and emotional awareness within the framework of leadership skills. The research study group consists of final year students with an average age of 23.8 years studying at the Faculty of Economics of Karabük University in the 2016-2017 academic year. The data of the study were collected with the "Youth leadership characteristics scale", "Emotional self-awareness scale", and "Awareness of leader and leadership scale". The retrospective pre-test-post-test experimental model was used in the study. The differentiation levels of the pre-test and post-test scores of the students included in the education programme were examined with the Wilcoxon signed-rank test. The finding of the study was: 1. The desire for struggle and goal setting, communication skills, group skills, problem-solving skills, decision-making skills, responsibility awareness, trusting and trustworthiness awareness, leadership awareness and emotional awareness levels of the students who participated in the education programme significantly increased from a moderately sufficient level to a quite sufficient level. It was indicated that the applied leadership skills education programme was effective.

Parlar *et al.,* (2017) investigated the teacher's opinion on leadership development in students. The study's major objective was to examine teachers' opinions regarding school activities to ensure students' leadership development. This study was a descriptive study designed in a mixed model. The qualitative portion of the study involved 13 instructors, whereas the quantitative portion involved 304 teachers. The qualitative portion of the study was acquired through a semi-structured interview, while the quantitative portion was obtained using the "Teachers' Activities for the Acquisition of Leadership Qualities in Students Questionnaire." Descriptive statistics and content analysis were used. The findings of the study were: 1. These studies were

at the application level, and activities should be done for in-class and out-of-class purposes and the conceptual knowledge of leadership in acquiring leadership skills. 2. Furthermore, it was found that making students acquire communication skills, problem-solving skills, responsibility, honesty, and the ability to set goals is essential.

Williams *et al.,* (2018) conducted a study to make out perceptions about leadership activities. The major objective of the study was: 1. To determine preceptor perceptions about providing leadership activities during the fourth year of the Doctor of Pharmacy curriculum was examined. 610 fourth-year Doctor of Pharmacy Students' preceptors received an anonymous questionnaire through email. For the analysis of variations in leadership backgrounds, an independent t-test was utilized. When presenting continuous data, the mean is utilized (standard deviation). The survey response rate was 28% (n = 171). The findings of the study were: 1. Preceptors were most confident in teaching that leadership comes from individuals with and without titles, and they were least confident in engaging students in advocacy. They were most likely to engage students in collaboration and least likely to include them in advocacy. 2. Higher confidence and more engagement when the students are involved in leadership activities. 3. Examples include experiential clinical activities and projects, teaching opportunities, discussions with leaders, and participation in meetings. 4. Leadership training and development was the most requested type of support by preceptors. 5. Preceptors may consider increasing engagement in teaching student leadership skills. 6. Colleges of pharmacy and organizations may collaborate to increase preceptor access to formal leadership training programmes and offer preceptor development programmes designed to enhance preceptors' abilities to facilitate student leadership experience, reflection on experience, and feedback.

Sobri et al., (2019) conducted a study on school evaluation. The study's major objective was to evaluate the levels of the school environment and students' skills. 400 Indonesian students and 528 Malaysian students were involved. Data collected were analyzed, focusing on descriptive and inferential statistics. The findings of the study were: 1. The school environments and student's skills were at a moderate level. 2. The school environment in both countries requires strategic actions for promoting a high level of soft skills. 3. However, the results indicated that Indonesian students have better soft skills than Malaysian students, especially leadership communication and cooperation. 4. Students from both countries had similar thinking, interpersonal, management, and I.C.T. skills. 5. The S.E.M. data showed that students in Malaysia

were more likely to have better soft skills, positively supported by school and classroom activities. 6. The data showed that classroom activities directly impacted soft skills development among Indonesian students. Based on these findings, specific planning was needed to provide holistic support to improve school environments to promote students' skills.

Suciyani *et al.,* (2020) conducted a qualitative study on the relevance of leadership development. The major objective of the study was to learn more about how students think about leadership development and how they feel about its influence. Focus Group Discussion (FGD) was employed. Purposive sampling was used to identify 12 leaders of student organizations as participants. The focus group covered five sub-themes: the value of leadership, leadership development programmes, leadership traits, evaluation of student leadership development programmes, and the future leadership development model. The findings of the study were: 1. Students viewed leadership qualities as extremely important, both during university and as a requirement for participation in work or society at large. 2. On-campus leadership development programmes are seen as a critical way to gain the requisite leadership abilities. 3. Students also rated the relevance of a continuous development programme that employs various approaches and content and is constantly analyzed for efficacy. In the future, student leadership development models need to consider the content's adaptability for evolving student demands.

Channing (2020) conducted descriptive quantitative research on how leadership can be taught and its implications for leadership educators. The major objective of the study was to understand how leadership can be taught and learned. The sample of the study was 132 stakeholders including K-12, college, or university faculty, staff, or administrators. The data was collected by survey questionnaire on leadership. The findings of the study were: 1. The majority (74.54%) of participants who were leaders reported that they felt prepared for leadership positions. 2. Most participants (86.36%) reported that leadership could be taught, with only 3.79% indicating that leadership is not a teachable skill. 3. The top-ranked leadership competencies were creating positive work environments, communicating to constituent groups, leading change, and supervising personnel. 4. Dealing with personnel matters, navigating institutional, local, and state politics, and managing complex budgets were listed as the top challenges leaders face. 5. Leadership can be learned through formal education,

mentorship, and leadership experience. 6. Participants emphasized the importance of human relations and communication skills for leaders.

2.3   STUDIES RELATED TO STUDENT LEADERSHIP DEVELOPMENT PROGRAMME

The investigator reviewed a total of 13 (Thirteen) research studies. The investigator identified the research studies conducted between 1985 and 2020.

Addison (1985) critically analyzed the leadership skills among the gifted and talented students through the leadership development programme's intervention. The definition of leadership has been expanded beyond the characteristics of a leader. It is the more comprehensive perspective of how a person exerts influence. For a better intervention of the leadership programme, task-oriented versus relationship-oriented leadership concepts were evaluated. How teachers can identify leadership among gifted and talented students was noted, including interviews, leadership style instruments, nomination, and rating by peers, teachers, self, or community group members. Comprehensive leadership development programmes were analyzed in terms of knowledge, skills, and attitude components. Administrative arrangements for leadership training may range from one-day colloquia to year-long leadership programmes. The researcher confined that there was no standardized leadership test that identifies the leadership potential of gifted and talented students. Self-observation of simulation activities; biographical information on past leadership experiences; interviews; and personality tests or leadership style instruments may be interpreted to give leadership profiles. Many group dynamics and human relations textbooks contain checklists that further pinpoint leadership abilities. The researcher concluded that the information gathered in this process should guide the intervention programme and be continuously collected.

Mbele and Msomi (2006) conducted a study on the evaluation of the leadership programme. The study's major objective was to know whether leadership skills were acquired or inborn skills. For the research, pre-test, post-test, and quasi-experimental designs were used. It served as a guide for change following programme implementation. In addition to the experimental group, a control group was also introduced. Qualitative and quantitative data analytical methods were adopted for the programme evaluation. A 360-degree assessment and feedback approach were utilized

for the qualitative data analysis, whereas quantitative analysis was done for variance analysis. The findings of the study were: 1. There is a positive change in significant areas, e.g., leadership conceptualization, learning to learn skills, self-management skills, communication skills, and interpersonal skills.

Posner (2009) conducted a longitudinal study on students' leadership behaviour. The study's major objective was to study the impact of a leadership development programme in the students' first year with subsequent leadership behaviours in their senior year. First-year students in the business school were the sample who participated in a leadership development programme. They performed a leadership development assessment (S-LPI) as part of this programme, which looked at how often they engaged in various leadership behaviours. These students have polled again three years later (Time 2), and the results revealed considerable increases in the frequency of their leadership actions since their freshman year (Time 1). The findings of the study were: 1. Significant changes were reported in the frequency of engaging in leadership behaviours from freshman to senior years. 2. No differences were found based on gender. 3. Furthermore, substantial variations in leadership behaviours were discovered between seniors who had participated in the leadership development programme and those who had not. The results supported the impact of a formal leadership programme on students' leadership development.

Phillips *et al.,* (2011) conducted a study on the ongoing experiential programme. The major objective of the study was to examine the ongoing self-learning experiential programme among business students. The sample was 479 undergraduate students in 26 different classes with two professors from 10 to 16 weeks to complete their SLCP project. A survey to collect the data for this study was provided as a voluntary option to participants who wished to report their SLCP project results. The findings of the study were: 1. Most students participating in the projects reported achieving change in targeted behaviour, with intentions to continue to utilize the SLCP approach for future "projects." 2. Additionally, students who completed an SLCP reported that observers noted the change in others due to the project. Students who received positive feedback from observers reported that they were likely to engage in a self-leadership project in the future. 3. The survey and results do not tie to previous studies that measure individuals' aptitude for self-leadership to indicate the success and development of self-leadership capabilities. The results fully supported the idea that self-leaders influence others. This study provides support for the concept that external leadership

begins with self-leadership. Successful self-leadership change prepares an individual for external leadership roles in organizations and society.

Velayudhan (2011) conducted a study on leadership development intervention. The objective of the study is to know the effectiveness of leadership development intervention. Three hundred and forty-three students at P.S.G. College of Arts and Science, Coimbatore, India, formed the present investigation sample. A quasi-experimental design with a single group Pre-test, Post-test, and Follow-up was used. At the pre-test, post-test, and follow-up phases, all students who had received the leadership development intervention were evaluated. The intervention took place throughout 40 sessions and used both training and lecture methods. Significant skill-based techniques were used for the students' enhancement of Leadership skills. The Leadership Style Questionnaire measures 6 dimensions of leadership style such as Management of Attention, Management of Meaning, Management of Trust, Management of Feelings, Management of Risk, and Management of Self-was used before, after and after follow-up the intervention. Repeated Measures as ANOVA was used to differentiate between the pre, post, and follow- up phases. The findings of the study were: 1. A significant presence of leadership skill in the management of attention, management of meaning, time management, and management of risk and self. 2. The usefulness of a leadership development intervention among students.

Rosch and Caza (2012) conducted a study on leadership programme. The major objective of the study is to explore the impact of the leadership programme. The study sample was students (N=612) at a large, research-extensive university who participated in voluntary short-term leadership programmes. Data was gathered using the Socially Responsible Leadership Scale (SRLS). The findings of the study were: 1. After training, all leadership skill scores did not significantly improve, showing that some leadership capacities may be more susceptible to growth through short-term programmes than others. 2. However, most competency scores displayed stronger relationships after training, suggesting that training fostered a more integrated understanding of leadership. 3. There is an increase in a leadership capacity, even when measured three months later. With an outcome, the researcher suggested the need for further study of the SRLS.

Chesnut and Tran-Johnson (2013) undertook a study to evaluate the student leadership development series. The major objective of the study is to assess the effectiveness of the Student Leadership Development Series (SLDS), academic-year--

long, co-curricular approach to developing leadership skills in pharmacy students. The participants met once per month for activities and a college-wide guest speaker session in the research design. Students also completed monthly forms regarding what they had learned, participated in poster presentations, and created a personal leadership platform. The study included 123 students who took part in the programme between 2008 and 2013. The findings of the study were: 1. On monthly evaluation forms and a summative evaluation, students indicated that the programme helped them feel prepared for leadership opportunities and increased their desire to pursue leadership. 2. The students valued interacting with pharmacy leaders from the community and learning how to distinguish themselves as leaders. The researcher concluded that the SLDS allowed pharmacy students to explore personal leadership styles, develop a broader understanding of leadership, and increase their desire to pursue leadership positions in the future.

Rosch *et al.,* (2014) conducted a study on leadership development goals. The major objective of the study was to the analysis of the multi-year self-directed leadership development programme. The registrar conducted the study, and leadership development goal statements of 92 undergraduate students enrolled in a multi-year self-directed leadership development programme were analyzed using content and thematic analyses to investigate patterns of similarities and differences across gender and race. This qualitative analysis utilized a theoretical framework that approached leadership, typed traits, skills, or behaviours. The findings of the study were: 1. Significant differences emerged by gender; women were more interested in developing leadership-oriented traits, while men displayed more interest in developing specific skills. 2. No differences emerged across racial groups.

Sugiyam *et al.,* (2016) conducted a study on inclusive leadership development. The objectives of the study were: 1. To compare general leadership development programmes (GLDPs) and women's leadership development programmes (WLDPs) 2. To understand to what extent programme descriptions addressed inclusive leadership that draws on relational skills to value diverse identities' uniqueness and belonging needs to create business effectiveness for the long term. The findings of the study were: 1. GLDPs predominantly reflected pedagogical assumptions of separate knowing, development of the autonomous self, and masculine leadership approaches of agentic and transactional leadership. 2. In contrast, pedagogical assumptions of connected knowing, development of the relational self, and relational and identity-

based leadership approaches were more prevalent in WLDPs. The findings suggest that WLDPs offer significant value to supporting women leaders in their advancement, yet both WLDPs and GLDPs can do more to be inclusive of different diverse identities to develop better future leaders who can lead with inclusive behaviours.

Parkhill *et al.,* (**2018**) investigated research project to explore the experience of adolescents who participated in a six-month community-based programme about the development of leadership skills. The programme has 150 participants annually and was aimed at suburban and rural youth who apply to and are selected based on their community leadership interest. Eight participants were conveniently and purposively sampled to participate in individual semi-structured interviews. Data were transcribed verbatim and examined using thematic analysis. The findings of the study were: 1. Participants explained that their participation contributed to the empowerment of individual identity via three main processes. These were: the development of resilient attitudes, identifying a personal leadership style, and developing a sense of group belonging. 2. Pre-leadership programmes can enable adolescents to create and explore their own personal and group identity and feel confident and empowered to act authentically. These findings suggest that community-based group programmes had the potential to meaningfully allow adolescents to acquire and practice pre-leadership and potential leadership skills.

Grossman and Sharf (2018) conducted a study on leadership development. The study's major objective was to examine a massive multi-year undergraduate Leadership Development Programme (LDP) across seven universities and used an integrated framework of transformational leadership and Situational Judgment Tests (S.J.T.s) during a critical and formative period of leadership development. This study was the first to show a significant relationship between experience and transformational leadership style in students in an undergraduate LDP using S.J.T.s and the Multifactor Leadership Questionnaire (M.L.Q.). The sample was obtained from a population of 636 male and female students ranging in age from 18 to 28 years old and participating in the undergraduate LDPs at seven universities in two states. Two hundred eleven students responded to the questionnaire, and 173 of those completed the questionnaire. The independent-samples t-test was used to determine whether there was a significant difference in transformational leadership style scores between non-experienced and experienced students. The findings of the study were: 1.

The results showed that a more significant experience was positively related to increased transformational leadership style 2. Overall, all students with varying leadership styles, experience levels, and decision abilities indicated high overall decision scores.

Rosenberg *et al.,* (2018) conducted a study on self-advocates contributions to their leadership training. The major objective of the study was to analyze the reflection of the graduate students towards leadership training. After completing the programme, graduate students respond to a questionnaire about how self-advocates influence the monthly workshops' content and interactions/discussions and provide specific examples to explain their perceptions. The 12 M.C.H. leadership competencies were used to guide the coding of the comments for this qualitative, directed content analysis. Forty-six of the 58 students (79.3%) from two consecutive cohorts responded to this cross-sectional study. Interactions with self-advocates prompted comments on 8 of the 12 leadership competencies, including interdisciplinary team building (29% of the comments), developing others through teaching and mentoring (22%), and self-reflection (18%). The study's findings were that incorporating self-advocates throughout an interdisciplinary leadership development programme for graduate students in health affairs could strengthen M.C.H. leadership competencies for all participants as they enter an increasingly interdisciplinary workforce.

Zafar *et al.,* (2020) did a case study on student leadership development determinants. The major objective of the study was to use a literature review to investigate the factors that influence student leadership development. The goal of the study was to investigate leadership education. For some of the recommendations, focus group interviews were conducted. The findings of the study were: 1. At the senior management level, schools must identify their leadership philosophy and set defined goals and outcomes for all students in each programme area. 2. Schools should look towards evaluating their leadership education outcomes. 3. The website needs to include concrete examples and lesson ideas. 4. The link between place-based education and leadership education should be emphasized.

2.4   STUDIES RELATED TO THE TAKEN LEADERSHIP SKILLS

For the present study, the investigator selected seven leadership skills: Time Management, Goal Setting, Communication, Empathy, Problem-Solving, Team

Building, and Conflict Management. For each leadership skill, the investigator has reviewed the research studies from 1991 to 2021.

2.4.1   STUDIES RELATED TO TIME MANAGEMENT SKILL

The investigator reviewed a total of 21 (Twenty-one) research studies for time management skill. The research studies from 1991 to 2021.

Britton and Tesser (1991) conducted a prospective study on time-management practices. The objectives of the study were: 1. To rule out the possibility that time management skills are merely another side of the traditional aptitude view. 2. To assess aptitude using the Scholastic Aptitude Test (SAT) and compare the independent contributions of time-management skills and aptitude to grade point average using a prospective design. 90 college students completed a time-management questionnaire in 1983; their high school Scholastic Aptitude Test (SAT) scores were obtained from college records. Principal-components analysis of the 35-item time-management instrument. In 1987 (4 yrs. later), each student's cumulative GPA was obtained from college records. The study found that the time-management components were significant predictors of cumulative GPA ($R–2 = .21$) and accounted for more variance than SAT scores (increment in $R–2 = .05$).

Trueman and Hartley (1996) conducted a comparative study between Time-Management skills and Academic Performance. The study's major objective was to study a comparison between the Time-Management Skills and Academic Performance of Mature and Traditional-Entry University Students. The sample of the study was 293 first-year students of psychology. The research was conducted on a British version of an American time-management scale. The scale was analyzed as mean scores and Pearson correlation. The findings of the study were: 1. Women students, in general, reported significantly more excellent time-management skills than did men students, 2. Older mature students reported significantly better time-management skills than did the other two groups. 3. Academic performance was only modestly predicted by age and scores on one component of the time-management scale.

Claessens *et al.,* (2007) conducted a review study on time management. The study's major objective was to provide an overview for those interested in the current state-of-the-art in time management research. This review includes 32 empirical studies on

time management conducted between 1982 and 2004. The review demonstrates that time management behaviours relate positively to the perceived control of time, job satisfaction, and health and negatively to stress. The relationship between work and academic performance was not clear. Time management training enhances time management skills, but this does not automatically transfer to better performance. The reviewed research displays several limitations as First, time management has been defined and operationalized in various ways. Second, many of the studies were based on cross-sectional surveys and used self-reports only. Third, very little attention was given to job and organizational factors. There was a need for more rigorous research into time management mechanisms and the factors contributing to their effectiveness. This review clarifies which effects may be expected of time management, which aspects may be most beneficial for individuals, and which work characteristics would enhance or hinder positive effects. Its outcomes may help to develop more effective time management practices.

Cemaloglu and Filiz (2010) conducted a study on time management and academic achievement. The study's major objective was to determine the relationship between the time management skill and academic achievements of the potential teachers and studying at the faculties of education. The research was conducted in the 2007-2008 academic term among 849 graduate students studying at the Faculty of Education of Gazi University. Time Management Questionnaire was used in the research. The research results were analyzed using arithmetical mean, standard deviation, simple correlation, and regression analysis techniques. The findings of the study were: 1. The students are making time planning utmost, and the time traps are at the lowest level. 2. There is a meaningful and positive relationship between time planning, time traps, and the students' academic achievement. 4. There was a low and positive relation between timekeeping and the academic achievement of the students.

Mercanlioglu (2010) conducted a study to examine the relationship of time management to academic performance. The objectives of the study were: 1. To examine whether time management practices are predictive of the academic performance of the master level's students. The population of the study was 231 students of MBA level's students at Beykent University. The Time Management Questionnaire was distributed to 108 students; 89 of them were proper to analyze. The master level students' time management attitudes were assessed via their scores on a time management questionnaire. The questionnaire includes 18 items that might

be descriptive of the survey type. Scores on the time management questionnaire were correlated with an academic measure called GPA. Reliability tests, factor analysis, correlation analysis, and student t-test analyses were used to determine significant differences and relations among groups and variables. The findings of the study were: 1. Many persons are willing to increase their professional improvements by doing postgraduate educations, primarily executive MBAs. 2. They take some time mismanagement when they become pressured by their daily chores and cannot reasonably respond to their responsibilities. 3. Time was something that the human being created. If we created time, we could also manage it. Nowadays, the ability to use time advantageously becomes even more critical. 4. The key to improving this area's skills was increasing awareness of attitudes, thinking, and behaviours regarding managing time and workload.

Nadinloyia *et al.,* **(2013)** conducted a study on the time efficacy of time management training. The study's major objective was to assess the effectiveness of time management training on students' academic time management. In this experimental research, 70 students from the University of Mohaghegh Ardabili in Iran were randomly selected and assigned to experimental and control groups. Then, two groups completed the academic time management scale in the pre-test phase. The experimental group received time management training in 10 sessions (90 minutes each session), whereas the control group never had any training. In post-test, the experimental and control group completed the academic time management scale again. Data were analyzed with SPSS showed significant differences in the two groups, and time management had increased in the experimental group. The study found that the experimental group's time management skill was better than the control group.

Marpa (2014) conducted a study to examine the correlation between time management, study habits, and academic achievement. The objectives of the study were: 1. To determine the correlations among Math major students' time management, study habits, and academic achievement in Mathematics. 2. To determine Math major students' time management, study habits, and academic achievement in Mathematics, grouped according to the selected variables such as year level, sex, number of siblings, and type of school, graduated during high school. In this study, the researcher utilized the correlation method of research. The researcher adopted the 24-item Study Habit Questionnaire in Chua's work to determine the

respondents' study habits. To determine respondents' academic achievement in Mathematics, GPA was used, and the university registrar determined this. Questionnaires adopted were administered to the 52 Mathematics significant students. The mean scores were calculated. The findings of the study were: 1. The Math major students' time management level was average, and likewise, their academic achievement was also average, but they establish a good study habit. 2. There was a significant correlation between Math major students' time management and study habits and study habits and academic achievement in Mathematics.

Miqdadi *et al.,* **(2014)** studied the relationship between time management and academic performance. The objectives of the study were: 1. To investigate the relationship between time management and academic performance at P.I. 2. To solve the problems positively related to time management, such as procrastination, distraction, disorganization, and workload pressure. 3. To find effective ways that can lead the P.I students to better time management. The research design of the study was a survey. The data was collected by a questionnaire directed to male freshman and sophomore students in the Petroleum Institute (P.I) who live in Abu Dhabi. The data gathered was processed and were classified into two categories according to the student's Grade Point Average (GPA): successful students (G.P.A above 3.5) and unsuccessful students (G.P.A below 3.5). The finding of the study was that successful students are good time managers.

Adebayo (2015) conducted a study to determine the influence of time management on students' academic performance. The objectives of the study were: 1. To study the relationship between time management and students' academic performance in higher institutions and the relationship between procrastination and students' academic performance. 2. To find a significant relationship between prioritization and students' academic performance in a higher institution. 3. To find a significant difference in the impact of time management on students' academic performance based on gender in higher institutions. The study was a descriptive research of survey type. This study's target population was the entire Ekiti State tertiary institutions, and the study sample was 200 respondents. Purposive and stratified sampling techniques were used. A structured questionnaire was administered to the students. The instrument tagged Time Management and Student's Academic Performance (TMSAP). The data collected were analyzed using inferential statistics. The findings of the study were: 1. Lack of proper time management impacts certain academic activities, especially in

resumption for the new semester or session, registration of courses, attending lectures, doing the assignment, reading for the test, and preparation for the examination to time. 2. These are due to procrastination and not paying attention to issues like planning and prioritization.

Akcoltekin and Alpturk (2015) conducted a study on high school students' time management skills. The objectives of the study were: 1. To determine the opinions of high school students relating to time management and correlate their time management skills with demographic variables. 2. To examine the relationship between the level of research anxiety and time management skill. A group composed of 270 12th-grade students (127 males and 143 females) from the same socio-economic level attending seven state high schools in Ardahan province, Turkey, was taken to conduct this case study. The study was planned and conducted as a descriptive study using the research scanning method. Three different scales were used in this study (Time Management Scale, Research Anxiety Scale, and a questionnaire along with their demographic information). Pearson coefficient of correlation, t-test, and weighted mean and standard deviation values were used. The findings of the study were: 1. The meaningfulrelationship in the negative correlation between time management skills and research anxiety level was a meaningful relation between time attitudes, the second factor in the time management scale, and research anxiety in the negative direction.

Nasrullah and Khan (2015) researched the relationship between time management skills and academic achievement. The objectives of the study were: 1. To assist students in commanding how effectively utilization of the time management for their academic achievements. 2. To find the interrelation between the students' time management and academic achievements. 3. To create an attempt to fill the gaps in the students' time management and academic achievements. 4. To explore more and more knowledge of the students' time management and academic achievement. 5. To explore the concealed association between academic achievement and time management practices in a developing country like Pakistan. The population of interest consisted of the students of Qurtuba University of Science and Technology, Peshawar. This research study's design was quantitative-cum-qualitative; thus, for the purpose, both numerical data and textual were mustered and questioned by applying the inferential and descriptive tools. Thematic analysis by using argumentation was applied. Whereas, for the 'field/numerical/quantitative data,

different statistical tools were applied. From the extensive literature survey, a structured questionnaire was prepared. A 5-point Likert scale was used for recording the responses. Descriptive statistics were taken as demographic attributes, means, and standard deviations. Other tools were applied here are correlation analysis and Regression analysis. The findings of the study were: 1. Student's behaviour in time planning was at the highest level, and time management behaviour was at the lowest level. 2. The success of students was above average. 3. There was a significant and positive relationship between time planning, time management, and student's academic performance. 4. There was a low and positive relation between time consumers and academic achievement. There was a meaningful and moderate relation between time management and academic achievement.

Oyuga (2016) conducted a study on time management and academic achievement. The study's major objective was to investigate the relationship between time management and academic performance among Kenya's orphaned secondary school students. This study adopted an ex-post-facto research design with which a saturation sampling technique was employed. The study population constituted 300 secondary school-going orphans and 23 principals. The study sample comprised 300 secondary school-going orphans and seven principals picked out through saturated and simple random sampling, respectively. The research instruments used were students' questionnaires, document analysis, and interview guides for the headteachers. The Pearson Product-Moment correlation coefficient was computed. The findings of the study were: 1. There was a high positive correlation between time management and academic achievement among orphaned secondary school students. 2. Being involved in extracurricular activities or demanding majors and having a high desire to succeed are the main predictors of successful time management skills.

Rai (2016) studied the impact of Time Management on Academic Performance. The objectives of this study were: 1. To analyze the impact of time management on the academic performance of students. 2. To analyze how much time they give for their studies. 3. To analyze time management's role in a student's life. The data were analyzed through an achievement test. The study's finding reflects a direct positive relationship between time management and academic performance.

Alsalem *et al.,* (2017) researched time management and academic achievement. The objectives of the study were: 1. To determine the relationship between the time management skills and academic performance of students. 2. To assess time

management and practice among students. 3. To determine time management patterns. The study was conducted among Jazan University students. The study design was a cross-sectional study of the effect of time management on academic performance. Five hundred participants were randomly selected using stratified random sampling from all three faculties, the Faculty of Applied Medical Science, and the College Business Administration. Students' time management skills did the data collection closed questionnaire. The analysis was done by descriptive analysis. The findings of the study were: 1. The Applied Medical Science students (24.20%) stated that they just consumed their time to complete homework, while the Faculty of Science students (9.40%) reported that they rarely have time. 2. Students who had opportunities to practice time management skills revealed better academic performance and differences in the time management level between students according to faculty, gender, and curriculum.

Ghiasvand *et al.,* **(2017)** conducted a study on time management skills. The study's major objective was to determine the relationship between time management skills and anxiety and academic motivation of nursing students in Tehran medical sciences universities in 2015. This cross-sectional study was carried out on 441 nursing students in three medical universities in Tehran. Random stratified sampling was done to select the samples. Data were collected using the demographic Questionnaire, Time Management Questionnaire (TMQ), Spielberger State-Trait Anxiety Inventory (STAI), and Academic Motivation Scale (AMS), which was completed by self-report. Data were analyzed using SPSS 18 software with descriptive and analytical statistics such as ANOVA, independent t-test, Regression, and Pearson Correlation Coefficient. The findings of the study were: 1. Most participants had a moderate level of time management skills (49%), State Anxiety (58%), Trait Anxiety (60%), and Academic Motivation (58%). 2. There is a statistically significant negative correlation between the students' TMQ scores and the state anxiety and trait anxiety scores. 3. Moreover, there was a statistically significant positive correlation between the students' TMQ scores and AMS scores.

Mohd Razali *et al.,* **(2018)** conducted a study on the impact of time management. The study's major objective was to determine the relationship between students' time management and academic achievement. The respondents were undergraduate students from University Tun Hussien Onn (UTHM), Johor, Malaysia. There were 400 respondents taken as a sample from eight faculties of UTHM. The primary data

collection for this study was through a time management questionnaire survey. Factor analysis was employed to analyze the factors associated with time management. Besides that, hypothesis testing, Mann-Whitney U-test, and Kruskal-Wallis H-test were used to assess the significant difference in time management scores based on demographic characteristics. Besides, the Spearman Rank Correlation coefficient was applied to identify the relationship between time management and academic achievement. It was also adopted to determine the most significant correlated time management factor toward students' academic achievement. The findings of the study were: 1. Three main factors associated with time management could be time planning, time attitudes, and time-wasting. 2. Gender and races of students show no significant differences in time management behaviours. 3. There were significant differences in the time management behaviours. 4. Meanwhile, all the time management behaviours were significantly positively related to students' academic achievement, although the relationship was weak. 5. Time planning was the most significantly correlated predictor.

Sainz *et al.,* (2019) conducted a study on time management as a skill to learn and put into practice in education and training. The major objective of the study was to analyze the attitude, habits and time management of the Economics and Business students of the UPV/EHU to propose/design/specific activities for its achievement. The sample used in this study is made up of 304 students enrolled during the 2015–2016academic year in the different degrees offered at the Faculty of Economics and Business of the University of the Basque Country (UPV/EHU), representing 10 percent of the total population of students. The data was collected through a self-administered questionnaire. The data analysis was done at a descriptive and multivariate level. The findings of the study were: 1. The decisive factor is not the amount of time available but the management that is made of it. 2. In general, students pay attention to short-term planning and lack habits and attitudes in the long term.

Adams and Blair (2019) conducted a study on the impact of time management behaviours on undergraduate engineering students' performance. The major objective of the study was to examine the self-reported time management behaviours of undergraduate engineering students using the Time Management Behaviour Scale. All registered DECE undergraduate students ($n = 289$) were sample of the study. For the data collection, questionnaire was administered Correlation analysis, regression analysis, and model reduction are used to attempt to determine which aspects of time

management the students practised, which time management behaviours were more strongly associated with higher grades within the programme, and whether those students who self-identified with specific time management behaviours achieved better grades in the programme. The findings of the study were: 1. Students' perceived control of time was the factor that correlated significantly with cumulative grade point average. 2. Time management behaviours were not significantly different across gender, age, and entry qualification.

Rashid *et al.,* **(2020)** conducted an investigative study on the effect of time management on students' academic performance in the higher educational institutions of Islamabad. The major objective of the study was to investigate the effect of students' time management on their academic achievement in the higher education institutions of Islamabad. The target population of the study was 196 students, in which 80 were students of Quaid-e-Azam University, 86 from International Islamic university and 30 were from Pakistan Institute of Development Economics. The data collection was done through structured questionnaire. Pearson's' correlation and regression analysis was used for data analysis to investigate the influencing factors of academic performance. The findings of the study were: 1. Students' self-study has a significant and positive association with their academic performance, which indicates that academic performance is increased with the increase in self-study hours. 2. Female students' academic achievement is higher than male students. 3. For policy purposes, seminars should be arranged to educate students on how best to enrol their time for a full-time study.

Salles *et al.,* **(2021)** performed a study on early sensitization among first-year medical undergraduate towards time management skills. The major objective of the study was to examine the sensitization of students to time management skill using the Modified Action Priority Matrix. The sample of the study was first-year medical undergraduates (n = 228). After a need assessment for time management, they were engaged in a session for (Time Management Skill) T.M.S. development. They were sensitized about using a modified action priority matrix (MAPM) for time management. Followed by "need assessment," pre-test was conducted using a pre-designed and pre-validated time management. Collected data were analyzed using Statistical Package for the Social Sciences Statistics for Windows, version 24 (IBM Corp., Armonk, N.Y., USA) and thematic analysis of qualitative data was conducted. The findings of the study were: 1. There is a significant improvement in students' performance ($P <$

0.05). 2. Reflection of students regarding the MAPM also depicted that this method helped them manage their time effectively by ordering their activities as low, medium, and high priority ones.

Alyami *et al.,* **(2021)** conducted a cross-sectional study on the Impact of Time-Management on the Student's Academic Performance. The major objective of the study is to find the impact of time management on the academic performance of students among the diagnostic radiology technology students at King Abdul-Aziz University (K.A.U.) This study had a cross-sectional survey-based study design. It was conducted among students of the diagnostic radiology technology department at K.A.U. from Sep. 2020 to Feb. 2021. For this study, 152 students were targeted, among which 142 completed the questionnaire, making the response rate 93.4%. Among 142 participants, 75 (52.8%) were females, and 52 (36.6%) were in the 2018 batch. The findings of the study were: 1. Most of the students, i.e., 107 (75.4%), had Grade Point Average (GPA.) between 4.5 - 5 in 2020. 2. 37.3% agreed or strongly agreed that they manage their time. 3. 69.2% of students with 4.5 - 5 GPA. strongly agreed that they met their deadline (p-value = 0.005), and 36.7% of students with 4 - 4.5 GPA strongly believed that their academic performance decreased due to misplanning (p-value = 0.005). 4. Around 71 (66.3%) students with 4.5 - 5 GPA agreed or strongly agreed to make a list or calendar. In conclusion, according to students' perception, preplanning their studies has been beneficial for their academic performance. However, less than half of the students agreed to manage their time.

2.4.2 STUDIES RELATED TO GOAL SETTING SKILL

The investigator reviewed goal setting skill in a total of 07 (seven) research studies. The research conducted were from 2012 to 2018.

Wilson (2012) conducted a study that investigated the need for student achievement using intrinsic motivation. The objectives of the study were: 1. To study the effect of goal setting instruction on students' active academic engagement. 2. To study the teachers' perceptions of goal setting instruction to increase students' active academic engagement and set educational goals. 3. To study the teachers' perceptions of integrating goal setting instruction into the general academic. The research was conducted by comparing the spelling scores of two 4th grade students with various learning needs. The data were analyzed through descriptive analysis using A.S.P.

statistical software. The findings of the study were: 1. There was a significant difference in student achievement based on goal setting. 2. The students who set goals had significantly higher student achievement than those who did not set goals. 3. Goal setting does affect student achievement toa greater extent.

Moeller *et al.,* (2012) conducted a study to investigate the connection between goals and student motivation. The major objective of the study was to explore the connection between goals and student motivation. However, the relationship between goal setting and student achievement at the classroom level has remained largely unexplored—a 5-year quasi-experimental study examining goal setting and student achievement in the high school Spanish language classroom. Students' goal setting processes and language proficiency performance were analyzed for four years (an additional year for a pilot that informed the study). The researcher investigated the goal setting process trends and the relationship between goal setting and language production in reading, writing, and speaking. A purposive sampling of teachers was recruited for the study—the findings of study 1. Results may not accurately depict growth because conducting aggregate descriptive analyses of means considers the scores even of those students who may be writing goals for the first time as a third or fourth-year Spanish student. 2. A correlation analysis of the goal setting process and language proficiency scores reveals a statistically significant relationship between goal setting and language achievement.

Idowul *et al.,* (2014) conducted a study on the effects of goal setting skills on students. The study's major objective is to study the effectiveness of goal setting skill among Senior Secondary II students' academic performance in the English language in Enugu Metropolis, Enugu State, Nigeria. A quasi-experimental pre-test, post-test control group design was adopted for the study. The initial sample was 147 participants of Senior Secondary School II students drawn from two public schools in the Enugu zone of Enugu Metropolis. The final sample for the intervention consisted of 80 participants. This sample satisfied the condition for selection from the baseline data. Data generated were analyzed using the mean, standard deviation, and t-test statistical method. The findings of the study were: 1. Performance in the English language was enhanced among participants exposed to goal setting intervention than those in the control group. 2. There was a significant gender difference in students' performance, with female participants recording a higher mean score than males.

Based on the study's findings, the goal setting intervention was recommended to enhance students' academic performance, mainly English.

Dotson (2016) conducted a study on the impact of goal setting in public schools. The study's objective was to determine the impact of goal setting on the reading growth of elementary students. The study analyzed the reading performance of elementary students over two years. McNemar's Change Test analysis was used to determine if a significant difference existed between the reading growths achieved in fourth grade and reading growth achieved in fifth grade. Of the 328 students participating in the study, 69% made adequate growth after goal setting implementation compared to only 60% before implementing goal setting. Data were provided collectively in all schools participating in the study as well as individually by the school. The findings of the study were: 1. Goal setting provides students with a tool to plan, monitor, and evaluate their learning while increasing motivation and achievement.

Greco (2016) studied professional identification and career goals: goal setting in the role transition process. The objectives of the study were: 1. To explore how identity motives drawn from experiences in graduate school relate to professional identification 2. To study how professional identification relates to both short and long-term career goals for graduate students. The researcher investigated the conceptual model and research hypotheses using a mixed-methods design. The sample was 312 (short-term career goal model) and 243 (long-term career goal model) graduate students from 28 different universities. The findings of the study were: 1. One individual characteristic (need for identification) and faculty advisors (psychosocial mentoring) positively relate to professional identification. Overall, the study's findings have implications for theory related to identification motives and identification in role transition processes. The study also contributes to the literature on careers and goal setting, especially related to professional workers.

Rowe *et al.,* (2017) conducted a study on the effect of goal setting instruction. The study's major objective was to investigate the effects of goal setting instruction on academic engagement for middle school students at risk for academic failure. The study took place in a middle school located in the Pacific Northwest of the United States. The school was comprised of approximately 570 students and included a diverse student population. The median class size was 30 students. Participants included one female and five male middle school students (ages 12–13) at risk for academic failure participating in seventh- and eighth-grade general education

classrooms. Participants included four White students and two Hispanic/Latino students. This study used multiple concurrentbaselines across participants design to evaluate the goal setting intervention's effects on students' active academic engagement. The findings of the study were: 1. It supports the notion that non-cognitive skills are critical for improving students' academic engagement and performance in middle school settings. 2. Goal setting instruction can be seamlessly embedded in academic subject areas 3. Goal setting theory suggests that when students self-set specific goals, they are more likely to work toward those goals, ultimately improving performance. 4. Goal setting theory provides additional evidence that embedding goal setting within the general curriculum can effectively improve and promote students' active academic engagement.

Yusuff (2018) conducted a study that assessed the impact of self-developed academic goals. The objective of study 1. To explore the impact of self-developed academic goals and study plans on student's academic performance. 2. To study the perception of learningexperiences in the classroom's developing setting, a prospective cohort study was conducted at the College of Clinical Pharmacy, King Faisal University, K.S.A., in a compulsory 4th-year course (Pharmacy management). The study group was exposed to goal setting and study planning. In contrast, the control group had only routine teaching and learning activities planned for the course. Academic performance was determined with quizzes, midterm, final exams, and the percentage of course objectives. An end-of-course evaluation, with a pre-tested questionnaire, was used to assess the learning experience's perception. The findings of the study were: 1. The mean ± S.D. scores for quizzes, mid-term, and final exams and the percentage of course objectives A and B were significantly higher in the study group. 2. The end-of-course feedbacks showed critical differences in the perception of the learning experience between the study and control groups. 3. Personalised goal setting and study planning significantly improved continuous engagement with learning, focus on academic goals, and academic performance.

2.4.3 STUDIES RELATED TO COMMUNICATION SKILL

The investigator had examined 14 (Fourteen) research studies focusing on communication skills. The reviewed research was carried out between 2000 and 2019. **Kezar and Moriarty (2000)** conducted a study on an understanding of student leadership development. The study's major objective was to study the practitioners'

thinking regarding student affairs that need to rethink their leadership development models and practices to meet changing students' needs. The study was based on the Cooperative Institutional Research programme 1987, Freshman Survey, and follow up. The sample included 9,731 students at 352 institutions. The study examined the factors influencing college students' leadership development, focusing specifically on potential differences for women and African Americans instead of male Caucasians. The dependent variables studied were: 1. It entered leadership ability self-rating and self-rating of leadership-related qualities, 2. communication skills, 3. self-confidence, and 4. ability to influence others. The effects of the dependent variables on both positional and non-positional leadership experiences were assessed. The findings of the study were: 1. Different strategies were necessary for the development of leadership among a diverse group of students. 2. Specific extracurricular and co-curricular programmes can be recommended for meeting these needs.

Winefield and Hensen (2000) conducted a study to evaluate the outcome of the communication level. The study's objective was to investigate a method of teaching entry-level medical students the elements of effective communication with patients in preparation for their practical exercises. The outcomes of the teaching were evaluated with particular attention to empathy. Student evaluative ratings were collected after training, and students also completed a pencil-and-paper test of empathy before and after the training. While all data were anonymous, student pre-and post-training empathy scores could be compared to assess individual changes in knowledge of empathy after training. The findings of the study were: 1. Most students (81%) felt better prepared to interview after the training. 2. The pencil-and-paper measure of empathy has good reliability, both internal and inter-rater. 3. Students made significant gains in their ability to make empathetic responses, although some (30%) showed no gains.

Asemanyni (2004) conducted a study to determine the factors that account for students' poor performances and find ways to improve the teaching and learning of the Communication Skills course. The objectives of the study were: 1. To examine the factors that affect undergraduate students' performance in the Communication Skills course at the University of Education, Winneba. 2. To bring out the suggestions and recommendations on improving communication skills. The study targeted all second-yearuniversity students and lecturers of Communication Skills as its total population. However, it used the purposive sampling technique to select thirty-five (35)

respondents. Miles and Huberman (1999) employed the three-step model to analyze the qualitative data gathered from the interviews, documents, and observations. The findings of the study were: 1. Students have negative perceptions of the course, even though they try to exhibit positive attitudes towards it. Again, some of the students admitted in the first year have weak language backgrounds are reflected in their communicative competence, and thus they do not perform well. 2. Large class size and the lack of modern lecture halls and facilities do not help the teaching and learning. 3. There are not enough lecturers currently teaching the course. The study recommended that students, lecturers, and administrators of the Communication Skills Unit play various roles to make the course a success. It was also recommended that all those involved had regular meetings to overcome the above problems to improve performance and the teaching and learning process.

Baghcheghi *et al.,* (**2011**) conducted a study investigating traditional and cooperative learning on communication skills. The study's major objective was to compare the effect of traditional learning and cooperative learning methods on nursing students' communication skills with patients. It was an experimental study in which 34 nursing students in their 2nd semester of the programme participated. They were divided randomly into two groups: a control group taught their medical/surgical nursing course using the traditional learning method, and an experimental group taught the same material using the cooperative learning method. Before and after the teaching intervention, the student's communication skills with patients in clinical settings were examined via specified tests. The findings of the study were: 1. There was no significant difference between the two groups in students' communication skills scores before the teaching intervention but did show a significant difference between the two groups in the interaction skills and problem follows up sub-scales scores after the teaching intervention. 2. This study provides evidence that cooperative learning was an effective method for improving and increasing communication skills of nursing students, especially in interactive skills, and follows up the problems sub-scale; thereby, it was recommended to increase nursing students' participation in arguments by applying active teaching methods which can provide the opportunity for increased communication skills.

Iksan *et al.,* (**2012**) conducted a study to investigate the level of communication skills. The study's major objective was to investigate the level of communication skills (oral, written, and social skills) among local university students. It was a survey

study, and the validated questionnaire was pilot tested among students who were not in the final year. Communication skills were measured via a self-administered questionnaire, and it assessed ten elements in communication skills, including oral, written, and social behaviour. A five-point Likert scale was used. The findings of the study were: 1. University students had achieved good communication skills. 2. The three skills (Social, Verbal, and Writing) can be combined and incorporated into the learning process. 3. Students develop their communication skills through discussions and presentations in classand familiarise themselves with communication situations in the real world. Therefore, we must keep pushing and improving ourselves to help our university students develop and tone their communication skills essential to their future career development.

Lee and Gu (2013) conducted a study to identify the relationship between emotional intelligence with other factors (communication as one factor). The major objective was to identify the relationship between emotional intelligence and communication skill, clinical competence, and clinical practice stress of nursing students. The sample of the study was 184 associate nursing students (2nd grade) in Korea. The data were collected using a self-report questionnaire from January 1 to February 29, 2012. Data were analyzed by frequencies, t-test, ANOVA, Pearson`s correlation, multiple regression using SPSS. The findings of the study were: 1. Emotional intelligence was significantly correlated with communication skills, clinical competence, and clinical practice stress in nursing students. 2. The higher emotional intelligence was showed higher communication skills, clinical competence, and lower stress of clinical practice. Therefore, developing and testing the programme improves nursing students' emotional intelligence to increase communication skills and clinical competence and decrease nursing students' clinical practice stress.

Brill *et al.,* (2014) conducted a qualitative study exploring instructors' predictability for evaluating soft skills. The objectives of the study were: 1. To explore Predictability of Instructor Ratings Using a Quantitative Tool for evaluating Soft Skills among M.B.A. Students. 2. To assess the predictive validity of teacher ratings of students on the six components of the McCann Business Soft Skills Assessment Tool: leadership, teamwork, critical thinking, logical reasoning, communication skills, and holistic thinking. The soft skills evaluation instrument was completed by 40 students, with 26 of them completing it a second time to measure test-retest reliability. The participants were asked to complete an online version of the 36 questions

McCann Business Soft Skills Assessment Tool. The instrument examined six soft skills domains: leadership, teamwork, critical thinking, logistic reasoning, communication, and holistic thinking. Criterion data were collected from M.B.A. faculty using a rating grid presented to them via Survey Monkey. The findings of the study were: 1. The two dimensions to yield significant correlations were leadership and communication. 2. The other dimensions did not yield a significant correlation between predictor scores and instructor ratings. 3. Although the correlations for teamwork and holistic thinking were moderately positive. 4. Correlations within the critical thinking and logical reasoning dimensions were positive. Only three of the fifteen-dimensional pairings (i.e., leadership – critical thinking, teamwork – communication, and communication – holistic thinking) yield a significant pattern of interrelated scores.

Huff and Lee (2014) conducted a study on Creative Thinking, Leadership Abilities, and Communication Skills. The study's major objective was to examine the Goal project- for understanding Creative Thinking, Leadership Abilities, and Communication Skills. The project described in this paper replicated the work an accountant would perform when working on problem-solving teams. Data were collected, and the results are included from a questionnaire completed by 166 students who participated in "The Goal" Project. The study's findings were perceived improvement in creative problem-solving, leadership skills, and oral and written communication skills.

Guclu (2016) conducted an experimental study on young adults: communication skills education. The major objective of the study was to examine the communication skills education that is to be given to university students which will affect the level of their ability to express their emotions and empathetic tendencies that have an important role in the communication skills of young adults. The sample of the study was 199 first-grader students from a university in the autumn semester of the 2012-2013 academic year. personal information form, which consists of 10 questions and examines socio-demographic characteristics and intra-family relationships, Eurasian Journal of Educational Research 283 Empathetic Tendency Scale consisting of 20 questions, and Emotional Expression Scale consisting of 15 questions have been utilized for data collection. Kolmogorov-Smirnov and Shapiro-Wilk Tests, Student's t-test, Analysis of Variance (ANOVA) has been used for data analysis. The findings of the study were: 1. Both empathetic tendencies and the levels of expressing the

emotions of women and ones being able to establish efficient communication within the family have been higher. 2. A positive, medium-level, and significant relationship have been observed between students' empathetic tendencies and levels of expressing their emotions. 3. After the education, both students' mean empathetic tendency scale scores and mean scores of emotional expression scale have shown a statistically significant increase. In this research, it has been concluded that the communication skill educations given to the students to adapt to the necessities and obligations of life successfully and cope with them efficiently have improved the functional communicational skills of young adults.

Chik (2016) conducted a study on the enhancement of communication skills. This study's primary purpose was to enhance student's communication skills through peer learning methods for Group B GMJT3124. This study aims to meet two specific objectives as 1. To attract students of Group B GMJT3124 to communicate in English 2. To examine the Peer Learning method was an excellent SCL method in the class of Group B GMJT3124. The observation and survey method was used in this study. The information obtained from the observation method relates to current issues and students' willingness to respond. The survey method involves the collection of information from the student by using a predesigned questionnaire. This study runs Two-way ANOVA by comparing two variables. The findings of the study were: 1. There are statistically significant differences between dependent (Student's Communication Skills) and independent variables (Student's Group, Feeling, and Support). 2. The students preferred to improve their communication skills in English.

Rathee and Rajain (2018) conducted a study to explore the students' perceptions regarding the importance of business communication courses. The major objective of the study was to find management students' perceptions regarding the importance of business communication courses. The data was collected from 200 management students studying in governments and private institutions in the National Capital Region. Non-probability convenient sampling method was used for sample selection. For data collection, a questionnaire based on a five-point Likert scale. The data were analyzed using SPSS ver. 23. The findings of the study were: 1. Even though the students understood the importance of the business communication course, they were still not making good use of it. They lacked communication skills, particularly in group activities like group discussion and role-playing. One reason is English usage in most business communication programmes, not the students' first language. It shows

that more concentration needs to be paid in these areas to help students improve their level of communication. 3. Students should be encouraged to take part in all activities during business communication classes actively.

Sapriadil *et al.,* **(2018)** conducted a study focusing on optimizing the student's communication skills. The study's objective was to optimize the students' scientific communication skills after applying higher-order thinking virtual laboratory (HOTVL) on the topicof an electric circuit. This research then employed an experimental study, particularly a post-test-only control group design. The samples of the study were thirty senior high school students, which were taken using purposive sampling. This research involved 35 students of the experiment class and 35 students of the control class from one of the public schools in West Bandung Regency. This research used a quasi-experiment method with a post-test-only control group design [19] in class XII, taken by purposive sampling. After being given treatment, those two groups were given a post-test. Data collection was done by using a multi-representation essay test and assessment sheet (non-test). The information representation instrument was tested at the end of each session, whereas the assessment sheet was done during the practicum activity. The data score of scientific communication skills on scientific writing and knowledge presentation was obtained through the assessment sheet at each meeting. The study found that students who used higher order thinking virtual laboratory (HOTVL) in laboratory activities had higher scientific communication skills than those who used the virtual verification lab.

Sousa and Rocha (2018) conducted a study on Leadership styles. The objectives of the study were: 1. Studying the Leadership styles and skills developed through game-based learning further examines recent literature regarding game-based learning's influence in leadership skills development and if new leadership styles can emerge during a collaborative gaming process. 2. To study leadership skills development during a GBL course. 3. To study leadership styles that emerge in the gaming context. The methodological approach was quantitative and qualitative, privileging the interpretative approach, and the primary technique used was content analysis from the forums for discussion of 8 GBL courses with 15 participants (sample) in each course, summing a total of 120 individuals and factor analysis that was based on data collected by a questionnaire about the leadership skills developed, and which conducted to the identification of the leadership styles. The findings of the study were: 1. The game-based learning approach was a practical approach to leadership

skills development, and the primary skills developed were: motivation, facilitation, coaching, mindset changing, and communication. 2. The research's significant originality was the analogy between game situations and organizational life, creating a leadership typology.

Hashim *et al.,* (2019) conducted the attribute assessment on communication skills, leadership, and teamwork. The major objective of the study was to design a questionnaire instrument for an attribute assessment on communication skills, leadership, and teamwork. Four variables measure communication skills, leadership, and teamwork attributes, including oral communication, written communication, leadership, and teamwork. 212 Sports Science students of Faculty of Sports Science and Coaching, Sultan Idris Education University (UPSI), Malaysia, have been selected as the study sample. For reliability and validity, Cronbach's alpha test and factor analysis were done. The findings of the study are that all the assessment items on communication skills, leadership, and teamwork questionnaires obtained a high-reliability value, r = .93.

2.4.4 STUDIES RELATED TO EMPATHY SKILL

The investigator has examined 13 (Thirteen) research studies on empathy skill. The reviewed research was conducted between 1999 and 2021.

Cutcliffe and Cassedy (1999) did a pilot study on the development of empathy in students on a short, skills-based counselling course. The major objective of the study was to measure the development of empathy in students on a short skills-based counselling course. The population of the study was 56, and Thirty-eight students were taken as a sample. They had been exposed to counselling training, and mean empathy scores were analyzed. The finding of the study was: 1. Except one, there are changes in student empathy levels wide variation in the degree of change. Whilst the results obtained in this study do not allow any firm conclusions to be drawn, they provide tentative evidence that student empathy levels can increase due to undertaking a short skills-based counselling course and comprehensive research in this area is indicated.

McAllister and Irvine (2002) conducted a study on the role of empathy. The study's objective was to examine the role of empathy as an attribute in their effectiveness with culturally diverse students. The study describes 34 practising teachers' beliefs

regarding the role of empathy. All these teachers had participated in a multicultural professional development programme geared to fostering culturally responsive practice. A content analysis of more than 125 documents emerged three themes in teachers' practices: more positive interactions with culturally diverse students, more supportive classroom climates, and more student-centred practices. Besides, teachers discussed their most valuable learning experiences in the professional development course. These included a cross-cultural simulation, cultural immersion trips, and their experiences as minorities. This study's results underscore the importance of creating contexts in teacher education and professional development programmes in which teachers and pre-service teachers use and nurture empathetic dispositions and behaviours.

Cain and Carnellor (2008) conducted a study on training in social-emotional learning. The study's objective was to investigate the impact of social-emotional learning on classroom teachers' pedagogy and practice. 2. To investigate the participant's perceptions of the effectiveness of R.O.E. as an S.E.L. learning programme and its benefits and limitations. It examined the effect the Canadian developed social-emotional learning programme Roots of Empathy (R.O.E.) has on teachers, children, the classroom environment, and, ultimately, the broader community. This study documented how the social-emotional learning (S.E.L.) programme influenced teachers and children who participated in it. The instructor training and programme implementation impacted the participants, their understanding of S.E.L., their response towards the programme, and how their behaviours and learning were changed. The findings of the study were: 1. The Roots of Empathy programme were highly influential in developing emotional literacy. It positively contributed to the teachers' professional learning and increased their awareness of their children's emotional competencies. 2. Pro-social behaviour of the children in the Roots of Empathy classes increased while bullying and aggression decreased.

Hojat et al., (2009) conducted a longitudinal study of empathy. The objectives of the study were: 1. To examine changes in medical students' empathy during medical school. 2. To determine when the most significant changes occur. Four hundred fifty-six students who entered Jefferson Medical College in 2002 (n = 227) and 2004 (n = 229) completed the Jefferson Scale of Physician Empathy at five different times: at entry into medical school on orientation day and subsequently at the end of each

academic year. Statistical analyses were performed for the entire cohort, as well as for the "matched" cohort (participants who identified themselves at all five test administrations) and the "unmatched" cohort (participants who did not identify themselves in all five test administrations). The findings of the study were: 1. Empathy scores did not change significantly during the first two years of medical school. 2. A significant decline in empathy scores was observed at the end of the third year, which persisted until graduation. 3. Patterns of decline in empathy scores were similar for men and women across specialities.

Kataoka *et al.,* (2009) conducted a study on psychometric properties regarding Jefferson Scale of Physician Empathy (JSPE). The objectives of the study were: 1. To examine the psychometric properties of a Japanese translation of the Jefferson Scale of Physician Empathy (JSPE). 2. To study differences in empathy scores between men and women and students in different years of medical school, the student version of the JSPE was translated into Japanese using back-translation procedures and administered to 400 Japanese students from all six years of the Okayama University Medical School. In this study, item-total score correlations were calculated. Factor analysis was used to examine the underlying components of the Japanese version of the JSPE. Cronbach coefficient alpha was calculated to assess the internal consistency aspect of the reliability of the instrument. Finally, empathy scores of men and women were compared using a t-test, and score differences by year of medical school were examined using variance analysis. The findings of the study were: 1**.** The Results Factor analysis confirmed the three components of "perspective-taking," "compassionate care," and "ability to stand in the patient's shoes," which had emerged in American and Mexican medical students. 2. Item-total score correlations were all positive and statistically significant. 3. Women outscored men, and empathy scores increased as students progressed through medical school in this cross-sectional study. The findings were further conducted to support construct validity. Reliability of the Japanese translated version of the JSPE for medical students. Cultural characteristics and educational differences in Japanese medical schools that influence empathic behaviours are described, and implications for the cross-cultural study of empathy are discussed.

Durlak and Weissberg (2011) conducted a meta-analysis of School-Based Universal Interventions. This article presents findings from a meta-analysis of 213 school-based, universal Social and Emotional Learning (SEL) programmes involving 270,034

kindergartens through high school students. SEL participants demonstrated significantly improved social and emotional skills, attitudes, behaviour, and academic performance, reflecting an 11-percentile-point gain in achievement compared to controls. School teaching staff successfully conducted SEL programmes. The use of 4 recommended practices for developing skills and the presence of implementation problems moderated programme outcomes. The findings add to the growing empirical evidence regarding the positive impact of SEL programmes. Policymakers, educators, and the public can contribute to children's healthy development by supporting evidence based SEL programmeming into standard educational practice.

Nunes *et al.,* (2011) conducted a cross-sectional study on the issue of decline empathy. The study's major objective was to examine undergraduate students' empathy levels in five different health sciences disciplines before and after one year of training. Mean empathy scores were then compared between and among groups to scores on retesting at the end (n=366) of their first year using independent t-tests and one-way between groups using ANOVA with planned comparisons. The findings of the study were: 1. Female students and students older than 27 were more empathic than male students and those less than 21. The highest mean empathy scores on entry to university were noted in nursing and dental students. On repeat, testing means empathy scores declined in all five groups, with the declines among medical, nursing, and dental students achieving statistical significance. This study shows that the decline in self-reported empathy scores starts during the first year of training. While this decline may be partly due to a 'settling in' phenomenon with a change from idealism to realism, students may also be displaying an adaptive response to new responsibilities and an increasing workload.

Cunico *et al.,* (2012) conducted a cohort longitudinal study on the development of empathy. The study's major objective was to determine whether a specific training course enhances student nurses' empathic skills during a 3-year degree course. The study considered the levels of empathy in student nurses and assesses whether these can be increased. A cohort longitudinal study was collected using the Italian version of the Balanced Emotional Empathy Scale (BEES). The study was designed to guarantee repeated levels of emotional empathy in the pre-and post-intervention phases. It allowed the evaluation of the development and improvement of empathy and measured extra training on the students' empathy skills. Two groups took part in the study: the Intervention and the Control Groups. Students in the Intervention Group

attended additional seminars and laboratories in small groups with tutors to learn and develop communicative and empathic abilities. One hundred and three participants (76% women) completed the study. The findings of the study were: 1. Data showed that the training course was significant, especially for women. 2. men and women have different empathic traits; the results show disparate empathic tendencies. 3. More women than men took advantage of the training course. In any case, data show that specific training courses are helpful. As the study shows, empathy was a skill that may be taught. So, it would be advisable to introduce these into the traditional nursing curriculum.

Holt and Marque (2012) conducted a study on empathy in leadership**.** In this research, the researchers discussed the results of two consecutive studies on empathy in leadership. The first study was the foundational research, executed in a survey format. The second study was developed after the findings of the first study. It served to obtain a broad number of opinions from different groups of individuals about the outcome of the first study. Over five semesters, spread over three years, starting in spring 2008 and ending in fall 2010, the researchers conducted a study in a recurring upper-division undergraduate university business course titled ''Leadership Theory and Practice. In total, 87 students participated in this study. The study was conducted as a simple survey. A total of 35 MBA students/workforce members provided insights into possible reasons why empathy was consistently ranked lowest in the previous leadership study. The students were handed sheets on which they could list why they considered being at the foundation of the low ranking of empathy as a leadership quality. The above literature-based reflections have presented a clear message: empathy was an essential aspect of 21st-century leadership and can no longer be ignored if we want to prevent the continuation of ethical disasters in the business world. The undergraduate students who participated in the survey, which delivered the low rankings for empathy, were mainly young adults, varying from 21 to 30 years. It can, therefore, be assumed that their empathetic thinking process has not fully evolved to maturity.

Sklad *et al.,* (2012) conducted a meta-analytical review of 75 recently published studies that reported the effects of universal, school-based social, emotional, and behavioural (SEB) programmes. The study was on whether teaching social and emotional skills to foster social-emotional development can help schools extend their role beyond knowledge transfer. The interventions analysed had various intended

outcomes, but the most often reported increased social skills and decreased antisocial behaviour. Despite considerable differences in efficacy, the analysis demonstrated that overall beneficial effects on all seven major categories of outcomes occurred: social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement, mental health, and prosocial behaviour. Generally, immediate effects were more substantial than delayed effects, except substance abuse, which showed a sleeper effect. Limitations of the analysis and moderators of the effectiveness of SEB programmes in schools are discussed.

Lee (2015) conducted a study among nursing students to determine the association between emotional intelligence, academic self-efficacy, and self-leadership. Two hundred thirty nursing students from South Korea were used as a sample. Between September 1 and 30, 2015, data were gathered by self-report questionnaires and analyzed using SPSS Win 18.0. Frequencies, t-tests, ANOVA, Pearson's correlation, and multiple regression were used to evaluate the data. In nursing students, self-leadership was significantly positively linked with emotional intelligence and academic self-efficacy. Students who demonstrated a higher level of emotional intelligence and academic self-efficacy demonstrated a greater capacity for self-leadership. Emotional intelligence and academic self-efficacy together accounted for 42.2% of the variance in self-leadership among nursing students. Thus, it is vital to develop and test programmes that promote emotional intelligence and academic self-efficacy among nursing students to foster self-leadership in nursing students.

Pohontsch *et al.,* (2018) performed an investigative study on medical students' perspectives on the factors affecting empathy development during their undergraduate training. The major objective of this study was to investigate the perspectives of medical students on the factors influencing empathy development during their undergraduate training. The sample of the study was twelve final-year medical students. A descriptive phenomenological approach generated empathy development and decline illustrations with educational significance and applicability. For the data collection, individual online semi-structured interviews were conducted. The interview recordings were transcribed verbatim, and data were analyzed employing Braun and Clarke's thematic analysis method. The findings of the study were: 1. The self-reported empathic behaviour of medical students seemed to have improved with time in medical school. 2. Students attributed their empathy development to real patient encounters, positive role-modelling by teachers, and attainment of confidence

and personal maturity. 3. Students identified exams, academic overload, time constraints, personal stresses, negative role models, unconducive learning environments, and lack of formal empathy training as barriers to empathy development.

Berduzco-Torres *et al.,* (2021) did a cross-sectional study on non-academic factors influencing the development of empathy in undergraduate nursing students. The major objective of the study was to characterize non-academic factors (personal and environmental) influencing the development of empathy in undergraduate nursing studies which are not receiving targeted training in empathetic abilities in their nursing schools. This study was performed in the three nursing schools in Cusco city, peru (two private and one public). The sample of the study was 700 undergraduate nursing students (72 males and 628 females), and a multivariate linear regression model was created. The data collection was done by the jefferson scales of empathy, attitudes toward physician-nurse collaboration, and Lifelong Learning, the Emotional Loneliness Scale for Adults, and the Scale of Life Satisfaction. The information regarding gender, nursing school, and age were collected. After psychometric properties were assessed, all measures were used to develop a multivariate regression model to characterize factors of influence in empathy. The findings of the study were: 1. 53% of the variance of empathy and fitted all conditions necessary for inference estimations. 2. Teamwork abilities, loneliness, age, sex, subjective well-being, and nursing school appeared to influence empathy in patients' care. 3. In the absence of targeted training, individual characteristics, and social and family environments play an important role in developing empathy in nursing students.

2.4.5   STUDIES RELATED TO PROBLEM-SOLVING SKILL

The investigator conducted a review of 16 (Sixteen) research studies on problem-solving skill. Between 1983 and 2019, the below mentioned reviewed studies were conducted.

Picus (1983) conducted a literature study about problem-solving skills and their inculcation in the curriculum. The study's major objective was to study what problem-solving skills are, whether they can be taught, how problem-solving can be organized in the curriculum, and how it should be taught. This research synthesis identifies several essential concepts regarding the teaching of problem-solvingskills to

students in grades K-12. The findings of the study were: 1. Students can learn to be better problem solvers through exposure to focused instruction. 2. The direct teaching of problem-solving strategies improves problem-solving skills in students. 3. Problem-solving competence requires knowledge in the content area. 4. Problem-solving objectives are best taught through integration with existing curricula. 5. The transfer and use of problem-solving strategies appear more likely when instruction problems are routinely encountered later. 6. successful instruction requires attention to student motivation, content knowledge, and problem-solving skills and strategies.

Bransford *et al.,* (1986) studied the general research approaches to developing effective reasoning, thinking, and problem-solving approaches. The objectives of the study were: divided into different parts as 1. The first derives from studies of experts in particular domains and emphasizes the role of domain-specific knowledge. 2. The second emphasizes general strategic and metacognitive knowledge; ideally, people who develop the ability to learn new information and monitor their current proficiency levels can function more effectively in various contexts. Issues discussed include developments and intraindividual differences, the representation of knowledge, facilitating memory access, and the concept of metacognition. It was concluded that many existing programmes designed to teach thinking and problem-solving could be strengthened by focusing more explicitly on domain knowledge. Students are helped to understand how different learning methods can affect their abilities to solve relevant problems.

Geban (1992) conducted a study to investigate the effects of the computer-simulated experiment (C.S.E.) and the problem-solving approach. The study's objective was to investigate the effects of the computer-simulated experiment (C.S.E.) and the problem-solving approach on students' chemistry achievement, science process skills, and attitudes toward chemistry at the high school level. For this purpose, two experimental groups were compared, with the control group using the conventional approach. The sample consisted of 200 ninth-grade students. The treatment for all groups was carried out for over nine weeks. Four instruments were used in the study: Chemistry Achievement Test, Science Process Skill Test, Chemistry Attitude Scale, and Logical Thinking Ability Test. The findings of the study were: 1. The computer-simulated experiment and problem-solving approaches produced significantly more significant chemistry and science process skills than the conventional approach. 2.

The C.S.E. approach produced significantly more positive attitudes toward chemistry than the other two methods, with the conventional approach being the least effective.

Henry (2005) investigated the effectiveness of cooperative learning techniques combined with a case study on students' self-perception of problem-solving and decision-making skills. The study's major objective was to study the effectiveness of cooperative learning techniques combined with a case study on nursing students' self-perception of problem-solving and decision-making skills compared with other teaching-learning methods. A quasi-experimental pre-test to post-test static group comparison design was used to determine the influence of different teaching methodologies. Three associate degree colleges provided a convenience sample of nursing students (N = 123). An experimental group (n = 31) was taught through cooperative learning and a case study. One comparison group was taught through lecture and large group case study (n = 46), and another comparison group was taught through lecture only (n = 24). A third comparison group taught through lecture and occasional non-cooperative learning groups using a continuing case study (n = 22) was used as a post-test-only control group. The findings of the study were: 1. No two groups were significantly different at the 0.5 level. 2. The experimental group obtained scores indicating a somewhat better self-perception of both problem-solving and decision-making skills.

Perveen (2010) studied the effect of the problem-solving approach. The study's objectives were to determine the effect of the problem-solving approach on students' academic achievement in mathematics at the secondary level. All the secondary school students constituted the population of this study. Forty female students in the 10th grade Government Pakistan Girls High School Rawalpindi consisted of this study sample. The pre-test and post-test research instruments were used for this study. The data analyzed by means, standard deviation, and difference of means were computed for each group. The findings of the study: 1. When the problem-solving approach taught the subjects, their achievement in Mathematics improved compared to the subjects taught by the expository strategy.

Caliskan *et al.,* (2010) investigated the effects of problem-solving strategies. The study's major objective was to study the effects of teaching problem-solving strategies on students' physics problem-solving performance and strategy use. A semi-experimental research design with a pre-test-post-test control group was used. This research data was collected by a Written Physics Examination and the Physics

Problem-solving Strategies Scale. Seventy-seven students formed two classes, one of which was randomly chosen to be the strategy group, the other forming the control group. The research was conducted on experimental and control groups (chosen without bias and featured similar characteristics). In the strategy group, the traditional teaching programme was combined with strategy teaching, whereas, in the control group, only traditional teaching was applied. The study's findings were that the problem-solving strategies instruction positively affected the physics problem-solving performance and strategy use, and suggestions related to the results were put forward.

Sulak (2010) conducted a study to investigate the effect of problem-solving strategies. The study's major objective was to study problem-solving strategies in problem-solving achievement in primary school Mathematics. The research was experimentally carried out on second-grade primary school students for 14 weeks. The sample of the study were second-grade elementary students in Kenya. Participants were chosen as experiment groups, with 31 students in each and a control group, which contained 30 students. Experiment groups received the problem-solving strategies training two hours per week out of regular classroom time for a total of 14 weeks in addition to the Math curriculum. Meanwhile, the control group received traditional problem-solving strategies activities. The data of this study were obtained from the two written problem-solving tests, including open-ended problems. These tests are applied to the middle and the end of the practices and scored by the rubrics. The researcher developed two tests, Problem-solving I and Problem-solving II, to be consistent with its aim. These tests are in a written format and contain open-ended questions related to problem-solving strategies. Additionally, qualitative interviews were performed by the students to explain their solutions, strategies they used, and their thoughts while solving the problems. Descriptive statistics and the t-test analyzed data. Additionally, qualitative interviews were performed by the students to explain their solutions, strategies they used, and their thoughts while solving the problems. The findings of the study were: 1. In the end, the experiment group has been found significantly successful in making a diagram, making a table, writing Mathematical sentences, looking for a pattern, making a list, using logical reasoning, and guess-check strategies.

Ahghar (2012) had studied the effect of Problem-solving Skills Education. The objective of study 1. Problem-solving skills education on self-regulation learning of female high school students in Tehran. The sample size using the multi-stage method

and according to Cochran's formula was 60 persons. Buffard Learning self-regulation questionnaire was used for data collection, which contains 14 questions of five options in the three scales of cognitive, metacognitive, and motivation. Problem-solving skill training was conducted in 12 sessions. Descriptive and inferential statistics were used for data analysis. The findings of the study were: 1. Problem-solving skills education was influential in the self-regulation learning of students and had good stability over time.

Parvathy and Pillai (2015) had studied the impact of Life Skills Education for Adolescents in Rural schools. The objective of study 1. To analyze life skills among adolescents and the impact of life skills education training on their knowledge level. The study was carried out in the coastal area school in Karunagapally, Kerala, India. An experimental study method involving a pre-post study was conducted with the experiment-delayed group. A sample size of 57 was taken, with 30 samples in the experimental and 27 samples in the experiment-delayed group. In the results, the experimental and experiment–delayed group were found similar in their socio-demographic status. The findings of the study were: 1. The study has revealed a significant impact of Life Skills Education training on adolescents. 2. In problem-solving skills, the knowledge level of the experimental group is found to be more. 3. The effective communication skill is significantly higher in the experimental group. 4. The overall coping with emotions is almost identical in the experimental group.

Rodzalan and Saat (2015) conducted a study investigating the perception of their critical thinking and problem-solving skill. The objective of study 1. To investigate the students' perception of their critical thinking and problem-solving skill among Malaysian Undergraduate Students. 2. To determine whether there are differences between genders and academic disciplines on this skill. A sample of 2000 undergraduate students from six Malaysian public universities completed the survey. Descriptive analysis (such as mean and standard deviation), t-test, and variance analysis (ANOVA) was employed. The findings of the study were: 1. Students perceived that they have high critical thinking and problem-solving skill. 2. Male students are perceived to have better critical thinking and problem-solving skills. 3. Social science students appear to perform better in this skill than science and engineering students.

Klegeris *et al.,* (2017) conducted a study on the dynamics of undergraduate student generic problem-solving skills. The objective of study 1. To examine the dynamics of

generic P.S.S. of first- and upper-year undergraduate students from several different programmes on a relatively small university campus. In this study, 12 problem-solving items from PISA 2003 were adapted to create two different tests administered to students at the beginning and the end of the academic term. The findings of the study were: 1. Moreover, by advancing essential modern-life skills of students, such as P.S.S., and documenting their progress in this critical cognitive domain, universities can be able to demonstrate the benefits of higher education, which go beyond teaching subject-specific information and enable them to stay competitive in the era of increasingly diverse educational opportunities for students.

Tientongdee *et al.,* (2018) conducted a developmental study on the development of problem-solving skill by using active learning for student teachers in Introductory Physics. The major objective of the study was to study student teachers' problem-solving skill after they took active learning Introductory Physics class in the academic year 2017. The sample of the study were 101 student teachers. The one group pre-test and post-test design were used as quantitative and qualitative research. The Institute for Promoting Science and Technology Teaching (IPST) problem-solving assessment and rubrics were used to develop the research instrument to evaluate students' problem-solving skills. The focus group interview collected qualitative data on student teachers' opinions of active learning activities. The paired-sample t-test was applied to compare problem-solving scores before and after taking the class. The interview data content analysis was used to summarise students' opinions. The findings of the study were: 1. Problem-solving skills were significantly higher after learning through active learning activities at .05 confident levels. 2. Students' opinions mainly reflected the positive feeling toward active learning activities, and they recommended that other classes use the same pedagogy.

Kim *et al.,* (2018) did the study on the role of problem-solving ability on innovative behaviour and opportunity recognition in university students. The major objective of the study was to examine the role of problem-solving ability on innovative behaviour and opportunity recognition in Korean university students This study was conducted in a four - year undergraduate course (various majors) that took entrepreneurship courses in Korea university programmes. The data were analyzed from 203 participants. The structure of the model was measured by questionnaires (problem-solving ability, innovation behaviour and opportunity recognition questionnaire) consisting of the scale taken from questionnaires. Assessment of the factors was

carried out through principal component analyses (varimax rotation with eigenvalues of 1.0 or above) of the scales connected to the same level of the model to confirm the uniqueness of the scales with respect to each other. This was supplemented by the computation of the internal consistency reliability of the scales (Cronbach's α). The findings of the study were: 1. Problem-solving ability positively influenced innovation behaviour and opportunity perception. 2. Innovation behaviour was identified as a critical parameter that partially mediated the relationship between problem-solving ability and innovation behaviour. The implication of this study is to prove the relationship between an individual 's problem-solving ability considering the characteristics of education in Korea and the opportunity through innovative behaviour and various learning strategies to help entrepreneurship education design better courses for the future.

Missingham *et al.,* **(2018)** conducted an empirical research study on student engineers optimizing problem-solving and research skills. The major objective of the study was to examine the effectiveness for teaching and learning of a model based on this connection and derived from the parameters of the Research Skill Development framework. The model, devised by students, is called the Optimising Problem-solving (O.P.S.) pentagon. The sample of the study was the students of first-year engineering courses in 2014-2015 and another university in the first half of 2016. The total number of the sample were pre (n=221) and post (n=169) surveys and semi-structured interviews of students (n=5) and student/tutors (n=5) sixteen months after course completion. Pre and post survey results were tested using SPSS software for internal reliability (Cronbach's alpha), statistically significant changes (non-parametric Mann–Whitney U test) and effect sizes. The finding of the study was: 1. There are statistically significant (p < 0.01) changes from pre to post in items with medium to large effect sizes provided student perspectives on improved problem-solving skills. 2. The interview data provided rich detail on the nature of changes and how these changes were affected. For the 2016 cohort studied, our evidence suggests that the use of the O.P.S. pentagon was associated with improved student problem-solving skills and tutors' capacity to teach problem-solving.

Yulindar *et al.,* **(2018)** conducted a study to investigate the enhancement of problem-solving ability. The major objective of the study was to enhance problem-solving ability before and after learning using the Real Engagement in Active Problem-solving (REAPS) model on the concept of heat transfer. The experimental design with

quantitative methods was used, with 35 high school students in Pontianak as a sample. Problem-solving ability was obtained through the test in the form of 3 description questions. The findings of the study were: 1. Based on data analysis, the value of N-Gain was 0.43, and the enhancement of students' problem-solving ability was in the medium category.

Permatasari *et al.,* **(2019)** conducted a study on the development of learning instruction based on problem-based learning to improve students' problem-solving ability in Grade VII (Preliminary Research). The major objective of the study was to develop learning instruction based on Problem Based Learning (P.B.L.) to improve students' mathematical problem-solving abilities. The type of research is development research using Plomp's model, which consists of three-phase: preliminary research, development or prototyping, and assessment. For data collection, questionnaires, teacher interview guidelines, field notes, educational test questions were used. At the initial investigation stage there is a needs analysis, student analysis, curriculum analysis, and concept analysis were done. The findings of the study were: 1. Students mathematical abilities were low. 2. The learning instruction used by teachers is not facilitating students to improve mathematical problem-solving skills.

2.4.6   STUDIES RELATED TO TEAM-BUILDING SKILL

The investigator has reviewed 17 (Seventeen) research studies about team-building skill. The research that was assessed were conducted between the years 1999 and 2019.

Bolton (1999) conducted a study on methods of team projects. The study's major objective was to examine methods to improve student satisfaction and learning in team projects. The article describes in detail three sequential modules that the instructor can present in class to improve student team performance and learning: (a) starting student teams off on the right foot, (b) helping teams manage diversity and conflict, and (c) helping students learn from their teamwork experience. The article also highlights the teacher's role as a learning coach during the team-building process, tying specific classroom behaviours to the three instructional modules. The discussion was supported by the survey results on student teams involving 76 business school faculty and 199 undergraduate students. The article concludes that student team projects constitute a valuable peer-centred learning experience only when instructors

are active coaches, giving just-in-time feedback and providing focused and concrete guidance at strategic intervals during the semester.

Hazeldine (2002) conducted a qualitative exploratory study on team building activities. The study's major objective was to investigate team-building activities' implementation into an elementary Physical Education programme. The sample was the teacher was from an affluent school district, and her class consisted of twelve grade four students and seventeen fifth graders. The on-site visits were digitally photographed and video-recorded to help build upon the study and uncover underlying data and themes. The teacher-coach and participating teacher met pre-study, mid-study, and post-study to reflect at length on the experience and explore concepts and ideas that arose from the teacher's reflective journal entries. Data wereanalyzed using NVivo and CMap. The study's findings were that such activities need proper attention and effort to implement and lifelong impact properly.

Tarricone **and Luca (2002)** did a case study on Successful teamwork. The major objective of the study was to review the literature with a view of identifying a framework that educators can use to help promote effective teamwork in their classes. Final year students enrolled in the Interactive Multimedia course at Edith Cowan University are required to develop skills and expertise in managing the design and development of client web sites. Within this setting, two teams were selected for investigation. One team was highly successful in developing a quality product and collaborated in a highly successful manner. Another team, experienced severe team problems, which caused it to become dysfunctional and had to be split. Data was collected on both teams from focus groups sessions, interviews and questionnaires that were recorded and transcribed for analysis. This study compared how well two teams performed by comparing attributes identified for successful teamwork. The findings of the study were: 1. Commitment to team success and shared goals, Interdependence, Interpersonal skills, Open communication and positive feedback, Appropriate team composition, Commitment to team processes, leadership and accountability were six attributes that played an important role in determining the success of these teams. 2. There is a compelling relationship between how the teams embraced these six attributes, and how successful the team was in collaborating and developing a quality product. 3. These key attributes need to be carefully considered by both tutors and students when teamwork activities are proposed. Further research needs to be considered on how best to implement these strategies in a methodological

fashion to ensure tutors and students acknowledge and understand the importance of how to implement each attribute i.e., a template outlining implications for best practice when designing and implementing constructivist learning designs which incorporate teamwork activities.

Hobson *et al.,* (2013) conducted a study on teamwork skills. The major objective of the study was to examine (field testing) behavioural assessment of teamwork skills. Employing a methodology first proposed by Hobson and Kesic (2002) for managerial training, this study involved the behavioural assessment of teamwork skills in a sample of 247 undergraduate business students. The evaluation tool consisted of 15 positive and ten negative teamwork behaviours. A leaderless group discussion exercise was utilized with 5-person teams to solve a problem in 20 minutes. Team interaction was videotaped and analyzed to produce ratings for each student on the 15 positive behaviours, ten negative behaviours, and an overall score. Data analysis provided all 25 individual items on the teamwork assessment tool and norms for overall teamwork scores. A full factorial ANOVA was done. The findings of the study were: 1. No demographic differences in overall scores as a function of sex, age, and race/ethnicity. 2. Potential uses of this assessment methodology in teaching, student coaching, and accreditation were discussed.

Punja (2014) conducted a study on Team Building Learning (TBL). The objectives of the study were: 1. To evaluate the impact of tbl on student performance. 2. To assess students' attitudes towards tbl and the feasibility of its incorporation into the course curriculum. The study sample was 241 students; 128 who agreed to participate in the study underwent two sessions. For analyzing the impact of tbl supplementation, the median sessional MCQ scores of students who underwent tbl supplementation (group 1) were compared with those who did not undergo the session (group 2). Students' experiences with tbl and their attitudes towards incorporating tbl into the course curriculum were analyzed using a feedback questionnaire given to students who underwent tbl—the findings of study 1. Students belonging to the tbl group performed significantly better than the students who did not undergo tbl. The median session MCQ score of the tbl group was seven, and the non-tbl group was six. It concluded that the team-based learning session improved student engagement with course content. Most of the students felt that tbl supplementation enhanced their understanding of course content and believed it helps them perform better.

Phalane and Pitsoe (2014) studied school management teams. The study's major objective was to investigate how SMTs (school management team) experience teamwork in the Tshwane North District schools? This study was qualitative to understand better how SMTs experience teamwork in schools; purposeful sampling was used to select the participants where interviews were conducted. The six secondary schools were selected because two were classified as top-performing schools, two as middle performing schools, and the last two as underperforming schools. A pilot interview was conducted with SMT members like the research study participants from two secondary schools not included in the sample before the interviews commenced to refine the interview questionnaire. Besides, semi-structured interviews were conducted with the twelve SMT members from the six schools. SMT members were interviewed, and their answers reflected their perceptions and experiences about teamwork. The interview data are presented in themes identified through the close reading of the interview transcripts. The findings of the study were: 1. Teamwork impacts positively on the quality of teaching and learning. 2. Decision-making was crucial in any organization, and they claim to be involved in the decision-making processes in their schools. 3. Working in teams was likely to bring about cooperation. 4. For a team to be effective, monitoring must be done regularly. Generally, the picture elicited by this study was that the concept of teamwork was a positive development. The respondent's perception of teamwork was generally favourable, and they welcome the development, though many argue that it was practically nothing new. Their responses indicate several positive attributes of team management. Furthermore, SMT's have brought the phenomenon of teamwork to the fore, and teamwork was perceived to have many advantages. Conclusively, principals were decisive that the SMT members need to share everything, especially the responsibilities. Coupled with this was the idea of support, which the respondents feel was very much part of teamwork.

Ranilla *et al.,* (2014) conducted a study on developing self-management and teamwork. The objectives of the study were: 1. To examine how transferable skills such as self-management and teamwork. 2. To describe an experience in which Spanish university students acquired these skills by developing a game-based learning process in a 3D simulation environment. Participants in the study were 70 bachelor and master students with a mean age of 23.97 (SD = 6.24) from the education and business domains during the 2010-11 academic year. The students' whole training

activity was analyzed by following the events that took place during the activity. This analysis was based on a triangular process comprising a method, data, and researchers. For the analysis, two analytical rubrics were taken as references. Descriptive statistics and non-parametric tests such as the Mann-Whitney U-test and Spearman rho were conducted for comparison and correlation analysis. The findings of the study were: 1. The students performed well and had a positive perception of the suitability of using the simulation environment to develop transferable skills. 2. Women performed better than men in activities involving teamwork, especially communication tasks.

Ekimova and Kokurin (2015) conducted a study on teamwork constructs. The major objective of the study was to examine the attitudes towards different teamwork constructs and team-building methods. The study sample was university students enrolled in either Bachelor's (N = 157) or Master's (N = 85) in science programmes in Extreme Psychology. Attitudes towards teamwork and three different team-building methods were assessed twice, once before the team-building training course and a second time after participating in the team-building activity. Methods involvethe Questionnaire completed and returned within a week. The findings of the study were: 1. Students gave positive evaluations of the efficiency of team-building methods and were willing to be involved in team-building activities. 2. Several significant mean discrepancies in groups of respondents, but no systematic pattern appeared to underline these differences. Simultaneously, themoderate to high pre-test - post-test convergence pointed to considerable changes in student attitudes toward teamwork through team-building exercises. They highlighted that the team formation process was an adequate professional relations model and interactions for extreme psychologists. Psychologist training programmes must incorporate team-building methods and take actual professional tasks into account and areas where students may feel less confident.

Garcia *et al.,* (2016) conducted a literature study on teamwork skills. The major objective of the study is to presents the results of an innovative proposal that intends to break the barriers by focusing on promoting the learning and assessment of teamwork skills in virtual environments. The findings of the study prove the programme's suitability for developing and evaluating these skills in a b-learning environment.

Schraeder and Bandow (2016) conducted a case study to enhance learning. The study's objective was to understand the challenges of leading a work team that creates a case study to enhance learning. The mini case was followed by some proposed questions that accompany the case. A sample of acceptable responses was also provided. Numerous strategies and methods have been utilized to prepare future leaders to meet the challenge of developing and promoting high-performance teams in the workplace. This idea was briefly described as a hypothetical/fictional mini case on teams that a faculty member developed for a new graduate course on leading and developing high-performance teams. The case was developed to allow students to apply/practice knowledge gleaned from the practical context. The findings of the study were: 1. Students must evaluate the case and offer preferred responses to questions that address issues/challenges related to diversity, challenges related to virtual teams, and appropriate strategies to promote high performance within this team. 2. In addressing the learning objectives for the case, this exercise was intended to provide students with practice in developing a deeper understanding of the types of challenges they might face as members/leaders of future teams in the workplace, as well as developing insights regarding strategies that might help address these challenges.

Bouw (2017) studies on Assessment of students' satisfaction with a student-led team-based learning course. The objective of the study was to assess student perceptions of a student led TBL elective. Third-year pharmacy students were assigned topics in teams, developed learning objectives, a 15-minute mini-lecture, a TBL application exercise, and presented them to student colleagues. Students completed a survey upon completing the course and participated in a focus group discussion to share their learning views. The findings of the study were: 1. Most students (n=23/30) agreed that creating TBL modules enhanced their understanding of concepts, improved their self-directed learning skills (n=26/30), and improved their comprehension of TBL pedagogy (n=27/30). 2. However, 60% disagreed with incorporating student generated TBL modules into core curricular classes. 3. Focus group data identified student-perceived barriers to success in the elective, particularly the development of TBL application exercises. This study provides evidence that students positively perceived student-led TBL as encouraging proactive learning from peer-to-peer teaching.

Doshi (2017) conducted a study to compare student learning and teaching satisfaction between conventional lecture and TBL in the subject of pathology. The study's major objective was to assess the effectiveness of the TBL method of teaching over the conventional lecture. The present study was conducted in the Department of Pathology, GMERS Medical College and General Hospital, Gotri, Vadodara, Gujarat. The study population comprised 126 students of second year MBBS in their third semester of the academic year 2015–2016. "Hemodynamic disorders" were taught by a conventional method and "transfusion medicine" by the TBL method. The effectiveness of both methods was assessed. A post-test multiple-choice question was conducted at the end of "hemodynamic disorders." Assessment of TBL was based on individual scores, team scores, and each member's contribution to the team's success. The individual score and overall score were compared with the post-test score on "hemodynamic disorders." Feedback was taken from the students regarding their experience with TBL. Tukey's multiple comparison test and ANOVA summary were used to find the significance of the didactic and TBL methods. Student feedback was taken using Student Satisfaction Scale based on the Likert scoring method. The findings of the study were: 1. The positive outcome in terms of knowledge acquisition, participation and engagement, and team performance with TBL.

McEwan (2017) conducted a study on a meta-analysis of teamwork intervention. The study's major objective was to conduct a systematic review and meta-analysis of teamwork interventions that were carried out to improve teamwork and team performance, using controlled experimental designs. A literature search returned 16,849 unique articles. The meta-analysis was ultimately conducted on 51 articles, comprising 72 (*k*) unique interventions, 194 effect sizes, and 8439 participants, using a random-effects model. Positive and significant medium-sized effects were found for teamwork interventions on both teamwork and team performance. Moderator analyses were also conducted, which generally revealed positive and significant effects on several samples, intervention, and measurement characteristics. Implications for effective teamwork interventions, as well as considerations for future research, are discussed.

Sairam *et al.,* (2017) conducted a study on team building leadership skills. The objective of the study were: 1) to study the components of team building leadership skills needed for primary school administrators, 2) to examine the current states and desirable conditions and needs for team building leadership skills of primary school

administrators, 3) to develop team-building leadership skills for primary school administrator enhancement programme, and 4) to explore the efficiency level of team-building leadership skills of primary school administrator enhancement programme by using the developmental research process. The sampling and data collection starts with relevant literature, publications, online research, and academic databases regarding leadership and team-building skills. Moreover, the components of team building leadership skills were verified by nine experts. Then, 379 primary school administrators of the planning programmes were consulted for studying current states and desirable characteristics of team-building leadership skills and needs in the development of primary school administrator enhancement programmes. Later, nine experts evaluate and comment on the programme. Finally, for efficiency assessment, 20 primary school administrators under the Office of Ubonratchathani Education Service Area Zone 2. The data collection tools were a questionnaire and an evaluation form. For data analysis, the percentages, means, standard deviation, Modified Priority Needs Index (PNI modified) and independent t-test. The findings of the study were: 1. Team building leadership skills of primary school administrators' enhancement programme consisted of 5 toolkits. 2. The programme's application showed that the participants receiving the development of team-building leadership skills of primary school administrators' enhancement programme had higher team-building leadership skills after the development than before. 3. The primary school administrators manage teamwork more efficiently and the overall progress of team building successfully.

Koeslag-Kreunen *et al.,* (2018) conducted a meta-analysis on understanding the team leadership behaviour and relationship aspect. The major objective of the study is to examine when team leadership behaviours support team learning behaviour and how the task type moderates that relationship. Meta-analytic techniques were used for data collection. Forty-three empirical studies reporting 92 effect sizes were synthesized. The findings of the study were: 1. Team leadership behaviour explains 18% of the variance in team learning behaviour. 2. Person-focused leaders foster team learning for adaptive and developmental tasks, whereas task-focused leaders only influence team learning for adaptive tasks.

Chen (2019) conducted a study to explore the students' leadership skills developed through teamwork activities. The major objective of the study is to explore that how student leadership skills can be developed through teamwork activities in classes. The sample of the study was teacher-students and vocational college students. The data

collection was done on students by questionnaires and interviews. The study's findings concluded that leadership could be cultivated through participating in teamwork teaching activities in classes.

Marasi (2019) did an experimental study on developing teamwork skills in college students using experiential activities in a classroom setting. The major objective of the study was to provide systematic team-building training to fill a knowledge gap and skills gap and prepare college students for better employability and future career success. Data from a treatment group and a control group through pre-and post-measures of student perceptions are presented to determine the team-building training's effectiveness. The data analysis was done by Correlations, *t*-tests, and simple linear regressions. The findings of the research were: 1. The team-building training enhances student learning of teams and the team development process and develops students' teamwork skills. The results support the team-building training's effectiveness and students' beliefs of developing teamwork skills and having positive attitudes about teamwork skills.

2.4.7 STUDIES RELATED TO CONFLICT MANAGEMENT SKILL

The investigator reviewed 15 (Fifteen) research studies on conflict management skill. The research studies reviewed were conducted between 1974 and 2021.

Giuliano (1974) conducted a study on the Peer Education programme. The study's major objective was to promote Conflict Resolution Skills among At-Risk School Age Males with a peer education programme. This programme focuses on violence prevention in school-age boys using creative educational techniques and community partnerships—this school-based programme aimed to decrease violent incidents by teaching conflict resolution skills. Conflict resolution skills are taught in the health education component of the school health programme. Skills are taught using a peer education model supervised by the school health nurse and planned with a Violence Prevention Advisory Board. Peer education teams consisting of fifth and sixth-grade boys are trained and serve as peer educators for the boys in K-4. Violence prevention education programme stresses primary prevention and targets at-risk school-age males. The proposal uses a model that promotes the development of student leadership skills and self-esteem. The findings of the study were: 1. The proposal suggests ways to promote school and community involvement using an advisory

board of students, the community, and school leaders. 2. The peer education programme was cost-effective and demonstrated how existing resources could be used creatively within the school setting.

Johnson and Johnson (1996) conducted a review study on conflict resolution**.** The study's major objective was to study the Conflict Resolution and Peer Mediation Programmes in Elementary and Secondary Schools. Researchers have developed these programmes in conflict resolution, advocates of nonviolence, anti-nuclear-war activists, and legal professional members. It was unknown, however, whether the programmes are needed and whether they are helpful. While there are numerous methodological and conceptual problems with the research on conflict resolution and peer mediation programmes, the current evidence indicates 1. Conflicts among students frequently occur in schools (although the conflicts rarely result in serious injury); 2. Untrained students and massive use conflict strategies that create destructive outcomes by ignoring the importance of their ongoing relationships; 3. Conflict resolution and peer mediation programmes effectively teach students integrative negotiation and mediation procedures; 4. After training, students tend to use these conflict strategies, which generally lead to constructive outcomes; and 5. Students' success in resolving their conflicts tends to reduce the number of student-student conflicts referred to as teachers and administrators, which, in turn, tends to reduce suspensions.

Kammerer (1998) conducted a study to review the use of the Conflict Managers programme. The major objective of the study is to examine a student programme (for teaching communication skills) and the ways to apply these skills to resolve their conflicts. The sample was 33 fourth and fifth graders from middle-class families and with varying academic abilities. The Conflict Managers programme comprised four weeks of training, in which students took a pre-and post-test and participated in group activities dealing with perspective-taking, nonverbal communication, the mediation process. Teaching methods included role-play, homework, and lunch meetings. Students were on duty as Conflict Managers in red vests or shirts, readily identifiable by classmates. The findings of the study were: 1. Students showed a greater understanding of conflict as natural and potentially positive following the training. 2. Additional training was needed to assist students in developing better resolutions.

Rashid (2001) conducted a study on Conflict Management for College Student Leaders. The major objective of the study was to examine the effectiveness of conflict

management intervention training on college student organizational presidents' conflict management style. Out of 159 Council of Student Organizational Presidents members, 30 presidents were randomly assigned to the experimental group and 30 to the control group. A pre-test/post-test experimental design was used in administering a self-reporting conflict management style survey to both groups. The researcher designed conflict management skills intervention (10.5 hours) to enhance participants' organizational leadership behaviours in understanding the nature of conflict, conflict management styles, communication, and the conflict management models of negotiation and mediation. The demographic characteristics of both groups were obtained, but no hypothesis was offered. Also, a written Post Assessment Survey was administered. The findings of the study were: 1. A significant increase in the integrating style score and a significant decrease in the experimental group's obliging style score received the treatment. 2. There were no significant differences in post-test scores between the two groups. 3. No relationship between gender and conflict management style. 4. Very high percentage of the experimental respondents agree or strongly agree that conflict management skills intervention increases a leader's capability to promote a collaborative instead of a competitive conflict management style, increases confidence to use conflict constructively, and helps to establish group process understanding within student organizations.

Hogan (2007) conducted a study on conflict resolution intervention programmes. The study's major objective was to find a strategy to help students respond constructively to conflict and develop their social competence skills. A conflict resolution intervention programme was implemented, and the programme's effect on students' conflict management skills was investigated. Over five months, an action research approach was adopted, with 22 sixth class mainstream female students in Dublin's disadvantaged area. Quantitative and qualitative data were collected using several instruments. These included checklists, questionnaires, interviews, observation, and a reflective journal. A conflict resolution programme was adapted and implemented. It involved teaching students to recognize that conflict had a value to understand the five strategies for managing conflict: withdrawing, forcing, smoothing, compromising, and problem-solving/negotiation. Students were also taught to refine and extend their negotiation skills by managing their conflicts as they arose. The intervention programme was taught in twelve one-hour lessons as part of the Social, Personal, and Health Education (SPHE) curriculum using instruction, role-play

debate, and discussion. The findings of the study were: 1. Students took more responsibility for conflict management as students became more proactive in resolving conflicts, and the number of conflict incidents showed a decrease. 2. Beneficial results were also found regarding the effect of the intervention on students with social, emotional, and behavioural difficulties (SEBD). 3. Changes were noted in these children's use of sophisticated problem-solving language.

Kapusuzoglu (2010) surveyed the impact of Conflict Resolution Education (Peer Mediation). The major objective of the study is to examine the impact of Conflict Resolution Education (Peer Mediation) in schools on students' behaviours. The study utilized a semi-experimental design. The sample consists of 203 eighth-grade secondary school students in one Primary Education School in Bolu province in Turkey. Two kinds of evaluation questionnaires developed by Taylı (2006) were utilized. The findings of the study were: 1. Peer mediation provider students found the process and effects of the process highly satisfying, whereas the peer mediation receiver group found the process moderately satisfying experience in all assessed dimensions.

Afful-Broni (2012) conducted a descriptive study on managing conflict. The major objective of the study is to examine the role of school heads in managing conflict. The researcher administered questionnaires and observed respondents' views on the causes, effects, and management of conflict in the Winneba Senior High School. The sample consisted of 173 respondents consisting of the headmistress, and her two (2) assistants, five (5) housemasters and five (5) housemistresses, ten (10) heads of departments, thirty (30) teachers, thirty (30) parents and guardians, ninety (90) students including thirty (30) student leaders formed the sample. The findings of the study were: 1. Conflict in the school originated from threats to students' autonomy, disregard for teachers and student's needs, and struggle over power and scarce resources. 2. Conflict had caused retardation in developmental projects and suspicion and tensions among staff and the community; some conflict had also created positive outcomes such as due recognition to staff and students. 3. As ways of managing conflict, the school heads-built consensus, avoided arguing and blaming staff and students when problems arose.

Caputo (2013) conducted a literature review on conflict management. The objective is to review and discuss the limited research on cognitive biases. This article reviews research from judgment and decision-making, conflict management,

psychology, and management literature to systematize what we already know about negotiations' cognitive biases. Decision-making studies have mainly identified 21 biases that may lead to lower quality decisions. Only five of those biases have been studied relating to negotiations: the anchoring, the overconfidence, the framing, the status quo, and the self-serving bias. Moreover, negotiation literature has identified five biases that affect negotiation processes: the fixed-pie error, the incompatibility error, the intergroup bias, the relationship bias, and the toughness bias. Discriminatory behaviour differs across cultures and emotional moods. Implications for future research include building comprehensive models of how negotiators can overcome cognitive biases, study interconnections between different biases, and increase the studies' complexity to provide practitioners with more practical advice. The literature reviewed in this paper spans diverse disciplines and perspectives. It can be a starting point for researchers interested in understanding how cognitive biases affect negotiations.

Chan *et al.,* (2014) conducted a cross-sectional survey to examine the conflict management styles. The study's major objective was to investigate emotional intelligence and implicit personality theories with conflict management styles. It took place at a nursing school at a university in Hong Kong. Five hundred sixty-eight undergraduate nursing students participated. Students completed a questionnaire consisting of demographics, Measure of Implicit Theories of Personality, The Schutte Emotional Intelligence Scale (SEIS), and the Rahim Organizational Conflict Inventory-II (ROCI-II), an HKD 20 book coupon compensation. The data were analyzed by descriptive statistics, reliability analyses, *t*-tests, correlation, and linear regression analyses. Students used to oblige and integrating most frequently, using the dominating least for managing conflict with clinical supervisors. The findings of the study were: 1. Emotional intelligence was a significant predictor of all five conflict management styles. The higher the emotional intelligence, the more students integrate, oblige, compromise, and dominate. 2. The lower the emotional intelligence, the more students used to avoid. 3. There was a significant association between implicit theories of personality and compromising. 4. The less malleable students perceived their personalities, the more they used compromising**.**

Oredeina and Eigbe (2014) have investigated the leadership negotiation processes' skill. The objectives of the study were: 1. To examine the factors that cause conflicts in universities. 2. To understand the negotiation techniques that can be adopted for

conflict resolution. The research was to elicit information on the lecturers' perceived leadership negotiation skills as a correlate of intra-varsity conflict resolution. Proportionate stratified and straightforward random samplings selected 180 and 360 academic staff and students from two universities. A four-point Likert-scale questionnaire designed by the researcher containing 25 items was used. The reliability coefficient of 0.70 was obtained using Test Re-test statistical tool. Mean, Standard Deviation computation, and Pearson Product Moment Correlation was used for data analysis at a 0.05 percent significance level for the demographic data and the research questions. The findings of the study were: 1. There was a significant positive relationship between leadership negotiation processes' skill and university conflict resolution. 2. Leadership negotiation processes' skill correlated intra-varsity conflict resolution at the University of Ibadan, and Lead City University was investigated as case studies. The paper also determines the gender perception difference in both universities' negotiation processes. The study population involves all lecturers at the University of Ibadan and Lead City University, Ibadan, Oyo State, Nigeria. A total of 540 respondents was used for the study. The data were subjected to statistical tests and analyses using descriptive statistics, Pearson Moment Correlation, and t-test. The findings of the study were: 1. Student unionism was the major factor responsible for student-student conflicts, and the relationship was the most negligible factor. 2. The negotiation process was one of the most common forms of dispute resolution. The null hypothesis was rejected, implying a positive relationship between negotiation processes and university conflict resolution.

Erzen and Armagan (2015) conducted a meta-analytic study on conflict management. The major objective of the study was to investigate the impact of leadership on conflict resolution. A literature survey identified 485 research studies, 32 of which were included in the meta-analysis. A total of 6,838 individuals were gathered from the 32 research studies. A random-effects model's analytic results revealed that leadership has a small but considerable impact on conflict management.

Labrague and Petitte (2017) had reported on conflict management styles. This integrative review on conflict management styles among nursing students appraised and synthesized existing empirical studies. An integrative review method guided this review. Five (5) bibliographic databases (CINAHL, Medline, Psych Info, Embase, and SCOPUS) were searched to locate relevant articles. An electronic database search was performed in December 2016 to locate studies published from 2007 onwards.

Thirteen (13) articles met the inclusion criteria. Nursing students preferred 'constructive/positive conflict management styles' when handling conflicts. However, more studies are needed to identify factors that may affect their choice of styles. Further, this review emphasized the need for empirical studies to identify appropriate interventions to effectively enhance nursing students' skills in managing conflicts using rigorous methods. A structured training programme on conflict management assists nursing students in developing complementary conflict management styles.

Ay *et al.,* (2019) examined the effects of negotiation and peer mediation on students' conflict resolution and problem-solving. The major objective of the study was to examine the effects of the negotiation and peer mediation training programme on conflict resolution and problem-solving skills. The sample of the study was forty-four students attending the "Children's University" summer school of fourth-, fifth- and sixth-grade students. The research was conducted in the pre-test-post-test design without a control group. For data collection, the students were subjected to the Conflict Resolution Skills Scale and Problem-solving Inventory for Children before and after the programme. The pre-test and post-test scores of both instruments total tests and subscales were analyzed with dependent samples t-test. The findings of the study were: 1. The training programme was not effective on problem-solving but reduced "obliging" and "avoiding" behaviours. 2. Results achieved in the other Conflict Resolution Skills Scale subscales were not coherent with the literature.

Chandolia and Anastasiou (2020) surveyed leadership and conflict management styles. The major objective of the study was to evaluate the topic of school conflict, its roots, and the efficacy of various conflict management approaches in Greek Secondary Education school units. Teachers (n = 128) from twelve randomly selected schools in Epirus, N.W. Greece was included. Teachers were polled about their perceptions of their school principal's leadership style, as well as the sources, types, and intensity of conflict in their school unit. The findings of the study were: 1. Conflict proved to be a common concern in schools. 2. Interpersonal and organizational factors were familiar sources of conflict. 3. School leaders used a variety of dispute resolution techniques. Smoothing and forcing were the most common styles found, followed by Compromise and Collaboration. 5. School administrators were less likely to avoid confrontation. 6. Transformational and transactional leadership styles were equally effective in successfully resolving

conflicts. However, laissez-faire leadership was not. The findings suggest that conflict management effectiveness is linked to leadership and conflict management style.

Valente and Lourenço (2020) investigated the impact of teachers' emotional intelligence on the conflict in the classroom. The major objective of the study was to see how teachers' emotional intelligence affects classroom conflict management. Furthermore, the association between teachers' emotional intelligence and gender, teaching experience, and academic preparation was investigated. A total of 382 Portuguese teachers were included in the study. The data was collected by the Emotional Skills and Competence Questionnaire for Teachers, the Rahim Organizational Conflict Inventory-II—Portuguese Version in School Context, and a personal and professional data inquiry. Structural equation modelling was utilized over here for data analysis. The finding of the study was that teachers who tend to have higher levels of emotional intelligence employ more integrating and compromising strategies for conflict management. Considering these findings, emotional skill programmes should be included in teachers' academic training to promote their emotional intelligence and give them tools to manage classroom conflict constructively.

Li (2021) did a cross-sessional study on Critical thinking, an essential skill that medical students need to master due to the necessity of making complex judgments in healthcare settings and examining medical students' critical thinking and the associated factors that can inform educators how to equip students for effective critical thinking. This research aimed to evaluate critical thinking among medical students, and the correlations of emotional intelligence and five conflict management styles with critical thinking were also investigated. A cross-sectional study of medical students from the Jilin University was conducted using a questionnaire. The sample consisted of 269 medical undergraduates. Data were analysed using t-tests, one-way ANOVA, Pearson correlation analysis, and linear regression analysis. The findings of the study were: 1. The more students used the domination and compliance styles, the more negative their critical thinking score was. 2. Potential links between medical students' critical thinking, emotional intelligence, and conflict management skills are needed to make critical clinical judgements, manage their own emotions and the emotions of others, and manage workplace conflict.

2.5   IMPLICATION FOR THE PRESENT STUDY

The critical analysis of the literature reviewed has significant implications for the present study.

Out of the studies reviewed, there were a total of 19 studies that focussed on leadership development opportunities, leadership styles, role and personality of leaders, environment and social skills; soft skill, leadership activities, management leadership behaviours, traits and qualities *(Kumar, 1964; Antoni, 2001; Waters et al., 2003; Marta et al., 2004; Foley, 2005; Hare and Mcguinness, 2005; Blackwell et al., 2007; Mozhgan et al., 2011;* Chesnut and Tran-Johnson**,** 2013*; Love and Anthony, 2013; Brill et al., 2014; Quince et al., 2014; Niculescu, 2015; Saari and Ghani; 2015; Tross and Esther, 2015; Parlar et al., 2017; Sobri et al., 2019; Williams et al., 2018; Channing, 2020 & Suciyani et al., 2020).*

There were several studies that focused on leadership skills, leadership skill development and leadership training *(Sinha, 1966; Darji, 1975; Sharma, 1976; Picus, 1983; Bransford et al., 1986; Britton and Tesser, 1991; Geban, 1992; Trueman and Hartley, 1996; Kezar and Moriarty 2000; Winefield and Hensen, 2000; McAllister and Irvine, 2002; Asemanyni, 2004; Henry, 2005; Blackwell et al., 2007; Claessens et al., 2007; Cain and Carnellor, 2008; Kataoka et al., 2009; Hojat et al., 2009; Calsikan et al., 2010; Mercanlioglu, 2010; Perveen, 2010; Sulak, 2010; Cemaloglu and Filiz, 2010; Baghcheghi et al., 2011; Patterson et al., 2012; Venkatraman, 2011; Ahghar, 2012; Iksan et al., 2012; Holt and Marque, 2012; Lee and Gu, 2013; Ahiatrogah and Koomson, 2013; Nadinloyia et al., 2013; Oredeina and Eigbe, 2014; Marpa, 2014; Huff and Lee, 2014; Miqdadi et al., 2014; Rodzalan and Saat, 2015; Adebayo, 2015; Akcoltekin and Alpturk, 2015; Nasrullah and Khan, 2015; Chik, 2016; Guclu, 2016; Oyuga, 2016; Rai, 2016; Alsalem et al., 2017; Cansoy, 2017; Ghiasvand et al., 2017;Kim et al., 2018; Pohontsch et al., 2018; Sousa and Rocha, 2018; Sapriadil et al., 2018; Yulindar et al., 2018; Mohd Razali et al., 2018; Sainz et al., 2019; Adams and Blair, 2019; Channing, 2020 & Khan et al., 2020).*

There were studies conducted on time management practices (*Britton and Tesser, 1991),* co-relation of time management with academic performance *(Trueman and Hartley, 1996; Mercanlioglu, 2010; Marpa, 2014; Miqdadi et al., 2014; Aduke, 2015; Adebayo, 2015; Nasrullah and Khan, 2015; Oyuga, 2016; Rai, 2016; Ghiasvand et al., 2017; Alsalem et al., 2017; Mohd Razali et al., 2018; Khan et al., 2020; & Alyami et al, 2021),* review study on time management *(Claessens et al., 2007; Cemaloglu*

and Filiz, 2010; & Adams and Blair, 2019), co-relation of time management with other variables *(Akcoltekin and Alpturk, 2015),* impact of training *(Nadinloyia et al., 2013; Adams and Blair, 2019; & Sainz et al., 2019)* and sensitization towards time management *(Mathur et al., 2021)* were examined.

There were studies conducted on impact of goal setting on school students *(Idowul et al., 2014),* identification of the motives for professional goal *(Greco, 2016),* the impact of goal setting on academic performance *(Wilson, 2012; Doston, 2016 &* Yusuff, 2018), the interrelation between the goal and student motivation *(Moeller et al., 2012),* and case study on instructions on goal setting *(Rowe et al., 2017).*

The various studies related to communication were reviewed where, the major focus were on communication as a skill *(Kezar and Moriarty, 2000; Asemanyni, 2004; Rathee and Rajain*, *2018 & Sousa and Rocha, 2018),* communication skill with various other skills *(Winefield and Hensen, 2000; Baghcheghi et al., 2011; Lee and Gu, 2013; & Huff and Lee, 2014),* enhancement of communication skill *(Chik, 2016; & Sapriadil et al., 2018),* and level of communication skill *(Iksan et al., 2012).* In one study, communication, teamwork, and leadership were interrelated *(Hashim et al., 2019)* and in another study the importance of communication skill education among adult students *(Guclu, 2016)* was reflected.

For empathy skill, various studies conducted as Importance of empathy amongst leadership skills *(Holt and Marque, 2012),* the role of empathy *(McAllister and Irvine, 2002),* the study on psychometric properties (different variables) *(Kataoka et al., 2009, Hojat et al., 2009; & Berduzco-Torres et al., 2021),* and training in social learning and empathy *(Sklad et al., 2012, Cain and Carnellor, 2008; & Nunes et al., 2011),* intervention programme *(Cutcliffe and Cassedy, 1999 & Durlak and Weissberg, 2011),* association of emotional intelligence, academic self-efficacy, and self-leadership *(Lee, 2015),* and training *(Cunico et al., 2012 & Pohontsch et al., 2018)* were examined.

The various studies on problem-solving skill with its related dimensions were carried out *(Henry, 2005 & Rodzalan and Saat, 2015),* the conceptualization of problem-solving skill *(Bransford et al., 1986 & Ahghar, 2012),* model concept to enhance the level of problem-solving ability *(Middingham et al., 2018 & Yulindar et al.,* 2018), problem-solving strategies *(Calsikan et al., 2010 & Sulak, 2010),* problem solving skill in curriculum *(Picus, 1983)* problem-solving approaches *(Geban, 1992 & Perveen, 2010),* training on problem solving *(Parvathy and Pillai, 2015),* dynamics

and development of problem solving skill *(Klegeris et al., 2017 & Tientongdee et al., 2018),* and role of problem solving to be innovative *(Kim et al., 2018).*

In the team building, various studies were on teamwork as a skill *(Hobson et al., 2013),* teamwork leading to learning *(Ranilla et al., 2014; Phalane and Pitsoe, 2014 & Schraeder and Bandow, 2016),* team building activities/methods *(Bolton, 1999; Hazeldine, 2002; Ekimova and Kokurin, 2015 & Chen, 2019),* team-based learning course *(Tarricone and Luca, 2002; Bouw, 2017; Doshi, 2017; McEwan, 2017 & Punja, 2014),* team building as leadership skill *(Sairam et al., 2017 & Koeslag-Kreunen et al., 2018),* and literature were reviewed *(Garcia et al., 2016).*

In conflict management, various studies were as conflict management style among the students *(Rashid, 2001; Afful-Broni, 2012; Chan et al., 2014;* Labrague and Petitte, 2017 & *Chandolia and Anastasiou, 2020*), peer group education programme and leadership skill *(Giuliano, 1974 & Kapusuzoglu 2010),* correlation study *(Oredeina and Eigbe, 2014),* literature review *(Johnson and Johnson, 1996; Caputo, 2013; Erzen and Armagan, 2015 & Zafar et al., 2020),* a conflict resolution intervention programme *(Kammerer, 1988 & Hogan, 2007),* conflict in relation with other skills (*Kammerer, 1988 &* Yuan, 2021), and a relationship between conflict management and leadership *(Erzen and Armagan, 2015; Ay, 2019; & Valente and Lourenço, 2020)* were studied.

There were more than 50 studies focussing on the enhancement and achievement of different leadership skills, whereas more than 15 studies were on the intervention programmes for skill development *(Sinha, 1966; Hare and Mcguinness, 2005; Venkatraman, 2011; Wilson, 2012; Moeller et al., 2012; Hobson et al., 2013; Idowul et al., 2014; Miqdadi et al., 2014; Doston, 2016; Greco, 2016; Parlar et al., 2017; Rowe et al., 2017; Williams et al., 2018 & Yusuff, 2018).* The reviews supported that the training programmes had a positive impact, which gives a scope to develop the skills of adolescent students with the help of the intervention. There were a total of 13 studies reviewed on the leadership development programmes. The development of leadership skills through a programme *(Addison, 1985; Mbele and Msomi, 2006; Posner, 2009; Durlak and Weissberg, 2011; Phillips et al., 2011; Rosch and Caza, 2012; Chesnu*t *and Tran-Johnson, 2013; Kristina et al., 2014; Rosenberg et al., 2017; & Grossman and Sharf, 2018),* and in more than two studies, comparison of two leadership programmes and different dimensions *(Velayudhan, 2011; & Sugiyam et al., 2016)* were studied. In one study, the review was done on different leadership

programme *(Karagianni and Montgomery, 2017)*. The reviewed studies implied that the implementation of the programme for leadership development positively impacted the students' learning. Such studies further imply that leadership skills are not specific behaviour or skill, it comprises different skills that combine, and if such skills can be components in a formal educational programme, it can lead to the development of an individual.

The studies specifically related to adolescent students were also reviewed. The investigator's focus was on developing leadership skills among secondary school students therefore the reviews were related to the studies on the implementation of skill development/leadership skill programmes. Some studies reflected the student's experiences on life-oriented programmes. There were more than six studies on skills of adolescent students/high school students *(Sharma, 2003; Archard, 2012; Parvathy and Pillai, 2015; Shah and Pathak, 2015; Tross and Esther, 2015 & Parkhill et al., 2018)*

Moreover, the reviews revealed a significant impact of skill development on the students' academic achievement, study habits, and other behavioural patterns. However, the studies related to the school students emphasized on academic achievement or correlation with other factors/variables. Many studies to develop leadership skills at the secondary school level could not be found. So, even though many reviews were found in the field of leadership and its dimensions, there is still a requirement to enhance skill development standards among school students in India. The training programmes had a positive impact on the development of the skill, although it did not lead to significant differences in some cases, so it is required to evaluate the impact of the training programme critically. Though, leadership skills are not easy to develop yet by practice, and they can be inculcated. Academic achievement is also associated with skill development. The teachers' and facilitators roles cannot be denied, and their views also help in deciding the strategies of the leadership practices *(Esther, 2015; Parlar et al., 2017 and Sousa and Rocha, 2018)*. The in-depth data was gathered to determine what, where, how, and why of the leadership development of adolescents. The analysis of analytical reviews gave enormous information regarding leadership, which facilitates the development of leadership programmes/training; it also gives suggestive measures in terms of recommendations and suggestions. The investigator has reviewed extensively the

leadership studies on students, however, could not find research that focused on two or more leadership skills.

In terms of type of research carried out, the reviews had varied research designs that included surveys, correlations, experimental, case studies, longitudinal studies, however, the largely used research design was the survey were-in more than 40 studies included the perception of teachers, students, administrators depending upon their work, need and status of leadership and its related intervention. *(Kumar, 1964; Rasool, 1969; Kammerer, 1988; Britton and Tesser, 1991; Bolton, 1999; Tarricone and Luca, 2002; Sharma, 2003; Marta et al., 2004; Foley 2005; Hare and Mcguinness, 2005; Hojat et al., 2009; Phillips et al., 2011; Chan et al., 2014; Hobson et al., 2013; Lee and Gu, 2013; Oredeina and Eigbe, 2014; Niculescu, 2014; Brill et al., 2014; Huff and Lee, 2014; Idowul et al., 2014; Rodzalan and Saat, 2015; Saari and Ghani 2015; Ekimova and Kokurin, 2015; Adebayo, 2015; Shah and Pathak, 2015; Oyuga, 2016; Doston, 2016; Bouw, 2017; Channing, 2020; Zafar et al., 2020 & Chandolia and Anastasiou, 2020).* One study is semi-experimental in nature as it is combined with a survey (*Kapusuzoglu, 2010*), in more than three studies, case study was also focused on leadership aspects *(Henry, 2005; Rowe et al., 2017; Zafar et al., 2020).* Eight longitudinal studies also had their scope for in-depth study and measured the leadership variables *(Posner, 2009; Kataoka et al., 2009; Hojat et al., 2009 & Cunico et al., 2012).* In these reviews, there were ten meta-analytical reviews *(Johnson and Johnson, 1996; McAllister and Irvine, 2002; Waters et al., 2003; Holt et al., 2011; Durlak and Weissberg, 2011; Erzen and Armagan, 2015; Sousa and Rocha, 2018 & Koeslag-Kreunen et al., 2018).* Three comparative studies *(Trueman and Hartley, 1996; Venkatraman, 2011 & Doshi, 2017)* compared two forms of students or different dimensions. More than five explorative studies explored the importance of leadership skills in students' lives *(Hazeldine, 2002; Quince et al., 2014; Shah and Pathak, 2015; Alsalem et al., 2017; & Parkhill et al., 2018).* There were more than six evaluative studies *(Love and Anthony, 2013; Patterson et al., 2012; Winefield and Hensen, 2000; Cain and Carnellor 2008; Ekimova and Kokurin, 2015; & Punja, 2014)* that had investigated the impact of various training/classroom practices/ programmes that focused on the leadership development or any specified skill. Evaluation of the skill development was done with the help of experimental design (more than 15 studies) *(Geban, 1992; Rashid, 2001; Henry, 2005; Mbele and Msomi, 2006; Hogan, 2007; Cemaloglu and Filiz, 2010; Perveen 2010; Baghcheghi*

et al., 2011; Cunico et al., 2012; Moeller et al., 2012; Nadinloyia et al., 2013; Idowu et al., 2014; Chik, 2016; Ghiasvand et al., 2017; James, et al., 2017; Yusuff, 2018; & Sapriadil et al., 2018).

Different data types always have their own effectiveness, if we want to get in-depth information and want to analyze deeply, the qualitative study is better in understanding the concepts of leadership. On the other hand, if the investigator wants to measure/evaluate variables on some significant points, a quantitative study could be more effective. There were various reviews where both methods were also applied, and it presented the findings in a more detailed way. Triangulation was also used in a mixed-method study. In terms of data analysis, out of the studies reviewed, more than 20 studies were qualitative analyses in nature (*Kumar, 1964; Sinha, 1966; Giuliano, 1974; Addison, 1985; Hazeldine, 2002; Calsikan et al., 2010; Cemaloglu and Filiz, 2010; Sulak, 2010; Schraeder and Bandow, 2016; Nadinloyia et al., 2013; Brill et al., 2014; Kristina et al., 2014; Quince et al., 2014; Miqdadi et al., 2014; Saari and Ghani 2015; Esther, 2015; Oyuga, 2016; Rowe et al., 2017; Ghiasvand, et al., 2017; Rosenberg et al., 2017; & Suciyani et al., 2020).* In contrast, in more than five studies *(Mbele and Msomi, 2006; Hogan, 2007; Brill et al., 2014; Nasrullah and Khan, 2015; Saari and Ghani, 2015; Parlar et al., 2017; Yulindar et al., 2018; & Channing, 2020)* quantitative analysis was done. However, there were more than ten studies where the mixed - method was used *(Asemanyni, 2004; Hogan, 2007; Iksan et al., 2012; Chan et al., 2014; Oredeina and Eigbe, 2014; Nasrullah and Khan, 2015; Greco, 2016; Parlar et al., 2017; Tientongdee et al., 2018; Yulindar et al., 2018; Sousa and Rocha, 2018; & Mathur et al., 2021).*

In terms of tools used for data collection, out of the studies reviewed, the studies' data collection tools also varied as it depends on the objectives and the research design. In more than 35 studies, questionnaires were the most familiar tool, as in a survey, it was the most relevant tool to get information *(Kumar, 1964; Sinha, 1966; Rasool 1969; Britton and Tesser, 1991; Sharma, 2003; Asemanyni, 2004; Calsikan et al., 2010; Mercanlioglu, 2010; Cemaloglu and Filiz, 2010; Sulak, 2010; Kapusuzoglu, 2010; Afful-Broni, 2012; Ahghar, 2012; Iksan et al., 2012; Nadinloyia et al., 2013; Oredeina and Eigbe, 2014; Chan et al., 2014; Marpa, 2014; Miqdadi et al., 2014; Niculescu, 2015; Ekimova and Kokurin, 2015; Ghiasvand et al., 2017; Parlar et al., 2017; Sairam et al., 2017; Rosenberg et al., 2017;* Yusuff, 2018*; Sousa and Rocha,*

2018; and Rathee and Rajain, 2018; Hashim et al., 2019; Chen, 2019; Sainz et al., 2019; Adams and Blair, 2019; Valente and Lourenço, 2020; Alyami et al, 2021; & Yuan, 2021). In three studies, inventories were used *(Kumar, 1964; Chan et al., 2014; Kim et al., 2018; Khan et al., 2020; & Valente and Lourenço, 2020)* in more than ten studies; demographic details had a prominent effect on the findings of the study *(Kumar, 1964; Trueman and Hartley, 1996; Kezar and Moriarty, 2000; Rashid, 2001; Foley, 2005; Oredeina and Eigbe, 2014; Marpa, 2014; Alsalem et al., 2017; & Mohd Razali et al., 2018).* In more than five studies, focus group discussions (*Sharma, 2003; Hobson et al., 2013; Niculescu, 2015; Quince et al., 2014; & Esther, 2015)* were used. In more than ten studies, the interview was used (*Britton and Tesser, 1991; Asemanyni, 2004; Iksan et al., 2012; Hobson et al., 2013; Esther, 2015; Parlar et al., 2017; Parkhill et al., 2018; Chen, 2019; & Zafar et al., 2020).* However, the Focus group discussion and interviews were more commonly used in qualitative analysis. In cases of the survey, in more than 15 studies, the interview was used, and in two studies, videotapes were used, whereas the document analysis was done in meta-analytical studies (*Hazeldine, 2002; Sklad et al., 2012; Archard 2012; Phalane and Pitsoe, 2014; Claessens et al., 2007; McEwan, 2017; Tientongdee et al., 2018;* Labrague and Petitte, 2017 & *Pohontsch et al., 2018).* In some cases, specified tools like Time Management Scale, Empathy Scales, and standardized tools *(Hazeldine, 2002; Marpa, 2014; Guclu, 2016; Ay, 2019; Adams and Blair, 2019; & Valente and Lourenço, 2020)* were also utilised. Leadership was an attribute that cannot be defined or confined in one boundary, and it cannot be generalized; there was a scope for the investigator to develop self-made tools to evaluate /examine the variables.

Appropriate data analysis techniques were applied to the studies reviewed for the study's objectives and data collection tools. In many studies (more than 15 studies), correlation analysis was done (*Rasool 1969; Britton and Tesser, 1991; Geban, 1992; Trueman and Hartley, 1996; Kataoka et al., 2009; Cemaloglu and Filiz, 2010; Moeller et al., 2012; Lee and Gu, 2013; Nadinloyia et al., 2013; Chan et al., 2014; Brill et al., 2014; Oredeina and Eigbe, 2014; Ranilla et al., 2014; Niculescu, 2015; Akcoltekin and Alpturk, 2015; Nasrullah and Khan, 2015; Ghiasvand et al., 2017; Mohd Razali et al., 2018; Adams and Blair, 2019; & Khan et al., 2020).* Descriptive analysis (in more than 30 studies) had its placement in the survey and experimental research design *(Sharma, 2003; Calsikan et al., 2010; Sulak, 2010; Mercanlioglu, 2010; Ahghar, 2012; Chan et al., 2014; Miqdadi et al., 2014; Ranilla et al., 2014;*

Oredeina and Eigbe, 2014; Idowul et al., 2014; Saari and Ghani 2015; Nasrullah and Khan, 2015; Parvathy and Pillai, 2015; Sugiyam et al., 2016; Oyuga, 2016; Sobri et al., 2019; Parkhill et al., 2018; Sainz et al., 2019; & Mathur et al., 2021). In more than 15 studies, t-test/ANOVA was mainly used for comparative studies and experimental studies *(Kataoka et al., 2009; Nunes et al., 2011; Chan et al., 2014; Lee and Gu, 2013; Akcoltekin and Alpturk, 2015; Sugiyam et al., 2016; Guclu, 2016; Doshi, 2017; Sairam et al., 2017; &* Yuan, 2021). In more than five studies, inferential statistics were used *(Rashid, 2001; Mercanlioglu, 2010; Ahghar, 2012; & Sobri et al., 2019).* In more than ten studies, factor analysis was used (*Sharma, 1976; Hare and Mcguinness, 2005; Kataoka et al., 2009; Mercanlioglu, 2010; Mercanlioglu, 2010; Parvathy & Pillai, 2015; Mohd Razali et al., 2018; & Hashim et al., 2019)* whereas content analysis was also done in few studies *(McAllister and Irvine, 2002 & Baghcheghi et al., 2011).* An achievement test was taken in more than five studies (*Moeller et al., 2012; Chan et al., 2013; Nasrullah & Khan 2015; Klegeris et al., 2016; Doston, 2016 & Rowe et al., 2017).* (*Asemanyni, 2004; Baghcheghi et al., 2011; Iksan et al., 2012; & Afful-Broni*, 2012) had followed the experimental research design; In more than 12 studies, document analysis was done *(Bransford et al., 1986; Bolton, 1999; Phalane and Pitsoe, 2014; & McEwan, 2017)* whereas, in more than seven studies, with an experimental research design, Mann-Whitney u test was used *(Hogan, 2007; Cemaloglu and Filiz, 2010; Ranilla et al., 2014; & Ghiasvand et al., 2017).*

Considering the review of literature conducted, the methodologies used therein, and the reviews' findings, the investigator was interested in working on the leadership skills of school students. The incorporation of various leadership skills components together in one programme gives a higher scope for the development of skills in student leadership. All the skills that impact leadership behaviour cannot be incorporated together, so the investigator had made a significant analysis of the reviews and came out with seven necessary skills that were important in an adolescent student life and with practice, it can be developed and demonstrated during his life. The investigator found gaps in terms of programme development among adolescent students. It has been observed that training can enhance the learning of a skill, and skills training shows significant improvement among students. The literature review provided insights into critical areas like developing various leadership skills like conflict management, time management, and goal setting skills. The studies also

focused on leadership qualities, traits, and leadership development through programmes among students.

However, the investigator could not find any research on developing and implementing seven leadership skills: Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem-solving Skill, Empathy Skill, and Goal Setting Skill in secondary school students. While reviewing the literature, the investigator concluded that there were studies related to skill development among students, but only a few studies focused on developing skills among school students through a leadership development programme. The different leadership skills also have a great scope, but studies including different leadership skills in one leadership programme have not been common especially in Indian schools. Therefore, the review has helped the investigator to take the benefit of the surveys, to find out the status of leadership development, identify leadership skills components, develop a programme, and implement it. The critical analysis and in-depth conceptualization have helped to develop the programme *(Kataoka et al., 2009; Schraeder and Bandow, 2016; Kristina et al., 2014; Oyuga, 2016; & Sairam et al., 2017).* An experimental research design has good scope for implementing a leadership programme for developing skills in students. However, out of the literature reviewed the investigator did not come across any experimental study which focuses on the development of seven skills together among the students.

Chapter II has presented a critical review of the related literature for the present Investigation. In the light of the review of previous studies and with a focus on their objectives, methodologies, and findings, it was thought to develop a Student Leadership Programme (SLP) for developing leadership skills in secondary school students. The methodology used has been discussed in the next chapter.

VISUAL REPRESENTATION

Studies related to the status of leadership skill development in students
(27 research studies)

Studies related to the leadership skill developmental program
(13 research studies)

CHAPTER-2

Review of Related Literature

(143 research studies)

Studies related to leadership skills
(103 research studies)

Time Management
(21 research studies)

Goal Setting
(07 research studies)

Communi-Cation
(15 research studies)

Empathy
(13 research studies)

Problem-Solving
(16 research studies)

Conflict Management
(15 research studies)

Team Building
(17 research studies)