

CHAPTER-V

SUMMARY, FINDINGS & CONCLUSION

5.1 INTRODUCTION

The necessary knowledge, information, understanding, and life experiences start from home and continue till school. Teachers develop various academic skills among students during the teaching-learning process. Nevertheless, apart from necessary academic skills, school education must impart various other skills to prepare the students for the future and effectively face life's challenges. As our country tries to reform the educational system and improves student outcomes, student leadership skills have always been high on the education-related policy agenda. Building up a world-class education and globalised skill system, strong leadership at the school level is very critical. Today schools operate in complex environments. Education leaders work together in a self-improving system at every level, providing mutual support and challenges to raise all the schools' standards. Teachers and school administrators must lead more than just a classroom lesson and teaching process to work effectively. Students need to experience leadership opportunities during their schooling like life-like learning, the art of building interpersonal relationships with their classmates, defining their identities, and achieving prescribed tasks effectively and efficiently. WHO (2010) has recognized that "adolescents can develop strong reasoning skills, logical thinking moral thinking, and can become more capable for abstract thinking and rationalised judgments." In the school, the secondary school students are at the adolescent phase. As per the Secondary Education Commission (1952-53), "a special function of the secondary school is to train the secondary school students so that they can take the responsibility of the leadership - in social, political, industrial or cultural fields-in their small groups of community or locality." It further recommends that each student must be skilful before completing the school education. The value of skill development is well presented in policy perspectives as policymakers are stakeholders who could make recommendations for developing skills among the students at the institutional level. It is important to consider policy perspectives, as it offers an understanding of the value of realistic exposure to skill

development and reflects how educational institutions, especially schools, can work for skill development.

5.2 Policy Perspectives

Various Government recommendations like National Policy on Education (NPE, 1986), Programme of Action (POA, 1992), National Council of Education and Research Training (NCERT, 2000), National Curriculum Framework (NCF, 2005), National Education Policy (NEP, 2020), different committees and commissions have made valid recommendations regarding skill development at the school level.

The Secondary Education Commission (1952-53) worked on society's requirements concerning secondary school students. They emphasized student skills growth so that they can be a good individual in the future. Later, in a sequence, Education Commission (1964-1966) had emphasized that secondary education must have two objectives: prepare a university student and prepare a student for some vocation in life. Based on educational values, NCERT (2000) prepares the curriculum for all school education stages. It claimed that "core skills such as problem-solving, critical thinking, communication, self-awareness, coping with stress, decision-making, creative and generative thinking, interpersonal relationships, and empathy are essential for growth." Further, National Education Policy (NEP, 2020) proposes establishing skill labs in collaboration with local technical courses. This policy removes the rigid boundaries between art, commerce, and science. It provides students with much-needed fluidity to hone their abilities and cognitive skills.

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

5.3 Leadership Theories

The leadership literature shows that with time, views are refined and modified. None of the theories is obsolete or can be considered a perfect leadership conception. These theories are constructed and tested by examining the successes and the failures or loopholes of the primitive theories, although not a single theory was discarded.

The Great Man Theory (1860) implies that leadership was principally concerned with identifying and selecting the person rather than developing a person. The second segment came for Trait Theory (the 1890s) to identify personality traits and factors linked to successful leadership (although situations are not concerned). After this, the theorist understood that all the leading characters are not innate, many characters can be learned, and the leader's behaviour is the most critical concern. Later, the Behavioural Theory of leadership (the early 1900s) focuses on how leaders behave towards their subordinates in various contexts. It was observed that a leader's relation with other people has a significant impact on the sustainability of their leadership behaviour for the long term. On this point, Fiedler's Least Preferred Co-worker (LPC) Theory came, that divided leaders into two types that are relationship motivated and task-motivated groups. Later, the Situational theory (1969) matches the leadership style with individual experience. Once the understanding of leader and followers came into existence, the relationship took a toll on developing the relational school of leadership. In the 1970s, the Leader-Member Exchange Theory indicated that leaders develop distinctive relationships with trusted followers. Additionally, House, (1996) discussed about this theory that it "suggested that the leader's responsibility is to develop and control for individual and team goals and put forward the concern for working environment."

In the modern aspect, transformational leadership theory prevails where the leadership transforms an individual according to the situation and makes an individual set to work in any situation. Barnabas and Clifford (2012) discussed various dimensions of servant leadership that emphasizes collaboration, trust, empathy, and ethics. In most recent times, skills theory was given by David Burkus (2010) that highlighted "the five important skills as competencies, individual attributes, leadership outcomes, career experiences and environmental influences."

5.4 Leadership: Meaning and Concept

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

Leadership in Traditional Scriptures

Traditional scriptures had given various views of leadership. Bhagwat Gita talks about a humanistic leader: “A leader is a person who acts without any self-gain and who has a great personal concern for their followers” (Rarick and Nickerson, 2009). In leadership, the culture of Buddhism emphasized the importance of maintaining one’s beliefs, advocating self-management, and developing one’s capabilities. According to Islamic literature, the one in charge or command of others is a leader. According to Biblical leadership, leadership is simple yet simultaneously incredibly complex. It is clear from these points of view that leadership is a work of responsibility, and it is a duty that is needed to be performed by all individuals.

Emerging concept of leadership (1900s-2020)

Burns (1918) defined leadership as a mobilization process undertaken by individuals using the power and access to resources in a context of competition and conflict in their pursuit of goals.

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

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

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

We can say that leadership is an individual’s ability to induce subordinates to work with confidence and zeal. It is all about solving problems and handling things with firm decisions in an effective manner.

There are different facets of leadership, but before understanding different dimensions of leadership, it is essential to comprehend self-leadership. No one can go for actual improvement until one gets a desire for self-motivation via self-leadership. Self-motivation is an aspect of the leader in which he/she is prepared to resolve the obstacles that ultimately help to understand themselves and the value of improving

skills in everyday life. So, if individuals want to go for any developmental changes, it is essential to develop themselves first. Therefore, it becomes necessary to understand the meaning and concept of self-leadership.

5.5 Self-Leadership: Meaning and Concept

Self-leadership theory is described by Manz (1983, 1986) as the “process of influencing oneself rather than followers’ rule on all.” Self-leadership is a contemporary and critical topic in today’s complicated and dynamic workplace, particularly when educating people for leadership positions or building and enhancing self-leadership skills, cognitions, and behaviours. Social learning theory (Bandura, 1977) and social cognitive theory (Bandura, 1986) had built the theoretical foundation of self-leadership.

It focuses on the self-influencing process through which individuals can control their behaviour, influence, and lead to self to achieve the self-direction and self-motivation necessary to perform. Whenever there is a thought to motivate or lead others, the individual must be self-motivated. It is vital to have an essence of self-leadership, to acquire the quality to lead others. After understanding the meaning and definition of leadership, it is now necessary to understand the nature of leadership that helps to reflect the leader’s characteristics in various circumstances.

5.6 Nature of Leadership

Leadership is an art to handle a group of individuals in a very effective manner. It can be defined both as process and property. Bass and Stogdill (1990) cited that “Leadership is a systematic process that consists of a purposeful and organized search for changes, systematic analysis, and the capacity to move resources from areas of lesser to greater productivity.” It is a human quality that brings a group of people together and encourages others to unite. It also involves a community of interest between the leader and followers. It is the set of characteristics that are credited to people who are leaders. It involves a goal-oriented approach where the leader must set clear and specific goals where it is known, based on established experience.

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

5.7 Leadership Skills

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

Regarding discussing the definition of leadership skills, various researchers have worked on this aspect and presented their meaning on leadership skill.

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

Whitehead (2009) and Komives *et al.*, (2007) referred to leadership as a complex, multidimensional concept that involves several personality traits and skills.

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

Northouse (2010) defined "leadership skills as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives."

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

5.7.1 Leadership Theories: Emerging Skills

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

The early theories focused their attention on the presence of the traits to compare leaders with non-leaders. It further helped to determine the leadership traits that help develop an interpersonal communication skill of a leader who follows their leader. From the consideration of situational factors, situational theories suggested that leadership is a matter of situational demands that narrate empathy, interpersonal communication skill, delegation skills, setting goals, and making practical plans and negotiation skill.

The path-goal theory relates to leaders' goal to encourage others to follow their goals and work for group goals (if in an organization). The setting of practical purposes, solving the problems, communication skill, planning skills, negotiation skill, and decision-making skills of an individual/leader in this theory. Aligning to such leadership, transformational leadership also came into existence where the theory involves empathy skill, stress management, team building, conflict management, self-awareness, decision making, delegation skill, creativity skill, critical thinking with the help of problem-solving skill, and most importantly, the main character of leader to always ready to learn, i.e., learning skill. There are other theories where the leaders are not a leader but a servant of the followers/society, which leads to the development of communication skill, social skills, and empathy skill. After contemporary understanding theories, the present era focused on an organizational setup where leaders focus on developing team-building skill, conflict management, learning skills, empathy, communication skill, and managing stress by analyzing experiences. The skill-oriented theory took its prominent position where an individual's skill development is very crucial. Through the advancement of leadership theories, it is now clear that leadership is not the copyright of innate leaders, but as an attribute, it can be a tool for creating leadership. Therefore, it is essential to consider the student's performance that involves abilities, beliefs, ethics, and potential.

Apart from the theories, various researchers have also put forth their views on different leadership skills essential for individuals' personal and professional development. In this regard, Cameron and Whetton (1983) discussed ten essential leadership skills: managing time and stress, individual decision, recognizing, defining, solving problems, motivating, and influencing others, delegating features, self-awareness, team building, and managing conflict. Developing leadership skills is necessary to meet societal needs and achieve self-goals. In the study (Venkatraman, 2011), "there are different leadership subcategories as communication skills, character-building skills, decision-making skills, group dynamics skills, problem-solving skills, personal development skills, and planning skills." Students need effective leadership skills because they are today's and tomorrow's leaders. The importance of leadership skills can be felt even at a school level for students. There is a scope of various leadership skills to be used by them in the school and outside. Therefore the development of various leadership skills at the secondary level becomes significant.

5.7.2 Leadership Skills at Secondary level: Importance

If the individual is equipped with all leadership skills, he/she can be considered a successful leader in their field or proceed further. However, we cannot deny that all leadership skills are not possible to develop in one go. It requires an ample amount of time, resources, situation, and dedication for any person. The fundamental learning for any child begins from school. Pursuing learning relevant to the needs and aspirations helps to achieve the best achievement in all aspects of their lives.

Student leadership skills development necessitates resources that inspire students to act responsibly. Leadership opportunities and experiences at the school level facilitate young adults' transition into the community and to the world of work. The research outcome conveyed that "one of the new roles for the students is to work beyond their school borders and contribute not only to the success of their school but to the success of the system as a whole" (Pont *et al.*, 2008). In school, secondary school students with leadership roles always do more to balance their roles and academic work, inspiring other students who may fear to take on leadership positions. Students need to experience leadership opportunities during their schooling like life-like learning, the art of building interpersonal relationships with their classmates, defining their identities, and achieving prescribed tasks effectively and efficiently.

Secondary school students are in a phase where they must focus in the future direction. After completing their standard X, they must be efficient in choosing the right stream according to their future career. Leadership provides a foundation for excellence, even outside of the school premises. Training in leadership skills allow young students to develop these skills early enough to establish good leadership habits for the present and future.

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

5.7.3 Leadership Skills: Initiatives at School Level

There is an increased focus on leadership development in different organizations, including educational organizations. In recent years, various government/non-

government organizations have paid attention to leadership skills development in India. Simultaneously, leadership development programmes are becoming more prevalent in the corporate sector, though leadership development at the school level requires a completely different approach and is still in its initial phase.

NCF (2005) addressed careers, curriculum models, and content delivery to improve school performance. It focused on skills that needs to be adapted and implemented by schools. NCSL-NIEPA discusses leadership standards and contextual school issues around the country with the primary aim of improving schools. CBSE-i was introduced in 2010 and is a globally benchmarked, inquiry-based, and skill-based programme that accommodates students' varying learning styles, although it was not continued after 2016-17 (cited in CBSE update, 2015). CBSE-i's subjects were English, Mathematics, Science, and Social Science, which promote critical and creative thinking skills, good communication skills, and mutual and interpersonal skills.

Over the last 15 years, the Azim Premji Foundation has made significant contributions to education. It has collaborated with the government of various states in India on curriculum development, pedagogy, evaluation, school management, and teacher education programmes. The Akanksha Foundation (founded in 1990 in Mumbai) is a not-for-profit organization whose aim was to establish the world's largest network of innovative schools that empower students to reach their whole potential/skills by developing innovative curricula.

Centum Learning is one of the most respected talent transformation organizations to improve skill development through training. One of the main areas of emphasis is the improvement of school students' skills. It is playing a decisive role in the integration of vocational and school education by implementing NSQF in schools and providing vocational education from standard IX onwards. It has collaborated with Indian state governments to implement "Vocationalisation of Higher Secondary Education (VHSE)" in over 1700 schools across India, affecting over 1.5 lakh students. Go Career powered by mykensho in Noida are comprehensive curriculum-based solutions focusing on the well-being of adolescents, core skills for study, work, life, and holistic career development. NCERT also provides valuable advice to the Central and State Government relating academic matters to school education. SSA emphasized life skills training focusing on the upper primary girls. Additionally, it emphasized the development of life skills such as critical thinking, communication,

negotiation/resistance, decision-making/problem-solving, coping with situations, with self-management. These qualities are also necessary for coping with the daily demands and hurdles.

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

5.7.4 Developing Leadership Skills at Secondary Level: The Present Scenario

Leadership and education are always concerned with the long-range development of people. The World Economic Forum (2015) reported a Global Agenda Survey where the statistic showed that 86% opined a world leadership crisis. To support the development of 21st-century skills, Bernhardt (2015) claimed that schools need to be challenged for their betterment to redefine the educational focus. In the present context of a high range of globalization, we cannot deny that the demand for skilled and multi-skilled workers has increased. Therefore, there is a critical need for quality skill development and training in developing countries like India.

In the Indian education system, leadership was ideally imagined as responsible, hard-working, social, and honest in nature. In addressing the Indian education system's challenges, "there are not enough skillful young people to meet the demands generated by new jobs. Yet, many young technological professionals in India lack soft skills and interpersonal skills" (Singh, 2008). A significant shortcoming of India's current skill (or education) development system is the absence of links between education and job placement for skilled labour. As per the India Skill Report (2015), "around 93% of the Indian workforce employed in the unorganized or informal sector, which lacks any formal skill development training during school days, and only 37.22 % of surveyed people were found skillful."

All schools require leadership to provide direction, purpose, and a sense of belonging. With the starting of a positive approach to leadership development, there is a scarcity of leadership skills in schools. However, in a vast and democratic country like India, only a few programmes and their implementation does not make a big difference. It is vital to take leadership development among students in a thoughtful manner.

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

5.8 Student Leadership Programme (SLP): Importance

Leadership skills can be developed in secondary school students by teaching through curricular and co-curricular activity and specific training programmes. Leadership skills can be developed by developing the programme as it gives scope to the students to get well acquainted with the situations and conscious learning that assist in better understanding.

In the study of Bhaskar (2009), "Leadership development training/programme has great importance in today's world as leaders viewed as evolved rather than innate/born." Any developmental programme can involve different activities like games, exercises, motivational videos, case studies, and situational studies.

Such programmes provide an uplifting and supportive environment for students with lofty future goals and aspirations. As our society is dynamically developing and growing ahead, there is a need for well-developed and well-equipped leadership training for students. Bass (1990) stated that one of the fundamental goals of leadership training programmes is to increase human relationship knowledge, develop skills, and solve communicative problems. The study of Hitt (1992) confers that "essential competencies like communication, team building, and problem-solving can be developed among the students."

Leadership programmes sustainability and stability depend on students' ability/potentiality. Each programme must exist within a particular context or area of focus within which students can develop and practice skills. According to Hughes (2015), "the school's Student Leadership Programme (SLP) is more sustainable if supported by students, parents, teachers, and the local community." There should be support concerning resource availability, such as time, space, funding, non-material, and support. Developing such a programme help understand the importance of knowledge about various skills, attributes, and succession planning for their better lives in the future.

In short, we can say, in such a programme, the students can participate in achieving the skills that they can later use in their daily life. Looking into the importance of a Student Leadership Programme (SLP) for leadership skill development, the investigator had decided to develop a Student Leadership Programme (SLP) for secondary school students. The following seven skills comprise seven leadership skills: time management, goal setting skill, communication skill, empathy skill, problem-solving skill, team building skill, and conflict management skill will be developed by Student Leadership Programme (SLP) which is described below.

5.9 Leadership Skills taken in the present study

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

Time Management Skill

Time management is the skill to arrange and consciously control the time spent on specific activities in order to significantly boost profitability, effectiveness, and performance. Time management is essential for the students as it makes them punctual, disciplined, and more organized. Those students who accomplish their tasks on time are less prone to stress and anxiety. It shapes the student's mind into the direction of conscious effort for any task and sense of duty. So, in a bottom thought, the fundamental goal of time management for secondary school students is to reduce the stress of being late and increase confidence in exams and to face other challenges. The students also need systematic planning and efficient delegation that demands effective time management. After time management, tasks need to be prioritized according to importance. The goal setting skill is necessary for the students for time-management. The ability to set goals becomes essential for students.

Goal Setting Skill

The concept of goal setting refers to the establishment of measurable, precise, and time-bound objectives. The students with goal setting skill also helps them to organize themselves, making plans and systematic management in the classroom and at home. Goal setting skill help the students in self-reflection, refining their set of principles, delve deeper into self-awareness and self-awareness of their strengths and limitations. From an academic perspective, goals improve performance by ensuring that students remain accountable for their failures and successes. Establishing a goal creates a sense of clarity and correlation between working hard and accomplishing something significant. After understanding the importance of self-regulating skills, the students need to have interpersonal skills. As the students must connect with other students, teachers, higher authorities, family members, relatives, colleagues (in the later stage of life), and the societal public, they must understand the importance of communication skill.

Communication Skill

Communication skill is the ability to listen, understand, and speak. It is an essential core skill and a fundamental building block for individual development. In a primary language, the interaction between two or more individuals, the sender, and the receiver, is termed communication. The primary purpose of communication is to transport the ideas, thoughts, and beliefs to another person to lead to a mutually acceptable decision. For a student's successful future, communication skill is an essential aspect. The secondary school students need to learn effective communication. The critical part of communication skill is that it is a part of classroom interactions and everyday conversation. Communication skill is essential for the successful future career of each student. This skill is vital to be introduced in schools for the overall development of students. Controlled verbal communication and physical expression help them make new friends and have good, healthy interactions with other people. Students must understand the emotions of others, especially to be effective in interpersonal skills. Empathy skill is the ability to readily understand others' situations to give a realistic approach to any problem.

Empathy Skill

Empathy skill involves sensitivity toward others, the intention towards working, and a well-organized projection. The optimistic understanding of the peer groups, understanding the differences, and paying appropriation is an essential component of empathy skill. Developing empathy is an essential developmental process for young students and can benefit them in childhood and adult life. Those students who demonstrate empathy are less likely to get bullied as well as to do the bullying. Empathy can also help the students succeed academically and in classroom activities, enabling them to understand and collaborate with others. When the student is empathic, they are more adept at putting themselves in the shoes of the critical characters especially in dramas, skit, and role play.

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

Problem-solving Skill

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

The students who are adept at problem-solving expand their horizons. Since students practice problem-solving consistently, they can significantly increase their academic performance. Problem-solving fosters the development of perseverance and a more nuanced view of cause and effect. With the problem-solving skill, the students can have the mental ability of comprehension and strengthen analytical, critical thinking, analysis, deliberation, and argumentation skill. Such students weigh all sides of an argument, debate viable alternatives, and present their conclusions with consistency. Students who engage in consistent problem-solving can improve their situational and social understanding. With problem-solving skill, they develop an ability to think independently and creatively, strengthening their sense of independence; these skills then prepare students for life and future careers.

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

Team Building Skill

Team building is a process to improve the team's performance and involves activities designed to foster communication and encourage cooperation. It refers to the different activities that can motivate/encourage the team members and improve their efficiency. Secondary school students need to work together in social environments as they will in the classroom, outside the classroom, and in several other places. They often compete in competitive sports, school plays, and debate teams. These are all excellent opportunities for learning how to be an influential member of a team. For any group activity, the students need to create good relationships among team members and learn social skills. While group activity, they need to understand how to communicate their ideas and opinions effectively, politely, and confidently, making every team member feel appreciated and respected. Once the students understand the importance of team building, the second phase is to understand managing the conflict that can occur when many members together work in a team. Schools are more prone to disputes and breakdowns in communication, especially in adolescent age. The students are different in their thinking and behaviour, so they need to understand conflict management skill for fruitful and efficient teamwork.

Conflict Management Skill

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

Conflict management skill is an essential skill, and students need to learn it as it is beneficial for them within the classroom and everyday life. It can also facilitate goal achievement. The students can show unity while working through the conflict with their classmates, friends, and siblings. Students learn best when they practice situations pertaining to different circumstances, and it helps them to develop interpersonal communication, solve problems without a fight, and create a healthy environment leading to healthy competition. The conflict management skill that they have they learnt in secondary school would positively help them to solve problems later in their adult life.

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

5.10 RATIONALE OF THE STUDY

India is always held up as the best example of the world's largest democracy. In this era of globalization, influential leaders are essential for all government and private sectors. In this era of globalization, influential leaders are essential for all government and private sectors. Today's students are the workforce of tomorrow, and they must be job-ready where leadership plays a critical role. The teachers and administrators can build a foundation for leadership skills among students in classroom settings.

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

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

esteem, individuality, and comparing themselves with their peer's success and failure. "At appropriate developmental levels, students grow into young adults, and they can play effective leadership roles in creating healthy environments" (WHO, 1999). According to the Cognitive Theory of Jean Piaget (1896-1980), "each child is urged to increase capacity to understand their world. They cannot undertake certain tasks until they are psychologically mature enough to do so. It is termed as formal operational stage" (cited in Piaget developmental theory, 2016 and Piaget, 1971). Throughout adolescence, students generally can handle more and more sophisticated problem-solving and self-concept. So, during the adolescence phase students can be taught well about their day-to-day life skills and future development. It is the responsibility of teachers to encourage students to think and develop the skills.

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

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

5.11 RESEARCH QUESTIONS

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

1. How will the Student Leadership Programme (SLP) develop leadership skills in students?
2. To what extent the Student Leadership Programme (SLP) be effective for leadership skills development?

5.12 STATEMENT OF THE PROBLEM

Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.

5.13 OBJECTIVES OF THE STUDY

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

5.14 VARIABLES

Independent Variable:

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

Dependent Variable:

1. Conceptual Knowledge of Leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.
2. Intended Behaviour in leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.
3. Actual Behaviour in leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

5.15 HYPOTHESES OF THE STUDY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.16 EXPLANATION OF TERMS

1. **Student Leadership Programme (SLP)-** The Student Leadership Programme (SLP) has theoretical and practical components. The programme covered seven skills: Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill. For each skill, thirteen sessions are developed that comprise conceptual knowledge about components of various leadership skills, and activities follow. It has various outdoor and indoor games, exercises, documentaries, case studies, group discussions, projects.
2. **Secondary Level-** Secondary level is taken as standard IX in a school affiliated to Gujarat Secondary Education Board (GSEB).
3. **Time Management Skill-** Time management skill involves an introduction to the importance of time in daily life, the concept of timesaving and wasting tasks, the

concept of procrastination, directions of time management, techniques of time management, task matrix analysis, understanding of the 80:20 rule of time management, various strategies of the time management, and barriers to time management skill.

4. **Goal Setting Skill-** Goal setting skill covers defining goal, understanding several types of goal, comprehension of directions of goal, the concept of goal setting theory and its principles, steps for goal setting, attributes for effective goal setting, the concept of SMART goal, techniques for setting effective goal, and barriers to effective goal setting.
5. **Communication Skill-** Communication skill encompasses the meaning and concept of communication, communication as a systemic process, directions of communication, several types of communication skill, interactions in communication skill, verbal and nonverbal forms of communication skill, and various barriers of communication skill.
6. **Empathy Skill-** Empathy skill involves the definition and concept of empathy, the value of empathy in daily life, the elements of empathy, the features of empathy as a skill, the several ways to display empathy, and the hurdles to empathy skill.
7. **Problem-solving skill-** Problem-solving skill involves conceptualization of the problem, problem-solving as a systematic process, the relevance of problem-solving skill, stages in problem-solving, different approaches to be a good problem solver, characteristics of good problem solvers, distinct blocks, and strategies for problem-solving.
8. **Team building skill-** Team building is a process of working in collaboration with a group of individuals to reach a common goal. It involves an introduction to team building, distinguishing between group and team, understanding of team development with the role of members, diverse types of team, various stages of team development, in-depth understanding of the model of team effectiveness, essentials of team-building skills, and various barriers to effective team-building skill.
9. **Conflict Management Skill-** Conflict management typically deals with the meaning and concept of conflict, aspects of conflict, characteristics of conflict, steps, and levels of conflict, understanding of conflict management skill, the concept of interpersonal and intrapersonal conflicts, various conflict management strategies, and negotiation skill as a significant part of conflict management.

5.17 OPERATIONAL DEFINITION OF TERMS

1. **Conceptual knowledge in leadership skills-** Conceptual knowledge of specific leadership skill is the score secured by the student in that leadership skills present in the leadership conceptual knowledge test prepared by the investigator. The seven leadership skills conceptual knowledge is the total score secured by the student in the leadership conceptual knowledge test.
2. **Intended behaviour in leadership skills-** Intended behaviour of specific Leadership skills are the score secured by a person in the intended behaviour of that Leadership skills present in the Intended Leadership Behavioural Scale prepared by the investigator. The intended behaviour of the seven Leadership skills taken as a whole is the total score secure by a person in the Intended Leadership Behavioural Scale.
3. **Actual behaviour in leadership skills-** Actual behaviour in leadership skills includes the different leadership skills demonstrated by the students in the classroom and the school premises observed by the investigator.
4. **Effectiveness-** The significant difference found between the control and experimental group in terms of conceptual knowledge, intended, and the actual behaviour of seven leadership skills.

5.18 DELIMITATION OF THE STUDY

1. The present study was delimited to English Medium standard IX students at Secondary schools affiliated to Gujarat Secondary Education Board (GSEB).
2. The leadership skills in the present study were delimited to seven leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

5.19 IMPLICATION FOR THE PRESENT STUDY

The critical analysis and observation of the reviewed literature have substantial implications for the study.

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:

1. Studies related to the status of leadership skill development
2. Studies related to the leadership skill development programme

3. Studies related to leadership skills, namely Time Management, Goal Setting, Communication, Empathy, Problem-Solving, Team Building and Conflict Management.
- Out of the studies reviewed, there were a total of 26 studies that focused on leadership development opportunities, leadership styles, role and personality of leaders, environment and social skills, soft skills, leadership activities, management leadership behaviours, traits and qualities, leadership skills and leadership training in school and higher education level.
 - Out of the studies reviewed, 13 studies focused on student leadership development programmes at school and higher education levels.
 - There was 12 research that focused on time management. The major concerning areas of the review under this theme were the correlation studies between time management and other variables, the impact of training on time management, and the influence of time management among the school and higher education students.
 - There was 14 research that reflected their concern on goal setting. The various themes covered here as the impact of goal setting on school students, identification of the motives for professional goals, the impact of goal setting on academic performance, the interrelation between the goal and student motivation, and a case study on instructions on goal setting.
 - There were 12 research focused on problem-solving skill. The major themes were the amalgamation of problem-solving skill and other skills, the conceptualization of problem-solving skill, model concepts to enhance problem-solving ability, problem-solving strategies, and problem-solving approaches.
 - Out of the studies reviewed, 12 research studies focused on communication skill. The themes were communication skill as a leadership skill, communication skill with different skills, enhancement of communication skill and level of communication and correlation between communication, teamwork, and leadership.
 - 14 research studies focused on empathy where the studies reflected on various themes such as empathy in leadership skill, the role of empathy, study on psychometric properties (different variables) and training in social learning, intervention programme and training.

- 12 research studies focused on teamwork and team building among the various students at the school and higher education level. The major themes were conceptualisation on teamwork as a skill, learning that leads through teamwork, team building activities/ methods and team-based learning course, and literature review on the impact of the programme on team-building skill development.
- There were 14 research focused on conflict management among the students at the school and higher education level. The major themes were conflict management style among the students, peer group education programme and leadership skill, correlation study, literature review and a conflict resolution intervention programme, conflict in relation with other skills, conflict management and leadership.
- A total of 46 studies were reviewed that focused on the enhancement and achievement of different skills, whereas three studies were on the intervention of skill learning programmes. The reviews supported that the training programmes had a positive impact, which gives a scope to develop adolescent students' skills with the help of programme.
- There were a total of ten studies reviewed on the leadership development programme. Different themes were the development of leadership skill through a programme, comparison of two leadership programmes and different dimensions. In one study, the reviews were done on different leadership programmes. The study implied that implementing the programme for leadership development positively impacted the students' learning. Such studies further imply that leadership skills are not a nutshell behaviour or a skill, it comprises different skills that combine, and if such skills can be formulated in a formal programme, it can lead to the development of an individual.
- The researcher reviewed the studies related to adolescent students. As the researcher focuses on developing leadership skills among secondary school students, the independent variable must have the characteristic features that can impact the dependent variable. Studies on adolescent students are of quite a broad range, so the researcher had confined the reviews to skill development. Secondary school students are adolescents, so reviewing the studies implemented in the skill development/leadership skill programmes. Some studies reflect their experiences on life-oriented programmes. There were six studies that the researcher reviewed as skills of adolescents and training among adolescents.

- In terms of methodology, the reviews had varied approaches like survey, correlation, experimental, case study, longitudinal study, but still, maximally used research design was a survey (48 studies) where the perception of the teachers, students, the administrator was taken into consideration depending upon their work, need and status of leadership and its related intervention. One study is semi-experimental as it is joined with a survey. Case studies (12 studies) also focused on leadership aspects. eight longitudinal studies also had their scope for in-depth study and measured the leadership variables. In these reviews, there were seven meta-analytical reviews and, five comparative studies (compared two forms of students or different dimensions). Six explorative studies explored the importance of leadership skills in students' lives. Nine evaluative studies had investigated the impact of various training/classroom practices/ programmes that focused on leadership development or any specified skill. Evaluation of the skill development was done with the help of experimental design (32 studies). A phenomenological study also had its existence in understanding the skill learning process.
- The data type always has its effectiveness, if we want to get in-depth information and want to analyze things deeply; the qualitative study is better in understanding the concepts of leadership, whereas if the researcher 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, 19 studies were qualitative analysis in nature. In contrast, in 24 studies, a quantitative analysis was done. However, there were eight studies where the mixed method was used. It gave the researcher a scope to use quantitative and qualitative analysis to measure the tool's effectiveness for estimating students' development.
- 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 31 studies, questionnaires were the most familiar tool, as it was the most relevant tool to get information in a survey. In three studies, inventories were used. In 13 studies, demographic details had a prominent effect on the findings of the study. In 13 studies, focus group discussions were used. In 14 studies, the interview was used; however, the focus group discussion and interviews were more commonly used in qualitative

analysis. In cases of the survey, in 15 studies, the interview was used, and in two studies, videotapes were used, whereas the document analysis was done in meta-analytical studies. In some cases, specified tools were used like Time Management Scale, Empathy Scales, and standardized tools. Leadership was an attribute that cannot be defined or confined in one boundary, and it cannot be generalized; there was a scope for the researcher to develop self-made tools to evaluate /examine the variables.

- An appropriate data analysis technique was applied to the studies reviewed for the study's objectives and data collection tools. In more than 20 studies, correlation analysis was done. Descriptive analysis (32 studies) had its placement in the survey and experimental research design. In 32 studies, t-test/ANOVA was mainly used for comparative and experimental studies. In 13 studies, inferential statistics were used, whereas in 14 studies, factor analysis was used, whereas, in ten studies, the content analysis was done. In ten studies, an achievement test was taken. In 12 studies, observation as a tool was used and had followed the experimental research design; In 12 studies, document analysis was done, whereas, in seven studies, Mann-Whitney u-test was explicitly done for the experimental research design.

In light of the review of previous studies, the methodologies used therein, and the reviews' findings, the researcher was interested in working on the school students' leadership skills. Incorporating various leadership skills together on one platform gives a higher scope for the correlative impact and makes them skilled students in leadership. All the skills that impact leadership behaviour somehow cannot be incorporated altogether, so the researcher had made a significant analysis of the reviews and came out with seven necessary skills that were important in adolescent student's life and with practice, it can be sustained for his whole life. The researcher found a gap in programme development among adolescent students. Training can enhance the learning of a skill, and incorporating other skills shows significant improvement among students. The literature review provided insight into critical areas like developing leadership skills like conflict management, time management, and goal setting. The studies also focused on leadership qualities, traits, and leadership development through programmes among students.

Moreover, the reviews showcased the significant impact of skill development on the students' academic achievement, study habits, or other behavioural patterns. However, the studies related to the school students emphasized academic achievement or correlation with other factors/variables (that might or might not link with other skills).

The researcher could not find an adequate number of studies in India to develop school-level skills. So, even though many reviews were there in the leadership field and its dimensions, there is still a requirement to raise 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 was required to critically evaluate the impact of the training programme. Leadership skills are not easy to develop, but yet by practice, they can be developed. Academic achievement also had its connection with skill development. Teachers' roles, facilitators, cannot be denied, and their views also assist in deciding the strategies of the leadership practices. The in-depth data were gathered to determine what, where, how, and why adolescents' leadership development. The analysis of analytical reviews gave enormous information regarding the leadership, which facilitates the development of programmes/training; it also reflects the ambiguity and suggestive measures in terms of recommendations and suggestions. The researcher had reviewed the studies about the students and got an extensive range of research, but the researcher could not find out the studies that focused on two or more skills.

However, the researcher could not find any research on developing and implementing seven leadership skills: Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill secondary school students. While reviewing the literature, the researcher concluded that there were studies related to skill development among students, but only a few studies focused on developing skills among school students with a leadership development programme. Different leadership skills also have a great scope but taking different leadership skills in one programme has not been found much, especially in Indian schools. Such a review has given scope to the researcher, takes the benefit of the surveys, makes out the status of leadership development, and prepares a programme and implements it through an experimental study. Various studies showcased that the critical analysis and in-depth conceptualization have helped develop the programme. An experimental research design has a good scope in developing and implementing the programme for the students. However, the researcher found no single experiment focusing on developing seven skills in a programme together among the students.

5.20 Plan and Procedure of the Study

The research was divided into two parts and divided into two segments. Segment I detail the steps taken to develop the Student Leadership Programme (SLP), which include identifying the necessary leadership skills, selection of instructional inputs, including both theoretical and practical inputs, and outlining the Student Leadership Programme (SLP). Segment II discusses the methodology of research. It goes into detail on the population, the sampling technique, the method of data collection, and the techniques used to analyze the data.

5.20.1 Systematization of the Programme

The programme was developed for the students based on a planned and arranged system. The programme's content was based on the students' skills at the secondary level that can be learnt by the students. The investigator has taken into consideration the mental level of the secondary level students and the lack of skill development among the students that recognizes the need for the development of the Student Leadership Programme (SLP). The sessions for each skill were arranged by considering the relevancy, logical sequence of the content, terminology, understanding the mental level of the students. Each session consists of theoretical and practical inputs. Case-studies, documentaries, short films, fun-loving games/puzzles, assessment sheets, indoor and outdoor activities, and reflective/interactive discussions were designed and implemented for each leadership skill. While doing the research, mental level, the age criteria, entry behaviour of the students, and time constraint of the class period were taken into consideration. The preparation of content with theoretical and practical inputs, selection of sub-topics and activities were purposely kept simple, yet they were difficult enough to have the students think beyond their basic understanding of leadership skills.

5.20.2 Segment I

5.20.2.1 Development of Student Leadership Programme (SLP)

Segment I of the study includes different steps for developing the Student Leadership Programme (SLP) developed by the investigator. While preparing the Student Leadership Programme (SLP), the investigator has considered the learning level, learning environment, mental level, and age of the students. There were three significant steps: identification of the leadership skills, selection of instructional

inputs, and structure of the Student Leadership Programme (SLP). Finally, the format of the leadership programme was developed.

5.20.2.1.1 Step I: Identification of the leadership skills

As there is no fixed curriculum of leadership skill development in GSEB schools, the investigator developed the Student Leadership Programme (SLP). The investigator had gone through various policies that recommended skill development, studied various leadership theories, reviewed literature, and the relevant leadership skills reflected from various theories were taken. It also reflected an understanding of the importance of leadership skill development in the overall development of an individual. In skill development, age is one of the most critical factors. In this study, the investigator has selected the sample, i.e., secondary level students. The consideration of age, mental level, and use of leadership skills in the lives of secondary school students were kept in mind by the investigator for choosing the seven skills.

Goal setting and time management skills help the students to think about their future and time-efficiency in their daily real-life experiences. Communication and empathy skills help the students understand the importance of social development and healthy interaction between different people. Team building, conflict management, and problem-solving skills help the students to understand the importance of working together in harmony and if any problem occurs, how to handle it effectively. This problem-handling behaviour is helpful in their daily life experiences also.

Looking into the benefits of leadership skills towards the development of skill for standard IX and the scope of the different skills that can be taught effectively in one academic year, the following skills were taken for the study.

5.20.2.1.2 Step II: Selection of instructional inputs

For the development of Student Leadership Programme (SLP), the instructional material comprised of theoretical and practical inputs. For any skill development, knowledge is the base on which a particular skill can be built. The theory consists of meaning, definition, nature, types, and other theoretical inputs of each skill. The charts, diagrams and illustrations were used for better instruction. The audio-visual aids were prepared for the better learning of students. The primary focus was on skill development, so the practical inputs included different exercises like activity-sheets,

role play, skit, case-studies, storytelling, various indoor games, outdoor games, videos etc.

5.20.2.1.3 Step III: Structure of Student Leadership Programme (SLP)

The investigator has developed the Student Leadership Programme (SLP) to inculcate leadership skills in secondary school students of standard IX. The purpose of the programme was to develop skills through the theoretical inputs integrated with activities. Thus, looking into all these, sessions that were appropriate for skill development were taken. Thirteen sessions were conducted for each skill and ninety-one sessions were scheduled for the various topics and sub-topics.

5.20.2.1.3.1 Format of Session Plan

An attempt was made to develop each leadership skill through thirteen sessions through the implementation of the Student Leadership Programme (SLP). Each session included theoretical inputs and practical inputs. Each session follows the format as starting from general objectives, and then followed by learning outcomes.

After the learning outcomes of the session, the instructional inputs included theoretical aspects for the attainment of conceptual knowledge and the supporting activity inputs for each skill. Different learning experiences were presented to the students for understanding the skills, integrating various activities related to each skill in the classroom, such as predict-observe-explain, discussion session, assignment work, documentaries, role plays and team activities.

5.20.2 Segment II

5.20.2.1 Research Methodology

It was a Quasi-experimental design. In this research, the Pre-test-Post-test Non-Equivalent-Control Group Design was followed.

5.20.2.2 Population

All the students of standard IX Secondary Schools of Gujarat affiliated to Gujarat Secondary Education Board (GSEB) of the year 2017-18 constituted as the population of the present study.

5.20.2.3 Sample

The convenient sampling technique was used to select the sample for the present study. Two schools of Vadodara city were selected for the study. For the control group, Crystal school was used, and whereas the second school, Shree Ambe Vidyalaya, was used as the experimental group of the present study. All the students of (one section) standard IX of both the schools were considered as the sample. One-to-one matching was done and the mean score of the control and experimental group was found to be 40.52 and 40.78, respectively. Therefore, the groups were matched. After one-to-one matching, the sample consisted of 30 students in the experimental group and 30 students in the control group. Raven's Standard Progressive Matrices (SPM) test has been administered to the Experimental and Control group to match the groups.

5.20.2.4 Tools and techniques for Data collection

The investigator collected the data related to the development and implementation of the Student Leadership Programme (SLP) by using the following tools and techniques,

Raven's Standard Progressive Matrices (SPM) test was the original matrices, which was first published in 1938. It is a test that is intended to assess abstract reasoning and is viewed as a non-verbal proxy for fluid intelligence. It consists of 60 multiple-choice questions arranged in ascending order of difficulty. Orluwene & Emekene, (2017) described that "this format is intended to assess the test taker's capacity to reason, specifically the educative ('meaning-making') component of Spearman's g. (g is often referred to as general intelligence)." The respondent is asked to identify the missing element that completes a pattern in each test item. The matrices are a collection of 60 items organized into five 12-item groups (A, B, C, D, & E), where each item includes a figure that is missing one of its pieces. Each object is displayed in black ink against a white background. It takes 60 minutes (approximate) to administer this test. It had a reliability coefficient of 0.96.

Leadership Conceptual Knowledge Test was designed for students to study their conceptual knowledge in seven leadership skills. Leadership conceptual knowledge test was prepared, comprised of 112 items and a total of 140 marks. There were open-

ended and close-ended items related to the skills' meaning, definition, and characteristics. The different items consisted of multiple-choice questions, one-sentence answers, fill in the blanks, and true/false. The Leadership conceptual knowledge test had a reliability coefficient of 0.79 when tested for test-retest reliability. The Leadership conceptual knowledge test was shown to the experts in the field of education for its validation.

Intended Leadership Behavioural Scale was designed for students to study the intended behaviour of students towards seven leadership skills. The marks allocated to each skill were 40, making it a total of 240 marks. It consisted of Eight items that were situation-based. Each situation has five close-ended alternatives, wherein the students had to choose one appropriate alternative. The five alternatives had strongly positive polarity, positive polarity, neutral polarity, negative polarity, strongly negative polarity, and the alternative scores ranged from 1 to 5, 1 for strongly negative polarity and 5 for strongly positive polarity. When tested for test-retest reliability, the intended leadership behaviour scale showed a reliability coefficient of 0.76. This intended leadership behavioural scale was shown to the experts in the field of education for its validation.

Observation is this technique has been developed to observe student behaviour. The investigator has noted all the minute details about each student's responses and the way students performed individual and group activities.

Reaction scale was designed by the investigator that aimed at reaction towards Student Leadership Programme (SLP). There was a total of 20 statements presented for each statement; students had selected anyone alternative out of 5 alternatives. These alternatives range from 1 to 5 as *strongly agree, agree, not decided, disagree, and strongly disagree*.

5.20.2.5 Procedure for Data Collection:

The study was conducted phase-wise:

Phases of the Study

Phase I: Development of Student Leadership Programme (SLP)

The Student Leadership Programme (SLP) was developed according to the various steps of the programme development. The investigator selected the topics for teaching each skill. The activities pertaining to that skill were prepared by the student. While doing this, the investigator had taken in consideration the mental level of the standard IX students.

Phase II: Administration of Raven Matrices IQ Test as a pre-test

In this phase, Raven's Standard Progressive Matrices (SPM) test were administered on both the control and the experimental group in the starting week of the new academic session. The time allotted for the test was 01 hour as prescribed in the standardized tool. The booklet was given to the students and the OMR sheet (to mark their answers). All the control and experimental group students had completed the Raven's Standard Progressive Matrices (SPM) test in the stipulated time.

Phase III: Implementation of the Student Leadership Programme (SLP)

With the help of different sessions for each skill, different sub-topics of each skill and various activities pertaining to each session for skill development were discussed by the investigator. There was a total of 202 working days during the taken academic year. There were two terms during the academic session following the annual system. Three periods per week were allotted to the Student Leadership Programme (SLP); each period was of 40 minutes. There was a total of thirteen sessions for each skill.

During phase III, the experiment was conducted. The experimental group consisted of students who were exposed to the theoretical knowledge and various activities related to the Time Management Skill, Goal Setting Skill, Communication Skill, Problem-solving Skill, Empathy Skill, Team Building Skill, and Conflict Management Skill. All these skills were a part of the Student Leadership Programme developed by the investigator. Discussion, assignment, problem solving, and demonstration methods were used by the investigator by giving different examples from personal and professional experiences, social backgrounds, recent happenings, and virtual conditions to create an interactive session with the students on skill development. On the other hand, the SLP was not conducted in the control group.

Phase IV: Implementation of Post-test (Post-test Phase)

Phase IV was conducted in April 2018. The Leadership Conceptual Knowledge Test was administered to both the control and experimental group at the end of the second semester (April) of the academic year 2017-18 to test the conceptual knowledge of seven leadership skills. The time allotted for the test was 01 hour and 30 minutes. The

test was conducted in two days. On the first day, four leadership skills were taken whereas, on the second day, the remaining three leadership skills were taken. The Intended Leadership Behavioural Scale was administered to both the control and experimental groups at the end of the second semester (April) of the academic year 2017-18 to test the intended leadership behaviour towards seven leadership skills. The time allotted for the test was 01 hour and 30 minutes.

The reaction scale was administered to the experimental group to test students' reactions towards the effectiveness of the Student Leadership Programme (SLP). The reaction scale was administered to the experimental group on the second day of the third week of April 2018. The data collected from the post-tests included the leadership conceptual knowledge test, intended leadership behavioural scale, and reaction scale.

Phase V: Observation of the students for observing actual leadership behaviour

The investigator did the observation of the students of the experimental group. These observations were during sessions and the school hours and were noted down in the field diary.

5.20.2.6 Procedure of Data Analysis:

The data collected during the different phases were analysed. The analysis of the data was done objective-wise which is given below:

Data Analysis Pertaining to Objective 1: “To develop the Student Leadership Programme (SLP) for development of leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.” There were no statistics used for this objective.

Data Analysis Pertaining to Objective 2: “To implement the Student Leadership Programme (SLP) for development of leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.” There were no statistics used for this objective.

Data analysis Pertaining to Objective 3: “To study the effectiveness of the Student Leadership Programme (SLP) for development of leadership skills namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.” All the

components, i.e., Leadership Conceptual Knowledge, Intended Leadership Behaviour, Actual Leadership Behaviour, are taken separately for analysis.

The leadership conceptual knowledge and intended leadership behaviour were analysed quantitatively by using the Mann Whitney U-Test. The actual leadership behaviour was analysed qualitatively by content analysis based upon the observations made by the investigator in her diary.

Data analysis Pertaining to Objective 4: “To study the reaction of students towards Student Leadership Programme (SLP).” A reaction scale was used for collecting the data. Frequency, Intensity Index, and Average Intensity Index were calculated.

5.21 MAJOR FINDINGS OF THE STUDY

The major findings for each of the objectives are presented below:

- The Student Leadership Programme (SLP) to develop leadership skills was found to be effective in terms of student’s conceptual knowledge in each of the taken leadership skills for the present study, namely time management skill, goal setting skill, communication skill, problem-solving skill, empathy skill, team building skill, and conflict management skill.
- It was found that there was a significant increase in the conceptual knowledge of seven leadership skills, namely time management skill, goal setting skill, communication skill, problem-solving skill, empathy skill, team building skill, and conflict management skill in the experimental group of standard IX.
- It was found there was a significant increase in the conceptual knowledge of seven leadership skills as a whole in the experimental group of standard IX.
- It was found that there was a significant increase in the intended leadership behaviour of seven leadership skills, namely time management skill, goal setting skill, communication skill, problem-solving skill, empathy skill, team building skill, and conflict management skill in the experimental group of standard IX.
- It was found that there was a significant increase in the intended leadership behaviour of seven leadership skills as a whole in the experimental group of standard IX.
- The actual behaviour demonstrated by the students revealed that the students practised leadership skills on the school premises and in their daily life.

- The behaviour of students of the experimental group at different situations like assembly programme, classroom participation, playgrounds, field trips, and through day-to-day activities showed the specific reflections of the leadership skills, namely time management skill, goal setting skill, communication skill, problem-solving skill, empathy skill, team building skill, and conflict management skill. These actual behaviours of the students in terms of these leadership skills showed the effectiveness of the Student Leadership Programme (SLP).
- The reaction of students was found to be favourable towards the Student Leadership Programme (SLP). The overall Intensity Index was found to be 4.62.

5.22 DISCUSSION

The secondary school students are more suitable for skill development and leadership training. According to WHO (1999), “at suitable developmental levels, students grow into young adults, and they can play effective leadership roles in ensuring healthy environments.” The secondary level provides a proper environment for skill development among adolescent students. To help students practice leadership skills, the investigator had designed a Student Leadership Programme (SLP) that helps in developing leadership skills. The programme was implemented for one academic year and each session was 40 minutes and three sessions were taken weekly. The programme was developed for secondary school students, i.e., adolescent students, to prepare them for future leadership roles. The development of leadership skills in secondary school is a crucial stage in students’ future growth. The adolescent stage has been found to be appropriate for development of leadership skills. This is supported by Dean’s (2018) findings that community-based group activities for adolescent students can assist students to develop leadership skills among the students. Giving more effective leadership training and skill development and more opportunities for leadership skill development was the most critical aspect at the secondary level (Archard, 2012). It was also observed in the study of Tross and Esther (2015) & Shah *et al.*, (2015), where the results revealed the importance of what, where, how, and why of adolescent leadership development throughout their entire life.

The Student Leadership Programme (SLP) was found to be effective. The developed Student Leadership Programme (SLP) effectively developed students’ conceptual

knowledge, intended behaviour, and actual behaviour related to the leadership skills such as time management, goal setting, communication, empathy, problem-solving, team building, and conflict management in standard IX. The significant results reflect that the reason for its effectiveness was the extensive discussion through theoretical and practical inputs. These discussions included elucidating the meaning, definition, numerous techniques, methods, barriers, and other components of leadership skills through activities such as role-play, short games, outdoor play, indoor stage performances, and documentaries. There was a total of seven leadership skills taken in the programme namely, time management, goal setting, communication, empathy, problem-solving, team building and conflict management. However, there were research's where leadership skills have been incorporated with other skills (Foley, (2005), Venkatraman, (2011), Niculescu *et al.*, 2014, Brill *et al.*, (2014), Parlar *et al.*, (2017)).

The intervention has a significant impact on student learning, as it was observed in Punja (2017) that practical interventions were effective in learning among the students. It is also consistent with the findings of an evaluative study conducted by Mbele and Msomi (2006), which found a positive change in leadership conceptualization, learning to learn skills, self-management skills, communication, and interpersonal skills following the implementation of a leadership programme. The findings backed the idea that a formal leadership programme can help students to enhance their leadership skills. The meta-analytical review of Karagianni & Montgomery (2017) also analyzed the leadership programme and found its positive impact on student learning. The findings revealed that following the programme's intervention, there is a substantial difference in the post-mean scores of the experimental group. Even, the training and the development of leadership skills are favourably associated with the utility of training (Sinha, 1966).

The results revealed that the development of the Student Leadership Programme (SLP) was a positive effort to develop skills among secondary school students. The programme was developed considering the student's mental level, the number of classes which could be taken in one academic year, and the students' ability. The literature reviewed indicated that any set of leadership skills and types of skills could be identified and implemented depending on its importance and use at the secondary level. Therefore, seven skills were selected, and thirteen sessions were planned for each skill for the academic year. It goes in line with the study of Velayudhan (2011)

which shows a significant presence of diverse set of leadership skills like management of attention, time management, risk, and self.

The significant results of the conceptual knowledge of leadership and intended behaviour can positively substantiate the successful implementation of various techniques and approaches. However, to achieve a balanced and holistic skill development, the programme contained both theoretical and practical inputs. A balanced leadership programme based on the premise that effective leadership needs more than just knowing what to do; it also necessitates knowing when, how, and why to do it (Tim *et al.*, 2003). The theoretical inputs and skill-oriented activities were given adequate weightage in each session. The hands-on activities provided opportunities for experiential learning in the Student Leadership Programme (SLP). The various indoor and outdoor activities such as games, tasks, group discussions, video clips, documentary films, and role-plays were included. The instructional objectives, a clear explanation of the procedure, observation, and discussion were all included in the practical sessions. They provided a clear understanding of the activities and its significance to student's learning. Extra attention and efforts are required to implement and have a long-term influence on hands-on activities (Hazeldine, 2002). To cope with today's globalized environment, everyone must be ambitious and resilient enough to deal with various situations that involve social and emotional skills. The programme's exercises focussed on many aspects of social behaviour, sensitivity in dealing with varied situations, and psychomotor abilities. It is consistent with Kumar's (1964) research, which found that leadership traits are considered ambitious, emotional, sociable, domineering, and tactful.

The theoretical and practical inputs of the Student Leadership Programme (SLP) were taught through discussion method with the involvement of various forms of activities, and this deliberate attempt to improve skills had a positive impact on student learning. It agrees with Gamze *et al.*, (2010), who found that combining traditional teaching with strategic teaching significantly improved students' skill development performance. The experimental group's conceptual knowledge level is higher due to the programme's appropriate theoretical inputs (Parvathy and Pillai, 2015). The cognitive, affective, and psychomotor domains must all be addressed for adolescent students to develop correctly. The various activities in the Student Leadership Programme (SLP) altered their cognitive environment and positively impacted their learning. It agrees with Klegeris *et al.*, (2013), who found that significantly cognitive

domain expansion influenced skill development. During the programme sessions, it was intended that the students get proper exposure of various activities, situations, scenarios, role play that make them realise that these leadership skills would be important for them in future also. It goes in line with the descriptive research of Saari *et al.*, (2015), where the research focussed on leadership skills and the role of leaders in daily life situations. In the study it was observed that the students acknowledged that the Student Leadership Programme (SLP) had been an excellent opportunity to develop their skills as they aspired to be leaders in their fields.

Various team-oriented exercises, including unbiased contact amongst the students, were among the practical inputs. The majority of the students were very motivated to engage in all team-oriented activities; This finding supports Antoni's (2001) hypothesis that interracial contact among students is more critical for developing cultural knowledge than participation in informal activities. It has been a usual practice in Indian schools to include skill development programmes in Co-Curricular activities (CCA) or extracurricular activities. A high level of student participation was seen in the activities conducted. There is a strong emphasis on encouraging student participation in extracurricular activities. It also substantiated the importance of leadership training and development based on research-based curricula and programme development (Love and Anthony, 2013).

The programme consisted of various activities where the students had to analyze their status, for example, goal setting sheets, conflict assessment sheets, and time management sheets. It helps them understand self-leadership and gives them a chance to reflect about themselves. This is necessary in order to demonstrate their skill in a team. It aligns with James *et al.*, (2017), where experiential programme supports the concept that exhibition of leadership in outer environment or situations begins with self-leadership. A person who is successful in establishing self-leadership can able to exhibit external leadership roles in organizations and society in a best way.

During the school hours, the programme was developed and implemented. These inputs were delivered in the classroom, auditorium, sports hall, and playground. It was observed that the school is the ideal location to pursue a variety of activities, as students are more inclined to study/ learn in a school setting. The leadership attributes are best learnt as part of a practical and experience educational programme when it comes to developing leadership skills (Extejt and Smith, 2009). There is a significant of impact of formal leadership programme (Posner and Barry, (2009), Caza, (2012),

Chesnut, (2013), Kristina *et al.*, (2014), Sugiyam *et al.*, (2016), Rosenberg *et al.*, (2017), Marwansyah *et al.*, (2020), and Grossman and Sharf, (2018)).

Regarding skill development, the learning environment of the classroom was found to be suitable. Therefore, several activities such as role plays, showing of videos, team exercises, indoor games, were conducted in the classroom. It has been reported that schools should evaluate their leadership education outcomes and the link between place-based education and leadership education should be emphasized (Zafar *et al.*, 2020). The classroom is the most appropriate learning environment for skill development, as found by Sobri *et al.*, (2019), who claimed that classroom activities directly impact skill development.

It was found that the conceptual knowledge, intended behaviour and actual behaviour in all seven leadership skills was higher in experimental group. The conceptual knowledge and intended behaviour were significant in the leadership skill of time management. During the sessions of time management skill, it has been observed that students put conscious effort in understanding time-management that positively impacted their learning. It has been observed that students have put additional efforts into completing their projects, daily work, and homework after realizing the value of time management skill. Time-management components were significant predictors of positive results for the relevance of time management in students' lives (Britton and Tesser, 1991). Time management skill is also linked to professional development, as found in Mercanlioglu's (2010) study, which indicated that time is the most valuable resource needed to be managed cautiously.

When students were taught various time management techniques, they often associated them with their academic aspects. Many students claimed that they had improved in their study timing and got clarity how to utilise the time. The various worksheets filled by the students also reflected that the students were majorly concerned about their academic work. There is an important link between student time management and academic achievement (Trueman and Hartley, (1996), Cemaloglu and Filiz, (2010), Miqdadi *et al.*, (2014), Mercanlioglu, (2010), Marpa, (2014), Adebayo and Aduke, (2015), Nasrullah and Khan, (2015), Rai, (2016), and Alsalem *et al.*, (2017)). The time management sessions included a variety of activities that aided in the development of time management skills. In Oyuga's (2016) study, the value of the activities was highlighted, and the findings revealed that participation in extracurricular activities or competitive activities prevails towards perfection and a

strong desire to succeed relating to time management. In the time management sessions, the various time management components were included, such as how students can plan and successfully use their time and the problem of procrastination. Three primary aspects of time management were taken which were similar to the study of Razali *et al.*, (2018) where the components taken were time planning, time attitudes, and time-wasting. After taking the session of the time matrices, students claimed that they became more punctual in completing their projects and Formative Assessment (F.A.s).

Training plays an integral part in developing time management skills; research by Nadinloyia *et al.*, (2013) and Claessens *et al.*, (2007) found that good training could be advantageous for efficient time management skills. The students are more confident in completing their daily task sheets and assignments as they progress in time management skill. The students had shown their sensitization towards utilising their time in an effective way in various activities. Additionally, it was noted that all students arrived on time for their examinations. It demonstrates that if a student can manage their time well, their anxiety level decreases. Motivation is also essential in learning, and it was noted that students who took part in the activities with dynamism were eager to share their ideas and opinions throughout the discussions. There is a significant negative relationship between time management skills and anxiety levels (Akcoltekin and Alpturk (2015) and Ghiasvand *et al.*, (2017)).

It was found that the students in experimental group had higher conceptual knowledge and intended behaviour in goal setting skill. The development of goal setting skill is suitable at the secondary school students. It can be substantiated by Idowul *et al.*, (2014) findings, where it was concluded that goal setting intervention is suggested for high school students. In developing goal setting skills, the students were instructed to choose a realistic goal to understand life's challenges. In various worksheets provided for goal setting activity, it was clearly evident that students were concerned for their family and have genuine goals for their future. The students were also advised to set short-term or long-term goals in various activities to aid their future professional development. Goal setting is linked to professional identification, which can aid students in determining their life's future perspective (Greco, 2016). The most important aspect of a student's life is their achievement, and goal setting is one of the most critical variables influencing their success. In the line of study of Rowe *et al.*, (2017), it is recognized that goal setting instruction can be seamlessly integrated into

academic subject areas and that when a student sets specific goals for themselves, they are more likely to work toward those goals, resulting in improved performance. The Student Leadership Programme (SLP) was suitable for students' further self-development, and it also demonstrated that putting in extra effort could be a successful technique for boosting and supporting students' active academic engagement. Students demonstrated their interest in academic accomplishment in various activities; for example, they want to earn higher grades, complete their assignments on time, and receive a good grade. These outcomes can be well substantiated by Yusuff (2018) research, where personalized goal setting and study planning appeared to promote continuous engagement with learning, emphasis on academic goals, and academic achievement. The programme was implemented at the school level, and students who were taught the value of goal setting skill could work at their own pace most effectively. This can be observed in Dotson's (2016) study, the results focused on high school students & development of an attitude to organize, monitor, and assess their learning while also enhancing motivation and achievement. The students were found to be more confident in presenting their purpose, mission, and academic involvement after goal formulation sessions; while answering the goal setting sheets, the students were more concerned with their academic achievement and how they would use their leisure time. Goal setting makes a big difference in student accomplishment (Wilson, 2011).

The Student Leadership Programme (SLP) prepared for students to develop leadership skills was found to be effective in developing the conceptual knowledge and intended behaviour in the leadership skill of communication. Communication skill is an important dimension as it was observed in study of Hashim *et al.*, (2019). All of the assessment items on communication skill, leadership, and teamwork questionnaires had high reliability. The control group received curricular and co-curricular inputs as part of their regular school routine. Sessions for the leadership skill of communication were arranged systematically, with discussion and activities incorporated to deepen conceptual knowledge and develop skills. Leadership abilities may be learned through deliberate effort (Mbele and Msomi 2006). It was observed that there were students who did not participate much in conversation with other students at the starting phase of the programme but later on they readily involved themselves in group activities with the rest of the class. They started putting their views in verbal mode and gained the confidence to express themselves on stage.

With its relevant academic and practical inputs, the Student Leadership Programme (SLP) concentrated on developing communication skill, which led to its efficacy. The importance of communication skill at school was highlighted by Sapriadil *et al.*, (2018) and Venkatraman (2011). In the present study, a deliberate and conscious effort was made to expose students to diverse communication situations in different sessions, which resulted in a deeper knowledge of communication skill and was reflected in their intended behaviour that can be supported by the findings of Iksan *et al.*, (2012). The students presented themselves in various stage presentations during the school's annual event, inter-school quiz competition, and teacher's day celebrations.

Communication is one of the seven leadership skills identified, and it is widely recognized as a critical leadership skill, as revealed by the research of Kezar and Moriarty (2000), which looked at leadership abilities and communication skill. Different techniques were also proposed for the development of leadership among a varied group of students. Winefield and Hensen (2000) conducted a study to examine the communication level and empathy outcome and found that training plays a critical role in developing communication skills. It has been ensured that students converse appropriately with each classmate while performing communication skill activities.

The exercises concentrated on both verbal and nonverbal cues. During the programme, the attempt was made to involve as many students as possible in various activities. Asemanyini (2004) researched the elements contributing to students' low performance and advanced solutions to improve the communication skills course's teaching and learning. He suggested that all higher authorities regularly meet to address the issues raised above to improve performance and the teaching-learning process. Different sessions were developed with theory and practice for the development of communication skill. The understanding of communication skill poses a substantial impact on student learning. It is aligned with the research of Baghcheghi *et al.*, (2011), who found that cooperative learning was an effective method for improving and increasing students' communication skill, particularly interactive skills. As a result, it was recommended to increase students' participation in arguments by using active teaching methods to provide the opportunity. Lee and Gu (2013) looked at the association between emotional intelligence and other aspects (communication being one of them) and found a significant correlation between emotional intelligence and communication skill. Communication skill can also be

integrated with problem-solving skill, as shown in Huff and Lee's (2014) study on improvements in creative problem-solving, leadership skills, and oral and writing communication skills. In the present study, various individual and group activities based on different themes were included for a better peer relationship, as found in Chik's (2016) study where there is good correlation between peer understanding and communication skill.

The students were truly interested in resolving their classmates' difficulties, they communicated confidently and gave their best in the class, demonstrating excellent expressing ability. The activities implemented in the sessions included various activities such as exercise, games, and outdoor activities that helped the students learn more positively. The impact of game-based learning and the necessity of a practical approach is required to leadership skill development. (Sousa and Rocha, 2018). The various examples of actual behaviour demonstrated that communication skill was significantly developed and that various activities had caused the students to enjoy learning.

The students expressed a favourable attitude toward the exercises, indicating that they could be used in other disciplines or even for other courses. Students should be encouraged to participate actively in all activities in communication programmes. Although in Rathee and Rajain's (2018) study, the students recognized the relevance of communication and gap in communication skills, especially in group activities like role-play and group debate. It is commonly observed that communication and empathy skill have been seen to go hand in hand. According to Eriguç and Kose (2013), there is a strong link between emotional intelligence and communication.

The skill of empathy was found to be higher in terms of conceptual knowledge and intended behaviour. Empathy is a leadership skill, and the dimensions of empathy are included in the leadership skill development programme. As a part of the Student Leadership Programme (SLP), the students were exposed to empathy in indoor and outdoor activities. In terms of the development of empathy skill, Cain and Carnellor (2008), Durlak and Weisberg (2011), and Cunico *et al.*, (2012) found that exposure to a variety of practical activities combined with conceptual knowledge helped students gain a better grasp of empathy. The importance of empathy in student life is found in McAllister and Irvine's (2002) research, where the outcome showed that empathy is an essential feature in student life.

The sessions in the programme involved various activities like documentaries, movies, skit etc. that was aimed for development of social behaviour. The students expressed during the discussion of many activities, that they opined that it is wrong to disrespect anyone, and they discussed that they would try to understand the emotions of others as much as they can. In this line, Sklad *et al.*, (2012) conducted a meta-analytic evaluation that found a beneficial impact of programmes on the development of social and emotional abilities to boost socio-emotional development can assist schools to go beyond information transfer. The results reflected that empathy is an essential part of 21st-century leadership that can no longer be overlooked if we want to avoid ethical disasters in the professional and academic arena. It also worked on planned objectives, with the most common being better social skills and decreased antisocial behaviour. Some studies suggest a reduction in students' empathy levels. The application of training for the development of empathy skill is always crucial. It is consistent with the findings of Nunes *et al.*, (2011), who conducted a cross-sectional study to examine the issues of empathy and the impact of training on the development of empathy skills among students. In this present study also till the end of the sessions, the students understood the pain of each other, and appreciated the small-level efforts also of their classmates.

The experimental group students were significantly higher in the conceptual knowledge and intended behaviour in the skill of problem-solving. The act of problem-solving is a significant part of the cognitive domain. Bransford *et al.*, (2006) indicated that problem-solving programmes might be strengthened by focusing more explicitly on domain knowledge.

Sessions had been scheduled to expose the students to various activities and exercises that would help them to develop problem-solving skill. There is a literature review on problem-solving skill and their incorporation into the curriculum and recognized that students could learn to be better problem solvers by being exposed to focused instruction and directed teaching (Picus *et al.*, 1983). It also proved that problem-solving skill necessitates proper content understanding. The skill development began with various tasks, consistent with this study, which claims that transfer and use of problem-solving techniques are more likely when problems presented in teaching are similar to those encountered regularly. The theoretical inputs for each session were assisted in the understanding of several important concepts to master the skill more effectively. Various exercises for each session to help the students grasp the

importance of many components more practically was employed. Bransford *et al.*, (2006) found that varied learning strategies can significantly impact students' ability to answer relevant problems. This study had group exercises in several sessions. It was discovered that such problem-solving sessions improve student learning, confirmed by Henry's (2005) research, which indicated that cooperative learning strategies substantially impact developing problem-solving skill. In this present study, in various team-oriented programmes, students discussed their concerns, listened to each other problems carefully and gave worthy suggestions also.

The developed specific Student Leadership Programme (SLP) (not integrated into the curriculum) for the development of problem-solving skill, goes in line with Calsikan *et al.*, (2009), where the results indicated that the specific programme was influential in developing the skill among the students as well as enhancing their conceptual knowledge on various sub-topics of problem-solving skill. For the development of problem-solving skill, it was found that such sessions had a significant impact on the experimental group students' learning. It is consistent with the findings of Yulindar *et al.*, (2018), who found that the application of model-specific problem-solving skill development improved problem-solving skill. In the present study, the high academic achiever students were started to assist the weaker students in free time and assisting them in their difficulties in the regular classes.

The ability to solve problems is vital for students since it not only assists them in comprehending their life experiences, but it also aids them in their academic pursuits. It corresponds to Geban's (1992) research, which found understanding the value of problem-solving approaches. Perveen (2010) demonstrates the value of problem-solving skill for secondary school students, where the problem-solving strategy influenced positive learning among secondary school students. An attempt was made in the present study to provide various strategies to the students who tried to understand each step for any given task and tried to make rough strategy which help them in learning the problem-solving skill. The positive result was also discussed in the experimental study of Gamze *et al.*, (2010) & Sulak (2010), where the impact of problem-solving strategies instruction had positive effects on problem-solving performance and strategy use. The importance of problem-solving for secondary school students' future development, as well as the importance of theoretical inputs, is well represented in Ahghar (2012), Klegeris *et al.*, (2016), and Parvathy and Pillai

(2015), where the influence of problem-solving skill education on students' self-regulation learning was well stable over time.

With regards to team building skill, there was a significant difference between experimental and control group students. The experimental group students were higher in the conceptual knowledge and intended behaviour. In the sessions on team-building skill, various activities were emphasized involving the essence of teamwork, working with cooperation, and the importance of each role. Team building is a crucial leadership skill, and the findings demonstrated a significant benefit of the programme on the students' overall growth (Sairam *et al.*, 2017). The essential team-building abilities in the classroom situation include a positive attitude of cooperation, leadership, communication, and conflict resolution skills (Ekimovva, 2015). In team building sessions, the theoretical inputs included the components of team building, team effectiveness model and role of each member in a team activity. The instructed team-building learning has a positive educational effect in terms of knowledge acquisition, involvement, and team performance (Doshi, 2017). In a similar vein, Punja (2017) proved that students in the Team Building Learning (TBL) group were more effective in teamwork.

Team building sessions were designed using aspects of everyday student life such as assignment submission, small skits, project work, etc. The students were earlier comfortable with their familiar group of students but till end, due to the regular practical inputs, they were opened to present their thought fearlessly. Although students formed their own groups in numerous activities, and they typically paired up with their closest friends, but in later sessions, they started choosing team members based on critical team elements rather than friendship. In various team-oriented activities, the shy students also had presented themselves with complete understanding of all the situations and started taking pro-active steps. All the students were working all together and not a single student was left all alone. They had also participated in skit competition, project exhibition, inter-debate competition that shows their concern for their teammates and consciousness towards their role in team. While conducting the activity, the investigator was active with the students, and it was also found that when instructors are active coaches, delivering just-in-time feedback and focused and give concrete advice, it had a positive impact on student learning. It follows on the footsteps of Bolton's (1999) research, who investigated alternative techniques of team projects and their impact on student happiness. The essential

aspects of team management and each individual's responsibility were well portrayed in their study, were also incorporated in the Student Leadership Programme (SLP) implemented in the present study. Helping teams, handle diversity, conflict and students learning from their collaborative experience were found to be beneficial. It has been observed that students effectively understood the importance of a team during team building sessions and how effectively they could work in a team.

Many challenging activities were included in the leadership programme for students to complete, but they could complete them well with proper supervision. It goes in line with the study of Schraeder and Bandow (2012), where the emphasis is given to proper exposure and guidance. In the finding, it was observed that there was no significant difference in team management skill between girls and boys. All of the students played an active role in all the activities. There were numerous games included in the activity input for students to enjoy while learning. The utilization of game-based learning was a successful initiative for the students' pleasant learning. The results showed that the students did well and had a favourable impression of the simulation environment's applicability consistent with the study of Ranilla *et al.*, (2014).

For each session and sub-theme, various activities like creating a storyline, a team is needed ideas as building blocks, and tower of trust were planned. The importance of including various activities for team building development in a programme is well supported by Hazeldine's (2002) research, where the importance of activities and concern for proper attention were demonstrated. The various activities were given proper attention and effort to implement so that they have a long-term impact. It aligns with the findings of Garcia *et al.*, (2016) and Kreunen *et al.*, (2018), demonstrating the programme's suitability for skill development.

The sessions were designed to help students to understand the necessity of working as a team and the quality aspects of team performance. Although there is an exposure of different activities under co-curricular activities (CCA) that is common in both experimental and control groups, it was commonly found that all students in the school setting were receiving insufficient exposure to team activities; however, if adequate exposure is provided, students' learning is boosted to the necessary degree. In this line, Chen (2019) emphasized how leadership may be developed by participating in collaboration teaching activities in class. The activities positively impacted the students' comprehension of the team and its importance in their growth.

It is consistent with the study of Phalane and Pitsoe (2014), where the importance of teamwork and its good impact on teaching and learning quality is well presented. In a similar vein, Bouw (2017) examined students' satisfaction with a student-led team-based learning course. Ekimova and Kokurin (2015), Doshi (2017) and McEwan (2017) also discussed teamwork frameworks and team-building methods that were well utilised in the present study.

The conceptual knowledge and intended behaviour were found significantly higher in conflict management skill. In terms of conflict management, it has been discovered that conflict is a significant aspect of students' lives and it's understanding it is important. Selecting the right content was beneficial to gain a better understanding of conflict and how to manage it. It is consistent with the findings of Johnson and Johnson (1996), who found that disagreements among students often occur in schools in their review of conflict resolution and peer mediation programmes in elementary and secondary schools. The importance of conflict management at the school level is very crucial. There is an impact of conflicts on students' general development in the school setting ((Afful-Broni, 2012), Valente and Lourenço (2020) and Giuliano (1974)).

The use of a Student Leadership Programme (SLP) for the development of conflict management is a crucial step. The conflict management skill was included in the Student Leadership Programme (SLP) to make students more effective negotiators and efficient team members. It is addressed in Erzen and Armagan (2015) investigation on the significant impact of leadership on conflict resolution in a meta-analytical study. Conflict has emerged as a widespread concern in schools, and the findings of the present study imply that the success of conflict management is linked to the conceptual knowledge and practical activities pertaining to conflict management. It is consistent with Chandolia and Anastasiou (2020), where the study was on leadership and conflict management styles and the findings revealed that good use of conflict management style was commonly observed in the leaders, and it can solve many issues/conflicts.

Conflict management was a part of the Student Leadership Programme (SLP), which constituted of 13 sessions (8.6 hours), with theoretical and practical inputs. It aligns with Rashid (2005), who examined the effectiveness of conflict management intervention where the intervention was designed for 10.5 hours to enhance participants' leadership behaviours in understanding the nature of conflict, different

styles of conflict management, importance of communication, and the different models of negotiation and mediation with respect to conflict management where the results have shown the positive impact of the intervention. In the present study also, the students presented the skit, and various team activities with the least level of conflicts. During the early stages of the programme, students were disagreed on numerous points but in the latter stage eventually volunteered numerous times to resolve the conflict. There was a significant decrease in interpersonal conflict even in the free periods of their academic schedule.

Various sessions had been conducted that incorporated theory and practical inputs that involved various activities which were individual, interpersonal or in groups like completing the cards, and hitting the balls amongst others. The positive impact of these activities can be well reflected in the students' actual behaviour. It was observed that students were required to concentrate and pay attention to the discussion and activities conducted. It is consistent with the study of Kammerer (1988), where training involves the activities and results showed a greater understanding of conflict as natural and potentially positive. It also reflected that such training needs proper attention.

The sessions included the topics such as the meaning of conflict, conflict management, negotiation skill and way to deal with conflict in the sessions of conflict management. It goes in the same line with the cross-sectional study of Yuan (2021), where the study reflected the importance of critical judgements, management of emotions and handling of work-related conflict. In the present study, diverse activities such as role-play, skits, and games that develop conflict management skill, negotiating skill, and role conflict comprehension were conducted. As a result of this, reduction in internal fighting and bullying occurrences were observed among the students. It is consistent with Hogan (2007), who created and executed a conflict resolution curriculum that included training students to recognize the importance of conflict and grasp several tactics for managing conflict that includes problem-solving/negotiation.

It was observed that students took greater responsibility for conflict management as they became more proactive in resolving conflict, and the frequency of conflicting events decreased. The findings of the present study indicated that considerable impact of training on conflict management, like in the research of Izzet (2010), where the programme has a favourable impact on student learning.

The purpose of the present study was not to find the correlation between conflict management and other skills. Although, in many studies correlations have been found between conflict management skill and other leadership skills. The studies like Garner (2020) found a link between conflict and emotional intelligence, which included one aspect of empathy. Conflict management is a multi-faceted skill that includes teamwork, effective communication, and decision-making with ethical behaviour. The students were also taught to refine and extend their bargaining skills by addressing their conflicts as they arose. The intervention programme was presented via teaching, role-play arguments, and discussion amongst others. In study, conflict management tactics were found to help students respond constructively to conflict and build their social competency skills. It entailed educating students to identify the value of conflict and the five conflict-management tactics of withdrawing, forcing, smoothing, compromising, and problem-solving/negotiation (Hogan, ,2007). The sessions on conflict management had one entire session on negotiation skill; it aligns with Oredeina and Eigbe (2013) and Caputo's (2013) study, who found that there was a significant positive association between leadership negotiation processes' skill and conflict resolution. Even though the investigator did not emphasize on the correlation of any skills, all these skills are interconnected as Chan *et al.*, (2013) revealed a link between empathy and conflict resolution.

Various strategies of conflict management and negotiation skill were presented, that go in line with Hogan's (2007) study meant to create proper understanding of conflict, strategies and negotiation and develop their social competence skills. The result of the present study also has similar outcomes, as it was found that students became proactive and were quite effective in handling the disagreements in teamwork. There were many activities where the investigator had made teams where-in the students handled the conflicting situations very carefully. The peer group is quite impactive in the successful conduction of various activities (Kapusuzoglu, 2010).

Conflict management was included with the thought that conflict is a primary concern for each school and their students. There are various situations where the students face conflict, which can lead to big fights or arguments. In such a scenario, developing conflict management skill in learners at the school level proves to be beneficial. It can be well substantiated in Chandolia and Anastasiou's (2020) research, where the result proves the existence of conflict in school and the importance of its management for the students.

The students' satisfaction is a critical component of any intervention programme. The students showed the favourable reaction to the student's leadership programme. It was found that the students were satisfied with the programme with its schedules. It is in link with Patterson *et al.*, (2012), study where the results reflected participants' agreement on the skill development through the scheduled programme. It was found that students agreed that leadership skills are vital and assessed the necessity of an ongoing development programme that employs various approaches and content and is continually evaluated for its efficacy. It can be supported by the Sastrawan (2020) study, where the positive outlook of students towards skill development was reported in the results.

5.23 IMPLICATIONS OF THE PRESENT FINDINGS

- **Inclusion of leadership skills in the curriculum** - It has implications for curriculum developers. The different leadership skills can be included in the curriculum. The students can receive sufficient exposure to conceptual knowledge and practical skills. Such efforts would aid students in gaining conceptual knowledge, developing leadership skills, and putting those skills into reality in everyday life.
- **Development of Student Leadership Programme (SLP)** - School teachers can develop a Student Leadership Programme (SLP) on various skills that benefit, secondary school students for skill development. The Student Leadership Programme (SLP) that includes theoretical and practical inputs, the student could develop leadership skills. The programme can include discussions on various subtopics and leadership skill-based exercises to help students build their leadership skills.
- A teacher education programme with a skill-based curriculum has implications for policymakers responsible for developing teacher education curricula at all levels. Skills development should be made a mandatory subject in all B.Ed. and D.El.Ed. programmes in India. More focus should be placed in this course on:
 - The meaning and comprehension of various components of various leadership skills.
 - The various teaching approaches and methods of skill development.
 - The tools that can be utilized to assess students' leadership skills.
 - The art of teaching skill development with its theoretical and practical components to be realistically taught to student-teachers. These leadership skills

should be taught in detail so that the student-teachers can practice and develop the skills in themselves.

- The development and use of leadership skills in schools have implications for school educational administrators and principals. Principals and educational administrators must ensure that such a programme may be developed and implemented by teachers, emphasising diverse leadership skills based on theoretical and practical inputs both within and outside the classroom.
- Principals and educational administrators can design training programmes for schoolteachers on various leadership skills.

5.24 SUGGESTIONS FOR FURTHER RESEARCH

The suggestions for research are given below:

- A study on the development and implementation of Student Leadership Programme (SLP) may also be conducted at the primary or higher secondary school or higher education level.
- A comparative study based on sex, medium of school, and Socio-Economic Status can be conducted using a Student Leadership Programme (SLP).
- A comparative study in leadership skill development in mainstream and alternate schools can be conducted.
- A correlation study on correlation between different leadership skills can be conducted.
- A correlation study on the effect of Student Leadership Programme (SLP) on academic achievement can be conducted.
- A correlation study on the effect of Student Leadership Programme (SLP) on personality development can be conducted.
- Studies can be conducted to develop leadership skills using multimedia packages.
- Studies can be conducted to develop various other skills like decision-making, creativity, and motivational skills.

5.25 CONCLUSION

The study examined the effectiveness of the Student Leadership Programme (SLP) to develop leadership skills at the secondary level. This programme proved to be effective in the student's acquisition of conceptual knowledge, intended behaviour

and demonstration of leadership skills. Additionally, students' reactions regarding the Student Leadership Programme (SLP) were found to be favourable. The observations made during various conducted activities and the behaviour demonstrated by students during these activities revealed leadership skills in them. Several efforts are being made to impart academic knowledge and skills, but there are not many deliberate efforts being made to develop leadership skills among students. Later in adulthood, this severity manifests itself in their professional lives as well. The major problem is that any skill development is not a course or theory that requires just extensive learning and comprehension on the part of the student; on the other hand, leadership skill development requires experience and context to comprehend its true nature. While not every student will pursue a career as a leader or politician, leadership skill development among the students will assist them in managing their lives effectively. If sufficient exposure is provided from the beginning of a student's life, it will be relatively easy to develop a lifelong interest and practice skill development.

Indeed, all of these factors contribute to the critical relevance of leadership skill development in today's classrooms. The school curriculum must place a platform for developing leadership skills critical in the modern era. Teachers in schools must be familiar with and proficient in various tactics and strategies for developing leadership skills. It requires adequate comprehension and effort, which entails both a practical and intellectual grasp of numerous aspects that aid in comprehending its significance in a student's life. In this aspect, the development and implementation of a leadership programme is an effective method of developing leadership skills. The current study is an attempt to develop and implement the Student Leadership Programme (SLP) to enhance leadership skills. The positive outcomes of such programmes pave the way for educators, higher authorities, and teachers in schools to make a conscious, deliberate, and systematic effort to instil leadership skills in students. This can be done through the development of a course for each year (based on the students' mental level) and providing them with appropriate exposure to a variety of circumstances and critical observations with the help of the programme.

VISUAL REPRESENTATION

