

SYNOPSIS

for the Ph. D. Thesis titled

**DEVELOPMENT AND IMPLEMENTATION OF A STUDENT
LEADERSHIP PROGRAM (SLP) FOR DEVELOPING
LEADERSHIP SKILLS AT SECONDARY LEVEL**

Researcher: Ruchi Dwivedi

Guide: Prof. Sujata Srivastava

Department of Education
Faculty of Education and Psychology
Centre of Advanced Study in Education
The Maharaja Sayajirao University of Baroda, Vadodara 390002

1.1 INTRODUCTION

The basic knowledge, information, understanding, and life experiences start from the home and proceeds towards school. Teachers build the reading, writing and arithmetic skills among the students during the teaching-learning process. Nevertheless, apart from these necessary literacy skills, school education must also impart various other skills to prepare the students for the future and enable them to face the challenges of life effectively. As our country tries to reform the educational systems and improves student outcomes, student leadership skills are high on an education-related policy agenda. Strong leadership at the school level is critical to building up a world-class education and globalised skill systems.

Today schools operate in complex environments. At every level, leaders of education work together in a self-improving system, providing mutual support and challenges to raise all the schools' standards. Students need to experience leadership opportunities during their schooling life-like learning the art of building interpersonal relationships with their classmates, defining their identities, and achieving prescribed tasks effectively and efficiently. One of the important recommendations of the Secondary Education Commission - 1952-53 conveys that each pupil must enter various professions independently and skillfully until the end of the school education. Such thinking increases the scope of taking skills that can be used throughout life and in every situation. In the school, the secondary students are the more important part where the skill development can be effectively demonstrated. Secondary school students are categorised as an adolescent. It was observed that "Adolescents develop strong reasoning skills, logical and moral thinking, and become more capable of abstract thinking and making rational judgments" (WHO, 2010). Understanding the demands of society, understanding the level of secondary students, and learning implication of skill development, the development of leadership skills in secondary students assumes significance.

When we speak about the Indian school classroom scenario, the value of skill development was realised and well presented in policy perspectives. Policymakers were supposed to be primary stakeholders who could work or assist the educational institutions in developing skills in students. Understanding policy perspectives is important, as it provides an understanding of the significance of realistic exposure to skills and represents how one can work for skill development among the students.

1.2 Policy Perspectives

Various Government recommendations related to schools like NPE (National Policy on Education), NCERT (National Council of Education and Research Training), NCF (National Curriculum Framework), POA (Program of Action), WHO (World Health Organisation) and different committees have made valid recommendations regarding skill development at the school level.

The **Secondary Education Commission (1952-53)** had worked on the requirements of the society concerning secondary students. It emphasised skills development among students, so in the future, they can be a successful individual. Later, in a sequence, **National Education Commission (1964-1966)** had emphasised that secondary education must have one of two specific objectives: to prepare a student for the university 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 specific core skills such as problem-solving, critical thinking, communication, self-awareness, coping with stress, decision-making, creative and generative thinking, interpersonal relationships, and empathy are essential for an individual's growth.

Such policies appeared to be on the development of skills among the school, primarily secondary students. Various policy perspectives recommended the use of the program for the development of skills among students. However, only making policy, multiple programs, and recommendations for skill development will not work alone. The guidelines were kept on emphasising the skill development, it means it has its importance, and till today it is not up to the mark. It is required to bridge this gap between policymaking on the documents and policy implementation on the field.

While the policies worked towards improving skill development among the students from ages, there is a lack of context, as from where the student must start and where they need to finish. The above policy perspectives do not critically recommend any set of leadership skills taught at the school level. This dilemma leads towards a crucial thought over the logical clarity of leadership as a skill. Therefore, various leadership theories have been given below to know about the different leadership skills that can emerge from them.

1.3 Leadership Theories

The leadership literature reveals that theories have been refined and modified with time. None of the views is entirely irrelevant or can be considered a perfect conception of

leadership. Every idea has its foundations and depends on the context in that it is applied.

The **Great Man Theory** (1860) implies that people were born with traits that make them natural leaders, and only great individuals possess such characteristics. The second segment came for **Trait Theory** (the 1890s) to identify personality traits and factors linked to successful leadership (although situations are not concerned over here). 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 on, the **Situational theory (1969)** matches the leadership style with individual experience. Once the understanding of leader and followers came into existence, the relationship between 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. The **path-goal theory** came into existence that suggested that the leader's role is to create and manage subordinate paths toward individual and group goals, to clarify expectations, and to supplement the environment when sufficient rewards from the ground are lacking. Even though these many theories prevail in the leadership field, not a single view had got its distinct recognition.

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. The aspect of different dimensions of **Servant Leadership** emphasises 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". Based on these theories, various skills have emerged and have been discussed below.

1.3.1 Leadership Skills emerging from Leadership Theories

The early studies 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 to 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 narrates empathy, interpersonal communication skill, delegation skill, setting the goals, and making practical plans and negotiation skills. The cognitive resource theory was a conscious approach to stress management, problem-solving, and learning.

The setting of practical goals, solving the problems, communication skills, planning skills, negotiation skills, decision-making skills of an individual/leader is well represented in path-goal theory. Aligning to the thought of such leadership, transformational leadership also came into existence where the approach involves an 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 important 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 gift of communication, social skills, and empathy as a skill. After the contemporary understanding theories, the present era focused on developing team-building skills, conflict management, learning skill, compassion, and communication skills. Through the advancement of leadership theories, it can be understood that leadership is not now the copyright of innate leaders, but as an attribute, it can be a tool for the creation of leadership. Therefore, the investigator had tried to understand the meaning of leadership, the nature of leadership, and how it can be applied to school students' everyday lives.

1.4 Leadership- Meaning and Concept

The meaning and concept of leadership had presented below concerning different courses of time. This conceptualisation reflects a modification in the societal behaviour, change in individual attitudes and approaches of various authors and researchers.

1.4.1 Leadership in Traditional Scriptures

Indian scriptures have given various views of leadership. Bhagwat Gita talks about a humanistic leader. Buddhism culture emphasised the importance of leadership in

maintaining one's values, promoting self-management, and developing one's abilities. According to Islamic literature, the one in charge or command of others is a leader. In a nutshell, we can say that leadership is a work of responsibility, and it is a duty that is needed to be performed by all individuals.

1.4.2 The emerging concept of leadership (1900s-2018)

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

Tannenbaum *et al.* (1961) expanded on the importance of influence and defined leadership as an interpersonal influence, exercised in situations and directed through the communication process toward attaining a specified goal or goals.

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

House *et al.* (2002) defined Leadership as the ability of an individual to influence, motivate and enable others to contribute toward effectiveness and success.

Pellegrino & Hilton (2013) detailed 21st Century leadership skills as work and life skills such as self-management, problem-solving, collaboration, critical thinking, and communication necessary for success.

In total, we can say that Leadership is the ability of an individual to induce followers to work with confidence and zeal. It is all about solving the problems and handling things with healthy decisions in an effective manner.

An individual will not make real improvements until and unless 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 oneself and the value of improving skills in everyday life.

1.4.3 Self-leadership: Meaning and Definition

The theoretical foundation of self-leadership is built upon social learning theory (Bandura, 1977) and social cognitive theory (Bandura, 1986). Self-leadership is timely and important in today's complex and dynamic work environment, especially when it comes down to preparing people for leading positions or developing and strengthening self-leadership skills, cognitions and behaviours to conduct oneself. Therefore, an important component of self-leadership development is to enable leaders to face the

current challenges by strengthening selected self-leadership competencies successfully. “Self-leadership theory can be described as the process of influencing oneself instead of leaders’ influence over followers” (Manz, 1983, 1986).

After understanding the meaning and definition of leadership, it is now necessary to understand nature of leadership that helps to reflect the leader’s characteristics in various circumstances.

1.5 Nature of Leadership

Leadership is the art of handling a group of individuals in a very effective manner. It can be defined both as process and property. “It is a systematic process that consists of a purposeful and organised search for changes, systematic analysis, and the capacity to move resources from areas of lesser to greater productivity” (Bass, 1990).

“Leadership is multi-dimensional and is an ongoing process of development” (Higher Education Research Institute, 1996). It is the human factor that binds a group together and motivates to rely on force or people whom others accept as leaders. It is the set of characteristics attributed to individuals who are perceived to be leaders. It involves a goal-oriented approach where the leader must set clear and specific goals where it is known, based on established experience; as well as they know that it is achievable. The perspectives of the leadership shelter all the areas of circumstances, behaviours, and challenging opportunities.

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 an essential aspect of an individual’s growth. The importance of leadership skills have been discussed below .

1.6 Leadership skills and its Importance

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

There are different leadership subcategories as communication skills, character-building skills, decision-making skills, group dynamics skills, problem-solving skills, personal development skills, & planning skills (Venkatraman, 2011). These skills are the strengths and abilities of an individual that steers toward achieving goals. “There

are varying strategies which provide opportunities to develop participation and leadership skills like active and reflective listening, critical and creative thinking, communication, negotiation, mediation, dispute resolution, problem-solving, decision making, goal setting and action planning” (Eison, 2010).

When we speak about the significance of an individual’s leadership skills, we need to observe age as an essential factor. It also requires appropriate age to inculcate leadership skills . Since the emphasis is on secondary students, it is vital to consider the significance of leadership skills in their lives. Therefore, the importance of leadership skills at the secondary level is given below.

1.6.1 Importance of Leadership Skill at Secondary level

Leadership opportunities and experiences at the school level facilitate young adults’ transition into the community and to the world of work. “Students need to work beyond their school borders to contribute towards the success of the school and the system” (Pont, 2008). In school, student representative councils and school parliaments provide excellent opportunities for students to apply their learning in making decisions, managing conflicts, teamwork, and self-motivated cooperative conduct. “It is important that students should begin learning leadership concepts as early as possible so that they can sharpen their leadership skills and develop their minds to think critically about various situations” (Moss, 2012).

Secondary students with leadership roles always do more work to balance their leadership roles with academic work, which is an inspiration to other students who may fear taking on leadership positions. It is essential for secondary students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining identities and achieving tasks effectively. Parlar *et al.* (2017) found out that to make students acquire communication skills, problem-solving skills, responsibility, honesty & ability to set goals are essential. Different leadership skills can work for school level students as team culture, discipline, vision, communication, problem-solving, decision-making, resolving conflict and understanding and managing the changes. It is not feasible to develop all these skills on one scale, situation and at one time. For any student, it takes an ample amount of time, money, circumstance, and commitment. It has been found that students in secondary school can be well acquainted with skills that are important to their everyday lives. However, it needs to be recognised that all the skills cannot be mastered at one point in time. Every leadership skill is

essential, and every skill has its limitation and learning style. So, the investigator had emerged with seven leadership skills for the present study that can be taught in one academic year.

1.7 Leadership Skills- In the present study

Leadership skills are a combination of various characteristics and factors that enable the students to rationalise, correct their mindset, and look towards society. 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. Taking this point into consideration, the investigator tried to develop seven different leadership skills through the Student Leadership Program, which are essential for developing secondary students for their future life.

Communication Skill

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. Communication skills help them to listen, understand the point of view of teachers in the class. Controlled verbal communication and physical expression help them make new friends and have good, healthy interactions with other people.

Conflict Management Skill

Managing conflict is a core leadership competence and can help an individual grow and advance. However, conflict management is one of the most difficult soft skills that someone can master and develop. Students learn best when they practice things in different circumstances, and it will help them in developing interpersonal communication, goal achievement, solve problems without a fight and create a healthy environment//healthy competition everywhere. The conflict management skills they learn in secondary school will help them solve problems later in adulthood.

Empathy Skill

Empathy skill is the ability to accurately put “in someone else’s shoes”– to understand the other’s situation, perceptions and feelings from their point of view and to be able to communicate that understanding back to the other person. It helps students to build a sense of security and stronger relationships with other students and a teacher, positioning them well for learning, “encourages tolerance and acceptance of others, promotes good mental health and facilitates social harmony and can reduce the likelihood of bullying” (Hui *et al.* 2011).

Goal Setting Skill

Goal setting refers to the establishment of measurable, specific and time-bound objectives. Goal setting gives students long-term vision. The primary purpose of goal setting is to know about desires and success in every aspect. They give something to aim for and direct students' efforts towards it. However, by setting goals, students have more control over where they are headed and how one gets there. Students can get a perspective and prioritise what to accomplish over the next few months and years.

Problem Solving Skill

Problem-solving is the skill of working through the details of a problem to reach a solution. It provides students with opportunities to use their newly acquired knowledge with their previous experience in a meaningful way and imparting knowledge in real-life activities. "Problems solving is a key component in curriculum design and instruction in secondary schools" (Sparrow *et al.* 2010). A student with good problem-solving skills will be able to use their initiatives and weigh up actions and consequences to guide their decisions throughout the school day.

Team Building Skill

Team building is a process to improve the team's performance and involves activities designed to foster communication and encourage cooperation. Team building skills also improves time and resource management. It allows students to work together in various social situations, for example, in the classroom, in their daily lives, or down the road in the workplace.

Time Management Skill

Time management is planning and exercising conscious control of time spent on specific activities, significantly to increase effectiveness, efficiency or productivity. Time Management skill is essential for the students as it makes them punctual, disciplined, and more organised. It shapes the student's mind into the direction of conscious effort for any task and sense of duty. The fundamental goal of time management for secondary students is to reduce the stress of being late and increase confidence for the exams and other challenges.

2.1 SUMMARY OF REVIEW OF RELATED LITERATURE

The investigator examined a total of 107 studies.

- There were a total of 23 studies based on student leadership status, the importance and role of effective skills in the lives of students, associations between different skills, ability development using various methods and techniques, and the effects of training on skills learning.
- There was a total of 11 studies in which the researchers worked on student leadership skills development, leadership skills development activities and student's skill development programmes.
- There were a total of 73 studies in which the skills of Conflict Management Skill 7, Time Management Skill (16 studies), Team Building Skill (11 studies), Communication Skill (10 studies), Problem Solving Skill (13 studies), Empathy Skill (9 studies) and Goal Setting Skill (7 studies) were addressed with different skill dimensions such as accomplishment, needs, practice, importance and role in the overall development of the student.
- The reviews had varied research design as the survey, correlation, experimental, case studies, longitudinal studies, meta-analytical reviews, comparative studies, explorative studies, and evaluative studies. Questionnaires, inventories, demographic details, focus group discussions and interviews were used for data collection.

The investigator could not find an adequate number of studies in India on the development of the skills at the school level. So, even though enough reviews were there in the leadership field and its development, there is still a requirement to raise the standards of skill development among secondary school students in India.

2.2 Rationale

India is always famous for being the largest democratic country in the world. Today India has one of the fastest-growing economies in the world. In this era of globalisation, influential leaders are essential for all government and private sectors. "Based on factor analysis, different leadership skills and traits are required in different situations, but certain qualities seem to characterise almost all leaders" (Karnes and Chauvin, 1986). there is a critical necessity to develop leadership skills to overcome the gap between leaders and influential leaders. Education is a useful tool to develop the knowledge and skills of leaders vital for our countries' economic growth, social development, and

political vitality. The students of today are the workforce of tomorrow, and they must be job-ready where leadership plays a critical role. The development of leadership skills is not only bound for schools, colleges, organisation, or professional jobs. It is needed in the students' day-to-day functioning and helps to handle all critical situations of their life. In the school, the secondary school students are most appropriate for the development of the 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). Throughout adolescence, students generally can handle problems and can think about it.

"For the adolescent age children, the school can be a critical arena where development occurs, and futures are sculpted" (Eccles, 1999). So, adolescent aged students can be taught well about skills which are involved in their day to day life as well as for their future development. Any program, training or workshop can have a positive impact on students learning. "Leadership skills are best acquired as part of a practical, experiential educational program" (Extejt & Smith, 2009). "In the recent efforts for enhancement of the leadership skills, campus-based leadership development programs can be made to assist in growing own leaders" (Burgoyne *et al.* 2004). 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: Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill altogether.

2.3 Research Questions

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

3.1 STATEMENT OF THE PROBLEM

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

3.2 Objectives of the study

1. To develop a Student Leadership Program (SLP) for the development of Leadership skills, namely Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill.
2. To implement Student Leadership Program (SLP) for development of Leadership skills, namely Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill.
3. To study the effectiveness of Student Leadership Program (SLP) for development of Leadership skills, namely Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill in terms of conceptual knowledge, intended behaviour and actual behaviour.
4. To study the reaction of students towards the Student Leadership Program.

3.3 Explanation of Terms

1. Student Leadership Program- The Student Leadership Program has theoretical and activity components. The program covered 7 skills: Conflict Management skill, Time Management skill, Team Building skill, Communication skill, Problem Solving skill, Empathy skill and Goal Setting skill. For each skill, 13 sessions are developed that comprised of conceptual knowledge about components of various leadership skills, and activities follow. It has various outdoor and indoor games, exercises, film clips, videos, case studies, group discussions, projects.

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

3. Conflict Management Skill- Conflict resolution typically deals with different situations at hand among individuals in any system. The conflict management skill component comprises managing stress, controlling over emotions and behaviour to

behave in a neutral state, focus over the problem rather than the people, need to be patient, and then give the final verdicts.

4. Time Management Skill- Time management includes managing the different goals, defining the problems, decision-making process and establishing daily, short-term, mid-term, and long-term priorities. It consists of a clear vision, prioritisation of work, and regular review of the working practices.

5. Team Building Skill- Teamwork is a process of work in partnership with a group of people to achieve a goal. For good teamwork, it is needed to understanding group dynamics and development; Building a team requires working with others toward goals, sharing leadership and empowering others and developing trust and collaboration.

6. Communication Skill- Communication skill involves listening abilities and understanding all the individuals of any system. The way individuals present themselves is the best part of communication. The main component of the communication skill is related to words in every context, either in the form of verbal or oral. The sender and the receiver are important elements of it.

7. Problem Solving Skill- Problem-solving is working through details of a problem to reach a solution. The main component of problem-solving skill is to know the problem and to be patient, its analysis and usage of analytical techniques, deciding and making any agenda effective, which is suitable for all.

8. Empathy Skill- Empathy skill involves sensitivity toward others, intention towards working, and a well-organised projection, that helps in developing the person with empathy skills. The optimistic understanding between the peer groups, tolerating and understanding the differences and paying appropriate attention is an essential component of empathy.

9. Goal Setting Skill- Goal setting skill deals with long-term vision and short-term motivation, prioritising work to make an individual successful in overall aspect. The main component of goal setting is to be positive, need to set mind, must have the desire to get something, set the priorities and to be accurate in terms of timing, regular update and review on goals, be in a motivated and confident state.

3.4 Operational Definition of Terms

1. Conceptual Knowledge in leadership skills- Conceptual Knowledge of specific leadership skill is the score secured by a person in that leadership skills present in the leadership knowledge test prepared by the investigator. The 7 Leadership skills'

conceptual knowledge is the total score secured by a person in the leadership 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 Behavioral Scale prepared by the investigator. The intended behaviour of the 7 Leadership skills taken as a whole is the total score secure by a person in the intended Leadership Behavioral Scale.

3. Actual behaviour in leadership skills- Actual behaviour in Leadership skills include 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 7 Leadership skills.

3.5 Hypothesis of the Study

The proposed study had null hypotheses tested at a level of significance 0.01.

H01: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Conflict Management.

H02: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Time Management.

H03: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Team Building.

H04: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Communication.

H05: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Problem Solving.

H06: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Empathy.

H07: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of the Leadership skill of Goal Setting.

H08: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the Conceptual knowledge of all the 7 Leadership skills as a whole.

H09: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Conflict Management.

H10: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Time Management.

H11: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Team Building.

H12: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Communication.

H13: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Problem Solving.

H14: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Empathy.

H15: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of the Leadership skill of Goal Setting.

H16: There will be no significant difference between the mean posttest scores of students of control and experimental group of class IX in the intended behaviour of all the 7 Leadership skills as the whole.

4.1 METHODOLOGY

4.1.1 Development of Student Leadership Program

The Student Leadership Program was developed for the students to inculcate leadership skills in students of standard IX. These are the steps that were followed for the development of the Student Leadership Program:

- Identification of different topics in various leadership skills which includes meaning, concept, components and characteristics for understanding the leadership skills, namely Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill for the Class IX, was done that had full scope for understanding.
- Introduction, theoretical aspects, various activities, like games, assignments documentaries, images, objectives, stories, group discussions, role-plays, quizzes, case studies, skits, audio clippings were developed for each skill as well as for each session relating to the leadership skills identified.
- Finally, modification and finalisation of the Student Leadership Program were done.

4.2 Research Design

The research was experimental. It is a quasi-experimental design. The pretest-posttest non-equivalent control group design was followed. The graphic presentation of the design is as follows:

Experimental Group O₁ X O₂

Control Group O₃ O₄

X = Treatment

O₁ & O₃ = Pretest

O₂ & O₄ = Posttest

4.3 Population

All the students studying in class IX students studying in English medium schools affiliated to the GSEB Board in the state of Gujarat constitute the population for the present study.

4.4 Sample

There are 110 schools in Vadodara city affiliated with GSEB Board. The sample for the present study was to be selected by the convenience sampling technique. Two English medium schools affiliated with the GSEB board were selected. One section of class IX of one school was the experimental group, and one section of class IX of another school was the control group. The Ravens Matrices test was administered as a pretest, and one-to-one matching was done; the final sample consisted of 30 students in the control and experimental group.

4.5 Delimitations of the study

The present study was delimited to English Medium standard IX students at Secondary schools affiliated to Gujarat Secondary Higher Secondary Education Board. The leadership skills in the present study were delimited to 7 leadership skills, namely Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill.

4.6 Description of the tool

The investigator collected the data related to the development and implementation of the Student Leadership Program by using the following tools and techniques,

Raven's Matrices test has been administered to the Experimental and Control group only to match the groups. The booklet comprises five sets (A to E) of 12 items each (A1 - A12), with items within a set becoming increasingly complex. There was a total of 60 questions arranged over five sets. It had a reliability coefficient of 0.96.

Leadership Knowledge Test was designed for students to study their conceptual knowledge in 7 leadership skills. Leadership Knowledge Test was prepared, which was comprised of a total 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, respectively. The different items consisted of multiple-choice questions, one-sentence answers, fill in the blanks, and true/false. The Leadership Knowledge Test had a reliability coefficient of 0.79 when tested for test-retest reliability.

The leadership knowledge test was shown to the experts in the field of education for its validation.

Intended Leadership Behaviour 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 8 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 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 Program. There were a total of 25 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.

4.7 Data Collection

The study was conducted in phase-wise:

Phases of the Study

Phase I	Development of Student leadership Program
Phase II	Administration of Raven Matrices IQ Test as a pretest
Phase III	Implementation of the Student Leadership Program
Phase IV	Administration of Leadership knowledge test and Intended Leadership Behavioral Scale as a posttest

Phase I- Development of Student Leadership Program

The Student Leadership Program was developed for the secondary students of standard IX to develop seven leadership skills, namely Conflict Management Skill, Time Management Skill, Team Building Skill, Communication Skill, Problem Solving Skill, Empathy Skill and Goal Setting Skill during the school academic year 2017-18. The program had features of a stress-free, fun-filled environment, with indoor and outdoor, self-reporting activities. Role plays, assignments, video clips, documentary movies,

daily to-do tasks and case studies also were included that could help students relate to real-world scenarios. The pedagogy used was the Discussion Method.

Phase II- Administration of Raven Matrices IQ Test as a pretest

The Raven Matrices IQ test was administered to the control and experimental group to match the groups. It was administered as a pretest at the beginning of the academic year 2017-18.

Phase III- Implementation of the Student Leadership Program

After the pretest, the investigator proceeds for implementation of the Student Leadership Program (SLP) for the experimental group. The experiment was carried out for 91 sessions during the school academic year 2017-18.

The experimental group students have sessions for the seven leadership skills, namely Conflict Management Skills, Time Management Skills, Team Building Skills, Communication Skills, Problem Solving Skill, Empathy Skill and Goal Setting Skill. Regular curricular and co-curricular activities were going as usual in the control group without the implementation of the Student Leadership Program (SLP).

Phase IV- Administration of Leadership Knowledge Test and Intended Leadership Behavioral test as a Posttest

Leadership knowledge test in different leadership skills and Intended leadership behavioural scale in other leadership skills of both control group and the experimental group was administered at the end of the second semester (April) of the academic year 2017-18. The students of the experimental group were observed to know their actual behaviour in leadership skill. To understand the Reaction scale observed the reactions of the students towards the Student Leadership Program. It was administered at the end of the academic year 2017-18.

4.8 Data Analysis and Interpretation

The collected data were analysed quantitatively using non-parametric statistics of Mean, SD, Mann Whitney- U-test and intensity index. Data related to observation was analysed qualitatively via content analysis.

5.0 MAJOR FINDINGS

1. Due to the implementation of the Student Leadership Program, there was a significant increase in the conceptual knowledge in terms of 7 leadership skills, namely conflict management skills, time management skills, team-building skills, communication skills, problem-solving skills, empathy skills and goal setting skills in the experimental group of class IX.
2. The findings showed that due to the implementation of the Student Leadership Program, there was a significant increase in the conceptual knowledge in terms of 7 leadership skills in the experimental group of class IX.
3. Due to the implementation of the Student Leadership Program, there was a significant increase in the intended leadership behaviour in terms of 7 leadership skills, namely conflict management skills, time management skills, team-building skills, communication skills, problem-solving skills, empathy skills and goal setting skills in the experimental group of class IX.
4. Due to the implementation of the Student Leadership Program, there was a significant increase in the intended leadership behaviour in terms of 7 leadership skills, namely conflict management skills, time management skills, team-building skills, communication skills, problem-solving skills, empathy skills and goal setting skills in the experimental group of class IX.
5. Due to the implementation of the Student Leadership Program, there was a significant increase in the intended leadership behaviour in terms of 7 leadership skills as a whole in the experimental group of class IX.
6. Students are not familiar with the concept of conflict resolution and empathy, although they exhibited negotiation skill and delegation skills in various teamwork activities.
7. The reaction of students was also favourable towards the Student Leadership Program.
8. The findings also showed that students practised these skills on the school premises and their daily life.

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