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

AN
ABSTRACT SUBMITTED

To

The Maharaja Sayajirao University of Baroda
For the Award of the Degree of
Doctor of Philosophy
In
Education

Guide: Researcher:

Prof. Sujata Srivastava   **Ms. Ruchi Dwivedi**

Centre of Advanced Study in Education (CASE)
Department of Education
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara – 390002 [Gujarat]
April 2022

TABLE OF CONTENT

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. 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.

1.1 Policy Perspectives

Various Government recommendations like NPE, (1986), POA, (1992), NCERT, (2000), NCF, (2005), 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. 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. NCERT (2000) prepares the curriculum for all school education stages and 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. NEP (2020) proposes establishing skill labs in collaboration with local technical courses and removal of 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.

1.2 Leadership Theories

The leadership literature shows that with time, views are refined and modified. 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. Later, the Behavioural Theory of leadership (the early 1900s) focuses on how leaders behave towards their subordinates in various contexts and Fiedler's Least Preferred Co-worker (LPC) Theory 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 and the Leader-Member Exchange Theory indicated that leaders develop distinctive relationships with trusted followers.

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

1.3 Leadership: Meaning and Concept

Leadership has been defined from different viewpoints. Traditional scriptures had given various views of leadership as Bhagwat Gita talks about a humanistic leader, Buddhism culture emphasized on the self-management, Islamic literature stressed that the one in charge or command of others is a leader and Biblical leadership conceptualised leadership as a complex process. Different authors & researchers had presented their views, ideas, definitions, and explanation on Leadership from 1900s to 2020 (Pigors (1935), Hempill (1949), Ilalpin (1956), Tannenbaum *et al.* (1961), Prince (1973), J. M. Burns (1978), Roach and Behling (1984), Savage (1990), Barker (1997), Punnett (2004), Northouse (2007) and Nahavandi (2009), Pellegrino and Hilton (2012), and Sharma and Jain (2013))

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.

1.4 Self-Leadership: Meaning and Concept

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.

1.5 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. 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. An individual does not need to have all the skills, but it is essential to acknowledge that leadership skills can be a necessary aspect of an individual's growth.

1.6 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 like Pejza (1985), Whitehead (2009) and Komives *et al.,* (2007), MTD Training (2010), and Northhouse (2010). In a nutshell, leadership skills are individuals and groups' strengths and abilities that steer toward achieving goals as individuals and groups. Leadership involves skills in ideal building, inspiring, integrating divergent interests, building self-confidence and morale.

1.7 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.

The early theories focused their attention on the presence of the traits to compare leaders with non-leaders. Situational theories suggested that leadership is a matter of situational demands that narrate empathy, interpersonal communication skills, delegation skills, setting goals, and making practical plans and negotiation skills.

The path-goal theory relates to leaders' goal to encourage others to follow their goals and work for group goals (if in an organization). 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. The present era focused on an organizational setup where leaders focus on developing team-building skills, conflict management, learning skills, empathy, communication skills, and managing stress by analyzing experiences. The skill-oriented theory took its prominent position where an individual's skill development is very crucial. 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. The importance of leadership skills can be felt even at a school level for students. There is a scope of various leadership skills to be used by them in the school and outside. Therefore the development of various leadership skills at the secondary level becomes significant.

1.8 Leadership Skills at Secondary level: Importance

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. 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. They need to experience leadership opportunities during their schooling, learn the art of building relationships within teams, define identities, and achieve tasks effectively.

When a student has leadership responsibilities, it becomes easier to handle family and siblings at home, especially the young ones. 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 programs.

1.9 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. At the same time, leadership development programs are already prevalent in the corporate sector, although school leadership requires an entirely different kind of approach and is still at the 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 International (CBSE-i) was a globally benchmarked, inquiry-based, and skill-based program that accommodates students' varying learning styles, although it was not continued after 2016-17 (cited in CBSE update, 2015).

The Azim Premji Foundation has collaborated with the government of various states in India on curriculum development, pedagogy, evaluation, school management, and teacher education programs.

Centum Learning is playing a pivotal role in the integration of vocational and school education by implementing National Skills Qualification Framework (NSQF) in schools and providing vocational education from Standard IX onwards. National Council of Educational Research and Training (NCERT) also provides valuable advice to the Central and State Government relating academic matters to school education. Sarva Shiksha Abhiyan (SSA) emphasized life skills training focusing on the upper primary girls. Additionally, it emphasized the development of life skills such as critical thinking, communication, negotiation/resistance, decision-making/problem-solving, coping with situations, with self-management.

The working of these organizations proves to be useful when there is support from all society members. The holistic aim of such programs 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.

1.10 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.

In the Indian education system, leadership was ideally imagined as responsible, hard-working, social, and honest in nature. 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. 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 programs 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 program. There is the requirement of adequate time, space, and availability of the student.

1.11 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 programs. Leadership skills can be developed by developing the program as it gives scope to the students to get well acquainted with the situations and conscious learning that assist in better understanding. Such programs provide an uplifting and supportive environment for students with lofty future goals and aspirations.

Leadership programs' sustainability and stability depend on students' ability/potentiality. Each program must exist within a particular context or area of focus within which students can develop and practice skills. 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).

1.12 Leadership Skills taken in the present study

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.

Goal Setting Skill

The concept of goal setting refers to the establishment of measurable, precise, and time-bound objectives. The students with goal setting skills also helps them to organize themselves, making plans and systematic management in the classroom and at home. Goal-setting skills help the students in self-reflection, refining their set of principles, delve deeper into self-awareness and self-awareness of their strengths and limitations.

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. The primary purpose of communication is to transport the ideas, thoughts, and beliefs to another person to lead to a mutually acceptable decision. Communication skill 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.

Empathy Skill

Empathy skill involves sensitivity toward others, the intention towards working, and a well-organized projection. The optimistic understanding of the peer groups, tower understanding the differences, and paying appropriation is an essential component of empathy skill. Empathy can help the students succeed academically and in classroom activities, enabling them to understand and collaborate with others.

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. With the problem-solving skill, the students can have the mental ability of comprehensions and strengthen analytical, critical thinking, analysis, deliberation, and argumentation skills.

Team Building Skill

Team building is a process to improve the team's performance and involves activities designed to foster communication and encourage cooperation. It refers to the different activities that can motivate/encourage the team members and improve their efficiency. 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.

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. Students learn best when they practice situations pertaining to different circumstances, and it helps them develop interpersonal communication, solve problems without a fight, and create a healthy environment leading to healthy competition.

The program 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.

2. RATIONALE OF THE STUDY

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.

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. 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.

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.

3. RESEARCH QUESTIONS

How will the Student Leadership Programme (SLP) develop leadership skills in students and to what extent it will be effective for leadership skills development?

4. STATEMENT OF THE PROBLEM

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

5. OBJECTIVES OF THE STUDY

1. To develop and implement a Student Leadership Programme (SLP) for the development of seven leadership skills taken in the study.
2. To study the effectiveness of the Student Leadership Programme (SLP) for the development seven leadership skills taken in the study.
3. To study the reaction of students towards the Student Leadership Programme (SLP).

6. VARIABLES

Independent Variable - Student Leadership Programme (SLP)

Dependent Variable - Conceptual Knowledge, Intended Behaviour and Actual Behaviour of seven leadership skill.

7. HYPOTHESES OF THE STUDY

Null hypotheses were formulated by the investigator and tested at significance level of 0.01.

- 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, Goal Setting, Communication, Empathy, Problem Solving, Team Building and Conflict Management and as a whole.

- 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, Goal Setting, Communication, Empathy, Problem Solving, Team Building and Conflict Management and as a whole.

8. EXPLANATION OF TERMS

1. **Student Leadership Programme (SLP)**- in this program, for each seven leadership skills, thirteen sessions are developed that comprises conceptual knowledge and activities.

2. **Secondary Level-** It is taken as standard IX in a school affiliated to GSEB Board.

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

4. **Goal Setting Skill-** It covers comprehending goals, types and directions of goals, SMART goals, concept and step of goal setting theory and its principles, techniques, and barriers for setting effective goals.

5. **Communication Skill-** It encompasses understanding of communication and its process, directions and types, interactions, and barriers in communication skill.

6. **Empathy Skill-** It involves the concept, the value, and the elements of empathy: the features, ways to display and hurdles to present empathy skill.

7. **Problem-solving skill -** It involves conceptualization of the problem and problem solving process, the relevance of problem-solving skill, stages in problem-solving, different approaches and characteristic of good problem solvers, and strategies and barriers for problem-solving.

8. **Team building skill -** It involves an understanding to teams, its types, difference between group and team, various stages and models of team development, essentials of and various barriers to effective team-building skills.

9. **Conflict Management Skill -** It typically deals with the understanding conflict and its management, steps, aspects, levels and characteristics of conflict, and various strategies of conflict management.

9. OPERATIONAL DEFINITION OF TERMS

1. **Conceptual knowledge in leadership skills** – It is the score secured by the student in that leadership skills present in the leadership conceptual knowledge test prepared by the investigator.

2. **Intended Behaviour in leadership skills** – These 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.

3. **Actual Behaviour in leadership skills** – It 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.

10. DELIMITATION 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 & 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.

11. REVIEW OF RELATED LITERATURE

The development of leadership skills in students through the student leadership program and seeing its effectiveness was studied. There was total 143 studies that were reviewed and they 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 program

3. Studies related to leadership skills, namely Time Management, Goal Setting, Communication, Empathy, Problem-Solving, Team Building and Conflict Management.

11.1 Implication for the Present Study

Moreover, the reviews showcased the significant impact of skill development on the students' academic achievement, study habits, or other behavioural patterns. The

researcher had reviewed the studies about the students and got an extensive range of research, but 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.

12. PLAN AND PROCEDURE

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). Segment II discusses the methodology of research.

12.1 Systematization of the Program

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.

12.2 Segment I
12.2.1 Development of Student Leadership Programme (SLP)

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 program was developed.

Step I: Identification of the leadership skills

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. 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 namely time management, Goal setting, Communication and empathy skills, problem solving, team building, and conflict management.

Step II: Selection of instructional inputs

The instructional material comprised of theoretical and practical inputs. The theory consists of meaning, definition, nature, types, and other theoretical inputs of each skill. 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.

Step III: Structure of Student Leadership Programme (SLP)

The 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.

- **Format of Session Plan**

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.

12.3 Segment II

12.3.1 Research Methodology

It was a Quasi-experimental design.

- **Population**

All the students of standard IX Secondary Schools of Gujarat affiliated to Gujarat Secondary and Higher Secondary Education Board of the year 2017-18.

- **Sample**

The convenient sampling technique was used to select the sample. Two schools of Vadodara city were selected for the study. All the students of (one section) standard IX of both the schools were considered as the sample. One-to-one matching was done with the help of Raven's Standard Progressive Matrices, later on the sample consisted of 30 students in the experimental group and 30 students in the control group.

- **Tools and techniques for Data collection**
  - ✓ Raven's Standard Progressive Matrices (SPM) was used for one-to-one matching of experimental and control group.
  - ✓ Leadership Conceptual Knowledge Test was designed for students to study their conceptual knowledge in seven Leadership skills.
  - ✓ Intended Leadership Behaviour Scale was designed for students to study the intended behaviour of students towards seven leadership skills.
  - ✓ Observation is this technique has been developed to observe student behaviour.
- Reaction scale was designed by the investigator that aimed at reaction towards Student Leadership Programme (SLP).

- **Procedure for Data Collection:**

  The study was conducted phase-wise:
  - ✓ **Phase I- Development of Student Leadership Programme (SLP)-** The Student Leadership Programme (SLP) was developed according to the various steps of the program development. The investigator selected the topics for teaching each skill and the activities pertaining to that skill were prepared.
  - ✓ **Phase II- Administration of Raven Matrices IQ Test as a pre-test-** Raven's Standard Progressive Matrices (SPM) were administered on both the control and the experimental group in the starting week of the new academic session.
  - ✓ **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 in the experimental group. On the other hand, the SLP was not conducted in the control group.
  - ✓ **Phase IV: Implementation of Post-test (Post-test Phase)-** The post-tests were administered to both the control and the experimental group, and the data collected from the post-tests included the leadership skill conceptual knowledge test, intended leadership skill 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 during sessions and the school hours and were noted down in the diary.

- **Procedure of Data Analysis:**

✓ **Data Analysis Pertaining to Objective 1 & 2:** To develop and 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 these two objectives.

✓ **Data analysis Pertaining to Objective 3**: To study the effectiveness of the Student Leadership Programme (SLP) for development of leadership skills undertaken in the study.

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 Program. A reaction scale was used for collecting the data. Frequency, Intensity Index, and Average Intensity Index were calculated.

13. MAJOR FINDINGS OF THE STUDY

- The Student Leadership Programme (SLP) to develop leadership skills was found to be effective in terms of student's conceptual knowledge and intended leadership behaviour in each of the taken leadership skills for the present study.

- The actual behaviour demonstrated by the students revealed that the students practised leadership skills on the school premises and in their daily life.

- 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.

14. IMPLICATIONS OF THE PRESENT FINDINGS

- It has implications for curriculum developers as the different leadership skills can be included in the curriculum.

- School teachers can develop a Student Leadership Program on various skills.

- A teacher education program with a skill-based curriculum has implications for policymakers responsible for developing teacher education curricula at all levels.
- Principals and educational administrators can design training programs for schoolteachers on various leadership skills.

15. SUGGESTIONS FOR FURTHER RESEARCH

- A study on the development and implementation of Student Leadership Programme (SLP) may 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.
- A correlation study on corelation between different leadership skills, and 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 and for other skills like decision-making, creativity, and motivational skills.

16. CONCLUSION

The study examined the effectiveness of the Student Leadership Programme (SLP) to develop leadership skills at the secondary level. This program 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 conduced activities and the behaviour demonstrated by students during these activities revealed leadership skills in them.

The current study is an attempt to develop and implement the Student Leadership Programme (SLP) to enhance leadership skills. The positive outcomes of such programs 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 program.