

A STUDY ON LEADERSHIP QUALITIES IN CLASS XII GRADE STUDENTS IN NADIA DISTRICT OF WEST BENGAL

PULIN MONDAL & DR. ARJUN CHANDRA DAS

- 1. Assistant Teacher, S.M. Nasir Smriti High School, Vill- Gobindapur, P.O. - Plassey, Dist. - Nadia. Pin- 741156, W.B,*
- 2. Assistant Professor, Department of Education, University of Kalyani, West Bengal.*

INTRODUCTION:

We know that India is a social democratic country. We find India got political democracy but it is still far away from social democracy. It may come from repeated persuasion which may be done by the leaders. As such study of growth of effective leadership is a very pertinent element in our country now a day for its acquiring vast development and prosperities through desired social democratic way.

Leadership is a group junction. It is a process of mutual stimulation where the leader influences the group and the group influences the leader. There is flexibility in this relationship. No man can become automatically a leader by virtue of his father's position like 'Raja', 'Zaminder' etc.

As the key intermediary between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. And at the school-systems interface, school leadership provides a bridge between internal school improvement processes and externally initiated reform.

A successful leader must be a capable man who is able, to do the work very well. He must also be in close touch with the people who work under him. Though the work may be done by other people, he must take on himself the full responsibility for the work. He cannot blame the followers if the work goes wrong, nor can he take the credit when the group succeeds. A successful leader is he who gives the full credit to the followers and takes the full blame on himself for any failure in the group action. This is how he can succeed in keeping the

whole group as a team. Finally, he must make the decision and show initiative, even though he may consult his followers, and even though the whole group decides on the particular line of action, he must take the ultimate responsibility for the decision, and not blame the group if the decision happens to be unsuccessful in achieving the group goals.

STATEMENT OF THE PROBLEM:

The present incidents of our country we have seen the relief map is running imbalance, because the leader do not lead their work properly. So those who are follow the path of leaders they failed. A bad leader can cause ultimately death to inherited potentialities of the groups and make future reined forever. The bad result impact in our society it is impacted in our students head. In India, it has been seen in daily newspapers ‘student unrest’ is common item of news. The present researcher in the above context identifies some traits and acquirable qualities. He thinks that these qualities will affect, to a large extent, in the leaders qualities. He thus identifies the extent of leadership qualities which will be preferred by the school children as their leader. So the statement of the problem should read as **“A STUDY ON LEADERSHIP QUALITIES IN CLASS XII GRADE STUDENTS IN NADIA DISTRICT OF WEST BENGAL”**.

OBJECTIVES OF THE STUDY:

- To find out the magnitude to which personality Traits contributed to leadership effectiveness.
- To find out the personality traits of leaders of the students.
- To compare the personality traits of the leaders in relation to their sex and locality.
- To find out the effectiveness of Higher Secondary students.

SIGNIFICANCE OF THE STUDY:

The significance of the investigation was to make on assessment of the some traits qualities and acquirable qualities of the leadership. He thinks that these qualities will affect, to a large extent in the leaders activities, and these qualities would be preferred by the students who had been reading in the higher secondary schools. Hence, the significance of the present study is-

- To prepare a questionnaire measuring traits and acquirable qualities of the students reading in secondary schools.

- To appraise the extent of traits and acquirable qualities- dimension-wise, sex wise and strata-wise evidenced from their responses.
- To determine the significant differences, if any, in mean scores obtained by the students sex-wise and strata-wise.

STATEMENT OF THE HYPOTHESIS:

Following hypothesis were formulated by the researcher to conduct the present research work.

- **H₁:** There is significant mean difference of Trait qualities of Leadership between Boys and Girls in Higher Secondary Schools.
- **H₂:** There is significant mean difference of Trait qualities of Leadership between Urban and Rural Students in Higher Secondary Schools.
- **H₃:** There is significant mean difference of Trait qualities of Leadership between Urban Boys and Rural Boys Students in Higher Secondary Schools.
- **H₄:** There is significant mean difference of Trait qualities of Leadership between Urban Girls and Rural Girls Students in Higher Secondary Schools.
- **H₅:** There is significant mean difference of Trait qualities of Leadership between Urban Boys and Urban Girls Students in Higher Secondary Schools.
- **H₆:** There is significant men difference of Trait qualities of Leadership between Rural Boys and Rural Girls Students in Higher Secondary Schools.
- **H₇:** There is significant mean difference of Acquirable qualities of Leadership between Boys and Girls in Higher Secondary Schools.
- **H₈:** There is significant mean difference of Acquirable qualities of Leadership between Urban and Rural Students in Higher Secondary Schools.
- **H₉:** There is significant mean difference of Acquirable qualities of Leadership between Urban Boys and Rural Boys in Higher Secondary Schools.
- **H₁₀:** There is significant mean difference of Acquirable qualities of Leadership between Urban Girls and Rural Girls in Higher Secondary Schools.
- **H₁₁:** There is significant mean difference of Acquirable qualities of Leadership between Urban Boys and Urban Girls in Higher Secondary Schools.

- **H₁₂:** There is significant mean difference of Acquirable qualities of Leadership between Rural Boys and Rural Girls in Higher Secondary Schools.

TOOLS USED:

Traits and Acquirable qualities questionnaire for the students of class XII was developed and standardized by the researcher.

POPULATION SAMPLE:

Higher Secondary school of West Bengal formed the population of this investigation and samples consist of 200 higher secondary students of boys and girls from urban and rural in Nadia district of West Bengal.

The investigator does not follow the randomization process for selection of sample. He follows the purposive sampling procedure for selection of samples.

METHODOLOGY:

In order to achieve the objectives of the present study survey method as well as quantitative approach was used to assess Traits and Acquirable qualities of higher secondary students.

Review of Related Studies:

Konkle (2007) studied the relationship between leadership style and student effectiveness in a research entitled “An Examination of Leadership Styles of School Principals and Student Effectiveness in Urban Elementary Schools in the State of Ohio”. The study concluded that, although there is no predictive relationship, the data verify that those schools that have shown growth had transformational leaders.

Vaidya (2010) in her study of the relationship between empowerment of secondary school teachers and their perception about leadership qualities of school principal found that in schools’ where the principal’s leadership qualities were higher, the teachers felt more empowered. Principals with leadership qualities were found to have a clear vision and mission for the organization.

Maninderjit (2011) in his study entitled “Study of Leadership Behaviour and Human Resource Development in Relation to Total Quality Management in Secondary and Senior Secondary Schools of U.T.”

found that principals as leaders of high TQM Schools irrespective of type of school are more effective as compared to those in low TQM schools.

The Wallace Perspective (2013) is a broad review and synthesis of over 70 research reports and significant publications on effective school leadership. The comprehensive perspective revealed effective school principals perform five key practices. The first is shaping a vision of academic success for all students. The second is creating a climate hospitable to education; the third is cultivating leadership in others; the fourth is improving instruction, and the fifth is managing people, data and process to foster school improvement.

Westerberg (2013) reviewed significant research literature to write about leadership incorporating relevant experiences from his work as a principal to create a list of ten behaviours that separate successful leaders from the irrelevant. According to Westerberg, effective leaders clearly articulate a vision of effective instruction and assessment and provide precise examples of what this vision looks like. Also important, a common language and terminology is established and used by all to communicate instructional and assessment concepts.

Negash (2013) in his study “The Instructional Leadership Roles of Principals and their Relationship with School Improvement in Public Secondary Schools of SNNPR, Ethiopia” found that schools which were found to be relatively low in their instructional leadership practices exhibited minimum result in school improvement. Likewise, those which were rated moderate in instructional leadership practices were also found to be moderate in school improvement ratings. And schools which were rated top in instructional leadership practices were also rated high in the school improvement endeavour.

TESTING THE HYPOTHESIS:

- **H₀₁:** There is no significant mean difference of Trait qualities of Leadership between Boys and Girls in Higher Secondary Schools.

Table-1: Determination of significance of differences in means between boys and girls students with regard to trait qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vaue
Boys	100	102.10	15.16	2.11	198	2.79**
Girls	100	108.00	14.79			

** Significant at 0.01 level

Analysis:

The 't' value for the null hypothesis (H_{01}) is 2.79, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H_{01}) is rejected. So it can be interpreted that there is significant mean difference between boys and girls students in Trait qualities of Leadership.

- **H₂:** There is no significant mean difference of Trait qualities of Leadership between Urban and Rural Students in Higher Secondary Schools.

Table-2: Determination of no significance of differences in means urban and rural students with regard to trait qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vauue
Urban Students	100	106.10	16.08	2.09	198	1.05NS
Rural Students	100	103.9	13.43			

NS= Not significant

Analysis:

The 't' value for the null hypothesis (H_{02}) is 1.05, which is not significant. So the null hypothesis is accepted.

Interpretation:

As the computed value is not significant and the null hypothesis (H_{02}) is accepted. So it can be interpreted that there is no significant mean difference between urban and rural students in Trait qualities of Leadership.

- **H₃:** There is no significant mean difference of Trait qualities of Leadership between Urban Boys and Rural Boys Students in Higher Secondary Schools.

Table-3: Determination of significance of differences in means urban boys and rural boys students with regard to trait qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vau
Urban Boys	50	99.90	17.70	2.97	98	1.27NS
Rural Boys	50	103.7	11.38			

NS=Not significant.

Analysis:

The 't' value for the null hypothesis (H₀₃) is 1.27, which is not significant. So the null hypothesis is accepted.

Interpretation:

As the computed value is not significant and the null hypothesis (H₀₃) is accepted. So it can be interpreted that there is no significant mean difference between urban boys and rural boys students in Trait qualities of Leadership.

- **H₄:** There is no significant mean difference of Trait qualities of Leadership between Urban Girls and Rural Girls Students in Higher Secondary Schools.

Table-4: Determination of significance of differences in means urban girls and rural girls students with regard to trait qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vau
Urban Girls	50	112.9	10.87	2.27	98	4.05**
Rural Girls	50	103.7	11.90			

** Significant at 0.01 level

Analysis:

The 't' value for the null hypothesis (H₀₄) is 4.05, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H_{04}) was rejected. So it can be interpreted that there is significant mean difference between urban girls and rural girls students in Trait qualities of Leadership.

H₅: There is no significant mean difference of Trait qualities of Leadership between Urban Boys and Urban Girls Students in Higher Secondary Schools.

Table-5: Determination of significance of differences in means urban boys and urban girls students with regard to trait qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vauue
Urban Boys	50	100.3	17.69	2.94	98	4.42**
Urban Girls	50	113.3	10.92			

** Significant at 0.01 level

Analysis:

The 't' value for the null hypothesis (H_{05}) is 4.42, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H_{05}) is rejected. So it can be interpreted that there is significant mean difference between urban boys and urban girls students in Trait qualities of Leadership.

H₆: There is no significant men difference of Trait qualities of Leadership between Rural Boys and Rural Girls Students in Higher Secondary Schools.

Table-6: Determination of not significance of differences in means rural boys and rural girls students with regard to trait qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vauue
Rural Boys	50	104.10	11.79	2.36	98	0.16NS
Rural Girls	50	103.7	11.90			

NS= Not significant

Analysis:

The 't' value for the null hypothesis (H_{06}) is 0.16, which is not significant. So the null hypothesis is accepted.

Interpretation:

As the computed value is not significant and the null hypothesis (H_{06}) is accepted. So it can be interpreted that there is no significant mean difference between rural boys and rural girls students in Trait qualities of Leadership.

H₇: There is no significant mean difference of Acquirable qualities of Leadership between Boys and Girls in Higher Secondary Schools.

Table-7: Determination of significance of differences in means between boys and girls students with regard to acquirable qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-value
Boys	100	104.3	17.94	2.64	198	2.61**
Girls	100	111.2	19.44			

** Significant at 0.01 level

Analysis:

The 't' value for the null hypothesis (H_{07}) is 2.61, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H_{07}) is rejected. So it can be interpreted that there is significant mean difference between boys and girls students in Acquirable qualities of Leadership.

- **H₈:** There is no significant mean difference of Acquirable qualities of Leadership between Urban and Rural Students in Higher Secondary Schools.

Table-8: Determination of significance of differences in means between urban and rural students with regard to acquirable qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vau
Urban Students	50	110.70	20.03	2.65	98	2.26*
Rural Students	50	104.70	17.43			

* Significant at 0.05 level

Analysis:

The ‘t’ value for the null hypothesis (H₀₈) is 2.26, which is significant at 0.05 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H₀₇) is rejected. So it can be interpreted that there is significant mean difference between urban and rural students in Acquirable qualities of Leadership.

- **H₉:** There is no significant mean difference of Acquirable qualities of Leadership between Urban Boys and Rural Boys in Higher Secondary Schools.

Table-9: Determination of no significance of differences in means between urban boys and rural boys students with regard to acquirable qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vau
Urban Boys	50	101.10	20.35	3.40	98	1.75NS
Rural Boys	50	107.10	14.08			

NS=Not significant

Analysis:

The ‘t’ value for the null hypothesis (H₀₉) is 1.75, which is not significant. So the null hypothesis is accepted.

Interpretation:

As the computed value is not significant and the null hypothesis (H_{09}) is accepted. So it can be interpreted that there is no significant mean difference between urban boys and rural boys students in Acquirable qualities of Leadership.

- **H₁₀:** There is no significant mean difference of Acquirable qualities of Leadership between Urban Girls and Rural Girls in Higher Secondary Schools.

Table-10: Determination of significance of differences in means between urban girls and rural girls students with regard to acquirable qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vauue
Urban Girls	50	120.30	14.29	3.33	98	5.73**
Rural Girls	50	102.30	18.72			

** Significant at 0.01 level

Analysis:

The ‘t’ value for the null hypothesis (H_{10}) is 5.73, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H_{10}) is rejected. So it can be interpreted that there is significant mean difference between urban girls and rural girls students in Acquirable qualities of Leadership.

- **H₁₁:** There is no significant mean difference of Acquirable qualities of Leadership between Urban Boys and Urban Girls in Higher Secondary Schools.

Table-11: Determination of significance of differences in means between urban boys and urban girls students with regard to acquirable qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-vauue
Urban Boys	50	101.1	20.35	3.51	98	5.47**
Urban Girls	50	120.3	14.29			

** Significant at 0.01 level

Analysis:

The 't' value for the null hypothesis is (H_{11}) is 5.47, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation:

As the computed value is significant and the null hypothesis (H_{11}) is rejected. So it can be interpreted that there is significant mean difference between urban boys and urban girls students in Acquirable qualities of Leadership.

- **H_{12} :** There is no significant mean difference of Acquirable qualities of Leadership between Rural Boys and Rural Girls in Higher Secondary Schools.

Table-7: Determination of no significance of differences in means between rural boys and rural girls students with regard to acquirable qualities of Leadership the t-value was calculated.

Measures	N	Mean	SD	SE _D	df	t-value
Rural Boys	50	107.1	14.08	3.31	98	1.45NS
Rural Girls	50	102.3	18.72			

NS= Not significant

Analysis:

The 't' value for the null hypothesis is (H_{12}) is 1.45, which is not significant. So the null hypothesis is accepted.

Interpretation:

As the computed value is not significant so the null hypothesis (H_{12}) is accepted. Therefore it can be interpreted that there is no significant mean difference between rural boys and rural girls students in Acquirable qualities of Leadership.

CONCLUSION:

1. It was found through statistics that the girls students possessed more Trait qualities of Leadership than the boys students and they differed little in their Trait qualities of Leadership.

The t- value was found to be 2.79 which was significant at the 0.01 level of confidence. Hence, the null hypothesis number-1(H_1) was rejected.

2. It was found through statistics that the urban students possessed more Trait qualities of Leadership than Rural students and they differed small in their Trait qualities of Leadership.

The t- value was found to be 1.05 which was not significant. Hence, the null hypothesis number-2(H_2) was accepted.

3. It was found through statistics that the rural boys students possessed more Trait qualities of Leadership than urban boys students. They differed sufficiently in their Trait qualities of Leadership.

The t- value was found to be 1.27 which was not significant. Hence, the null hypothesis number-3(H_3) was accepted.

4. It was found through statistics that the urban girls students possessed more Trait qualities of Leadership than the rural Girls students and they differed widely in their Trait qualities of Leadership.

The t- value was found to be 4.05 which was significant at the 0.01 level of confidence. Hence, the null hypothesis number-4(H_4) was rejected.

5. It was found through statistics that the urban girls students possessed more Trait qualities of Leadership than urban boys students, and they differed widely in their Trait qualities of Leadership.

The t- value was found to be 4.42 which was significant at the 0.01 level of confidence. Hence, the null hypothesis number-5(H_5) was rejected.

6. It was found through statistics that the rural boys students possessed more Trait qualities of Leadership than rural girls students, and they differed very small in their Trait qualities of Leadership.

The t- value was found to be 0.16 which was not significant. Hence, the hypothesis number-6(H_6) accepted.

7. It was found through statistics that the girls students possessed more Acquirable qualities of Leadership than the boys students and they differed widely in Acquirable qualities of Leadership.

The t- value was found to be 2.61 which was significant at the 0 .01 level of confidence. Hence, the null hypothesis number-7(H_7) was rejected.

8. It was found through statistics that the urban students possessed more Acquirable qualities of Leadership than the rural students and they differed widely in Acquirable qualities of Leadership.

The t- value was found to be 2.26 which was significant at the 0.05 level of confidence. Hence, the null hypothesis number-8(H_8) was rejected.

9. It was found through statistics that the rural boys possessed more Acquirable qualities of Leadership than the urban boys, and they differed little in Acquirable qualities of Leadership.

The t- value was found to be 1.75 which was not significant. Hence, the null hypothesis number-9(H_9) was accepted.

10. It was found through statistics that the urban girls possessed more Acquirable qualities of Leadership than the rural girls and they differed widely in Acquirable qualities of Leadership.

The t- value was found to be 5.73 which was significant at the 0.01 level of confidence. Hence, the null hypothesis number-10(H_{10}) was rejected.

11. It was found through statistics that the urban girls students possessed more Acquirable qualities of Leadership than urban boys students, and they differed widely in their Acquirable qualities of Leadership.

The t- value was found to be 5.17 which was significant at the 0.01 level of confidence. Hence, the null hypothesis number-11(H_{11}) rejected.

12. It was found through statistics that the rural boys possessed more Acquirable qualities of Leadership than the rural girls and they differed little in their Acquirable qualities of Leadership.

The t- value was found to be 1.45 which was not significant. Hence, the null hypothesis number-12(H_{12}) was accepted.

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