

A STUDY OF LEADERSHIP QUALITIES AND SELF-PERCEPTION OF SENIOR SECONDARY LEVEL STUDENTS

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ABSTRACT

In this study, we delve into the fascinating realm of leadership and self-perception among senior secondary level students. Our investigation focuses on whether there exists a significant difference in these attributes between 11th and 12th-grade students. Employing robust quantitative analysis techniques, including means, standard deviations, and t-tests, we scrutinize data collected from both groups. Our findings reveal a captivating narrative: there is no discernible gap in leadership qualities and self-perception between 11th and 12th-grade students. These young leaders showcase comparable levels of prowess and self-awareness, as evidenced by strikingly similar mean scores and t-test results falling beneath the predetermined significance threshold.

These discoveries underscore the pivotal role of nurturing positive environments within educational settings to cultivate leadership acumen and bolster self-perception among senior secondary level students. By recognizing the symbiotic relationship between self-perception and leadership potential, educators and policymakers can craft tailored interventions and programs aimed at unleashing the latent leadership prowess within students. This study not only enriches our understanding of leadership dynamics but also offers practical insights for educational practitioners and paves the way for future research endeavors in this captivating domain.

Keywords: Leader, Leadership, Leadership Qualities, Self-Perception.

I. INTRODUCTION

In today's educational landscape, the development of leadership skills and self-perception among students is increasingly recognized as integral to their holistic growth and success. Particularly in senior secondary level education, where students are preparing to embark on their future paths, understanding the interplay between leadership qualities and self-perception becomes crucial. This study delves into this fascinating intersection, aiming to shed light on whether there exists a significant difference in these attributes between 11th and 12th-grade students.

Leadership, often viewed as the ability to influence others towards a common goal, holds immense importance in shaping individuals' academic and personal trajectories. Concurrently, self-perception, or the way individuals perceive their own abilities, traits, and values, plays a pivotal role in their overall development and decision-making processes. Exploring how these aspects vary across different stages of senior secondary education can offer valuable insights into students' evolving perspectives and needs. To address this inquiry, the study employs rigorous quantitative analysis techniques, including means, standard deviations, and t-tests, to analyze data collected from both groups of students. By scrutinizing this data, the study seeks to uncover any discernible disparities in leadership qualities and self-perception between 11th and 12th-grade students. Understanding the nuances of leadership dynamics and self-perception among senior secondary level students holds significant implications for educational practitioners and policymakers. By recognizing the symbiotic relationship between these factors, educators can design tailored interventions and programs aimed at nurturing students' leadership potential and bolstering their self-perception.

II. REVIEW OF LITERATURE

1. Tessie H.H. Herbst and Pieter D.P. Conradie:

Findings: The study aimed to explore the relationship between managerial self-perceptions and perceptions of others regarding leadership effectiveness in the context of a South African university undergoing a merging process. A quantitative cross-sectional study was conducted among 137 managers, measuring leadership behavior using the Leadership Practices Inventory (LPI) dimensions: 'Challenging the process', 'Inspiring a

shared vision', 'Enabling others to act', 'Modelling the way', and 'Encouraging the heart'. Statistically significant discrepancies were found between self-ratings and observer ratings on all five dimensions of leadership behavior, suggesting that managers tended to overestimate their own capabilities. Perceived leadership effectiveness on three of the five transformational leadership practices varied based on managers' self-perceptions.

Conclusions: The study highlights the prevalence of self-perception accuracy among managers, indicating that they may overestimate their own leadership capabilities. It emphasizes the importance of managerial development practices that sensitize managers to introspection and provide opportunities for reflection on their leadership practices. The findings suggest a need for feedback-intensive leadership development processes in higher education, which offer comprehensive feedback in a supportive environment. This study contributes to understanding the dynamics of leadership effectiveness and self-perceptions among managers in higher education institutions, providing insights for enhancing leadership development programs in such contexts.

2. Dasari Adikeshavulu (2018)

Findings:- The article explores the qualities that leaders should possess in the fields of business and politics to bring success and recognition. It discusses the importance of visionary outlook, trustworthiness, profitability, ability, and other leadership qualities in inspiring and influencing others. Adikeshavulu highlights the changing landscape of leadership in the 21st century and the need for leaders to adapt to modern challenges. Examples from various sectors, including business and politics, illustrate how effective leadership can impact organizational success and societal well-being. The text emphasizes the importance of leadership in addressing complex global issues and achieving positive social impact.

Conclusions:- Adikeshavulu concludes that effective leadership requires a combination of traditional leadership qualities and modern approaches, such as technology and innovation. He suggests that leaders should possess practical tools to address contemporary challenges and inspire trust and faith among citizens. The article underscores the significance of leaders who demonstrate personal excellence, sincerity, and a clear vision in navigating change and achieving long-term success. Adikeshavulu argues that true leadership emerges during times of crisis or change, when leaders demonstrate resilience, adaptability, and a commitment to their vision. Overall, the article highlights the essential role of leadership in driving progress and creating a better future for organizations, communities, and nations. This article contributes to the understanding of leadership qualities and their application in diverse contexts, providing insights for individuals aspiring to become effective leaders in the modern world.

3. P. Ananthy and K. Deepika (2018)

Findings:- The study found that there was no significant difference in self-regulation among college students based on gender or the type of management (government-aided or private). However, there was a significant difference in leadership qualities among college students based on gender. Male students exhibited higher leadership qualities compared to female students. Similarly, there was no significant difference in self-regulation among college students based on the type of management. In contrast, there was a significant difference in leadership qualities among college students based on the type of management. However, the difference was not significant in terms of self-regulation. The study also revealed a positive correlation between leadership qualities and self-regulation among college students.

Conclusions:- Gender plays a significant role in determining leadership qualities among college students, with male students demonstrating higher leadership qualities compared to female students. The type of management (government-aided or private) also influences leadership qualities among college students, although it does not significantly affect self-regulation. There is a positive relationship between leadership qualities and self-regulation among college students, suggesting that students with better self-regulation skills tend to exhibit stronger leadership qualities. The study highlights the importance of promoting self-regulation skills among college students to enhance their leadership abilities. Educators, administrators, and policymakers should focus on developing strategies to support and enhance students' self-regulation and leadership skills to foster intellectual citizenship. In conclusion, the study underscores the significance of self-regulation and leadership

qualities among college students and emphasizes the need for educational institutions to prioritize the development of these skills to prepare students for future challenges and responsibilities.

4. M.Karman's Study (2019):

Findings:-Karman's study likely explored various dimensions of leadership qualities and their impact on self-perception and leadership effectiveness. The research may have uncovered that different traits and behaviors contribute to individuals' perceptions of their own leadership abilities. This could include factors such as communication skills, emotional intelligence, decision-making abilities, and adaptability. It might have found that individuals tend to perceive themselves more positively in terms of leadership effectiveness compared to how others perceive them. This could indicate a tendency towards self-enhancement bias in self-perception. Karman's study may have also identified specific leadership qualities that are particularly influential in shaping self-perception and leadership effectiveness, providing valuable insights for leadership development programs.

Conclusion: Karman's research likely highlighted the multifaceted nature of leadership, showcasing how different traits and behaviors contribute to individuals' perceptions of their own leadership abilities. The study may have offered practical implications for leadership training and development initiatives by emphasizing the importance of self-awareness and providing strategies for individuals to enhance their self-perception and leadership effectiveness.

5. Nair's Study (2018):

Findings:-Nair's research, conducted in 2018, likely focused on the role of self-perception in leadership emergence and effectiveness, possibly within a specific organizational or cultural context. The study may have revealed that individuals' self-perceptions significantly influence their emergence as leaders within their organizations or social groups. Nair's research might have identified discrepancies between individuals' self-perceived leadership competencies and external evaluations, indicating potential areas for improvement or development. It could have highlighted the importance of self-awareness and accurate self-assessment in effective leadership, suggesting that individuals who accurately perceive their strengths and weaknesses are better equipped to lead effectively.

Conclusion:-Nair's research probably underscored the significance of self-perception in leadership emergence and effectiveness, suggesting that individuals' perceptions of themselves play a crucial role in their ability to lead others. The study may have concluded that fostering self-awareness and accurate self-assessment is essential for individuals aspiring to become effective leaders, as it enables them to identify areas for improvement and adapt their leadership styles accordingly.

III. RESEARCH METHOD

A descriptive research method is adopted to explore the relationship between leadership qualities and self-perception. The use of a three-point rating scale questionnaire and normative survey techniques is explained in detail, along with the sampling strategy and data analysis procedures. Ethical considerations and limitations of the study are also addressed. The nature of this study is descriptive and the normative survey technique has been followed in the present study.

VARIABLES:-

Independent Variable- Self-perception.

Dependent Variable- Leadership qualities.

POPULATION AND SAMPLE:-

The entire group of individuals or items that the researcher is interested in studying and sample is a subset of the population that is selected for study, which is meant to represent the larger population.

Population: 60 students of Senior secondary level.

Sample:-Population sample 60 Students (30 male 30 female).

HYPOTHESIS :-

1. There is no significant difference in leadership qualities and self-perception on the basis of class level.

GROUP	N	MEAN	DIFFERENCE OF MEAN	STANDARD DEVIATIONS	T- RATIO	SIGNIFICANCE LEVEL	RESULT
11th STUDENTS	30	24.53	2.8	2.50	1.88	0.05	HYPOTHESIS IS ACCEPTED
12th STUDENTS	30	21.73		2.05			

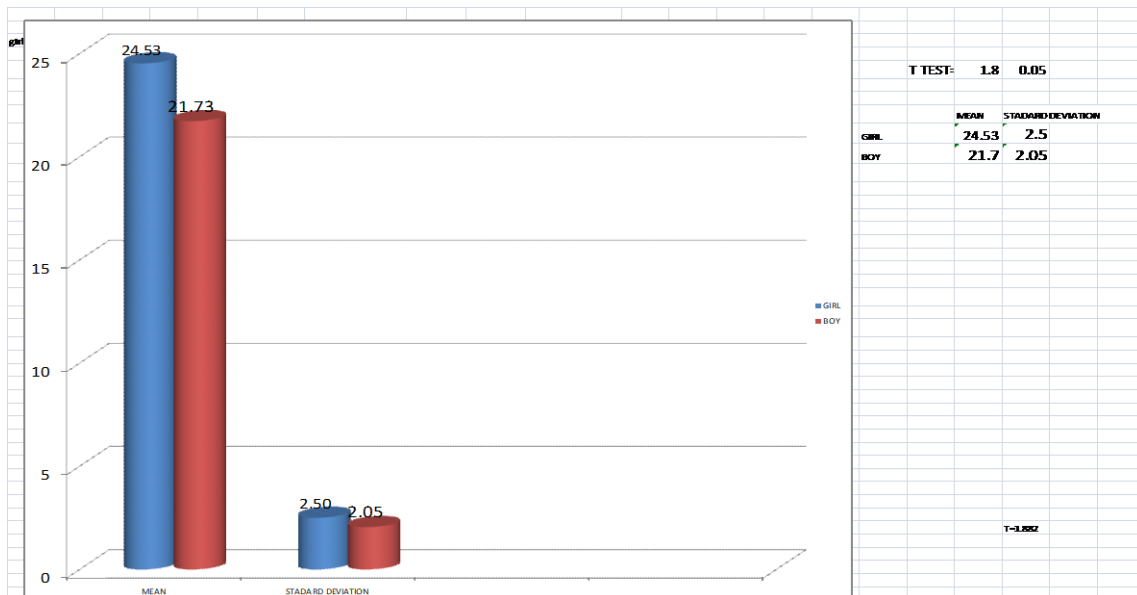
DEGREE OF FREEDOM=N1+N2

=(30+30)-2

=60-2

=58

SIGNIFICANT LEVEL OF 0.05= 2.048



IV. ANALYSIS INTERPRETATION

In above mentioned table mean score of 30 students of 11th is 24.53 and 21.73 of 12th mean respectively, whose difference is 2.80 and the standard deviation are 2.50 and 2.05 respectively.

V. DISCUSSION

After analyzing and describing each fact of above table where $t=1.882$ which is less than significant level of 0.05 that is 2.048. hence both class have equal knowledge, skill

Over leadership qualities and self-preception in relation to their academic progress.

EDUCATIONAL IMPLICATIONS-

1. Identification of potential leaders: The study can help identify students who possess leadership qualities and have a positive self-perception. This information can be used by educational institutions to select and groom students for leadership roles in the future..
2. Development of leadership skills: The findings of the research can also be used to design leadership development programs that can help students develop and enhance their leadership skills. Such programs can be conducted in schools, colleges, or universities, and can focus on building skills such as communication, decision-making, teamwork, and problem-solving.
3. Boosting self-confidence: The research can help students understand their strengths and weaknesses and improve their self-perception. This, in turn, can boost their self-confidence, which is an essential quality for effective leadership

4. Creating a positive school culture: The study can be used by educators to create a positive school culture that values and promotes leadership qualities. This can help create a school environment where students are encouraged to take on leadership roles and develop their potential.

5. Inclusion and diversity: The research can help identify leadership qualities in a diverse student population, including students from different culture.

VI. CONCLUSION

It concludes that the null hypothesis is accepted and boys and girls have no significant difference in leadership qualities and self-preception to there academic progress, it used in There daily life. Like everyday students speak on stage and every day learn new leadership quality by unknowingly with there self-preception attitude.

The conclusion drawn from analysis that leadership quality is very strongly effected by self-preception by using second hypothesis. It means second null hypothesis is also accepted. And if the Society need a great leader with great leadership qualities then the student first have self-preception attitude. It is important that this result may changed if sample size and students knowledge levels to be changed. However, the finding suggest that schools have a positive environment to demonstrate greate leader with great leadership qualities and also provide equal opportunity to all students without discrimination.

Overall, based on the present research every students have self-preception of different type and many have some kind of genral problems have impact on students self-preception And also the study highlights the multifaceted nature of leadership qualities in senior secondary level students and the significant role of self-perception in shaping their leadership efficiently. Through a combination of self-awareness, emotional intelligence, adaptability, and effective communication, students can cultivate and enhance their leadership capabilities. However, it's crucial to recognize the importance of continuous self-reflection and learning to foster sustainable growth in leadership skills. Encouraging students to embrace their strengths, address areas for improvement, and engage in collaborative opportunities can further empower them to become confident and impactful leaders in their respective fields and communities.

VII. REFERENCES

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