

Levels of leadership potential among higher education students of Kashmir Valley

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Abstract

The aim of the study was to realize the levels of leadership potential among the higher education students of Kashmir Valley (J&K). A sample of 780 students from three higher levels of learning viz., undergraduate, Post-Graduate and Professionals (Medicine, Engineering, Agriculture and Veterinary Sciences) constituted the sample. In order to assess the levels of leadership among the higher education students of Kashmir valley a self-constructed Leadership Potential Scale was developed by the investigator. Mean, S.D. and test of significance were calculated to find out the differences between the mean scores of Under-graduate, Post-Graduate and Professional students on leadership potential. The results reveal that significant proportion possessed 'Average Leadership Qualities' and also found that boys have more leadership qualities than girls.

Keywords: leadership potential, higher education students, under-graduate, post-graduate, professional students

1. Introduction

In the hands of man, education is a useful weapon. It can work wonders if used rightly. The need of the hour is to make it society oriented. Only the use of right type of education can help really in the fast changing political and social setup of life whose foundations are laid on democratic philosophy. So the need of the hour is to keep education up to the mark and up to date in every aspect. Mazzine says, "True democracy refers to the progress of all under the leadership of the wisest and the best". A democracy cannot function successfully unless all the people- not merely a particular section - are trained for discharging their responsibilities and this involves training in discipline as well as leadership. There is no more dangerous maxim in the world of today than "My country, right or wrong". The whole world is now so intimately interconnected that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that national citizenship. This means that the educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to develop democratic values so as to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.

It is clear that we shall have to formulate our aims with reference to the training of character to develop the leadership qualities among students to enable them to assume the responsibility of leadership in their own small groups of community or locality for the development of nation as whole. Hence, research in these areas can be tremendous help to the students for developing leadership qualities. Keeping in view the present scenario of a higher education and status of the field as a whole, one needs to take a realistic view about the future direction in which higher education programme must move.

2. Objectives of the study

1. To measure the leadership qualities of higher education students
2. To compare Under-graduate, Post-graduate and Professional students on Leadership Qualities.

3. To compare Under-graduate, Post-graduate and Professional students on various dimensions of Leadership Qualities.

Sample

A sample of 780 students from three higher levels of learning viz. Under-graduates, Post-graduates and Professionals (Medicine, Engineering, Agriculture & Veterinary sciences) constituted the sample. The sample included 120 respondents from U.G. level, 360 from P.G. level and 300 from various professional Institutions. The sample institutions were identified on the basis of random sampling from the list of institutions/colleges falling under the jurisdiction of Kashmir University (KU), Sher-i-Kashmir University of Agricultural Sciences and Technology (SKUAST) and National Institute of Technology (NIT) deemed University. The entire sample was selected from the Kashmir Division of Jammu and Kashmir State. The students were in the age group of 18-25 years.

3. Description of tool used

The tool for the present study was selected and prepared in a manner to ensure the accomplishment of objective of the study. The investigator constructed & used the following tool for the collection of the data.

Leadership Potential Scale (LPS) developed by Prof. N.A. Nadeem and Shaheena Akhter (Investigator). It consists of six major areas like, Interpersonal Relations, Understanding of People, Behavioral and Emotional Stability, Values and Ethical Inculcator, Adequacy of Communication and Operation as a Citizen. The reliability of the leadership potential scale were calculated by upper and lower and split-half reliability. The validity coefficient of leadership potential was obtained through intrinsic validity and item validity.

4. Analysis and interpretation of the data

The Data on the basis of objectives set forth were analyzed through various statistical techniques found suitable for drawing inferences and presented with the help of tables. The 't' test was employed in order to measure the significance.

Table 1: Showing Over-all Percentage Comparison of Higher Education students on Leadership Potential Scale

N	Excellent	Average	Poor
780	24.49 (N = 191)	43.71 (N = 341)	31.80 (N = 248)

Table 1 clearly indicates that of all the sample of Higher Education (N = 780), a significant proportion of 43.71% has been found to possess average leadership potential, 31.80% of the students were categorized as poor and only 24.49% possessed excellent leadership potential.

Table 2: Percentage Comparison of Under-graduate, Post-graduate and Professional Students on Leadership Potential Scale (N = 120, 360, 300 respectively) for three groups

	Under-graduates (N=120)	Post-graduates (N=360)	Professionals (N=300)
Excellent	19.16 (N = 23)	26.95 (N = 97)	23.67 (N = 71)
Average	45.84 (N = 55)	39.72 (N = 143)	47.66 (N = 143)
Poor	35.00 (N = 42)	33.33 (N = 120)	28.67 (N = 86)

The sub-groups analysis in terms of demographic background indicates that out of 120 Under-graduate students, 19.16% show excellent leadership potential, 45.84% average leadership potential and 35.00% poor leadership potential. Likewise, out of 360 Post-graduate students, 26.95% show excellent, 39.72% average and 33.33% poor leadership potential. Similarly, out of 300 Professional students, 23.67% show poor leadership potential. It has also been found that out of three groups, Post-graduate student's show excellent leadership potential.

Table 3: Showing Area-wise Significance of Mean Difference between Boys and Girls on Leadership Potential Scale at Under-graduate, Post-graduate and Professional Levels

Area	Group	N	Mean	S.D	t-value	Level of significance
Under-graduates	B	60	87.10	14.51	1.81	Not Significant
	G	60	82.46	13.53		
Post-graduates	B	180	86.06	17.35	0.89	Not Significant
	G	180	84.45	16.80		
Professionals	B	150	88.12	14.79	1.30	Not Significant
	G	150	86.00	13.40		

The perusal of above table shows that there is no significant difference between boys and girls of Under-graduate, Post-graduate and Professional students on Leadership Potential Scale. The results confirm that boys from the three groups i.e. Under-graduate, Post-graduate and Professional possess higher leadership potential than girls.

Table 4: Showing Over-all Significance of Mean Difference between Boys and Girls on Leadership Potential Scale (N=390 in each case)

Group	No.	Mean	S. D.	t-value	Significance
Boys	390	87.01	15.97	2.06	Significant at 0.05 level
Girls	390	84.74	15.09		

The above table shows the mean difference between boys and girls towards Leadership Potential Scale at Under-graduate,

Post-graduate and Professional levels. It reveals that there is a significant difference between boys and girls on Leadership Potential Scale as our calculated value (2.06) exceeds from the tabulated t-value at 0.05 level of significance. The results confirm that gender does influence on leadership aspect as boys have more leadership qualities than girls.

5. Findings

On the basis of empirical evidence discussed above, the following conclusions have been drawn:

1. The overall analysis on leadership potential of higher education students has shown that a significant proportion possessed 'Average Leadership Qualities'.
2. The area-wise analysis has shown that Post-graduate students in comparison to under-graduate and professional showed 'Excellent' Leadership Qualities.
3. On the basis of dimension-wise percentage analysis, it has been found that out of six dimensions of leadership potential, under-graduate students possess 'Poor' leadership qualities on four dimension i.e. behavioral and emotional stability, ethical and moral inculcator, adequacy of communication and operation as a citizen. It has also been found that post-graduate students also possess 'Poor' leadership qualities on three dimensions out of six dimensions of leadership potential i.e. interpersonal relations, behavioral and emotional stability and operation as a citizen. The results also reveal that out of six dimensions of leadership potential, professional students showed 'Poor' leadership qualities on four dimension (i.e.) interpersonal relations, behavioral and emotional stability, ethical and moral inculcator and operation as a citizen. It has also been found that out of six dimensions of leadership potential, the students of all the three areas viz. under-graduate, post-graduate and professional showed 'Poor' leadership qualities on two dimensions i.e. behavioral and ethical inculcator and operation as z citizen.
4. The level-wise gender difference showed a significant difference (t=2.06, p<.05) between boys and girls which reveal that boys have more leadership qualities than girls.

6. References

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