

**LEADERSHIP QUALITIES AND PERSONALITY  
TRAITS AMONG HIGHER SECONDARY  
SCHOOL STUDENTS**

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## **DECLARATION**

I, PRASANTHINI. T, do hereby declare that this dissertation **LEADERSHIP QUALITIES AND PERSONALITY TRAITS AMONG HIGHER SECONDARY SCHOOL STUDENTS** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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**PRASANTHINI. T**

## **CERTIFICATE**

I, **Dr. K. VIJAYAKUMARI**, do hereby declare that this dissertation **LEADERSHIP QUALITIES AND PERSONALITY TRAITS AMONG HIGHER SECONDARY SCHOOL STUDENTS** is a record of bonafide study and research carried out by **PRASANTHINI. T**, under my guidance and supervision. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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## CHAPTER 1

# INTRODUCTION

- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Objectives of the Study*
- *Hypotheses*
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Education is the most powerful weapon which can change the world. The goal of education is the advancement of knowledge and discrimination of truth. It prepares the future generation to play their respective role in the society and lead a civilized life. Civilization depends finally the wisdom with which it distributes its wealth and allots its burdens of labours and on the variety of the instruction it provides for the children in the purpose of human resource development.

India as a developing country has an emerging economy. As many developed countries moved from managerial to entrepreneurial, India is promoting entrepreneurship as a career choice for young. Anyone who analyses the economy of India can understand the need for such a shift from the old concept of white collar jobs to self-employment to decrease the under employment as well as the unemployment among educated youth in India. But academic qualifications do not ensure entrepreneurship among students. An entrepreneur needs many qualities like problem solving skill, creativity, Persistence, communication, teamwork etc. which comes under life skills.

Life skills make one successful in life, and these skills in a social set up comes under the concept of soft skills. Soft skills enable students to build, develop and manage teams, increasing their career prospects. An important soft skill is leadership, which is given more importance in recent years.

Leadership is an activity of influencing people to strive willingly for group objectives. It involves achievement of organizational goals and working with people. Leadership is the art of motivating, influencing and directing people so that they work together to achieve the goals of a team on an organization. During schooling students need to experience leadership opportunities so that they can learn the art of building relationships within teams, defining identities and achieving tasks effectively. Experiences must provide opportunities for learning, how to identify and display effective communication and interpersonal skills.

Leadership is commonly explained as a process of social influence in which one person can enlist the aid and support of other in the accomplishment of common goals. The designation of manager or supervisor does not make anyone a leader, though they give them certain power and authority to get the work done from people in the organization, but leadership is stimulating and motivating followers to surpass the desired objective, including self interest in the task and lead them by example. Followers like to be guided by those they really trust, respect and believe in. Studies on leadership was formally started in 20<sup>th</sup> century. Different persons introduced different styles of leadership. Even though there are different leadership styles, a good leader is one who can use a different style or quality depending on the situation. A most referenced leadership styles is that by Kurt Lewin

the father of modern psychology. According to his theory leaders are authoritative, participative and delegators.

The ever increasing complexity of education system provides a context, which is more complex than earlier for the practice of leadership. A good leader does not need a title to identify him as a leader. What he needs is the ability to influence others for a common goal. There are certain skills and qualities involved for playing an effective leadership role, which can be learned. Some such qualities and skills are easy to work with, having a mission, vision and specific roles, well honed interpersonal skills, committed to self improvement, ability to delegate responsibilities, excellent organizational skills, knowledge of facilitating team work and a good sense of humor.

Manning and Curtis (2007) in their study on leadership qualities emphasized Vision, Ability, Enthusiasm, Stability, Concern for others, Self-confidence, Persistence, Vitality, Charisma and Integrity as the essential qualities for leadership.

Development of qualities of leadership through education is not a new concept. Secondary Education Commission (1953) emphasized development of leadership qualities for successful functioning of democracy. Many countries have identified the importance of developing leadership qualities among its young generation. Hence universities and educational institutions are encouraged to start leadership studies and programs. Leadership can be

considered as a scientific discipline, consisting a set of skills, methodologies and ideas that can be taught.

There are different approaches to leadership and the evolution of a leader is considered differently in these theories. A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Man Theory. People can choose to become leaders people can learn leadership skills. This is the Transformational Leadership Theory. Some personality traits may lead people naturally into leadership roles. This is the trait theory.

Personality is that pattern of characteristics thoughts, feelings and behavior that distinguishes one person from another and that persists over time and situation. Some personality trait may lead people into leadership qualities. The personality pattern is molded early in life is not now. Within the personality pattern are both common and unique traits. The combination of the two contributes to the individuality of the person which can explain the variation in the personality pattern of different people and that of the same person at different times in the life span.

The five factors model of personality is a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience. Investigation into the five factor model started in 1949, research increased in

the 1980's and 1990's, offering increasing support for the five factors model. This personality traits show consistency in interviews, self description and observations, as well as across a wide range of participants of different ages and from different culture.

### **Need and Significance**

Education is an important tool for the individual development of citizens of a country and through individual development, the development of the country occurs. The education must create necessary skills and abilities among students to deal effectively their roles in the society.

As the economic scenario of India promotes entrepreneurship among students at various levels, education system is also expected to be effective in this regard. School education plays an important role in the development of character and qualities. The education system of Kerala gives more to this and students have much opportunity to develop their personality traits and the leadership qualities. Various programs like Jagrata Samiti, student police cadet, Red cross, scouts and Guides, NCC and NSS help the learners develop leadership qualities. Many studies have been done in this area to find the efficiency of these programm. (Safna, Salam, 2014)

Leadership is the quality, which is developed through our life experience and capabilities. A leader who leads a group should possess qualities and capacities to lead the group to the right direction. Imparting

leadership quality arises many good qualities like vision, Ability, Enthusiasm, Stability, Self control and Integrity.

A school should help to develop leadership quality and personality traits among its pupils. Pupils who are very confident in their qualities come forward to become a leader. Students who have favorable attitudes towards education usually work to their capacities and make good adjustment to school. In the present educational set up large number of factors namely, political as well as economical, influence the academic work, especially the achievement of students.

When students enter to higher secondary education the environment is found to be entirely different from that of secondary schools. Higher Secondary School Students need special attention on their leadership qualities as they are the immediate group for the entrepreneurial task

Nadeem and Jan (2013) have done a study on development of leadership qualities among secondary school students of kashmir and found average level of leadership qualities is possessed by students.

Judge, Bono, Ilies and Gerhardt (2002) in a meta analysis of the qualitative and quantitative studies on leadership and personality traits have cited many studies revealing negative relationship between Neuroticism and factors related to leadership like Self Confidence and self esteem. The result of studies on the relationship between Extraversion and leadership were found

to be consistent. Openness is reported as a strongly related variable both to personality based and behavioral measures of creativity, a strong link to effective leadership, regarding agreeableness, co-operativeness and interpersonal sensitivity are related to leadership and also are hallmarks of an agreeable personality. But agreeable person will be more modest and leaders are not expected to be so. Also need for affiliation is negatively related to leadership and hence the relation of agreeableness and leadership is ambiguous. Conscientiousness is related to overall job performance and competence in a task results in better capacity to lead other to do the job resulting in successful leaders. Conscientious people have tenacity and persistence, which is essential for effective leadership and hence a relationship is expected between the two.

They have suggested the need of further studies on leadership qualities and personality traits among students. A review of the studies in the area of leadership and personality trait revealed that different studies used different types of instrument in the different components. Hence present study is to find out the relationship between leadership qualities and personality traits among higher secondary school students.

### **Statement of the problem**

The study is titled as “LEADERSHIP QUALITIES AND PERSONALITY TRAITS AMONG HIGHER SECONDARY SCHOOL STUDENTS”.

## **Definition of key Terms**

### **Leadership Qualities**

Leadership is the ability to inspire confidence and support among the people, who are needed to achieve organizational goals (DuBrin, 2005).

Ten leadership qualities as suggested by Manning and Curtis 2007 were taken in the study and the score for each quality is the self rating made by the respondent on a ten point rating scale prepared by the investigator.

### **Personality Traits**

Personality trait has been defined as an aspect or dimension of personality which consist of a group of related and consistent reactions characteristics of a person's typical adjustment (Cattle, 1957.(as cited in Hurlock,1976)

Personality trait of the students were measured using Neo Five Factor Inventory developed by McCreary and Costa (1987). The score on each trait was calculated by taking sum of the scores on the item under each dimension.

## **Objectives**

- To find out the extent of leadership qualities among higher secondary school students.
- To compare the means scores of leadership qualities among sub groups based on



- Gender
- Subject of study
- Birth order
- To find out whether personality traits and leadership qualities of higher secondary school students are related.

### **Hypotheses**

Following hypotheses were formulated for the present study.

- There will not be significant gender difference in the mean scores of leadership qualities.
- There will not be any significant difference in the mean scores of leadership qualities among students of different discipline.
- There will not be any significant difference in the leadership qualities among subgroups based on birth order.
- There will be significant relationship between personality traits and the leadership qualities of higher secondary school students.

### **Methodology**

Survey method was used for the study

### **Participants**

The population under study is higher secondary school students of Kerala and a sample of 603 students was taken using stratified sampling technique

considering type of school, gender, and subject of study as strata. Nine schools were selected randomly from the list of higher secondary schools in three revenue Districts of Kerala viz., Kozhikode, Malappuram and Kannur. Sample was selected from these schools considering the strata considered.

### **Instruments**

- Self rating scale on leadership qualities (Prasanthini & Vijayakumari, 2017)
- Neo-five Factor Inventory (Mccrare & Costa, 1987).

### **Statistical Techniques**

- Descriptive statistics
- Pearson's product moment coefficient of correlation
- Test of significance of mean difference for large independent groups.
- One way ANOVA
- Scheffe's Test.

### **Scope and Limitations of the Study.**

The present study is an attempt to find out the extent of leadership qualities among higher secondary school students. It also analyses the relationship between the leadership qualities and personality traits of Higher Secondary School students in Kerala. Standardized tools with satisfactory reliability and validity were used to measure the variables. Study was

conducted on a sample of 603 Higher Secondary School students of Kozhikode, Malappuram and Kannur revenue districts. The sample was selected by using stratified sampling technique. Adequate representation of strata like gender and stream of study of students were given to enable the generalization of the results to whole population of the Higher Secondary School students in Kerala.

The investigator hopes the study will yield reliable results that will help the students develop their leadership qualities and to make good personality traits.

Even though precautions were taken to make the study as accurate as possible, certain limitations have been crept in to the study.

The following are some of the limitations

- Due to the shortage of time, the investigator restricted the data collection from only three revenue districts of Kerala state.
- The study was conducted on higher secondary school students of Government and Aided schools following Kerala syllabus. No representation was given to unaided Higher Secondary School students and Higher Secondary School students following syllabus other than that of Kerala.

## **Organization of the Report**

The research report consists of five chapters viz, Introduction, Review of Related Literature, Methodology, Analysis, Summary, Conclusion and Suggestions.

Chapter 1 contains a brief introduction to the problem, need and signification of the study. Statement of the problem, definition of key terms, variable of the study, objective, hypothesis, methodology and scope and limitations of the study.

Chapter 2 presents the theoretical overview of the concerned variables and review of related studies

Chapter 3 Methodology of the study in detail. Include objectives, hypotheses, variable, participants of the study, description of tools, data collection procedure and statistical techniques used for analysis.

Chapter 4 Describes the statistical analysis and interpretation of data, findings of the study, conclusion and tenability of hypothesis.

Chapter 5 Deals with summary of study, major findings, conclusion, educational implications of the study and suggestions for further research in the area.

## CHAPTER II

# REVIEW OF RELATED LITERATURE

- *Theoretical Overview*
- *Studies related to leadership Qualities*
- *Studies Related to Personality Traits*
- *Studies related to leadership Qualities and personality traits*

## **REVIEW OF LITERATURE**

Review of literature is the written summary of journal articles, books and documents that describe previous work done in the area of interest of the researcher. It is an important aspect of any investigation. It helps in learning new ideas on how other researchers have conducted their studies. The major purposes of reviewing the related literature include enable the researcher to define the limits of the study, understanding the research methodology and avoiding duplication of the previously established findings.

The present study is an attempt to find out the relationship between leadership qualities and personality traits among higher secondary school students. To have an understanding of the nature of study in this area the researcher has gone through relevant literature both theoretical and empirical. The review has been presented under the following headings

1. Theoretical overview
2. Studies related to leadership qualities
3. Studies related to personality traits
4. Studies related to personality traits and leadership qualities

## **Theoretical Overview**

### **Concept of Leadership**

As Socrates once said a group of donkeys led by a lion can defeat a group of lions led by a donkey. That's leadership. The concept of leadership was formally developed during the 1940's. Leadership is an activity of influencing people to strive willingly for group objectives. Leadership involves achievement of organizational goals and working with people.

If your actions inspire others to dream more, learn more, do more and become more you are a leader'' (Adam n.d, as cited in Jain, 2014) Leadership plays a big role in directing not only an organization but entire nation and economy on the path of progress. Researchers believe that good leaders are made, not born. Good leaders are developed through a never ending process of self study, education, training and experience (Jago,1982, as cited in Jain, 2014).

Leadership is motivating members of an organization to engage in actions they otherwise might not do. Leadership is the process of directing the behaviours of others towards the accomplishment of objectives.

Leadership has attracted the attention of sociologists, social psychologist and political scientist in various contexts. No unanimity is however, found on the precise meaning of the term among the different social

scientists. The work of Edinger (1961), (as cited in Jain, 2014) social scientist have to probe beneath the manifest aspect of leadership and have become correspondingly more sensitive to the relevance of numerous and complex latent facts, they have found it more difficult to agree on what leadership is and does.

Leadership is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of common goals. Leadership is stimulating and motivating followers to surpass the desired objective, including self interest in the task and lead them by example.

## **Leadership theory**

### **Contemporary theory**

According to the contemporary theorist, leaders are different from other people, though they do not need to be intellectually genius or omniscient prophets to win, but there are some unique traits like personal Charisma, intelligence wisdom, vision and some unique skills or a competency which are not equally present in all people and that differentiates the leader from others.

### **Trait theory**

Trait theory assumes that some individuals inherit certain qualities or traits that make them better suited to Leadership.



Scholars taking the trait approach attempted to identify physiological (appearance, height and weight), demographic (age, education and socio economic background), personality (Self Confidence and aggressiveness) intellectual (intelligence, decisiveness, judgment and knowledge) task related (achievement drive, initiative and Persistence), and sociability and cooperativeness with leader emergence and leader effectiveness.

Through many researches a set of core traits of successful leaders have been identified. Few of which are listed below.

Achievement drive: High level of effort, high levels of ambitions, energy and initiative.

Leadership motivation: an intense desire to lead others to reach shared goals.

Honesty and Integrity: Trust worthy, reliable and open.

Self Confidence: Belief in one's self ideas and ability.

### **Contingency theory**

In contingency theory, the success of the leader is a function of different contingencies in the form of subordinates, task, group factors, leadership styles and aspects of situation.

### **Fielder's contingency theory**

His theory is the earliest and the most extensive researches Fielder's approach departs from the earlier two model. i.e. the trait approach and behavioral approach by asserting that group performance is contingent on the leaders psychological orientation and on three contextual variables: group atmosphere, task structure, and leaders power and position.

### **Leadership Quality**

DuBrin (2005) has indentified the common characteristics of their leaders as their ability to inspire and stimulate others to achieve worthwhile goals. The people who can accomplish these important deeds practice leadership. Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals.

About 40000 research articles, magazine articles and books have been, written about Leadership. As a consequence, Leadership has been defined in many ways.

“Interpersonal influence, directed through communication toward goal attainment.”

“The influential increment over and above mechanical compliance with directions and orders.

An act that causes others to act or respond in a shared direction.

Leadership is needed at all level in an organization and can be practiced to some extent even by a person not assigned to a formal Leadership position. The ability to lead others effectively is a rare quality.

Good leaders are trailblazers, making a path for others to follow. Great leaders, however, inspire their people to reach higher, dream bigger and achieve greater. Perhaps the most important leadership skills one can develop is the ability to provide inspiration to the team.

Leadership is the ability to lead. Leadership can be described as the ability of an individual to influence, motivate, and enable others contribute toward the effectiveness and success of an organization on group of which they are members. A person who can bring about change, therefore, is one who has this ability to be a leader.

“All leaders requires unique traits and abilities” (Jain, 2014)

A certain quality of an individual personality by virtue of which he or she is set apart from ordinary people and treated as endowed with super natural, super human or atleast specifically exceptional power or qualities.

Manning and Curtis(2007) describes the ten leadership qualities as follows.

1. Vision
2. Ability

3. Enthusiasm
4. Stability
5. Concern for others
6. Self Confidence
7. Persistence
8. Vitality
9. Charisma
10. Integrity

### **Vision**

“Good leaders create a vision, articulate the vision, passionately own vision and relentlessly drive it to completion”. (Welch. nd, as cited Herlock, 2004). Leadership is mainly explained as the activity of leading a group of people or an organization on the ability to do this. In its essence, leadership in an organizational role involves.

1. Establishing a clear vision.
2. Sharing that vision with others so that they will follow willingly.
3. Providing information knowledge and method to realize that vision.

Vision is a sense of purpose and able to recognize what could any should be done.

### **Ability**

Leaders can take all the risk fearlessly and control others. Risk taking is an essential element for any successful leader. Risk taking requires willingness, guts, commitment, creativity, dedication, devotion, analytical and learning skills. A good leader is opportunists who first identifies the opportunities, seeks all the necessary information, analyses and evaluates the available options and then takes certain degree of risk if they find the opportunity worth pursuing. The job knowledge and expertise to guide and make decision in order to achieve results is called Ability.

### **Enthusiasm**

The leaders should be enthusiastic, for enthusiastic quality can help the leader to find solutions of the problems and also help use their creative talent. A good leader set an enthusiastic environment when he empowers not only for himself but also others. Hence Genuine Enthusiasm is an important trait of good leader. Enthusiasm is one the most powerful engines of success. When you do something, do it with all your might. Put your whole soul into it. Stamp it with your own personality. Be active, be energetic and faithful, and you will accomplish your object. Nothing great was ever achieved without Enthusiasm.

## **Stability**

Stable leaders are calm, relax, consistent in the emotional expression and not likely to experience negative emotions such as stress or anxiety.

A leader must understand her or his own world and how it relates to the world of others she/he has emotional stability and objectivity in relating with self and other in challenging situation.

A good leader knows the different challenges and arguments. A good leader will never criticize disagreement in fact they consider it as an opportunity to consider another perspective to solve the problems. Stability encourages democratic way of thinking for everyone.

## **Concern for others.**

All people have some unique traits and abilities. They have their own strength and weakness. So each of them has a role which is understood by others.

“Leadership is the lifting of a man’s vision to higher sights, the raising of a man’s performance to higher standard, the building of a man’s personality beyond its normal limitations.” (Drucker, as cited in Jain,2014)

## **Self Confidence**

Leaders are assertive and decisive and enjoy taking risks. They admit mistakes and foster trust and commitment to a vision. Leaders are emotionally stable rather than recklessly adventurous.

Self Confidence is the inner strength that comes from preparation and competence to overcome difficult task. It is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimum, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

## **Persistence**

A leader can never say 'no' for anything to anyone. It means that it may hurt someone's feelings, sentiments; However, the reality is that you can say 'No' without hurting someone and respecting your time and resources. Persistence 'As the drive and determination to preserv' is different task in order to complete them.

## **Vitality**

Strength and stamina are needed to fulfill the task of leadership. It also includes the positively full of strength and stamina. Vitality is a measure of

energy, stamina and endurance. Successful leaders know how to manage their physical, emotional, mental and spiritual energy.

Vital leader has increased flexibility and a greater range of motion.

### **Charisma**

Charisma is one of the leadership quality often characterized as a unique and special gift from God. The core of Charismatic leadership theory rests on the notion that a leader's influence on his or her followers is often beyond the legal and formal authority structure, and relies instead on the leader's personal charm, attractiveness, and persuasive communication. Charismatic leaders are able to influence followers by articulating a compelling vision for the future, and arousing and inspiring commitment among them.

The positive effects of vision, empathy and charismatic communication are well documented. However in some cases an especially persuasive charismatic leader can abuse his or her interpersonal power for self enhancement and personal gain, and exploit followers who are vulnerable to the leader's manipulative appeal.

### **Integrity**

Honesty and Integrity Leaders are truthful and do what they say. Mutual trust, congenial work environment, better relationship and reciprocity



are the reasons that enable knowledge to flow not only in downward direction but also in the upward direction.

Integrity means Honesty, strength of character and courage to stand by word that generates trust.

### **Concept of Personality**

Personality consists of following. The way you look. The way you dress. The way you act. The skill with which you do things. Your health. Personality is perceived as physical get up, behavioral skill and the status that a person has in the society. According to (Jung n.d. as cited in Jain, 2014) on the basis of expression personality is of two types.

#### Extrovert

Extroversion is characteristics of Individuals who have more interest in outside social activities. That means, a person possessing this personality type is informal, materialistic, much social, talkative, fast decision maker, has practical attitude towards life and lives in present.

#### Introvert

Introversion is characteristics of individuals who have interest only in their own thoughts and feeling rather than the world. That means a person possessing this personality type is formal, idealistic, less social, lonely, slow decision maker, lie in thought of fantasy.

“Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought” Allport, (1961) (as cited in Hurlock)

It is the characteristics or blend of characteristics that makes a person unique.

### **Trait approach to personality**

This approach assumes behavior as determined by relatively stable traits which are the fundamental units of one’s personality. Traits predispose one to act in a certain way, regardless of the situation. This means that traits should remain consistent across situations and over time, but may vary between individuals. It is presumed that individuals differ in their traits due to genetic differences.

These theories are sometimes referred to psychometric theories, because of their emphasis on measuring personality by using psychometric tests.

At the topmost level, there are two types of people in the world. Those who think personality types can be categorized and those who can’t. Among those in the first group are psychologists who began developing a systems for classifying personality traits based on an analysis of language way back in the 1880s.

In 1978 Costa and McCrae published Neuroticism- Extraversion, openness inventory [NEO-1] that grouped personalities according to three principal traits. In 1985 after further research, they added two more, and published the NEO personality inventory(NEO PI). The groupings constitute the five personality traits psychologist use today, known as “The big five” together, they form the acronym OCEAN

1. Openness to Experience
2. Conscientiousness
3. Extraversion
4. Agreeableness
5. Neuroticism

### **Openness to Experience**

Leaders who are high in Openness to Experience are intellectually curious, creative, imagination and divergent thinking.

This one describes people who enjoy the arts and new experiences. The facets are

- \* Fantasy-have a vivid imagination
- \* Aesthetics- believe in the importance of art.
- \* Feelings-Experience emotions intensely.
- \* Action- Prefer variety to routine.

\* Ideas - Like Complex Problem

\* Value – tend to vote for liberals

High Scores are Creative, discover new things, and have a strong internal life Characterized by extended musing over concept and experience. Low scores are more conventional, with narrower interest and are more down to earth.

### **Conscientiousness**

These People are organized and tend to keep going and going. They're Methodical, down to their to do lists. the six facets are

- Competence – Complete tasks successfully
- Order – Like Order
- Dutifulness – Follow the rules
- Achievement – Striven – work hard
- Self – discipline – get chores done right way
- Deliberation – avoid mistakes

### **Extraversion**

This is about degree of sociability, and one's source of energy and excitement:

The facets are

Warmth – make friends easily

Gregariousness – love large parties

Assertiveness – take Charge

Activity – are always busy

Excitement – seeking excitement – love

Extra version is also a strong indicator of leadership quality like

Conscientiousness

### **Agreeableness**

These people are all about trust, honesty, and getting along with others, they are tolerant. The six facets are

- Trust – trust others
- Compliance – would near cheat on taxes
- Altruism – make people feel welcome
- Straight forwardness – am easy to satisfy
- Modesty – dislike being center of attention
- tender – mindedness - sympathises with the harder

## **Neuroticism**

Neurotic people have the facets.

- Anxiety-Worry about things
- Hostility-Get angry easily
- Depression-Often feel blue
- Self-consciousness-are easily intimidated
- Impulsiveness-Eat too much
- Vulnerability-Panic easily.

They are vulnerable to frequent strong negative emotions. Sadness, anger, fear and are uncomfortable with themselves.

## **Studies Related to Leadership**

Sharma (2015) conducted a study on teacher morale as related to principals leadership style on a sample of 400 teachers. The study revealed that there was a positive and highly significant correlation between teacher morale and principals participative leadership style.

Funda and Cihan (2014) studied about the effect of strategies leadership style on firm performance. This study is considered as significant since the outcomes will contribute to the body of knowledge in the field of leadership and SME's firm performance in Turkey. The aim of this study is to interrogate the strategic leadership in terms of different leadership styles and

test the effect of them on performance. The study is applied to an export company in Turkey. The sample consisted of white-collared members who are working in managerial and non-managerial job positions in different offices of the company. A total of 215 complete responses were used for analysis. The study revealed that most common leadership style is relationship-oriented.

Nanjundeswaraswamy (2014) studied about on effective leadership and commented that leadership styles effect on the employ performance and productivity. This study summarized and analyzed the available literature of leadership styles and effect on different component of quality of work life.

Aswathiraj (2013) examined the relationship between leadership style and work engagement among a sample of 400 teachers and found that the work engagement of school teachers are influenced by their leadership.

Ithikkal (2013) conducted a study on relationship between perceived leadership style of head teachers and work engagements of school teachers. It was found that the perceived leadership style of head teacher is not related to the work engagement.

Mohammed (2011) in a study on perceived leadership behavior and job satisfaction found that there is significant relationship between the leadership behavior of heads and teacher's job satisfaction.

Story (2011) in an article on global leadership a development model for global leaders was articulated which include global mindset, Constructive development, inter cultural sensitivity and psychological capital theories. The paper argues that for some individuals the development may take a lifetime, for others not so long. She recommended organization to invest time and money in the proper training and development of global leaders.

Farook (2010) conducted a study aimed at finding out the relationship and organizational culture of the schools. The study revealed that organizational culture in school has a positive moderate relationship with leadership behavior of the heads of institution.

‘Leadership behavior of the heads of primary school as perceived by their subordinates’ was studied by Kelu and Saleem (2010) and found that male primary school heads , government school heads and junior heads show a better leadership behavior as compared to their counterparts. Educational qualification does not influence the leadership behavior of primary school heads.

Sarika (2010) investigated on leadership quality, self-confidence and attitude towards academic work among high school students on 300 high school students It was found that there exist significant correlation between leadership quality and self- confidence and attitude towards academic work among high school students.



Vijayakumari (2010) made a study of leadership style of higher secondary school principals and found that the majority of teachers perceived their principals as coaching and supportive, but some principals leadership style are perceived as directive and delegating and some principals follow more than one style as the situation demand.

Jaleel (2007) investigated on leadership behavior variables as predictors of school organizational climate in primary school. It was found that the leadership behavior variables have significant relation with school organizational climate.

Muhammed (2007) conducted a study on emotional awareness and leadership competency of primary school head teachers. It was found that there is significant relationship between emotional awareness and leadership competency among primary school head teachers.

Nisar (2005) conducted a study on relationship between perceived leadership behavior of head of institution and job commitment of teachers in secondary school. The result of the study showed that the critical ratios obtained from the test of significance of the co-efficient of correlation between perceived leadership behavior of heads and job commitment of teachers for total and relevant subsamples are significant as 0.01level.

Chaube (2002) conducted study on leadership and education. The author says that at each stage of education an attempt must be made to

encourage students to display their leadership traits in some form of school activities.

Alimo (1995) in a study found that the women's descriptors related directly to notions of transformational leadership and the men's to transactional leadership.

Mathew and Sid (1980) conducted a study on relationship of leadership style of secondary students teachers to learner achievement. The study found that the leadership style was not significantly related to learner achievement.

### **Studies Related to Personality**

Udita and shukla (2017) conducted a study on leadership characteristic of college principals and their personality needs. In this study the investigator concludes that if we are to make principals administratively effective, we have to full fill relevant needs associated with administrative effectiveness as the lack of fulfillment of these needs can make a principal to be an in effective administrator.

Srivastav (2016) in a study of teaching aptitude of B.Ed teacher trainees and in-service teachers of teacher training colleges and elementary schools in relation to their personality variables at Madhyapradesh. Found that there is no significant interaction effect of sex and different types of personality factors of fresh categories students teachers in their teaching

aptitude. There is significant interaction effect of sex and different type of personality on teaching aptitude.

Dandapani (2015) in an article on personality commented that while a supportive warm parenthood would result in the development of personality traits of self-esteem and autonomy, an authoritarian, restrictive and dominating parenting could make one weak, submissive and dependent.

Bindukumari (2014) studied the correlation of personality traits and academic performance. The study revealed that the correlation between dimensions of personality and academic performance exist which in turn would help in the selection of suitable candidate for higher studies and decrease drop out rate in colleges and universities.

Hameed and Rishad(2013) conducted a study on personality type of prospective teachers and students teacher educators. Eysenck's personality inventory was used for this investigation found that no significant difference exist in the level of extroversion and level of Neuroticism between B.Ed and M.Ed students.

Venkataraman (2013) in a study found that introvert and ambivert. Personality traits influence beyonderic traits and concluded that developed beyonderic traits in school students is indispensable to make them excel in their professions and academic pursuits.

Ahamad (2013) assessed the relationship between academic anxiety and personality types of students in class X. The findings revealed that there is a significant difference in academic anxiety between male and female students and also a significant difference in the mean level of academic anxiety experienced by students having different personality types.

Monika and Misra (2013) studied about the role of parents on the formation of personality needs of hearing-impaired children on 165 hearing-impaired children. This study revealed that hearing-impaired children and normal children differed in achievement, exhibition affiliation, dominance, nurturance and aggression personality needs.

Mangala and Anwar (2012) reported about the relationship between emotional intelligence and personality adjustment among teacher trainees. The result reported that students teachers with high level of emotional intelligence could easily get adjusted to home environment and there is no significant influence on emotional intelligence of teacher trainees.

Armugarajan (2012) conducted a comparative study of personality characteristic of secondary school students of costal area and inland area. This Regarding the female students, significant difference was noted between the students of coastal areas and inland areas. The coastal area students had more anxiety than the students of inland areas.

Vaneeta (2012) studied about the personal trait value profile of student teachers. This study found that the personal trait value assumptions are not at all very high or even high for any dimension.

### **Studies Related Leadership Quality and Personality Traits**

Chai (2015) conducted a study on a group of 59 student leaders elected by their peers to hold various positions in societies and clubs in a private university college in Malaysia to explore the leadership qualities the student leaders had and the influence of personality on these leadership qualities. Participants were asked to self – rate 10 personality qualities listed and Leonard personality inventory was used for measuring personality dimensions. Findings showed that neutral personality dimension was the most significant predictor of showing Concern for others, open personality dimensions for Self Confidence, relational personality dimensions for both Charisma and integrate. The study conclude that the personality of leader influences leadership qualities to some extent and the leadership quality like Charisma are to be further enhanced among college student through leadership trainee.

On a sample of 132 mid to upper – level managers Balesen and Frank (2012) conducted a study on in the interactive effects of gender and personality traits on leadership roles. The research tool used in a consolidated form of two separate instruments meaning competing values skills and

personality traits. Path analysis it was found that being a women influenced the Conscientiousness personality trait which in turn influenced the CVF role strengths of monitor and co-ordinator.

Marsiglia (2005) in a paper of leadership and personality has commented that a personality trait approach to leadership was given in the early 20<sup>th</sup> century, but personality traits are not adequate predictors of leadership success. Empharison behavioural and situational characteristics by researches lead to more studies on interaction between personality, psychological dimensions and situational variables to produce leadership success.

In a meta analysis on personality and leadership, by calculating a sample – sized weighted mean correlation for each of the personality traits with leadership Judge, et. al. (2002) observed that Extraversion is the most consistent correlate of leadership, then Conscientiousness and Openness to Experience were the strongest and consistent correlates of leadership. Though Neuroticism is found to have a non zero correlation it is not a significant predictor of leadership. Agreeableness was found to be the least relevant the big five traits but again was found to be contributing to leadership among students.

## **Conclusion**

Review of the studies in the areas of leadership and personality helped the investigator to know about the areas already explored and those that are not. Studies on leadership qualities are many and majority are done on school teachers and principals. Studies on personality mainly used personality inventories other than Five Factor Inventory some studies are found to be reported on the relationship between personality traits and leadership qualities resulting in inconsistent result. But studies on these variables are rare among higher secondary school students. Hence the investigator expects that the study on the relationship between leadership qualities and personality traits of higher secondary school students will be worthwhile.

## CHAPTER III

# METHODOLOGY

- *Research Design*
- *Variables*
- *Objectives*
- *Hypotheses*
- *Participants of the study*
- *Instruments used for data collection*
- *Data collection procedure*
- *Statistical techniques used for analysis.*



# **METHODOLOGY**

Methodology is the systematic procedure adopted in a research study. The role of methodology is to carry on the research work in a scientific and valid manner. It include various steps followed in the investigation

Methodology of the present study Leadership qualities and personality traits among higher secondary school students is presented under following headings.

- Research Design
- Variables
- Objectives
- Hypotheses
- Participants of the study
- Instruments used for data collection
- Data collection procedure
- Statistical techniques used for analysis.

## **Research Design**

The present study is a descriptive research, in which the leadership qualities and personality traits are analyzed and their relationship is studied

## **Variables**

Two variables included in this study are the leadership qualities and personality traits.

Ten leadership qualities considered are Vision, Ability, Enthusiasm, Persistence, Stability, Concern for others, Self Confidence, Vitality, Charisma and Integrity.

The five personality types considered are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experiences.

The categorical variables used for the study are gender, birth order and subject of study.

## **Objectives**

- To find out the extent of leadership qualities among higher secondary school students
- To compare the means scores of leadership qualities among sub groups based on
  - Gender
  - Subject of study
  - Birth order
- To find out whether personality traits and leadership qualities of higher secondary school students are related.

## **Hypotheses**

Following hypotheses were formulated for the present study.

- There will not be significant gender difference in the mean scores of leadership qualities.
- There will not be any significant difference in the mean scores of leadership qualities among students of different discipline.
- There will not be any significant difference in the leadership qualities among subgroups based on birth order.
- There will be significant relationship between personality traits and the leadership qualities of higher secondary school students.

## **Participants**

The population under study is higher secondary school students of Kerala and a sample of 603 students was taken using stratified sampling technique considering type of school, gender, and subject of study as strata. Nine schools were selected randomly from the list of higher secondary schools in three revenue Districts of Kerala viz. Kozhikode, Malappuram and Kannur. Sample was selected from these schools considering the strata considered. The breakup of the basal sample is given as table1

Table 1

*Break up of the basal sample.*

Total Sample (650)			
Aided (392)		Govt. (258)	
Male (177)	Female (203)	Male (137)	Female (121)
Commerce (53)	Commerce (72)	Commerce (44)	Commerce (38)
Humanities (62)	Humanities (63)	Humanities (40)	Humanities (46)
Science (62)	Science (68)	Science (53)	Science (37)

**Instruments Used for the Study.**

For each and every type of research, the investigator needs certain methods and instruments to gather information. The present study includes two variables Leadership qualities and Personality traits. The categorical variables included are gender, subject of study and birth order

These variables are measured using the following instruments

- Leadership quality rating scale
- Neo- five factor inventory (NEO -FFI)
- Personal data sheet

Each instrument is discussed in detail

### **Leadership quality rating scale**

In the present study the variable leadership qualities was measured using a leadership quality rating scale prepared by the investigator with the help of the supervising teacher. It is a '10' point self rating scale. It includes one item each for ten leadership qualities based on the work of Manning and Curtis (2007). Each component is explained below.

#### **Vision**

Vision is a sense of purpose and ability to recognize what could and should be done

#### **Ability**

An individual is said to have ability if he has the job knowledge and expertise to guide and make decision in order to achieve result.

#### **Enthusiasm**

Enthusiasm means personal commitment that motivates and persuade people to become interested in what the leader is trying to accomplish

#### **Stability**

Emotional stability and objectivity in relating with self and others in challenging situations is taken as stability.

### **Concern for others**

Concern for others means show sincere interest and care for the welfare of others and followers.

### **Self Confidence**

Self Confidence is the inner strength that comes from preparation and competence to overcome difficult task.

### **Persistence.**

Persistence has the drive and determination to persevere in difficult task in order to complete them.

### **Vitality**

Vitality means lively, full of strength and stamina

### **Charisma**

Charisma means magnetic ability to generate interest in people and cause them to follow.

It is a personal trait often characterized as a unique and special gift from God.

### **Integrity**

Integrity means honesty, strength of character and courage stand by word that generates trust.

Thus the rating scale consists of ten items with proper descriptions in English and Malayalam and the respondent is asked to rate his quality in the scale against each item. The scale consists of ten points and the respondent can mark his position in the scale on the specific leadership quality.

### **Validity**

The rating scale is valid to measure the leadership qualities as the description, both English and Malayalam of each quality is given in the scale itself to avoid confusion among respondents.

The qualities were selected based on the works of Manning and Curtis (2007) and hence the rating scale measured the relevant leadership qualities

### **Reliability**

The scale is a self rating scale and the reliability of the scale was ensured by cross checking the response of self rating and the responses made on the same by their peers with respect to his behaviour. For this, ten students were asked to rate the qualities of his friend. Then the rating was compared. Then the responses were analyzed, it was found that the peer rating is almost the same as that of self rating

The rating scale was administered for a second time for ten students after one month of first administration. The rating were compared for each respondent and they were found to be similar. Hence the rating scale can be considered as a reliable one

The rating scale is given as Appendix.1

### **NEO-Five Factor Inventory**

In the present study the investigator used Revised NEO FIVE factor inventory formulated by McCrae and Costa to measure the personality of higher secondary school students. It constitutes 60 items, 12 under each of the five subscales viz., Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experiences.

#### **Extraversion (Surgency)**

Talkativeness, assertiveness and energy are the features of Extraversion for others. This subscale has facets as warmth, gregarious, assertiveness, activity, excitement seeking and positive emotion, The other end of Extraversion is introversion.

#### **Agreeableness**

The chief characteristics of agreeableness are good naturedness, cooperativeness and trust. It is also a combination of friendliness and compliance. The facets under this dimension are trust, strength, forwardness, altruism, compliance, modesty and tender mindedness. The opposite trait of agreeableness is antagonism.



### **Openness to Experiences**

The characteristics of openness are originality, curiosity and ingenuity. This factor gives importance to intellectualism, polish and independence of mind (hence referred to as culture) as well as intelligence, sophistication and reflection. The six facets under this subscale are fantasy, aesthetics, feelings, actions, ideas, and values. The other extreme of openness is closedness.

### **Conscientiousness (dependability)**

Conscientiousness is characterized by orderliness, responsibility and dependability. The six facets under this subscale are competence, order, dutifulness, achievement, striving, self-discipline and deliberation. The opposite side of this personality trait is lack of direction.

### **Neuroticism**

Neuroticism is the polar opposite of emotional stability and is characterized by instability.

This subscale includes anxiety, hostility, depression, self-consciousness, impulsiveness and vulnerability to stress. If the scoring is reversed in this dimension, the obtained score will indicate the emotional stability of the respondent.

The NEO - FFI was originally developed for adults but the revised NEO - FFI ( NEO- FFI - R) is recommended for under population including adolescents

The distribution under each

Component is given below

Neuroticism -1, 6, 11, 21, 26, 32, 36, 41, 46, 51, 56

Extraversion - 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 58

Openness to Experiences - 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58

Agreeableness -4, 9, 14, 19, 24, 29, 34, 39, 44, 39, 54, 59

Conscientiousness - 5, 20, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

### **Scoring procedure**

Each statement of the scale has five possible responses viz., Strongly Disagree (SD), Disagree (D), Neutral (N), Agree(A), and Strongly Agree (SA) Score 1, 2, 3, 4 and 5 were given to the responses respectively for each statement. The total of the scores under each subscale was then calculated to get the score in each personality trait.

### **Validity and reliability**

(NEO - FFI) NEO - Five factor inventory is a 60 item version of the NEO - FFI - R (1989) by Costa and McCrary. NEO - P1 - R consists of 240 items answered on a five point scale giving concise measure of the five major dimensions (domains) of personality and some of the more important traits (facets) that define each domain, but not for the facets under each domain for selection of items for NEO- FFI from NEO - P1 was done using validimax factors to maximize convergent and discriminant validity in the NEO-P1 validimax factors. For each domain 12 items having highest positive or negative loading on the corresponding factor were selected and modifications were made to diversify item content. The range of correlation with validimax factor of NEO - P1 are .75 for C to .89 for N. Internal consistency was ensured using coefficient alpha the values being .86, .77, .73, .68 and .82 for N, E, O, A and C respectively.

The authors claim that NEO - FFI scales carry with them some portion of the demonstrated validity of the full scales.

A copy of the inventory given as Appendix II.

### **Personal Data Sheet**

A personal data sheet was used to get the personal information like the student's sex, subject of study and birth order.

### **Data Collection Procedure**

Investigator contacted the principals of selected higher secondary schools and sought permission to collect data from students. As per the time schedule data was collected from the students allotted. The purpose of collecting the data was informed to the students and confidentiality of the responses was ensured. Before administering the instruments clear and precise instructions were given to the students and their doubts were clarified. A uniform procedure was adopted throughout the schools from where sample was selected.

List of schools together with number of students is given as Appendix III.

### **Scoring and Consolidation of Data**

After responding, the rating scale and the score sheets were collected back and scored as per the scoring procedure. The incomplete sheets were discarded resulting in a final sample of 603 higher secondary school students. The break up of the final sample is given as table 2.

Table 2

*Break up of the basal sample.*

Total Sample (603)			
Aided 362		Govt. 241	
Male (169)	Female (193)	Male (116)	Female (125)
Commerce (51)	Commerce (68)	Commerce (38)	Commerce (48)
Humanities (60)	Humanities (52)	Humanities (44)	Humanities (33)
Science (58)	Science (63)	Science (34)	Science (44)

### **Statistical techniques used**

Descriptive statistics like mean, standard deviation and deciles were calculated to know the extent of leadership qualities among higher secondary school students.

Pearson's coefficient of correlation was calculated to find out the nature and extent of relationship between personality traits and leadership qualities among higher secondary students.

Test of significance of mean difference for two independent groups and one way ANOVA were used to test the significance of difference in group means based on gender, subject of the study and birth order.

## CHAPTER IV

# ANALYSIS AND INTERPRETATION

- *Descriptive Statistics*
- *Analysis of Variance*
- *Conclusion*
- *Tenability of Hypotheses*

## **ANALYSIS**

This chapter deals with the statistical analysis of data collected. The present study focuses on the leadership qualities and personality traits among higher secondary school students. The analysis was done based on the following objectives.

### **Objectives**

- To find out the extent of leadership qualities among higher secondary school students
- To compare the means scores of leadership qualities among sub groups based on
  - Gender
  - Subject of study
  - Birth order
- To find out whether personality traits and leadership qualities of higher secondary school students are related.

## **Hypotheses**

Following hypotheses were formulated for the present study.

- There will not be significant gender difference in the mean scores of leadership qualities.
- There will not be any significant difference in the mean scores of leadership qualities among students of different discipline.
- There will not be any significant difference in the leadership qualities among subgroups based on birth order.
- There will be significant relationship between personality traits and the leadership qualities of higher secondary school students.

To test the hypotheses appropriate statistical techniques are used. The analysis of data collected are discussed under major headings on

- Preliminary Analysis
- Comparison of mean scores of leadership qualities among subgroups based on gender, subject of study and birth order
- Relationship between leadership qualities and personality traits of higher secondary school students.



## **Preliminary Analysis**

### **Leadership qualities among higher secondary school students**

Self rating of 603 Higher Secondary School Students on their leadership qualities was collected. To know the extent of leadership qualities among higher secondary school students, Mean and Standard deviation of each quality were calculated for the total sample. 0.99 percent confidence interval for mean was also calculated. Percentage of the students who rated the maximum level of the quality and the deciles for each of the ten qualities were also calculated to get a picture of the distribution of the quality. The details are given in table 3.

Table 3

*Details of scores on Leadership qualities (N=603)*

SI. No.	Leadership Qualities	Mean	SD	C I of mean(.99)		Percentage of rating 10	Deciles								
				Lower limit	Upper limit		P <sub>10</sub>	P <sub>20</sub>	P <sub>30</sub>	P <sub>40</sub>	P <sub>50</sub>	P <sub>60</sub>	P <sub>70</sub>	P <sub>80</sub>	P <sub>100</sub>
1	Vision	7.40	2.26	7.15	7.65	19.9	4	5	7	7	8	8	9	9.20	10
2	Ability	7.12	2.16	6.88	7.36	14.6	4	5	6	7	7	8	9	9	10
3	Enthusiasm	7.24	2.18	7	7.49	16.9	4	5	6	7	8	8	9	9	10
4	Stability	7.69	2.25	7.44	7.94	27.7	4	6	7	8	8	9	9	10	10
5	Concern for others	8.18	2.07	7.95	8.41	37.3	5	7	8	8	9	9	10	10	10
6	Self Confidence	7.56	2.15	7.32	7.8	22.2	5	6	7	7	8	8	9	10	10
7	Persistence	7.33	2.56	7.08	7.58	21.1	4	5	7	7	8	8	9	10	10
8	Vitality	7.54	2.20	7.3	7.38	21.9	4	6	7	7	8	8	9	10	10
9	Charisma	7.25	2.28	7	7.5	17.6	4	5	6	7	8	9	9	9	10
10	Integrity	7.43	2.23	7.18	7.68	19.2	4	6	7	7	8	8	9	9	10

## **Results and Discussions**

Table 3 shows that the mean scores obtained for the self-rating of 603 higher secondary school students on their leadership quality 'Vision' is 7.40 with a standard deviation of 2.26. The rating is done on a ten point scale and hence the mean score 7.40 indicates a high level of vision among higher secondary school students. But a standard deviation of 2.26 shows a remarkable deviation of individual scores from mean 0.99 percent confidence interval calculated for Vision is (7.15,7.65) showing that the probability that the population mean will lie in this interval is 0.99, the chance to go beyond this interval being 0.01.

The percentage of students rating their quality 'Vision' as 10 is 19.9 (N=120) The deciles obtained show that ten percent of the total group has rated their quality on less than 4, 20 percent less than five and the median ( $P_{50}$ ) is 8. That is fifty percent of the group has score less than 8 and as  $P_{60}$  is also 8, the percentage of cases having score greater than 8 will be almost 40. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

(These results show that the leadership quality Vision is almost present among higher secondary school students.

## **Ability**

From table 3 it can be seen that the mean scores for the self-rating of 603 higher secondary students on their Ability is 7.12 with a standard deviation of 2.16 .The rating is done on a ten point scale and hence the mean score 7.12 indicates a high level of Ability among higher secondary school students.

But a standard deviation of 2.16 shows a remarkable deviation of individual score from mean 0 .99 percent confidence interval calculated for Ability is (6.88,7.36) showing that the probability that the population mean will lie in this interval is 0.99, the chance to go beyond the interval bring 0.01.

The percentage of students rating the quality 'Ability' as 10 is 14.6 (N=88) The deciles obtained show that ten percent of the total group has rated their quality as less than 4.20 percent less than five,  $P_{50}$ , the median is 7. That is fifty percent of the group has score less than 7 and as  $P_{60}$  is 8, the percentage of cases having score greater than eight is 40. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

(These result shows that the leadership quality 'Ability' is almost present among higher secondary school students)

**Enthusiasm**

Table 3 shows that the mean score obtained for the self-rating of 603 higher secondary school students on their Enthusiasm is 7.24 with the student's deviation of 2.18. The mean score 7.24 indicates a high level of Enthusiasm among higher secondary school students. But a standard deviation of 2.18 shows a remarkable deviation of individual scores from mean 0.99 percent confidence interval calculated for Enthusiasm is (7,7.47) showing that probability that population mean will lie in this interval is 0.99, the chance to go beyond this interval being 0.01.

The percentage of students rating their quality Enthusiasm as 10 is 16.9 (N=102). The deciles obtained show that ten percent of the total group has rated their five P<sub>50</sub> median is 8 the percentage of cases having score greater than 8 is 50. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

These results show that the leadership , quality Enthusiasm is almost present among higher secondary school students.

**Stability**

From table 3 it can be seen that the mean scores for the self-rating of 603 higher secondary students on their 'Stability' is 7.69 with a standard deviation 2.25. The rating is done on a ten point scale and hence the mean score 7.69 indicates a high level of Stability among higher secondary school

students. But a standard deviation of 2.25 shows a remarkable deviation of individual scores from mean. 0.99 percent confidence interval calculated for stability is (7.44,7.94) showing that the probability that the population mean will lie in this interval is 0.99, the chance to go beyond this interval being 0.01.

The percentage of students rating their quality 'Stability' as 10 is 27.7 (N=167). The deciles obtained show that ten percent of the total group has rated their quality as less than 4,20 percent less than 6, P<sub>50</sub> the median is 8. That is fifty percent of the group has score less than 8 and as P<sub>60</sub> is nine, the percentage of cases having score greater than nine is 40 .The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

These results show that the leadership quality Stability is almost present at a high level among higher secondary school students.

### **Concern for others**

From table 3 it can be seen that mean score for the self-rating of 603 higher secondary students on their 'Concern for others' is 8.18 with a standard deviation of 2.07. The rating is done on a ten point scale and hence the mean score 8.18 indicates a very high level of Concern for others among higher secondary school students. Standard deviation is 2.07 comparatively less than that of other qualities. 0.99 percent confidence interval calculated for

'Concern for others' is (7.95,8.41) showing that the probability that the population mean will lie in this interval being 0.01.

The percentage of students rating their quality 'Concern for others' as 10 is 37.3 (N=225)The deciles obtained show that ten percent of the total group has rated their quality as less five, 20 percent less than seven,  $P_{50}$  is nine, fifty percent of the group has score less than nine and as  $P_{60}$  is also nine, the percentage of cases having score greater than nine will be almost 40. The 90<sup>th</sup> percentile is 10, the maximum score is the rating scale.

The result show that 'Concern for others' a higher for the students and almost one thir of the total group rater their quality as the maximum.

### **Self Confidence**

From table 3 it can be seen that mean scores for the self-rating of 603 higher secondary students on their 'Self-confidence' is 7.56 with a standard deviation of 2.15. The rating is done on a ten point scale and hence the mean score 7.56 indicates a high level of Self Confidence among higher secondary school students. But a standard deviation of 2.15 shows a remarkable deviation of individual score from mean 0.99 percent confidence interval calculated for Self Confidence is (7.32,7.8) showing that the probability that the population mean will lie in this interval is .99, the chance to go beyond this interval being .01.

The percentage of students rating their quality self-confidence as 10 is 22.2(N=134). The deciles obtained show that ten percent of the total group has rated their quality as less than five, 20 percent less than seven, 30 and 40 percent as less than 8 and the median ( $P_{50}$ ) is eight. That is fifty percent of the group has score less than eight and as  $P_{60}$  is also eight, the percentage cases having score greater than eight is almost 40 .The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

These results show that the leadership quality self-confidence is almost present among higher secondary school students.

### **Persistence**

From table 3 it can be seen that the mean scores for the self-rating of 603 higher secondary students on their 'Persistence' is 7.33 with the standard deviation of 2.26 .The rating is done on a ten point scale and hence the mean score 7.33 indicates a high level of Persistence among higher secondary school students .But a standard deviation of 2.26 shows a remarkable deviation of individual score from mean 0.99 percent confidence interval calculated for Persistence is (7.08,7.58) showing that the probability that the population mean will lie in this interval is .99, the chance to go beyond this interval being 0.01.

The percentage of students rating their quality Persistence as 10 is 21.1(N=127).The deciles obtained show that ten percent of the total group has



rated their quality as less than 4, 20 percent less than five.  $P_{50}$ , the median is 8. That is fifty percent of the group has score less than 8 and as  $P_{60}$  is also eight, the percentage of cases having score greater than 8 will be almost 40. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

These results show that the leadership quality Persistence is almost present among higher secondary.

### **Vitality**

From table 3, it can be seen that the mean scores for the self-rating of 603 higher secondary students on their 'Vitality' is 7.54 with a standard deviation of 2.20. The rating is done on a ten point scale and hence the mean score 7.54 indicates a high level; of Vitality among higher secondary school students. But a standard deviation 2.20 show a remarkable deviation of individual scores from mean. 0.99 percent confidence interval calculating for Vitality is (7.3,7.8) showing that the probability that the population mean will lie in this interval is 0.99, the chances to go beyond this interval being 0.01.

The percentage of students rating their quality 'Vitality' as 10 is 21.9 (N=132). The deciles obtained show that ten percent of the total group has rated their quality on less than (4) 20 percent less than 6, 30 percent less than seven and 40 percent is also seven and the median ( $p_{50}$ ) is eight. That is the fifty percent of the group has score less than eight and  $P_{60}$  is also eight, the

percentage of cases having score greater than eight will be almost 40. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

These results show that the leadership quality Vitality is almost present among higher secondary school students.

### **Charisma**

From the table 3, it can be seen that the mean scores for the self-rating of 603 higher secondary students on their 'Charisma' is 7.25, with a standard deviation of 2.23. The rating is done on a ten point scale and hence the mean score 7.25 indicates a high level of Charisma among higher secondary school students. But a standard deviation of 2.23 shows a remarkable deviation of individual scores from mean. 0.99 percent confidence interval calculated for Charisma is (7,7.5) showing that the probability that the population mean will lie in this interval is 0.99, the chance to go beyond this interval being 0.01.

The percentage of students rating their quality 'Charisma' as 10 is 17.6 (N=106). The deciles obtained show that ten percent of the total group has rated their quality as less than 4, 20 percent less than five, 30 percent less than six and the median ( $P_{50}$ ) is eight. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

That is, the leadership quality Charisma is almost present among higher secondary school students.

**Integrity**

From the table 3, it can be seen that the mean score for the self rating of 603 higher secondary school students on their 'Integrity' is 7.43 with a standard deviation of 2.23. The rating is done on a ten point scale and hence the mean score 7.43 indicate a high level of Integrity among higher secondary school students. But a standard deviation of 2.23 shows a remarkable deviation of individual score from mean. 0.99 percent confidence interval calculated for Integrity is (7.18, 7.68) showing that the probability that the population mean will lie in this interval is .99, the chance to go beyond the interval being .01.

The percentage of students rating their quality 'Integrity' as 10 is 19.2 (N=116). The deciles obtained show that ten percent of the total group has rated their quality as less than 4, 20 percent less than six, 30 percent less than seven and 40 percent is also seven and the median ( $P_{50}$ ), is eight. That is fifty percent of the group has score less than eight and as  $P_{60}$  is also eight, the percentage of cases having score greater than eight will be almost 40. The 90<sup>th</sup> percentile is 10, the maximum score in the rating scale.

Hence Higher Secondary School students have the quality Integrity.

**Comparison of mean scores of leadership qualities among subgroups based on gender, subject of study and birth order**

The mean scores of the ten leadership qualities were compared between male and female students, among students of various subjects and among students who are first born, middle born and last born. Each of the comparison is given below.

**Comparison of mean scores of leadership qualities between male and female students**

Test of significance of mean difference between two independent large group was used to test the significance of gender difference in the ten leadership qualities. The details of the test done are given as table.

Table 4

*Details of the test of significance of gender difference in leadership qualities*

Leadership quality	Group	mean	SD	N	t
Vision	Male	7.25	2.203	299	1.645
	Female	7.55	2.302	304	
Ability	Male	6.76	2.246	299	4.174
	Female	7.48	2.011	304	
Enthusiasm	Male	7.17	2.179	299	.763
	Female	7.31	2.176	304	
Stability	Male	7.90	2.340	299	2.337
	Female	7.48	2.134	304	
Concern for others	Male	8.45	2.015	299	3.165
	Female	7.92	2.061	304	
Self Confidence	Male	7.63	2.071	299	.754
	Female	7.49	2.216	304	
Persistence	Male	7.21	2.193	299	1.289
	Female	7.45	2.312	304	
Vitality	Male	7.47	2.241	299	.765
	Female	7.61	2.154	304	
Charisma	Male	7.01	2.290	299	2.677
	Female	7.49	2.142	304	
Integrity	Male	7.47	2.182	299	.459
	Female	7.38	2.279	304	

From table 4 it can be seen that the critical ratio obtained for the leadership quality, 'Vision' for male and female is 1.645, which is less than 1.96, the value required for significance at 0.05 level. Hence the difference in the mean scores of male and female students is not significant even at 0.05 level. That is there is no significant gender difference in the mean score of vision.

The critical ratio obtained for the leadership quality 'Ability' is 4.174, which is greater than 2.58, the value required for significance at 0.01 level. Hence there is a significant gender difference in the mean scores of Ability. That is male and female students differ significantly in their leadership quality, Ability. A comparison of mean scores of the two groups reveals that the mean score of Ability of female students (7.48) is greater than that of male students (6.76).

The critical ratio obtained for the leadership quality, 'Enthusiasm' for male and female is 0.763, which is less than 1.96 the value required for significance at 0.05 level. Hence the difference in the mean scores of male and female students is not significant even at 0.05 level. That is no significant gender difference exist in the mean score of Enthusiasm.

The critical ratio obtained for the leadership quality, 'Stability' for male and female is 2.337, which is greater 1.96, the value required for significant at 0.05 level. Hence there is significant gender difference in the

mean scores of Stability at 0.05 level. That is male and female students differ significantly in their leadership quality, the level significance being 0.05 level.

The critical ratio obtained for the leadership quality ‘Concern for others’ is 3.165, which is greater than 2.58, the value required for significance at 0.01 level. Hence there is significant gender difference in the mean scores of Concern for others. That is male and female students differ significantly in their leadership quality, Concern for others. A comparison of mean scores of the two groups reveals that the mean scores of Concern for others of female students (7.92) is less than that of male students (8.45).

The critical ratio obtained for the leadership quality ‘Self-confidence’ for male and female is 0.754, which is less than 1.96 the value required for significance at 0.05 level. Hence the difference in the mean score of male and female students is not significant even at 0.05 level. That is there is no significant gender difference in the mean scores of Self-confidence.

The critical ratio obtained for the leadership quality, ‘Persistence’ for male and female is 1.289, which is less than 1.96, the value required for significance at 0.05 level. Hence the difference in the mean score of male and female students is not significant even at 0.05 level. That is there is no significant gender difference in the mean score of Persistence.

The critical ratio obtained for the leadership quality, 'Vitality' for male and female is 0.765, which is less than 1.96, the value required for significance at 0.05 level. Hence the difference in the mean scores of male and female students is not significant even at 0.05 level. That is there is no significant gender difference in the mean score of Vitality.

The critical ratio obtained for the leadership quality, Charisma is 2.677 which greater than 2.58. The value required for significance at 0.01 level. Hence there is a significant gender difference in the mean score of Charisma. That is male and female students differ significantly in their leadership quality, Charisma. A comparison of mean score of the two groups reveals that the mean score of Charisma of female students (7.49) is greater than that of male students (7.01).

Critical Ratio obtained for leadership quality, 'Integrity' for male and female is 0.459 which is less than 1.96 the value required for significance at 0.05 level. Hence the difference in the mean scores of male and female students is not significant even at 0.05 level. That is there is no significant gender difference in the mean scores of Integrity.



**Comparison of mean scores of Leadership qualities among sub groups based on subject of study**

To compare the mean scores of the ten leadership qualities among Higher Secondary School students based on their subject of study viz, Commerce, Science and Humanities. One way ANOVA for each leadership quality by subject of study was done. The result of ANOVA are given as table 5.

Table 5

*Result of one way ANOVA for leadership qualities by subject of study.*

Leadership Qualities	Sources of variation	Sum of Squares	DF	Mean Squares	F
Vision	Between Groups	48.163	2	24.082	4.790**
	Within Groups	3016.517	600	5.028	
	Total	3064.680	602		
Ability	Between Groups	37.273	2	18.636	4.036*
	Within Groups	2770.399	600	4.617	
	Total	2807.672	602		
Enthusiasm	Between Groups	14.482	2	7.241	1.531
	Within Groups	2837.130	600	4.729	
	Total	2851.612	602		
Stability	Between Groups	16.810	2	8.405	1.668
	Within Groups	3022.576	600	5.038	
	Total	3039.386	602		

Leadership Qualities	Sources of variation	Sum of Squares	DF	Mean Squares	F
Concern for others	Between Groups	68.270	2	34.135	
	Within Groups	2518.297	600	4.197	
	Total	2586.567	602		8.135**
Self Confidence	Between Groups	49.544	2	24.772	
	Within Groups	2727.116	600	4.545	5.450**
	Total	2776.660	602		
Persistence	Between Groups	3.468	2	1.734	
	Within Groups	3057.859	600	5.096	0.340
	Total	3061.332	602		
Vitality	Between Groups	22.885	2	11.442	
	Within Groups	2882.701	600	4.805	2.382
	Total	2905.585	602		
Charisma	Between Groups	4.982	2	2.491	
	Within Groups	2983.197	600	4.972	0.501
	Total	2988.173	602		
Integrity	Between Groups	8.470	2	4.235	
	Within Groups	2984.996	600	4.975	0.851
	Total	2993.466	602		

## **Result and Discussion**

The F value obtained in the case of ‘Vision’ is 4.790 which is greater than the F value required for significance at 0.01 level with (2,600) df (4.65).

Hence significant group difference exist in the leadership quality Vision among students of Science, Humanities and Science.

In the case of 'Ability' the value obtained is 4.036, which is greater than 3.01 the value for significance of for (2,600) df at 0.05 level. Hence there is significant group difference in the leadership quality.

The F value obtained in the case of 'Enthusiasm' is 1.531, which is less than 3.01 for (2,600) df at 0.05 level. Hence there is no significant group difference in the leadership quality Enthusiasm, or mean score of Enthusiasm is almost equal among students of Commerce, Humanities and Science.

There is no significant difference in the mean scores of 'Stability' among students of different subject of study as obtained value is 1.668 which is less than the value required for significance at 0.05 level for (2,600) df 3.01.

The F value obtained in the case of 'Concern' for others is 8.133, which is greater than F value required for significance at 0.01 level with (2,600) df 4.65. Hence significant group difference exists in the leadership quality Concern for others among students of Commerce, Humanities and Science.

In the case of 'Self-confidence', the F value obtained is 5.450, which is greater than the F value (4.65) required for significance at 0.01 level of

significance with (2,600) df. Hence significant group difference exist in the leadership quality self-confidence.

There is no significant difference in the mean scores of 'Persistence' as obtained F value is 0.340, which is less than the value required for significance at 0.05 level for (2,600) df.

The F value obtained in the case of 'Vitality' is 2.382, which is less than F value required for significance at 0.05 level of significance with (2,600) df 3.01. Hence there is no significant group difference in the mean scores of Vitality.

There is no significant difference in the mean scores of 'Charisma' as obtained value is 0.501, which is less than the value required for significance at 0.05 level for (2,600) df, 3.01.

There is no significant difference in the mean scores of 'Integrity' as obtained F value is 0.852, which is less than the value required for significance at 0,05 level for (2,600) df, 3.01

To know which groups is differ significantly for Vision, Ability, Concern for others and self-confidence Scheffe's test was done, the details are given as table 6.

Table 6

*Details of Scheffe's test for group difference.*

Stream	N	Vision		Ability		Concern for others		Self Confidence	
		1	2	1	2	1	2	1	2
1	214	7.26	7.26	6.36			8.59		7.71
2	187	7.14		7.06	7.06	7.76		7.13	
3	202		7.79		7.46	8.14	8.14		7.79

### **Discussion**

In the case of 'Vision' table 6 Shows that group two and three differ significantly. That is students studying Science and Humanities Differ significantly in their Vision and also students under Commerce stream do not differ significantly in their Vision from that of Science and Humanities.

In the case 'Ability', group one and three differ significantly. That is students studying Commerce and Humanities differ significantly in their ability and also students under Science stream do not differ significantly in their ability from that of Commerce and Humanities students.

For 'Concern for others', group two and one differ significantly. that is students studying in science and Commerce differ significantly in their Concern for others and students under Humanities stream do not differ

significantly in their Concern for other from that of commerce and Science students.

Group two and three differ significantly in the ‘Self-confidence’. That is student studying Science and Humanities differ significantly in their Self Confidence and students under Commerce stream do not differ significantly in their Self Confidence from that of Science and Humanities students.

**Comparisons of mean scores of leadership qualities among sub groups based on birth order**

To compare the means scores of the ten leadership qualities among higher secondary school students based on their birth order viz, first child middle and last, one way ANOVA for each leadership quality by birth order was done. The results of ANOVA are given as table 7.

Table 7

*Results of one way ANOVs for leadership qualities by birth order*

Leadership qualities	Sources of date	Sum of squares	DF	Means square	F
Vision	between group	9.958	2	4.979	.978
	within group	3054.722	600	5.091	
	Total	3064.680	602		
Ability	between group	19.176	2	9.588	2.063
	within group	2788.496	600	4.647	
	Total	2807.672	602		

Leadership qualities	Sources of date	Sum of squares	DF	Means square	F
Enthusiasm	between group	8.592	2	4.296	.907
	within group	2843.020	600	4.738	
	Total	2851.612	602		
Stability	between group	18.095	2	9.030	1.793
	within group	3021.327	600	5.036	
	Total	3039.386	602		
Concern for others	between group	21.075	2	10.537	2.464
	within group	2565.492	600	4.276	
	Total	2586.567	602		
Self Confidence	between group	6.711	2	3.356	.727
	within group	2769.949	600	4.617	
	Total	2776.660	602		
Persistence	between group	8.824	2	4.412	.867
	within group	3052.503	600	5.088	
	Total	3061.327	602		
Vitality	between group	7.351	2	3.676	.761
	within group	2898.234	600	4.830	
	Total	2905.585	602		
Charisma	between group	11.401	2	5.700	1.149
	within group	2976.778	600	4.961	
	Total	2988.179	602		
Integrity	between group	51.699	2	25.850	5.272
	within group	2941.767	600	4.903	
	Total	2993.466	602		

## **Result and discussion**

The F value obtained in the case of 'Vision' is .978, which is less than the value required for significance at .05 level of significance with (2,600)df (3.01) . Hence there is no significant difference in the means of Vision among groups based on birth order.

There is no significant difference in the mean scores of Ability among subgroups based as obtained on birth order F value 2.063 is less than the value required for significance at .05 level for (2,600) df (3.01)

In the case of 'Enthusiasm' the F value obtained is .907, which is less than 3.01 for (2,600) df at .05 level. Hence there is no significant group difference in the leadership quality Enthusiasm. That is means score of enthusiasm is almost equal among students birth order first middle and last

There is no significant difference in the means scores of 'Stability' among subgroups based on birth order as obtained F value 1.793, is less than 3.01 for (2,600) df at .05 level. That is mean scores of Stability is almost equal among students with birth order first, middle and last.

The F value obtained in the case of Concern for others is 2.464. Which is less than the f value required for significance, at 0.05 level of significance with (2,600) df, 3.01. Hence no significant difference exist in the leadership quality Concern for others among students of different birth order.



In the case of 'Self Confidence' the F value obtained is .727, which is less than 3.01 for (2,600) df at 0.05 level. Hence there is no significant difference in the leadership quality Self Confidence among students of different birth order. That is mean scores of Self Confidence is almost equal students birth order like first, middle and last child.

There is no significant difference in the mean scores of 'Persistence' among subgroups based on birth order as obtained F value. 867 is less than the value required for significance at .05 level for (2,600) d f

In the case of 'Vitality' the F value obtained is .761, which is less than 3.01 for (2,600) d f at .05 level. Hence there is no significant difference in the leadership quality Vitality among students with different birth order. That is mean scores of Vitality is almost equal among students in the first, middle and last birth order.

The F value obtained in the case of 'Charisma' is 1.149, which is less than the value required for significance at .05 level with (2,600) df. Hence significant difference in the leadership quality Charisma does not exist among subgroups based on birth order.

In the case of 'Integrity' the F value obtained is 5.277, which is greater than 4.65 for (2,600) df at .01 level. Hence there is significant difference in the leadership quality Integrity among students who are first, middle and last born.

To know which groups differ significantly for ‘Integrity’ Scheffe’s test was done the details are given as table 8.

Table 8

*Details of Scheffe’s test on group difference of Integrity.*

		Subset for Alpha=.05	
Birth order	N	1	2
2	276	7.11	
1	218	7.67	7.67
3	109		7.74

### **Discussion**

The table 8 shows that middle born and last born students differ significantly in their means scores on Integrity, but the first born students do not differ significantly in their Integrity from the other two groups.

### **Relationship between leadership qualities and personality traits of Higher secondary school students**

To find out whether there is significant relationship between leadership qualities and personality traits persons product moment co-efficient of correlation was calculated for each case, Values are given as table 9.

Table 9

*Pearson's product moment co-efficient of correlation of leadership qualities and personality traits*

Personality variable	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientious
Vision	-0.059	0.097*	-0.13	0.046	0.099
Ability	.046	0.089*	.036	0.068	0.081
Enthusiasm	.027	0.102*	0.055	0.049	0.039
Stability	-.102	0.008	0.006	0.031	0.001
Concern for other	-.171	-0.081	-0.007	0.000	-0.019
Self Confidence	-.026	0.017	-0.044	0.061	0.039
Persistence	-.043	-0.061	-0.034	0.039	0.059
Vitality	-.023	0.019	-0.049	0.054	0.094*
Charisma	.089	0.064	-0.007	0.076	0.054
Integrity	-.048	0.006	0.013	0.054	0.052

From table 9 it can be seen that the correlation co-efficient obtained for 'Vision' and 'Neuroticism' is -0.059. As this value is less than 0.088 (the value required for significance at 0.05 level for n=603), the relationship between the two variables is not significant.

The correlation co-efficient obtained in the case of vision and Extraversion is 0.097, which is greater than 0.088. Hence vision and Extraversion are significantly related at 0.05 level. The positive value shows that the variables are positively related. That is as one variable increases the

other also increases and as one variable decreases the other also decreases, the magnitude of the correlation co-efficient shows that the extent of relationship is negligible. That is though Vision and Extraversion are found to be significantly positively related the relationship is negligible

The correlation co-efficient obtained for 'Vision' and 'Openness to Experience' -0.013. As this value is less than 0.088\_(the value required for significant at 0.05 level for N=603). The relationship between the two variables is not at all significant even at 0.05 level. That is Vision and openness are not significantly related.

The correlation co-efficient obtained in the case of Vision and Agreeableness is 0.046 which is less than 0.088. Hence Vision and Agreeableness are not significantly related at 0.05 level.

The correlation co-efficient obtained for vision and Conscientiousness is 0.099 which is greater than 0.088. Hence Vision and Conscientiousness are significantly related at 0.05 level the positive value shows that the two variables are positively related. That is as one variable increases the other variable is also increases and as one variable decreases the other also decreases. The magnitude of the correlation co-efficient shows that the co-efficient shows that exists negligible positive relationship between two variables. That is though vision and Extraversion are found to be significantly positively related the relationship is negligible.

From table 9 it can be seen that the correlation co-efficient obtained for Ability and Neuroticism is 0.046. As this value is less than 0.088 (the value required for significance at 0.05 level for N=603), the relationship between the two variables is not significant even at 0.05 level. That is Ability and Neuroticism are not significantly related

The correlation co-efficient obtained in the case of ability and Extraversion is 0.089 which is greater than 0.088, hence ability and Extraversion are significantly related at 0.05 level. The positive value shows that the variables are positively related. The magnitude of the correlation co-efficient shows that the extent of relationship is negligible. That is though ability and Extraversion are found to be significantly positively related the relationship is negligible.

The correlation co –efficient obtained for ‘Ability’ and ‘Openness to Experience’ is 0.36. As this value is less than 0.088 (the value required for significance at 0.05 level for N=603). The relationship between the two variables are not at all significant even at 0.05 level. That is Ability and Openness to Experiences are not significantly related.

The correlation co-efficient obtained in the case of ‘Ability’ and ‘Agreeableness’ is 0.068. As the value is less than 0.088. The relationship

between the two variables is not at all significant even at .05 level .that is Ability and Openness to Experiences are not significantly related.

The correlation co-efficient obtained is the case of ‘Ability’ and ‘Conscientiousness’ is .081 which is less than 0.088. The relationship between the two variables is not significant even at 0.05 level. That is Ability and Conscientiousness are not significantly related.

From the table 9 it can be seen that the correlation coefficient obtained for ‘Enthusiasm’ and ‘Neuroticism’ is 0.027 which is less than 0.088. Hence Enthusiasm and Neuroticism are not related at 0.05 level .

The correlation co-efficient obtained for ‘Enthusiasm’ and ‘Extraversion’ is 0.102 which is greater than 0.088, hence enthusiasm and Extraversion are significantly related at .05 level . The positive value shows that the two variables are positively related .That is as one variable increases\decreases the other also increases\decreases. The magnitude of the correlation coefficient shows that the extent of relationship is negligible .That is though ‘Enthusiasm’ and ‘Extraversion’ are found to be significantly positively related the relationship is negligible.

The Correlation co-efficient obtained is the case Enthusiasm and Openness to Experiences is 0.055 which is less than 0.088. Hence Enthusiasm and Openness to Experiences are not significantly not related at 0.05 level.

The correlation co-efficient obtained in the case of 'Enthusiasm' and 'Agreeableness' is 0.049. As this value is less than 0.088, Enthusiasm and Agreeableness are not significantly related at 0.05 level.

The correlation co-efficient obtained in the case Enthusiasm and Conscientiousness is 0.039 which is greater than 0.088. Hence Enthusiasm and Conscientiousness are not significantly related at 0.05 level.

From the table 9 it can be seen that the Correlation co-efficient obtained in the case of 'Stability' and 'Neuroticisms' 0.102 As this value is greater than 0.088. Hence Stability and Neuroticism are significantly related at 0.05 level .The negative value shows that the two variables are negatively related. That is as one variable increases and other variable decreases. and vice versa. The magnitude of the correlation co-efficient shows that the extent of relationship is negligible. That is though stability and Neuroticism are found to be negatively related there exist very low relationship between the two variables.

The correlation coefficient obtained in the case of stability and Extraversion is .008 which is less than 0.088. Hence Stability and Extraversion are significantly not related at 0.5 level.

The correlation coefficient obtained in the case of Stability and Openness to Experience is 0.006 .As this value is less than .088, the

relationship between the two variables is not at all significant even at 0.05. That is Stability and Openness to Experience are not significantly related .

The correlation coefficient obtained in the case of Stability and Agreeableness is 0.031 which is less than 0.088. Hence the Stability and Agreeableness are significantly not related at .05 level.

The correlation coefficient obtained in the case of Stability and Conscientiousness is 0.001. As this value is less than 0.088 . The relationship between the two variables is not at all significant even at .05 level. That is stability and Conscientiousness are not significantly related.

From table 9 it can be seen that the correlation coefficient obtained for Concern for others and Neuroticism is .171 .As this value is greater than .088, Concern for others and Neuroticism are significantly related at 0.05 level .The negative value shows that two variables are negatively related. That is as one variable increases the other variables decreases viceversa. The magnitude of the correlation coefficient shows that extent of relationship is negligible. That is Concern for others and Neuroticism are found to be significantly negatively related and there exist very low relationship between two variables.

The correlation co- efficient for obtained for ‘Concern for others’ and ‘Extraversion’ is 0.081. As this value is less than the 0.088, the relationship



between the two variables is not at all significant even at 0.05 level. That is Concern for others and Extraversion are not significantly related.

The correlation co-efficient obtained in the case of 'Concern for others' and Openness to Experience is 0.007, this value is less than 0.088. The relationship between the two variables is not at all significant at 0.05 level. That is Concern for others and Openness to Experience are not significantly related.

The correlation co-efficient obtained in the case of Concern for others and Agreeableness is 0.000. Hence Concern for others and Agreeableness are not at all related.

The correlation co-efficient obtained in the case of Concern for others and Conscientiousness is -0.019. As this value is less than 0.088, the relationship between the two variables is not significant at 0.05 level. That is Concern for other and Conscientiousness are not significantly related.

From the table 9 it can be seen that the correlation co-efficient obtained in the case of Self Confidence and Neuroticism is -0.026. As this value is less than 0.088, the relationship between the two variables is not significant at 0.05 level. That is Self Confidence and Neuroticism are not significantly related.

The correlation co-efficient obtained in the case of Self Confidence and Extraversion is -0.017. As this value is less than 0.088, the relationship between the two variables is not significant at 0.05 level. Hence Self Confidence and Extraversion are not significantly related at 0.05 level.

The correlation co-efficient obtained in the case of Self Confidence and Openness to Experience is -0.044. As this value is less than 0.088, the relationship between two variables is not at all significant even at 0.05 level. That is Self Confidence and Openness to Experience are not significantly related.

The correlation co-efficient obtained in the case of Self Confidence and Agreeableness is 0.061. As this value is less than 0.088, the relationship between the two variables is not significant at 0.05 level. That is Self Confidence and Agreeableness are not significantly related.

The correlation co-efficient obtained in the case of Self Confidence and Conscientiousness is 0.039. Which is less than 0.088. Hence Self Confidence and Conscientiousness are not significantly related at 0.05 level.

From the table it can be seen that the correlation co-efficient obtained in the case of Persistence and Neuroticism is -0.043. As this value is less than 0.088, the relationship between the two variables is not significant at 0.05 level. That is Persistence and Neuroticism are not significantly related.

The correlation co-efficient obtained in the case of Persistence and Extraversion is -0.06. As this value is less than 0.088, the relationship between the two variables is not at all significant even at 0.05 level. That is Persistence and Extraversion are not significantly related.

The correlation co-efficient obtained in the case of Persistence and Openness to Experience is -0.034. As this value is less than 0.088, the relationship between the two variables is not significant at 0.05 level. That is Persistence and Openness to Experience are not significantly related.

The correlation co-efficient obtained in the case of Persistence and Agreeableness is 0.039, which is less than 0.088. Hence Persistence and Agreeableness are not significantly related at 0.05 level.

The correlation co-efficient obtained in the case of Persistence and conscientiousness is 0.059, which is less than 0.088. Hence Persistence and Conscientiousness are not significantly related at 0.05 level.

From table 9 can be seen that the correlation co-efficient obtained for Vitality and Neuroticism is -0.023. As this value is less than 0.088 the relationship between the two variables is not significant even at 0.05 level. That is Vitality and Neuroticism are not significantly related.

The correlation co-efficient obtained for Vitality and Extraversion is .019. As this value is less than 0.088, Vitality and Extraversion are not significantly related at .05 level.

The correlation co-efficient obtained for Vitality and Openness to Experience is  $-.049$ . As this value is less than  $.088$ , the relationship between the two variables is not significant even at  $.05$  level. That is Vitality and Openness to Experience are not significantly related.

The correlation co-efficient obtained for Vitality and Agreeableness is  $0.054$ , which is less than  $0.088$ . Hence Vitality and agreeableness are significantly not related at  $0.5$  level.

The correlation co-efficient obtained in the case of Vitality and Conscientiousness is  $.094$ , which is greater than  $0.88$ . Hence Vitality and Conscientiousness are significantly related at  $.05$  level. The positive value shows that the two variables are positively related. That is as one variable increases the other also increases and as one variable decreases the other also decreases. The Magnitude of the correlation co-efficient shows that the extent of relationship is negligible. That is though vitality and conscientiousness are found to be significantly positively related the relationship is negligible.

The correlation co-efficient obtained for Charisma and Neuroticism is  $.089$ , which is greater than to  $.088$ . Hence Charisma and Neuroticism are significantly related at  $.05$  level. The positive value shows that the two variables are positively related. That is as one variable increases the other also increases and as one variable decreases, the other also decreases. The Magnitude of the correlation co-efficient shows that the extent of relationship

is negligible. That is though Charisma and Neuroticism are found to be significantly positively related the relationship is negligible.

From the table 9 it can be seen that the correlation co-efficient obtained for Charisma and Extraversion is .064. As the value is less than .089, the relationship between the two variables is not at all significant we at .05 level. That is Charisma and Extraversion are not significantly related.

The correlation co-efficient obtained in the case of Charisma and openness to experience is .007. As this value is less than 0.088, the relation between the two Variables is not significant even at .05 level. That is Charisma and Openness to Experience are not significantly related.

The correlation co-efficient obtained in the case of Charisma and Agreeableness is .076. As this value is less than .088, the relationship between two variables is not at all significant even al .05 level. That is Charisma and Agreeableness are not significantly related.

The correlation co-efficient obtained in the case of Charisma and Conscientiousness is .054. As this value is less than 0.88. The relationship between the two variables is not at all significant even at .05 level. That is Charisma and Conscientiousness are not significantly related.

From table 9 it can be seen that the correlation co-efficient obtained for Integrity and Neuroticism is .048. As this value is less than .088 (The value

required for significance at 0.05 level for  $N = 603$ ), the relationship between the two variables is not at all significant even at 0.0 Integrity 5 level. That is Integrity and Neuroticism is not significantly related.

The correlation co-efficient obtained in the case of Integrity and Extraversion is .006. As this value is less than .088, the relationship between the two variables is not at all significant even at .05 level. That is Integrity and Extraversion is not significantly related.

The correlation co-efficient obtained for Integrity and Openness to Experience is .05. As this value is less than .088, the relationship between the two variables is not significant at .05 level. That is Integrity and Openness to Experience are not significantly related.

The correlation co-efficient obtained for Integrity and Conscientiousness is .052. As this value is less than .088, the relationship between the two variables is not significantly even at 0.05 level. That is Integrity and Conscientiousness are not significantly related.

### **Conclusion**

Analysis of data collected made the investigator to arrive at the conclusion that higher secondary school students possess all the ten leadership qualities at a high level, the 'Concern for others', at a higher level and 'Ability' at a little lower level. The 90<sup>th</sup> percentile for all the qualities are ten,

the maximum rating possible in the scale. The tenth percentile in almost all cases is 4, and in some cases it is of 5. Hence there is a small percentage of students who still need more experiences to develop these leadership qualities.

Gender difference was observed in Ability, Stability, Concern for others and Charisma, which favor for girls except in Stability and Concern for others. In the qualities Vision, Ability, Concern for others and Self Confidence students are found to be different as the subject of study changes. Commerce students do not differ significantly Science and Humanities students. Science students do not differ significantly in Commerce and Humanities students. Humanities students do not differ significant in Commerce and Science students. Students who are middle born are found to have difference in their quality Integrity from that of last born.

Personality traits Neuroticism, Extraversion and Conscientiousness were found to be significantly related to some leadership qualities, but the extent of relationship in all the cases are negligible or very low. This may be due to the large sample taken for the study. These findings of the study are agreeable with the study of Judge, Bono, Ilies and Gerhardt (2002) personality and leadership.

### **Tenability of Hypotheses**

Hypothesis 1 states that, there will not be significant gender difference in the mean scores of leadership qualities.

The study revealed that there exist no significant gender difference in the mean scores of Vision, Enthusiasm, Self-confidence, Persistence, Vitality and Integrity. But significant gender different exist in the mean scores of Agreeableness, Stability, Concern for others and Charisma. Hence the hypothesis is partially substantiated.

Hypothesis 2 states that, there will not be any significant difference in the mean scores of leadership qualities among students of different discipline.

The study revealed that significant subject group-difference exist in the Vision, Ability, Self-confidence and Concern for others, but no significant subject group difference is observed in Enthusiasm, Stability, Persistence, Vitality, Charisma and Integrity.

Hence the second Hypothesis is partially substantiated.

Hypothesis 3 states that, there will not be any significant difference in the leadership qualities among subgroups based on birth order.

The study revealed that there exist no significant difference in the mean scores of leadership qualities except in the case of Integrity among subgroups based on birth order.



Hence the third hypothesis is partially substantiated.

Hypothesis 4 states that, there will be significant relationship between personality traits and the leadership qualities of higher secondary school students.

It was found that some of the personality traits, Neuroticism, Extraversion and Conscientiousness are related with some leadership qualities.

Hence the fourth hypothesis also is partially substantiated.

## CHAPTER 5

# SUMMARY, FINDINGS AND SUGGESTIONS

- *Study in Retrospect*
- *Major Findings*
- *Conclusion*
- *Educational Implications*
- *Suggestions for Further Research*

## **SUMMARY, FINDINGS AND SUGGESTIONS**

This chapter includes the restatement of the problem objectives of the study, Hypotheses of study methodology, major findings of the study educational implication of the study and suggestions for further research.

### **Study in Retrospect**

The study is titled as “LEADERSHIP QUALITIES AND PERSONALITY TRAITS AMONG HIGHER SECONDARY SCHOOL STUDENTS”.

### **Variables**

Two variables included in this study are the leadership qualities and personality traits.

Ten leadership qualities considered are Vision, Ability, Enthusiasm, Persistence, Vitality, Charisma and Integrity.

The five personality types considered are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experiences.

The categorical variables used for the study are gender, birth order and subject of study.

### **Objectives**

- To find out the extent of leadership qualities among higher secondary school students
- To compare the means scores of leadership qualities among sub groups based on
  - Gender
  - Subject of study
  - Birth order
- To find out whether personality traits and leadership qualities of higher secondary school students are related.

### **Hypotheses**

- There will not be significant gender difference in the mean scores of leadership qualities.
- There will not be any significant difference in the mean scores of leadership qualities among students of different discipline.
- There will not be any significant difference in the leadership qualities among subgroups based on birth order.
- There will be significant relationship between personality traits and the leadership qualities of higher secondary school students.

## **Participants**

The population under study is higher secondary school students of Kerala and a sample of 603 students was taken using stratified sampling technique considering type of school, gender, and subject of study as strata. Nine schools were selected randomly from the list of higher secondary schools in three revenue Districts of Kerala viz. Kozhikode, Malappuram and Kannur. Sample was selected from these schools considering the strata considered.

## **Instruments**

1. Self rating scale on leadership qualities (Prasanthini & Vijayakumari, 2007)
2. Neo-Five Factor Inventory (Mccrare & Costa, 1987).

## **Statistical Techniques used**

1. Descriptive statistics
2. Pearson's product moment coefficient of correlation
3. Test of significance of mean different for large in depended groups.
4. One way ANOVA
5. Scheffe's Test.

### **Major findings of the study**

1. Higher secondary school students have high level of leadership qualities viz., Vision, Enthusiasm, Stability, Concern for others, Self Confidence, Persistence, Vitality, Charisma and Integrity. (Mean=7.40, SD=2.26, mean=7.24, SD=2.18, mean=7.67, SD=2.25, mean=8.18, SD=2.07, mean=7.56, SD=2.15, mean=7.33, SD=2.26, mean=7.54, SD=2.20, mean=7.25, SD=2.23, Mean=7.43, SD=2.23 respectively)
2. There exist significant gender difference in the mean scores of Ability, Stability, Concern for others and Charisma ( $t=4.17, t=2.34, t=3$  and  $t=0.27$  respectively)
3. There exist no significant gender difference in the mean scores of Vision, Enthusiasm, Self Confidence, Persistence, Vitality and Integrity ( $t=1.65, t=0.76, t=0.75, t=1.29, t=0.77, t=0.851$  respectively)
4. There exist significant subject group difference in the leadership qualities viz Vision, Ability, Concern for others, Self Confidences. ( $t=4.17, t=2.34, t=3.17$  and  $t=0.27$  respectively)
5. There exists no significant subject group difference in the leadership qualities viz., Enthusiasm, Stability, Persistence, Vitality, Charisma

and Integrity (F=1.53, F=1.69, F=2.34, F=2.38, F=0.50 and F=0.85 respectively)

6. There exist no significant difference in the mean scores of leadership qualities viz, Vision, Ability, Enthusiasm, Stability, Concern for others, Persistence, Self-confidence, Vitality and Charisma among higher secondary school students, who are first born, middle born and last born. (F=0.98, F= 2.06, F=0.91, F=1.79, F=2.46, F=0.73, F=0.87, F=0.76, F=1.15 respectively)
7. There exist significant difference in the mean scores of leadership quality Integrity among groups higher secondary school students based on their Birth order. (F=5.27)
8. Neuroticism is significantly negatively related with the leadership qualities, Stability and Concern for others and is positively related with Charisma.
9. Extraversion is significantly related with Vision, Ability and Enthusiasm and the relationship is positive but the extent in very low.
10. Openness to Experience and Agreeableness are not at all related with any of the leadership qualities.
11. Conscientiousness is significantly positively related with Vision and Vitality, the extent of relationship being very low.

### **Conclusion**

The findings of the study helped the investigator to arrive at the conclusion that Higher Secondary School Students of Kerala possess high level of leadership qualities. Female students are found to be slightly better than male students in the Leadership qualities, Ability, and Charisma. Whereas male students excel slightly in Stability and Concern for others, Commerce Science and humanities students are found to be significantly different in Vision, Ability, Concern for others and Self-confidence. Middle born students are found to be different from last born in Integrity. The personalities traits Neuroticism is related with Stability, Concern for others and Charisma.

### **Educational implications**

The findings of the present study made the investigator put forward some suggestions to improve the leadership qualities among higher secondary school students.

1. Provide life skill developmental programs.
2. Personal development programs and quality improvement programs may be provided.
3. Leadership activities are to be organized at higher secondary school level.



4. In this study leadership quality 'Concern for others' is very high but the Ability is comparatively low. Ability is the most wanted quality in leadership, because it is essential for 'Entrepreneurship'. Hence more focus should be given to some personality traits and leadership quality are found to be related. So the personality developmental programs are to be provided for students, that atomically will improve the leadership quality among higher secondary school students.

#### **Suggestions for further research**

1. In the presented study self rating was used for assessing leadership quality among higher secondary school students. Other techniques like observation, peer rating, teacher training, etc. can be used and the study can be replicated.
2. The study can be replicated in higher education level.
3. It can be conducted among teacher trainees and teacher educators.

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# **APPENDICES**

**APPENDIX I**

**FAROOK TRAINING COLLEGE**

**LEADERSHIP QUALITY RATING SCALE**

Name of the student :

Subejct :

Name of School :

Gender :

Birth Order

നിർദ്ദേശങ്ങൾ

താഴെ തന്നിരിക്കുന്നവ ഒരു വ്യക്തിയിൽ കാണാവുന്ന ചില സ്വഭാവ സവിശേഷതകളാണ്. ഓരോ സവിശേഷതയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അത് നിങ്ങളിൽ എത്രത്തോളം ഉണ്ട് എന്ന് വിലയിരുത്തുവാൻ വേണ്ടി അതിനു നേരെ കൊടുത്തിരിക്കുന്ന 10 പോയിന്റുകളിൽ ഏതെങ്കിലും ഒന്നിനു നേരെ 'X' എന്ന ചിഹ്നം ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക.

(For each item/ phrase give responses as 1 2 3 4 5 6 7 8 9 10)

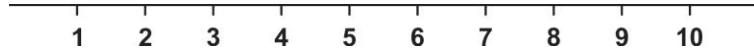
ഉദാ:- മറ്റുള്ളവർക്ക് കാര്യങ്ങൾ വ്യക്തമാക്കി കൊടുക്കുവാനുള്ള കഴിവ് (Communication)

ഈ കഴിവ് നിങ്ങളിൽ വളരെ കുറവ് എന്ന് തോന്നിയാൽ 1 എന്നും മോശമില്ല എന്ന് തോന്നിയാൽ 2 എന്നും നല്ലവണ്ണം ഉണ്ട് എന്ന് തോന്നിയാൽ 10 എന്ന നമ്പരിലും മറ്റേതെങ്കിലും അഭിപ്രായമാണെങ്കിൽ അതിനനുയോജ്യമായ നമ്പരിലും രേഖപ്പെടുത്തുക.

1. ഏതൊരു കാര്യം ചെയ്യുമ്പോഴും എന്തിന് ചെയ്യുന്നു എന്താണ് ചെയ്യേണ്ടത്, എന്ത് ചെയ്യാൻ കഴിയും എന്നതിലുള്ള വ്യക്തത (Vision)



2. നേട്ടങ്ങൾ കൈവരിക്കാനും മറ്റുള്ളവരെ നിയന്ത്രിക്കുവാനും തീരുമാനങ്ങൾ എടുക്കുവാനുമുള്ള വൈദഗ്ധ്യവും അറിവും (Ability)



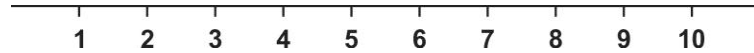
3. പൊതുവായ ലക്ഷ്യം മുൻനിർത്തി പ്രവർത്തിക്കാൻ ഓരോരുത്തരെയും പ്രേരിപ്പിക്കുന്ന വിധത്തിലുള്ള വ്യക്തിപ്രഭാവം (Enthusiasm)



4. വെല്ലുവിളികളെ നേരിടാനുള്ള മാനസിക സ്ഥിരത / ധൈര്യം (Stability)



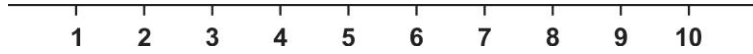
5. തന്നോടൊപ്പമുള്ളവരുടെ ക്ഷേമത്തിൽ ആത്മാർത്ഥമായ താല്പര്യം (Concern for others)



6. ബുദ്ധിമുട്ടുള്ള പ്രവർത്തികൾ വിജയപ്രദമായി പൂർത്തീകരിക്കാനുള്ള കഴിവും മുന്നൊരുക്കങ്ങളും തനിക്കുണ്ട് (Self confidence)



7. വിഷമകരമായ പ്രവർത്തനങ്ങൾ പൂർത്തീകരിക്കാൻ ആവശ്യമായ നിശ്ചയദാർഢ്യം (Persistence)



8. വീറോടെ കാര്യങ്ങൾ ചെയ്യാനുള്ള മാനസികവും ശാരീരികവുമായ ശക്തി (Vitality)



9. മറ്റുള്ളവരെ തന്റെ വഴിക്കുകൊണ്ടുവരാനുള്ള മാസ് മരിക്കത (Charisma)

---

1 2 3 4 5 6 7 8 9 10

10. മറ്റുള്ളവർക്ക് വിശ്വാസതയുണ്ടാക്കാൻ തക്ക സ്വഭാവദാർഢ്യം (Integrity)

---

1 2 3 4 5 6 7 8 9 10

## FAROOK TRAINING COLLEGE

### NEO-Five Factor Inventory (FFI)

Name of the student:

Name of the School:

#### Instructions

Write only where indicated in this booklet. Carefully read all of the instructions before beginning. This questionnaire contains 60 statements. Read each statement carefully. For each statement fill in the box with the response (put a X mark) that best represents your opinion. Make sure that your answer is in correct box.

1. I am not a worrier.  
(ഞാൻ ഒന്നിനെക്കുറിച്ചും വ്യാകുലപ്പെടാറില്ല.)
2. I like to have a lot of people around me.  
(എനിക്ക് ചുറ്റും എപ്പോഴും ആളുകൾ ഉള്ളത് എനിക്ക് ഇഷ്ടമാണ്.)
3. I don't like to waste my time daydreaming.  
(പകൽകിനാവ് കണ്ട് ഞാൻ സമയം പോക്കാറില്ല)
4. I try to be courteous to everyone I meet.  
(ഞാൻ കാണുന്നവരോടൊക്കെ ആദരവ് കാണിക്കാറുണ്ട്.)
5. I keep my belongings neat and clean.  
(എന്റെ സാധനങ്ങൾ ഞാൻ വൃത്തിയായും ചിട്ടയോടും സംരക്ഷിക്കും)
6. I often feel inferior to others.  
(ഞാൻ എപ്പോഴും മറ്റുള്ളവരേക്കാളും മോശക്കാരനാണെന്ന് തോന്നാറുണ്ട്)
7. I laugh easily.  
(എനിക്ക് പെട്ടെന്ന് ചിരിവരും)
8. Ones I find the right way to do something, I stick to it.  
(ഒരിക്കൽ ശരിയെന്ന് തോന്നിയ പാത ഞാൻ പിന്നീട് പിന്തുടരും)

9. I often get into arguments with my family and co-workers.  
(ഞാൻ വീട്ടിലുള്ളവരോടും സഹപാഠികളോടും ഇടയ്ക്ക് വാഗ്വാദത്തിലേർപ്പെടാറുണ്ട്)
10. I'm pretty good about pacing myself so as to get things done on time.  
(സമയനിഷ്ഠമായി കാര്യങ്ങൾ നിർവ്വഹിക്കുന്നതിൽ എനിക്ക് പ്രാവീണ്യമുണ്ട്.)
11. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.  
(മനസ്സ് സംഘർഷഭരിതമാകുമ്പോൾ ഞാൻ ആകെ തകർന്നുപോകുന്നു.)
12. I don't consider myself especially "light-hearted".  
(ഞാൻ ഒരു ദുർബല ഹൃദയനാണെന്ന് എനിക്ക് തോന്നാറില്ല.)
13. I am intrigued by the patterns I find in art and nature.  
(പ്രകൃതിയിലേയും കഥകളിലേയും പ്രത്യേക പാറ്റേണുകളിൽ ഞാൻ ആകൃഷ്ടനാണ്)
14. Some people think I'm selfish and egotistical.  
(ഞാൻ സ്വാർത്ഥനും അഹംഭാവിയുമാണെന്ന് ചിലർ വിശ്വസിക്കുന്നു.)
15. I am not a very methodical person.  
(എന്റെ പ്രവർത്തനങ്ങൾ യഥാക്രമം ചെയ്യുന്ന വ്യക്തിയല്ല.)
16. I rarely feel lonely or blue.  
(ഇടയ്ക്ക് ഞാൻ ഒറ്റയ്ക്കാണെന്ന് തോന്നാറുണ്ട്)
17. I really enjoy talking to people.  
(മറ്റുള്ളവരോട് സംസാരിക്കാൻ എനിക്ക് ഇഷ്ടമാണ്)
18. I believe letting students hear controversial speakers can only confuse and mislead them.  
(വിവാദപ്രസ്ഥാവനകൾ കൂട്ടികളെ സംശയാലുക്കളാക്കുകയും വഴിതെറ്റിക്കുകയും ചെയ്യുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.)
19. I would rather cooperate with others than complete with them.  
(ഞാൻ മറ്റുള്ളവരോട് മത്സരിക്കുന്നതിനേക്കാൾ താല്പര്യപ്പെടുന്നത് അവരുമായി സഹകരിച്ചുപോവാനാണ്.)

20. I try to perform all the task assigned to me conscientiously.  
(എന്നെ ഏൽപ്പിക്കുന്ന കാര്യങ്ങൾ ഞാൻ വളരെ ജാഗ്രതയോടെ ചെയ്യാറുണ്ട്.)
21. I often feel tensed and jittery.  
(എനിക്ക് പരിഭ്രമവും വെപ്രാളവും അനുഭവപ്പെടാറുണ്ട്.)
22. I like to be where the action is.  
(പ്രവർത്തനങ്ങൾ ഞാൻ ഇഷ്ടപ്പെടുന്നു.)
23. Poetry has little or no effect on me.  
(കവിതകൾ എന്നെ സ്വാധീനിക്കാറില്ല.)
24. I tend to be cynical and skeptical of others intentions  
(മറ്റുള്ളവരുടെ ഉദ്ദേശ്യങ്ങളിൽ ഞാൻ സംശയാലുവാൻ.)
25. I have a clear set of goals and work toward them in an orderly fashion.  
(എനിക്ക് വ്യക്തമായ ലക്ഷ്യമുണ്ട്. ആ ലക്ഷ്യത്തിലെത്താൻ ചിട്ടയായ കഠിനാധ്വാനം ഞാൻ ചെയ്യുന്നു.)
26. I feel completely worthless  
(എന്നെ ഒന്നിനും കൊള്ളില്ല.)
27. I usually prefer to do things alone.  
(ഒറ്റയ്ക്ക് കാര്യങ്ങൾ ചെയ്യുന്നതാണെന്നിഷ്ടം)
28. I often try new and foreign foods.  
(ഞാൻ പലപ്പോഴും പുതിയ മറുനാടൻ ഭക്ഷണങ്ങൾ പരീക്ഷിക്കാറുണ്ട്)
29. I believe that most people will take advantage of you if you let them.  
(നിങ്ങൾ ശ്രദ്ധിച്ചില്ലെങ്കിൽ മറ്റുള്ളവർ നിങ്ങളെ മുതലെടുക്കും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു)
30. I waste a lot of time before settling down to work.  
(ഒരു പ്രവർത്തി ചെയ്യുന്നതിന് മുമ്പ് ഞാൻ വളരെയധികം സമയം പാഴാക്കുന്നു)

31. I rarely feel fearful or anxious.  
(എനിക്ക് കാര്യമായ ഭയമോ ഉത്കണ്ഠയോ അനുഭവപ്പെടാറില്ല)
32. I often feel as if I'm bursting with energy.  
(ഞാൻ ഊർജ്ജസ്വലനാണ്)
33. I seldom notice the moods or feelings that different environments produce.  
(വ്യത്യസ്ത ചുറ്റുപാടുകൾ എന്നിലുണ്ടാക്കുന്ന മാനസിക മാറ്റങ്ങളെ ഞാൻ ഗൗനിക്കാറില്ല)
34. Most people I know like me.  
(എനിക്കറിയാവുന്ന മിക്കപേരും എന്നെ സ്നേഹിക്കുന്നു)
35. I work hard to accomplish my goals.  
(എന്റെ ലക്ഷ്യത്തിലെത്തിച്ചേരാൻ ഞാൻ കഠിനമായി പ്രയത്നം ചെയ്യുന്നു.)
36. I often get angry at the way people treat me.  
(മറ്റുള്ളവരുടെ പെരുമാറ്റം കാണുമ്പോൾ മിക്കപ്പോഴും എനിക്ക് ദേഷ്യം വരാറുണ്ട്.)
37. I am cheerful high-spirited person.  
( ഞാൻ ഉന്മേഷവാനാണ്.)
38. I believe we should look to our religious authorities for decision on moral issues.  
(ധാർമ്മികമായ കാര്യങ്ങളിൽ മതനേതാക്കളുടെ തീരുമാനമാണ് കണക്കിലെടുക്കേണ്ടത് എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.)
39. Some people think of me as cold and calculating  
(എന്നെ തണുപ്പനും കണിശക്കാരനുമായാണ് കാണുന്നത്.)
40. When I make a commitment, I can always be counted on to follow throughout.  
(ഞാനൊരു കാര്യം ഏറ്റെടുത്താൽ എന്തുവന്നാലും അതുമായി മുന്നോട്ടു പോകും.)



41. Too often, when things go wrong, I get discouraged and feel like giving up.  
(ചെറിയ പാളകൾ പോലും എന്നെ നിരാശനാക്കുന്നു)
42. I am not a cheerful optimist.  
(ഞാൻ സന്തോഷവാനോ ശുഭാപ്തി വിശ്വാസക്കാരനോ അല്ല.)
43. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.  
(കലാപരമായ സൃഷ്ടികൾ വായിക്കുകയോ വീക്ഷിക്കുകയോ ചെയ്യുമ്പോൾ എന്നിൽ അമിതമായ ഉത്സാഹം ഉണ്ടാകാറുണ്ട്)
44. I'm hard-headed and tough-minded in my attitudes.  
(എന്റെ വിശ്വാസങ്ങളിൽ ഞാൻ ഉറച്ച് നിൽക്കുന്നു.)
45. Sometimes I'm not as dependable or reliable as I should be.  
(ചിലപ്പോൾ ഞാൻ വേണ്ടത്ര വിശ്വാസവാനാകാറില്ല.)
46. I am seldom sad or depressed.  
(ഞാനൊരിക്കലും ദുഃഖിതനോ നിരാശനോ അല്ല.)
47. My life is fast-paced.  
(എന്റെ ജീവിതം ദ്രുതഗതിയിലാണ്)
48. I have little interest in speculating on the nature of the universe or the human conditions.  
(ലോകത്തിന്റെയും മനുഷ്യന്റെയും അവസ്ഥകളെക്കുറിച്ച് ഉറഹിക്കാനൊന്നും എനിക്ക് താല്പര്യമില്ല)
49. I generally try to be thoughtful and considerate.  
(പൊതുവെ ഞാൻ മറ്റുള്ളവരെ ശ്രദ്ധിക്കുന്നവനും പരിഗണിക്കുന്നവനുമാണ്.)
50. I am a productive person who always gets the job done.  
(ഏറ്റെടുത്ത ജോലി വിജയകരമായി പൂർത്തിയാക്കുന്ന ക്രിയാത്മകനായ വ്യക്തിയാണ് ഞാൻ)
51. I often feel helpless and want someone else to solve my problems.  
(എനിക്ക് നിസ്സഹായത അനുഭവപ്പെടുമ്പോൾ മറ്റുള്ളവർ എന്റെ പ്രശ്നം പരിഹരിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.)

52. I am a very active person.  
(ഞാൻ വളരെ പ്രവർത്തനോന്മുഖനാണ്.)
53. I have a lot of intellectual curiosity.  
(എനിക്ക് അന്വേഷണബുദ്ധി കൂടുതലാണ്.)
54. If I don't like people, I let them know it.  
(എനിക്ക് ആരെയെങ്കിലും ഇഷ്ടമല്ലെങ്കിൽ ഞാനതവരെ അറിയിക്കും)
55. I never seem to be able to get organized.  
(എനിക്ക് ഒരിക്കലും ചിട്ടകളുള്ളവനാകാൻ കഴിയുമെന്ന് തോന്നുന്നില്ല.)
56. At times I have been so ashamed I just wanted to hide.  
(ഞാൻ നാണം കെടുന്ന അവസരങ്ങളിൽ ഒളിച്ചിരിക്കാൻ ആഗ്രഹിക്കാറുണ്ട്.)
57. I would rather go my own way than be a leader of others.  
(മറ്റുള്ളവരെ സഹായിക്കുന്നതിനേക്കാൾ എനിക്കെന്റെ വഴിയെ പോകാനാണിഷ്ടം)
58. I often enjoy playing with theories or abstract ideas.  
(അമൂർത്തമായ ആശയങ്ങളും സിദ്ധാന്തങ്ങളും ചിന്തിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.)
59. If necessary, I am willing to manipulate people to get what I want.  
(എന്റെ ആഗ്രഹങ്ങൾ നടത്തിയെടുക്കാൻ ആവശ്യം വന്നാൽ മറ്റുള്ളവരെ സ്വാധീനിക്കാനും ഞാൻ തയ്യാറാണ്.)
60. I strive for excellence in everything I do.  
( എന്റെ പ്രവർത്തനങ്ങളെ മികവുറ്റതാക്കാൻ ഞാൻ പരിശ്രമിക്കുന്നു.)

**NEO – FFI**  
**NEO Five – Factor Inventory**  
ANSWER SHEET

*SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree.*

Q	SD	D	N	A	SA	Q	SD	D	N	A	SA	Q	SD	D	N	A	SA	Q	SD	D	N	A	SA	Q	SD	D	N	A	SA
1						2						3						4						5					
6						7						8						9						10					
11						12						13						14						15					
16						17						18						19						20					
21						22						23						24						25					
26						27						28						29						30					
31						32						33						34						35					
36						37						38						39						40					
41						42						43						44						45					
46						47						48						49						50					
51						52						53						54						55					
56						57						58						59						60					

N=.....

E=.....

O=.....

A=.....

C=.....

**APPENDIX III**  
**LIST OF SCHOOL**

Sl. No.	Name of School	No. of Students
1.	P.M.S.A. Pookoya Thangal H.S.S Kakkov	101
2.	Seva Mandir Post Basic Higher Secondary School, Ramanattukara	56
3.	N.N.M.H.S.S. Chelembra	109
4.	G.H.S.S. Faroke	46
5.	Farook Higher Secondary School	48
6.	Kunhalimarakar H.S.S. Kottakkal	40
7.	Seethi Sahib H.S.S. Kannur	90
8.	G.V.H.S.S. Meenchanda	80
9.	Deenul Islam Sabha HSS Kannur	80