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“TO STUDY LEADERSHIP IN HIGHER EDUCATION STUDENT” :**Mrs.Gurav vaishali vishnu****Introduction**

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

Students need to learn leadership skills. They need to learn leadership skills in college, so that they can help their communities. Surprisingly, this same answer is heard when personnel managers of both big and small companies are asked to identify qualities they look for in hiring recent college graduates. They also rank a job candidate's leadership skills as the main factor in hiring. Community groups and companies have a definition of leadership that is different from the prevailing definition. Community groups and companies equate leadership with the ability to work well with other people. We will see why this expanded understanding of leadership is so significant for our world today. Sadly, in college classes today, few students learn the leadership skills they need for their future jobs or to serve their communities. In most universities, the development of student leadership skills is not part of the academic curriculum but relegated to “extra-curricular” activities — i.e., it is regarded as part of students' non-academic activities in clubs and organizations.

However, for most of students, learning leadership skills in college is not easy because they need to do this in addition to their academic work. This challenge is especially difficult for students who need to work in order to pay for their education. Unlike students who are better-off, they may not have the time to participate in student groups in order to learn leadership skills. Moreover, not all student groups in college understand their critical mission for providing students opportunities for leadership development. By their nature, some student groups are simply social clubs, while others are narrowly defined around a particular function.

There are some characteristics of leadership as passionate, wise, compassion , charismatic, good communicator, persistent, integrity, courageous, disciplined. Further more there are four major factors of leadership: follower, leader, communication and situation.

A review of the leadership literature reveals an evolving series of 'schools of thought' from “Great Man” and “Trait” theories to “Transformational” leadership (see table). Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

STATEMENT OF PROBLEM:

“To Study Leadership In Higher Education Students”

CONCEPTUAL DEFINITION:

1. LEADERSHIP:

“A leader shapes and shares a vision which gives point to the work of others.”

- Charles Handy

“Leadership is influence – nothing more, nothing less.”



- John Maxwell

“Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.”

- Joanne Ciulla

2. EDUCATION:

“Educatuon is the manifestation of perfection already present in man”

-Swami Vivekanand

“By education ,I mean , drawing out of the best in man,body,and spirit.”

- M. K. Gandhi

3. HIGHER EDUCATION:

“It is an educational level that follows the completion of school providing a school education such as a high school, secondary school or gymnasium.”

Great Man Theories

Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories

Trait Theories

The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life

Behaviourist Theories

These concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorised as 'styles of leadership'. This area has probably attracted most attention from practising managers

Situational Leadership

This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organisation

Contingency Theory

This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances

Transactional Theory

This approach emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers

Transformational Theory

The central concept here is change and the role of leadership in envisioning and implementing the transformation of organisational performance From 'Great Man' to 'Transformational' Leadership

NEED OF RESEARCH:

1. To improve quality of leadership in higher students.
2. To identify whether quality of is more in male or female students.

IMPORTANCE OF RESEARCH:

Leadership skills are important for organization, workplaces, communities and families. Present research helps to include some programme in curriculum as well as in co-curricular activities which will improve quality of leadership in higher educational students. It will help to convey the importance of leadership. Moreover, it will tell whether quality of leadership is more in female students or in male students.

RESEARCH OBJECTIVES

1. To study element of leadership in higher education students.
2. To study quality of leadership between male and female students in higher education.

ASSUMPTIONS:

- 1.Leadership development in student is significant for leadership for leadership.
- 2.Leadership skills can be both taught and learned.
- 3.co-curricular activities helps to develop leadership in students.

HYPOTHESIS:

“There is no significant difference in quality of leadership in male and female.”

SCOPE OF RESEARCH:

- 1.Present research related to higher education students only
- 2.U.G. and P.G. is concerned .
3. Here is the study of a n aspect of personality i.e.LEADERSHIP

LIMITATION OF RESEARCH:

1. There is no concern with primary, secondary and higher secondary students.

RESEARCH POPULATION:

For research purpose ‘UNIVERSITY CAMPUS STUDENTS STUDING IN THE YEAR 2010-2011’-selected as research population.

SAMPLING:

For this research ‘purposeful sampling’ is used.

METHODOLOGY:

SURVEY METHOD’ is used to complet this research.

RESEARCH TOOL :

In the present research , there is use of ‘Standardised Test’ for testing leadership

STATISTICAL PARAMETER

In the present research “chi square” is used.

Conclusion :

- 1.Boys like to challenge themselves to surpass the target that they set for themselves.
- 2.Girls take initiative for anything new or unusual.
- 3.Boys are not afraid to admit their mistakes or to take responsibility for their action.
- 4.Girls are confident of their public speaking skills and can speak in public easily.
- 5.Boys take surprises in their stride and have an ability to step up to any situation.
- 6.Girls can adapt change and adjust to new people and new ideas.
- 7.Boys are good at multitasking at once.
8. Girls make plans with a clear vision.
- 9.Males and Females use different styles of leadership.
- 10.Women tend to adopt or use transformational leadership.

Recommendations

- 1.Adopt new educational approach which will emphasize quality of leadership in students .
- 2.Each semester must have leadership training exercise.
- 3.Involve various co curricular activities in curriculum which help the students to improve leadership.
- 4.Teacher should exert leadership and influence not just for their student,but for intellectual and spiritual climate of the entire campus.
- 5.Focus on the importance of group process and group culture as cornerstone for leadership.

6. Explore the importance of shared leadership and focus on ways that students can develop skills related to leadership.

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