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## **A Comparative Study of Leadership Effectiveness of Collegiate Students from Urban and Rural areas of Vidarbha**

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### **1.0 Abstract**

*Leadership abilities are the pre-requisites for success of youngsters as well as sustainable development of the nation. Also, it is necessary that all the stakeholders impart the necessary leadership related skills in the youngsters as developing leaders is essential to the robust future of our nation. Moreover, leadership has been considered as a critical aspect for social development, which is accomplished through a common task. In view of this, the leadership effectiveness of the college going students of rural and urban areas of Vidarbha region of Maharashtra has been assessed. The study has been carried out by following standard methodology, wherein the data was collected using survey method and with the aid of a standardized research instrument. Based on the study results, it is concluded that there exists a significant difference in the leadership effectiveness of the college going students of rural and urban areas. This indicates that the efforts needed to develop in these respective areas has to be different that should be delineated based on the existing leadership traits.*

**Keywords:** Leadership abilities, leadership skills, leadership effectiveness, college going students, rural and urban areas

### **2.0 Introduction**

In today's world providing all students with leadership opportunities helps them grow into responsible adults. Moreover, if we want students to work in partnership with adults, we must give them the opportunities to develop leadership skills—skills that allow them to manage time, work as a team, set goals, solve problems, facilitate meetings, defend positions, and make effective contribution in their respective societies. In other words, we must help them develop effective life skills. Also, the focus of education has largely accommodated the concept of youth development (a process that prepares a young person to meet the challenges of adulthood and achieve his/her full potential) and youth leadership (which is part of the youth development process). The youth leadership activities support the youngsters in developing the ability to analyze their own strengths and weaknesses (Wisner, 2011), set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (Chai, 2015). It also tries to improve their ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model (Ganesan, 2011).

Developing leaders is vital to the future of nation (Simonsen et al., 2014). Also Garg et al., (2016) have categorically stated that; in today's competitive and challenging environment, leadership in higher education comes to term challenges. Moreover, Hofmeyer et al., (2015) suggested that developing leaders and leadership are key factors to improve learning and teaching in higher education. Also, the study by Shah and Pathak (2015) has mentioned about the importance of studying characteristics possessed by student which makes them leader and qualities of ideal student leader. Shetty and Devaraj (2016) have stated that leadership is a social and mutual influence process where multiple actors engage in leading-following interactions in service of accomplishing a collective goal.

Strong et al., (2011) have mentioned that University Leadership is a versatile process that requires working with others in personal and professional relationships to accomplish a goal. Cultivating leadership skills is important for students who are developing professional competencies. Leadership characteristics and abilities should be evaluated to assist in learning student traits to better prepare students for their professions. Sembian and Visvanathan (2012) through their study have revealed that the locality, type of family and type of colleges had no significant difference but, gender and type of institution exhibited significant difference in respect of the leadership ability of college students.

Leadership has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. The characteristics of a good leader, firstly the character of the leader is important. Haber (2012) examined how college students define the concept of leadership and to identify gender, racial, and age differences within these definitions and suggested that more contemporary understandings of leadership should be evaluated. Thus, realizing the importance of leadership ability of the youth and its connection with the human development, this study has been specifically carried out to know the leadership abilities of the college going students of rural and urban areas of Vidarbha region of Maharashtra.

### **3.0 Research Methodology**

#### **3.1 Study area**

The Rural and Urban area of Nagpur Division of the Vidarbha region has been considered as a study area. The area comprising Nagpur, Wardha, Chandrapur, Gadchiroli, Bhandara and Gondia Districts was selected.

#### **3.2 Hypothesis of the study**

1. Students from Rural areas have significantly more Interpersonal Relationship as an attribute of leadership effectiveness as compared to the students from the Urban areas
2. The Intellectual operations as an attribute of leadership effectiveness of Urban college going students found significantly greater than college going students of rural areas
3. Students from urban areas have significantly more emotional stability as an attribute of leadership effectiveness as compared to the students from rural areas
4. Ethical and moral strength as an attribute of leadership effectiveness of Urban college going students found greater than college going students of rural areas
5. Students from Rural areas found significantly more in the adequacy in communication as an attribute of leadership effectiveness as compared to the students from the Urban areas
6. Students from urban areas have significantly better in operation as citizen as an attribute of leadership effectiveness as compared to the students from rural areas.

#### **3.3 Universe of the study**

All college going students in Vidarbha region were considered as a universe of the study.

#### **3.4 Sample size and sampling method**

In view of the objective of the study, the data was collected from 600 students (300 each from the rural and urban area) of the Vidarbha. The data will be collected by following stratified random sampling method.

#### **3.5 Method of Data Collection**

Survey method was adopted for collection of relevant data. Researcher himself visited all the above mentioned Districts and collected data from the college going students.

### 3.6 Tool for Primary Data Collection

Primary data collection was done by using standard research instrument i.e. Leadership Effectiveness Scale, by Dr. Mrs. Haseen Taj, Department of Education, Bangalore University. The test measures Leadership effectiveness with respect to i) Interpersonal Relations, ii) Intellectual Operations, iii) Behavioural and Emotional Stability, iv) Ethical and Moral Strength, v) Adequacy of Communications, vi) Operation as a Citizen and vii) Overall leadership effectiveness. The reliability coefficient for the test was 0.67, while the scale possesses content validity because the statements were selected based on the 85% unanimity of experts on content adequacy. Moreover, the criterion related validity coefficient was observed to be 0.80.intrinsic validity

### 3.7 Statistical Analysis of Data

The data generated during the study was processed by using various statistical tests. The data characteristics such as mean, standard deviation, standard error, etc were determined. The comparative assessment of the leadership ability of of college going students was determined using independent ‘t’ test procedure.

## 4.0 Results of the Study

### 4.1 Interpersonal relationship

**Table 1: Leadership effectiveness of the collegiate students with respect to Interpersonal Relationship attributes**

Students belonging to	Mean	±SD	SE	‘t’	P
Urban area	63.5	±7.0	0.4	4.889	<0.01
Rural area	66.1	±6.1	0.4		

**Table 1** presents results pertaining to leadership effectiveness of the college going students with respect to their interpersonal relationship related attribute. The data indicated that the mean score of students from urban area is  $63.5 \pm 7.0$ , while that of students from rural area was  $66.1 \pm 6.1$ . Subsequent to this the comparative assessment was carried out with the help of ‘t’ test and the results showed that there is significant difference ( $P < 0.01$ ) in the leadership effectiveness vis-à-vis interpersonal relationship of the collegiate students of urban and rural area. Specifically, it is evident that the leadership effectiveness with respect to interpersonal relations of the students from rural area is significantly better than that of students from the urban area.

### 4.2 Intellectual Operations

**Table 2: Leadership effectiveness of the collegiate students with respect to Intellectual Operations attributes**

Students belonging to	Mean	±SD	SE	‘t’	P
Urban area	54.7	±8.2	0.5	7.082	<0.01
Rural area	50.8	±5.0	0.3		

**Table 2** presents results pertaining to leadership effectiveness of the college going students with respect to their intellectual operations related attribute. The data indicated that the mean score of students from urban area is  $54.7 \pm 8.2$ , while that of students from rural area was  $50.8 \pm 5.0$ . Following this a comparative assessment was carried out and the results showed that there is significant difference ( $P < 0.01$ ) in the leadership effectiveness vis-à-vis intellectual operations of the collegiate students of urban and rural area. Thus, on the basis of the study results it is evident that the leadership effectiveness of the students from urban area is better than that of students from the rural area with respect to intellectual operations attribute.

**4.3 Behavioral and Emotional stability**

**Table 3: Leadership effectiveness of the collegiate students with respect to Behavioural and Emotional Stability attribute**

Students belonging to	Mean	±SD	SE	't'	P
Urban area	33.9	±6.3	0.4	5.390	<0.01
Rural area	36.7	±6.2	0.4		

**Table 3** presents results pertaining to leadership effectiveness of college going students with respect to their behavioral and emotional stability related attribute. The data shows that the mean score of students from urban area is 33.9±6.3, while that of students from rural area was 36.7±6.2. Furthermore, the comparative assessment using 't' test showed that there is significant difference (P<0.01) in the leadership effectiveness vis-à-vis behavioral and emotional stability of the collegiate students of urban and rural area. Hence, in view of the study results, it is clear that the leadership effectiveness of the students from rural area is significantly more than that of students from the urban area with respect to their behavioral and emotional stability related attribute.

**4.4 Ethical and Moral Strength**

**Table 4: Leadership effectiveness of the collegiate students with respect to Ethical and Moral Strength attributes**

Students belonging to	Mean	±SD	SE	't'	P
Urban area	68.2	±5.6	0.3	5.962	<0.01
Rural area	65.2	±6.6	0.4		

**Table 4** presents results pertaining to leadership effectiveness of the college going students with respect to their ethical and moral strength related attribute. The data indicates that the mean score of students from urban area is 68.2±5.6; while for students from rural area was 65.2±6.6. The comparative assessment of the scores indicates that there is significant difference (P<0.01) in the leadership effectiveness vis-à-vis ethical and moral strength of the collegiate students of urban and rural area. Specifically, the students from urban area showed significantly higher leadership effectiveness than the students from rural area regarding ethical and moral strength attribute of the leadership.

**4.5 Adequacy in Communication**

**Table 5: Leadership effectiveness of the collegiate students with respect to Adequacy in Communication attributes**

Students belonging to	Mean	±SD	SE	't'	P
Urban area	40.2	5.1	0.3	5.160	<0.01
Rural area	42.3	4.7	0.3		

**Table 5** presents results pertaining to leadership effectiveness of college going students with respect to their adequacy in communication related attribute. The data indicated that the mean score of students from urban area is 40.2±5.1, while that of students from rural area is 42.3±4.7. Subsequent to this the comparative assessment was carried out, which shows that there is significant difference (P<0.01) in the leadership effectiveness vis-à-vis adequacy in communication of the collegiate students of urban and rural area. Specifically, it is observed that the leadership effectiveness of the students from rural area is significantly higher than that of students from the urban area.

#### 4.6 Operation as a Citizen

**Table 6: Leadership effectiveness of the collegiate students with respect to Operation as a Citizen attribute**

Students belonging to	Mean	±SD	SE	't'	P
Urban area	38.0	4.0	0.2	7.270	<0.01
Rural area	35.5	4.2	0.2		

**Table 6** presents results pertaining to leadership effectiveness of the college going students with respect to their operation as a citizen related attribute. The data shows that the mean score of students from urban area is 38.0±4.0, while that of students from rural area is 35.5±4.2. Furthermore, the comparative assessment revealed that there is significant difference ( $P < 0.01$ ) in the leadership effectiveness of the collegiate students of urban and rural area vis-à-vis operation as a citizen attribute. Specifically, it is evident that the leadership effectiveness of the students with respect to operation as a citizen from urban area is Significantly more than that of students from the rural area.

#### 5.0 Discussion

The essential part of leadership effectiveness is to determine the level of various leadership defining attributes among various groups of people. Good leadership is therefore very important to serve as a link in order to ascertain the performance of various sections of task description (Gardner, 1995). This will help in the identification of the areas that need strengthening or improvement. Moreover, this could be achieved if there is good interpersonal relation between transformational leadership and the amount of effort followers are willing to exert (Bass & Steidlmeier, 1999), our results also showed that the leadership effectiveness with respect to interpersonal relations, intellectual operations, emotional stability and adequacy in communication of the students from rural area is better than that of students from the urban area indicating varying degree of willingness among the students vis-à-vis leadership effectiveness.

The better interpersonal relations, intellectual operations, emotional stability and adequacy in communication among the students of rural area can be attributed to the high rate of interaction amongst the villagers about the multiple problems prevalent in those areas. However, such behaviour is not very common in urban areas, where most of the amenities are very well taken care of by the local governments. In addition to above, the comparative assessment with respect to ethical and moral strength and operation as a citizen of collegiate students showed that students from urban area have traits; similar results are also reported by Ciulla (2003). Thus, overall, it is evident from the results of this study that the situations prevailing in the rural and urban area have strong influence on the leadership effectiveness of the college going students.

The study results showed that the leadership effectiveness of college going students from urban and rural area is significantly ( $P < 0.01$ ) different. Particularly, the leadership effectiveness of the students from urban area is significantly higher with respect to intellectual operations, ethical and moral strength, and operation as a citizen while the students from rural area Showed significantly ( $P < 0.01$ ) more effective leadership attribute vis-à-vis behavioural and emotional stability, adequacy in communication and operation attributes.

#### 6.0 Conclusions

Leadership means different things to different people; this is evident from the numerous definitions proposed by different scholars. The term 'leadership' is often confusing because of imprecise terms used such as power, authority, management, administration, control and supervision to describe the same phenomena. However, though the domains change, it's (leadership's) effectiveness has been

considered as the most important aspect. Leadership development is a process that extends over many years. The realities of life require selection and training that occur early in the individual's career. Thus, in view of this, the study pertaining to the leadership effectiveness of the college going students of Vidarbha showed that there are specific differences in their leadership effectiveness vis-à-vis various attributes of the same. The specific conclusions drawn on the basis of the study results point towards the fact that there exists significant difference in the leadership effectiveness of the collegiate level students from urban and rural area with respect to interpersonal relationship, intellectual operations, behavioral and emotional stability, ethical and moral strength, adequacy in communication, operation as a citizen and overall leadership effectiveness.

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