



Leadership Qualities Among College Students In District Kulgam: A Comparative Study.

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Abstract

The aim of the study was to realize the levels of leadership potential among college students of District Kulgam Jammu and Kashmir. A sample of 200 students from four types of college students viz., Male college Students, Female college Students, Urban college Students and Rural college Students constituted the sample. In order to assess the levels of leadership among the college Students of District Kulgam a Leadership Potential Scale developed Prof. N.A. Nadeem and Shaheena Akhter (2014). This scale consists of six dimensions 40 and 40 items. Statistical analysis included percentage statistics; Means, Standard Deviation, and t-test were used through Excel and SPSS. The result of the study showed that the leadership potential of Male College Students and Female College Students doesn't differ significantly and maximum College Students (54%) have an Average level of leadership potential. The mean score of Male College Students have higher values across the only one of the six dimensions of leadership potential. And the result of the study showed that the leadership potential of Urban College Students and Rural College Students doesn't differ significantly and maximum College Students (54%) have an Average level of leadership potential. The mean score of Urban College Students have higher values across the two of the six dimensions of leadership potential.

CHAPTER NO- 0 1

1. INTRODUCTION:

Education is one of the most fundamental pillars of human civilization. It is the process through which knowledge, skills, values, beliefs, and habits are transmitted from one generation to another. Education shapes individuals intellectually, morally, socially, and emotionally, preparing them to participate effectively in society. Since the earliest days of human history, education has played a central role in preserving culture, developing skills for survival, and advancing collective progress. In the modern world, education is not only a means of personal development but also a key factor in national growth, economic advancement, and global harmony. At its core, education is the cultivation of the mind. It enables individuals to think critically, reason logically, and make informed decisions. Through education, people learn to understand the world around them, question existing ideas, and generate new knowledge. This continuous process of learning and discovery has been responsible for scientific inventions, technological advancements, artistic achievements, and social reforms. Without education, society would remain stagnant, unable to evolve or adapt to changing circumstances. Education begins at birth and continues throughout life. The family is often considered the first school, where children learn basic language, behavior, and cultural values. As children grow, formal institutions such as schools, colleges, and universities provide structured learning experiences. These institutions aim to develop intellectual abilities, practical skills, moral character, and social responsibility. In addition to formal education, informal learning also plays a vital role. Experiences gained through observation, interaction, travel, and self-study contribute significantly to an individual's overall development. One of the primary purposes of education is to prepare individuals for life. It equips them with essential skills such as communication, problem-solving, teamwork, and leadership. These skills are necessary not only for professional success but also for everyday living. Education helps individuals understand their rights and duties, develop respect for others, and contribute positively to society. An educated person is more likely to be aware of social issues, participate in civic activities, and work towards the betterment of the community. Education is also closely linked to economic development. A skilled and knowledgeable workforce is essential for industrial growth, technological innovation, and efficient management of resources. Countries that invest in education tend to experience higher productivity, better employment opportunities, and improved living standards. Education reduces poverty by empowering individuals to secure better jobs and make informed financial decisions. It also promotes entrepreneurship, creativity, and competitiveness in the global market. In addition to leadership qualities and economic benefits, education plays a vital role in promoting social equality. It provides opportunities for individuals from different backgrounds to improve their leadership qualities and circumstances through knowledge and skill development. When education is accessible to all, regardless of gender, caste, religion, or economic status, it helps reduce social discrimination and promotes justice and fairness. Educated individuals are more likely to support democratic values, respect diversity, and work for social harmony. Education also contributes significantly to moral and ethical development. It teaches values such as honesty, responsibility, discipline, tolerance, and respect for others. These values are essential for building a peaceful and cooperative society. Through subjects like history, literature, and philosophy, students learn about human experiences, struggles, and achievements, which help shape their character and worldview. Moral education encourages individuals to distinguish between right and wrong and to act with integrity. The role of education in the modern world has expanded significantly due to globalization and technological advancement. Today, knowledge is rapidly evolving, and continuous learning has become essential. Digital technology has transformed education through online learning platforms, virtual classrooms, and

open-access resources. This has made education more flexible, accessible, and personalized. However, it has also created challenges such as digital inequality and the need for updated teaching methods. Therefore, modern education must adapt to changing times while maintaining its fundamental purpose of developing human potential. Another important aspect of education is its role in fostering innovation and research. Universities and research institutions serve as centers for generating new ideas and finding solutions to global problems such as climate change, health crises, and energy shortages. Education encourages curiosity, experimentation, and critical inquiry, which are essential for scientific and technological progress. Nations that prioritize research-based education often lead in innovation and global development. Despite its importance, education still faces several challenges. In many parts of the world, lack of resources, poverty, gender discrimination, and inadequate infrastructure prevent children from receiving proper education. Even where educational institutions exist, issues such as outdated curricula, untrained teachers, and examination pressure affect the quality of learning. Therefore, improving educational systems and making education inclusive and effective remains a global priority. It develops the intellect, refines character, and enhances skills necessary for a meaningful life. Education promotes economic prosperity, social equality, moral values, and scientific progress. In an ever-changing world, education remains the key to unlocking human potential and building a better future. As the famous saying goes, “Education is not the filling of a bucket, but the lighting of a fire.” By nurturing minds and inspiring curiosity, education continues to shape humanity’s journey toward progress and enlightenment.

Higher Education refers to tertiary-level education that takes place after secondary education (high school), providing advanced academic and professional knowledge and skills. It typically involves undergraduate and postgraduate programs, such as bachelor’s, and doctoral degrees. Higher education aims to expand individual knowledge and skills, enhance critical thinking, and prepare individuals for careers contribute to personal development and advance research and innovations and opportunities. Higher Education also fosters social mobility, civic engagement and global competitiveness in an increasingly knowledge based economy. Higher Education plays a vital role in Personal growth and societal advancement. Beyond acquiring knowledge and technical skills, it encourages intellectual curiosity creativity, and lifelong learning also serve as centers for research innovation and cultural preservation. They contribute to economic development by producing skilled professionals and entrepreneurs. Access to higher education can reduce inequality and open doors to Leadership opportunities. It fosters a sense of global citizenship ethical responsibility, and intercultural understanding. Through academic freedom and critical inquiry , higher education helps shape informed citizens can address complex challenges and contribute meaningfully to their communities and the world. Higher education plays a crucial role in developing leadership qualities in students by providing a structured environment for personal and professional growth. Through academic challenges, students learn to think critically, solve problems, and make informed decisions—key traits of effective leaders. Group projects, presentations, and research activities encourage collaboration, communication, and accountability, enhancing teamwork and interpersonal skills. Universities and colleges also offer extracurricular opportunities such as student government, clubs, volunteer programs, and internships. These experiences allow students to take initiative, manage responsibilities, and inspire others—core aspects of leadership. Exposure to diverse perspectives in multicultural learning environments cultivates empathy, open-mindedness, and cultural intelligence, all essential for leading in a globalized world. Higher education often emphasizes ethics, civic responsibility, and social awareness, encouraging students to become not just leaders, but responsible and value-driven ones. Mentorship from faculty and interaction with industry professionals further build confidence and leadership insight. Moreover, many institutions provide formal leadership development programs, workshops, and training sessions, ensuring

students are well-equipped to lead in both academic and professional settings. By combining intellectual development with practical experience, higher education transforms students into capable, ethical, and visionary leaders ready to impact society positively.

Leadership is a quality hidden in the personality of a human being. Human personality is very complex and it is very difficult to grade individuals according to one's personality. Leadership, on the other hand, depends on the organic structure of the personality which includes experience, skill, responsibility, intelligence, power of organizing people and social interaction. Leadership is an indispensable activity, which every leader has to perform for directing the people, working under him. It is the ability of the Leader to induce subordinates to work with confidence and zeal. In other words "Leadership is the process by which an leader imaginatively directs, guides and influence the work of others in choosing and attaining specified goals by mediating between the individuals and the organization in such a manner, that both will obtain maximum satisfaction.

College education, often referred to as higher education or tertiary education, represents the stage of formal learning that follows secondary schooling. It is typically offered by universities, colleges, and specialized institutions that provide advanced academic knowledge, professional skills, and research opportunities. College education aims to develop intellectual capabilities, technical competence, personal growth, and social awareness among learners. It serves as a bridge between school-level learning and professional life, preparing individuals to participate effectively in modern society. The term "college" generally denotes an institution where students pursue undergraduate, postgraduate, and sometimes doctoral studies in various fields such as arts, sciences, commerce, engineering, medicine, law, and education. College education is not merely the acquisition of degrees; it is a transformative process that shapes character, critical thinking, creativity, and responsibility. It exposes students to diverse perspectives, disciplines, and cultures, encouraging independent thought and lifelong learning. In today's knowledge-driven world, college education has become an essential component of personal and national development. It equips individuals with specialized knowledge and skills required for employment, innovation, and leadership. As societies evolve, the role of college education continues to expand, encompassing not only academic excellence but also ethical values, civic engagement, and global understanding. Historical development of college education the concept of college education has ancient roots. Early forms of higher learning existed in civilizations such as India, China, Greece, and the Islamic world. Ancient universities like Nalanda and Takshashila in India, Plato's Academy in Greece, and Al-Qarawiyyin in Morocco served as centers of advanced knowledge and scholarship. During the medieval period in Europe, universities emerged as organized institutions dedicated to teaching theology, philosophy, law, and medicine. The University of Bologna, University of Oxford, and University of Paris became renowned centers of learning. These institutions laid the foundation for modern higher education by introducing structured curricula, academic degrees, and scholarly research. With the Industrial Revolution, the demand for technical and scientific education increased. Colleges began offering professional courses in engineering, commerce, and applied sciences. In the 20th century, mass expansion of higher education took place worldwide, making college education accessible to a larger population. In recent decades, globalization, digital technology, and economic competition have further transformed college education. Online learning, international collaborations, and interdisciplinary programs now define modern higher education systems.

1.1 Rationale of the study:

A study examining leadership qualities in higher education students is crucial because it can reveal how these qualities influence academic performance, student engagement, and the overall success of students in their academic journey and future careers. This research can inform pedagogical practices, leadership development programs, and policies within universities to foster a more conducive environment for cultivating future leaders. Here's a more detailed look at the rationale understanding the link between Leadership and Academic success improved Academic outcomes. Research suggests a positive correlation between leadership qualities and academic achievement. Students with strong leadership skills often demonstrate greater motivation, engagement, and resilience, leading to better academic performance. Leadership-oriented students tend to be more active in class discussions, participate in extracurricular activities, and contribute to a positive learning environment for their peers. Leadership qualities are highly valued in the workplace. By understanding and promoting leadership development in higher education, institutions can equip students with the necessary skills for future professional success. Developing leadership programs. Research can identify specific leadership skills that are most relevant and effective for higher education students. This information can be used to design targeted leadership development programs within universities. Improving pedagogical approaches. Understanding how leadership qualities are developed can help instructors and educators adapt their teaching methods to foster leadership skills in students. For example, encouraging collaborative projects, group assignments, and student-led initiatives can promote leadership development. Creating a supportive environment. Research can highlight the importance of creating a positive and supportive learning environment that encourages leadership. This includes providing students with opportunities to take on leadership roles, offering mentorship programs, and fostering a culture of collaboration and teamwork. Advancing knowledge and Understanding. Identifying key leadership traits. Research can help identify the key characteristics and traits that contribute to effective leadership in a higher education setting. This knowledge can be used to assess and develop leadership potential in students.

Exploring the dynamics of Leadership. Research can delve into the complex interplay between leadership, student engagement, and academic success. This can provide insights into how leadership can be effectively nurtured and harnessed within higher education. Developing best practices. By studying successful leadership initiatives in higher education, research can help identify best practices and strategies that can be replicated and adapted in other institutions. Research can explore how leadership qualities manifest differently across diverse student populations (e.g., gender, ethnicity, locale). This can inform the development of inclusive leadership programs and initiatives. Specific disciplines and departments. Research can investigate how leadership skills are particularly relevant and valuable in different academic disciplines and departments. Addressing challenges in specific areas. Research can identify challenges related to leadership development in specific areas, such as student government, student organizations, or research groups.

1.2 Statement of the Problem:

Leadership Qualities Among College Students In District Kulgam: A Comparative Study.

1.3 Objectives of the Study:

1. To measure the leadership qualities among higher education students in district Kulgam.

2. To compare Male College Students and Female College Students on Leadership Qualities.
3. To compare Urban College Students and Rural College Students on Leadership Qualities.

1.4 Hypotheses of the Study:

1. There is no significant difference in leadership qualities between Male College Students and Female College Students
2. There is no significant difference in leadership qualities between Urban College Students and Rural College Students.

1.5. Operational Definitions of the Variables and Terms:

Leadership Qualities are the personal traits, skills, and behaviors that enable college students to effectively lead others. In this study, leadership qualities are measured through indicators such as communication skills, responsibility, confidence, problem-solving ability, teamwork, and ethical behavior e.t.c.

In this study, leadership qualities refers to the scores as achieved by the respondents (sample subjects) on the Leadership Potential Scale constructed by the Nadeem N A and Shaheena Akhter in the year 2016. It consists of 40 items and 6 major areas or dimensions viz., interpersonal relations, understanding of people, behavioral and emotional stability, ethical and moral strength, adequacy of communication & operation as a citizen, emotional stability and ethical and moral strength.

College Students refer to individuals enrolled in undergraduate programs in recognized higher education institutions. In this study, college students aged 15-25 years enrolled in different government degree colleges of district kulgam form the sample population.

1.6 DELIMITATIONS OF THE STUDY

- The study is delimited to the colleges in Kulgam district only.
- The study further delimited 200 students viz. 50 Male Urban College Students, 50 Male Rural College Students, 50 Female Urban College Students and 50 Female Rural College Students only.

CHAPTER NO- 0 2

2. REVIEW OF RELATED LITERATURE:

Any piece of research requires an adequate familiarity with the work which has conducted in that area. It is through the accumulated research of the part, that the researcher can enunciate a good research design, locate the gaps in the existing theories, expand upon the context and background of the study, avoid repetition of research design and can provide an empirical basis for the subsequent development of hypothesis. Knowing what data are valuable often serves to narrow the problem itself as well as the technique that might be used.

The knowledge of related literature brings the researcher up-to date on the work which other have done & thus, to state the objectives clearly & concisely. By reviewing the related literature, the researcher can avoid unfruitful and useless problem area. He can select those areas in which his endeavors would likely add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the validity of its results has been clearly established.

The review of literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools & instruments which have proved to be useful & promising in the previous studies. The advantage of the related literature is also to provide an insight into statistical methods through which validity of results is to be established.

S.Bhattacharya,R. Banerjee and S.Adhikari (2025): A Probe into the Leadership Behavior of College-Level Students in West Midnapore District. The study explores the status of different dimensions of leadership behavior among college students of West Midnapore District. The research adopts quantitative surveys to gather data from a representative sample of college-level students in the district. Leadership behavior is analyzed through the lens of established theoretical frameworks. Key findings highlight that college-level students, considering both males and females as a whole, possessed a high level of leadership behavior; again, there were no gender differences. Leadership behavior among college-level students is increasingly recognized as a critical factor in shaping not only individual success but also societal progress. High levels of leadership behavior among these students can be justified based on several academic, developmental, and societal considerations. College-level students are at a developmental stage characterized by the acquisition of advanced cognitive, emotional, and social skills. Leadership behavior enables them to navigate complex social settings, take initiative, and influence peers positively. These skills are vital for fostering resilience, effective communication, and decision-making, which contribute to their overall personal and professional growth. The collegiate environment of West Midnapore provides a fertile ground for cultivating leadership skills. Activities such as student organizations, community service projects, and leadership training workshops encourage students. The implications of the findings are discussed concerning educational policy and curriculum design, with recommendations for future research to further explore the interplay between personal and environmental factors in shaping student leadership.

F. Mamadaliyeva (2025): The importance of leadership skills among students. Leadership skills are fundamental to students' personal development, it is also important for their academic performance and future career prospects. This study explores the impact of leadership experiences on student growth using a mixed-methods research approach, incorporating both quantitative surveys and qualitative interviews including students and educators. The findings reveal that students who engage in leadership roles, such as student government, club presidencies, or team projects, demonstrate greater self-confidence, enhanced problem-solving abilities, and stronger communication and teamwork skills compared to their peers. Moreover, these students exhibit higher academic achievement, as leadership responsibilities often foster time management, critical thinking, and decision-making skills.

R. kumar (2024): Exploring Leadership Perception Among University Students in India: A Qualitative Study of Panjab University, Chandigarh. Leadership is a critical component of organizational success and societal advancement, with its manifestations shaped by cultural, social and educational contexts. It plays a pivotal role in academic success, career advancement and organizational effectiveness. This qualitative research paper delves into the perceptions of leadership among young adults in India, specifically focusing on students at Panjab University, Chandigarh. By conducting in-depth interviews and surveys with 200 students and staff members of Panjab University, this study aims to explore how young people perceive leadership, including its importance, associated qualities and the role of a leader in group dynamics and organizational settings. Additionally, the research investigates beliefs regarding the development ability of leadership skills over time through training and practice. Furthermore, it examines the extent of young adults' participation in leadership roles within student organizations and extracurricular activities, along with the challenges they encounter in such positions. The findings offer valuable insights into fostering effective leadership development programmes tailored to the needs of young adults in India, ultimately contributing to their personal growth and organizational success. By implementing the suggestions recommended by this study, Panjab University can create a supportive environment that empowers students to become effective leaders and contributes to the institution's overall success.

D. Siraj (2024): Effectiveness of Academic Leadership in Crises Resolution of Universities of Azad Jammu & Kashmir. This research study aimed to investigate the relationships between academic leadership and crises resolution in universities, specifically focusing on the Women University of Azad Jammu and Kashmir Bagh and the University of Poonch Rawalakot in Pakistan. The study population comprised M. Phil/MS level teachers and students; the primary objective was to assess the effectiveness of academic leadership in crisis resolution within these universities. A descriptive methodology was employed, and questionnaires were used as the primary data collection tool. The sample size consisted of 61 teachers and 167 students, selected through a Simple Random Sampling technique. The researcher used a questionnaire for both the teachers and students as the instrument of the study. The collected data were analyzed using SPSS, Simple Regression Analysis was employed to examine the effectiveness of academic leadership and correlations utilized to identify relationships between variables. The results from the correlation analysis revealed a strong positive correlation between academic leadership and crises resolution. Furthermore, the regression analysis demonstrated a significant effect of Leadership on the outcome variable Crises, highlighting the importance of strong leadership in crisis management. The study has implications for university administrators and policymakers, emphasizing the importance of nurturing and developing leadership skills within the academic context. By enhancing academic leadership, universities can improve their crisis resolution capabilities and minimize the potential impact of crises on the stakeholders.

Z. Liyun (2024): College Student Leaders' Leadership Skills, Mastery of Theoretical Knowledge and Practical Ability in Selected Universities in Guangxi, China. College student leaders are the relatively

excellent and active group among college students. They are the effective assistant of teachers' daily management and an indispensable and important force in colleges and universities. Cultivating and improving the leadership of college student leaders is an important way to comprehensively carry out quality education for college students, enhance the employment ability of college students and cultivate international talents. This study is designed to understand the relationship between the degree of theoretical knowledge mastery, the practical ability, and the leadership ability of college student leaders. The researcher developed a questionnaire survey of 416 college student leaders from five universities in Guangxi and collected all the data, Data were interpreted and analyzed by frequency, percentage, weighted mean, Likert scale, and analysis of variance. This study concludes that the leadership level of college student leaders, the mastery level of theoretical knowledge and the level of practical ability are relatively high, and there is a significant relationship between the mastery level of theoretical knowledge, practical ability and the leadership level of college student leaders, so the training mode of improving the leadership of college student leaders is proposed.

E. David (2023): Effect of skill development programmer on enhancing leadership qualities among undergraduate students. Higher education, globally, is at a critical juncture. Public demands for measurable outcomes from the college going experience coupled with student demands for on-demand education place these institutions at the forefront of change that they have never experienced before. The leadership of these institutions, therefore, is critical to protect both the integrity of the institutions and experience, but also to be appropriately responses to all of the different stakeholders who have expectations for these institutions and what happens within their walls. The purpose for conducting the study was to identify the soft skills necessary for effective college leadership along with the activities of and priorities for leaders. Drawing on a global sample of 400 college presidents, differences were noted between the responses of leaders in the United States, Europe, India, and Asia. The study concludes that there is a real necessity for higher education to come together to explore their future and to find a way to assure that these institutions can meet the multiple demands placed on them, and, in a way that assures that future generations can rely on higher education as a mechanism for cultural preservation and progression.

S. S. Hussainy (2023): Leadership qualities for students' progress & career success. Leadership qualities are critical for students' progress and success. This study aims to investigate the innate and learned leadership qualities of university students in Oman and identify the leadership qualities that students primarily possess and those lacking among students. This study also compares the leadership qualities of male and female university students in Oman. Emotion, empathy, self-awareness, extroversion, and confidence were considered innate qualities, and goal setting, communication skills; networking skills, adaptability, and commitment were investigated as the variables of learned qualities. Further, in this article, researchers attempted to investigate the influence of students' innate leadership qualities on learned leadership qualities. Both primary and secondary data were gathered. Twenty questions on innate and learned leadership qualities were included in a structured questionnaire. The collected data was processed using SPSS Amos version 20 and then analyzed using various statistical tools. The result indicates that students' overall leadership quality score is 72%, which shows that they possess sufficient leadership qualities and are acquiring new ones through learning. Additionally, Male students scored higher on leadership qualities compared to female students. Finally, research has revealed a strong correlation between innate and learned leadership qualities.

M.Karman's Study (2019): Karman's study likely explored various dimensions of leadership qualities and their impact on self-perception and leadership effectiveness. The research may have uncovered that different traits and behaviors contribute to individuals' perceptions of their own leadership abilities. This could include factors such as communication skills, emotional intelligence, decision-making abilities, and adaptability. It might have found that individuals tend to perceive themselves more positively in terms of leadership effectiveness compared to how others perceive them. This could indicate a tendency towards self-enhancement bias in self-perception. Karman's study may have also identified specific leadership qualities that are particularly influential in shaping self-perception and leadership effectiveness, providing valuable insights for leadership development programs.

B. Milpha (2019): Enriching College Students' Leadership Efficacy. The purpose of this study was to examine whether undergraduates' participation in 12 different leadership trainings, workshops, conferences, or programs was associated with students' leadership efficacy. We used data from the Multi-Institutional Study of Leadership survey, which eight of the Big 10 institutions administered to students in spring 2018. The results suggest that students' participation in shorter-term or moderate-term experiences—a leadership conference, retreat, lecture/workshop series, course, or positional leadership training—was positively associated with students' leadership efficacy. We therefore encourage leadership educators and practitioners in higher education to consider the duration of their programs to maximize students' outcomes.

Rao. A.K. (2018) Leadership & its variants. Left alone people may not be able to achieve anything. What they need is a goal or an objective and above all a leader who will provide them motivation and guidance to achieve it. The leader need not be charismatic but a person who has character is reliable, honest and dependable. This article discusses the role and the qualities of the leader with real life examples in Indian environment.

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

S. Akhter (2016): Levels of leadership potential among higher education students of Kashmir Valley. The aim of the study was to realize the levels of leadership potential among the higher education students of Kashmir Valley (J&K). A sample of 780 students from three higher levels of learning viz., undergraduate, Post-Graduate and Professionals (Medicine, Engineering, Agriculture and Veterinary Sciences) constituted the sample. In order to assess the levels of leadership among the higher education students of Kashmir valley a self-constructed Leadership Potential Scale was developed by the investigator. Mean, S.D. and test of significance were calculated to find out the differences between the mean scores of Under-graduate, Post-Graduate and Professional students on leadership potential. The results reveal that significant proportion possessed 'Average Leadership Qualities' and also found that boys have more leadership qualities than girls.

S. P. Chaube (2016) Leadership and Education. The author, in this article, 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. The university provides a special opportunity to students to demonstrate their traits of leadership. But at this stage of education teachers have to be quite vigilant to mark out the concerned students who happen to demonstrate some traits of leadership.

C Kalaivani (2014) Leadership Quality and Academic Achievement of College Students in Coimbatore District” The research focused on examining the relationship between leadership qualities and academic performance among college students in Coimbatore district. The study specifically looked at the connection between leadership skills and academic achievement.

Melanie Z, Leanne M, (2004) It has been observed from the literature that it is critical for students in many ways essential leadership qualities in order to excel academically and professionally” According to research, developing leadership skills is crucial for students as it significantly benefits their academic and professional performance in several ways; these qualities help students build confidence, make effective decisions, take responsibility, improve communication skills, and prepare them for future career roles where leadership is essential

2.1 OVERVIEW

The above studies conducted at international, national and regional levels clearly depicted a broad analysis of the studies related to the present investigation in terms of type of students as well as variables involved in the study. The review of literature has been presented that is leadership qualities among college students in district kulgam. An overview of the review made by the researchers reveals that a good number of studies have been conducted on leadership qualities among students but there is no significant study has been conducted on leadership qualities among college students. The investigator reviewed that are internationally, nationally and regionally were conducted. The reviewed studies have been arranged in a systematic order starting from the latest studies to the older ones. The reviews have thoroughly mentioned the researcher, area of study, objective/s, and finding/s with a special focus on the relevance of the context and content of the present study.

After going through the in-depth reviewed of relevant literature, it came to force that different studies have been conducted on leadership qualities of students. But no such study has been conducted so far in district kulgam in particular in which leadership qualities among students especially college students. the investigator to make an effort to explore leadership qualities among college students in district kulgam.

Keeping in view the various trend reports, a significant research gap has been identified and thus the investigator has chosen the research problem which reads as under:

“Leadership Qualities Among College Students in District Kulgam: A Comparative Study.”

CHAPTER NO- 03

3. METHODOLOGY AND PROCEDURE

This chapter discusses in detail the methodology and procedures followed in carrying out this research investigation. This chapter is one of the most important in the overall research process as it represents the blueprint of how to proceed with the problem, how to collect data, and how to analyze and interpret the data. The existing component is thoroughly involved in exploring the research problem. It gives us the different steps for carrying out the study in a consistent approach. The main role of methodology is to synchronize the various techniques. It gives proper procedure to initiate the process. In order to achieve the results, there is need of effective strategy in operation of various techniques in a systematically carried out process. The linking of one aspect to another by accomplishment of research depends upon the proper methodology. In the present study, the investigator used survey method for collection of data.

The present study designed to study of leadership qualities among college students in Kulgam. The methodology of the study comprises research method, population, sample, tool used for data collection, and methods of data analysis.

3.1 Methodology:

The study is descriptive in nature, which pertains to the existing conditions and approaches to get key solutions to this problem in systematic and consistent way. The present study designed to study of leadership qualities among college students in Kulgam. The methodology of the study comprises research method, population, sample, tool used for data collection, and methods of data analysis.

3.2 Population:

Students of Govt. Degree Colleges of District Kulgam constitute the population of the study.

3.3 Sample:

Initial: Stratified sampling

Later: Convenient sampling

Total Sample 200			
100 Male		100 Female	
50 Urban	50 Rural	50 Urban	50 Rural

3.4 Tool used for data collection

In order to assess the Leadership Qualities among college students in district kulgam, Nadeem N.A and Akhter S's Leadership Potential Scale(2013) has been used to collect data for present investigation. It consists of 40 items and (6) major areas. The Leadership Potential Scale consists of various dimensions, viz., (Interpersonal Relations, understanding of people, Value Inculcator, Social Communication, Behavioral and Emotional Stabilizer and Operation as a Citizen).

3.5 Methods of data analysis:

The Data on the basis of objectives set forth were analyzed through various statistical techniques found suitable for drawing inferences and presented with the help of tables. The "t" test was employed in order to measure the significance.

3.6 Statistical Tools and Techniques:

In this proposed study, various statistical tools and techniques has been used according to the requirement of the study. Percentage, Mean, Standard Deviation and t-test Statistics were calculated.

T-test for two independent samples was conducted using the formula.

3.7 Norms of the Leadership Potential Scale

The norm categories the students into various levels of leadership potential. The qualitative explanation of leadership potential scale is as under:

Table 1.2 Showing Norms of the Leadership Potential Scale

Categories	Range of Score
Excellent Leadership Potential	147 - 200
Average Leadership Potential	94 – 146
Poor Leadership Potential	40 - 93

CHAPTER NO- 04

4. ANALYSIS, INTERPRETATION AND DISCUSSION

The analysis and interpretation of the data is of great significance the data has such no meaning if it is not analyzed and interpreted properly. it is fair to say that research in general consists of two large steps, the collection of data and the analysis of the data. Data analysis is the act of transforming data with the aim of extracting useful information and facilitating conclusion.

In the present study, the investigator has made an attempt to study "Leadership Qualities Among College Students In District Kulgam". By using different tools and techniques for conducting the present research. The total sample consisted of 200 College students. The investigator used a stratified random sampling technique and select sample of 50 Male Urban College Students, 50 Male Rural College Students, 50 Female Urban College Students and 50 Female Rural College Students of kulgam district. This chapter deals with the analysis and interpretation of data by keeping in view of the objectives and hypothesis formulated in the study. The descriptive statistical techniques like Mean, percentage, Standard Deviation and t- test were used to analysis the data. The inferential statistical techniques was used for testing the formulated hypothesis, furthermore, t- test was used for testing the significance of difference between two groups has on Male College Students and Female College Students, and Urban College Students and Rural College Students of Kulgam District.

4.1 DESCRIPTIVE ANALYSIS

Table 2.0: Showing the Over-all Leadership Qualities of College Students on Leadership Qualities.

<i>Levels of Leadership Qualities</i>	<i>N</i>	<i>%age</i>
Excellent Leadership Qualities	57	28.5%
Average Leadership Qualities	109	54.5%
Poor Leadership Qualities	34	17%

Total	200	100.0
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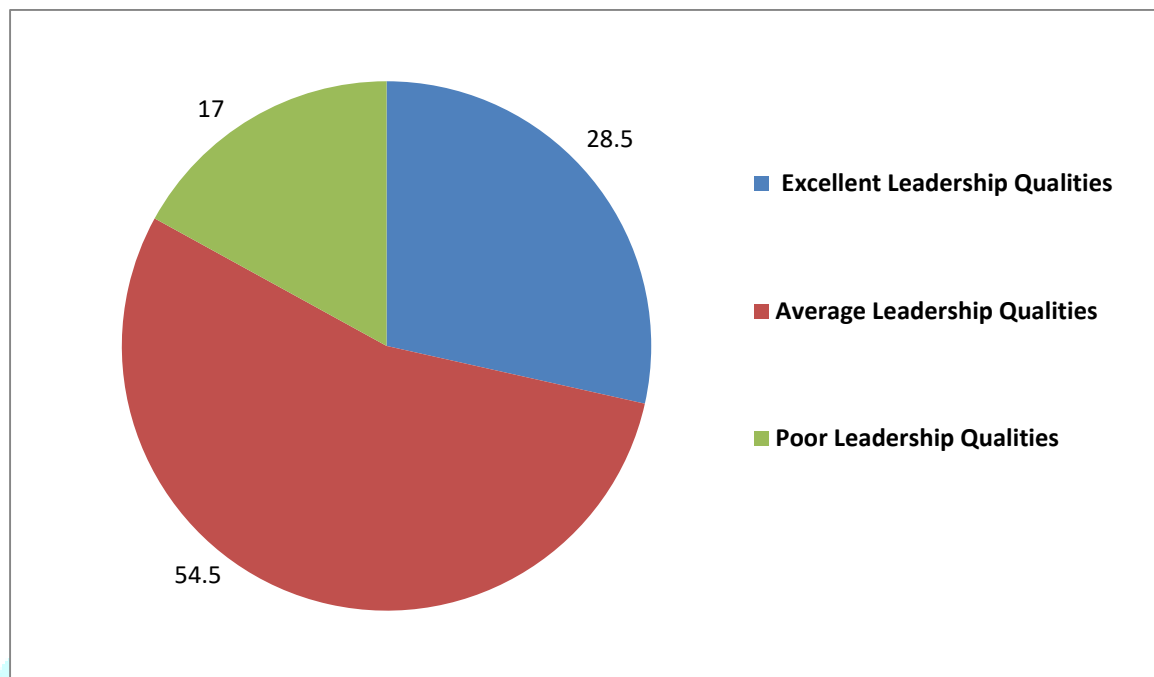


Figure 1: Percentage-Wise distribution of Overall sample on different levels of Leadership Qualities

TheTable 2.0: Shows the overall level of leadership qualities among 200 college students. The table depicts that 54.5 % has been found to possess average Leadership Potential, 28.5% of the Students were categorized as Excellent and only 17% possessed poor Leadership Potential. Forfurther understanding, it is graphical represented in **figure 1**.

Table 2.1: Showing the percentage-wise distribution of students on leadership Qualities with respect to Gender.

Levels of Leadership Qualities	Male College students		Female College students	
	<i>N</i>	<i>%age</i>	<i>N</i>	<i>%age</i>
Excellent Leadership Qualities	29	29%	29	29%
Average Leadership Qualities	50	50%	58	58%
Poor Leadership Qualities	21	21%	13	13%
Total	100	100.0	100	100

(N=100 each male and female college students)

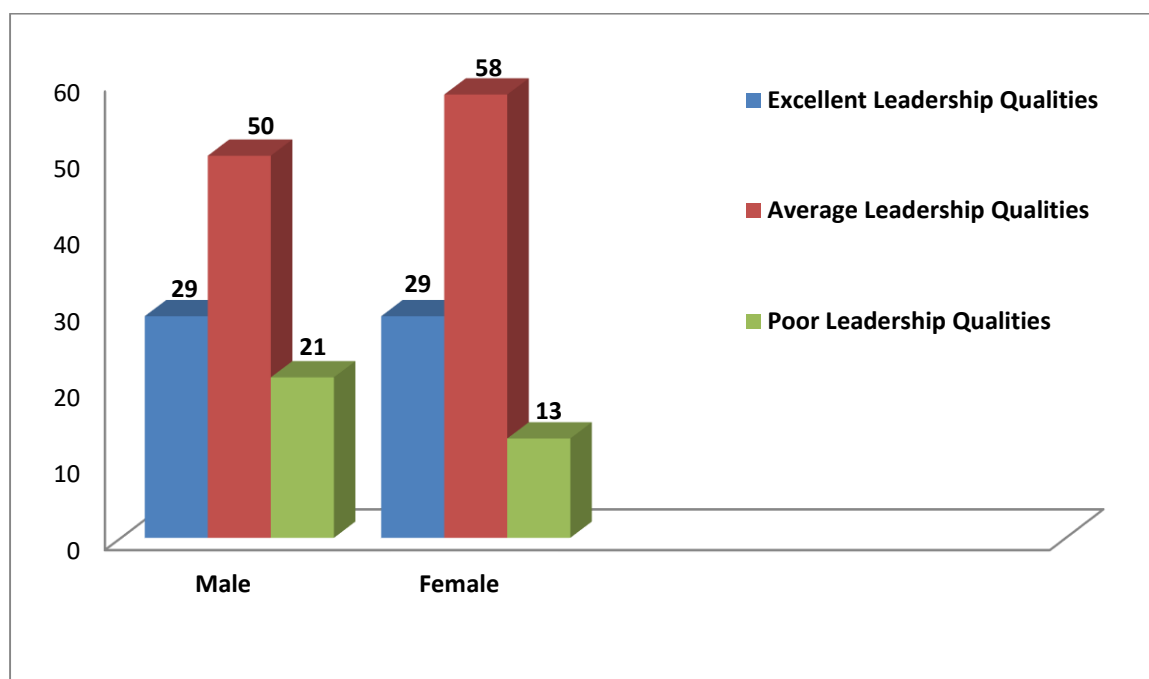


Figure 2: Percentage-wise distribution of Male and Female College Students on various levels of Leadership Qualities.

The Table 2.1: indicates the percentage of male and female college students on the levels of leadership qualities. The table depicts that in case of male college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of female college students 29% has excellent leadership qualities, 58% fall in average and 13% fall in poor Leadership qualities. It has also been found that out of two groups Male and Female college students are equally show excellent leadership qualities.

Table 2.2: Showing Leadership Qualities between Urban and Rural college students with respect to locale.

Levels of Leadership Qualities	Urban College students		Rural College students	
	N	%age	N	%age
ExcellentLeadership Qualities	27	27%	19	19%
AverageLeadership Qualities	58	58%	60	60%
PoorLeadership Qualities	15	15%	21	21%
Total	100	100.0	100	100.0

(N=100 each urban and rural college students)

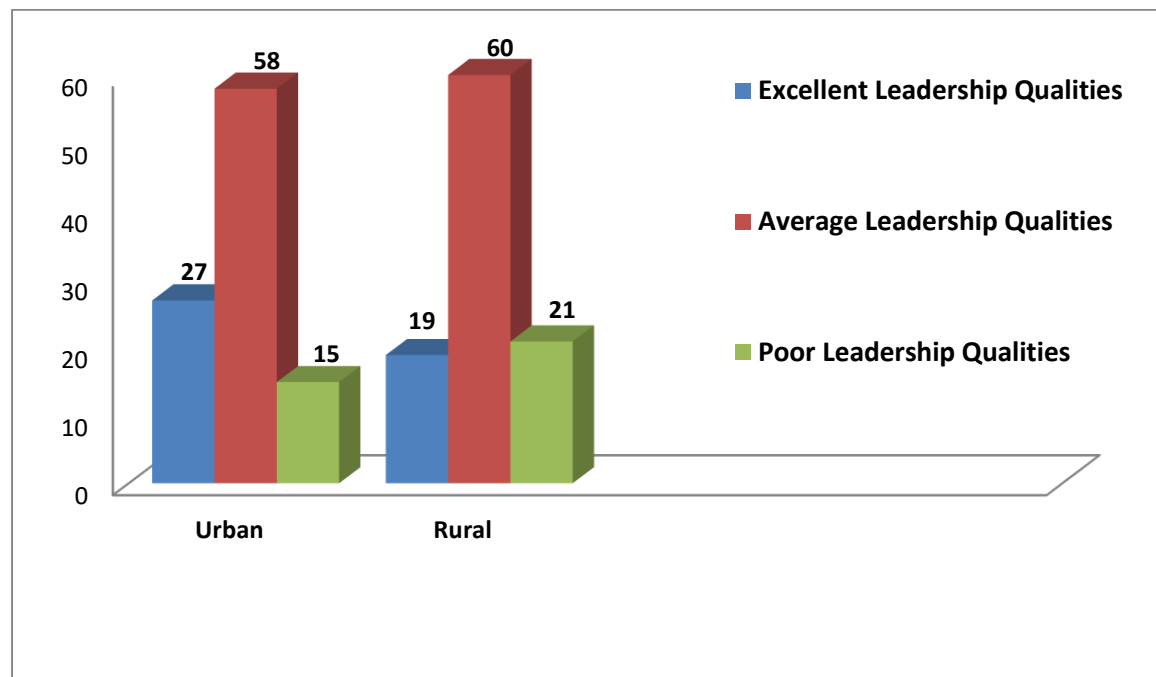


Figure 3: Percentage-wise distribution of Urban and Rural College Students on various levels of Leadership Qualities.

The Table 2.2: indicates the percentage of urban and rural college students on the levels of leadership qualities. The table depicts that in case of urban college students 27% have excellent leadership qualities, 58% fall in average Leadership qualities and 15% full in poor Leadership qualities. While as in case of rural college students 19% has excellent leadership qualities, 58% fall in average and 21% fall in poor Leadership qualities. It has also been found that out of two group's urban and rural college students. Urban college students show higher excellent leadership qualities than rural college students.

Table 2.3: Showing the percentage-wise distribution of students on various Dimensions of leadership Qualities with respect to Gender.

S. No.	Dimensions	Levels of Leadership Qualities	Male Students		Female Students	
			N	%age	N	%age
01	<i>Interpersonal Relations</i>	Excellent	29	29%	29	29%
		Average	50	50%	58	58%
		Poor	21	21%	13	13%
		Total	100	100.0	100	100.0
02	<i>Understanding People</i>	Excellent	29	29%	29	29%
		Average	58	58%	50	50%
		Poor	13	23%	21	21%
		Total	100	100.0	100	100.0
03	<i>Behavioral and Emotional Stability</i>	Excellent	29	29%	29	29%
		Average	50	50%	58	58%
		Poor	21	21%	13	13%
		Total	100	100.0	100	100.0
04	<i>Ethical and Moral Inculcator</i>	Excellent	29	29%	29	29%
		Average	50	50%	50	50%
		Poor	21	21%	21	21%

		Total	100	100.0	100	100.0
05	<i>Adequacy of Communication</i>	Excellent	30	30%	28	28%
		Average	49	49%	58	58%
		Poor	21	21%	14	14%
		Total	100	100.0	100	100.0
06	<i>Operation as a Citizen</i>	Excellent	31	31%	29	29%
		Average	49	49%	51	51%
		Poor	20	20%	20	20%
		Total	100	100.0	100	100.0

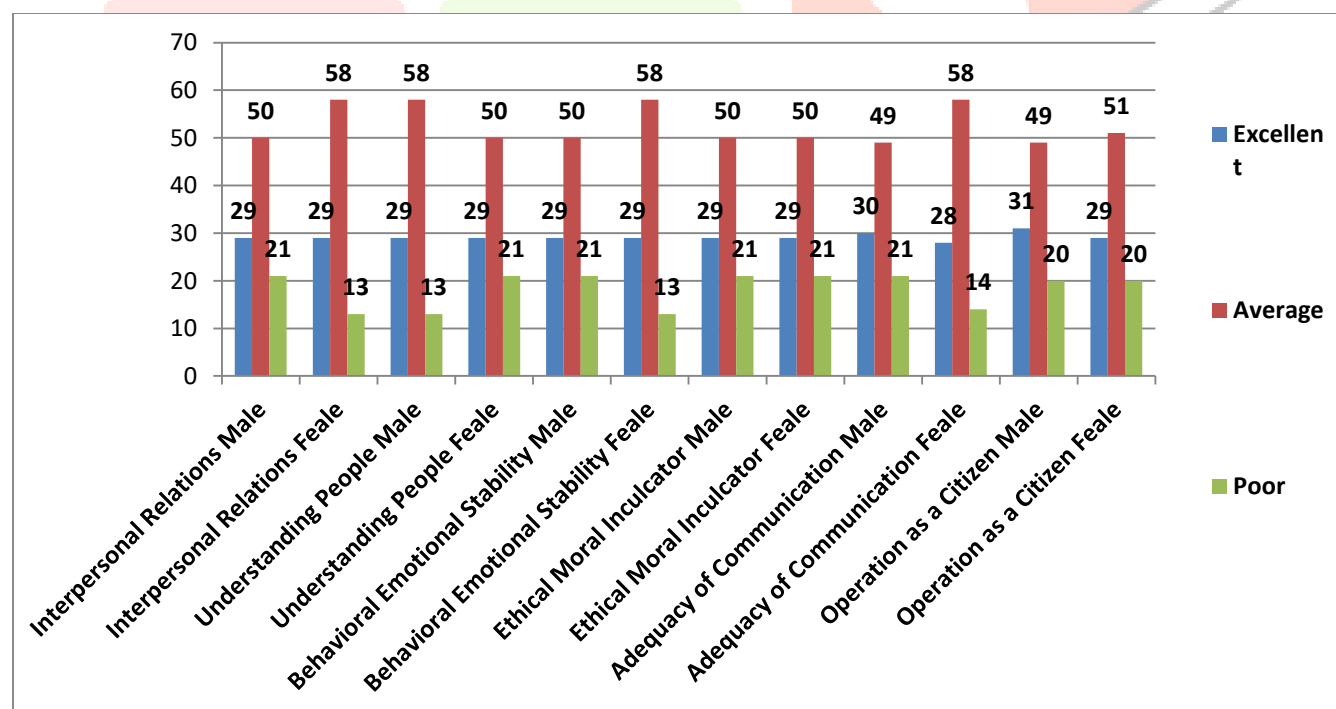


Figure 4: Percentage-wise distribution of Male and Female College Students on various levels of Leadership Qualities. And various Dimensions of Leadership qualities Viz., Interpersonal Relations, Understanding of People, Behavioral and Emotional Stability, Ethical and Moral Inculcator, Adequacy of Communication and Operation as a Citizen.

The Table 2.3: The data presented in the table explains the percentage of Male and Female College students on Interpersonal Relations Levels of leadership qualities. The table indicates that in case of male college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of female college students 29% has excellent leadership qualities, 58% fall in average and 13% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Male and Female College students on Understanding of People Levels of leadership qualities. The table indicates that in case of male college students 29% have excellent leadership qualities, 58% fall in average Leadership qualities and 13% full in poor Leadership qualities. While as in case of female college students 29% has excellent leadership qualities, 50% fall in average and 21% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Male and Female College students on Behavioral and Emotional Stability Levels of leadership qualities. The table indicates that in case of male college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of female college students 29% has excellent leadership qualities, 58% fall in average and 13% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Male and Female College students on Ethical and Moral inculcator Levels of leadership qualities. The table indicates that in case of male college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of female college students 29% has excellent leadership qualities, 50% fall in average and 21% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Male and Female College students on Adequacy of Communication Levels of leadership qualities. The table indicates that in case of male college students 30% have excellent leadership qualities, 49% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of female college students 28% has excellent leadership qualities, 58% fall in average and 14% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Male and Female College students on Operation as a Citizen Levels of leadership qualities. The table indicates that in case of male college students 31% have excellent leadership qualities, 49% fall in average Leadership qualities and 20% full in poor Leadership qualities. While as in case of female college students 29% has excellent leadership qualities, 51% fall in average and 20% fall in poor Leadership qualities.

Table 2.4: Showing the percentage-wise distribution of students on various Dimensions of leadership Qualities with respect to locale.

S. No.	Dimensions	Levels of Leadership Qualities	Urban Students		Rural Students	
			N	%age	N	%age
	Interpersonal Relations	Excellent	29	29%	25	25%
		Average	50	50%	60	60%
		Poor	21	21%	15	15%
		Total	100	100.0	100	100.0
	Understanding People	Excellent	29	29%	28	28%
		Average	58	58%	51	51%
		Poor	13	13%	21	21%
		Total	100	100.0	100	100.0
	Behavioral and Emotional Stability	Excellent	29	29%	27	27%
		Average	50	50%	58	58%
		Poor	21	21%	15	15%
		Total	100	100.0	100	100.0
		Excellent	29	29%	29	29%

	Ethical and Moral Inculcator	Average	50	50%	50	50%
		Poor	21	21%	21	21%
		<i>Total</i>	<i>100</i>	<i>100.0</i>	<i>100</i>	<i>100.0</i>
	Adequacy of Communication	Excellent	30	30%	28	28%
		Average	49	49%	58	58%
		Poor	21	21%	14	14%
		<i>Total</i>	<i>100</i>	<i>100.0</i>	<i>100</i>	<i>100.0</i>
	Operation as a Citizen	Excellent	31	31%	29	29%
		Average	49	49%	51	51%
		Poor	20	20%	20	20%
		<i>Total</i>	<i>100</i>	<i>100.0</i>	<i>100</i>	<i>100.0</i>

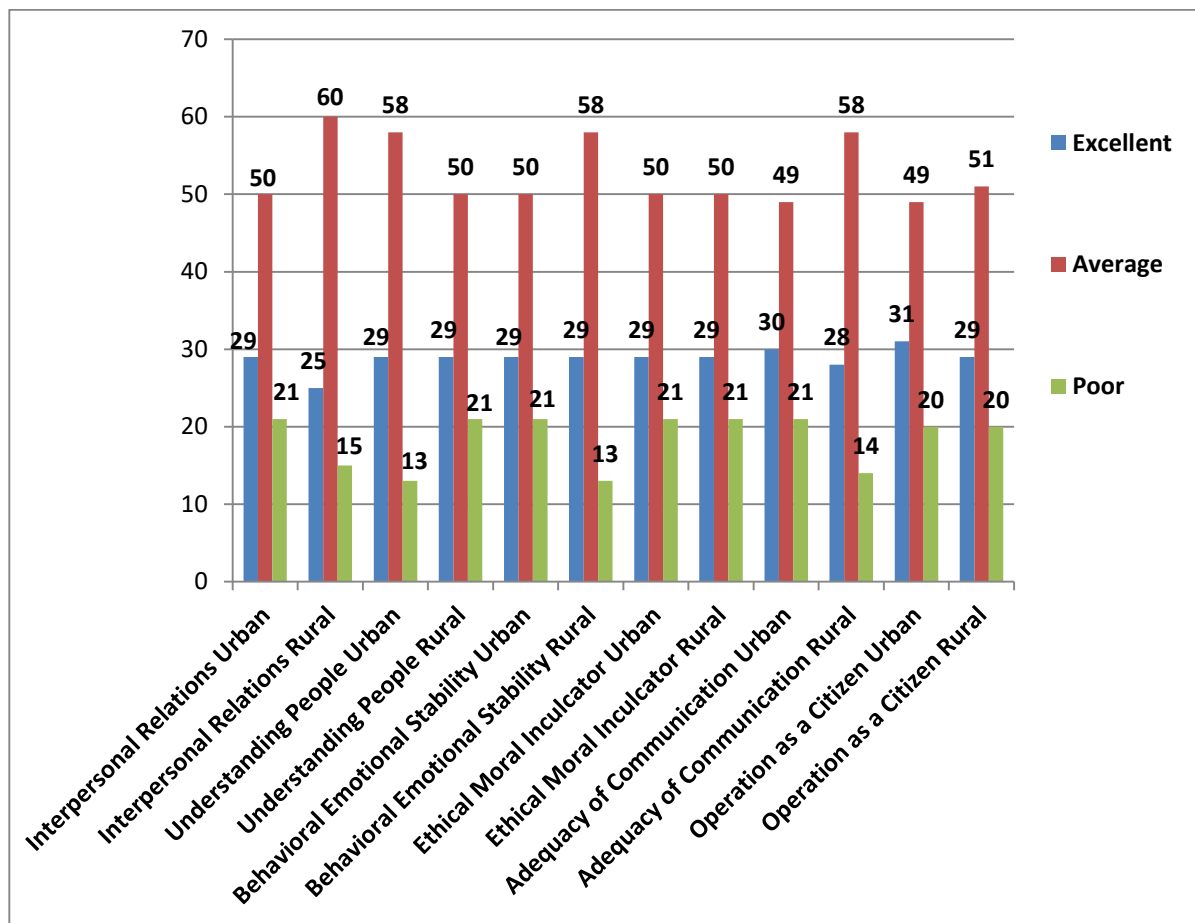


Figure 5: Percentage-wise distribution of Urban and Rural College Students on various levels of Leadership Qualities. And various Dimensions of Leadership qualities Viz., Interpersonal Relations, Understanding of People, Behavioral and Emotional Stability, Ethical and Moral Inculcator, Adequacy of Communication and Operation as a Citizen.

The Table 2.4: The data presented in the table explains the percentage of Urban and Rural College students on Interpersonal Relations Levels of leadership qualities. The table indicates that in case of urban college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of rural college students 25% has excellent leadership qualities, 60% fall in average and 15% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Urban and Rural College students on Understanding of People Levels of leadership qualities. The table indicates that in case of urban college students 29% have excellent leadership qualities, 58% fall in average Leadership qualities and 13% full in poor Leadership qualities. While as in case of rural college students 28% has excellent leadership qualities, 51% fall in average and 21% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Urban and Rural College students on Behavioral and Emotional Stability Levels of leadership qualities. The table indicates that in case of urban college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of rural college students 27% has excellent leadership qualities, 58% fall in average and 15% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Urban and Rural College students on Ethical and Moral inculcator Levels of leadership qualities. The table indicates that in case of urban college students 29% have excellent leadership qualities, 50% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of rural college students 29% has excellent leadership qualities, 50% fall in average and 21% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Urban and Rural College students on Adequacy of Communication Levels of leadership qualities. The table indicates that in case of urban college students 30% have excellent leadership qualities, 49% fall in average Leadership qualities and 21% full in poor Leadership qualities. While as in case of rural college students 28% has excellent leadership qualities, 58% fall in average and 14% fall in poor Leadership qualities.

The data presented in the table explains the percentage of Urban and Rural College students on Operation as a Citizen Levels of leadership qualities. The table indicates that in case of urban college students 31% have excellent leadership qualities, 49% fall in average Leadership qualities and 20% full in poor Leadership qualities. While as in case of rural college students 29% has excellent leadership qualities, 51% fall in average and 20% fall in poor Leadership qualities.

Table 2.5: Showing the mean difference between Male and Female College students on 'Interpersonal Relations' Dimension of Leadership Qualities (factor-wise).

<i>S. No</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-Value</i>	<i>Level of significance</i>
1	Male Students	100	16.8	2.130	1.76	Not Significant
2	Female Students	100	16.31	2.23		

(N=100 each male and female college students)

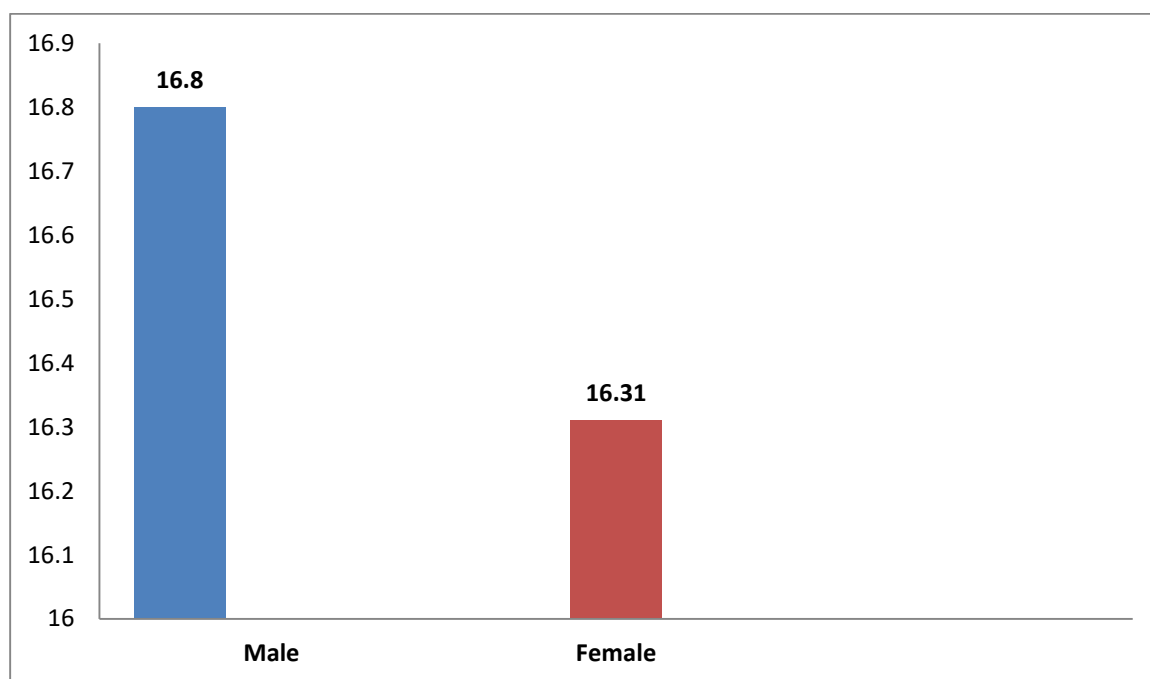


Figure 6: Showing the mean comparison of 'Interpersonal Relations' factor of Leadership Qualities among Male and Female College students.

The Table 2.5: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Male College students V/s Female College students on 'Interpersonal Relations' the dimension of Leadership qualities. A quick look at the table reveals that there is no significant difference between Male College students and Female College Students on interpersonal relations dimension of Leadership qualities. The results show that Male College students and Female College students turned out to be significant at 0.05 level. The results reveal that the Male College students mean value (16.8) in comparison to Female College students with mean value (16.31).

Table 2.6: Showing the mean difference between Male and Female College students on 'Understanding of People' Dimension of Leadership Qualities (factor wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Male Students	100	36.9	31.43	0.53	Not Significant
2	Female Students	100	34.2	3.25		

(N=100 each male and female college students)

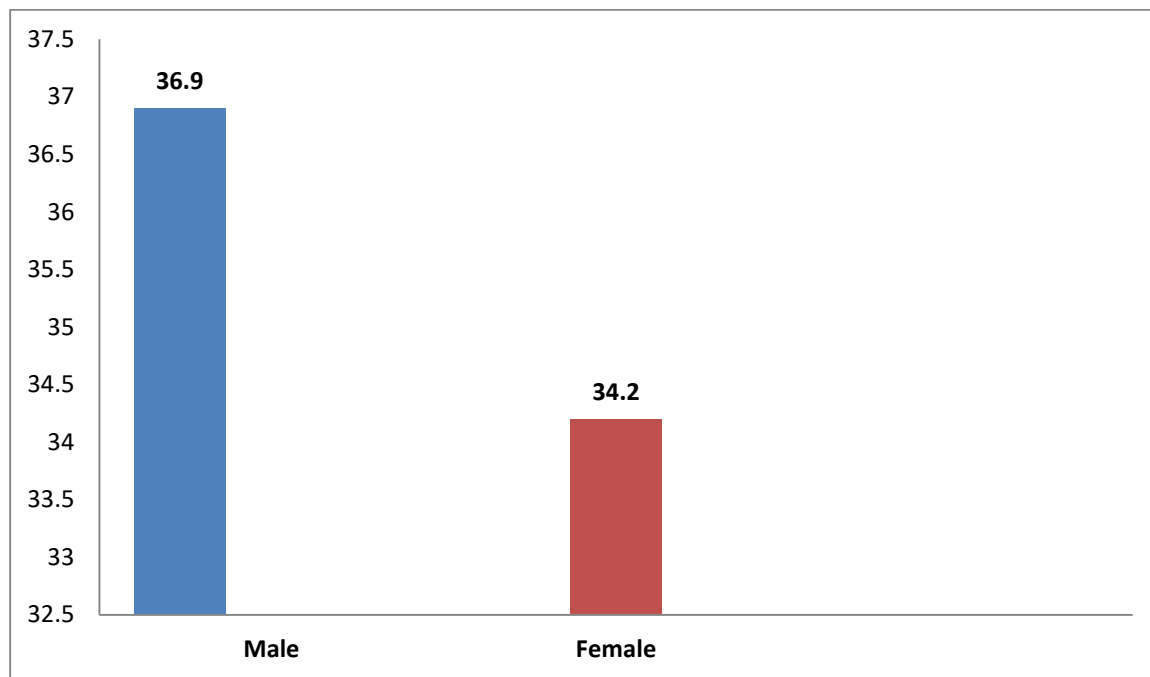


Figure 7: Showing the mean comparison of 'Understanding of People' factor of Leadership Qualities among Male and Female College students.

The Table 2.6: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Male College students V/s Female College students on 'Understanding of People' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Male College students and Female College Students on Understanding of People dimension of Leadership qualities. The results show that Male College students and Female College students turned out to be significant at 0.05 level. The results reveal that the Male College students mean value (36.9) in comparison to Female College students with mean value (34.2). This implies that Male College students show higher knowledge of Understanding of People on Leadership qualities in comparison to Female College students.

Table 2.7: Showing the mean difference between Male and Female College students on 'Behavioral and Emotional Stability' Dimension of Leadership Qualities (factor wise).

<i>S. No</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-Value</i>	<i>Level of significance</i>
1	Male Students	100	13.49	3.128	1.62	Not Significant
2	Female Students	100	13.03	1.21		

(N=100 each male and female college students)

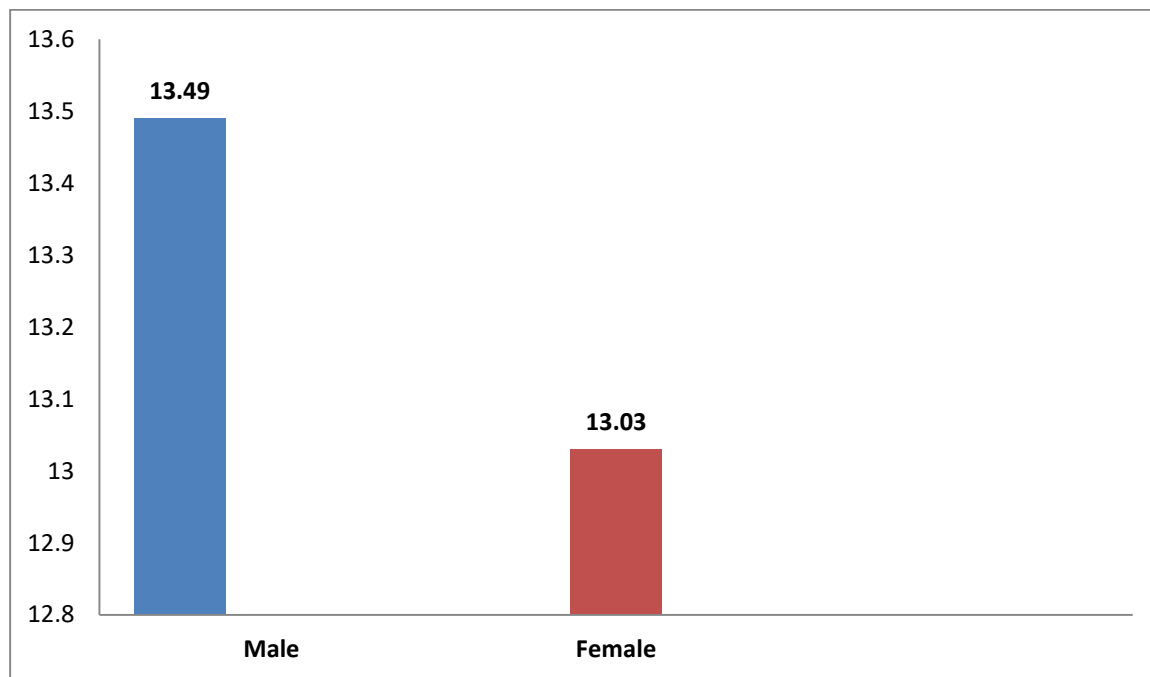


Figure 8: Showing the mean comparison of 'Behavioral and Emotional Stability' factor of Leadership Qualities among Male and Female College students.

The Table 2.7: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Male College students V/s Female College students on 'Behavioral and Emotional Stability' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Male College students and Female College Students on 'Behavioral and Emotional Stability' dimension of Leadership qualities. The results show that Male College students and Female College students turned out to be significant at 0.05 level. The results reveal that the Male College students mean value (13.49) in comparison to Female College students with mean value (13.03).

Table 2.8: Showing the mean difference between Male and Female College students on 'Value and Ethical Inculcator' Dimension of Leadership Qualities (factor wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Male	100	20.09	2.60	1.43	Not Significant
2	Female	100	19.63	1.79		

(N=100 each male and female college students)

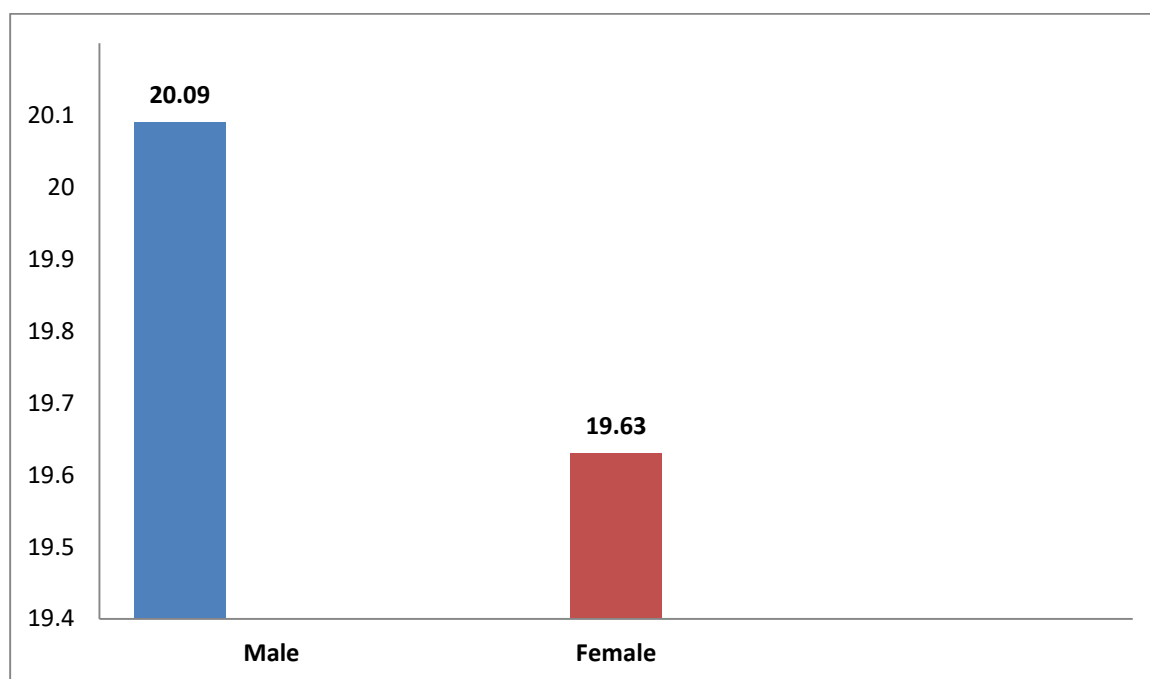


Figure 9: Showing the mean comparison of 'Value and Ethical Inculcator' factor of Leadership Qualities among Male and Female College students.

The Table 2.8: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Male College students V/s Female College students on 'Value and Ethical Inculcator' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Male College students and Female College Students on 'Behavioral and Emotional Stability' dimension of Leadership qualities. The results show that Male College students and Female College students turned out to be significant at 0.05 level. The results reveal that the Male College students mean value (20.09) in comparison to Female College students with mean value (19.63). This implies that Male College students show higher knowledge of 'Value and Ethical Inculcator' on Leadership qualities in comparison to Female College students.

Table 2.9: Showing the mean difference between Male and Female College students on 'Adequacy of Communication' Dimension of Leadership Qualities (factor wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Male Students	100	20.09	2.60	1.43	Not Significant
2	Female Students	100	19.63	1.79		

(N=100 each male and female college students)

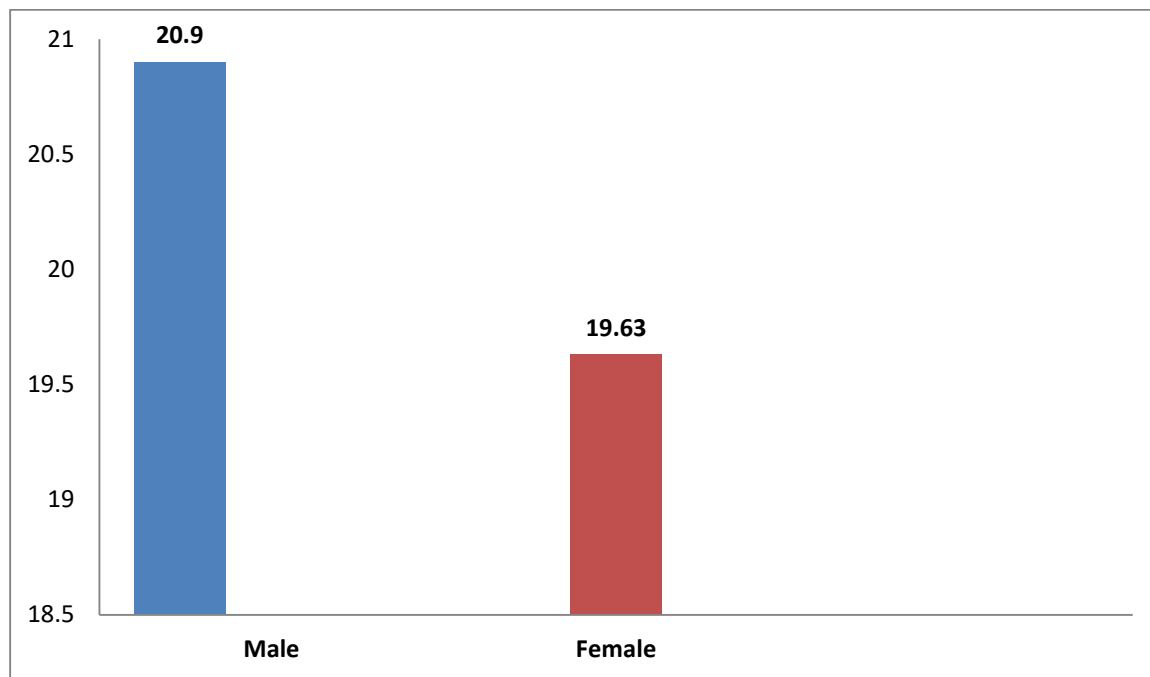


Figure 10: Showing the mean comparison of 'Adequacy of Communication' factor of Leadership Qualities among Male and Female College students.

The Table 2.9 Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Male College students V/s Female College students on 'Adequacy of Communication' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Male College students and Female College Students on 'Adequacy of Communication' dimension of Leadership qualities. The results show that Male College students and Female College students turned out to be significant at 0.05 level. The results reveal that the Male College students mean value (20.09) in comparison to Female College students with mean value (19.63). This implies that Male College students show higher knowledge of 'Adequacy of Communication' on Leadership qualities. In comparison to Female College students.

Table 2.10: Showing the mean difference between Male and Female College students on 'Operation as a Citizen' Dimension of Leadership Qualities (factor wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Male Students	100	26.94	3.48	0.65	Not Significant
2	Female Students	100	26.21	2.36		

(N=100 each male and female college students)

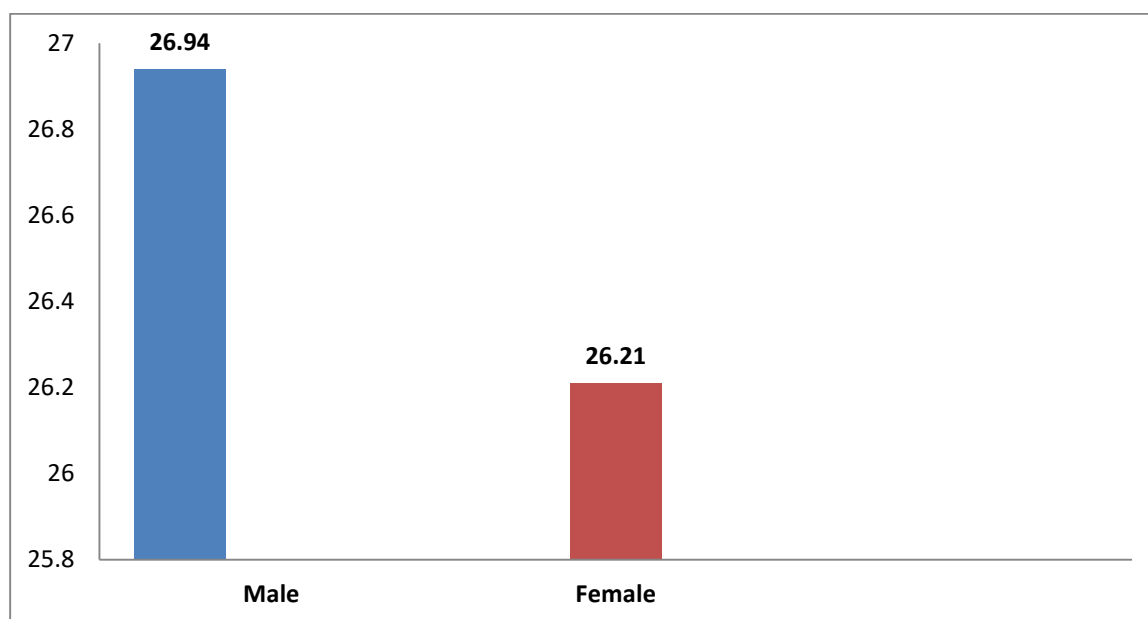


Figure 11: Showing the mean comparison of 'Operation as a Citizen' factor of Leadership Qualities among Male and Female College students.

The Table 2.10: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Male College students V/s Female College students on 'Operation as a Citizen' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Male College students and Female College Students on 'Operation as a Citizen' dimension of Leadership qualities. The results show that Male College students and Female College students turned out to be significant at 0.05 level. The results reveal that the Male College students mean value (26.94) in comparison to Female College students with mean value (26.21).

Table 2.11: Showing the Mean difference between Male and Female College students on overall Leadership Qualities (Composite score).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Male Students	100	135.42	17.35	1.57	Not Significant
2	Female Students	100	132.08	11.56		

(N=100 each male and female college students)

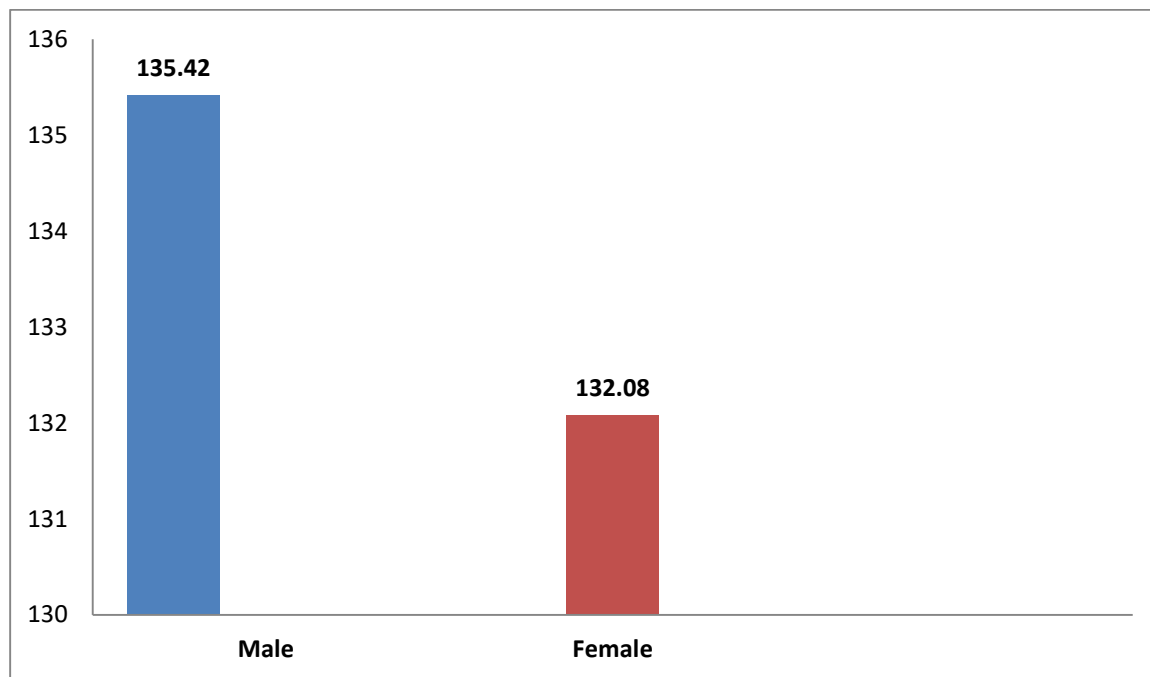


Figure 12: Showing the overall Mean Comparison of Leadership Qualities of Male and Female College students.

The Table 2.11: Shows the comparison of Male College students V/s Female College students on Leadership Qualities. The results reveal that the comparison turned out to be not significant at (0.05) level. Table clearly indicates that the mean value of Male College students (135.42) is higher in comparison to Female College students with mean score (132.08). This means Male College students show higher leadership qualities in comparison to Female college students.

Table 2.12: Showing the mean difference between Urban and Rural College students on 'Interpersonal Relations' Dimension of Leadership Qualities (factor-wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Urban Students	100	16.80	2.67	1.76	Not Significant
2	Rural Students	100	16.11	2.18		

(N=100 each urban and rural college students)

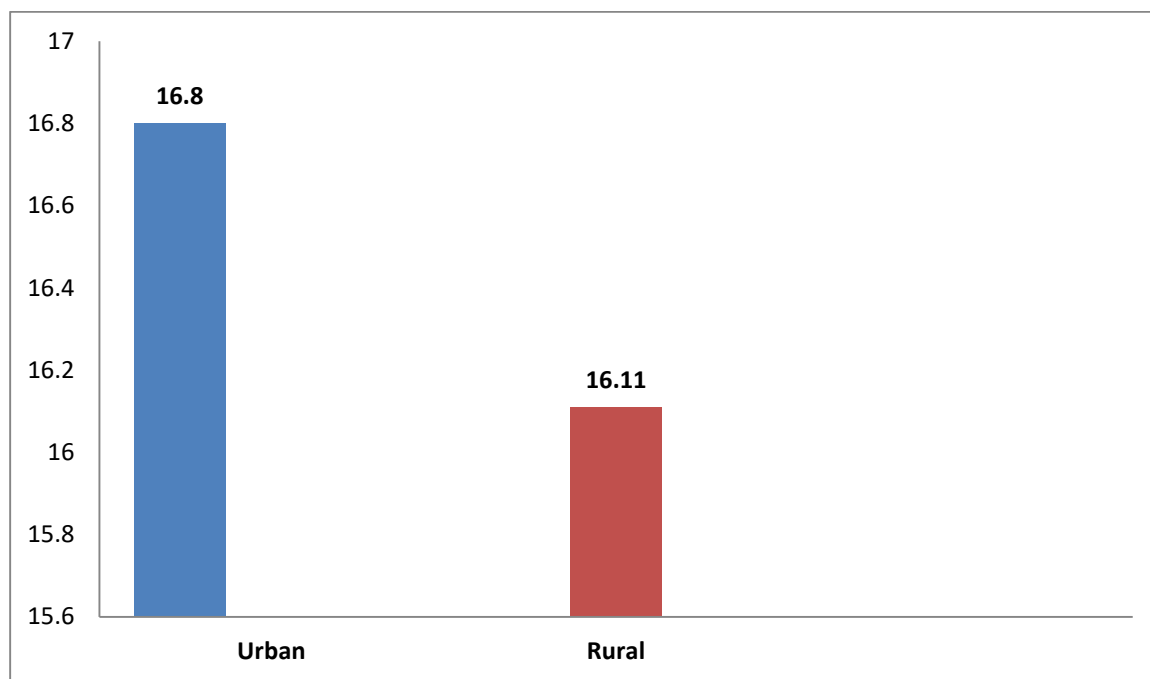


Figure 13: Showing the mean comparison of 'Interpersonal Relations' factor of Leadership Qualities among Urban and Rural College students.

The Table 2.12: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Urban College students V/s Rural College students on 'Interpersonal Relations' the dimension of Leadership qualities. A quick look at the table reveals that there is no significant difference between Urban College students and Rural College Students on interpersonal relations dimension of Leadership qualities. The results show that Urban College students and Rural College students turned out to be significant at 0.05 level. The results reveal that the Urban College students mean value (16.80) in comparison to Rural College students with mean value (16.18).

Table 2.13: Showing the mean difference between Urban and Rural College students on 'Understanding of People' Dimension of Leadership Qualities (factor wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Urban Students	100	36.9	31.43	0.53	Not Significant
2	Rural Students	100	34.2	3.25		

(N=100 each urban and rural college students)

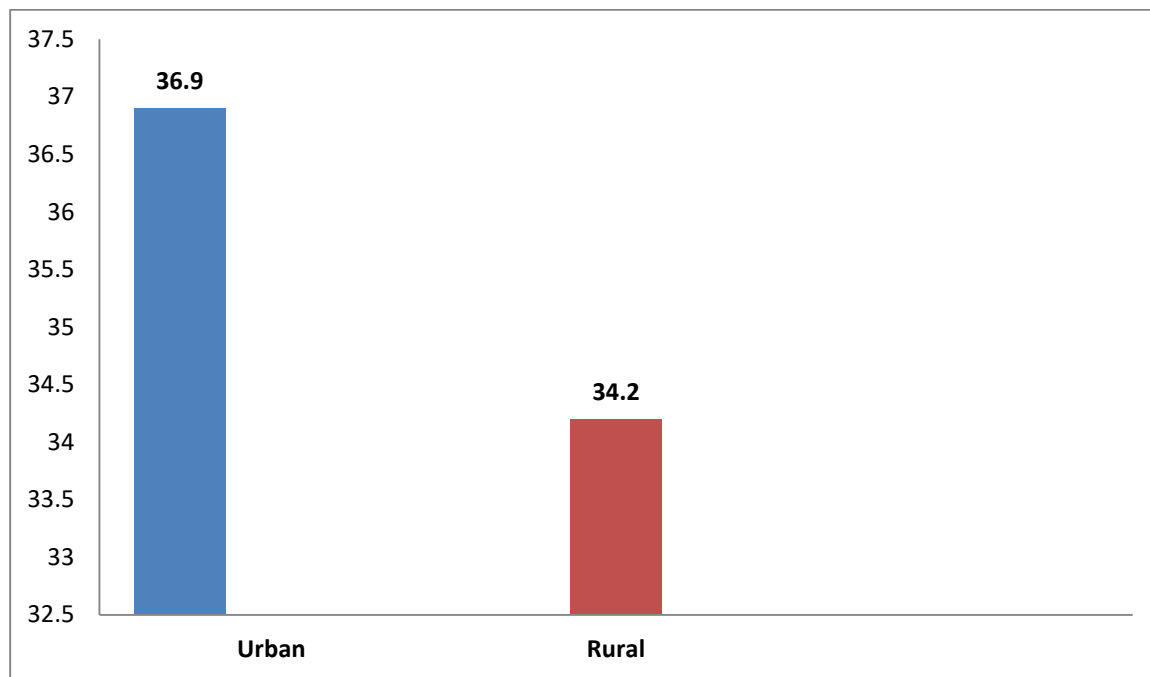


Figure 14: Showing the mean comparison of 'Understanding of People' factor of Leadership Qualities among Urban and Rural College students.

The Table 2.13: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Urban College students V/s Rural College students on 'Understanding of People' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Urban College students and Rural College Students on Understanding of People dimension of Leadership qualities. The results show that Urban College students and Rural College students turned out to be significant at 0.05 level. The results reveal that the Urban College students mean value (36.9) in comparison to Rural College students with mean value (34.2). This implies that Urban College students show higher knowledge of Understanding of People on Leadership qualities in comparison to Rural College students.

Table 2.14: Showing the mean difference between Urban and Rural College students on 'Behavioral and Emotional Stability' Dimension of Leadership Qualities (factor wise).

<i>S. No</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-Value</i>	<i>Level of significance</i>
1	Urban Students	100	13.79	3.128	1.62	Not Significant
2	Rural Students	100	13.03	1.21		

(N=100 each urban and rural college students)

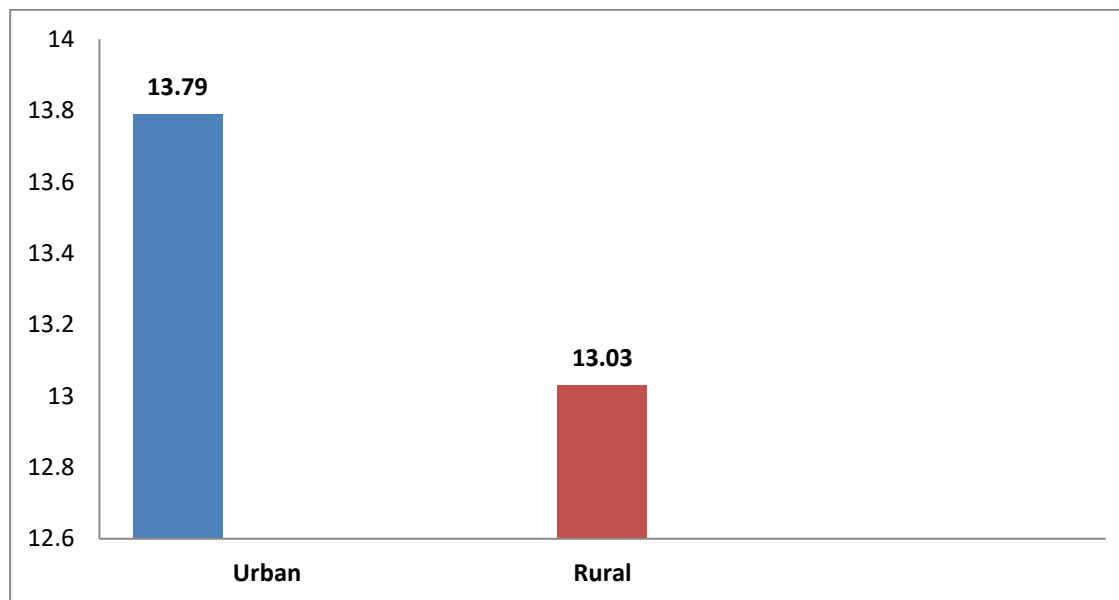


Figure 15: Showing the mean comparison of 'Behavioral and Emotional Stability' factor of Leadership Qualities among Urban and Rural College students.

The Table 2.14: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Urban College students V/s Rural College students on 'Behavioral and Emotional Stability' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Urban College students and Rural College Students on 'Behavioral and Emotional Stability' dimension of Leadership qualities. The results show that Urban College students and Rural College students turned out to be significant at 0.05 level. The results reveal that the Urban College students mean value (13.79) in comparison to Rural College students with mean value (13.03).

Table 2.15: Showing the mean difference between Urban and Rural College students on 'Value and Ethical Inculcator' Dimension of Leadership Qualities (factor wise).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Urban Students	100	20.25	2.60	1.43	Not Significant
2	Rural Students	100	19.21	1.79		

(N=100 each urban and rural college students)

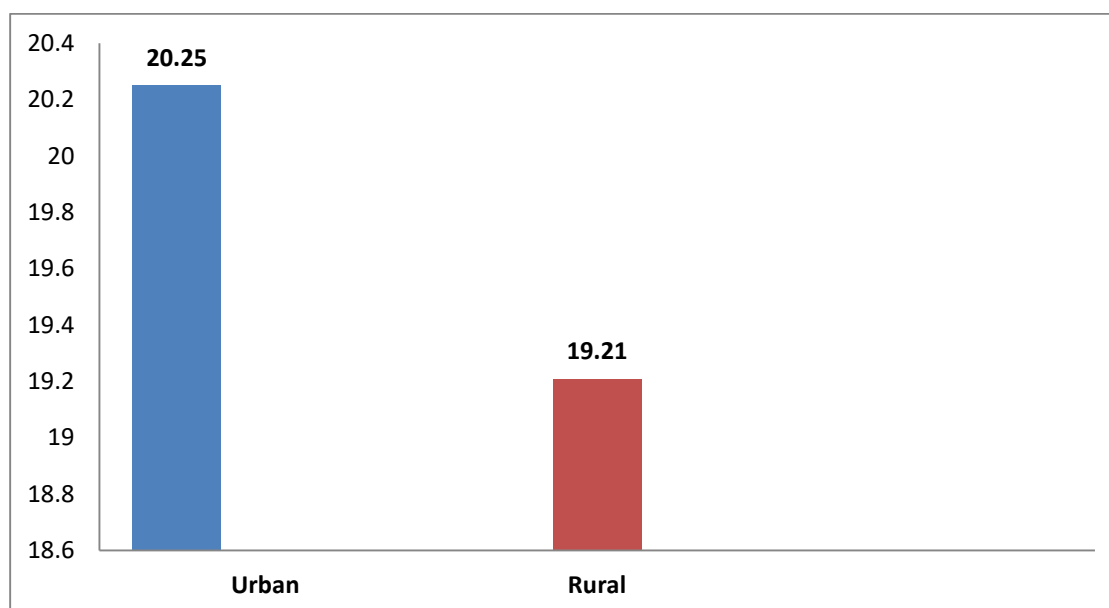


Figure 16: Showing the mean comparison of 'Value and Ethical Inculcator' factor of Leadership Qualities among Urban and Rural College students.

The Table 2.15: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Urban College students V/s Rural College students on 'Value and Ethical Inculcator' the dimension of Leadership Qualities. A quick look at the table reveals that there is not significant difference between Urban College students and Rural College Students on 'Behavioral and Emotional Stability' dimension of Leadership qualities. The results show that Urban College students and Rural College students turned out to be significant at 0.05 level. The results reveal that the Urban College students mean value (20.25) in comparison to Rural College students with mean value (19.21). This implies that Urban College students show higher knowledge of 'Value and Ethical Inculcator' on Leadership Qualities in comparison to Rural College students.

Table 2.16: Showing the mean difference between urban and Rural College students on 'Adequacy of Communication' Dimension of Leadership Qualities (factor wise).

<i>S. No</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-Value</i>	<i>Level of significance</i>
1	Urban Students	100	20.25	2.64	1.43	Not Significant
2	Rural Students	100	19.12	1.79		

(N=100 each urban and rural college students)

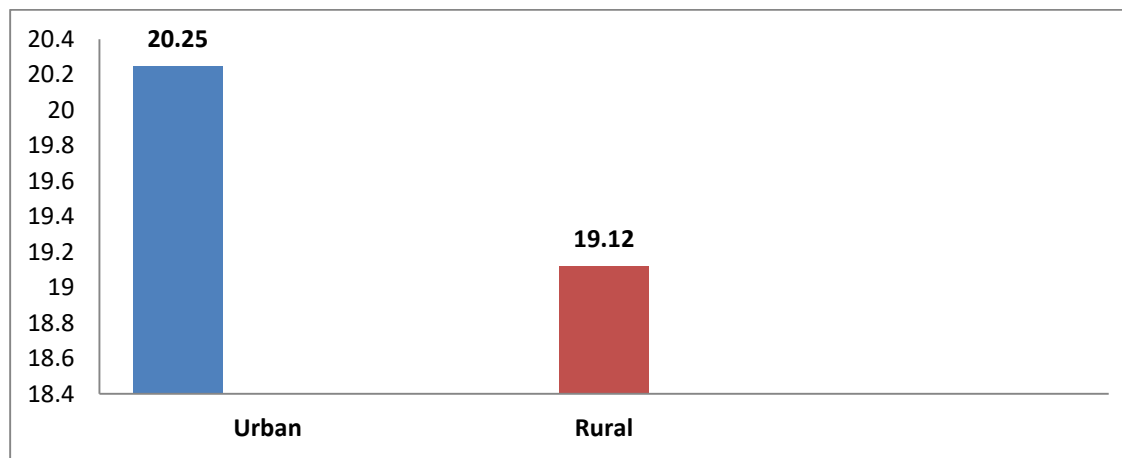


Figure 17: Showing the mean comparison of 'Adequacy of Communication' factor of Leadership Qualities among Male and Female College students.

The Table 2.16: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Urban College students V/s Rural College students on 'Adequacy of Communication' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Urban College students and Rural College Students on 'Adequacy of Communication' dimension of Leadership qualities. The results show that Urban College students and Rural College students turned out to be significant at 0.05 level. The results reveal that the Urban College students mean value (20.25) in comparison to Rural College students with mean value (19.12). This implies that Urban College students show higher knowledge of 'Adequacy of Communication' on Leadership qualities in comparison to Rural College students.

Table 2.17: Showing the mean difference between Urban and Rural College students on 'Operation as a Citizen' Dimension of Leadership Qualities (factor wise).

<i>S. No</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-Value</i>	<i>Level of significance</i>
1	Urban Students	100	27.21	3.48	0.65	Not Significant
2	Rural Students	100	26.21	2.36		

(N=100 each urban and rural college students)

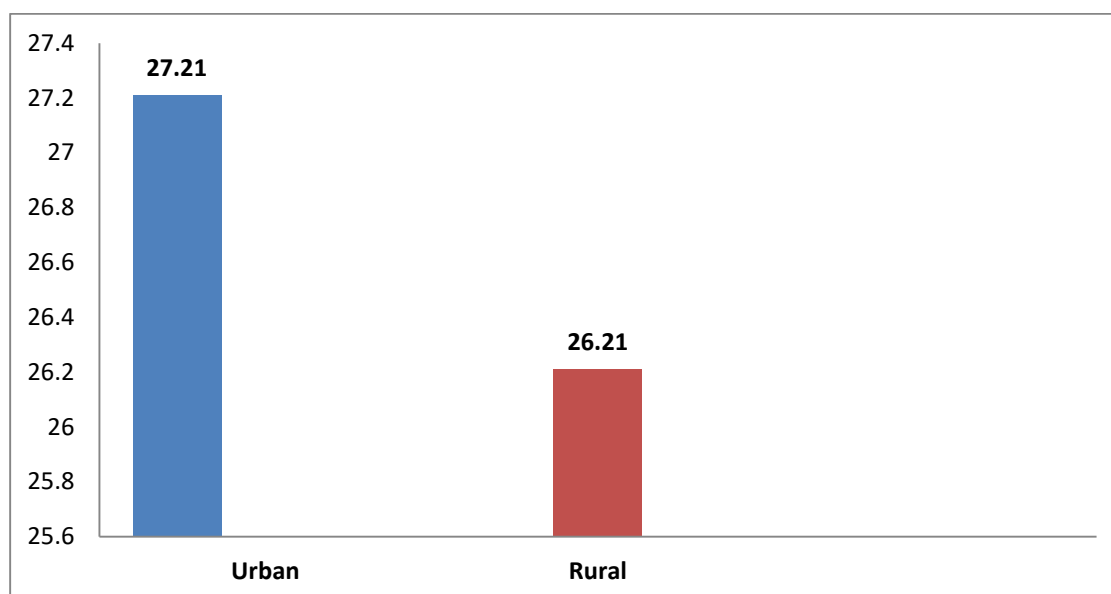


Figure 18: Showing the mean comparison of 'Operation as a Citizen' factor of Leadership Qualities among Urban and Rural College students.

The Table 2.17: Gives an account of means, 'S.D's and 't'-values of the two groups (i.e.) Urban College students V/s Rural College students on 'Operation as a Citizen' the dimension of Leadership qualities. A quick look at the table reveals that there is not significant difference between Urban College students and Rural College Students on 'Operation as a Citizen' dimension of Leadership qualities. The results show that Urban College students and Rural College students turned out to be significant at 0.05 level. The results reveal that the Urban College students mean value (27.21) in comparison to Rural College students with mean value (26.21).

Table 2.18: Showing the Mean difference between Urban and Rural College students on overall Leadership Qualities (Composite score).

S. No	Group	N	Mean	S.D	t-Value	Level of significance
1	Urban Students	100	136.71	14.53	2.81	Significant at 0.01 Level
2	Rural Students	100	130.79	13.93		

(N=100 each urban and rural college students)

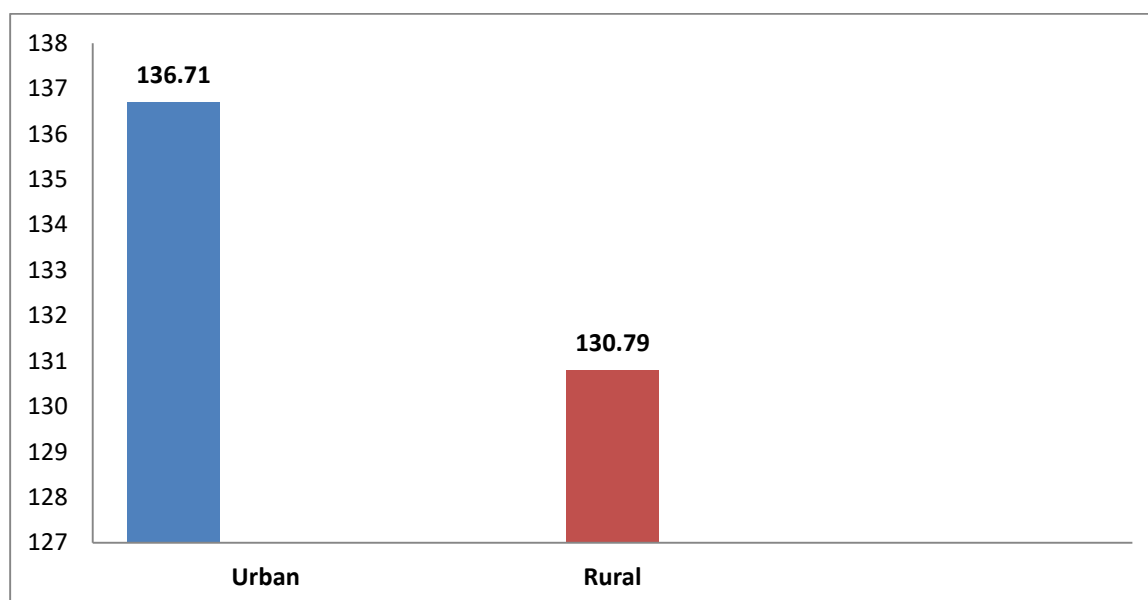


Figure 19: Showing the overall Mean Comparison of Leadership Qualities of Urban and Rural College students.

The Table 2.18: Shows the comparison of Urban College Students V/s Rural College students on Leadership qualities. The results reveal that the comparison turned out to be Significant at (0.01) level. Table clearly indicates that the mean value of Urban College students (136.71) is higher in comparison to Rural College students with mean score (130.79). This means Urban College students show higher leadership qualities in comparison to Rural College students.

4.2. DISCUSSION OF THE RESULT:

The descriptive analysis depicts that the majority of college students have an average level of leadership qualities. Male and female college students possess an average level of leadership qualities. Rural and urban college students possess an average level of leadership qualities. So far as dimensions of leadership qualities, the finding level that Male and Female college students possess Average international relations, understanding of people, behavioral and emotional stability, ethical and moral inculcator, Adequacy of Communication and Operation as a citizen of dimension of leadership qualities. While as on the other hand among Rural and urban college students possess Average international relations, understanding of people, behavioral and emotional stability, ethical and moral inculcator, Adequacy of Communication, and Operation as a citizen.

4.2.1. Discussion on the leadership qualities (Male and Female College Students).

The study discusses the leadership qualities of Male and Female college students on composite scores. The finding reveals that there is no significant difference between male and female college students on leadership qualities male college students have greater leadership opportunities, social confidence risk taking and maintain good work life balance. There is no significant difference between male and female college students with regard to interpersonal relations dimensions of leadership qualities. However, the mean score of Male students is higher than female college students. Male students are found very much social exposure, expressing clearly and take initiative in lead group activities. There is no significant difference between male and female college students with regard to understanding of people dimensions of leadership qualities. However, the mean score of Male students is higher than female college students.

Male students are found very much involves active listening, empathy and communicating openly. There is no significant difference between male and female college students with regard to behavioral and emotional stability dimensions of leadership qualities. However, the mean score of Male students is higher than female college students. Male students are found very much involves consistent healthy habits, emotional regulation techniques, self-compassion and strong social connections. There is no significant difference between male and female college students with regard to ethical and moral inculcator dimensions of leadership qualities. However, the mean score of Male students is higher than female college students. Male students are found very much involves reflection on core values, compassion, honesty and responsibility. There is no significant difference between male and female college students with regard to Adequacy of Communication dimensions of leadership qualities. However, the mean score of Male students is higher than female college students. Male students are found very much active listening, complete information, concise speaking and audience awareness. There is no significant difference between male and female college students with regard to Operation as a citizen dimensions of leadership qualities. However, the mean score of Male students is higher than female college students. Male students are found very much responsible participation, civic awareness, ethical conduct and social cooperation. The results are in line with the research conducted by Akhter (2013). She reveals that the descriptive analysis depicts that the majority of higher education students have an average level of leadership potential. Male and female higher education students possess an average level of leadership potential. The overall significance of mean difference between boys and girls reveal that gender does influence on leadership aspect as boys have more leadership quality than girls.

4.2.2. Discussion on the leadership qualities (Urban and Rural Students).

The study discusses the leadership qualities of Urban and Rural college students on composite scores. The finding reveals that there is no significant difference between urban and rural college students on leadership qualities urban college students have greater leadership opportunities, social confidence risk taking and maintain good work life balance. There is no significant difference between urban and rural college students with regard to interpersonal relations dimensions of leadership qualities. However, the mean score of urban students is higher than rural college students. Urban students are found very much social exposure, expressing clearly and take initiative in lead group activities. There is no significant difference between urban and rural college students with regard to understanding of people dimensions of leadership qualities. However, the mean score of urban students is higher than rural college students. Urban students are found very much involves active listening, empathy and communicating openly. There is no significant difference between urban and rural college students with regard to behavioral and emotional stability dimensions of leadership qualities. However, the mean score of urban students is higher than rural college students. Urban students are found very much involves consistent healthy habits, emotional regulation techniques, self-compassion and strong social connections. There is no significant difference between urban and rural college students with regard to ethical and moral inculcator dimensions of leadership qualities. However, the mean score of urban students is higher than rural college students. Urban students are found very much involves reflection on core values, compassion, honesty and responsibility. There is no significant difference between urban and rural college students with regard to Adequacy of Communication dimensions of leadership qualities. However, the mean score of urban students is higher than rural college students. Urban students are found very much active listening, complete information, concise speaking and audience awareness. There is no significant difference between urban and rural college students with regard to Operation as a citizen dimensions of leadership qualities. However, the mean score of urban students is higher than rural college students. Urban students are found very much responsible participation, civic awareness, ethical

conduct and social cooperation. It is observed that from the literature review that no study has been conducted on leadership qualities of college students with respect to locale. So the present study can act as a follow up studies for future researchers.

CHAPTER NO- 0 5

5. SUMMARY AND CONCLUSION

The focus of the present study was to explore the Male College students and Female College students. And Urban College students and Rural College students in District kulgam kashmir valley. Exploring the factors that influence their ability to with stand and bounce back from academic adversity. The findings revealed that parental support, teacher student relationships and self motivation play a significant role in fostering leadership potential among College students. The study concluded that educators, poly makers and parents must work together to develop supportive environments that promote leadership potential. Institutional can play a critical role in fostering leadership potential by providing a supportive environment that enables students to effectively navigate academic as well as social challenges overcome setbacks and bounce back from difficulties

Research has shown that there is no significant difference between Male College students and Female College students. And Urban College students and Rural College students of leadership potential. In the case of dimensions of leadership potential. Male College students are equally mean across five dimensions out of six dimensions of leadership potential with Female College students. And Urban College students are equally mean across four dimensions out of six dimensions of leadership potential with Rural College students.

In this investigation, there are three main objectives are as. To measure the leadership qualities among higher education students in district Kulgam. To compare Male College Students and Female College Students on Leadership Qualities. To compare Urban College Students and Rural College Students on Leadership Qualities. And two hypothesis were formulated and empirically tested

5.1. Sample ;

The focus of the present study was to explore the leadership qualities of Male and Female, Urban and Rural college students and a such 200 college students were selected for the sample in the present study. Initially stratified sampling technique was used later convenient sampling technique was used.

5.2. Tools:

In order to assess the Leadership characteristic of students, Nadeem N.A and Shaheen Akhter's Leadership Potential Scale were taken into consideration. It consists of 40 items and (6) major areas. The Leadership Potential Scale consists of various dimensions, viz., (Interpersonal Relations, understanding of people, Value Inculcator, Social Communication, Behavioral and Emotional Stabilizer and Operation as a Citizen).

5.3. Pairs of groups compared:

The two groups were formulated for comparison on different variables viz,

- * Male and Female College students.
- * Urban and Rural College students.

5.4. Statistical Analysis:

various statistical techniques viz, percentage, Mean, Standard Deviation and t-test were used to analyze the data and draw inferences.

5.5. Major Findings:

The major findings of the present study are as under

1. A total of 54.5 % college students have average level of leadership qualities.
2. Among male college students 50% have average level of leadership qualities while as 58% female college students have average level of leadership qualities
3. Of urban college students 58% have average level of leadership qualities while as 60% rural students have average level of leadership qualities.
4. No significant difference was found between male and female college students on leadership qualities and on various dimensions of leadership qualities viz. Interpersonal relations, understanding of people, behavioral and emotional stability, ethical and moral inculcator, Adequacy of Communication and Operation as a citizen.
5. No significant difference was found between urban and rural college students on leadership qualities and on various dimensions of leadership qualities viz. Interpersonal relations, understanding of people, behavioral and emotional stability, ethical and moral inculcator, Adequacy of Communication and Operation as a citizen.

5.6. Conclusion:

The present study is quite effective in the way it has been carried out as per the commitment of the researcher. The study has revealed a number of minor things which will help us to understand the differences in leadership qualities among college students on the basis of their gender and locale. The findings reveal that leadership is not determined by a single factor but is shaped by a combination of personal, social and environmental influences. Both male and female college students demonstrated notable leadership qualities.

5.7. Educational implications;

Educational implications should therefore design inclusive and supportive leadership development programs that address these differences and provide equal opportunities for all students. Higher education institutions can contribute to producing confident, competent and socially responsible future leaders.

- a. Integrate leadership development into all subjects, not just management courses, focusing on skills like communication, problem-solving, and ethical decision-making.
- b. Use project-based learning and group activities to foster teamwork, initiative, and responsibility.
- c. Offer flexible learning environments where students can propose methods, fostering autonomy and innovation.
- e. Cultivate inclusive, safe, and motivating climates where students feel valued and empowered.
- f. Encourage diverse viewpoints and open communication to build trust and belonging.
- g. Promote a shared sense of purpose and community among students, teachers, and staff.
- h. Train educators to be instructional leaders who provide feedback, share resources, and model leadership behaviors.
- i. Equip principals with transformational leadership skills to drive school-wide improvement and support teachers.
- j. Enhance academic achievement by motivating intrinsic motivation and high expectations.
- k. Improve personal development, self-esteem, and emotional well-being.
- l. Prepare students for future challenges by building adaptability, resilience, and social maturity.
- m. Implement cyclical learning models (observation, reflection, action) for continuous leadership growth.
- n. Focus on developing core leadership dimensions: setting expectations, focusing on learning, fostering collaboration, and developing people.

5.8. Suggestions for Future Research:

1. Conducting longitudinal studies to examine the stability and change of leadership potential over time from under-graduate to post-graduate education or the workplace.
2. Compare the leadership potential of college students from different districts, states, or countries to identify regional and cultural difference.
3. Develop and evaluate the effectiveness of interventions aimed at promoting leadership potential among higher education students.
4. Investigate the impact of other factors, such as parental involvement, teacher student relationships and social climate on leadership potential.
5. Develop measures of leadership potential that are culturally responsive and valid for use with diverse student population.
6. Investigate the relationship between leadership potential and mental health outcomes, such as anxiety and depression among higher education students.

7. Examine the impact of technology, such as online learning platforms and social media on leadership potential among higher education students mainly College students.

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Norms of the Leadership Potential Scale

The norm categories the students into various levels of leadership potential. The qualitative explanation of leadership potential scale is as under:

Categories	Range of Score
Excellent Leadership Potential	147 - 200
Average Leadership Potential	94 – 146
Poor Leadership Potential	40 - 93

