

A STUDY ON THE ROLE OF DEVELOPING LEADERSHIP QUALITIES IN STUDENTS AT PROFESSIONAL EDUCATIONAL INSTITUTIONS FOR CREATING INDUSTRY ORIENTED HUMAN CAPITAL

Manoj Kumar Bhardwaj
Ph. D. Scholar in the faculty of Management,
Prof. Ashok Kumar Choudhary,
Supervisor
Maharaj Vinayak Global University, Jaipur

DECLARATION: I AS AN AUTHOR OF THIS PAPER / ARTICLE, HEREBY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY A GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/ OTHER REAL AUTHOR ARIES , THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL. FOR THE REASON OF CONTENT AMENDMENT/NO VISIBILITY ON WEBSITE/UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION. FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE)

ABSTRACT

Students have leadership qualities that can be seen in various age groups. These qualities can be arranged as critical thinking skills, goal setting, decision making skills, group skills, communication abilities, and leadership information. This study means to analyse teachers' decisions with respect to the activities that can be performed at schools to assurance leadership improvement in students as it will improve their value as human capital in upcoming future. In like manner, an endeavour to uncover what the leadership characteristics of students ought to be, the activities that can be performed for the securing of leadership characteristics and the appropriateness level of these activities was made inside the extent of the current study. This study is a descriptive study designed in mixed model. In this way, qualitative and quantitative research strategies were utilized together in the current study. It was discovered that to make students get communication abilities, problem-solving skills, responsibility, honesty and ability to define objectives are significant.

Keywords: Leadership, skills, method, human, capital, etc.

1. INTRODUCTION

The ideas of leadership, management and organization cover and have been agreed various accentuations over the long haul and in various settings. Their use fluctuates across nations and expert societies.

Leadership is generally viewed as a vital factor in representing contrasts in the accomplishment with which schools cultivate the learning of their students. To be sure, the commitment of successful leadership is

biggest when it is required most; there are for all intents and purposes no reported occurrences of upset schools being turned around without mediation by capable pioneers. While different elements inside the school additionally add to such turnarounds, leadership is the impetus.

At the centre of most meanings of leadership are two capacities: "giving guidance" and "practicing impact." Each of these capacities can be completed in an unexpected way, and such contrasts recognize many models of

leadership from each other. As Yukl notes, leadership influences "... the understanding of occasions for devotees, the selection of destinations for the gathering or association, the association of work activities to achieve goals, the inspiration of adherents to accomplish the targets, the upkeep of agreeable connections and collaboration and the enrolment of help and participation from individuals outside the gathering or association".

Get some information about what they feel students need to learn in school, and you will hear a typical answer: Students need to acquire leadership skills. They need to master leadership skills in school, with the goal that they can help their networks. Shockingly, this equivalent answer is heard when faculty chiefs of both of all shapes and sizes organizations are approached to recognize characteristics they search for in recruiting on-going school graduates. They additionally rank a task up-and-comer's leadership skills as the primary factor in recruiting. Nonetheless, for most students, learning leadership skills in school isn't simple since they need to do this notwithstanding their scholarly work. This test is particularly hard for students who need to work to pay for their education. Dissimilar to students who are in an ideal situation, they might not have the opportunity to partake in students groups to master leadership skills. Additionally, not all students groups in school comprehend their basic mission for giving students freedoms to leadership improvement. By their inclination, some students groups are just friendly clubs, while others are barely characterized around a specific capacity.

Human capital: The idea of human capital is established in the financial writing. Human capital is neither actual capital nor monetary capital. Indeed, this capital has been characterized as the information, skill,

imagination, and wellbeing of the person. As per investigates, since human capital is another subject in HR, it is vital and has been filled progressively in associations. In synopsis, human capital assumes a significant part in individuals' turn of events, working on the life and pay, expanding information, skill, and item limits, financial development and lessening destitution. Since on the planet, there are new upsets in battling against free enterprise, human powers become more significant than some other time.

As per late transformations, future explores on human capital will follow two objectives, for example estimating the holes inside human capital and how human capital prompts more effectiveness and income. Since representatives and people have applied human capital to their work, they accept their venture compensation from human capital through compensation, benefits, work fulfilment, and additional learning openings just as advancement. These accomplishments permit families and governments to contribute an enormous piece of their assets in education and preparing human power.

1.1.1 Benefits of Student Involvement In Leadership

Numerous researchers have highlighted the potential advantages accumulating to students when and in case they are engaged with leadership activities, paying little mind to the way to deal with leadership attempted. As per Study, student's commitment in leadership has social, intellectual and full of feeling measurements. She recommends that exploration has shown that students who are associated with leadership activities further develop results in a scope of regions, not least in the beneficial outcome of leadership activities on scholarly execution. By taking part in these activities, students figure out how

to be sure, well-spoken and dependable, so to open students to leadership and furnish them with freedoms to foster their leadership skills is a decent groundwork for future leadership jobs. Examination additionally proposes that the beneficial outcomes are not restricted to students, yet in addition gather to schools in assisting with building great associations with nearby networks.

1.1.2 The Role of Schools and Universities

Schools and universities are key in forming the nature of leadership in the public arena so it is significant that they consider precisely why they need students to participate in leadership activities specifically, resolving issues like the awkwardness of male and female innovators in the public arena. Study recommends that young ladies should defeat more prominent obstructions in their quest for leadership positions and accordingly should be satisfactorily ready in schools and universities for these difficulties. In their future professions, students will encounter the erratic workplaces of a worldwide commercial centre, and schools and universities need to help them in their leadership skills improvement and in understanding the requirement for these skills.

Examination has tracked down that the more students are associated with students associations and leadership programs, for instance, the more probable they are to foster the leadership skills required later in their functioning lives.

2. LITERATURE REVIEW

Widyatmoko, Widi (2020) This study targets depicting the idea of leadership, investigating

the connection among leadership and characters in human asset management, and examining basically how the person in leadership turns into a fundamental factor in fostering the nature of HR in an association or in an organization. This article is clear subjective examination utilizing observational information upheld by writing considers. The information was gathered by noticing cases identified with leadership character in HR. Furthermore, online writing considers were likewise directed to plan supporting information identified with leadership character in HR. Information were broke down utilizing an enlightening basic survey. This study showed three propensities on the personality of leadership in an association.

Cansoy, Ramazan (2017) the point of this study was to look at the adequacy of a leadership skills education program for advanced education students. In this program, education was given to work on the craving to battle and objective setting, communication abilities, bunch skills, critical thinking skills, dynamic skills, obligation mindfulness, trusting and reliability mindfulness, leadership mindfulness and enthusiastic mindfulness inside the structure of leadership skills.

Ingleton, T. (2013) this paper proposes Transformational leadership as a hypothetical establishment on which to assemble conventional students leadership advancement program that can sufficiently plan undergrads for leadership. Transformational leadership is social, aggregate and intentional, and doesn't stress authority and control, however rather perceives the significance of devotees and their objectives. As indicated by Ingleton, leadership programs that are grounded in hypotheses and reliable with contemporary cultural mores are pivotal. This paper recommends that a leadership improvement program that is established in

Transformational leadership can foster the leadership limits of students, yet additionally outfit them with the skills to achieve positive change in neighbourhood, public and worldwide settings, just as raising hesitance for themselves, their supporters and eventually their associations.

Dugan, J. (2011) This article by a similar writer integrates the discoveries of a study that brought about the production of an experimental scientific categorization characterizing students dependent on their examples of contribution across 21 sorts of co-curricular gathering encounters in schools and colleges in the US. The outcomes show the connection between every one of the examples of contribution and educational results related with leadership advancement. The paper offers bits of knowledge for applying the scientific classification in institutional exploration as a method for better understanding the encounters of students at school.

Logue, C. T., Hutchens (2005) the paper investigations the individual construction of leadership encounters of university students. As per Logue et al., barely any analysts have tried to comprehend the viewpoint of the students. Phenomenology was utilized to permit pioneers unreservedly to introduce data in regards to individual viewpoints of the encounters and conceivably to uncover statutes that had not recently arisen in customary hypothesis and speculation testing approach. Six students in the US were met and three subjects rose up out of the information: inspiration; skills-building; communicating character. The study recognized negative just as sure parts of the student's leadership experience.

3. RESEARCH METHODOLOGY

3.1 RESEARCH MODEL

This study is an elucidating study and was planned in blended model. For this reason, subjective and quantitative exploration strategies were joined in a similar study. It was intended to decide the leadership qualities in students as per teachers' sentiments, uncover the activities that can be performed by students to secure leadership qualities and uncover the relevance level of these activities.

3.2 PARTICIPANTS

Scientists picked a private secondary school for their study as it was not difficult to get to and the school was running some leadership activities and the teachers were keen on leadership qualities of their students.

3.3 DATA COLLECTION TOOLS

In the study, a semi-organized meeting structure was utilized for the data assortment. Both pre-arranged inquiries and extra inquiries can be posed in this methodology. These inquiries centre around how should be helped the securing of leadership qualities in students. The inquiries are about what the activities that can be acted in the homeroom for the securing of leadership qualities and the activities that can be performed outside the study hall can be under two principle headings. In the quantitative piece of the study, "Teachers' Activities for the Acquisition of Leadership Qualities in Students Questionnaire" which was ready by the specialists was utilized as the quantitative data assortment device of this study.

3.4 DATA COLLECTION

The meeting structure ready for the assortment of the data was created by the scientists in the wake of surveying the necessary writing, and well-qualified assessment was gotten for its legitimacy. Meetings were directed with the members by altering it in accordance with the well-qualified feelings.

The teachers were approached to pick the leadership qualities that they considered as generally significant among the leadership

qualities that should be gained by students, in the questionnaire structure. The all out scores were assessed by giving 1 highlight every one of the chose quality. The circulation rates (%), midpoints (x) and standard deviations (S) of the teachers' sentiments with respect to the relevance levels of the activities for students to procure leadership qualities are given. The score scopes of 5.00-4.21 "Totally"; 4, 20-3.41 "M

4. DATA ANALYSIS

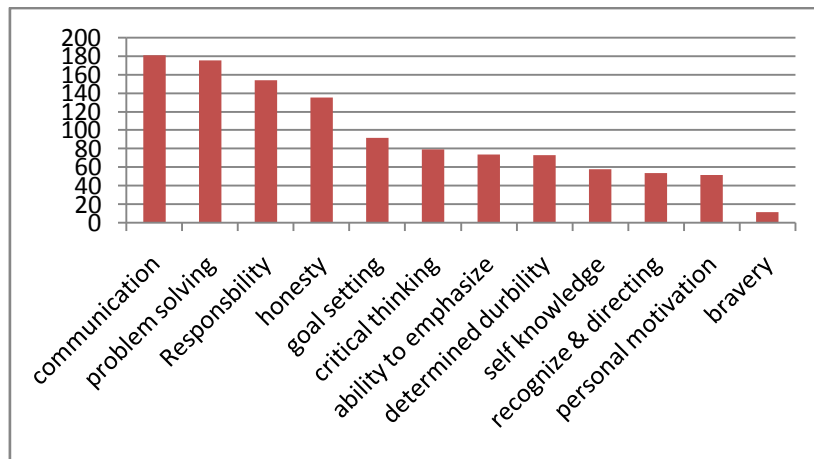


Figure 1: Leadership qualities that need to be gained by students according to the teachers' opinions

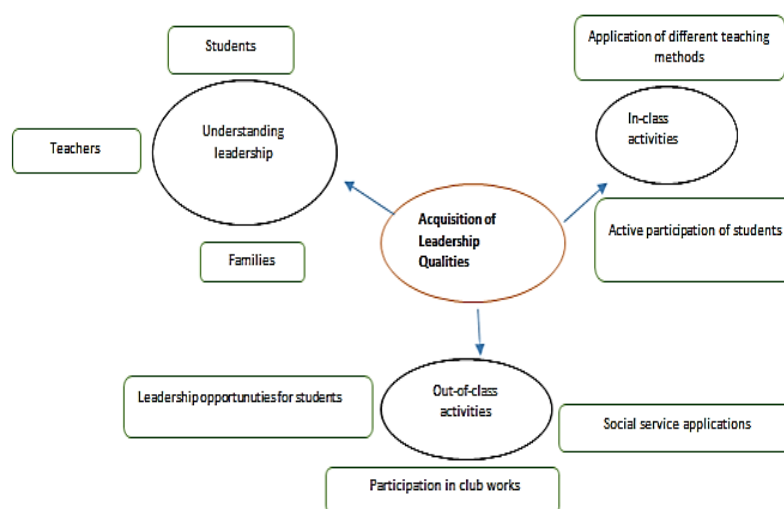
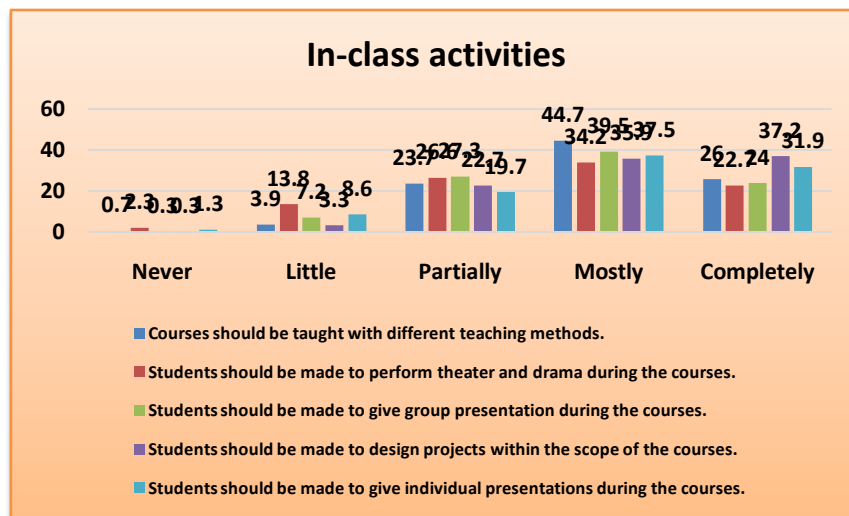


Figure 2: Activities for students to acquire leadership qualities

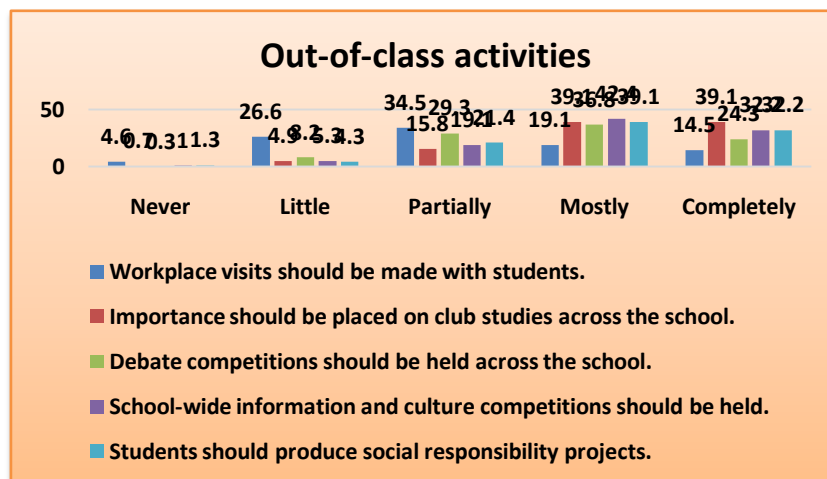
Table 1: Teachers' opinions on the applicability levels of the activities for the acquisition of leadership qualities in students

	x	S	Never %	Little %	Partially %	Mostly %	Completely %
In-class activities							
Courses should be taught with different teaching methods.	3.9	.8	0.7	3.9	23.7	44.7	26.0
Students should be made to perform theater and drama during the courses.	3.6	1.1	2.3	13.8	26.6	34.2	22.7
Students should be made to give group presentations during the courses.	3.8	.9	0.3	7.2	27.3	39.5	24.0
Students should be made to design projects within the scope of the courses.	4.1	.9	0.3	3.3	22.7	35.9	37.2
Students should be made to give individual presentations during the courses.	3.9	1.	1.3	8.6	19.7	37.5	31.9
Out-of-class activities							
Workplace visits should be made with students.	3.1	1.1	4.6	26.6	34.5	19.1	14.5
Importance should be placed on club studies across the school.	4.1	.9	0.7	4.9	15.8	39.1	39.1
Debate competitions should be held across the school.	3.8	.9	0.3	8.2	29.3	36.8	24.3
School-wide information and culture competitions should be held.	4.0	.9	1	5.3	19.1	42.4	32.2
Students should produce social responsibility projects.	4.0	.9	1.3	4.3	21.4	39.1	32.2
Activities for the understanding of leadership							
Students should be made to read books on leadership.	3.8	.9	0.7	6.3	30.9	40.1	21.1
Teachers should be given training on leadership.	4.1	1.0	1.3	5.6	15.1	33.2	44.1
Alive leader figures should be introduced.	4	.	1.0	4.6	23.4	32.	37.8

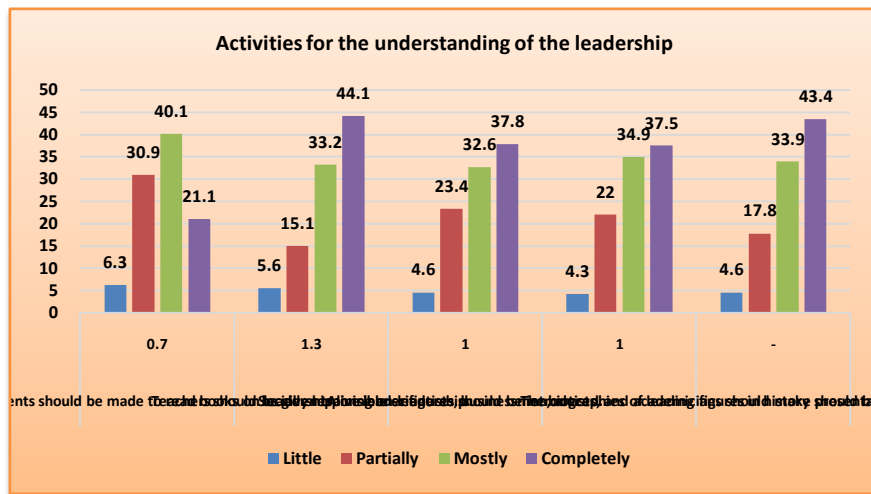
	.0	9				6	
Socially responsible scientists, businessmen, artists, and academicians should make presentations at schools.	40	.9	1.0	4.3	22.0	34.9	37.5
The biographies of leading figures in history should be shared with students.	42	.9	-	4.6	17.8	33.9	43.4



(a)



(b)



(c)

Figure 3: Teachers' opinions on the applicability levels of the activities for the acquisition of leadership qualities in students

The findings which were gotten because of analysing the leadership qualities that students need to acquire as per the teachers are introduced in Figure 1. The quantity of teachers who picked the pertinent quality for every quality can be found in the table. As indicated by the teachers, communication abilities (181), critical thinking skills (175), obligation (154), genuineness (135) objective setting(92), basic reasoning skills (79), sympathy skills (74), definitiveness (73), self-knowledge(58), perceiving and overseeing feelings (54), inspiration (52) and mental fortitude (12) were considered among the significant leadership qualities that ought to be brought to students , by the request for significance of leadership qualities that ought to be brought to students . As per these discoveries, the main leadership qualities that ought to be brought to students are communication abilities, critical thinking skills, having an obligation, genuineness and having the option to define objectives, basic reasoning skills, not really set in stone, self-information, perceiving and overseeing

sentiments, inspiration and being valiant, individually.

The teachers' assessments in regards to the securing of leadership qualities were analysed in 3 classes. These are the activities that can be acted in the classroom, the activities that can be performed outside the classroom, and the activities that can be performed for the comprehension of leadership. As per the outcomes acquired from the subjective and quantitative pieces of this study, the teachers' activities that can be performed for the securing of leadership qualities by students are introduced in Figure 2. It is seen that the teachers who stated viewpoints for the "activities that can be acted in the classroom" for the procurement of leadership qualities chiefly proposed activities that would spur students and make them dynamic inside the structure of an students focused arrangement. The teachers expressed that set out leadership open doors for every students separately and to bring further deduction skills about leadership.

5. DISCUSSION

In this study, it was seen that the main leadership qualities that ought to be brought to students as per the teachers' feelings are communication abilities, critical thinking skills, obligation, genuineness, and objective setting, separately.

The significant aftereffects of the study can be summed up as following: According to the teachers' feelings; (i) carry students with leadership qualities like communication abilities, critical thinking skills, obligation, genuineness, and objective setting. (ii) In-class and out-of-class activities a lot for the calculated comprehension of leadership ought to be coordinated to empower students to get leadership qualities. (iii) In-class and out-of-class activities a lot for the theoretical comprehension of leadership are at the material levels inside school conditions.

6. CONCLUSION

In conclusion students need to support student groups transform their understanding of leadership. Most student groups find help from the framework of past centuries, not yet identifying the new leadership models that have appeared in modern periods. In the study, it was planned to decide the leadership qualities in students as per teachers' conclusions, uncover the activities that can be performed by students to obtain leadership qualities and uncover the applicability level of these activities.

Studies for the reasons influencing teachers' decision on leadership qualities that ought to be brought to students can likewise be done. In addition, exploratory examination of the productivity of in-class and out-of-class activities a lot for the comprehension of

leadership might add to the nature of the activities to be acted in this field.

The study shows us the skills needed to develop leadership qualities in students so it can help them being productive as human capital in industry era. To develop such skills teachers perform various activities with students from their class and found it useful.

REFERENCES

1. Adair, J.(2011). The John Adair lexicon of leadership: The definitive guide to leadership skills and knowledge. London: Kogan Page Limited.
2. Cansoy, Ramazan. (2017). The Effectiveness of Leadership Skills Development Program for University Students. Journal of History Culture and Art Research. 3. 65-87. 10.7596/taksad.v6i3.899.
3. Dempster, N., Stevens, E., & Keeffe, M. (2011). Student and youth leadership: A focused literature review. Leading and Managing, 17(2), 1.
4. Dugan, J. P. (2011) Students' involvement in group experiences and connections to leadership development, New Directions for Institutional Research, 2011(S1), 17-32.
5. Ingleton, T. (2013) College Student Leadership Development: Transformational Leadership as a Theoretical Foundation, International Journal of Academic Research in Business and Social Sciences, 3(7), 219-29.

6. Kahn, L., Hewes, S. & Ali, R. (2009). Taking the lead: Youth leadership in theory and practice. The Young Foundation. Retrieved June 15, 2014 from <http://www.theyouthoftoday.org/downloads/takingthelead.pdf>
7. Logue, C. T., Hutchens, T. A. & Hector, M. A. (2005) Student leadership: A phenomenological exploration of postsecondary experiences, *Journal of College Student Development*, 46(4), 393-408.
8. Mulick, L. R. (2009). Teachers' perceptions of student leadership potential in elementary education. California Lutheran University.
9. Northouse, P. G. (2015). *Leadership: Theory and practice*. Sage publications.
10. Widyatmoko, Widi & Pabbajah, Mustaqim & Widyanti, Ratri. (2020). THE CHARACTER OF LEADERSHIP IN HUMAN CAPITAL DEVELOPMENT: A CRITICAL REVIEW. *International Journal of Management Innovation & Entrepreneurial Research*. 6. 1-09. 10.18510/ijmier.2020.621.

Author's Declaration

I as an author of the above research paper/article, hereby, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website/amendments /updates, I have resubmitted the paper for publishing on the same date. If any data or information given by me is not correct I shall always be legally responsible. With my whole responsibility legally and formally I have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and the entire content is genuinely mine. If any issue arise related to Plagiarism / Guide Name / Educational Qualification / Designation/Address of my university/college/institution/ Structure or Formatting/ Resubmission / Submission / Copyright / Patent/ Submission for any higher degree or Job/ Primary Data/ Secondary Data Issues, I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the data base due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Aadhar/Driving Licence/Any Identity Proof and Address Proof and Photo) in spite of demand from the publisher, and my paper may be rejected or removed from the website. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that initially I have personally (not through email) or through any reliable person I have submitted my paper for publication If publisher finds any complication or error or anything hidden or implemented otherwise, my paper may be removed from the website or the watermark of remark/actuality may be mentioned on my paper. Even if anything is found illegal publisher may also take legal action against the author.

Manoj Kumar Bhardwaj
Prof. Ashok Kumar Choudhary