



LEADERSHIP BEHAVIOR OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIAL ADJUSTMENT

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Abstract

The present investigation intended to study the leadership behavior of senior secondary school students in relation to their social adjustment. The study was conducted on the sample of 300 senior secondary school students of 11th class randomly drawn from two Government and two private schools of district Roopnagar, affiliated to Panjab School Education Board, Mohali, Punjab. Data was collected with the help of leadership behaviour scale by Taj(2010) and adjustment inventory by Bell(1934). The data obtained were analyzed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions: (i) No significant difference found in the mean leadership behaviour scores of Government and Private school students (ii) Significant difference found between the leadership behavior of 11th class students with regard to their high, average and low social adjustment (iii) There was significant and positive relationship between leadership behaviour and social adjustment of 11th class students.

Key Words: Leadership, Social Adjustment and School Students.

INTRODUCTION

Leaders are the persons who can use interpersonal skills to influence attitudes, beliefs, feelings and behavior of the others. Here the term 'leadership' has different meanings among scholars. To get an understanding about the concept of leadership the researcher starts with looking at the most common and basic definitions of leadership. During this assessment it was felt by the investigator that there has to be some link between the issues and the concept of leadership. Leadership is that which influences the activities of followers through the communication process and toward the achievement of goals. Leadership is a process that enable managers to get their people to do willingly what must be done, do well what ought to be done. Leadership is well defined process of influencing the activities of an organized group toward goal attainment.

den Hartog and Koopman (2001) in many cases leadership is regarded as a complex, multi component advanced competency rather than a fixed personality trait. According to Kearns (2005) leadership is not the private reserve of a few charismatic men and women. It is a method that ordinary people use when they are bringing forth the best from themselves and others. Leadership is a in-depth relationship between those who aspire to lead and those who choose to follow. Kouzes and Posner (2002) leadership could be a method whereby an individual influences a gaggle of peoples to realize a common goal.

Social adjustment can be defined as the variation of an individual to the social environment. Adjustment is by adjusting the self to the situation or by fluctuating the surroundings. Social growth and development is the most significant feature of one's

development and it is assimilated through the relationship with others particularly with the parents, peers and the educators, and it is the measuring benchmark of social growth related to the person's adjustment with himself/herself and others. Social adjustment has been considered as one of the major contributing psychological factor in characterizing the individuals. Particularly learners have to develop various adjustmental abilities which in turn will make the individuals to grow as responsible citizens of the society. The residential school students should have adjustment behavior problems as they are aloof from the family. If the learners are lacking in their behaviour the institution has to take necessary measures to develop and acquire the skills of adjustment behaviour. It can be implemented in all type of schools as the problem of social adjustment is common now as days everywhere in young generation due the emergence of technology in the form of electronic gazettes.

Social adjustment among school going students is very contributing factor for the enhancement of leadership skills. While visiting various Government and Private schools of Roopnagar district, it was observed that many of the students lack leadership skills and have social adjustment problems.

NEED AND SIGNIFICANCE OF THE STUDY

The primary aim of the research is to establish the different types of adjustment behaviour among senior secondary school students. Students in schools are of different types due to their diverse needs. All the students have different problems. Some are genius, gifted or slow learners, many of them are average but many of the students lack in their interpersonal relationships. They are not able to lead or survive in their classroom or in school due to the lack of social skills. Due to this reason many of the senior secondary school students get diverted towards the wrong direction and become delinquent or criminal. It is the responsibility of the educationists, parents and the care takers to imbibe social – values among school learners because it the age in which they can be a good citizen of the nation and can lead to nation with their creations for the welfare of society. It is the age in which they can prove themselves as great leader. Given the diversity and gravity of these problems, there is an urgent need for strategies to combat such a complex social phenomena such as social adjustment. Social adjustment among school going students is very contributing factor for the enhancement of leadership skills. While visiting various Government and Private schools of Roopnagar district, it is observed that many of the students lack in their leadership skills due to their social adjustment problems. So the need is felt for the in-depth study of leadership behavior of senior secondary school students in relation to their social adjustment.

OBJECTIVES

1. To study the significance of difference in leadership behavior of Government and Private senior secondary school students.
2. To study the significance of difference in leadership behavior of Government and Private senior secondary school students in relation to their social adjustment.
3. To study the significant correlation between leadership behavior and social adjustment of senior secondary school students.

HYPOTHESES

H₁: There exists no significant difference in the leadership behavior of Government and Private senior secondary school students.

H₂: There exists no significant difference in the leadership behavior of Government and Private senior secondary school students with regard to their adjustment.

H₃: There exists no significant correlation in the leadership behavior and social adjustment of senior secondary school students.

SAMPLE

The present study consists of 300 students including boys and girls studying in 11th class drawn from two Government and two Private senior secondary schools affiliated to Punjab School Education Board, Mohali, Punjab. The 150 students each were taken from both the Government and Private schools. The sample was taken using random sample techniques. The school wise distribution of the sample has been presented in table-1

Table 1 School-wise distribution of the sample

S. No.	School	No. of Students
1	Govt. Sr. Sec. School, Jhallian, Roopnagar	87
2	Govt. Sr. Sec. School Behrampur Zimidara, Roopnagar	63
3	Rayat Public Sr. Sec. School, Roopnagar	52
4	GMN Public School, Roopnagar	98
Total		300

DESIGN

The design of the present study was based on sample of 300 students of Government and Private senior secondary schools of Roopnagar. The variables under the study were leadership behavior and social adjustment of senior secondary school students. Leadership behavior was dependent variable and social adjustment was taken as independent/classifying variable. In the present study descriptive survey method of investigation was utilized to know about leadership behavior and social adjustment of senior secondary school students.

TOOLS USED

1. Leadership Behavior Scale by Taj (2010) was used.
2. Adjustment inventory by Bell (1934) was used to classify the students into high, average and low social adjustment groups.

PROCEDURE

In the present study, tools were employed on random sample of 300 students of Government and Private senior secondary school of district Roopnagar. Before collection of data, permission of the school principals was taken by explaining them purpose of the study. After getting permission of the school principal, leadership behaviour scale and adjustment inventory were administered to the 11th class students. Instructions were given to the students regarding, how to fill questionnaire and requested the students to give true response to each item. After collecting data, scoring was done and compared by using statistical techniques and then interpreted accordingly.

ANALYSIS, INTERPRETATIONS AND DISCUSSION OF THE RESULTS

The statistical techniques such as mean, standard deviation, t-test and correlation were used in the study. The results are given in the following tables 2, 3, 4 & 5

Table: 2 Mean and SD of leadership behavior mean scores for Government and Private senior secondary school students.

Variables	Government School			Private School			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
High Social Adjustment	40	267.85	24.60	40	286.17	31.71	80	277.01	29.67
Average Social Adjustment	70	264.11	18.68	70	265.10	26.61	140	264.60	22.91
Low Social Adjustment	40	241.45	22.17	40	224.07	42.96	80	232.76	35.07
Total	150	259.06	23.76	150	259.78	40.21	300		

Source: Field study 2019

It is observed from table-2 that the mean leadership behavior scores of high, average and low social adjustment Government school students were 267.85, 264.11 and 241.45 respectively. The total mean leadership behavior score of Government senior secondary school students was 259.06. It is further observed from the above table that mean leadership behavior scores of high, average and low social adjustment Private senior secondary school students were 286.17, 265.10 and 224.07 respectively. The total leadership behavior mean score of Private school students was 259.78. The mean leadership behavior scores of government and private school students were approximately equal but vary with respect to their social adjust. The leadership behavior mean scores of high, average and low social adjustment group was 277.01, 264.60 and 232.76 respectively.

In order to test the hypotheses and check the significance of difference between leadership behavior of Government and Private senior secondary school students, t-ratio was computed in the following table 3.

Table: 3 t-ratio of leadership behavior mean scores between Government and Private senior secondary school students

Variable	N	Mean	SD	SE _D	t-value
Government School	150	259.06	23.76	3.81	0.18
Private School	150	259.78	40.21		

*Significant at 0.05 level, (Critical value 1.97 at 0.05 and 2.59 at 0.01 level, df 298)

Table-3 reveals that leadership behavior mean scores 259.06 of Government senior secondary school students is lower than that of Private senior secondary school students mean score 259.78. The t-value testing the significance of difference between leadership behavior of Government and Private senior secondary school students is 0.18 which in comparison to the table value was not found significant even at 0.05 level. Therefore hypothesis **H₁**: “There exist no significant difference in the mean

leadership behavior of Government and Private senior secondary school students” is accepted. Government and Private school students exhibit no difference in their leadership behavior. Results of the study were contradicted by the findings of Sobri, Hanum, Zulnaldi and Ahmad (2017) and Haynes-Tross (2015) found that environment of the school effects the leadership behavior of the school students.

In order to test the hypothesis H₂, sub hypotheses were tested. Significance of difference between the leadership behavior of various sub groups of Government and Private senior secondary school 11th grade students with respect to their social adjustment were tested by computing t-ratios in the following table 4.

Table:-4: t-ratios of different leadership behavior subgroups of Government and Private senior secondary school students in relation to their social adjustment

Variables		Government School									Private School								
		High Social Adjustment			Average Social Adjustment			Low Social Adjustment			High Social Adjustment			Average Social Adjustment			Low Social Adjustment		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
		40	267.85	24.60	70	264.11	22.17	40	241.45	22.17	40	286.17	31.71	70	265.10	26.61	40	224.07	42.96
Government School	High Social Adjustment	----			0.89			5.04**			2.88**			0.53			5.59**		
	N M SD	40	267.85	24.60															
	Average Social Adjustment	----			----			5.71**			4.59**			0.25			6.77**		
N M SD	70	264.11	22.17																
Private School	Low Social Adjustment	----			----			----			7.31**			4.75**			2.27*		
	N M SD	40	241.45	22.17															
	High Social Adjustment	----			----			----			-----			3.72**			7.35**		
N M SD	40	286.17	31.71																
Private School	Average Social Adjustment	----			----			----			----			-----			6.18**		
	N M SD	70	265.10	26.61															
	Low Social Adjustment	----			-----			----			----			-----			-----		
N M SD	40	224.07	42.96																

*Significant at 0.05 level

**Significant at

0.01 level

(Critical value 1.98 at 0.05 and 2.64 at 0.01 level, df 78)

(Critical value 1.98 at 0.05 and 2.62 at 0.01 level, df 108)

(Critical value 1.98 at 0.05 and 2.61 at 0.01 level, df 138)

Table-4 reveals that leadership behavior mean score 267.85 of high social adjustment group is higher than that of average social adjustment group mean score 264.11 of Government senior secondary school students. The t-value testing the significance of mean difference between leadership behavior of high and average social adjustment students of Government senior secondary school is 0.89 which in comparison to the table value ($t_{0.05}=1.98$, $t_{0.01}=2.62$, df 108) was not found significant even at 0.05 level. This shows that there exists no significant difference in the mean leadership behavior of high and average social adjustment Government senior secondary school students.

Table-4 reveals that leadership behavior mean scores 267.85 of high social adjustment group is higher than that of low adjustment group mean score 241.45 of Government senior secondary school students. The t-value testing the significance of mean difference between leadership behavior of high and low social adjustment students of Government senior secondary schools is 5.04 which in comparison to the table value ($t_{0.01}=2.64$, df 78) was found significant at 0.01 level. This shows that there exists significant difference in the leadership behavior of high and low social adjustment Government school students.

Table-4 reveals that leadership behavior mean score, 267.85 of high social adjustment group of Government senior secondary schools is lower than that of high social adjustment group mean score 286.17 of Private senior secondary school students. The t-value testing the significance of mean difference between the leadership behavior mean scores of high social adjustment students of Government and Private senior secondary schools is 2.88 which in comparison to the table value ($t_{0.05}=1.98$, $t_{0.01}=2.64$, df 78) was found significant at 0.01 level. This shows there exists significant difference in the leadership behavior of high social adjustment Government and Private senior secondary school students.

Table-4 reveals that leadership behavior mean score, 267.85 of high social adjustment group of Government senior secondary schools is higher than that of average social adjustment group mean score 265.10 of Private senior secondary school students. The t-value testing the significance of mean difference between leadership behavior of high social adjustment group of Government senior secondary schools and average social adjustment group of Private senior secondary schools is 0.53 which in comparison to the table value ($t_{0.05}=1.98$, $t_{0.01}=2.62$, df 108) was not found significant even at 0.05 level. This shows that there exist no significant difference in the leadership behavior of high social adjustment Government senior secondary school students and average social adjustment Private senior secondary school students.

Table-4 reveals that leadership behavior mean score, 267.85 of high social adjustment group of Government senior secondary schools is higher than that of low social adjustment group mean score 224.07 of Private senior secondary school students. The t-value testing the significance of mean difference between leadership behavior of high social adjustment group of Government senior secondary schools and low social adjustment group of Private senior secondary schools is 5.59 which in comparison to the table value ($t_{0.01}=2.64$, df 78) was found significant at 0.01 level. This shows that there exist significant difference in the leadership behavior of high social adjustment Government senior secondary school students and low social adjustment Private senior secondary school students.

Table-4 reveals that leadership behavior mean score, 264.11 of average social adjustment group is higher than that of low social adjustment group mean score 241.45 of Government senior secondary school students. The t-value testing the significance of mean difference between leadership behavior of average and low social adjustment groups of Government senior secondary schools is 5.71 which in comparison to the table value ($t_{0.01}=2.62$, df 108) was found significant at 0.01 level. This shows that there exists significant difference in the leadership behavior of average and low social adjustment Government senior secondary school students.

Table-4 reveals that leadership behavior mean score, 264.11 of average social adjustment group of Government senior secondary schools is lower than that of high social adjustment group mean score 286.17 of Private senior secondary schools. The t-value testing the significance of mean difference between leadership behavior of average social adjustment government senior secondary school group and high social adjustment Private senior secondary school group is 4.59 which in comparison to the table value ($t_{0.01}=2.62$, df 108) was found significant at 0.01 level. This shows that there exist significant difference in the leadership behavior of average social adjustment Government senior secondary school students and high social adjustment Private senior secondary school students.

Table-4 reveals that leadership behavior mean score, 264.11 of average social adjustment group of Government senior secondary schools is lower than that of average social adjustment group mean score 265.10 of Private senior secondary schools. The t-value testing the significance of mean difference between leadership behavior of average social adjustment groups Government and Private senior secondary schools is 0.25 which in comparison to the table value ($t_{0.05}=1.98$, $t_{0.01}=2.61$, df 138) was not found significant even at 0.05 level. This shows that there exists no significant difference in the leadership behavior of average social adjustment students of Government and Private senior secondary schools.

Table-4 reveals that leadership behavior mean score, 264,11 of average social adjustment group of Government senior secondary schools is higher than that of low social adjustment group mean score 224.07 of Private senior secondary schools. The t-value testing the significance of mean difference between leadership behavior of average social adjustment government senior secondary schools group and low social adjustment Private senior secondary schools group is 6.77 which in comparison to the table value ($t_{0.01}=2.62$, df 108) was found significant at 0.01 level. This shows that there exist significant difference in the leadership behavior of average social adjustment government senior secondary school students and low social adjustment Private senior secondary school students.

Table-4 reveals that leadership behavior mean score, 241.45 of low social adjustment sgroup of Government schools is lower than that of high social adjustment group mean score 286.17 of Private senior secondary school students. The t-value testing the significance of mean difference between leadership behavior of low social adjustment Government senior secondary schools group and high social adjustment Private senior secondary schools group is 7.31 which in comparison to the table value ($t_{0.01}=2.21$, df 108) was found significant at 0.01 level. This shows that there exists significant difference in the leadership behavior of low social adjustment students of Government senior secondary schools and high social adjustment students of Private senior secondary schools.

Table-4 reveals that leadership behavior mean score, 241.45 of low social adjustment group of Government senior secondary schools is than that of average social adjustment group mean score 265.10 of Private senior secondary school. The t-value testing the significance of mean difference between leadership behavior of low social adjustment Government senior secondary group and average social adjustment Private senior secondary schools group is 4.75 which in comparison to the table value ($t_{0.01}=2.64$, df 78) was found significant at 0.01 level. This shows that there exist

significant difference in the leadership behavior of low social adjustment students of Government senior secondary schools and average social adjustment students of Private senior secondary schools.

Table-4 reveals that leadership behavior mean score, 241.45 of low social adjustment group of Government senior secondary schools is higher than that of low social adjustment group mean score 224.07 of Private senior secondary schools. The t-value testing the significance of mean difference between leadership behavior of low social adjustment Government and Private senior secondary Schools groups is 2.27 which in comparison to the table value ($t_{0.05}=1.98$, $t_{0.01}=2.64$, df 78) was found significant at 0.05 level. This shows that there exists significant difference in the leadership behavior of low social adjustment students of Government and Private senior secondary schools.

Table-4 reveals that leadership behavior mean score, 286.17 of high social adjustment group is higher than that of average social adjustment group mean score 265.10 of Private senior secondary schools. The t-value testing the significance of mean difference between the leadership behavior of high and average social adjustment Private senior secondary school groups is 3.72 which in comparison to the table value ($t_{0.01}=2.62$, df 108) was found significant at 0.01 level. This shows that there exists significant difference in the mean leadership behavior scores of high and average social adjustment students of Private senior secondary schools.

Table-4 reveals that leadership behavior mean score, 286.17 of high social adjustment group is higher than that of low social adjustment group mean score 224.07 of Private senior secondary schools. The t-value testing the significance of mean difference between leadership behavior of high and low social adjustment Private senior secondary School groups is 7.35 which in comparison to the table value ($t_{0.01}=2.64$, df 78) was found significant at 0.01 level. This shows that there exists significant difference in the leadership behavior scores of high and low social adjustment students of Private senior secondary schools.

Table-4 reveals that leadership behavior mean score, 265.10 of average social adjustment group is higher than that of low social adjustment group mean score 224.07 of Private senior secondary schools. The t-value testing the significance of mean difference between leadership behavior of average and low social adjustment Private senior secondary school groups is 6.18 which in comparison to the table value ($t_{0.01}=2.64$, df 108) was found significant at 0.01 level. This shows that there exists significant difference in the mean leadership behavior of average and low social adjustment students of Private senior secondary schools.

In order to check the correlation between leadership behavior and social adjustment, Pearson Coefficient of correlation was computed in table 5.

Table-5: Pearson coefficient of correlation between the leadership behavior and social adjustment scores of senior secondary school students.

Variables	N	Value of 'r'
Leadership Behaviour and Social Adjustment	300	0.51**

***Significant at 0.01 level*

(Critical Value 0.195 at 0.05 and 0.254 at 0.01 levels, df 298)

Table-5 shows that positive and significant correlation of 0.51 between leadership behavior and social adjustment of senior secondary school students, which in comparison to the table value was found significant at 0.01 levels of significance. Hence, the null hypothesis H_3 : There exists no significant relationship between leadership behavior and social adjustment of senior secondary school students, is rejected. The results of study were supported by the findings of Price, (1967) and Riggio and Reichard (2008) found that leadership and social adjustment of school students are positively correlated.

FINDINGS

1. There exists no significant difference in the leadership behavior of Government and Private senior secondary school students.
2. There exists significant difference in the leadership behavior of high and average social adjustment Government senior secondary school students.
3. There exists significant difference in the leadership behavior of high and low social adjustment Government senior secondary school students
4. There exists significant difference in the leadership behavior of high social adjustment Government and Private senior secondary school students.
5. There exists no significant difference in the leadership behavior of high social adjustment Government senior secondary school students and average social adjustment Private senior secondary school students.
6. There exists no significant difference in the leadership behavior of high social adjustment Government senior secondary school students and low social adjustment Private senior secondary school students.
7. There exists significant difference in the leadership behavior of average and low social adjustment Government senior secondary school students.
8. There exists significant difference in the leadership behavior scores of average social adjustment government senior secondary school students and high social adjustment Private senior secondary school students.
9. There exists no significant difference in the leadership behavior of average social adjustment students of Government and Private senior secondary schools students.
10. There exists significant difference in the leadership behavior of average social adjustment government senior secondary school students and high social adjustment Private senior secondary school students.
11. There exists significant difference in the leadership behavior of low social adjustment students of Government senior secondary schools and high social adjustment students of Private senior secondary schools.

12. There exists significant difference in the leadership behavior scores of low social adjustment students of Government senior secondary schools and average social adjustment students of Private senior secondary schools.
13. There exists significant difference in the leadership behavior of low social adjustment students of Government and Private senior secondary schools.
14. There exists significant difference in the leadership behavior of high and average social adjustment students of Private senior secondary schools.
15. There exists significant difference in the leadership behavior of high and low social adjustment students of Private senior secondary schools.
16. There exists significant difference in the leadership scores of average and low social adjustment students of Private senior secondary schools.
17. There exists significant relationship between leadership behavior and social adjustment of senior secondary school students.

CONCLUSIONS AND RECOMMENDATIONS

From the above all results and discussion, it is clear that there is no significant difference in the leadership behaviour of Govt. and Private senior secondary school students. Significant difference found in the leadership behaviour with respect to their social adjustment in most of the sub groups. Significant correlation found between leadership behaviour and social adjustment of senior secondary school students. This highlights the importance of social adjustment and social skills in the behaviour modification, adaptation in different social situations and development of leadership skills among senior secondary school students. Findings of this study recommends that there is need to enhance social adjustment skills among school going students for making them a good leader at home, neighbour, class and school as well. This study helps the parents to understand about the social adjustment and interpersonal relationship problems of their children's.

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