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## LEADERSHIP ABILITY OF STUDENTS, PARTICIPATING AND NOT PARTICIPATING NATIONAL SERVICE SCHEME.

A. P. Joshi

Associate Professor. D.E. S. College of Education, Dhule (Maharashtra)

**Abstract:**-In this study, conducted in Dhule city of Maharashtra state, the investigator tried to find out the Leadership Ability of students participating N.S.S and Not Participating N.S.S., and found that, in the group, participating N.S.S., 31 out of 52 (i.e 59.62%) students have high leadership ability. In the group, not participating N.S.S., 39 out of 60 (i.e 65.00%) students have high leadership ability. In both the group, students, of Very low leadership ability were not found.

No significant mean difference found in the Leadership ability of male and female students, participating N.S.S. and students not participating N.S.S. While significant mean difference was found in the Leadership ability of open class and backward class students, participating N.S.S. and students not participating N.S.S.

**Keywords:**Leadership Ability , participating and not participating , social painstaking.

### INTRODUCTION-

Leadership has been described as “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.”

A leader is a member of a social group whom others are willing to follow because he has demonstrated his mastery in social relationships. He is able to elicit positive reactions towards himself from the group members because they recognized that he can contribute better than other group members to satisfy the needs of the group as a whole.

A leader must possess certain qualities. He must embody the group ideal, much conform to the norms of the group, accepts the traditions and values of the group he represents. He must possess skill of high grade, must have an attractive appearance. His intelligence should be above the norm for the group. He must be resourceful, social painstaking, courageous, self-confident, jolly, and able to influence others and express his feelings and thoughts effectively.

In a democratic set up leadership occupies an important place. The leader of the group and society not only keeps the destiny but also carries it forward. In a democracy, the leader has to keep his hand on the pulse of the people, know and realize their aspirations, desires and qualities. That is why an attempt is to be made to educate and train the leadership.

The overall aim of National Service Scheme is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village/slum community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums. It is felt that their interaction with the common villagers and slum dwellers will expose them to the realities of life and bring about a change in their social perception.

The broad objectives of N.S.S. are, to understand the community in which they work, to understand themselves in relation to their community, to identify the needs and problems of the community and involve them in problem solving process, to develop among themselves a sense of social and civic responsibility, to utilize their knowledge in finding practical solution to individual and community problems, to develop competence required for group-living and sharing of responsibilities, to gain skills in mobilizing community participation, to acquire leadership qualities and democratic attitude, to develop capacity to meet emergencies and natural disasters, and to practice national integration and social harmony.

In democracy, leader is the need of tomorrow. In schools and colleges emerging leaders are shaped. The programmes

arranged in National Service Scheme develop leadership ability. So it is necessary to study the leadership ability of the students participating N.S.S.

**OBJECTIVES:**

- 1) To measure the leadership ability of students, participating N.S.S. and not participating N.S.S.
- 1)To compare the leadership ability of male students, participating and not participating N.S.S.
- 2)To compare the leadership ability female students, participating and not participating N.S.S.
- 3)To compare the leadership ability of open class students, participating and not participating N.S.S.
- 4)To compare the leadership ability of backward class students, participating and not participating N.S.S.

**NULL HYPOTHESIS:**

- 1)There is no significant difference in mean score of leadership ability of male students, participating and not participating N.S.S.
- 2)There is no significant difference in mean score of leadership ability of female students, participating and not participating N.S.S.
- 3)There is no significant difference in mean score of leadership ability of open class students, participating and not participating N.S.S.
- 4)There is no significant difference in mean score of leadership ability of backward class students, participating and not participating N.S.S.

**Methodology:**

The present study is survey type study.

**Sample:**

52 students participating N.S.S. and 60 students not participating N.S.S. from one senior college of Dhule city of Maharashtra state were selected for the study. College and students were selected randomly.

**Tool:**

For the present study leadership ability scale, developed by Dr. C. S. Rathore was used. The scale contains 30 items with two responses, yes and no. The test-retest reliability of the scale is 0.68. and the validity is 0.66

**Procedure:**

The test is in English. First it was translated in Marathi. Colleges and students were randomly selected. Before administration of test, all necessary instructions were given. Items were scored as per the instructions given in manual. Different groups and tables were prepared.

For further interpretation mean, standard deviation and t-test was applied.

**RESULT AND DISCUSSION:**

**Table 1**  
**Classification of Students participating N.S.S., and not participating N.S.S. with respect to Leadership Ability.**

No.	Leadership Ability	Frequency and Percentage	
		Students Participating N.S.S.	Students Not Participating N.S.S.
1	Very High	10(19.23%)	02(3.33%)
2	High	31(59.62%)	39(65.00%)
3	Moderate	10(19.23%)	18(30.00%)
4	Low	01(1.92%)	01(1.67%)
5	Very Low	00	00
	Total	52(100%)	60(100%)

From Table-1, In N.S.S. group, it is concluded that, 10 out of 52 (i.e 19.23%) students have very high leadership ability, 31 out of 52 (i.e 59.62%) students have high leadership ability, 10 out of 52 (i.e 19.23%) students have moderate leadership ability, and 1 out of 52 (i.e 1.92%) student have low leadership ability.

From Table-1, In the group of students, not participating N.S.S., It is concluded that, 02 out of 60 (i.e 3.33%) students have very high leadership ability, 39 out of 60 (i.e 65%) students have high leadership ability, 18 out of 60 (i.e 30.00%) students have moderate leadership ability and 1 out of 60 (i.e 1.67%) student have low leadership ability.

In both the group of students, of Very low leadership ability were not found

**Table 2**  
**Comparison of Leadership Ability of Students, participating and not participating N.S.S.**

No	Group	Students Participating N.S.S.			Students Not Participating N.S.S.			T-value
		N	Mean	S.D	N	Mean	S.D	
1	Male	12	19.33	3.39	11	19.46	1.87	0.115**
2	Female	40	20.63	3.09	49	19.24	9.84	0.934**
3	Open class category	22	20.59	2.36	33	19.09	2.73	2.17*
4	Backward class category	30	20.13	3.35	27	19.52	2.34	8.03*

\*=Significant

\*\*=Non Significant

Level of Significance =0.05

From table-2, it is found that, t-value=0.115 which is Non-significant at 0.05 level. Hence the null hypothesis (1) is accepted. It is concluded that there is no significant mean difference in the Leadership ability of male students, participating N.S.S. and students not participating N.S.S.

From table-2, it is found that, t-value=0.934 which is Non-significant at 0.05 level. Hence the null hypothesis (2) is accepted. It is concluded that there is no significant mean difference in the Leadership ability of female students, participating N.S.S. and students not participating N.S.S.

From table-2, it is found that, t-value=2.17 which is Significant at 0.05 level. Hence the null hypothesis (3) is rejected. It is concluded that there is significant mean difference in the Leadership ability of open class students, participating N.S.S. and students not participating N.S.S.

From table-2, it is found that, t-value=8.03 which is Significant at 0.05 level. Hence the null hypothesis (4) is rejected. It is concluded that there is significant mean difference in the Leadership ability of backward class students, participating N.S.S. and students not participating N.S.S.

#### **CONCLUSIONS:**

In the group of students, participating N.S.S., 31 out of 52 (i.e 59.62%) students have high leadership ability. In the group of students, not participating N.S.S., 39 out of 60 (i.e 65.00%) students have high leadership ability. In both the group, students of Very low leadership ability were not found. No significant mean difference found in the Leadership ability of male and female students, participating N.S.S. and students not participating N.S.S. While significant mean difference was found in the Leadership ability of open class and backward class students, participating N.S.S. and students not participating N.S.S.

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**A. P. Joshi**

Associate Professor. D.E. S. College of Education, Dhule (Maharashtra)

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