



## LEADERSHIP QUALITIES AND SELF ESTEEM AMONG SENIOR SECONDARY SCHOOL STUDENTS

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### Abstract

*This study observes the relationship between Self-Esteem and Leadership Qualities among senior secondary school students. Data was collected from 900 students (male and female from govt. and pvt.) Studying in 11<sup>th</sup> class HBSE affiliated schools in (Haryana). The sample was selected by employing stratified random sampling. The Leadership Qualities Assessment Scale (developed by investigator) and Self-Esteem Scale developed by Dhar & Dhar, (2005) were used for data collection. The findings revealed that the male and female senior secondary school students were did not differ on leadership qualities but when compared on types of school, the students were found significantly different. Similarly self-esteem was found to be insignificant with respect to gender and types of school. Furthermore, when the association between leadership qualities and self-esteem was assessed both the variables were found to be significantly correlated with each other.*

**Keywords :** Leadership Qualities, Self – Esteem, Senior Secondary School Students

### Introduction:-

**Adolescence** is the time between childhood and adulthood that is characterized by major changes in one's physical, mental, emotional, and social characteristics. People often go through this phase between the ages of 10 and 19, when they start to form their characteristics and take on greater concern. According to Steinberg (2005), while emotional regulation and desire control are still developing, adolescence is characterized by improved intellectual dimensions that enable abstract and dangerous thinking. Typical adolescent activities like investigating and risk-taking are normally explained by this developing difference.

### Meaning and definition of Leadership:

Leadership can be defined in many ways, but in its most basic form, it refers to the ability to influence others in order to accomplish goals. In order to comprehend leadership, its value in the context of advancing public health nutrition as a field, and its role in our daily work, it is essential to grasp the steps and qualities required to influence others



effectively. According to Hatherley and Lee (2003), leadership was characterized as having a vision, being able to effectively communicate this vision in practice, building a community of learners, fostering ties between the early times centre and the community, and providing children with leadership and community advocacy. Bass (1990) emphasizes leadership as a social influence process within a group by defining it as "an interaction between two or more participants of a group that often involves organizing or restructuring the condition and the opinions and expectations of the members." Northouse (2016), leadership is the process by which one person encourages a group of people to follow a particular objective. According to this concept, leadership is a dynamic process of effect.

### **Types of Leadership:-**

Examples of various types of leadership philosophies are shown below. :-

- Authoritarian (Autocratic) Leadership : A leader makes choices on their own with least effort from the group” (According to Kurt Lewin)
- Democratic Leadership: Group members are involved in decision-making by the leader. Fosters involvement and teamwork.
- Laissez-Faire Leadership: The group's leader gives members minimal guidance and lets them decide for themselves.
- Transformational Leadership: Leaders encourage and inspire people to go above their own expectations. Acc. To James Mac Gregor Burns
- Transactional Leadership: considered to control followers through a system of motivations and penalties. (Acc. To Max Weber)
- Situational Leadership: Leaders modify their approach according to the followers' level of maturity and preparation. (Acc. To Paul Hersey)
- Servant Leadership: The leader orders the development and welfare of individuals and groups. (Acc. To Robert K. Greenlea)
- Authoritative Leadership: A idealistic leader who confidently and clearly establishes goals and motivates others (Acc. to Daniel Goleman)
- Facilitative Leadership: The leader provides direction and assistance to help teams become more cooperative and creative. (Acc. To Roger Schwarz),

## 10 TYPES OF LEADERSHIP PHILOSOPHY



Source: <https://bradsugars.com/leadership-philosophy/>

### Self-Esteem:

According to social psychologists, **Self-Esteem** is the general opinion that people have of themselves. According to recently discovered evidence, American high academy students' average level of self-esteem has been progressively rising done period (Twenge & Campbell). The most common way to measure self-esteem is with clear-cut criteria that evaluate our subjective level of self-worth. Additional implicit measures evaluate the degree to which stimulants connected with us—such as feature phrases like warm and honest—are positively or negatively associated with us. Individuals might not be concerned by these implicit self-sensitivitis. More specialized types of self-esteem rely on our performance in those areas, and self-esteem is sensitive to life events. It is true that circumstances can alter implicit self-esteem. People talk to themselves positively all the time, especially when they are getting ready for a task. According to recent research, those with low self-esteem may experience a boomerang effect from similar positive self-talk, which causes them to feel less content with themselves. Individuals with unstable high self-esteem who see failure have physiological reactions indicative of difficulties, reflecting their initial self-mistrustfulness (Seery, Blascovich, Weisbuch, & Vick). Accordingly, although there are evident advantages for individuals who have a positive self-perception in terms of self-assurance, carrying on with tasks after failing, and willingness to take on new challenges, there also seems to be an implicit strike (Baumeister, Campbell, Krueger, & Vohs, 2003). Coopersmith (1967) emphasizes that self-esteem involves assessments of one's own worth and proficiency, characterizing it as "the critical component of the self-image."

### Review of literature on Leadership Qualities and Self-Esteem:-



Burns' (1978) and Bass's (1985) transformational leadership philosophy emphasizes traits like charisma, vision, and the capacity to inspire and encourage subordinates to reach greater heights of success. Innovation, trust, and team member personal growth are attributes of transformational leaders (Bass & Riggio, 2006).

In 1995, Daniel Goleman proposed emotional intelligence (EI) as a serious leadership quality, arguing that leaders with high EI are more adept at controlling their own emotions and comprehending those of others. Effective leadership requires the five EI components that Goleman identified: self-awareness, self-regulation, motivation, identification, and social skills. According to subsequent research, emotional intelligence is highly correlated with both team performance and leadership achievement (Côté & Miners, 2006).

Most people agree that one of the most important aspects of leadership is effective communication. Yukl (2013) contends that team cohesion and relationship building can be enhanced by leaders that listen intently, speak openly, and offer constructive criticism. Furthermore, studies indicate that effective communication has a favorable impact on a leader's capacity for decision-making and conflict resolution (Clampitt & DeKoch, 2012).

According to James (1980), self-esteem is "the satisfaction or frustration with oneself." In practice, people choose a certain façade and consider success to be a real victory and loss to be a real setback. As a result, one may experience emotions like delight or shame. James thus viewed self-esteem as a ratio that could be calculated by dividing one's "success/prestensions" or achievements in parts of life that are significant to a particular person by their failures in those areas. Shibata (2003) and Matsuzaki (2007) on Japanese elementary and children's high school students using the Kid-KINDL survey, self-esteem decreases with age. Evaluations at this age should be done carefully because many other related reports show that early adolescents have lower self-esteem.

Many researches have demonstrated the positive correlation between psychological well-being, happiness, and life satisfaction and high self-esteem (Baumeister et al., 2003). On the other hand, unhappiness, anxiety, and social disconnection have all been connected to poor self-esteem (Orth, Robins, & Widaman, 2012). Low self-esteem, for instance, might calculate the onset of depressive signs over time, as Orth et al. (2012) shown through longitudinal studies. Similarly, Ojha and Pandey (2023) looked into how senior secondary school students' leadership traits and self-esteem related to one another. The Leadership Style Questionnaire (LSQ) and the Rosenberg Self-Esteem Questionnaire (RSES) were used in the study, and the results showed no discernible changes in leadership traits or self-esteem between high and low academic performers/boys. Girls were found to have a facilitative leadership style, whilst boys were found to have a democratic leadership style. Most pupils demonstrated traits of facilitative leadership.



Jyoti and Sharmila Devi's Ph.D. study from 2022 investigated the connection between schoolchildren's self-esteem and social skills. The results showed a strong and positive relationship between self-esteem and social competence, indicating that students who have higher self-esteem are also more socially competent, which may help them become better leaders. Bhalla (2019) investigated senior secondary school students' leadership conduct in connection to parental support. The study found that parental encouragement and leadership conduct were positively correlated, suggesting that supportive parenting can improve kids' leadership abilities.

#### Objectives:-

- To compare the male and female senior secondary school students on leadership qualities.
- To compare the government and private senior secondary school students on leadership qualities.
- To compare the male and female senior secondary school students on self-esteem.
- To compare the government and private senior secondary school students on self-esteem.
- To study the relationship between leadership qualities and self-esteem among senior secondary school students.

#### Hypotheses:-

1. There is no significant difference between in the male and female of senior secondary school students on leadership qualities.
2. There is no significant difference between in the government and private in senior secondary school students on leadership qualities.
3. There is no significant difference between in the male and female in senior secondary school students on self-esteem
4. There is no significant difference between in the government and private in senior secondary school students on self-esteem
5. There is no significant relationship between in the leadership qualities and self-esteem among senior secondary school students.

#### Research methodology:

- **Research method:**-descriptive survey method was used to conduct the present research.
- **Population:** 11<sup>th</sup> class HBSE affiliated schools from Haryana state.



- **Sample:** A sample of 900 senior secondary school students (male and female) from government and privateschools were selected by stratified random sampling method from Sonipat, Panipat and Karnal districts of Haryana state.

**Tools:**

- **Leadership Qualities** was developed by the Investigator (2025 but unpublished). The tool was comprised from 10 dimensions like: Self-Confidence & Self Expression, Decision-Making & Problem-Solving, Vision & Goal Orientation, Communication & Influence, Teamwork & Collaboration, Responsibility, Initiative & Courage, Empathy & Emotional Balance, Resilience & Risk Taking and Integrity & Credibility. The tool contained 100 items
- **Self-Esteem Scale** by Dhar&Dhar, (2005):The Self-Esteem Scale created by Dhar&Dhar (2005) will be used to scale self-esteem.

**Discussion, Analysis and Interpretation:**

**Table 1. Mean and ‘t’ values of male and female senior secondary school students on Leadership Qualities N=900**

Group	Mean	S.D.	df	t -test	Level of Significance
<b>Male</b>	361.8	17.7	898	0.33	Not significant
<b>Female</b>	362.2	16.4			

Above table shows that the mean score of male (361.8) and female (362.2) students with S.D. are 17.7and 16.4 respectively. The calculated‘t’ value for Leadership Qualitiesis 0.33which is not significant at 0.05 level. This indicates that there is no significance difference between Leadership Qualitiesamong male and female senior secondary school students. So, the hypothesis “There is no significant difference between in the male and female of senior secondary school students on leadership qualities.” is accepted.

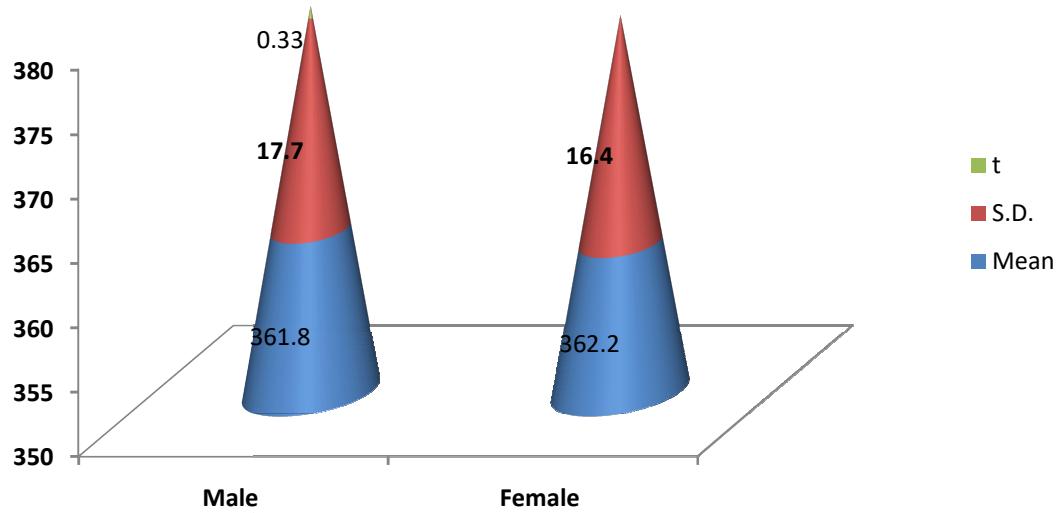
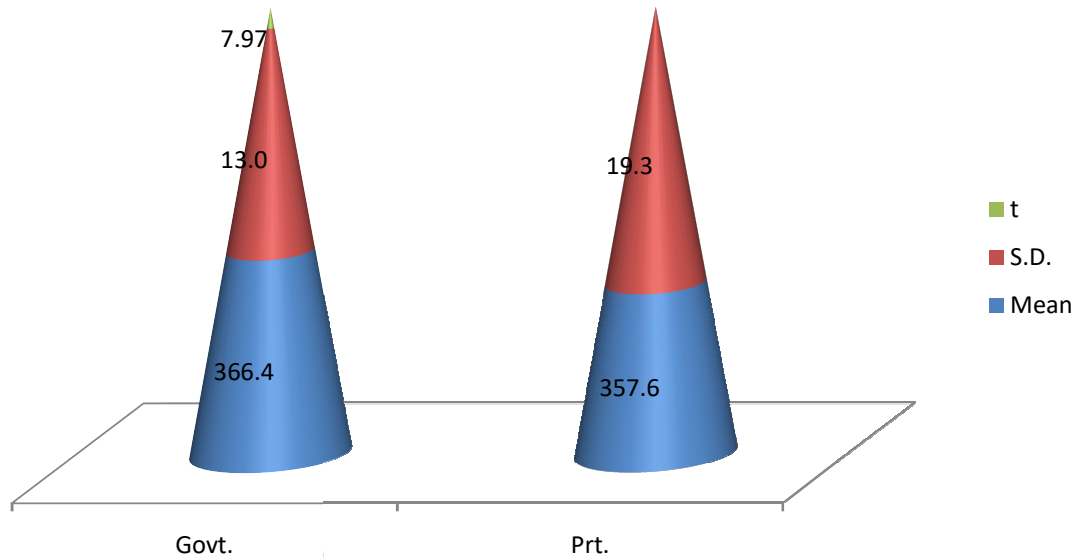


Table 2. Mean and 't' values of Government and Private senior secondary school students on Leadership Qualities N=900

Group	Mean	S.D.	df	t-test	Level of Significance
Government	366.4	13.0	898	7.97*	significant
Private	357.6	19.3			

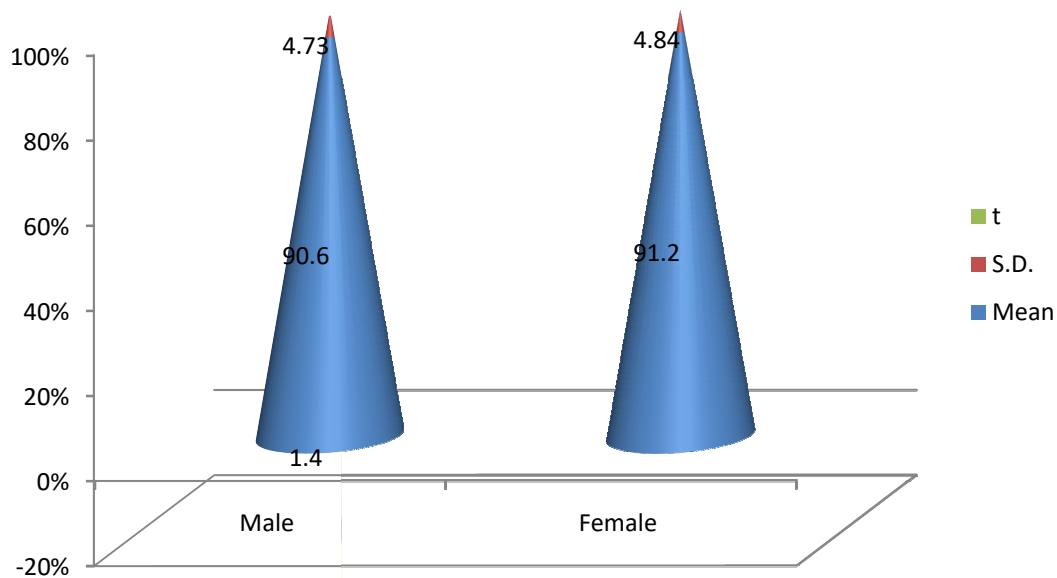


Above table shows that the mean score of government and private are (366.4) and (357.6) senior secondary school students while the S.D. are 13.0 and 19.3 respectively. The calculated 't' value for Leadership Qualities is 7.97\* which is significant at 0.05 level. This indicates that there is significant difference between Leadership Qualities among government and private in senior secondary school students. So, the hypothesis "There is no significant difference between in the government and private in senior secondary school students on leadership qualities" is rejected.

**Table3. Mean and 't' values of male and female senior secondary school students on Self-Esteem N=900**

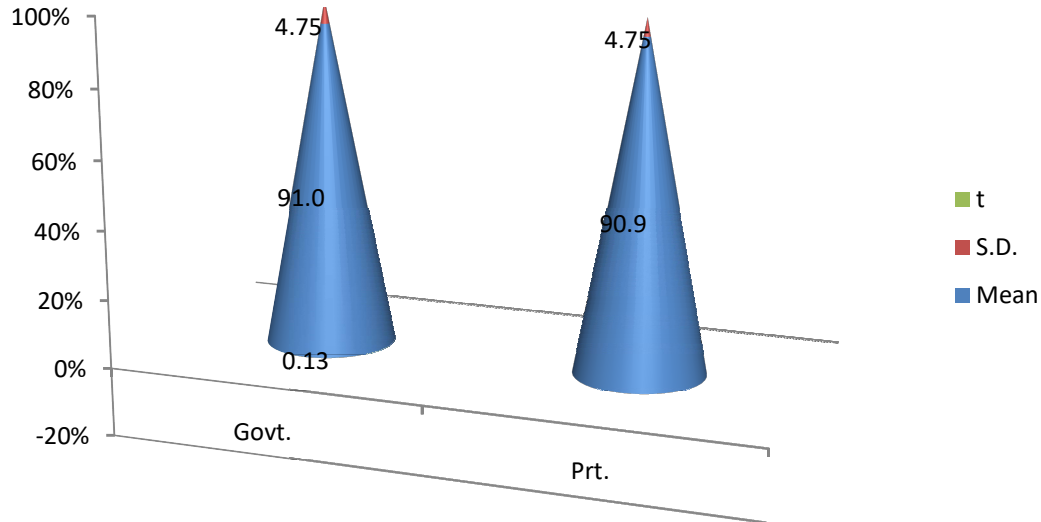
Group	Mean	S.D.	df	t- test	Level of Significance
Male	90.6	4.73	898	2.15	Not significant
Female	91.2	4.84			

Above table shows that the mean score of male (90.6) and female (91.2) students with S.D. are 4.73 and 4.84 respectively. The calculated 't' value for Self-Esteem is 2.15 which is not significant at 0.05 level. This indicates that there is no significant difference between Self-Esteem among male and female senior secondary school students. So, the hypothesis "There is no significant difference between the male and female in senior secondary school students on self-esteem" is accepted



**Table 4. Mean and 't' values of Government and Private Senior Secondary School Students on Self-Esteem N=900**

Group	Mean	S.D.	Df	t-test	Level of Significance
Government	91.0	4.75	898	0.13	Not significant
Private	90.9	4.86			

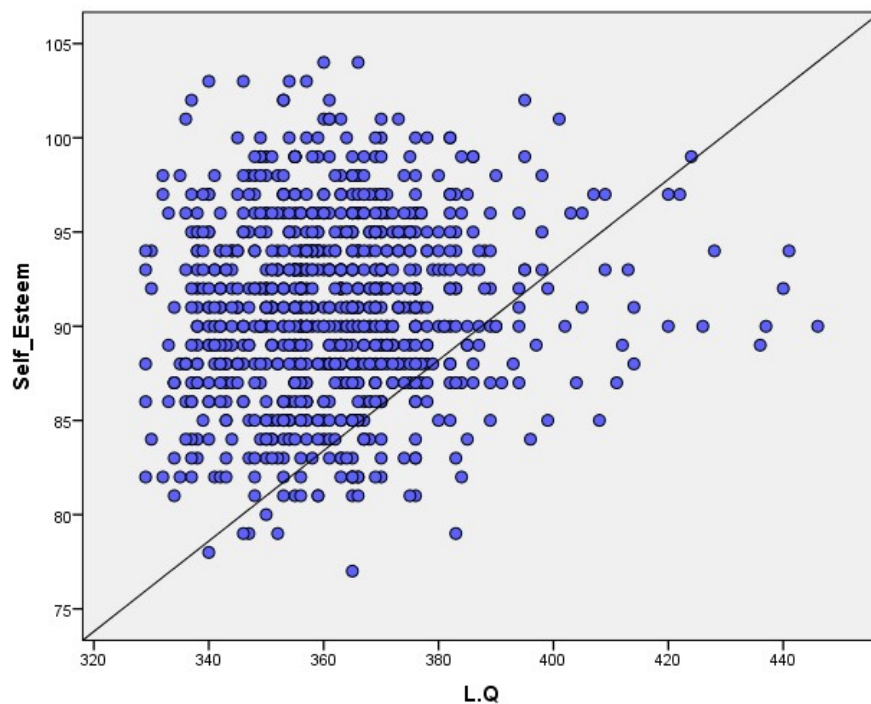


Above table shows that the mean score of government (91.0) and private (90.9) students with S.D. are 4.75 and 4.86 respectively. The calculated 't' value for Self-Esteem is 0.13 which is not significant at 0.05 level. This indicates that there is no significant difference between Self-Esteem among government and private in senior secondary school students. So, the hypothesis "There is no significant difference between in the Government and Private in senior secondary school students on self-esteem" is accepted.

**Table 5. Coefficient Correlation between Leadership Qualities and Self-Esteem  
N=900**

Variables	N (Sample)	"r" Value	Level of Significance
Leadership Qualities	900	0.103**	Significant at 0.01 level
Self Esteem	900		

Table 5.Indicates that the coefficient of correlation between both the variables i.e.leadership qualities and self-esteemof the senior secondary school students obtained was 0.103 which was found significant at 0.01level of significance. This implies that leadership qualities are significantly and positively associated with each other. Therefore, it is quite clear thatas the level of self-esteem increases then leadership qualities among senior secondary school studentsalso increases. So, the “,There is no significant relationship between in the leadership qualities and self-esteemamong senior secondary school students”, is rejected.



### Findings:

- **Differences in Leadership Qualities by Gender:-**

A comparison was made between the mean leadership attributes scores of senior secondary school students who were male (M = 361.83, SD = 17.70) and female (M = 362.21, SD = 16.4).At the 0.05 level, it was determined that the derived t-value (t = 0.33, df= 898) was not significant. This suggests that male and female students do not significantly differ in their leadership qualities. The leadership qualities of both genders are almost equal.



- **Differences in Leadership Qualities by School Type:-**  
Students attending private schools ( $M=357.6$ ,  $SD = 19.3$ ) and those attending government schools ( $M=366.4$ ,  $SD=13.04$ ) had different mean scores. At the 0.05 level, the derived t-value ( $t=7.97$ ,  $df=898$ ) was significant. This indicates that kids' leadership qualities are greatly impacted by their school type (private or public).
- **Differences in Self-Esteem by Gender:-**  
The mean of self-esteem scores of male students ( $M = 90.6$ ,  $SD = 4.73$ ) and female ( $M = 91.2$ ,  $SD = 4.84$ ) students were compared. At the 0.05 level, the derived t-value ( $t = 2.15$ ,  $df = 898$ ) was not significant. This demonstrates that there is no discernible difference in the degree of self-esteem between male and female students.
- **Self-Esteem Variations by School Type-**  
Students attending private schools ( $M = 90.9$ ,  $SD = 4.86$ ) and those attending government schools ( $M=91.0$ ,  $SD=4.75$ ) had similar mean scores. At the 0.05 level, the derived t-value ( $t=0.13$ ,  $df=898$ ) was not significant. This indicates that there is no discernible difference in the degree of self-esteem between kids attending government and private schools.
- **Relationship between Leadership Qualities and Self-Esteem:-**  
It was reported that the correlation coefficient between leadership qualities and self-esteem was found to be substantial and related with each other. ( $r = 0.103$ ,  $p < 0.01$ ).

#### Conclusion:-

- Students in senior secondary school who are male and female do not significantly differ in their leadership qualities.
- Students from private and public schools do not significantly differ in their leadership qualities.
- Students who are male and female do not significantly differ in their levels of self-esteem.
- The Self-Esteem of pupils attending government and private schools does not differ much.
- Leadership Qualities and Self-esteem were found to be non-correlative with each other.

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