

## PERCEIVED ROLE OF BUSINESS SCHOOL IN DEVELOPING LEADERSHIP IN STUDENTS

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### ABSTRACT

Business schools train management graduates to join the industry in managerial positions. Most of the managerial positions require leadership competency and while some of the business schools have leadership development as a course, many assume leadership development among students through their curriculum. While literature supports the need for leadership development among students, there are few studies which explored the role of department and leadership skills in business management students. This paper is based on an empirical study of students of a university based business school and explored the relationship between the perceived role of department, including the faculty, infrastructure, etc. on the leadership skills and potential of the students. The result revealed that there is a significant relationship between the student perceptions of their leadership potential and the role of department, the faculty, the curriculum, etc. This study supports introducing focussed courses in management educate to promote leadership among students.

**KEYWORDS:** Students, Management Education, Leadership, Role of Institution

### INTRODUCTION

Business schools train management graduates to join the industry in managerial positions. Most of the managerial positions require leadership competency and while some of the business schools have leadership development as a course, many assume leadership development among students through their curriculum. Relevant literature published in the areas of student leadership and role of institute in developing leadership skills among the students has been reviewed and this research paper had been started with simple research questions including

- 1a. Does the business school/ management department play an important role in creating future leaders?
- 1b. If yes, which aspects of business school?
- 2a. Do current perception about self on leadership influence perception of future leadership capabilities?
- 2b. If yes, which?
- 3a. Whether student self-perception (current) is influenced by the department?
- 3b. If yes, which attributes of the department?

### LITERATURE REVIEWED

Both the industry and academics acknowledge the importance of developing leadership skills in students during

higher education, especially for students passing out of Business schools. Most of the Business schools offer soft skills courses in general aiming at general leadership development among students, while some of the reputed institutes offer leadership as a separate course. It reflects the sentiment that the business world requires more leaders and the competencies required need to be developed in the business schools so that the management graduates have the required competencies to bring about desired positive changes in the organisation and the society.

Brungardt, C. (1997) suggested that business schools need to enhance student learning by integrating a greater emphasis on the transfer phase of the learning process than by just introducing theory based courses.

Boatman, S. A. (1999) suggested conducting a periodic leadership audit so that the students can assess themselves on the competencies required for leadership in light of the available opportunities in organisations, and the institute can take the lead role in conducting such audits and help the students in their leadership development.

Studying about leadership in the making, Zimmerman-Oster, K., & Burkhardt, J. C. (1999) used action research as a method and proved that leadership can be taught in schools. This research gave impetus to many leadership development programmes in schools, especially those, providing management education.

Elmuti, D., Minnis, William, & Abebe, Michael. (2005) had mentioned that the then leadership education curriculum in business schools is not adequate in many regards and suggested that incorporating multidisciplinary, global-oriented and ethical leadership education is important.

Shertzer, J., Wall, V., Frandsen, A., Guo, Y., & al, et. (2005) had studied different variables affecting student leadership and identified four significant components based on the student perceptions and students' attitude towards leadership. They include "(a) leadership is important to the student, (b) the student considers himself or herself to be a leader, (c) leadership will be important to the student after college, and (d) leaders need to be able to work in teams or groups." The capability of the institute to develop leadership among students would significantly impacted by these student perceptions.

Herman, S. (2007) suggested that it is important for students to identify their own and others' mistakes in judgment, in ethical awareness, in decision making, in managing personnel, in taking leadership and to create from these the teachable moments that lead to authentic learning.

Allen, S. J., & Hartman, N. S. (2009), while studying student preferences, have found out that students had a preference for personalized developmental opportunities over activities designed for general group-oriented development.

Richards, D. (2011) surveyed students to explore how student attitudes compare to those of academics concerning what defines a leader for learning and what competencies and capabilities are considered relevant, and mentioned that considerable differences exist.

Barry Z. Posner. (2009) conducted a longitudinal study and examined changes in students' leadership behaviour and reported significant changes in the frequency of engaging in leadership behaviors from freshman to senior years. They also stated that there are significant differences between students who participated in the leadership development program and those who did not participate in the same, adding to the notion that college can play a significant role in improving the leadership skills of the students.

Amiriazadeh, M., Jaafari, P., Ghourchian, N., & Jowkar, B. (2010) had designed a model for assessing students for their leadership competencies and also the factors that affect the university based on a study using qualitative and quantitative methods. They suggested that the university/ college administrators should rethink their assumptions as some of the key mediating variables like effect of leadership attitude need to be taken cognisance, and the key competencies for leadership are listed as systematic thinking, enabling others, encouraging, inspiring shared vision, etc.

Marcketti, S. B., & Kadolph, S. J. (2010) have analysed understanding of undergraduate students' leadership beliefs, and assessed the course's effectiveness in promoting empowering leadership beliefs, using both quantitative and qualitative methods. They concluded that undergraduates' perceptions of leadership encompass trait and situational perspectives of leadership.

Lizzio, A., Dempster, N., & Neumann, R. (2011) has reported that leadership capacity-building is a key factor in sustainable school improvement, and the leadership contribution of students is an integral part of an authentic distributed conception of school leadership, based on their study of 167 students in an Australian High school.

Mozhgan, A., Parivash, J., Nadergholi, G., & Jowkar, B. (2011) had studied a number of factors that are considered important to develop students as leaders and classified them as individual factors, student experiences and involvement and College environment. This classification is interesting and comprehensive as all dimensions of leadership development are included and practical suggestions for academic institutions are provided.

Richards, D. (2011) opined that most of the leadership studies in higher education do not consider the opinion of the students who are the key stakeholders and suggests that the student attitudes need to be compared with those of academics on what defines a leader and what are the competencies required by the industry. Such inputs can be used in designing the leadership development curriculum for maximum benefit.

Patterson, B. (2012) has quoted different researchers who worked in the area, and concluded that providing education for leadership concentrates on relational skills, and based on assumptions that they can be taught and learned in an academic environment, many colleges and universities conduct leadership education programs.

Peterson, T. O., & Peterson, C. M. (2012) acknowledged that leadership development is a buzz word on most campuses but may not happen naturally just because students go through the management education. This may be because the business schools may not focus on the leadership competencies required by the students and the authors listed eight essential leadership competencies including Builds trust, Takes initiative, Is friendly and considerate, builds team, Stimulates enthusiasm, Delegates authority, Informs about responsibilities and keeps people informed. This research suggests that business schools providing management education have a defined role in developing leadership skills in students.

Identifying the need for measuring student leadership, Posner, B. Z. (2012) had developed an instrument and suggested that the leadership aspects of students need to be captured for effective usage of course curricula for developing leadership among students.

Rosch, D. M., & Caza, A. (2012) posited that all leadership competency scores showed significant increase after training, but suggested that some leadership capacities may be more amenable than others to development through short-term programs. At the same time, they maintained that most competency scores display stronger relationships with each

other after training, suggesting that training fostered a more integrated understanding of leadership.

Ingleton (2013) had studied the impact of leadership education on college students and proposed theoretical model for developing leadership skills in students that are required to create a positive change.

It can be seen that the literature acknowledges a distinct relationship between the variables under study and this paper studies the nature of such relationship between the three main dimensions of business education – the role of students, the role of structure (department) and the role of faculty (teachers) in determining the perceived students' leadership potential as on date and in the future.

## RESEARCH METHODOLOGY

The required data is collected from students studying first year (of a two-year post graduate graduation programme in management) in a state government funded university in India. The data has been collected from a sample of students from three consecutive years to reduce any batch - centric bias that may creep in inadvertently. Also care is taken that the students have completed two terms of the total three terms in the first year, and that they have completed courses like human resource management and organisational behaviour so that they understand the role of leadership in a manager's role in the industry, and also appreciate its relevance in their self-development to fit in their preferred managerial roles. Also care has been taken to include students with interests in all the functional areas offered in the department, and the respondents represent almost equal proportions of males and females.

The data has been collected using a 56 item questionnaire that has been designed to capture various aspects of leadership and the role of faculty and the role of structure (department), etc. Existing scales on student leadership, etc have been studied and relevant items have been added to the scale but none of the existing instruments could be used as given, to answer the research questions.

The data thus obtained has been subjected to analysis using IBM SPSS Statistics version 22.0

### Demographics of the Respondents Included in the Study

Age of majority ((Table 1) of the respondents is between 21 and 23 years. Students complete a minimum of fifteen years of education prior to gaining an admission in any of the post-graduation courses in the university. A few students work in some organisation before taking admission into the MBA course, as work experience can add value to the learning derived in the class. Hence the following distribution of the students is appropriate.

**Table 1: Distribution of Respondents by their Age**

|              |              | Frequency | Percent      | Valid Percent | Cumulative Percent |
|--------------|--------------|-----------|--------------|---------------|--------------------|
| Valid        | 20           | 6         | 6.2          | 6.3           | 6.3                |
|              | 21           | 21        | 21.6         | 22.1          | 28.4               |
|              | 22           | 27        | 27.8         | 28.4          | 56.8               |
|              | 23           | 31        | 32.0         | 32.6          | 89.5               |
|              | 24           | 7         | 7.2          | 7.4           | 96.8               |
|              | 25           | 2         | 2.1          | 2.1           | 98.9               |
|              | 26           | 1         | 1.0          | 1.1           | 100.0              |
|              | <b>Total</b> | <b>95</b> | <b>97.9</b>  | <b>100.0</b>  |                    |
| Missing      | System       | 2         | 2.1          |               |                    |
| <b>Total</b> |              | <b>97</b> | <b>100.0</b> |               |                    |

The respondents are equally divided, as far as their gender is concerned (Table 2). This is representative of the student population in the university and current trends in higher education in general. In some subject areas, female population of students is more than the male population but in the management course, it has been observed that the male female ratio has recently stabilised around 50% each. This statistic suggests that the chosen sample can be considered representative of the total population.

**Table 2: Distribution of Respondents by their Sex**

|              |              | Frequency | Percent      | Valid Percent | Cumulative Percent |
|--------------|--------------|-----------|--------------|---------------|--------------------|
| <b>Valid</b> | Male         | 43        | 44.3         | 48.9          | 48.9               |
|              | Female       | 43        | 44.3         | 48.9          | 97.7               |
|              | 3            | 2         | 2.1          | 2.3           | 100.0              |
|              | <b>Total</b> | <b>88</b> | <b>90.7</b>  | <b>100.0</b>  |                    |
| Missing      | System       | 9         | 9.3          |               |                    |
| <b>Total</b> |              | <b>97</b> | <b>100.0</b> |               |                    |

Qualification at the under-graduate level can vary, as there is no bar on the kind of courses opted at that level, to gain admission into the management programme in universities in India in general. However, management education providing institutes would like to have a proper mix of students who have different subject areas at their under-graduation. The university department used for data collection, has a system of grouping students with approximately equal representation of different educational backgrounds, with a conscious effort at encouraging diversity in the group leading to development of broader perspective of thinking and analysis. From the following table, it can be understood that the respondent is drawn from varied educational backgrounds, with commerce students relatively more in number, which is also true of the total population of students taking admission into management programme across the years.

**Table 3: Distribution of Respondents by their Basic Degree**

|              |               | Frequency | Percent      | Valid Percent | Cumulative Percent |
|--------------|---------------|-----------|--------------|---------------|--------------------|
| <b>Valid</b> | BA (Arts)     | 1         | 1.0          | 1.1           | 1.1                |
|              | BSc (Science) | 7         | 7.2          | 7.7           | 8.8                |
|              | B.Commerce    | 32        | 33.0         | 35.2          | 44.0               |
|              | Computers     | 6         | 6.2          | 6.6           | 50.5               |
|              | engineering   | 6         | 6.2          | 6.6           | 57.1               |
|              | any other     | 39        | 40.2         | 42.9          | 100.0              |
|              | <b>Total</b>  | <b>91</b> | <b>93.8</b>  | <b>100.0</b>  |                    |
| Missing      | System        | 6         | 6.2          |               |                    |
| <b>Total</b> |               | <b>97</b> | <b>100.0</b> |               |                    |

Students choose from the electives offered by the institute based on the area of their interest and perceived job prospects (Table 4). Traditionally Marketing was a preferred area of specialisation as the field is considered to be lucrative and availability of jobs was more. Also, till recent times, HR was considered to be a preferred area of interest only to girls. However, the author noticed significant changes in the preferred areas of specialisation, with each competing with the other in terms of numbers of enrolment. The data sample showed a slightly more number of students with interests in finance, compared to both the marketing and HR disciplines. Even then, as there are a good number of students included with areas of interest in all the three offered by the university, the researchers conclude that the opinions expressed by these students can be taken as representative of the whole population of students.

**Table 4: Distribution of Respondents by their Area of specialisation**

|              |              | Frequency | Percent      | Valid Percent | Cumulative Percent |
|--------------|--------------|-----------|--------------|---------------|--------------------|
| <b>Valid</b> | marketing    | 25        | 25.8         | 26.0          | 26.0               |
|              |              |           |              |               |                    |
|              | HR           | 25        | 25.8         | 26.0          | 52.1               |
|              | finance      | 45        | 46.4         | 46.9          | 99.0               |
|              | any other    | 1         | 1.0          | 1.0           | 100.0              |
|              | <b>Total</b> | <b>96</b> | <b>99.0</b>  | <b>100.0</b>  |                    |
| Missing      | System       | 1         | 1.0          |               |                    |
| <b>Total</b> |              | <b>97</b> | <b>100.0</b> |               |                    |

### Data Analysis

All the items in the scale are subjected to reliability analysis and a high score of Cronbach's Alpha (0.948) has been returned, suggesting that the instrument used has been able to capture the scores on different variables as defined by the researchers. A total of 95 respondents have been included in the final analysis, after checking the filled in questionnaires for completeness, etc. A KMO and Bartlett's Test (table 5) has been conducted to check for sampling adequacy and a score of 0.785 is returned, which is much higher than the minimum recommended score of 0.6 for research in social sciences.

**Table 5: KMO and Bartlett's Test**

| <b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b> |                    | <b>.785</b> |
|---|--------------------|-------------|
| Bartlett's Test of Sphericity                           | Approx. Chi-Square | 1322.982    |
|   | Df                 | 378         |
|   | Sig.               | .000        |

### Factor Analysis

Once the instrument validity and sampling adequacy are established, the data obtained from the sample has been reduced into factors using Factor Analysis (table 6). The items that were not loading on any of the factors have been removed and the remaining items were further subjected to factor analysis, using Principal component analysis and varimax rotation. The data got reduced into seven factors that converged in six rotations. The factor scores thus obtained have been added to the data sheet and used for further analysis.

**Table 6: Rotated Component Matrix<sup>a</sup>**

|                                      | <b>Component</b> |          |          |          |          |          |          |
|--------------------------------------|------------------|----------|----------|----------|----------|----------|----------|
|                                      | <b>1</b>         | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> |
| Dept assists participation           | .840             |          |          |          |          |          |          |
| Dept promotes choice                 | .835             |          |          |          |          |          |          |
| Dept changes learners                | .832             |          |          |          |          |          |          |
| Faculty role depends on student need | .826             |          |          |          |          |          |          |
| Dept provides flexibility            | .817             |          |          |          |          |          |          |
| Interactive learning                 | .792             |          |          |          |          |          |          |
| Infrastructure convenient            | .643             |          |          |          |          |          |          |
| Try to achieve goals                 |                  | .833     |          |          |          |          |          |
| Enthused about work                  |                  | .797     |          |          |          |          |          |
| Enjoy success                        |                  | .779     |          |          |          |          |          |

|   |  |      |      |      |      |      |      |
|---|--|------|------|------|------|------|------|
| Work on project till complete                       |  | .770 |      |      |      |      |      |
| Proficient in work                                  |  | .720 |      |      |      |      |      |
| Achiever  |  | .681 |      |      |      |      |      |
| Share info  |  |      | .847 |      |      |      |      |
| Community oriented                                  |  |      | .716 |      | .323 |      |      |
| Willingly listen                                    |  |      | .710 |      |      |      |      |
| Use tact  |  |      | .617 |      |      |      |      |
| People accept me leader                             |  |      |      | .868 |      |      |      |
| Look up for advice                                  |  |      |      | .737 |      |      |      |
| Lead group disc                                     |  |      |      | .729 |      |      |      |
| Willing to take charge                              |  |      |      | .563 |      |      | .333 |
| Develop interest in people                          |  |      |      |      | .807 |      |      |
| Enjoy meeting new people                            |  |      |      |      | .768 |      |      |
| Consider myself intelligent                         |  |      |      |      | .564 |      |      |
| Understand people have feelings                     |  |      |      |      |      | .800 |      |
| am empathetic                                       |  |      |      |      |      | .794 |      |
| Friends helped in my leadership                     |  |      |      |      |      |      | .888 |
| will be leader in 5 yrs                             |  |      |      |      |      |      | .512 |
| Extraction Method: Principal Component Analysis.    |  |      |      |      |      |      |      |
| Rotation Method: Varimax with Kaiser Normalization. |  |      |      |      |      |      |      |
| a. Rotation converged in 6 iterations.              |  |      |      |      |      |      |      |

It can be seen that most of the factor loadings are more than 0.5 and the items that are factored together are classified into one and the factors are named thus

- **Role of Department in Developing Leadership:** It can be seen that all the items that described the role of department have been grouped together and this factor has been named as “Role of Department in developing leadership”.
- **Work and Result Orientation of Students:** Whatever the perceived role of department, the students seem to give importance to some of the work related attitudes as a distinct factor that contributed to the student leadership during the course and also that defines their future leadership potential, etc. Hence the items that reflect these attributes of students are named as “Work and result orientation of students”
- **Acceptance of Others as Leader:** From the old days, leadership is said to exist only when others accept the leadership. Leader-member exchange is a well-researched phenomenon and the related items loading on this factor are together named as “Acceptance of others as leader”
- **People Orientation:** the items that assessed their orientation towards their peers, their willingness to share information, to listen, to due tact where required, etc are all named together as ‘people orientation’
- While people orientation was about giving time to people and listening to them, “Developing interest in others, meeting new people and intelligence” are seemingly unrelated terms, what seems to be a significant aspect is that the respondents consider the **role of meeting people & developing an interest in them** (towards anything that may significantly impact them).

- **Empathy and Understanding** are considered to be a factor distinctly different from the above two factors. As they are considered to be having an important role on leadership potential, it may be worth studying the importance of this factor in students' perceived leadership aspect.
- **Role of Friends in Developing Leadership Potential:** With a lot of emphasis on group work in the management curriculum taught at the university, friends are perceived to have a significant role on developing leadership potential among students.

## ANOVA

After factor analysis, Anova (Analysis of Variance) has been done (table 7) between the select variables under study and the factors thus reduced, so that meaningful statistical relationships can be identified between them

ANOVA has been calculated to check statistically significant relationships between the factors and important aspects of student leadership, the data given in the following table.

Anova between select variables and the factors identified:

- Role of Department in developing leadership skills in the students: Anova with current leadership perceived among students and the future leadership potential which is surprising and contrary to the popular belief. However, it is significantly related to the role of faculty members in development of leadership skills in students, and working with friends in the department helped improve leadership skills among students and also with the statement "MBA helped in developing leadership among students". This only substantiates that the structure (department) defines the role of faculty and also makes attempts to ensure systems that aim at promoting leadership among students, and also enables students' working in groups, etc but the students do not necessarily believe it helps in refining their current leadership and future leadership potential.
- Work and result orientation of students: varies significantly with future leadership potential of students. This suggests that the students perceive a distinct contribution of their own attitudes to work and result orientation can define their future leadership potential.
- Acceptance of others as leader: significantly varies only with students' current leadership status, and not with their future leadership potential. This observation is interesting because students do not seem to accept their current leadership status among peers as an influencer in their future leadership potential.
- People orientation of students: significantly varies with both their current leadership and future leadership potential. This observation suggests that all students believe that people orientation is an important aspect of leadership that cannot be ignored.
- Developing interest in others, meeting new people and intelligence: As discussed earlier, the seemingly not very related aspects got grouped together in factor analysis. For the sake of appreciating the relevance, all the three items defining characteristics are retained as one factor. It is interesting to note that taken together they have a significant relationship with both current leadership and future leadership potential, and also with the perceived role of MBA course in developing leadership skills in them. This suggests that role the MBA department has a role in establishing relationships with new people and and defines what kind of leader a manage may become.



- Empathy and Understanding: are essential for good leadership. However, the students seem to understand their relevance only and its variance with only the future leadership is statistically significant.
- Role of friends in developing leadership skills among students varies significantly with all aspects of leadership considered in the study. This shows that students consider the role of peers as most significant aspect in determining leadership in them.

Table 7: Analysis of Variance

| Sig  | Current Leadership Perceived | Future Leadership Potential | MBA helped in Developing Leadership | Role of Faculty Members in Developing Leadership Skills | Working with Friends in the Department Helped Improve Leadership |
|--|------------------------------|-----------------------------|-------------------------------------|---|--|
| role of department in developing leadership                        | .857                         | .128                        | .000                                | .000  | .056   |
| work and result orientation of students                            | .363                         | .020                        | .110                                | .124  | .207   |
| acceptance of others as leader                                     | .000                         | .198                        | .500                                | .155  | .094   |
| people orientation   | .002                         | .035                        | .017                                | .555  | .439   |
| developing interest in others, meeting new people and intelligence | .002                         | .001                        | .002                                | .068  | .288   |
| empathy and understanding  | .973                         | .044                        | .873                                | .389  | .396   |
| Role of friends in developing leadership potential                 | .021                         | .000                        | .000                                | .003  | .000   |

### Regression Analysis

Regression analysis is used to establish the causal relationship between different variables. As the objective of this paper is to establish the relationship between student leadership and different factors in the business school, regression analysis has been done,

- Taking dependent variable as “**I am sure I will be in a leadership position in the next five years**” and all the factors reduced as independent variables that are studied together, it was observed that the regression model explains the relationship with an  $R^2$  of 0.58 (table 8). Though this score is not considered very high, it can be considered adequate in social sciences. Also the Anova shows a statistical significance, as given in the following tables.

**Table 8: Model Summary**

| Model  | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|--|-------------------|----------|-------------------|----------------------------|
| 1  | .765 <sup>a</sup> | .586     | .547              | .545                       |
| a. Predictors: (Constant), Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership |                   |          |                   |                            |

**Table 9: ANOVA<sup>a</sup>**

| Model  |              | Sum of Squares | Df        | Mean Square | F      | Sig.              |
|--|--------------|----------------|-----------|-------------|--------|-------------------|
| 1  | Regression   | 31.867         | 7         | 4.552       | 15.343 | .000 <sup>b</sup> |
|  | Residual     | 22.550         | 76        | .297        |        |                   |
|  | <b>Total</b> | <b>54.417</b>  | <b>83</b> |             |        |                   |
| a. Dependent Variable: i am sure i will be in a leadership in the next five years  |              |                |           |             |        |                   |
| b. Predictors: (Constant), Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership |              |                |           |             |        |                   |

- Taking dependent Variable as “As of now, I have a very good leadership potential” which reflects a student’s perceived current leadership potential, it is regressed with all the factor scores taken together, the model returned is statistically significant, though R<sup>2</sup> is comparatively low.

**Table 10: Model Summary**

| Model  | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|--|-------------------|----------|-------------------|----------------------------|
| 1  | .639 <sup>a</sup> | .408     | .354              | .791                       |
| a. Predictors: (Constant), Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership |                   |          |                   |                            |

**Table 11: ANOVA<sup>a</sup>**

| Model  |              | Sum of Squares | df        | Mean Square | F     | Sig.              |
|--|--------------|----------------|-----------|-------------|-------|-------------------|
| 1  | Regression   | 32.803         | 7         | 4.686       | 7.495 | .000 <sup>b</sup> |
|  | Residual     | 47.518         | 76        | .625        |       |                   |
|  | <b>Total</b> | <b>80.321</b>  | <b>83</b> |             |       |                   |
| a. Dependent Variable: as of now, i think i have a very good leadership potential  |              |                |           |             |       |                   |
| b. Predictors: (Constant), Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership |              |                |           |             |       |                   |

- **Importance of learning leadership in a student’s life**, when regressed again with the different factors studied, Anova is statistically significant, establishing the possibility of a causal relationship between the importance a student gives to leadership defines their perceived potential to lead.

Table 12: Model Summary

| Model  | R                 | R Square | Adjusted R Square | Std. Error Of The Estimate |
|--|-------------------|----------|-------------------|----------------------------|
| 1  | .559 <sup>a</sup> | .312     | .249              | .818                       |
| a. Predictors: (Constant), Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership |                   |          |                   |                            |

Table 13: ANOVA<sup>a</sup>

| Model  |              | Sum of Squares | df        | Mean Square | F     | Sig.              |
|--|--------------|----------------|-----------|-------------|-------|-------------------|
| 1  | Regression   | 23.104         | 7         | 3.301       | 4.933 | .000 <sup>b</sup> |
|  | Residual     | 50.848         | 76        | .669        |       |                   |
|  | <b>Total</b> | <b>73.952</b>  | <b>83</b> |             |       |                   |
| a. Dependent Variable: leadership plays a very important role in my life   |              |                |           |             |       |                   |
| b. Predictors: (Constant), Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership |              |                |           |             |       |                   |

Once the causal relationship between the three dependent factors have been established as above, coefficients of regression between these variables and independent factors have been calculated so that the causal relationship between the factor studied and the dimension can be established. The three important aspects under study – perceived current leadership status, future leadership potential and the importance of leadership in a student's life are regressed with all the seven factors. From the following table, it can be seen that Future leadership potential is impacted by people orientation, acceptance of others, meeting new people and role of friends in developing leadership. It is very interesting to note that current leadership potential, on the other hand, when regressed with the same factors, all factors including the department, seem to have a role in determining the same, except meeting new people. Again, the importance of leadership seems to be a resultant of their work and result orientation, people orientation, their ability to meet people, and an ability to have empathy and understanding.

Table 14: Regression Co-Efficients

| Model |  | Future Leadership Potential | Current leadership Potential | Importance of Leadership |
|-------|--|-----------------------------|------------------------------|--------------------------|
| 1     | (Constant)   | .000                        | .000                         | .000                     |
|       | role of department in developing leadership                        | .833                        | .002                         | .401                     |
|       | work and result orientation of students                            | .407                        | .001                         | .053                     |
|       | acceptance of others as leader                                     | .003                        | .008                         | .777                     |
|       | people orientation   | .000                        | .000                         | .033                     |
|       | developing interest in others, meeting new people and intelligence | .001                        | .211                         | .001                     |
|       | empathy and understanding  | .726                        | .002                         | .002                     |
|       | Role of friends in developing leadership potential                 | .004                        | .000                         | .202                     |

## DISCUSSIONS

The relationship between the variables impacting students' leadership and the various contributing factors, viz., factors which are student related and those reflecting the role of department have been discussed in detail. It is observed that some variables have a much more significant role on student leadership (for example, the role of friends has statistically significant relationship with all the variables under study), while some have significant relationship with only one or two variables (for example, the work and result orientation perceived among studies has a statistically significant relationship with only future leadership potential of students and not with other dimensions including perceived current leadership status.)

### Scope for Future Research

This research has contributed to the understanding of student leadership literature by exploring the core contributing factors and their interrelationships. However, this study has been done on management students of a particular institution and the study is worth being repeated in a cross section of management institutes and other professional colleges, so that the results obtained are more generalizable. Also if large sample studies are conducted, inter-differences between students with different areas of interest can be explored. Also it may be worth studying the impact of the background education of the students on their perception towards leadership in general and the importance of developing leadership in themselves in particular. Also traditionally in countries like India, leadership is still considered a man's forte and it may be worth exploring the gender differences in the student perception of leadership in graduates who are being trained to be leaders.

## CONCLUSIONS

This research article stated three questions as research questions in the beginning. An attempt to obtain answers for the same has been presented in the data analysis presented. The significance of this research paper lies in the fact that the inter-relationships between the variables under study are explored and meaningful explanations obtained. To explicitly answer the same, the business school/ management department seems to play an important role in creating future leaders, especially factors like the role of faculty and the provision of facilities for working with friends, etc have found to have a significant impact on creating future leaders. Also it has been noticed that current leadership among students will be impacted by a combination of aspects like Role of friends in developing leadership potential, empathy and understanding, developing interest in others, meeting new people and intelligence, people orientation, acceptance of others as leader, work and result orientation of students, role of department in developing leadership, thus suggesting that the second research question has been explored and discussed in detail. It is surprising to note that the current leadership of students has a statistically significant relationship with the role of department in building leadership among students, students seem to relate their future leadership potential to factors other than the role of department. Also there is no relationship found between the importance a student attaches to leadership and the perceived role of department in affecting leadership potential of students. This reflects students' perception that the management institute may have a limited role in what students bring with themselves (their attitudes, etc) and also the future, but the current leadership skills of students are honed by the various initiatives in the institute. Thus, this study can be considered making an important contribution to the literature in the area of studying student leadership and different aspects affecting the same.

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