

## Democratic Values and Leadership Skills Among Students at Higher Level

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### **Abstract**

*Today educational institutions are providing democratic environments which foster civic engagement among students. On the other hand, the educational system also leverages society. The required competencies for democratic values and leadership do not generate spontaneously in students. Training democratic values and leadership skills means preparing students who will sustain and build democratic world for the future. Therefore democratic values and leadership skills should be the part of the teaching learning process. Students should learn tolerance and also take responsibility to fight against injustice. This study made an attempt to compare democratic values and leadership skills of students belonging to B.Ed. and M.B.A. courses respectively. 70 students were selected as the sample of the study. Result reveals that MBA students have exhibited more democratic values in comparison to B.Ed. students while the students of both streams have relative leadership skills.*

### **Introduction**

Educational Institutions are the hub where educationists make an effort to shape the future generation. Here teachers strive to inculcate the democratic beliefs that make a model society where citizens can involve in democratic decision making, expression of speech. They can avail equal opportunities and social justice. To achieve the vision of the utopian society teachers have a pivotal role to transform the pattern of teaching and learning. They do fairly regardless of subject and discipline. However, democratic values perceived as the way of civilization can only be achieved by effective education.

Democratic values are essential for the attainment of democratic standards because democracy can only endure when learners do practice democratic culture in their regular routine. The teacher should take responsibility for what content will be taught and what pedagogy should be put into practices to attain democratic values. Because good citizenship alive with people who have adopted culture to live with democratic values. The institutional ecosystem interlaced with democratic culture has led many societies to live in harmony.

As stated by Doğanay (2009), development and sustainability of democracy are connected with citizenship. Democratic values are generally connected with various phenomena for example culture, politics, socio-economic status, religion and ethnic diversity. The study of Canetti-Nisim (2004) focused on the relationship between authoritarianism and democratic values and revealed that authoritarianism is associated with democratic values. Democracy requires good leadership to accomplish a shared goal for any complex social system (Keohane, 2016).

Leader is a spokesperson of sharing thoughts who has prevision, virtue, morality, unity and fairness. Planning, preparation and execution of any action is the most important leadership skill. The leader is accountable to coordinate and control the entire set up. Conflicts and differences do scale at the lower level and resolve by highest authority. The highest authority makes it possible through leadership skills.

Leadership involves managerial aptitude as well as authoritative approach to motivate a group of people toward a common goal. To perform good leadership, a leader is able to communicate well, engage in critical

thinking, lead groups in problem solving and planning, and able to structure goals and objectives for the group (Feldhausen & Pleiss, 1994). Leadership is a behaviour that involves a set of skills which are necessary to lead a particular task and develop a collaborative working culture. The leadership skills acquired and be shaped through practice in democratic environment. Student leadership can foster by giving them opportunities to practice a range of leadership skills in a positive learning environment where "successes" and "errors" are refined and reviewed (Bisland, 2004). Here, democratic ideals such as equality, freedom, justice are implanted in individuals through teaching and learning.

Democratic values cultivate leadership skills and teachers are the ultimate instrument of this transformation. Teachers have a responsibility to teach values as the way of life so that democratic values can be flourished. The necessary democratic values for building leadership do not develop automatically in children. These values can be acquired through rigorous practices through learning. But to some extent, many students have the practical experience of a leadership role in their daily lives through interactions with families, peers, and community organizations. From this point of view, this study intended to enrich and expand scholarly reflections on democratic values and leadership skills as regards considering the association between them, thereby deepening our understanding of leadership. In this context, teachers should undertake this responsibility and facilitate class-room practices to develop democratic values among students. If democratic values come in reality across the learning ecosystem then students secure leadership skills naturally themselves. Hence, it would be wise to answer what democratic values and leadership skills among students are learning themselves regardless of their curriculum and teaching practices. The questions that guided the research were twofold: what is the level of democratic values and leadership skills among students at a higher level. Does the nature of curriculum nurture the same democratic values and leadership skills among students at a higher level. Therefore, the researchers have designed this study to investigate the difference in democratic skills and leadership skills among B.Ed. and M.B.A. students.

### **Objectives**

In order to find out the answers of above mentioned research questions, the following objectives are framed as below:

1. To compare the democratic values among B.Ed. and M.B.A. students.
2. To compare the leadership skills among B.Ed. and M.B.A. students.

### **Hypothesis**

Following null hypothesis are framed to achieve the objectives:

1. There will be no significant difference in democratic values among B.Ed. and M.B.A. students.
2. There will be no significant difference in leadership skills among B.Ed. and M.B.A. students.

### **Research Design**

This study was framed according to the design given below:

### **Research method**

According to the nature of the study, the researcher has employed a descriptive survey research method.

### **Selection of the Sample**

The sample is selected through a simple random sampling method and total 70 students are selected, 35 from each department (B.Ed. and M.B.A.) of Mahatma Jyotiba Phule Rohilkhand University, Bareilly.

### Instruments

Self-developed democratic value scale is used for measuring the democratic values among B.Ed. and M.B.A. Students. This scale comprises a total 20 items. The minimum range of this scale is 20 and maximum range is 100. Cronbach's alpha reliability for this scale is 0.76 and content validity is 0.82.

Self-developed leadership skills scale is used for exploring the leadership skills among B.Ed. and M.B.A. Students. This scale is a 5-point scale and consists of 18 items. The minimum range of this scale is 18 and maximum range of this scale is 90. Cronbach's alpha reliability is measured as 0.79 and content validity is 0.81.

### Statistical techniques

Researchers have used Mean, Standard deviation and t-test as statistical techniques to analyse the collected data.

### Results and Discussion

**Table 1.Exhibiting Difference in Democratic Values among B.Ed. and M.B.A. Students**

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>t-value</i>
<i>B.Ed. Students</i>	35	57.8	5.35	5.17*
<i>M.B.A. Students</i>	35	72.74	7.39	

\*Significant at 0.05 level

Table-1 presents the difference in democratic values among B.Ed. and M.B.A. students. The calculated t-value is 5.17 which is significant at 0.05 level. Therefore, the null hypothesis that “There will be no significant difference in democratic values among B.Ed. and M.B.A. students” is rejected. Thus, the result reveals that there exists significant difference in democratic values among B.Ed. and M.B.A. students. It shows the mean value of Democratic values for B.Ed. students is 57.8 while for M.B.A. students is 72.74. Therefore, students belonging to M.B.A. course possess more democratic values in comparison to students belonging to B.Ed. course. The reason behind it may be that M.B.A. students work with groups for assignments, projects etc. They work to achieve shared goals that generate tolerance, brotherhood, cooperation, permissiveness, acceptance, kindness and compassion. These opportunities may develop these democratic values among them. Whereas B.Ed. students are still availing traditional learning environments and they have no opportunity to access innovative learning approaches which may be delimited to develop democratic values. MBA students are studying in semester courses and curriculum contains leadership and management components that may be the reason to enhance democratic and leadership skills among them. And democratic values are successful conditions for the development of the civic responsibilities.

**Table 2.Exhibiting Difference in Leadership Skills among B.Ed. and M.B.A. Students**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-value</b>
B.Ed.	35	63.45	8.77	0.96

M.B.A.	35	63.37	5.97	
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Table-2 presents the difference in Leadership skills among B.Ed. and M.B.A. The calculated t-value is 0.96 which is insignificant at 0.05 level. The mean value of leadership skills for B.Ed. students is 63.45 while for M.B.A. students is 63.37. Therefore, the null hypothesis that “There will be no significant difference in leadership skills among B.Ed. and M.B.A. students” is accepted. It reveals that leadership skills are equal among B.Ed. and M.B.A. students. It may be due to the content of the curriculum. Students from both streams learn leadership skills from various perspectives. M.B.A. students learn leadership skills in organizational perspective whereas students belonging to B.Ed. course learn these skills from preceding time, but purpose of learning these skills is the betterment of civic engagement. It may be predicted that curriculum contributes a significant role for developing leadership skills. Therefore, it may be concluded that the students of both faculties have similar leadership skills. Hay & Dempster (1995) suggested that leadership skills can be enhanced sequentially so that learners can be more skilled in project planning; team management, problem solving, conflict resolution, goal

## Conclusion

Democracy envisions a citizenship committed to democratic values such as liberty, equality, freedom of expression, tolerance of diversity and due process of law. In any institution, to sustain democracy, it requires that all learners should participate actively in co- curricular activities along with regular curriculum. Schools and colleges are the places where students learn about democratic values. On the basis of the findings, it can be concluded that democratic values differ among students from different streams. Therefore, the academic background of the students is important in the advent of democratic values. Democratic values are connected with leadership skills. Students enhance abilities and understanding through their curriculum as well as environment. Curriculum and learning ecosystem contributes a significant role in the development of various aspects of personality. So, it is required that curriculum should be enshrined with holistic values. So that youth may develop a sense of civic responsibilities and reflect pro-social behavior also. Because democratic values as well as prosocial behavior is answerable for leadership skills. Leadership has two folded forms one is an outcome and another is an action on behaviour, but the major influence on leadership is from personal experiences and self-evaluations. Both of these are used by individuals to achieve new skills of personal leadership (Boccia & Ackerman, 1997; Feldhausen & Pleiss, 1994). Facilitating students' leadership development directly and indirectly helps communities, societies, industries and nations . Democratic values and leadership skills have to be nurtured and should be a goal of the education system.

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