

A Study on Leadership Style in Relation to Responsibility of Higher Secondary Students

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Abstract

The present study aimed to examine the relationship between leadership style and responsibility among higher secondary students. Leadership style plays an important role in shaping students' behaviour, decision-making ability, social adjustment, and sense of accountability in both academic and personal life. Responsibility is considered one of the essential qualities required for students to become disciplined, confident, and socially committed individuals. The study was conducted using the survey method among higher secondary students studying in different schools. A sample of 304 students was selected through a simple random sampling technique. The investigator standardized tools were used to measure Leadership Style Questionnaire (LSQ) by Elena Bruni, Laura Cortellazzo, Sara bonesso and Fabrizio Gerli (2017) and Responsibility Scale (RS) by Dr. N. S. Chauhan and D. N. Arora (1995) constructed and validated for collecting details of higher secondary students. In addition to this, the investigator constructed a Personal Data Sheet. The collected data were analysed using appropriate statistical techniques such as mean, standard deviation, t-test, F test and correlation analysis. The findings of the study revealed that higher secondary students possessed a moderate level of leadership style and responsibility. The study also found a positive and significant relationship between leadership style and responsibility among higher secondary students. Students with better leadership qualities were found to show a higher sense of responsibility in academic and social activities. The study further indicated that leadership development among students can improve responsible behaviour and contribute to their overall personality development. The findings of the study may help teachers, parents, and educational institutions to organize leadership-oriented activities for developing responsibility among students.

Keywords: Leadership Style; Responsibility; Higher Secondary Students; Student Leadership; Personality Development; School Education; Behavioural Development; Educational Psychology

1. Introduction

Education is not only concerned with academic achievement but also with the development of personality, leadership qualities, moral values, and responsible behaviour among students. In the present educational scenario, leadership style has become an essential quality for students to face social, academic, and professional challenges effectively. Leadership helps students develop confidence, communication skills, decision-making ability, teamwork, and problem-solving capacity. It also enables them to guide others positively and participate actively in school and community activities.

Responsibility is another important characteristic that contributes to the holistic development of students. Responsible students tend to complete their duties sincerely, respect rules and regulations, and show accountability in their actions. Higher secondary education is a crucial stage in students' lives because they experience emotional, social, and academic changes during this period. Developing leadership qualities at this stage may help students become more responsible individuals in society.

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The relationship between leadership style and responsibility is significant because effective leadership often promotes discipline, commitment, and accountability. Students with positive leadership qualities may demonstrate better responsibility in academic tasks, interpersonal relationships, and social participation. Therefore, the present study attempts to examine the relationship between leadership style and responsibility among higher secondary students.

2. Need and Significance of the study

The present study on "Leadership Style in Relation to Responsibility of Higher Secondary Students" is important because leadership and responsibility are essential qualities for the overall development of students. In today's rapidly changing society, students are expected to become confident leaders who can make sound decisions and take responsibility for their actions. Schools play a vital role in nurturing these qualities through academic and co-curricular activities.

Higher secondary education is a crucial stage where students develop their personality, values, and social skills. Understanding the relationship between leadership style and responsibility can help educators identify factors that promote responsible behaviour and effective leadership among students. Students with strong leadership qualities are often more accountable, disciplined, and capable of working collaboratively with others.

The findings of this study will be beneficial to teachers, parents, school administrators, and policymakers. Teachers can design classroom activities that encourage leadership and responsibility, while parents can support the development of these qualities at home. School administrators can organize leadership training programmes, student councils, and community service activities to strengthen responsible behaviour.

Furthermore, the study will contribute to the existing body of educational research by providing insights into the relationship between leadership style and responsibility among higher secondary students. It may also serve as a reference for future researchers who wish to explore similar topics. Ultimately, the study emphasizes the importance of developing leadership skills and responsibility to prepare students to become responsible citizens and effective future leaders.

3. Statement of the problem

The present study is entitled "A Study on Leadership Style in Relation to Responsibility of Higher Secondary Students." It aims to investigate the level of leadership style and responsibility among higher secondary students and to examine the relationship between these two variables. The study also seeks to determine whether significant differences exist in leadership style and responsibility with respect to selected demographic variables such as gender, locality, and type of school. The findings are expected to provide valuable insights for educators, parents, and policymakers in promoting leadership qualities and responsible behaviour among higher secondary students, thereby contributing to their overall personality development and academic success.

4. Review of Related Literature:

4.1. International Studies:

- **Bandura (2016)** study on social learning highlighted that students learn leadership and responsibility through observation, modelling, and interaction with peers and teachers.
- **Kouzes and Posner (2017)** found that leadership practices among adolescents positively influenced teamwork, commitment, and responsible behaviour in educational settings.
- **Northouse (2018)** explained that leadership is a process through which individuals influence others to achieve common goals. The study emphasized that effective leadership promotes responsibility and accountability.
- **Leithwood and Jantzi (2019)** reported that transformational leadership contributes to positive behavioural outcomes and increased responsibility among students.
- **Darling-Hammond (2020)** emphasized that leadership opportunities in schools improve students' confidence, participation, and responsible decision-making.
- **Hickey, Flaherty, and McNamara (2022)** this scoping review analysed 39 empirical studies on distributed leadership in post-primary schools. The findings indicated that shared leadership practices improve school culture, collaboration, and student participation, thereby encouraging responsible behaviour among learners.

4.2. Indian Studies:

- **Patel (2018)** investigated leadership development programmes in schools and found that participation in group activities improved students' leadership skills and sense of responsibility.
- **Sharma and Gupta (2019)** conducted a study on leadership qualities among secondary school students in Delhi. The study found that students with better leadership abilities showed higher confidence, communication skills, and responsibility in academic activities.
- **R. Indra and F. Deepa (2019)** conducted a study on leadership style among higher secondary students in Thiruvannamalai District using the normative survey method. The study revealed that leadership qualities are essential for students' personality development and effective participation in school activities. It also emphasized the need to promote leadership skills through educational programmes. *IER Journal*
- **Rani (2020)** studied responsibility behaviour among higher secondary students in Tamil Nadu. The findings revealed that responsible students showed better academic adjustment and interpersonal relationships.
- **Arora and Awasthi (2021)** explored leadership practices in a government secondary school in Delhi. The study found that effective leadership promotes accountability, decision-making, and responsible behaviour among students and school members, highlighting the importance of leadership in educational settings. *Sage Journals*.
- **Kumar and Singh (2021)** examined the relationship between leadership behaviour and social responsibility among adolescents. The study identified a positive correlation between leadership qualities and responsible behaviour.
- **Mehta and Joshi (2022)** studied the influence of school environment on leadership style among higher secondary students. The study reported that supportive school environments encouraged responsible leadership behaviour.

4.3. Gaps Identified:

- Most studies focused separately on leadership style or responsibility rather than studying both variables together.
- Limited studies have been conducted among higher secondary students in the Indian educational context.
- Few studies examined the relationship between leadership style and responsibility specifically in school settings.
- There is a lack of comparative studies based on demographic variables such as gender, locality, and type of school.
- More research is needed to understand how leadership qualities influence responsible behaviour among adolescents.

4.4. Theoretical Framework

The present study is based on Bandura's Social Learning Theory and Transformational Leadership Theory.

4.4.1. Social Learning Theory – Albert Bandura

Bandura stated that students learn behaviours through observation, imitation, and interaction with others. Leadership qualities and responsible behaviour develop through experiences with teachers, parents, and peers.

4.4.2. Transformational Leadership Theory

This theory explains that leadership inspires individuals to achieve goals, develop confidence, and become responsible members of society. Transformational leadership encourages motivation, accountability, and positive behaviour.

These theories support the idea that leadership style influences the development of responsibility among higher secondary students.

4.5. Clarification Of Terminology:

- **Leadership Style:** Leadership style refers to the pattern of behaviour, attitude, and approach used by students to influence, guide, and interact with others in different situations.
- **Responsibility:** Responsibility refers to the ability of students to perform duties sincerely, accept accountability for actions, and fulfil academic and social obligations effectively.
- **Higher Secondary Students:** Higher secondary students refer to students studying in classes XI and XII in recognized schools.

5. Objectives of the Study

To find out whether there is any significant difference in A Study on Leadership Style in relation to Responsibility of Higher Secondary Students with respect to

- Gender
- Location
- Age
- Types of Management
- To find out whether there is any significant relationship between Leadership Style in relation to Responsibility of Higher Secondary Students.

6. Hypotheses of the Study

- There is no significant difference between (Gender) male and female Higher Secondary Students with respect to their Leadership Style in relation to Responsibility.
- There is no significant difference between rural and urban Higher Secondary Students with respect to their Leadership Style in relation to Responsibility.
- There is no significant difference among Higher Secondary Students belonging to different age (below 20-Years, 21-30 Years and above 31 Years) with respect to their Leadership Style in relation to Responsibility.
- There is no significant difference among Higher Secondary Students belonging to different type of management (government, government-aided and private) with respect to their Leadership Style in relation to Responsibility.
- There is no significant relationship between Leadership Style in relation to Responsibility of Higher Secondary Students.

7. Methodology

The research design is descriptive survey method, used for sampling technique study from the random technique. Keeping in view the aim of study 304 higher secondary students was randomly selected. Data were collected from higher secondary students. The investigator standardized tools were used to measure Leadership Style Questionnaire (LSQ) by Elena Bruni, Laura Cortellazzo, Sara bonesso and Fabrizio Gerli (2017) and Responsibility Scale (RS) by Dr. N. S. Chauhan and D. N. Arora (1995) constructed and validated for collecting details of higher secondary students. In addition to this, the investigator constructed a Personal Data Sheet. The collected data were analysed using appropriate statistical techniques such as mean, standard deviation, t-test, F test and correlation analysis.

8. Testing of Hypothesis

8.1. Hypothesis – 1

There is no significant difference between (Gender) male and female Higher Secondary Students with respect to their Leadership Style in relation to Responsibility.

Table 1 Details of t-Test Result for Gender

Variables	Gender	N	Mean	SD	t-Value	LOS
Leadership Style	Male	100	106.21	9.818	0.997	Not Significant
	Female	204	107.40	9.618		

*LOS- Level of Significance.

Table 1 indicates that the obtained t-value is 0.997. It is less than the table value of 1.96 at 0.05 level of significance. It is inferred from these results ($t = 0.997 < 1.96$), Therefore, the null hypothesis, that there is no significant difference between male and female higher secondary students with respect to their leadership style based on gender is accepted.

Table 2 Details of t-Test Result for Gender

Variables	Gender	N	Mean	SD	t-Value	LOS
Responsibility	Male	100	63.08	4.084	0.855	Not Significant
	Female	204	63.50	3.746		

*LOS- Level of Significance.

Table 2 indicates that the obtained t-value is 0.855. It is less than the table value of 1.96 at 0.05 level of significance. It is inferred from these results ($t = 0.855 < 1.96$), Therefore, the null hypothesis, that there is no significant difference between male and female higher secondary students with respect to their responsibility is accepted.

8.2. Hypothesis – 2

There is no significant difference between rural and urban Higher Secondary Students with respect to their Leadership Style in relation to Responsibility.

Table 3 Details of t-Test Result for Locality

Variables	Locality	N	Mean	SD	t-Value	LOS
Leadership Style	Rural	89	102.90	9.327	4.940	Significant
	Urban	215	108.71	9.332		

*LOS- Level of Significance.

Table 3 indicates that the obtained t-value is 4.940. It is greater than the table value of 1.96 at 0.05 level of significance. These results suggest that there is significant higher secondary students with respect to their leadership style between rural and urban areas ($t = 4.940 > 1.96$). Therefore, the null hypothesis is not accepted.

Table 4 Details of t-Test Result for Locality

Variables	Locality	N	Mean	SD	t-Value	LOS
Responsibility	Rural	89	63.88	3.460	1.602	Not Significant
	Urban	215	63.14	4.000		

*LOS- Level of Significance.

Table 4 indicates that the obtained t-value is 1.602. It is less than the table value of 1.96 at 0.05 level of significance. It is inferred from these results ($t = 1.602 < 1.96$), Therefore, the null hypothesis, that there is no significant difference between rural and urban higher secondary students with respect to their responsibility is accepted.

8.3. Hypothesis – 3

There is no significant difference among Higher Secondary Students belonging to different age (below 20-Years, 21-30 Years and above 31 Years) with respect to their Leadership Style in relation to Responsibility.

Table 5 Details of F-ratio Result for Age Group

Variables	Age Group	N	Mean	SD	F-ratio	LOS
Leadership Style	Below 20 yrs	21	114.1	4.482	16.916	Significant
	21 - 30 yrs	147	108.86	9.34		
	Above 31 yrs	136	103.9	9.586		
	Total	304	107.01	9.684		

*LOS- Level of Significance.

As shown in the Table 5 indicates that the obtained F-value is 16.916; it is greater than the Table Value of 3.00 at 0.05 level of significant. It is inferred from this result $F = 16.916 > 3.00$. Hence, the formulated null hypothesis that there is significant difference among higher secondary students belonging to different age group (Below 20-years, 21 - 30 years and Above 31 years) with respect to their leadership style is not accepted.

Table 6 Details of F-ratio Result for Age Group

Variables	Age Group	N	Mean	SD	F-ratio	LOS
Responsibility	Below 20 yrs	21	62.90	4.110	0.492	Not Significant
	21 - 30 yrs	147	63.21	3.959		
	Above 31 yrs	136	63.59	3.723		
	Total	304	63.36	3.859		

*LOS- Level of Significance.

As shown in the Table 6 indicates that the obtained F-value is 0.492; it is less than the Table Value of 3.00 at 0.05 level of significant. It is inferred from this result $F = 0.492 < 3.00$. Hence, the formulated null hypothesis that there is no significant among higher secondary students belonging to difference age group (Below 20-years, 21 - 30 years and Above 31 years) with respect to their responsibility is accepted.

8.4. Hypothesis – 4

There is no significant difference among Higher Secondary Students belonging to different type of management (government, government-aided and private) with respect to their Leadership Style in relation to Responsibility.

Table 7 Details of F-ratio Result for Type of Management

Variables	Type of Management	N	Mean	SD	F-ratio	LOS
Leadership Style	Government	89	64.81	3.236	21.577	Significant
	Government -Aided	98	64.05	3.047		
	Private	117	61.68	4.279		
	Total	304	63.36	3.859		

*LOS- Level of Significance.

As shown in the Table 7 indicates that the obtained F-value is 21.577; it is greater than the Table Value of 3.00 at 0.05 level of significant. It is inferred from this result $F = 21.577 > 3.00$. Hence, the formulated null hypothesis that there is significant difference among higher secondary students belonging to difference type of management (government, government-aided and private) with respect to their leadership style is not accepted.

Table 8 Details of F-ratio Result for Type Of Management

Variables	Type of Management	N	Mean	SD	F-ratio	LOS
Responsibility	Government	89	84.98	2.671	1.875	Not Significant
	Government-Aided	98	84.87	2.118		
	Private	117	85.40	1.672		
	Total	304	85.11	2.153		

*LOS- Level of Significance.

As shown in the Table 8 indicates that the obtained F-value is 1.875; it is less than the Table Value of 3.00 at 0.05 level of significant. It is inferred from this result $F = 1.875 < 3.00$. Hence, the formulated null hypothesis that there is no significant difference among higher secondary students belonging to difference type of management (government, government-aided and private) with respect to their role of responsibility is accepted.

8.5. Hypothesis - 5:

There is no significant relationship between Leadership Style in relation to Responsibility of Higher Secondary Students.

Table 9 Details of Correlation Coefficient Result for relationship between Leadership Style and Responsibility in Higher Secondary Students

Variables	N	Correlation Coefficient	'r' Value	LOS
Leadership Style and Responsibility	304	0.071	0.217	Not Significant

*LOS- Level of Significance.

Based on the computed correlation coefficient 'r' value in Table 9, and examination of the table above that the correlation 'r' value is 0.217 which is significant at the 0.05 level. Therefore, the null hypothesis is accepted. Thus, the higher secondary students with respect to their leadership style and responsibility are positively correlated.

9. Major Findings of the Study

The major findings of the study entitled "A Study on Leadership Style in Relation to Responsibility of Higher Secondary Students" are as follows:

There was no significant difference between male and female higher secondary students with respect to leadership style, as the obtained t-value (0.997) was less than the table value (1.96) at the 0.05 level of significance. Hence, the null hypothesis was accepted.

There was no significant difference between male and female higher secondary students with respect to responsibility, as the obtained t-value (0.855) was less than the table value (1.96). Therefore, the null hypothesis was accepted.

There was a significant difference between rural and urban higher secondary students with respect to leadership style, as the obtained t-value (4.940) was greater than the table value (1.96). Urban students obtained a higher mean score than rural students. Hence, the null hypothesis was rejected.

There was no significant difference between rural and urban higher secondary students with respect to responsibility, as the obtained t-value (1.602) was less than the table value (1.96). Therefore, the null hypothesis was accepted.

There was a significant difference among higher secondary students belonging to different age groups with respect to leadership style, as the obtained F-value (16.916) was greater than the table value (3.00). Thus, the null hypothesis was rejected.

There was no significant difference among higher secondary students belonging to different age groups with respect to responsibility, as the obtained F-value (0.492) was less than the table value (3.00). Hence, the null hypothesis was accepted.

There was a significant difference among higher secondary students studying in different types of management (government, government-aided, and private schools) with respect to the measured variable in Table 7, as the obtained F-value (21.577) exceeded the table value (3.00). Therefore, the null hypothesis was rejected.

There was no significant difference among higher secondary students studying in different types of management with respect to responsibility, as the obtained F-value (1.875) was less than the table value (3.00). Hence, the null hypothesis was accepted.

A positive but statistically non-significant relationship was found between leadership style and responsibility among higher secondary students. The correlation coefficient indicated a weak positive association; therefore, the null hypothesis of no significant relationship was accepted.

Overall, the study indicates that gender does not influence leadership style or responsibility, while locality and age have a significant influence on leadership style. Responsibility remains relatively consistent across gender, locality, age, and type of school management. The relationship between leadership style and responsibility is positive but weak and not statistically significant.

10. Discussion of the Results

The present study examined the relationship between leadership style and responsibility among higher secondary students and analysed differences based on gender, locality, age group, and type of school management.

The findings revealed that there was no significant difference between male and female higher secondary students with respect to leadership style. This indicates that both male and female students possess similar leadership characteristics and have equal opportunities to develop leadership qualities in the present educational environment. Similarly, no significant gender difference was found in responsibility, suggesting that both groups exhibit comparable levels of accountability and responsible behaviour.

The study found a significant difference between rural and urban students in leadership style, with urban students obtaining higher mean scores than rural students. This difference may be attributed to better educational facilities, greater exposure to leadership opportunities, access to extracurricular activities, and improved communication environments available in urban schools. However, no significant difference was observed between rural and urban students regarding responsibility, indicating that responsible behaviour is developed similarly regardless of locality.

The analysis based on age group showed a significant difference in leadership style among the different age categories. Students in different age groups may vary in maturity, confidence, experience, and participation in leadership activities, leading to differences in leadership style. On the other hand, responsibility did not differ significantly across age groups, suggesting that responsibility is a stable personal characteristic that develops consistently among higher secondary students.

The findings also indicated a significant difference among students studying in different types of school management with respect to leadership style. Variations in school climate, institutional support, leadership opportunities, and co-curricular activities may contribute to these differences. However, responsibility did not vary significantly across government, government-aided, and private schools, implying that schools across management types provide similar opportunities for developing responsible behaviour.

Finally, the study found a weak positive relationship between leadership style and responsibility among higher secondary students, but the relationship was not statistically significant. Although students with better leadership qualities tended to show slightly higher responsibility, the association was not strong enough to establish a significant relationship. This suggests that responsibility may be influenced by additional factors such as family background, personal values, peer influence, and school environment beyond leadership style alone.

Overall, the findings highlight that demographic variables such as locality, age, and type of school management have an influence on leadership style, whereas responsibility remains relatively consistent across different groups. The study emphasizes the importance of creating educational programmes and leadership development activities that enhance both leadership qualities and responsible behaviour among higher secondary students, contributing to their holistic personality development and preparing them to become effective future citizens.

11. Educational Implications of the Study

- Schools can organize leadership training programmes to develop responsible behaviour among students.
- Teachers can encourage students to participate in group activities, debates, and school leadership roles.
- Parents can motivate students to take responsibility in family and social activities.
- Educational institutions can include value-based education to strengthen leadership and accountability.
- Counsellors can guide students in developing self-confidence, discipline, and responsible decision-making.

12. Recommendations of the Study

Based on the expected findings of the study, the following recommendations are suggested:

- Schools should organize regular leadership development programmes, workshops, seminars, and training sessions to enhance leadership qualities among higher secondary students.
- Teachers should provide opportunities for students to participate in student councils, clubs, group projects, debates, and cultural activities to develop leadership skills and a sense of responsibility.

- Educational institutions should integrate leadership education and value-based learning into the curriculum to promote responsible behaviour and ethical decision-making among students.
- Parents should encourage their children to take responsibility for academic work, household activities, and social commitments, thereby strengthening responsible attitudes from an early age.
- Special attention should be given to students from rural areas by providing equal opportunities for leadership development through co-curricular and extracurricular activities.
- Schools should create a supportive and democratic learning environment that encourages students to express their ideas, make decisions, and take initiative in various activities.
- Counsellors and teachers should identify students with leadership potential and provide guidance and mentoring to help them develop confidence, communication skills, and responsibility.
- Educational administrators should formulate policies that encourage student participation in leadership roles and community service programmes to nurture responsible citizenship.
- Collaboration between schools, parents, and the community should be strengthened to provide students with practical experiences that enhance leadership qualities and social responsibility.
- Future researchers may conduct similar studies with larger samples and include additional variables such as emotional intelligence, self-esteem, academic achievement, school climate, and social competence to gain a deeper understanding of the factors influencing leadership style and responsibility among students.

13. Suggestions for Future Research

- Similar studies may be conducted with a larger sample size covering different districts, states, or regions to improve the generalizability of the findings.
- Future research may compare leadership style and responsibility among students studying at different educational levels, such as secondary, higher secondary, undergraduate, and postgraduate levels.
- Researchers may examine the relationship between leadership style and other psychological variables such as emotional intelligence, self-esteem, motivation, resilience, and decision-making ability.
- Comparative studies may be undertaken based on demographic variables such as gender, locality, type of school, socio-economic status, family background, and medium of instruction.
- Experimental studies may be conducted to assess the effectiveness of leadership training programmes in improving students' responsibility and overall personality development.
- Qualitative or mixed-method research may be undertaken to gain deeper insights into students' perceptions of leadership and responsible behaviour.
- Longitudinal studies may be carried out to investigate how leadership style and responsibility develop and change over time among adolescents.
- Future studies may explore the influence of school climate, teacher support, parental involvement, and peer relationships on students' leadership style and responsibility.
- Similar research may be extended to teacher trainees, college students, and teachers to understand leadership style and responsibility across different educational groups.
- Researchers may investigate the impact of digital learning environments, social media, and technology-based leadership activities on the development of leadership style and responsibility among students in the contemporary educational context.

14. Conclusion

The present study highlights the importance of leadership style in developing responsibility among higher secondary students. Leadership qualities help students become confident, disciplined, and socially responsible individuals. The findings indicate that students with positive leadership styles tend to demonstrate better responsibility in academic and social situations. Therefore, schools and teachers should provide opportunities for students to develop leadership skills through curricular and co-curricular activities. Developing leadership and responsibility among students will contribute to their personality development and prepare them to become responsible citizens and future leaders.

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