CHAPTER 6
DATA ANALYSIS
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6.1 INTRODUCTION

In this chapter the results of the data analysis is presented which tested the aim of this study namely to find out the level of Leadership Skills among the four different student groups namely Philosophy, Psychology, Business Administration and Theology. The presentation of the results is divided into two sections for the convenience of comprehension. The first Section A contains simple descriptive statistics which helps to understand the sample characteristics. In Section B the inferential statistical analyses namely, Chi- Square, ANOVA and Correlation Matrix are presented.

6.2 OBJECTIVES

1. This study aims to understand and focus on the Philosophy of Judaism in training Leaders, Psychology of perception: emotions, thoughts and action; and the transcendent aspect of human relationship with divine (theology) to bring meaning and purpose as ‘Manager of Self’ in human relationships at work/study set up. (this objective is achieved in preparation of tool)

2. This study aims to understand the effect of sample characteristics (Independent variables): Gender, place of origin, branch of study, living arrangements, self disclosure, perceptions, family values
(bringing up), level of education and educational group (co-ed or boys/girls) on Leadership Skills in the data. This objective is subdivided with specific details as follows: (this objective reflects on treating the data with the process of data analysis to draw meaning from the sample response)

This study aims to understand the effect of Independent variable ‘Gender’ on Leadership Skills of the sample.

This study aims to understand the effect of Independent variable ‘place of origin’ on Leadership Skills of the sample.

This study aims to understand the impact of the Independent variable ‘branch of study: Philosophy, Psychology, Business Administration and Theology’ on Leadership Skills of the sample.

This study aims to understand the effect of Independent variable ‘living arrangements’ on Leadership Skills of the sample.

This study aims to understand the effect of independent variable ‘self description’ on Leadership Skills of the sample.

This study aims to understand the effect of independent variable ‘general view’ on Leadership Skills of the sample.

This study aims to understand the effect of independent variable ‘normal way of doing things (family values)’ on the Leadership Skills of the Sample.
This study aims to understand the effect of independent variable ‘level of education’ on Leadership Skills of the sample.

This study aims to understand the effect of independent variable ‘educational set up: co-ed’ or boys/girls on Leadership Skills of the sample

1. This study attempt to understand the level of Leadership Skills of the students of Philosophy, Psychology, Business Management and Theology are similar or not.

2. This study aims to understand how the different types of LEADERSHIP SKILLS: Self Awareness, Social Awareness, Self Management/time management, Interpersonal Awareness, and Spiritual Awareness of the sample may be related to each other.

6.3 HYPOTHESES

Hypotheses are stated as below for the study of Leadership Skills among the students of Philosophy, Psychology, Business Administration and Theology.

From the above objectives we understand that hypotheses are required to be formulated to evaluate objectives. Objective no.1 is achieved in chapter 3 through the formulation of testing tool “Leadership Skills” Questionnaire for data collection. Objectives no.2 can be satisfied through the application of descriptive statistics. To meet the requirement of objective no. 3 and 4 the inferential statistics of chi square, ANOVA and correlation matrix is applied and presented in this chapter at later stage.
6.3.1 Null Hypotheses No.1 (Objective No.2)

There will be no significant difference between total Leadership Skills and the independent variables (Sex, the Place of Origin, Branch of Study, Present Status, Describe Yourself, Generally View Things, Normal Way of Doing Things, Level of Education and Educational Group) of the students of Theology, Psychology, Philosophy and Business Administration

1) There will be no significant difference between ‘Sex’ and total Leadership Skills of the students of Theology, Psychology, Philosophy and Business Administration.

2) There will be no significant difference between ‘the Place of Origin’ and total Leadership Skills of the students of Theology, Psychology, Philosophy and Business Administration.

3) There will be no significant difference between the four branches of study and the total Leadership Skills.

4) There will be no significant difference between ‘the Present Status’ and total Leadership Skills of the students of Religious Study, Psychology, Philosophy and Business Administration.

5) There will be no significant difference between ‘Describe yourself’ and total Leadership Skills of the students of Religious Study, Psychology, Philosophy and Business Administration.
6) There will be no significant difference between ‘the Generally View Things’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

7) There will be no significant difference between ‘Normal Way of Doing Things’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

8) There will be no a significant difference between ‘the Level of Education’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

9) There will be no significant difference between ‘the Educational group (Co-ed or boys/girls)’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

6.3.1.2 Alternate Hypotheses No.1 (Objective No.2)

There will be a significant difference between the total Leadership Skills and the independent variables (Sex, the Place of Origin, Branch of Study, Present Status, Describe Yourself, Generally View Things, Normal Way of Doing Things, Level of Education and Educational Group) of the students of Religious Study, Psychology, Philosophy and Business Administration.

1) There will be a significant difference between ‘Sex’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.
2) There will be a significant difference between ‘the Place of Origin’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

3) There will be a significant difference between the four branches of study and the total Leadership Skills.

4) There will be a significant difference between ‘the Present Status’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

5) There will be a significant difference between ‘Describe yourself’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

6) There will be a significant difference between ‘the Generally View Things’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

7) There will be a significant difference between ‘Normal Way of Doing Things’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

8) There will be a significant difference between ‘the Level of Education’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

9) There will not be a significant difference between ‘the Educational group (Co-ed or boys/girls)’ and total Leadership Skills Of the
students of Religious Study, Psychology, Philosophy and Business Administration.

6.3.2 Hypotheses Under Objective No.3

Objective No.3 deals with the level of Leadership Skills among the students of Philosophy, Psychology, Business Administration and Theology.

6.3.2.1 Main Null Hypotheses No.2

The (total) Leadership Skills of the students of Philosophy, Psychology, Theology and Business Administration will not differ significantly from each other. In other words ‘the Leadership Skills among the four groups will be equal’.

6.3.2.1.1 Sub null hypotheses No.2

The sub-hypotheses under the above main hypothesis are presented below in the null form for the convenience of statistical testing.

1. The (total) Self Awareness level of the students of Theology, Psychology, Philosophy and Business Administration will not be significantly different.

2. The (total) Self Management level of the students of Religious Theology, Psychology, Philosophy and Business Administration will not be significantly different.

3. The (total) Social Awareness level of the students of Theology, Psychology, Philosophy and Business Administration will not be significantly different.
4. The (total) Interpersonal Awareness level of the students of Theology, Psychology, Philosophy and Business Administration will not be significantly different.

5. The (total) Spiritual Awareness level of the students of Theology, Psychology, Philosophy and Business Administration will not be significantly different.

6.3.2.1.2 Main Alternative hypothesis No 2: (Objective No.3)

The (total) Leadership Skills of the students of Religious Studies, Psychology, Philosophy and Business Administration will differ significantly from each other. In other words ‘the Leadership Skills among the four groups will not be equal’.

6.3.2.1.2.1 Sub-Alternative hypotheses

1) The (total) Self Awareness of the students of Religious studies, Psychology, Philosophy and Business Administration will be significantly different.

2) The (total) Self Management of the students of Religious Studies, Psychology, Philosophy and Business Administration will be significantly different.

3) The (total) Social Awareness of the students of Religious Studies, Psychology, Philosophy and Business Administration will be significantly different.
4) The (total) Interpersonal Awareness of the students of Religious Studies, Psychology, Philosophy and Business Administration will be significantly different.

5) The (total) Spiritual Awareness of the students of Religious Studies, Psychology, Philosophy and Business Administration will be significantly different.

6.3.3 Null Hypotheses No. 3 (Objective No.4)

The Leadership Skills Self Awareness, Social Awareness, Self Management/time management, Interpersonal Awareness, and Spiritual Awareness of the sample will not be related to each other.

6.3.3.2 Alternative Hypotheses No. 3 (Objective No.4)

The Leadership Skills: Self Awareness, Social Awareness, Self Management/time management, Interpersonal Awareness, and Spiritual Awareness of the sample will be related to each other.

6.4 SECTION-A: RESULTS OF DESCRIPTIVE STATISTICAL ANALYSES

The results are presented in order to address objectives no. 2 to 4. Please note objective no. 1 is already addressed in the preparation of testing tool “Leadership Skills”. The objective no 2 requires the description of the samples under study. The descriptive statistic is given below for the different independent variables for the students of Religious study, Psychology, Philosophy and Business Administration.
6.4.1 Frequency of Data: The Statistics Below Addresses the Requirement of Objective No.2

‘This study aims to understand the sample characteristics (Sex, marital status, level of education presence of income, age and no. of children).’

6.4.1.1 ‘Sex’

Table No. 2 Frequency Table indicating the ‘Sex’ of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>239</td>
<td>51.7</td>
<td>51.7</td>
<td>51.7</td>
</tr>
<tr>
<td>Female</td>
<td>223</td>
<td>48.3</td>
<td>48.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table no. 2 the total sample size of the data is 462 respondents, among them 51.2% are male and 48.3% are female. Female students are lesser in numbers in the sample population than male.

6.4.1.2 ‘Place of Origin’

Table No. 3 Frequency Table indicating the ‘Place of Origin’ of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>182</td>
<td>39.4</td>
<td>39.4</td>
<td>39.4</td>
</tr>
<tr>
<td>Urban</td>
<td>280</td>
<td>60.6</td>
<td>60.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table no.3 the total sample size of the data is 462 respondents, among them 39.4 % are from rural back ground and 60.6 % are from urban back ground. There are more numbers of students from urban background in the sample population than rural.
6.4.1.3 ‘Branch of Study’

Table No. 4 Frequency Table indicating ‘Branch of Study’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>110</td>
<td>23.8</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td>Psychology</td>
<td>117</td>
<td>25.3</td>
<td>25.3</td>
<td>49.1</td>
</tr>
<tr>
<td>Theology</td>
<td>95</td>
<td>20.6</td>
<td>20.6</td>
<td>69.7</td>
</tr>
<tr>
<td>Business Administration</td>
<td>140</td>
<td>30.3</td>
<td>30.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table no.4 the total sample size of the data is 462 respondents, among them 23.8 % are from the discipline of Philosophy, 25.3 % are from the discipline of Psychology, 20.6 % are from the discipline of Theology and 30.3 % are from the discipline of Business Administration. There are more numbers of students from Business Administration and least number of students from Theology in the sample population.

6.3.1.4 ‘Present Status’

Table No. 5 Frequency Table indicating ‘Present Status’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Scholar</td>
<td>284</td>
<td>61.5</td>
<td>61.5</td>
<td>61.5</td>
</tr>
<tr>
<td>Hostelite</td>
<td>178</td>
<td>38.5</td>
<td>38.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As shown in the table no.5 the total sample size of the data is 462 respondents. Among them 61.5% are Day Scholar coming from home to college and 38.5% are Hostelite living in hostel. There are more numbers of students as day scholars in the sample population than Hostelite.

6.3.1.5 ‘Describe Yourself’

Table No. 6 Frequency Table indicating ‘Describe Yourself’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td>394</td>
<td>84.8</td>
<td>84.8</td>
<td>84.8</td>
</tr>
<tr>
<td>Reserved</td>
<td>68</td>
<td>14.7</td>
<td>14.7</td>
<td>99.6</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table no.6 the total sample size of the data is 462 respondents. Among them 84.8% are having friendly nature and 14.7% are reserved in nature. There are more numbers of friendly students in the sample population than reserved.

6.3.1.6 ‘I Generally View things’

Table No. 7 Frequency Table indicating ‘I Generally View things’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positively</td>
<td>299</td>
<td>64.7</td>
<td>64.7</td>
<td>64.7</td>
</tr>
<tr>
<td>Critically</td>
<td>163</td>
<td>34.8</td>
<td>34.8</td>
<td>99.6</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As shown in the table no.7 the total sample size of the data is 462 respondents. Among them 64.7% generally view things positively and 34.8% generally view things critically. There are more numbers of positive thinking students in the sample population than critical thinking.

6.3.1.7 ‘My normal way of doing things’

Table No. 8 Frequency Table indicating ‘My normal way of doing things’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Conservative</td>
<td>110</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td></td>
<td>Liberal</td>
<td>352</td>
<td>76.2</td>
<td>76.2</td>
</tr>
<tr>
<td>总和</td>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in the table no.8 the total sample size of the data is 462 respondents. Among them 23.8% are conservative rendering to follow culture, custom and rules, and 76.2% are Liberal rendering to broad mindedness. There are more number of students from liberal socio cultural back ground in the sample population in the data than conservative traditional type.

6.3.1.8 ‘Year of Study’

Table No. 9 Frequency Table indicating ‘Year of Study’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Under graduate</td>
<td>238</td>
<td>51.5</td>
<td>51.5</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>224</td>
<td>48.5</td>
<td>48.5</td>
</tr>
<tr>
<td>总和</td>
<td>Total</td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As shown in the table no. 9 the total sample size of the data is 462 respondents. Among them 51.5 % are from Under Graduate Study and 48.5 % are from post graduate studies. There are more numbers of undergraduate students in the sample population in the data than postgraduate.

6.3.1.9 ‘Educational Group’

Table No. 10 Frequency Table indicating ‘Educational Group’

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Co-educational</td>
<td>151</td>
<td>32.7</td>
<td>32.7</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>311</td>
<td>67.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>462</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in the table no.10 the total sample size of the data is 462 respondents. Among them 32.7 % are from Co-Educational Institutions and 67.3 % are from Boys/Girls Educational Institutions. There are more numbers of students from single educational group in the sample population than co-education.

6.5 CHI SQUARE STATISTICS (Tests of Significance between Independent and Dependent Variable: Hypotheses No.1)

Chi Square test is usually performed on demographical variables of the sample. Chi Square statistic is non-parametric test either in nominal or ordinal measurement. It is used when analyzed data do not assume normal distribution. It compares sets of values within specified categories. It is a test of significance with limitation to establish which hypothesis is correct. It resembles as though hypothesis is true but it may be false in reality. Inferential statistics presented in section B of this chapter would clarify Chi Square result to be true or false.
Note: (1) When P value is printed .000 it should not be interpreted as exactly zero, it should be taken as .001 (2) Alpha level is set 0.05

6.5.1 Chi-Square: ‘Sex’ PREF

<table>
<thead>
<tr>
<th>Sex</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided) P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Pearson Chi-Square</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association</td>
<td>6</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases</td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Pearson Chi-Square</td>
<td>6</td>
<td>.242</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio</td>
<td>6</td>
<td>.086</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association</td>
<td>6</td>
<td>.901</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases</td>
<td>223</td>
<td></td>
</tr>
</tbody>
</table>

6.5.1.1 Result

In the above table no. 11 ‘Sex’ preference result shows that female chi square test statistic is 7.941 with an associated (P>0.05) and male chi square test statistic is 27.732 with an associated (p<0.05). Female has higher (total) Leadership Skills than male.

6.5.1.2 Conclusion

From this result it is concluded that there is significance between Total Leadership skills and Sex of the sample population. Examining the pattern it is noted that Female has more preference for (total) Leadership Skills than Male. On the basis of the above result the researcher assumes that the Null Hypotheses no 1(1) is
not true for the sample population and tentatively accepts the Alternative hypotheses no. 1 (1) that ‘Sex’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.5.2 Chi-Square: ‘Place of Origin’ PREF

Table No.12 Chi-Square Tests: ‘Place of Origin’ PREF

<table>
<thead>
<tr>
<th>Place of Origin</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig.(2-sided) P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Pearson Chi-Square 14.328&lt;sup&gt;a&lt;/sup&gt; 6</td>
<td>.026</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio 14.112 6</td>
<td>.028</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association 9.937 1</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases 182</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Pearson Chi-Square 11.800&lt;sup&gt;b&lt;/sup&gt; 6</td>
<td>.067</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio 14.013 6</td>
<td>.029</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association 5.853 1</td>
<td>.016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases 280</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.5.2.1 Results

In the above table no. 12 ‘Place of Origin’ preference result shows Rural chi square test statistics is14.328 with an associated (P<0.05) and Urban chi square test statistics is11.800 with an associated (p>0.05). From this result it is assumed that Leadership skills has significance difference with Place of Origin. Examining the pattern it is noted that Urban sample has more preference for Leadership Skills than Rural sample.
6.5.2.2 Conclusion

On the basis of above results the researcher tentatively rejects the Null Hypotheses no.1 (2) and accepts the Alternative Hypotheses no. 1 (2) that ‘place of Origin’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.5.3 Chi-Square: ‘Branch of Study’ PREF

Table No.13 Chi-Square Tests: ‘Branch of Study’ PREF Cross tabulation

<table>
<thead>
<tr>
<th></th>
<th>Branch of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>9.290&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>df</td>
<td>3</td>
</tr>
<tr>
<td>Asymp. Sig.(P Value)</td>
<td>.026</td>
</tr>
</tbody>
</table>

6.5.3.1 Result

In the above table no.13 for the ‘Branch of study’ preference chi square test statistic is 9.290 with an associated p < 0.05. From this result it is concluded that (total) Leadership Skills is associated with ‘Branch of Study’. The researcher has examined the pattern in this data through Means plots between the (total) Leadership Skills and Branch of Study presented below.
Means Plot in the above Figure No.1 shows there is a significance difference of Leadership Skills among students of Philosophy, Psychology, Theology and Business administration. The pattern of the data shows that preference for Leadership Skills in the given population, first Philosophy, second Psychology, third Business Administration and fourth Theology.

6.5.3.2 Conclusion

On the basis of above means plot and chi square statistics the researcher tentatively rejects the Null Hypotheses no.1(3) and accepts the Alternative Hypotheses no. 1(3) that ‘Branch of Study’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.
6.5.4 Chi Square: ‘Present Status’ PREF

Table No.14 Chi Square Test: ‘Present Status’ PREF Cross tabulation

<table>
<thead>
<tr>
<th>Present Status</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided) P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Scholar</td>
<td>Pearson Chi-Square 21.462</td>
<td>6</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio 21.431</td>
<td>6</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association 3.355</td>
<td>1</td>
<td>.067</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases 284</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostelite</td>
<td>Pearson Chi-Square 9.593</td>
<td>6</td>
<td>.143</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio 11.721</td>
<td>6</td>
<td>.068</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association 4.348</td>
<td>1</td>
<td>.037</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases 178</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.5.4.1 Results

In the above table no. 14 ‘Present Status’ preference result shows that chi square statistic for Day Scholar is 21.426 with an associated (p<0.05) and Hostelite chi square statistic is 9.593 with an associated (p>0.05). From this result it is assumed that (total) Leadership Skills is associated with ‘Present Status’. Examining the pattern it is noted that Hostelite has more preference for (total) Leadership Skills than Day Scholar.

6.5.4.2 Conclusion

On the basis of the above results the researcher tentatively rejects the Null Hypotheses no.1(4) and accepts the Alternative Hypotheses no. 1 (4) that ‘Present
Status’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.5.5 Chi-Square: ‘Describe Yourself’ PREF

6.5.5.1 Results

In the below table no. 15 ‘Describe yourself’ result shows that chi square statistics for ‘Friendly’ is 19.183 with an associated \( p < 0.05 \) and for ‘Reserved’ it is 5.304 with an associate \( p > 0.05 \). From this result it is assumed that (total) Leadership Skills is associated with ‘Describe yourself’. Examining the pattern it is noted that sample from ‘reserved’ personality disposal has greater preference with (total) Leadership Skills than the sample from ‘Friendly’.

Table No.15 Chi-Square Tests: ‘Describe Yourself’ PREF Cross tabulation

<table>
<thead>
<tr>
<th>Describe Yourself</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig.(2-sided) P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>Pearson Chi-Square</td>
<td>19.183 (^a)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio</td>
<td>20.863</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association</td>
<td>5.168</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases</td>
<td>392</td>
<td></td>
</tr>
<tr>
<td>Reserved</td>
<td>Pearson Chi-Square</td>
<td>5.304 (^b)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio</td>
<td>6.160</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association</td>
<td>3.731</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>
6.5.5.2 Conclusion

On the basis of above results researcher tentatively rejects the Null Hypotheses no.1(5) and accepts the Alternative Hypotheses no. 1 (5) that ‘Describe yourself’ has significant difference with (total) Leadership Skills of the sample population. The confirmation of this result would be through ANOVA test later in this chapter.

6.5.6 Chi-Square: ‘I Generally View Things’ PREF ‘I Generally View Things’

6.5.6.1 Results

In the below table no. 16 ‘I Generally View things’ result shows that chi square statistic for ‘Positive’ is 19.573 with an associated p<0.05 and for ‘Critical’ it is 9.795 with an associate p>0.05. From this result it is assumed that (total) Leadership Skills is associated with ‘I Generally View Things’. Examining the pattern it is noted that sample from ‘Critical View’ disposal has greater association with (total) Leadership Skills than the sample from Positive.

Table No.16 Chi-Square Tests: ‘I Generally View Things’ PREF Cross tabulation

<table>
<thead>
<tr>
<th>I Generally View things</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig.(2-sided) P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
<td>19.573$^a$</td>
<td>6</td>
<td>.003</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>22.316</td>
<td>6</td>
<td>.001</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>5.765</td>
<td>1</td>
<td>.016</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
<td>9.795$^b$</td>
<td>6</td>
<td>.134</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>10.068</td>
<td>6</td>
<td>.122</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>2.302</td>
<td>1</td>
<td>.129</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>162</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.5.6.2 Conclusion

On the basis of above results the researcher tentatively rejects the Null Hypotheses no.1(6) and accepts the Alternative Hypotheses no. 1 (6) that ‘I Generally View things’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.5.7 Chi-Square: ‘My Normal Way of Doing Things’ PREF

Table No.17 Chi-Square Tests: ‘My Normal Way of Doing Things’ PREF
Cross tabulation

<table>
<thead>
<tr>
<th>My normal way of doing things</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative Pearson Chi-Square</td>
<td>12.962a</td>
<td>6</td>
<td>.044</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>14.403</td>
<td>6</td>
<td>.025</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>3.711</td>
<td>1</td>
<td>.054</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Pearson Chi-Square</td>
<td>17.228b</td>
<td>6</td>
<td>.008</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>17.709</td>
<td>6</td>
<td>.007</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>7.296</td>
<td>1</td>
<td>.007</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>352</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.5.7.1 Results

In the above table no. 17 ‘My Normal Way of Doing Things’ result shows that chi square statistic for ‘Conservative’ is 12.962 with an associated p<0.05, and for ‘Liberal’ it is 17.228 with associate p<0.05. From this result it is assumed that (total) Leadership Skills is not associated with Conservative as well as Liberal perception of the sample population.
6.5.7.2 Conclusion

On the basis of above results the researcher tentatively accept the Null Hypotheses no.1(7) and reject the Alternative Hypotheses no. 1 (7) that ‘My Normal Way of Doing Things’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.5.8 Chi-Square Tests: ‘Year of Study’

6.5.8.1 Result

In the below table no. 18 ‘Year of Study’ result shows that chi square statistic for ‘Under graduate’ is 19.513 with an associate p<0.05 and for ‘Post Graduate’ it is 8.631 with an associate p>0.05. From this result it is assumed that (total) Leadership Skills has significance difference with ‘The Year of Study’ The pattern of the data shows that sample from Post graduate student has greater association with (total) Leadership Skills than the sample from (undergraduate).

Table No.18 Chi-Square Tests: ‘Year of Study’ Cross tabulation

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under graduate</td>
<td>Pearson Chi-Square</td>
<td>19.513(^a)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio</td>
<td>20.337</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association</td>
<td>7.604</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases</td>
<td>238</td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td>Pearson Chi-Square</td>
<td>8.631(^b)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio</td>
<td>9.648</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association</td>
<td>3.141</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases</td>
<td>224</td>
<td></td>
</tr>
</tbody>
</table>
6.5.8.2 Conclusion

On the basis of above results the researcher tentatively rejects the Null Hypotheses no.1(8) and accepts the Alternative Hypotheses no. 1 (8) that ‘Year of Study’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.5.9 Chi-Square: ‘Educational Group’

Table No.19 Chi-Square Tests: ‘Educational Group’ Cross tabulation

<table>
<thead>
<tr>
<th>Educational Group</th>
<th>Value</th>
<th>Df</th>
<th>Asymp.Sig.(2-sided) p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-educational</td>
<td>Pearson Chi-Square 1.122</td>
<td>4</td>
<td>.891</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio 1.614</td>
<td>4</td>
<td>.806</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association 1.144</td>
<td>1</td>
<td>.704</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases 151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>Pearson Chi-Square 13.864</td>
<td>6</td>
<td>.031</td>
</tr>
<tr>
<td></td>
<td>Likelihood Ratio 16.153</td>
<td>6</td>
<td>.013</td>
</tr>
<tr>
<td></td>
<td>Linear-by-Linear Association 2.440</td>
<td>1</td>
<td>.118</td>
</tr>
<tr>
<td></td>
<td>N of Valid Cases 311</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.5.9.1 Result

In the above table no. 19 for ‘Educational Group’ the chi square statistic for ‘Co-Education’ is 1.122 with an associate p>0.05 and for ’Single’ it is 13.864 with an association p<0.05. From this result it is assumed that (total) Leadership Skills has significance difference with ‘Educational Group’. The pattern of the data shows
that sample from Co-Education has greater association with (total) Leadership Skills than the sample from (Single group).

6.5.9.2 Conclusion

On the basis of above results the researcher tentatively rejects the Null Hypotheses no.1(9) and accept the Alternative Hypotheses no. 1 (9) that ‘Educational Group’ has significant difference with (total) Leadership Skills of the sample population. However confirmation of this result would be through ANOVA test later in this chapter.

6.6 DESCRIPTIVE STATISTIC FOR HYPOTHESES NO.2

Descriptive statistics will examine Skewness Index, Mean, Median and Mode, Kurtosis Index, Standard Deviation to find out if the spread of sample population in the data is normal bell shaped curved or flat.

6.6.1 ‘Leadership Skills Total’

The Appendix Table No.1-12 at the end of this thesis presents the available data as a preliminary observation to meet the conceptual enquiry that has risen by the researcher’s personal observation in the field of Leadership Skills.

In the Appendix Table No.1 mean of the data: total Self-Awareness is 27.5455, total Self Management is 33.2706, total Social Awareness is 33.7792, total Interpersonal Awareness is 29.1320 and total Spiritual Awareness is 36.2879. The mean of the data is increased. This change in the present research data is due to the significant variation in the Leadership Skills of the sample population shows there is variability in the distribution of the present research data.
6.6.1.1 Skewness Index

The skew index (SI) of the data in the above table for total Self Awareness is .285 positive skew, total Self Management is .033 positive skew, total Social Awareness is negative skew -.507, total Interpersonal Awareness is positive skew .103 and total Spiritual Awareness is negative skew -.723. Skew indicates the degree of symmetry in a data set. In the data set of the sample population the distribution is more skewed and has higher variability of the measures, from the point of statistical concept skew defines the relative positions of the mean, median, and mode. The SI index in the research data has positive index as well as negative index but not 0 indexes.

6.6.1.2 Mean, Median and Mode

According to the Appendix Table No. 1, The distribution of mean, median and mode for total Self Awareness is 27.54 > 27.00 > 26.00 positive skew distribution, the total self Management is 33.27 > 33.00 > 36.00 is positive skew distribution, the total Social Awareness is 33.77 < 35.00 < 36.00 is negative skew distribution, the total Interpersonal Awareness is 29.13 > 29.00 > 28 is positive skew distribution and the total Spiritual Awareness is 36.28 < 37.00 < 38.00 is negative skew distribution. Value of mean, median and mode in the research data is not equal to each other so there is variability in the data.

6.6.1.3 Kurtosis Index

Kurtosis Index (KI) in the above table for Self Awareness is -.123, total Self Management. -.319, total Social Awareness .361, total Interpersonal
Awareness 1.187 and total Spiritual Awareness .920. The value for kurtosis in the data it is below 3 showing the distribution is flat and not normal bell shaped curved.

6.6.1.4 Standard Deviation

The Standard deviation (SD) of the data in the above table for the total Self Awareness is 5.6, the total Self Management is 6.3, the total Social Awareness is 6.0, the total Interpersonal Awareness is 5.05 , the total Spiritual Awareness is 6.9. For normal distribution of the data the SD value lies within 3 standard deviation. Since in the present research data, SD value is higher than 3 standard deviation shows that distribution of data in the present research is not normal but has high variability.

6.6.1.5 Conclusion

In normal distribution of data normal bell shape curve (perfect distribution) will be possible when mean, median and mode is equal (mean = median = mode), and SI is 0 and KI is 3. Also 50% of the total score will fall above mean and 50 % of the score should fall below mean as and SD value will be within 3 standard deviation.

From the above result of the descriptive statistics of the data shows (a) mean, median and mode value is not equal to each other (b) SI in the data is negative as well as positive but not 0. (c) KI in the data is below 3 showing the distribution is flat (d) SD values lie above 3 standard deviation but not within 3 standard deviation. Therefore, the researcher concludes present research data from the discipline of Philosophy, Psychology, Business Administration and Theology shows that distribution of the (total) Leadership Skills among these four branches is not equal
but highly deviated. On the basis of this observations the researcher rejects the Null Hypotheses no. 2 and accepts the Alternative Hypotheses no.2 that “‘Leadership skills’ of the students of Philosophy, Psychology, Theology and Business Administration has significant difference from each other”

6.7 SECTION-B: RESULTS OF INFERENTIAL STATISTICAL ANALYSES ONE-WAY ANOVA TEST FOR HYPOTHESES NO.1

6.7.1 ANOVA: ‘Sex’ PREF

6.7.1.1 Results

A ‘one-way ANOVA’ is used for testing preferences among the Sex type for the TLS. The Appendix Table No.2 shows the preference for Sex type differed significantly among the Sample population for TLS at P<0.05. The pattern given in Table no.11 Chi-Square Tests shows that female has higher Leadership preference than male.

TLS preferences for Sex type differed significantly and varied among the five factors of TLS. The detail of the five factors and Sex type preferences are given below.

1. TSA has P<0.05 - There is a Sex type preference in TSA factor.
2. TSM has P<0.05 – There is a Sex type preference in TSM factor.
3. TSOA has P>0.05 – There is no Sex type preferences in TSOA factor.
4. TIPA has P<0.05 – There is a Sex type preference in TIPA factor.
5. TSPA has P>0.05 – There is no Sex type preferences in TSPA factor.
6.7.1.2 Conclusion

A ‘one-way ANOVA’ test confirms the chi-square test of significance that Leadership Skills is associated with ‘Sex’ type preference among the Sample population. Female has higher TLS preference than male. Factors favoring TLS among female are TSA, TSM and TIPA. Therefore the researcher accepts alternative hypotheses no.1.(1) that ‘there is significant difference between ‘Sex’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.

6.7.1.3 Interpretation

TLS preference for Female Sex in Leadership skills is supported by TSA and TSM and TIPA. According to the testing tool of this research study female has higher knowledge in issues relating to self knowledge: respecting others, humility, sincerity, when to take risk, open to knew knowledge, taking responsibility, no self deception, acceptable communication style, assertive and persuasive. Their higher knowledge in issues relating to self management are: self confidence, works hard to be competitive, works on criticism, follows system methodology and conscious of time, looks for courage and tolerance and are retrospective on thoughts, emotions and actions. Inter personal skills helped them to perceive situation accurately and take information from every possible dimension to take productive decision. This makes them caring, understanding, supportive and valuing others in difficult situations. They have higher tolerance and management of negative emotions and criticism, belief in one’s ability and new knowledge, valuing all, flexibility, trusting self and others, well adjusting and self evaluating qualities have been counted for higher preference in TLS for female data.
From the perspective of issues facing women today in Indian society: female feticide, dowry, domestic violence, harassment at work places, eve teasing, male supremacy, falling female birth ratio are alarming. 33% reservation bill for women in parliament is inaction in the parliament shows female strength for leadership found in the present research has long way to succeed. However hope is the last thing to die in life makes it possible to expect female strength found in this research for TLS would motivate human resource development sector of the country to bring change in society’s attitude towards woman and replace negative attitude with partnership in building caring and peaceful India Society at work and at home.

Looking at the fact from the male side the result of the sample population it is clear that male has done poorly in TSA, TSM, and TIPA could be the reason for loosing preference in this research for TLS. This shows males are stuck with stereotype of culture, customs and traditions without making intelligent amendments in their thoughts, emotions, and actions towards their role and responsibilities in changing India society. Female performing well in TLS is the answer to male stereotype where she is challenged to earn, care for family, society and being successful daughter, sister, mother and wife.

From the point of history of Judaism in creation account places women as a decision maker (Gen.3: 6f). Although leadership role was placed on man, it is a clear example of male not taking his role to govern, provide and protect seriously. This could have made woman to take up decision making in order to move forward. When it is viewed with mutual understanding it provides peace and prosperity unlike exploitation and abuse resulting out of fear and instability. Further history of Judaism does reveal that when there was leadership crisis in Judaism woman has
taken up leadership role to direct people, prophetess Deborah(Jdg.4:4) was a judge and prophet. Huldah(2 king.20:22) was a prophetess during King Josiah’s time when prophet Jeremiah’s message was hard to digest. Although biblical commentators places Huldah in an elite group in Jerusalem against Jeremiah for King Josiah to consult her, the fact was that Huldah’s message of prophecy was the same yet tone of communication was different, her approach of communication was marked with emotional intelligence where interpersonal relationships is protected without missing out core message unlike Jeremiah. In our present research result, Interpersonal Awareness is one of the factors which is responsible in male to score low preference in TLS. Looking at the Brand Leadership of Prophet Moses in the history of Judaism affirms higher awareness in TSOA and TIPA could be the reason for the prophet had high awareness of the people suffering in Egyptian Slavery as well as his awareness in transcendent guidance and support to achieve this impossible task of freedom from slavery.

Female higher awareness in TSPA could be attributed to the reality of the Indian Society where her role and responsibilities have increased and her suffering too has increased. She has to excel well in studies, at work, at home and in the society yet unrecognized and unappreciated, vulnerable to male dominance. The result shows her sensitivity to social realities and her confidence to bring change in society’s attitude in thoughts, emotions and actions towards woman in India.

Mean score of both the data reveals that although female has TLS preference yet male do not fall far behind to catch up in TLS if consciously try to improve in TSA, TSM and TIPA. They are lacking behind in these areas shows the female members in the family care for male members as per the custom and culture
of Indian family system. This has made the male members of the family dependent on female members for care in these three areas. Male has a choice to learn participation in the full life of family care by taking interest and involvement. At the other hand female has moved much forward in the life and work of the society. They too have proved that they are bread winner too.

It is clear through the above result that gender preference in Leadership Skills is important only on the basis of individual’s ability rather than focusing on gender exclusively. Female sample have excelled in TLS this research study may also suggest the positive approach to what they have gone through as women in society, family, culture and education has made them sensitive to those who are vulnerable in their surroundings. Their sensitivity makes them competent and relationship oriented. Cultural stereotype of Indian society expects women to serve. Leadership is all about serving through decision making and bringing workable solution. Female has inbuilt ability to bear with mess and accept imperfection and vulnerability in others to bring order in chaotic situation.

6.7.2 ANOVA : ‘Pace of Origin’ PREF

6.7.2.1 Results

A ‘Oneway ANOVA’ is used for testing preferences among the ‘Place of Origin’ for the TLS. The Appendix Table No.3 shows the preference for ‘Place of Origin’ in TLS between the sample taken from Rural population and sample taken from Urban population does not differ significantly (p>0.05).
6.7.2.2 Conclusion

Chi square result in table no.12 shows there is significant difference in TLS between the sample from Rural and Urban background and preference for TLS is for the Urban sample. However it has to be noted here that ANOVA result shows both the group have preference for total Leadership skills for total Leadership skills because P value in both the samples is higher than the alpha level of significance (0.05). Since the ANOVA results shows there is no preferences the researcher rejects the alternative hypothesis no.1 (2) and accepts the null hypothesis no.1 (2) that ‘There is no significant difference between ‘the Place of Origin’ and total Leadership Skills Of the students of Theology, Psychology, Philosophy and Business Administration’. The result in chi square was by chance.

6.7.2.3 Interpretation

The above result shows place of origin is not connected with total Leadership Skills. Individuals from rural as well as urban origin both have equal preference for TLS. The highest awareness both the group has in Interpersonal Awareness and Social Awareness. This shows both the group cares about societal expectations as well as relationships with other individuals in the environment. Place of origin as well as place of destination for employment both is important. There is no conflicting interest here. Irrespective of the place of origin individual’s behaviour and attitude is the important factor in building constructive perception about the world around. What could be perceived is that person’s immediate environment shapes his thinking, feelings and actions towards self and others. The similarity of the place of origin in Self Awareness, Self Management and Spiritual Awareness is quiet close to each other. This shows self, time, society, relationships and spiritual
values and expectations taught by family and surroundings are similar in rural or urban origin.

6.7.3 ANOVA: ‘Branch of Study’ PREF

6.7.3.1 Results

A ‘one-way ANOVA’ is used for testing preferences among the Branch of Study for the TLS. The Appendix Table No. 4 shows the preference for Branch of Study differed significantly among the Sample population for TLS at P<0.05. The pattern given in figure no. 1 of means plot shows TLS first preference goes to the sample from Philosophy, second for Psychology, third for Business Administration and fourth preference goes to the sample of Theology.

Although TLS preferences for ‘Branch of Study’ differed significantly, yet there are preferences varied among the five factors of TLS. The detail of the five factors and branch of study preferences are given below.

1. TSA has P<0.05 - There is a Branch of Study preference in TSA factor.
2. TSM has P<0.05 – There is a Branch of Study preference in TSM factor.
3. TSOA has P>0.05–There is no Branch of Study preference in TSOA factor.
4. TIPA has P<0.05 – There is a Branch of study preference in TIPA factor.
5. TSPA has P>0.05 – There is no Branch of Study preferences in TSPA factor.
6.7.3.2 Conclusion

A ‘one-way ANOVA’ test confirms the chi-square test of significance that Leadership Skills is associated with ‘Branch of Study’ preference among the Sample population. TLS first preference goes to the sample from Philosophy, second for Psychology, third for Business Administration and fourth preference goes to the sample of Theology. Therefore we accept alternative hypotheses no.1.(3) that ‘there is a significant difference in TLS between ‘the sample population of Philosophy, Psychology, Theology and Business Administration’.

6.7.3.3 Interpretation

In the above result TLS preference for Branch of Study, highest preference for Philosophy and lowest preference for Theology may have to do with what it offers to individuals to develop adequate attitude to deal with challenges in human life.

The above result preference is supported by TSOA and TSPA shows sample population’s higher awareness in Social affairs and transcendent aspect of spirituality could be the reason for TLS preference. However, According to mean and SD of descriptive statistics in Appendix no.3 shows branch of Psychology has higher preference in factors TSOA and TSPA than Philosophy but still it has not made it to highest preference in TLS suggests that TSA, TSM and TIPA are responsible for Philosophy highest preference in TLS. Following are the competencies according to the present research testing tool in three areas of TLS may have been responsible for poor preference in other branch of study: They are lack of respect for others, unrealistic expectations, lack of genuineness, moving only
in safety zone and afraid to take risk, superiority complex, emotions and thoughts based on learned responses rather than direct reflection of the previous experience, false compositeness than competency, unaware of other gets hurt, hypersensitivity, unable to manage negative emotions, difficulties in expressing thoughts and feelings, inability to take criticism positively, unorganized self, not open to knew knowledge, difficulty in accepting mistake, difficulties in expressing likes and dislikes, lack of collaboration in decision making may be responsible for poor TLS preference.

6.7.3.4 Evaluation of Branch of Study from Leadership Perspective

1. Philosophy

Core values of the study of Philosophy are (1) higher order thinking (2) Creative thinking (3) Critical thinking makes it a corner stone of all other disciplines.

It focuses on common and basic problems connected with reality, knowledge, values, reason, mind and language. It approaches problems of human life rationally, ethically, logically, aesthetically and metaphysically. It gives ample of freedom in every area to construct and deconstruct knowledge find purpose and meaning in life. This freedom to explore knowledge and reality could be the strength of the present research sample population receiving TLS preference.

2. Psychology

The subject of Psychology is about mental functions of thoughts, emotions and actions. It gives knowledge about processes such as perception, cognition, attention, motivation, personality, environment, emotions, and behaviour,
interpersonal, and social. Leadership as such is the process of applied psychology of higher education. Although the process of leadership includes self, environment and fulfilling the demands of life in order to be a productive individual, yet the sample data is unable to reason out intelligent choices in day today life circumstances is a real surprise when TLS is so much based on Psychological processes.

3. Business Administration

The testing tool for this research was prepared on the basis of emotive intelligence to test skills in management, personal, social, relational and spiritual aspect of Leadership and to screen the ability of the sample population to keep team members/group productive and happy to succeed professional goals.

Sample population from the discipline of Business Administration coming third in TLS preference shows the academic and applied aspect of the program may have been focused directly on marketing and productivity without focusing social, personal, relational and spiritual aspect of human being in work place. There is a difference between machines and living beings, so marketing and productivity has to be evaluated keeping these factors in mind. Performance deficiencies are addressed through coaching and personal performance aspects are addressed through rewards. This attitude makes Business Administration impersonal. The present research result from the Business Administration sample population shows their performance was more likely as a task masters than a Leader who owns the group.

The performance goes quite closely with the present IT sector behaviour of productivity, marketing and reward without keeping ethics of work hours. The critical aspect of handsome reward is that though resources are there but to enjoy
those resources time, relationships, personal care and spiritual connectivity are hard to maintain. The present work culture is impersonal and reflects autocratic leadership style. This is well projected in the above data result from Business Administration lacks empathy, genuineness and unconditional positive regard in Leadership position.

It is by knowing self awareness the person could understand other people better. The low score in TSA suggests that people in management position tend to forget their position is assigned for eight hours a day and beyond that they need to be social and interpersonal in order to carry out and satisfy other responsibilities and relationships in life. Attitude at work would be carried along in other places of life too. This is projected through scoring low in TSA, TSM and TIPA, reflecting poor knowledge about self, others, different relationships as well as lack of orderliness in failing to organize and utilize time appropriately.

4. Theology

The present research data results suggests that there is preference for TSPA in every category of the sample population, even then the discipline of Theology in ‘Branch of Study’ got last preference for TLS makes it a supportive discipline to sustain Leadership during challenging period. Anthropology, Sociology and Philosophy have witnessed man reasoning out the presence of transcendent ‘Supreme Force’ among all other forces has helped the formation of Religion. This indeed has helped man to develop civilization bringing customs, culture and traditions. Through this setting Religion brought order in man’s capacity of thoughts, emotions and actions. In fact it stands in the gap to lead, guide, protect and
provide by the way of enlightenment during unfavorable circumstances of man’s life and helps human being to advance its meaning and purpose in this world.

Theology deals with issues of community and ethics, righteousness, justice and equality, with its ultimate aim to establish Peace and prosperity of all. Human being getting center of attraction in divine love and care focuses on the relationship of transcendent with man in handling affairs of this world. Conceptualizing this aspect of divine would focus that, which is higher must have higher attributes to build and restore through love, care, empathy, provision, protection, forgiveness, preservation and guidance. That which is lower only has negative attributes of destruction. This suggests that Leadership must have higher qualities irrespective of personality types, reserved only for withholding negative aspects of leadership and friendly to build, strengthen and restore that which is lower.

In the present research the leadership skills questionnaire was prepared on the basis of some of the prophetic leaderships of the historical prophets of Judaism, which includes brand leadership of Moses as well as Leaderships in the books of I and II Samuel where leadership of Prophet Moses is in sharp contrast with the Leadership of Prophet Samuel. The features of Moses’ success was he had made personal commitment to be the Leader with single goal of Leading Israel out of Egyptian slavery after considering his weakness and strength through direct encounter with God, slave community and their elders, where as in Samuel case his mother made a commitment on behalf of the future baby Samuel. Moses’ political and administrative training was in the Egyptian palace, his social training was with the slave community and his spiritual training was in the wilderness with God. Where as Samuel was trained in the temple under Prophet Eli who had no control.
over his family yet cared, empathized and trained boy Samuel to be prophet, priest and judge. He had very little or no training in social and political aspect of the community. That is why Samuel was excellent as prophet, priest and judge but failed miserably in politics and community affairs. Moses was not egocentric he was democratic, shared power with others right from the beginning for better administration, where as Samuel took offence when asked for democracy in separating political and religious affairs, here on there was no reconciliation and restoration but favoritism, division and defeats politically and socially. Samuel was autocratic leader wanted everyone to obey his commands with no rights of asking questions or clarifications.

The above present results shows sample data from Theology has poor preference in TLS is projected if any awareness in the area of TSA, TSM and TIPA. This reflects struggle for power and ego issues than considering group welfare. This also reflects that data is ‘self superior’ and does not consider others could be better than them. This could be because of their fixed knowledge and lack of information in accepting creative aspect of leading against stereotype autocratic leadership. The superiority complex reflects denial of personal weakness as well as fears of others competing well and emotional instability by projecting emotional insecurity. In healthy leadership three things are important: unlearning faulty knowledge, learning new knowledge and relearning knowledge that would build lasting character through the virtue of empathy, unconditional positive regard for all and genuineness. This approach would build people centric leadership with highest productivity. Autocratic Leadership may not be a divine plan because man is a reason for God’s love and care in Judaist literature, so Spiritual/Religious leadership could focus on collaborative nature of governance.
6.7.4 ANOVA: Present Status PREF

6.7.4.1 Result

A ‘one-way ANOVA’ is used for testing TLS preferences among ‘Present Status’ based on the living condition of the sample population as Hostelite or Day Scholar. The below The Appendix Table No.5 shows the preference for ‘Present Status’ differed significantly among the Sample population for TLS at P<0.05. The pattern given in Chi-square table no. 14 also shows TLS preference for ‘Present Status’ is for Hostelite.

Although TLS preferences for ‘Present Status’ differed significantly, yet there are preferences varied among the five factors of TLS. The details of the five factors and ‘Present Status’ preferences are given below.

1. TSA has P<0.05 - There is ‘Present Status’ preference in TSA factor.
2. TSM has P<0.05 – There is ‘Present Status’ preference in TSM factor.
3. TSOA has P>0.05 – There is no ‘Present Status’ preferences in TSOA factor.
4. TIPA has P<0.05 – There is ‘Present Status’ preference in TIPA factor.
5. TSPA has P>0.05 – There is no ‘Present Status’ preferences in TSPA factor.

6.7.4.2 Conclusion

A ‘one-way ANOVA’ test confirms the chi-square test of significance that Leadership Skills is associated with ‘Present Status’ preference among the Sample population. TLS preference is for the sample from Hostelite. Therefore the
researcher accepts alternative hypotheses no.1.(4) that ‘there is significant difference between ‘the present Status’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.’

6.7.4.3 Interpretation

The result of the sample data reflects that living condition of the sample has effect on TLS. The data living in Hostel showed greater preference for TLS than those coming from home ‘Day Scholar’. This preference is supported by TSA, TSM and TIPA. The result reflects, data living in Hostel may have advantage of some forced schedule and discipline of hostel life over those coming from home may have flexibility. Hostel sample’s advantage in saving travel time, receiving food in time, getting up and going to bed in time, study habits according to the rules of hostel may have impact in developing right kind of attitude towards environment and final goal of completing study successfully. They have advantage of living among their peer group enabling them to share and consult on any issue which will be related to common interest and age group. The low score of the Day scholars in TSA, TSM and TIPA reflects the area of issues probably related to study and stages of development in late adolescent period where family, society and school must motivate might have had taken for granted to learn self management and self awareness. Day scholar’s anxiety and stress level regarding financial challenges of the sample living in hostel may be much lesser as they are temporarily away from home and have more opportunity to divert their attention from stress and anxiety. They live in protected environment as well as they have some responsibility to manage their needs within the given resources and facilities. This suggests that they have better opportunity to learn management of time, money, relationships as well
as they have adequate environment to direct their thinking towards the goal. They learn interaction, consultation and may have some attracted students around them to model their thinking, emotional stability, goal setting, behaviour, attitude and relationships. Hostelite are far from significant others in life, to make up this deficiencies they automatically develop new relationships and meaningful interactions where individuals learn to fear each other and so more chances to develop TSA, TIPA and hence learning to respect others because only by respecting others one may get respected. This helps to develop sensitivity and maturity in emotions, thoughts, words, behaviour and actions as well as helping tendency towards others. The data coming from ‘Day Scholar’ category’s vulnerability to physical, mental, financial and social stress is much frequent and higher. Managing time between travel and study is a great challenge. Their peer group interaction, consultation and review on any issue are fewer due to time factor. Since they come from home their daily concerns are taken care of by other members of the family so missing out opportunity to learn and manage responsibilities and resources. The major disadvantage they have is missing out close peer group supervision, consultation and modeling in community living style.

6.7.5 ANOVA : ‘Describe Yourself’ PREF

6.7.5.1 Results

A ‘One-way ANOVA’ is used for testing preference among the ‘Describe Yourself’ between Reserved and Friendly for the TLS. The Appendix Table No. 6 shows the preference for ‘Describe Yourself’ differed significantly among the sample population for TLS at p<0.05. The pattern given in Chi-Square table no.15 also shows significant difference where sample from Reserved disposal has
preference for TLS than sample from Friendly disposal. TLS preference for ‘Describe Yourself’ differed significantly, preferences varied among the five factors of TLS. The details of five factors and preferences for ‘Describe Yourself’ are given below.

1. TSA has P>0.05 - There is no ‘Describe Yourself’ preference in TSA factor.
2. TSM has P<0.05 – There is ‘Describe Yourself’ preference in TSM factor.
3. TSOA has P>0.05 – There is no ‘Describe Yourself’ preferences in TSOA factor.
4. TIPA has P>0.05 – There is no ‘Describe Yourself’ preference in TIPA factor.
5. TSPA has P>0.05 – There is no ‘Describe Yourself’ preferences in TSPA factor.

6.7.5.2 Conclusion

A ‘one-way ANOVA’ test confirms the chi-square test of significance that Leadership Skills is associated with ‘Describe yourself’ preference among the Sample population. TLS preference is for the sample from Hostelite Therefore the researcher accepts alternative hypotheses no.1.(5) that ‘there is significant difference between ‘Describe Yourself’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.’
6.7.5.3 Interpretation

The present research result for ‘Describing Yourself’ referring to positive and reserved personality of the sample. The sample preference in the above result is for ‘Reserved’ personality. This preference is supported by TSM. This suggests that personality completely depends on the self disposal of individual how he/she presents self to the family, society, peer group and work group in feelings, thoughts and actions.

Looking from the perspective of strength and weakness of both the personality, those who are friendly are more social, make friends easily. They make their voice heard loudly and are easily approachable. Those who are reserved prefer privacy and are less having fewer distractions and more focused on their objectives. When it comes to leadership reserved nature has nothing to do that individual is socially withdrawn. Socially withdrawn is a draw back of personality but when it comes to work and leadership it is connected to focusing on a specific goal to achieve desired objectives in given time and resources.

There are three types of ‘reserved’ people in work set up: The first type of ‘reserved’ individual wants to do things by himself/herself and do not want others or group to help may be due to out of insecurity and do not want others to get credit. The second type of ‘reserved’ individual could be because person is not competent enough to get best out of every one to get his goal accomplished. This is due to his/her limitation to accept and understand what others are suggesting and lack of creativity and motivation for knowing new information on the task. And the third type of ‘reserved’ individual Leadership model could be Autocratic Leadership generally do not want to be sociable at all because of the fear of invasion of other
people’s idea which may dilute their specific goal. Creative leadership is inclusive, transformative and works without fear of threat because it believes that everyone has capacity to excel. It also believes, through connectivity one can share and receive richness of knowledge and information to make right decision and take right action. When the goal is achieved Leader acknowledges genuinely and gives due credit to everyone for their participation and sincerity. But autocratic/authoritarian Leadership is away from social reality deliberately because people are not their goal but self. It completely relies on one man’s thinking and actions.

Although autocratic Leadership falls in ‘reserved’ category does not mean ‘reserved’ Leaders are autocratic in nature and can not lead democratically. Democratic Leadership or autocratic Leadership could be defined and evaluated only through its thinking pattern, acting pattern and degree of freedom given to associated individuals in decision making to achieve desired goal.

6.7.5.3.1 Advantage and Disadvantage of being ‘Friendly’

People who are friendly are collaborative, rich in exploring new ideas, welcome input of many brains new ideas, manages internal and external pressure by sharing it with others so their mental and physical health is protected. They are accommodative and so comfortable to short out chaos. There are disadvantage of being social, their emotional stability fluctuates by being more optimistic. They are more intuitive and miss details so orderliness is less.

6.7.5.3.2 Advantage and disadvantage of being ‘Reserved’

Reserved individual have less outside disturbances. They prefer solitary work so easy to keep up deadline. They do not compromise emotionally or
intellectually so less chances of diversion. They have self interest. They are not open to suggestions so less chance of making any change. There are disadvantage of being ‘Reserved’. They do not prefer consulting others. They are pessimistic, non accommodative, less creative, miss big picture, egocentric. They are progressive and explorative within self so progress is limited to one man’s thinking. They can not bear mess so can not manage crisis well.

6.7.5.3.3 Importance of Self Management and Interpersonal skills

The present research testing tool was prepared on the holistic nature of person and how individual perceives self, society, time, relationships/connectivity and spirituality in any given circumstances determines the productive aspect of individual. In the present research ‘reserved’ N is much lesser than ‘friendly, even then ‘reserved sample has made it up to the preference in the sample population shows reserved yet the sample is sociable in its own way, do not start conversation first but wants to be a part of the process, makes less inquiries, shy personality so, do not come forward voluntarily to accept responsibility but would do well in given responsibility. Reserved nature could be due to fear of crowd, uncertainty about the responses of the other people in sociability or do not know the art of how to begin conversation with the people unknown. This could be understood that sensitizing individuals through training and exposure could equip individual to perform better in sociability. Fear factor in sociability could be due to lack of new knowledge and art of consultation and referrals. Attending seminars and workshop in the area of ‘life skill’ in leadership training could aid individuals to begin and participate in active conversation in any given theme.
From the point of Leadership individuals have to perceive when to be reserved and when to be friendly in order to move forward the goal. The data results ‘self management’ P<0.05 shows the disadvantage of being friendly or reserved beyond the expected limit would land up individual in poor management of time, self and resources. Self management from the point of time, resources and setting priority is extremely important in decision making process. Decision making ability is the most important skill in Leadership. There are smart, intelligent people but lack of decision making ability would make their talents stagnate. The steps to learning decision making is through error and trial methods on the basis of knowledge, past experiences and gaining new knowledge when failure takes place. Advantage here is merging up with higher development in recovering past and present productivity.

Sample’s poor preference in TSM shows while doing any given responsibility sample need to improve its thinking, emotional and action stability. Appropriate emotional stability would help individuals to be confident in their objectives and focus on task well. They will be able to process every information and ideas intellectually and practically into the direction of achieving the goal.

6.7.6 ANOVA : ‘I Generally View Things’ PREF

6.7.6.1 Results

A ‘One-way ANOVA’ is used for testing preference among ‘I Generally View Things’ between Positive and Negative for the TLS. The Appendix Table No. 7 shows the preference for ‘I Generally View Things’ differed significantly among the sample population for TLS at p<0.05. The pattern given in Chi-Square table no.16 also shows significant difference in sample from Critically Viewing Things has preference for TLS than sample from positively Viewing Things.
TLS preference for ‘I Generally View Things’ differed significantly, preferences varied among the five factors of TLS. Details of five factors and preferences for ‘I Generally View Things’ are given below.

1. TSA has P<.05 - There is ‘I Generally View Things’ preference in TSA factor.
2. TSM has P<0.05 – There is ‘I Generally View Things’ preference in TSM factor.
3. TSOA has P>0.05 – There is no ‘I Generally View Things’ preference in TSOA factor.
4. TIPA has P>0.05 – There is no ‘I Generally View Things’ preference in TIPA factor.
5. TSPA has P>0.05 – There is no ‘I Generally View Things’ preferences in TSPA factor

6.7.6.2 Conclusion

A ‘one-way ANOVA’ test confirms the chi-square test of significance that Leadership Skills is associated with ‘I Generally View Things’ preference among the Sample population. TLS preference is for the sample from Critically Viewing Things. Therefore the researcher rejects the null hypothesis no.1(6) and accepts alternative hypotheses no.1.(6) that ‘there is significant difference between ‘I Generally View Things’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.’
6.7.6.3 Interpretation

The sample preference for ‘I generally view things’ is from the data observing information critically. The skills that favoured this preference are TSA and TSM. Some of the issues related to self awareness and self management are: no place of inquiry, superiority complex, not taking risk to find solution to problems, rigidity to accept new information and knowledge, finding faults with others, false competency, insensitive communication style, bossy type, inability to control negative emotions in challenging time, difficulty in expressing thoughts and emotions, fear of others, can not take criticism constructively, poor in following system, method and time management, no flexibility, not having confidence, no tolerance, can not retrospect on thoughts, emotions and actions. These behaviours are destructive behaviours in Leadership.

Comparing with other independent variables TSPA and TSOA has only little awareness show that faith, traditions, customs where reason had little option to solve issues brings challenges while developing practical solution to any problems. TSOA too scoring little awareness too shows that individuals are bound by community customs and norms forced to follow what community feels, thinks and believes. All these are far from personal reality of reason to understand something really doesn’t work for someone and yet they are expected to follow. TIPA getting higher awareness is the power of knowing, respecting and reasoning out other people’s feeling, thinking and action to build collaborative relationship. This is based on ethical and moral demands in finding workable solution without harming each other.
The factor Critical in ‘I generally view things’ may tend to give out impression of finding mistakes, making unfavorable comments and judgment on any given issue. However from the point of inquiry it is a careful search based on reason. It helps to arrive at conclusion and suggestion on the basis of its merit exclusively to improve skills and productivity of Individuals. So, Critically viewing things is constructive criticism. The testing tool of the present research study in the area of critically viewing things does not refer approaching things negatively and pessimistically. It rather points to knowing things in better way by asking questions and clarifying doubts to gain deeper understanding into any given situation. It is about looking at things from all possible perspectives to reason out arguments and identify problems. In the work of Leadership criticism plays important role to build someone or destroy someone.

The research results shows that higher Interpersonal Awareness is key to constructive criticism. It means converting critical thinking into creative thinking and for that TSA and TSM is necessary. This process includes building meaning and interpreting factual information for effective action for change. The art of Interpersonal Skills involves not going personal but considering all possible options to solve problem. It involves not panicking but remaining calm because it is assumed that everything individual hears is not true of the source. According to the questionnaire critical thinker in Interpersonal Skills would use patience, not get anxious, confident to approach people and issues, respect other people’s view, will be ever eager to know more information when other people talk, and will not jump to conclusion without searching all possible facts.
The result shows the importance of post modern thinking is crucial to make meaning in subjective and objective realities in any given situation. This is done through “the medium of hermeneutics and analytical thinking” (chapter 2; pg 62) in bringing both realities as close as possible because there is more than one interpretation of any event.

The factors that need attention in critical thinking according to the research result are Self Management and Self Awareness. Self Management chiefly deals with goal setting and goal achievement in connection with the behaviour in the present research study. Maintaining right emotions, attitude, time frame, openness and work competency would make individual efficient to work smarter and preserve adequate energy to remain active and communicative most of the time.

It is a way of approaching problems to make decision through conscious evaluation and taking control of thoughts in order to think skillfully. This process will make thinking more logical, open, authentic and compatible.

6.7.6.3.1 Decision Making Process

Self Management and Self Awareness both are key factors needed for critical thinking in important decision making process. Self Awareness would sensitize individual to think rationally based on careful consideration of issue and not on personal bias. The individual perception of self towards others based on facts and not feelings will help to arrive at reasonable and justifiable conclusion. When actions are reasonable and justifiable it can withstand the test of rational analysis. Thinking Critical focuses on thinking scientifically to examine evidences, ideas and solutions to make intelligent decisions for the growth of individual and the dynamics
of work. In decision making process playing safe is not progressive approach to growth and development but taking risk on the basis of evidences shows clear thinking, accuracy, cognizant and fairness while taking decision and not for finding fault as such.

6.7.6.3.2 Treating close mindedness through Self Awareness

According to the questionnaire conquering the feeling of being threatened when individual’s belief is contradicted. This is overcome through the search for what is reasonable. This does not mean individual’s view is wrong. Developing knowledge to be flexible would in return help in finding solution in times of personal crisis.

Self Awareness requires right kind of attitude towards various views already present and individual’s view is one of them. This does not mean individual has to be optimistic all the time at the same time it is not being negative also. Self Awareness through reasoning should bring discovering faults and errors in self in order to understand not to be judgmental when others are at fault.

Questioning and doubting would lead to no where at the same time believing everything would also lead to no where in decision making process. Issued based inquiry and view only would lead to discover personal stand, level of thinking and reasoning capacity of an individual against majority view. So reflection while doing critical thinking is essential to discover the degree of expertise of an individual in any given problem solving tactic.

Projecting displeasure is not constructive criticism behaviour and being strict in petty matter shows poor adjustment destructive for self and others. Self
Awareness in critical thinking would help individual to think before he/she speaks, reframe sentence to make it receptive and more communicative. It will help to improve self-worth.

6.7.7 ANOVA: ‘My Normal Way of Doing Things’

6.7.7.1 Results

A ‘One-way ANOVA’ is used for testing preference among ‘My Normal Way of Doing Things’ between the data from Conservative and Liberal for the TLS. The Appendix Table No. 8 shows TLS at p<0.05 the preference for ‘My Normal Way of Doing Things’ differed significantly among the sample population. Although the pattern given in Chi-Square table no.17 shows there is no preference for TLS among both the group is by chance. However ANOVA descriptive statistics in Appendix no. 7 shows Liberal group has preference in TLS over conservative group. It could be noted here that this could be possible because there is huge difference in N of both the group (Liberals N =352 and Conservative N =110).

TLS preference in ‘My Normal Way of Doing Things’ differ significantly, preferences varied among the five factors of TLS. Details of five factors and preferences for ‘My Normal Way of Doing Things’ are given below:

1. TSA has P>.05 - There is no preference for ‘My Normal Way of Doing Things’ in TSA factor.

2. TSM has P<0.05 – There is preference for ‘My Normal Way of Doing Things’ in TSM factor. The preference is for Liberal data sample where N is 110, Mean 33.73; SD is 6.20 and SE is .5.
3. TSOA has $P > 0.05$ – There is no preference for ‘My Normal Way of Doing Things’ in TSOA factor.

4. TIPA has $P < 0.05$ – There is preference for ‘My Normal Way of Doing Things’ in TIPA factor. The preference is for Liberal data sample where $N$ is 352, Mean is 29.53, SD is 5.13 and SE is .4

5. TSPA has $P > 0.05$ – There is no preference for ‘My Normal Way of Doing Things’ in TSPA factor.

6.7.7.2 Conclusion

A ‘one-way ANOVA’ test does not confirm the chi-square test of significance that TLS is not associated with ‘My Normal Way of Doing Things’ preference among the Sample population. On the basis of ANOVA test result in Appendix Table No. 8 the researcher concludes that ‘My way of doing things’ TLS preference is for the sample from Liberal Way of Doing Things.

Therefore the researcher accepts alternative hypotheses no.1.(7) that ‘there is significant difference between ‘I Generally View Things’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.’

6.7.7.3 Interpretation

Factors that affected ‘My normal Way of doing Things’ are TSM and TIPA. Conservatives do things in a style taught and passed over to them by the previous generation. The functions of these social construct is to bring people together for bonding, relating, receiving support, warmth and guidance. Thus from
the point of psychology it serves the psycho-socio needs of individual in the society and provides formative training in communication, behaviour, attitude and actions towards the significant others first and then directing the same towards society to participate in meaning and purpose of life as well as to be a part of productive community. In conservatism there is very little chance of questioning culture, customs, and traditions because all that is expected from the individual is following rules set by family and society without doubting or questioning.

As long as conservatism is in primitive stage to give initial formative training it could be welcome by individual. However conservatism obstructs the philosophical aspect of individuality and freedom in adult life and development. It has set boundaries about dos and don’ts in thinking, feeling and actions hence living very little scope for greater participation in life to discover higher potential of self and others. Conservatism serves two purposes in life: survival and preservation. The only problem conservatism has is not able to address questions raised by realities faced by individuals in day today life and work. This makes traditions and culture non applicable in later life because there is no learning in that. It could make meaning only when explained why people behave and do things in that manner could redeem the stagnation of keeping traditions and culture alive. Philosophical aspect of rationality to understand its depth and follow it with meaning could make conservatism relevant. Prophetical voice involved action oriented behaviour than stereotype behaviour of conservatism. The success of Jewish culture was celebration of Passover where the story is told and the questions are allowed for increasing knowledge and clearing doubts regarding keeping culture, custom and traditions. The only set back in most of the cultures there is no effort made to address reasons of doing certain things in certain ways and its benefits for individuals and society.
Rationality of traditions, culture and customs could open new ways to make conservatism more refined, acceptable, applicable and meaningful. Ethical, moral and social mode of conduct that conservatism proposes should always address justice and equality on any issues.

The reasons that challenged conservatism are industrialization, globalization, assimilation and marginalization attracted people towards liberalization of culture, traditions and customs to make meaningful adjustment to new groups, work, relationships, social and economical conditions. More and more people are attracted towards liberalization is because conservatism could be oppressive to self on the basis of justification of set social demands.

Low TSM score of the sample population shows data has difficulties in managing negative and expressing positive emotions. The issue of mistrust and false competency due to poor knowledge; inferiority expressed through superiority complex was prevailing in the data. The sample population in the data was not able to take up criticism positively due to ego’s defense in unfavorable conditions. The data lacked the art of following methods and system for time management. The issue of fixed knowledge in the data was reason for inflexibility and lack of eagerness in searching latest information. The data was unable to trust self and others, had poor adjustment and tolerance and did not have habit of self-evaluation.

The TIPA score of the sample population shows data has difficulty in managing and developing relationship. The data took Criticism as self defeating rather self improving, felt insecure in the presence of unknown people. The data was not open to things done in different ways, thus ability to take risk in decision making process was absent and so development and personal growth of individual and their
work had less chance to materialize. The data preferred arguments and not clarification, they were liked hearing flattering opinion about self from others. The data found difficult to accept mistakes and evaluate relationships. They had difficulty in expressing their choice, they were not open to give credit to others and lacked creative art of handling critical situations.

TLS in the sample population preferred Liberal data over Conservative. By nature itself Liberal individual would allow discussion on any issue to be solved and arrive at consensus. It is never a one man show who dictates what is right and what is wrong. Liberal individual has open mindedness and is democratic to consider what others think, feel, see and observe. In situations where there is no proof of what is right and what is wrong it believes in tolerance.

Liberal individuals may be ideal critical thinkers because they are accustomed to investigate to gain detail and deeper understanding on any issue and scrutinize matter, they have knowledge about other related subjects and are well connected. Their assessment is fair in matters relating to evaluation, they are wise in handling practical matters. They are not stubborn but willing to reconsider people. They are realistic in selection of standard, rule and test. Their thought process involves problem solving and not fault finding. In the matters of inquiry they do not give up in finding accurate result as the subject and the circumstances of inquiry permit.

The Conservative sample data had disadvantage over Liberals because of their fixed knowledge unwilling to search more new information to arrive at accurate conclusion, tendency of being judgmental of issues and people, unwilling to reconsider matters, lack of clarity on issues and unsystematic in complex matters.
6.7.8 ANOVA : ‘Year of study’ PREF

6.7.8.1 Results

A ‘One-way ANOVA’ is used for testing preference among ‘Year of Study’ between Undergraduate and Post Graduate for the TLS. The Appendix Table No. 9 shows the preference for ‘Year of Study’ does not differ significantly among the sample population, TLS is at p>0.05. Although the pattern given in Chi-Square table no.18 shows significant difference in the sample and TLS preference, the ANOVA results does not show preference. Since the above ANOVA table no.18 shows no preference either in TLS or even among the five factors of TLS it is confirmed that Chi_ Square result in table no. 18 for ‘Year of Study’ was by chance

6.7.8.2 Conclusion

On the basis of the above result the researcher concludes that there is no significant difference between the Post Graduate and Undergraduate sample for TLS.

Therefore the researcher rejects alternate hypothesis no.1(8) and accepts null hypotheses no.1.(8) that ‘there is no significant difference between ‘Year of Study’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.’

6.7.8.3 Interpretation

The gap of years between the undergraduate study data sample and graduate study data sample is very little. Although there is no doubt about the academic levels between the two samples are at different level yet the applied aspect
of Leadership Skills does not depend solely on academic standard. This shows that Leadership Skills could be developed through Leadership Training Programs irrespective of educational level. Leadership Skills is different from technical skills in any organization. Leadership Skills is more of relating to Administration. Internship and in-service training periodically through Leadership Seminars and workshop could enhance knowledge and needed skills periodically.

Although employment is a standard search for majority of undergraduates as well as graduate data sample generally yet the issue faced here could be vocational dilemma about where one is heading, whether there is call to be a leader or follower. Leadership training could be empowering to those who think they have aptitude for leadership as well as for those who want to develop leadership skills to be leader. This is very well portrait in the life of Prophet Moses (chapter 2 Pg 19). He had academic training and aptitude as a future leader of Egypt. After he fled Egypt he had a call to be the leader of Hebrews, even then wildness training in Leadership he did pass through. This was a period of learning, reflection, clarification, guidance and empowerment through various support systems. This suggests stronger the Leadership Training stronger the Leadership meaning and purpose.

Joshua was trained under Moses to succeed him, he was secured boundaries for Hebrews as a newly born nation. Elders took over from him at the end of his career which turned out to be chaotic because they assumed they were fit to be leaders even though they did not have training to lead (chapter 2, Pg 48, 49). In case of Prophet Samuel (chapter2, pg54) he was trained to serve in the temple but when the constitutional change happened he was neither willing to decentralize power nor
willing to train King Saul in administration except finding faults. David as such was a shrewd man his training was through experiential learning and keen observations of demands of leadership when there was civil war to overthrow Saul as the king of Israel. He far excelled in his common sense. Politically he was well polished to please Prophet Samuel by accepting fault in wrong doings. He had an excellent Interpersonal Skills as well as he had accurate assessment of who was important and who was least important. He had emotional insecurity but he did not allow his mind to brood over it rather he pursued higher goal of leadership to rule and make people secure and prosper during his time.

The above observation makes the Leadership Training imperative that higher education may not develop leadership, individuals aspiring to be a Leader needs general and specialized Leadership Training to be a successful future leader.

6.7.9 ANOVA : ‘Educational Group’ PREF
6.7.9.1 Results

A ‘One-way ANOVA’ is used for testing preference among ‘Educational Group’ between Co-Education Group and Single (boys/girls) Group for the TLS. The Appendix Table No. 10 shows the preference for ‘Educational Group’ differed significantly among the sample population for TLS at p<0.05. The pattern given in Chi-Square table no.19 also shows significant difference in the sample population and Co-Educational Group got preference in TLS over Single educational group.
Although TLS preference for ‘Educational Group’ differed significantly, yet preferences varied among the five factors of TLS. Details of five factors and preferences for ‘My Normal Way of Doing Things’ are given below.

1. TSA has P<0.05 - There is preference for ‘Educational Group’ in TSA factor.
2. TSM has P<0.05 – There is preference for ‘Educational Group’ in TSM factor.
3. TSOA has P>0.05 – There is no preference for ‘Educational Group’ in TSOA factor.
4. TIPA has P<0.05 – There is preference for ‘Educational Group’ in TIPA factor.
5. TSPA has P>0.05 – There is no preference for ‘Educational Group’ in TSPA factor.

6.7.9.2 Conclusion

A ‘one-way ANOVA’ test confirms the chi-square test of significance that TLS is associated with ‘Educational Group’ preference among the Sample population. TLS preference is for the sample from Co-Educational Group. Therefore the researcher accepts alternative hypotheses no.1.(9) that ‘there is significant difference between ‘Educational Group’ and total Leadership Skills Of the students of Religious Study, Psychology, Philosophy and Business Administration.
6.7.9.2 Interpretation

The sample population data result shows the preference for TLS is for co-educational group. The skills that favour this preference is TSA, TSM and TIPA. Studying in Co-educational group helps to have a definite understanding of what it requires to have powerful relationship and co-working with the same gender friends as well as opposite gender. When it comes to later stage in life relating to variety of people, the experience of single gender education definitely is a draw back, because individual did not have active participation in interaction with the opposite gender for so long and has lost the opportunity to know them better and build relationship. According to Psycho- Social development of an individual single sex education may create deficiency in two stages in life namely: Identity vs. Role confusion and Intimacy vs. Isolation. The developmental task of these both the stages explores emotional development, membership in the peer group, opposite sex relationships, development of the virtue of Love, mutuality and work (chapter 2 pg 74 &75).

The real world does not discriminate the genders. Although Co-ed education does not give guarantee for turning individual well-rounded, smart and good with people of both the genders yet it does give big opportunity to become that kind of individual. Co-ed provides right kind of environment to raise child into a person who will do well at their job as well as with all of society. The data result shows that Co-ed group has higher maturity to get TLS preference.

Co-Ed environment offers and nurtures individual to learn confidence through expressing their views and opinions in the presence of opposite gender peers. They respect the member of the opposite gender. And learn building friendship and collaboration in a group set up.
Learning gender differences prepares individuals for real world experiences and situations, where individual is exposed to diverse values, lifestyle, different leadership styles, wide range of opinions and ideas. Co-ed set up provides learning to deal with social issues rather than avoiding them or shy away from them. This environment provides them with opportunity to interact, gain respect and offer perspectives on issue. Thus they take pleasure in getting challenged and build personality through positive self-image and become socially well adjusted individual. Co-ed group provides the best opportunity for greater diversity in opinions, view points and experiences. This is important to learn from both the genders intellectually as well as socially.

Self-Awareness in the present research study of Leadership skills deals with issues such as: poor personal choices, Superiority complex, Self confidence and competency level is low, Unwilling to take risk, Authoritarian, complaining and finding faults in others, communication on learned responses but not reflective on what others feel and think when individual speaks or acts, Overconfidence, unable to think others have self-worth, Over sensitive to clarifications and suggestions. All of these issues show self only is important and exists. Subjective Self is reality for individual and not the objective Self. Gratification of self is much higher which shows individual has not become matured enough to understand objective Self in social context. Living in solitude or confinement or lonely life where no one else exists but self alone is something different, but when it comes to interaction, communication and actions involving other person, personal reality has to be in tune with the surrounding reality or else it would loose its soundness.
Self-Management in the present research study of Leadership skills deals with issues such as: managing negative emotions, expressing positive emotions, doubtful about one’s own ability, fear of criticism, difficulty in managing time, difficulty in reorganizing work and schedule, trust factor deficit, can not cease opportunity, unable to make adjustment and no habit of self-evaluation for improvement. All of these issues shows applied knowledge of time, resources, ability is ruled by negative emotions and not by creative art of adjustment, communication, tolerance, rearrangement of time and work.

Inter Personal Awareness in the present research study of Leadership skills deals with issues such as: retaliation, uncomfortable with unknown people, stereotype of work and behaviour, prefers arguments, can not take position on any issue, bias opinion, can not accept fault, difficulty in holding temperaments and fear to express choice. These are some of issues related to relationship management in any given circumstances.

The above result shows that individual in research sample population are conditioned by their family to understand social conditions and demands to perform reasonably well in the society. This is highlighted in data continuously having high awareness in TSOA and TSPA through out the analysis of data, shows TSPA is like a master card to handle any issue in life.

The majority of India Society undoubtedly expects all of its members to be well conditioned in the area socio-spiritual expectations. The data result showing negative performance in other areas addressing self and relationships may be due to stereotype of Indian society where individual is given no chance to think, feel and express one’s own choices in matters related to self. Individuals are programmed to
do what parents, family members and society expects them to do. However when it comes to working relationships at office or college this individual is unable to move forward beyond self interest creating stumbling block intellectually, emotionally, inter-personally and professionally to grow naturally. Collaborative aspect of relationship could be fashioned in learning progressive communication where individual does not get stuck but explores new ways of receiving and giving knowledge and application of that knowledge in one’s environment. This could be done through the reflective process of receiving feedback with the goal to excel in relationships and work.

It is concluded here that Co-Ed group gets preference in TLS and the three factors needs deeper understanding of self, others and environment are TSA, TSM and TIPA.

6.8 CORRELATION MATRIX RESULTS FOR OBJECTIVE NO.3

Correlation coefficient describes the direction and the degree of the relationship between two variables. The information is given below for the interpretation of correlation coefficient result.

The value of a correlation coefficient is between -1 and 1. When the perfect value of a correlation coefficient is greater the linear relationship is Stronger. When linear relationship is strongest it is indicated by a correlation coefficient of -1 or 1. The weakest linear relationship is indicated by a correlation coefficient equal to 0. A positive correlation means that if one variable gets bigger, the other variable tends to get bigger. A negative correlation means that if one variable gets bigger, the other variable tends to get smaller. Correlation will determine here statistical significance.
It means there is relationship or there is no relationship. It simply tests the null hypothesis.

The researcher will follow the characterization of result as given below:

Characterizations:

>.5  high association
.3 to .5  moderate association
.1 to .3  low association
0 to .1  little if any association

6.8.1  Correlation  Results between Dependent Variables

The following results show correlation between dependent variables at low, medium or high association. It also shows correlation between two or more variables.

6.8.1.1 Results

1)  Total Self Awareness: has positive correlation, moderate relationship with TSM (r = .33) and TLS (r = .48)

2)  Total Self Management Skills: TSM has positive correlation, moderate relationship with TSA (r = .34), TSOA (r = .34), TIPA (r = .35), and TSPA (r = .33), and strong relationship with TLS (r = .73)
3) Total Social Awareness: TSOA has positive correlation, moderate relationship with TSM (r = .34), TIPA (r = .37), and TSPA (r = .48), and strong relationship with TLS (r = .7)

4) Total Inter Personal Awareness: TIPA has positive correlation, moderate relationship with TSM (r = .359), TSOA (r = .37), TSPA (r = .302), and strong relationship with TLS (r = .63)

5) Total Spiritual Awareness: TSPA has positive correlation, moderate relationship with TSA (r = .33), TSM (r = .48), TIPA (r = .36), and strong relationship with TLS (r = .69)

6) Total Leadership Skills: TLS has positive correlation, strong relationship with TSA (r = .484), TSM (r = .73), TSA (r = .7), TIPA (r = .63) and TSPA (r = .69)

6.8.1.2 Conclusion

The correlation matrix presented in the Appendix Table No.11 and Appendix table No.11A shows there is relationship between each dependent variable. However this does not mean they are affecting each other. It shows only direction and magnitude of the relationship. On the basis of above result we reject null hypotheses no.3 and accept the Alternate hypotheses no.3 that ‘The LEADERSHIP SKILLS: Self Awareness, Social Awareness, Self Management/time management, Interpersonal Awareness, and Spiritual Awareness of the sample will be related to each other’.
6.8.1.2 Interpretation

On the basis of Correlation-coefficient result the strength of the relationship is given in the interpretation below.

6.8.1.2.1 Strong Relationships

(1) The analysis of the correlation matrix indicates that few of the observed relationships were very strong. The strongest relationship was between the ‘Total Self Management’ and ‘Total Leadership Skills’ (r = .73). This indicates that if the sample population had developed Self Management Skills they are more likely to have developed more Leadership Skills. This is because of the positive correlation. The positive correlation means that as X increases, so does Y. Thus, the sample population who responded that they had developed Self Management Skill possessed more Leadership Skills on average than those who hadn’t.

(2) The other strong relationships were between ‘Total Social Awareness’ and ‘Total Leadership Skills’ (r = .7). This indicates that if the sample population had developed Social Awareness they are more likely to have developed more Leadership Skills. This is because of the positive correlation. The positive correlation means that when X increases, so does Y. Thus, the sample population who responded that they had developed Social Awareness possessed more Leadership Skills on average than those who hadn’t.
(3) The other strong relationship is between ‘Total Inter Personal Awareness’ and ‘Total Leadership Skills’ (r = .63). This indicates that if the sample population had developed Interpersonal Skills they were more likely to have developed more Leadership Skills. This is because of the positive correlation. The positive correlation means that as X increases so does Y. Thus, the sample population who responded that they had developed Inter Personal Awareness possessed more Leadership Skills on average than those who hadn’t.

(4) The other strong relationship is between ‘Total Spiritual Awareness’ and ‘Total Leadership Skills’ (r = .7). This indicates that if the sample population had developed Spiritual Skill they were more likely to have developed more Leadership Skills. This is because of the positive correlation. The positive correlation means that as X increases so does Y. Thus, the sample population who responded that they had developed Spiritual Awareness possessed more Leadership Skills on average than those who hadn’t.

6.8.1.2.2 Moderate Relationships

(1) The ‘Total Self Awareness’ was positively correlated with ‘Total Self Management’ (r = .34) and the relationship was moderate. Greater the Total Self Awareness of the sample population, the more Total Self Management the participants were likely to possess on the Leadership Skills.

(2) The ‘Total Self-Management’ was positively correlated with ‘Total Self Awareness’ (r =34), ‘Total Inter Personal Awareness’(r = 34)
and ‘Total Spiritual Awareness’ \( r = .33 \). Relationships were moderate. Greater the Total Self Management of the sample population had, the more Total Self Awareness, Total Inter Personal Awareness and Total Spiritual Awareness the participants were likely to possess on the Total Leadership Skills.

(3) The ‘Total Social Awareness’ was positively correlated with ‘Total Self Management’ \( r = .34 \), ‘Inter Personal Awareness’ \( r = .37 \) and Total Spiritual Awareness \( r = .48 \). Relationships were moderate. Greater the ‘Total Social Awareness’ of the sample population had, the more Total Self Management, Total Inter Personal Awareness and Total Spiritual Awareness the participants were likely to possess on the Total Leadership Skills.

(4) The ‘Total Inter Personal Awareness’ was positively correlated with ‘Total Self Management’ \( r = .35 \), Total Social Awareness \( r = .37 \), and Total Spiritual Awareness \( r = .30 \). The relationships were moderate. Greater the Total Inter Personal Awareness of the sample population had, the more Total Self Management, Total Social Awareness and Total Spiritual Awareness the participants were likely to possess in them.

(5) The ‘Total Spiritual Awareness’ was positively correlated with ‘Total Self Management’ \( r = .33 \), Total Social Awareness \( r = .48 \) and Total Interpersonal Awareness \( r = .30 \). Relationships were Moderate. Greater the Total Spiritual Awareness the sample population had, the more Total Self Management, Total Social
Awareness and Total Inter Personal Awareness participants were likely to possess in them.

6.8.1.2.3 Low Relationships

(1) The Total self Awareness of the participants was slightly correlated with Total Inter Personal Awareness ($R = .16$). It is positive correlation. The result indicates that when Total Self Awareness of the participants increases, it is more likely to increase Total Inter Personal Awareness in them.

Based on the above result summary of the findings, suggestions for the future research and conclusion are given in the next chapter 7.