

# A Probe into the Leadership Behaviour of College-Level Students in West Midnapore District

Subrata Bhattacharya<sup>1</sup>, Ranjana Banerjee<sup>2</sup>, Samirranjan Adhikari<sup>3</sup>

<sup>1</sup>Research Scholar, Department of Education, Swami Vivekananda University, Barrackpore, West Bengal, India and State Aided College Teacher, Department of Education, Sankrail Anil Biswas Smriti Mahavidyalaya

<sup>2</sup>Professor, Department of Education, Swami Vivekananda University, Barrackpore, West Bengal, India

<sup>3</sup>Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.908000476>

Received: 30 August 2025; Accepted: 05 September 2025; Published: 17 September 2025

## ABSTRACT

The study explores the status of different dimensions of leadership behaviour among college students of West Midnapore District. The research adopts quantitative surveys to gather data from a representative sample of college-level students in the district. Leadership behaviour is analysed through the lens of established theoretical frameworks. Key findings highlight that college-level students, considering both males and females as a whole, possessed a high level of leadership behaviour; again, there were no gender differences. Leadership behaviour among college-level students is increasingly recognised as a critical factor in shaping not only individual success but also societal progress. High levels of leadership behaviour among these students can be justified based on several academic, developmental, and societal considerations. College-level students are at a developmental stage characterised by the acquisition of advanced cognitive, emotional, and social skills. Leadership behaviour enables them to navigate complex social settings, take initiative, and influence peers positively. These skills are vital for fostering resilience, effective communication, and decision-making, which contribute to their overall personal and professional growth. The collegiate environment of West Midnapore provides a fertile ground for cultivating leadership skills. Activities such as student organisations, community service projects, and leadership training workshops encourage students. The implications of the findings are discussed concerning educational policy and curriculum design, with recommendations for future research to further explore the interplay between personal and environmental factors in shaping student leadership.

**Keywords:** Leadership Behaviour, College Students, West Midnapore District, Student Leadership, Educational Psychology

## INTRODUCTION

Leadership behaviour is a vital construct in understanding the interpersonal dynamics and developmental trajectories of individuals, especially in the educational domain. Among college students, the development of leadership behaviour is crucial as it not only shapes their academic experiences but also prepares them for future societal roles. Leadership is characterised by an individual's ability to inspire, influence, and guide others toward achieving common goals (Northouse, 2019). In the context of college-level students, leadership behaviour extends beyond formal roles and manifests in collaborative group activities, classroom participation, and community engagements.

The college years represent a transformative phase in an individual's life, where cognitive, social, and emotional capabilities undergo significant development. This period offers a unique opportunity to foster leadership skills through various academic and extracurricular platforms (Astin, 1993). However, the emergence of leadership behaviour among college students is influenced by a range of factors, including personality traits, family background, socio-economic conditions, and the institutional environment (Komives

et al., 2005). Examining these factors is essential to creating targeted interventions for cultivating leadership potential.

West Midnapore District, located in the state of West Bengal, India, provides a unique socio-cultural and educational landscape that influences the leadership behaviour of its students. The district's colleges serve a diverse student population, characterised by varying socio-economic backgrounds and exposure to urban and rural settings. The interplay between these factors and the leadership behaviours of students remains underexplored. This research seeks to address this gap by probing the patterns, determinants, and implications of leadership behaviour among college-level students in the West Midnapore District.

In recent years, leadership development programs in higher education have gained prominence, emphasising the need for evidence-based approaches to nurture leadership competencies. Studies have highlighted that leadership behaviour among students correlates positively with academic success, social engagement, and future career prospects (Dugan & Komives, 2007). Yet, the contextual understanding of leadership behaviour within specific geographical and cultural settings is limited. The current study aims to contribute to the growing body of literature by focusing on the leadership behaviour of students in the West Midnapore District.

### Significance of the Study

The significance of this study lies in its potential to contribute to the understanding of leadership behaviour among college-level students, specifically in the context of the West Midnapore District. Leadership behaviour, defined as the ability to influence and guide individuals or groups towards achieving shared goals (Northouse, 2021), plays a pivotal role in fostering personal development, social change, and organisational success. By focusing on college students, the study aims to examine the early emergence of leadership traits and their implications for future professional and community engagements.

This research holds value for educational policymakers, faculty, and administrators, as it sheds light on the factors that shape and nurture leadership qualities in young adults. Understanding these dynamics is essential for designing interventions and educational programs that encourage the development of leadership skills among students. Such initiatives align with the broader goal of preparing youth to take on roles of responsibility in society (Yukl, 2013).

From a regional perspective, the findings of this study are particularly relevant to the West Midnapore District, a region characterised by its unique socio-cultural and educational landscape. The study will offer insights into how local contexts influence leadership behaviours, contributing to the body of literature on regional variations in leadership development (House et al., 2004). Additionally, the research may inform strategies to address potential gaps in leadership opportunities and foster equitable access to resources for all students.

Lastly, this study is significant for its theoretical implications. By probing into the leadership behaviour of college-level students, the research will test and expand existing theories of leadership, particularly as they pertain to the youth demographic. The findings may reveal patterns or anomalies that necessitate further exploration, thereby advancing the scholarly discourse on leadership and its developmental trajectories.

### Objectives of the Study

This paper addressed the following objectives –

**O<sub>1</sub>:** To know the present situation of **Leadership Behaviour** of college-level students, considering males and females as a whole.

**O<sub>2</sub>:** To know the present situation of **Leadership Behaviour** of college-level male students;

**O<sub>3</sub>:** To know the present situation of **Leadership Behaviour** of college-level female students;

**O<sub>4</sub>:** To compare the **Leadership Behaviour** of college-level male and female students.

## Hypothesis of the Study

This paper was launched to probe into the following hypotheses –

**H<sub>1</sub>:** The college-level students, both males and females considered as a whole, have high **Leadership Behaviour**.

**H<sub>2</sub>:** The college-level male students have high **Leadership Behaviour**.

**H<sub>3</sub>:** The college-level female students have high **Leadership Behaviour**.

**H<sub>4</sub>:** The college-level male and female students do not differ concerning their **Leadership Behaviour**.

## Leadership Behaviour: Theoretical and Empirical Insights

Leadership behaviour is a critical area of study in the context of personal development and organisational effectiveness. **Stogdill (1948)** defined leadership as the process of influencing group activities toward the achievement of goals. Subsequent research highlighted two primary dimensions of leadership behaviour: task-oriented and relationship-oriented styles (**Fiedler, 1967**). These dimensions are instrumental in understanding how leaders interact with their teams and achieve objectives. In the educational context, leadership behaviour among college-level students plays a pivotal role in fostering teamwork, decision-making skills, and personal growth (**Komives et al., 2005**).

## Leadership in College Students

Leadership behaviour among college students has been linked to extracurricular involvement, academic engagement, and community service (**Astin, 1993**). Astin's theory of involvement emphasises that students develop leadership traits when they actively participate in various campus activities. **Dugan and Komives (2010)** found that leadership development is influenced by both individual traits and environmental factors, including mentoring relationships and campus culture. These findings suggest that a supportive institutional environment is critical for nurturing leadership qualities among students.

## Contextual Factors Influencing Leadership Behaviour

The socio-cultural context significantly impacts leadership behaviour. For instance, studies conducted in Indian settings have revealed that familial and societal expectations shape the leadership traits of students (**Sharma & Sharma, 2020**). In West Midnapore, a district characterised by its rural-urban dichotomy, leadership behaviours may vary based on access to educational resources, exposure to diverse experiences, and community influences. Research by **Saha (2018)** on rural youth leadership highlighted the importance of community-based initiatives in fostering leadership qualities.

## Gender Differences in Leadership Behaviour

Gender plays a significant role in leadership styles and perceptions. **Eagly and Johnson (1990)** suggested that while men are often associated with task-oriented leadership, women tend to exhibit more relational and participative leadership styles. Studies focusing on college students (**Fitzpatrick et al., 2014**) have demonstrated that female students often face societal barriers in assuming leadership roles, particularly in patriarchal settings. However, targeted interventions such as leadership workshops have been shown to reduce these disparities (**Bauer & Liang, 2003**).

## Leadership Development Programs

Leadership development programs have gained prominence in educational institutions. Programs such as the Social Change Model of Leadership Development (SCM) emphasise collaborative and ethical leadership practices (**Komives & Wagner, 2009**). In the Indian context, initiatives like the National Service Scheme (NSS) and the National Cadet Corps (NCC) have been instrumental in promoting leadership among college students (**Chatterjee, 2019**). Such programs provide students with opportunities to engage in team-building, problem-solving, and community service.

## Research Gaps and Future Directions

Although there is substantial research on leadership behaviour among students, studies specific to rural and semi-urban districts like West Midnapore remain limited. Additionally, while the impact of sociocultural factors has been recognised, there is a need for more nuanced analyses considering intersectionality, such as the influence of caste, religion, and economic status. Future research could also explore the long-term outcomes of leadership development programs in these contexts.

## RESEARCH METHODOLOGY

The study aimed to investigate the present state of affairs of the Leadership Behaviour of college-level students in the West Midnapore district. It was carried out using the **Descriptive Survey Method**.

### Variables

In descriptive survey research, “**Leadership Behaviour**” was the only independent variable.

In gender-wise comparative research, “Gender” was the independent variable, its two levels, male and female, were considered, and “Leadership Behaviour” was the only dependent variable.

### Sample

Now, let us highlight the sampling of the study.

### Source of Sample

Government general Degree Colleges in West Midnapore constituted the source of the sample.

### Sampling Procedure

In the present study, “Stratified Random Sampling Technique” was adopted.

### Sample Size

A total of 530 students participated in the study; there were 202 male and 328 female students.

### Tools of Research

In quantitative research, the tool is very important. This section of the study outlines the tool used to assess various psychological constructs related to leadership behaviour. Accurate measurement of these constructs is essential for understanding their relationship with leadership behaviour in college-level students. The instruments selected for this research include a standardised scale that demonstrated reliability and validity in previous studies.

### Leadership Styles Questionnaire (LSQ) (Kurt Lewin, 1930)

This inventory was designed by **Kurt Lewin’s** Leadership Styles Framework – a model developed in the **1930s**. This questionnaire is designed to measure four common styles of leadership – **Authoritative, Democratic, Facilitative and Situational**. The mean score of the scale was normalised, and the normalisation procedure was as follows:

**Normalised mean = (Mean of the item responses in a dimension /Total number of items in the dimension).**

Then, the normalised mean fell within the range extending from 0 to 3, with 1.5 as the mid-point (moderately good).

The range of Normalised means score of “**Leadership Styles Questionnaire (LSQ)**” may be interpreted as –

0.00 to 0.74	Very Low
0.75 to 1.49	Low
1.50 to 2.24	High
2.25 to 3.00	Very high

## Presentation of Results

To probe into the hypotheses, results are presented in tabular form.

### Leadership Behaviour of Males and Females College-Level Students Considered as a Whole

Here, the purpose of the presentation is to test the following hypothesis –

**H<sub>1</sub>:** The college-level students, both males and females considered as a whole, have high Leadership Behaviour.

Table 4.1: Descriptive Statistics of Leadership Styles Questionnaire Scores (College-Level Students: Male and Female Combined)

Leadership Styles	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Authoritative	530	2.75	0.25	3.00	2.02	0.55	High
Democratic	530	2.25	0.75	3.00	2.18	0.48	High
Facilitative	530	2.50	0.50	3.00	2.37	0.43	Very High
Situational	530	2.75	0.25	3.00	1.82	0.54	High
<b>Leadership</b>	<b>530</b>	<b>2.38</b>	<b>0.56</b>	<b>2.94</b>	<b>2.10</b>	<b>0.35</b>	High

The results indicated that, when male and female students were considered together, the overall level of leadership behaviour was *high*. This means that most students were not just passive participants in their academic settings but actively demonstrated skills such as initiative, decision-making, and group coordination. Particularly strong was the **facilitative leadership style**, suggesting that students excel at motivating peers, encouraging participation, and fostering collaboration. In practical terms, this reflects their ability to work effectively in group projects, student organisations, or community initiatives—contexts where shared responsibility and teamwork are essential.

Hence, hypothesis H<sub>1</sub> was accepted.

Figure 4.1 (a) depicts the bar diagram of different facets of the Leadership Styles Questionnaire Score of the College-Level Students Considering Males and Females as a Whole.

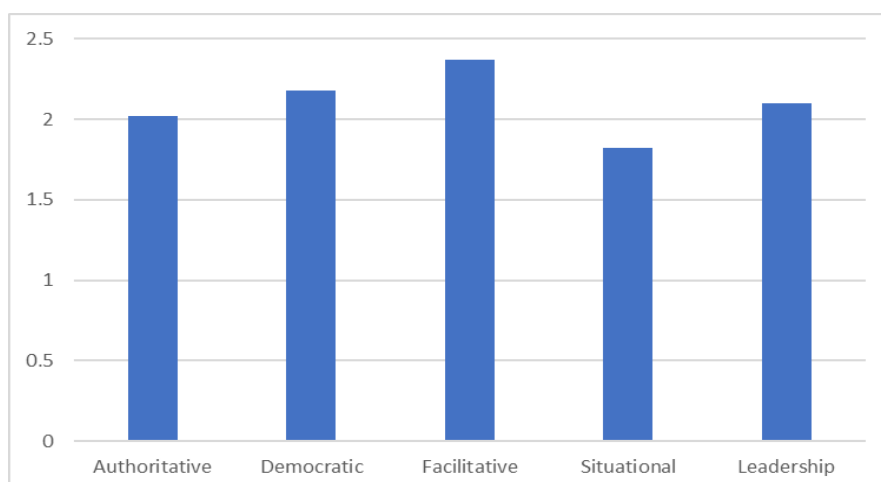


Figure 4.1(a): Bar Diagram of Leadership Styles (College-Level Students: Male and Female Combined)

Figure 4.1(b) depicts the histogram with a normal curve of the **Leadership Styles Questionnaire Score** of the college-level students (considering males and females as a whole). By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

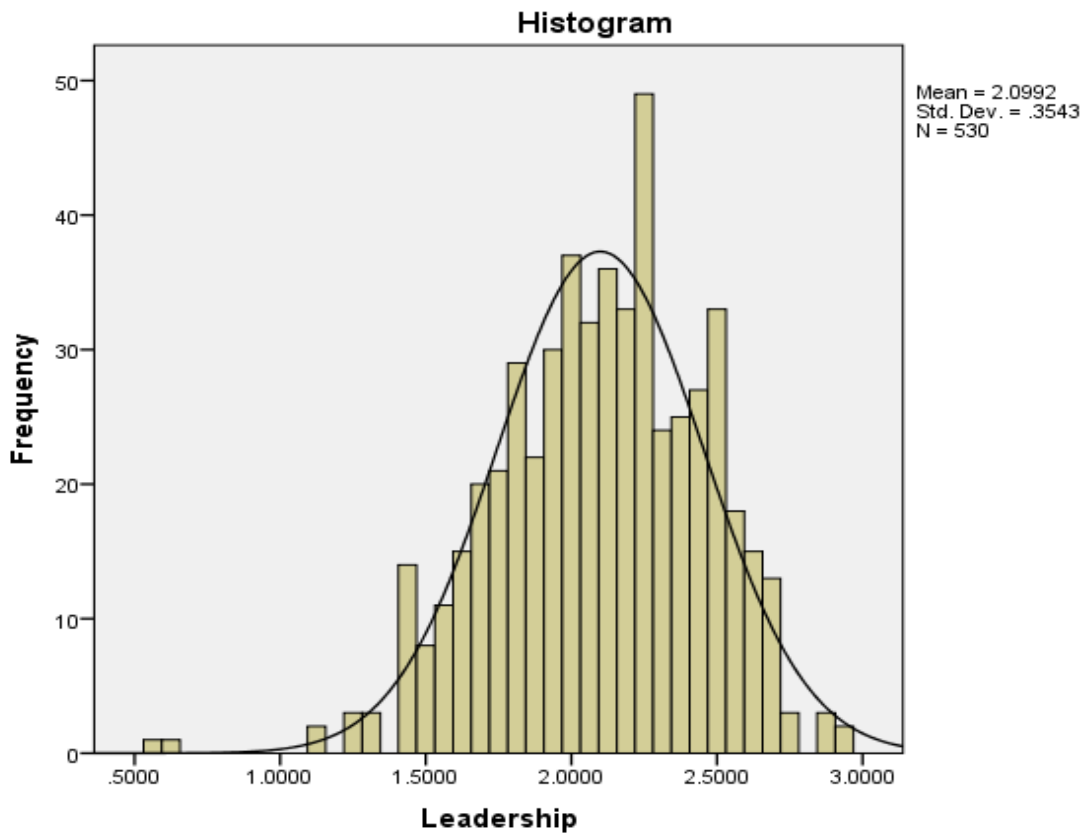


Figure 4.1(b): Histogram with the Normal Curve of the Leadership Styles Questionnaire Score of the College-Level Students Considering Males and Females as a Whole

### Leadership Behaviour of the College-Level Male Students

Here, the purpose of the presentation is to test the following hypothesis –

**H<sub>2</sub>:** The college-level male students have high Leadership Behaviour.

Table 4.2: Descriptive Statistics of the Leadership Styles Questionnaire Score of the College-Level Male Students

Leadership Styles	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Authoritative	202	2.75	0.25	3.00	2.05	0.56	High
Democratic	202	2.25	0.75	3.00	2.19	0.49	High
Facilitative	202	2.50	0.50	3.00	2.35	0.45	Very High
Situational	202	2.75	0.25	3.00	1.90	0.53	High
<b>Leadership</b>	202	2.38	0.56	2.94	2.12	0.36	High

Male students also demonstrated a high level of leadership behaviour. Their leadership profile showed balanced tendencies across authoritative, democratic, and facilitative styles, with particularly strong scores in facilitative and situational leadership. This suggests that male students are capable of adapting to different circumstances, assuming responsibility when needed, and guiding peers in challenging or uncertain situations. In real-world terms, such behaviour would likely be visible in their ability to lead student clubs, manage conflicts among peers, or take initiative in organising academic and extracurricular activities.



Hence, hypothesis  $H_2$  was accepted.

Figure 4.2(a) depicts the bar diagram of different facets of the Leadership Styles Questionnaire Score of the College-Level Male Students.

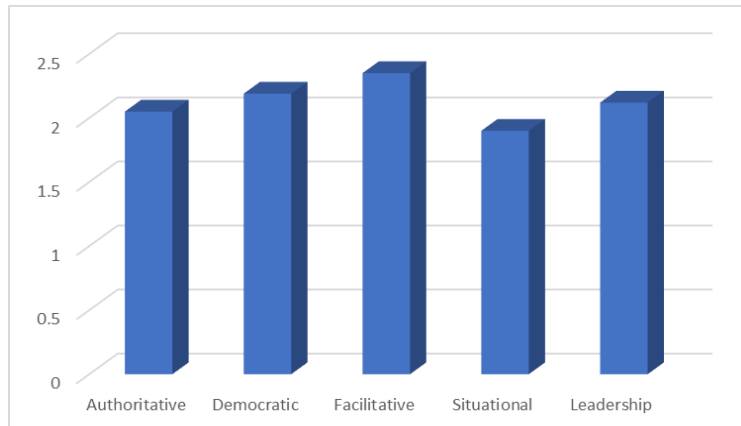


Figure 4.2(a): Bar Diagram of Different Facets of Leadership Styles Questionnaire Score of the College-Level Male Students

Figure 4.2(b) depicts the histogram with a normal curve of the **Leadership Styles Questionnaire Score** of the college-level male students. By visually examining, we know the said distribution was normal (Fein, Gilmour, Machin & Hendry, 2022).

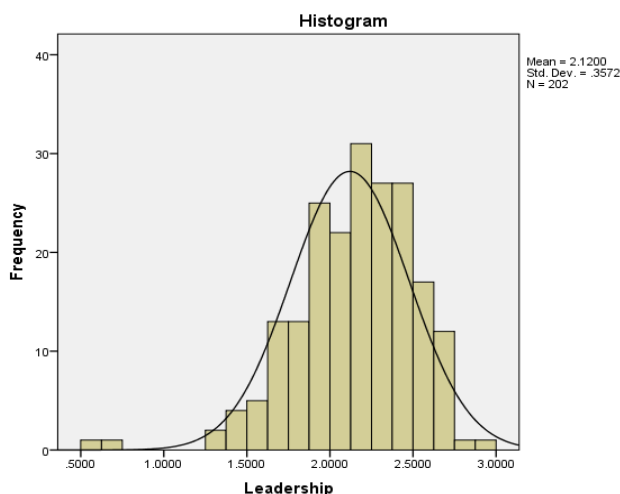


Figure 4.2(b): Histogram with the Normal Curve of the Leadership Styles Questionnaire Score of the College-Level Male Students

### Leadership Behaviour of the College-Level Female Students

Here, the purpose of the presentation is to test the following hypothesis –

$H_3$ : The college-level female students have high Leadership Behaviour.

Table 4.3: Descriptive Statistics of Leadership Styles Questionnaire Score of the College-Level Female Students

Leadership Styles	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Authoritative	328	2.50	0.50	3.00	2.01	0.54	High
Democratic	328	2.00	1.00	3.00	2.18	0.48	High
Facilitative	328	2.25	0.75	3.00	2.39	0.41	Very High
Situational	328	2.50	0.50	3.00	1.77	0.54	High
<b>Leadership</b>	328	1.81	1.13	2.94	2.09	0.35	High

Female students, similar to their male counterparts, exhibited high levels of leadership behaviour overall. Facilitative leadership emerged as their strongest dimension, highlighting their ability to build consensus, empower peers, and sustain group harmony. In everyday college life, this might mean female students often act as mediators in group settings, take leadership in collaborative assignments, and contribute to building inclusive and participatory environments. Their relatively lower situational scores suggest that, while effective in stable group contexts, they may face more challenges in highly dynamic or unpredictable settings.

**Hence, hypothesis H<sub>3</sub> was accepted.**

Figure 4.3(a) depicts the bar diagram of different facets of the Leadership Styles Questionnaire Score of the College-Level Female Students.

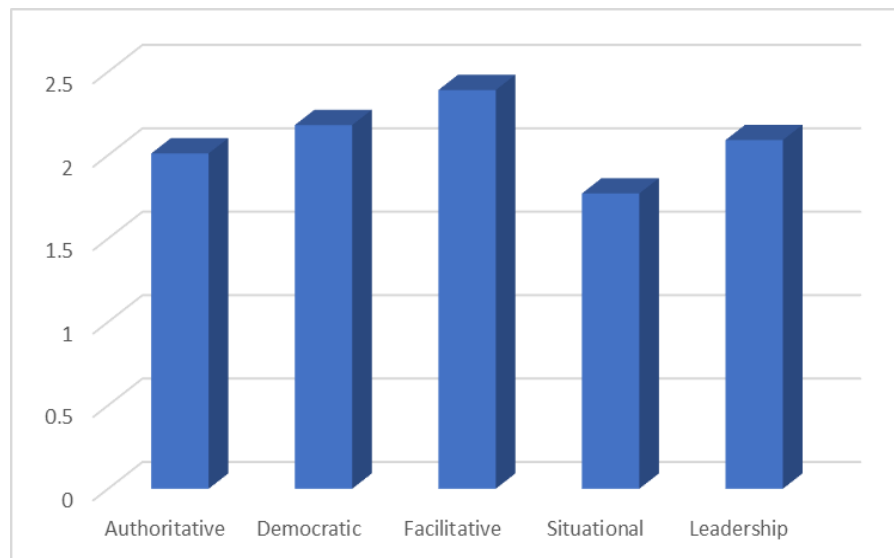


Figure 4.3(a): Bar Diagram of Different Facets of Leadership Styles Questionnaire Score of the College-Level Female Students

Figure 4.3(b) depicts the histogram with a normal curve of the **Leadership Styles Questionnaire Score** of the college-level female students. By visually examining, we know the said distribution was normal (Fein, Gilmour, Machin & Hendry, 2022).

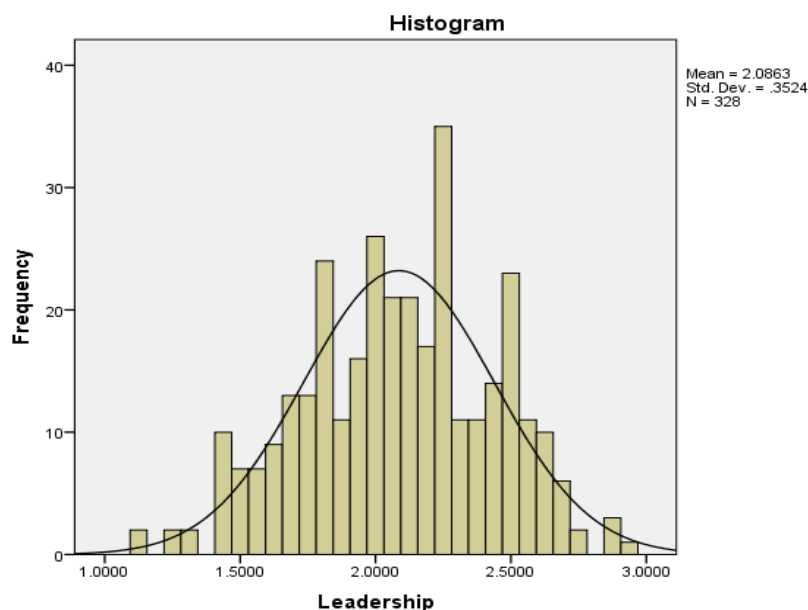


Figure 4.3(b): Histogram with the Normal Curve of Leadership Styles Questionnaire Score of the College-Level Female Students



## Gender-Wise Comparison of Leadership Behaviour of the College-Level Students

The result is presented to probe into the following hypothesis –

**H<sub>4</sub>:** The college-level male and female students do not differ concerning their Leadership Behaviour.

Table 4.4 (a): Group Statistics of Leadership Styles Questionnaire (LSQ) Scores of Male and Female College-Level Students

Leadership Styles	Gender	N	Mean	Std. Deviation	Remark
Authoritative	Male	202	2.05	0.56	High
	Female	328	2.01	0.54	High
Democratic	Male	202	2.19	0.49	High
	Female	328	2.18	0.48	High
Facilitative	Male	202	2.35	0.45	Very High
	Female	328	2.39	0.41	Very High
Situational	Male	202	1.90	0.53	High
	Female	328	1.77	0.54	High
<b>Leadership</b>	Male	202	2.12	0.36	High
	Female	202	2.05	0.56	High

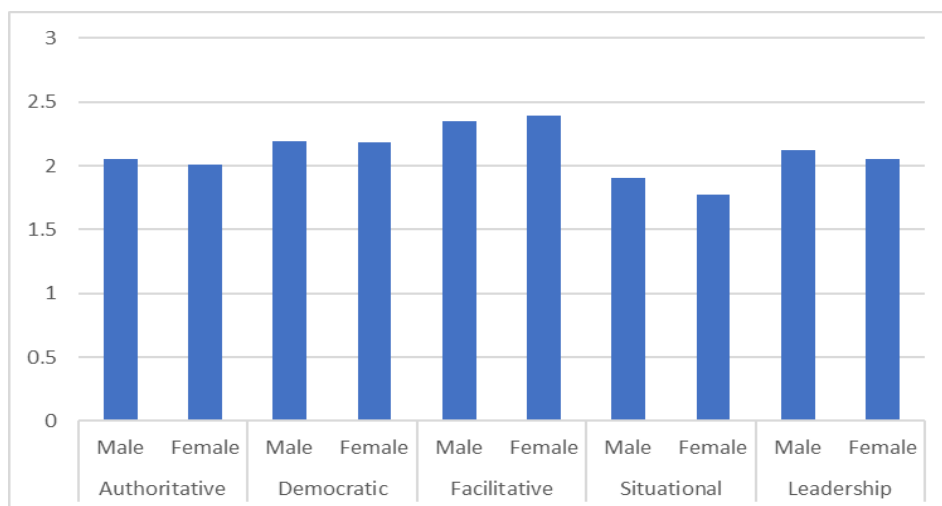


Figure 4.4(a): Bar Diagram of Mean Scores of Leadership Styles Questionnaire (LSQ) of Male and Female College-Level Students Separately

Table 4.4(b): Results of the Independent Samples Test of Gender Wise Comparison of Means of Leadership Styles Questionnaire (LSQ) Scores of the College-Level Students

Leadership Styles		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Authoritative	Equal variances assumed	1.14	0.29	0.73	528	0.47
	Equal variances not assumed.			0.72	412	0.47
Democratic	Equal variances assumed	0.12	0.73	0.12	528	0.90
	Equal variances not assumed.			0.12	421	0.90
Facilitative	Equal variances assumed	0.87	0.35	-0.93	528	0.35
	Equal variances not assumed.			-0.91	392	0.36
Situational	Equal variances assumed	0.02	0.89	2.70	528	0.01
	Equal variances not assumed.			2.71	434	0.01
<b>Leadership</b>	Equal variances assumed	0.28	0.60	1.06	528	0.29
	Equal variances not assumed.			1.06	421	0.29

When comparing male and female students, no significant differences were found in most dimensions of leadership behaviour, including authoritative, democratic, and facilitative leadership, as well as overall leadership behaviour. This suggests that both genders are equally capable of leading and influencing peers in the college context. The only noteworthy difference emerged in situational leadership, where male students scored slightly higher. This indicates that men may feel somewhat more confident in adapting leadership approaches to changing circumstances, though the difference was not substantial enough to suggest an overall gender gap in leadership capacity.

**Hence, hypothesis H<sub>4</sub> was accepted.**

Figure 4.4(a) shows a bar diagram showing the means of different dimensions of the **Leadership Styles Questionnaire (LSQ)** scores of male and female college-level students.

## DISCUSSION OF THE RESULTS

The findings of this study reveal that college-level students in West Midnapore, irrespective of gender, generally display high levels of leadership behaviour. Rather than focusing on numerical variations, the results point to a broader pattern: students tend to exhibit leadership orientations that combine both **transformational** and **transactional** tendencies.

High scores on **facilitative** and **democratic** leadership dimensions suggest a strong presence of transformational qualities. These styles emphasise collaboration, inclusivity, and the empowerment of peers—key aspects of transformational leadership that inspire collective vision and personal growth (Bass, 1990; Kouzes & Posner, 2017). Such orientations indicate that students are more inclined toward relational and participatory approaches, aligning with global findings that young leaders increasingly adopt transformational frameworks (Eagly, Johannesen-Schmidt, & van Engen, 2003).

At the same time, evidence of **authoritative** and **situational** leadership highlights the persistence of transactional traits. Transactional leadership emphasises structure, authority, and context-based decision-making, which remain essential in academic and community contexts where discipline and accountability are valued (Northouse, 2019). This hybrid orientation suggests that students are not confined to a single leadership paradigm but instead adapt to circumstances, reflecting the flexibility demanded in contemporary educational environments.

With regard to gender, the results showed no statistically significant differences across most leadership dimensions. This is noteworthy in light of previous literature, which often associates men with more task-oriented, transactional styles and women with relational, transformational orientations (Eagly & Johnson, 1990). The absence of stark differences in this study may reflect shifting cultural and educational norms in India, where increasing opportunities for both male and female students are fostering leadership equality (Raina & Parida, 2021). The small male advantage in situational leadership could indicate that men are more confident in context-dependent decision-making, but the overall similarity suggests that higher education is narrowing gender gaps in leadership behaviour.

The socio-cultural context of West Midnapore provides an important backdrop for these findings. Community engagement initiatives, peer networks, and programs such as the National Service Scheme (NSS) and National Cadet Corps (NCC) likely contribute to cultivating democratic and facilitative traits, encouraging students to embrace transformational approaches (Chatterjee, 2019). Furthermore, the National Education Policy (NEP, 2020) emphasises leadership as part of holistic development, reinforcing institutional support for nurturing these skills.

Nevertheless, it is important to note certain limitations. The reliance on self-report measures may have inflated positive tendencies due to social desirability bias. Additionally, the study focused on one district, limiting the generalisability of results to other socio-cultural contexts. Future research should adopt longitudinal and multi-method approaches to examine whether these leadership orientations translate into sustained behavioural practices, particularly in student governance, activism, and professional domains.

## CONCLUSION

This study contributes to understanding leadership behaviour among college-level students in the West Midnapore District by highlighting a strong orientation toward transformational leadership, complemented by situational and authoritative traits of transactional leadership. The overall pattern suggests that students are developing a **hybrid leadership style**—flexible, context-sensitive, and increasingly collaborative—which prepares them to meet the challenges of modern academic and societal life.

Importantly, the findings demonstrate minimal gender differences, indicating that educational institutions may be serving as equalising spaces where both male and female students can cultivate similar leadership capacities. This signals progress toward dismantling traditional gendered expectations in leadership and reinforces the role of higher education as a catalyst for inclusive development.

The implications of this study extend beyond academia. By fostering transformational qualities such as empathy, collaboration, and vision, alongside transactional skills like organisation and accountability, institutions can prepare students not only for professional success but also for active citizenship and societal leadership. Investing in structured leadership development programs, mentorship opportunities, and inclusive practices will be essential to sustaining this growth.

In conclusion, the leadership behaviour of college students in West Midnapore reflects both the changing cultural context of India and the enduring importance of leadership education. By promoting balanced and inclusive leadership practices, higher education can empower young adults to act as transformative agents of progress in their communities and beyond.

## REFERENCES

1. Astin, A. W. (1993). *What matters in college? Four critical years revisited*. Jossey-Bass.
2. Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19–31. [https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/10.1016/0090-2616(90)90061-S)
3. Chatterjee, S. (2019). Role of NSS in fostering leadership among youth: A case study from India. *Youth & Society*, 51(4), 498–516. <https://doi.org/10.1177/0044118X17700337>
4. Dugan, J. P., & Komives, S. R. (2007). Developing leadership capacity in college students: Findings from a national study. *National Clearinghouse for Leadership Programs*.
5. Dugan, J. P., & Komives, S. R. (2010). Influences on college students' capacities for socially responsible leadership. *Journal of College Student Development*, 51(5), 525–549. <https://doi.org/10.1353/csd.2010.0009>
6. Eagly, A. H., & Johnson, B. T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108(2), 233–256. <https://doi.org/10.1037/0033-2909.108.2.233>
7. Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129(4), 569–591. <https://doi.org/10.1037/0033-2909.129.4.569>
8. Fein, E. C., Gilmour, J., Machin, T., & Hendry, L. (2022). *Statistics for research students: An open access resource with self-tests and illustrative examples*. University of Southern Queensland.
9. Fiedler, F. E. (1967). *A theory of leadership effectiveness*. McGraw-Hill.
10. Fitzpatrick, J. L., Maier, K. R., & McNulty, R. (2014). Gender and student leadership: Addressing challenges and opportunities. *The Leadership Quarterly*, 25(3), 568–581. <https://doi.org/10.1016/j.leaqua.2013.11.003>
11. House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. SAGE Publications.
12. Komives, S. R., & Wagner, W. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. Jossey-Bass.
13. Komives, S. R., Owen, J. E., Longersbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593–611. <https://doi.org/10.1353/csd.2005.0061>

14. Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th ed.). John Wiley & Sons.
15. Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications.
16. Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications.
17. Raina, R., & Parida, M. (2021). Gendered leadership: A review of challenges and opportunities in India. *Indian Journal of Leadership Studies*, 7(1), 45–62.
18. Saha, R. (2018). Rural youth leadership in India: Challenges and opportunities. *Indian Journal of Social Work*, 79(3), 342–360.
19. Sharma, N., & Sharma, P. (2020). Leadership traits among Indian college students: A socio-cultural perspective. *Indian Journal of Psychology*, 57(2), 88–100.
20. Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25(1), 35–71. <https://doi.org/10.1080/00223980.1948.9917362>
21. Yukl, G. A. (2013). *Leadership in organizations* (8th ed.). Pearson Education.