

A Study on the Influence of Developing Early Leadership Skills During the Education Phase and Its Impact Into Success in Corporate Jobs for Students in Bangalore

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Abstract

The formation years of learning sets the course for students throughout life into their career of choice, and so leadership development here is critical to a successful life. The research, "The Influence of Developing Early Leadership Skills during Education and Its Impact on Career Success in Corporate Jobs for Students in Bangalore", explores the direct association of the leadership learnt by students and the professional success.

Using a mixed methods research design, the study combines quantitative surveys of 143 students and 186 corporate professionals, and qualitative insights from interviews and focus groups with educators and industry leaders. The results highlight the significance of early exposure to leadership in building key professional capabilities for leaders and decision-makers including: decision-making, communication with others, conflict resolution and project management skills amongst others. Such skills directly impact performance, employee engagement and career satisfaction over a lifetime.

This research discusses one of the comparative study between students of private and public schools which reveals difference between their exposure for leadership activities and opportunities. In private schools, there were more reports of youth leadership actions, many being supported by the institutions, set programmes especially at the tertiary level and engagement outside of classrooms. This disparity illustrates the case for more equitable leadership development opportunities in educational environments if we are to hope for similar levels of corporate preparedness across socioeconomic backgrounds.

From this analysis, I can conclude that extracurricular activities are equally important in nurturing leadership skills, as is classroom teaching. Character evaluations offer yet another sign of a positive correlation between participation in extracurricular activities and leadership potential. We hypothesize that early exposure to structured education increases the propensity of students towards gaining and honing leadership qualities which will propel them for success in their future career, and the analysis is clearly tells the same, showing a strong correlation with extracurricular participation. Teachers and corporate executives confirm the importance of mentorship and structured leadership training as well. The teachers in particular feel that leadership learning should be embedded in the very fabric of formal education, and promoted vigorously as a stand-alone, in the life outside the classroom.

Then students must also go through it; they receive real life problems and they themselves solve life problems. And captains of industry remember long ago, because early leadership exposure has life-long dividends. The bulwark values of endurance, critical thinking and cooperation are some of the biggest predictors of career success.

The paper ends with some practical recommendations for educational institutions to implement. In terms of leadership training, schools should provide curricula designed to foster leadership; pair it with practice management training; and bring service reality into the classroom. Bangalore businesses are also encouraged to contact nearby schools in order to set up a leadership joint program, provide internship opportunities within their factories. They would collaborate on career plans and each other's woes. And this will act as an extra leap for students to smoothen their entry to organization life after the school, as it will enlighten them with the insights of helpful keynotes such motivational talks from successful personalities in the management institutions regarding management issues that students are trained to face in colleges/enterprise.

This study strongly suggests that early leadership experiences can set students in Bangalore on a powerful road that affects both your career and the company as a whole. It serves the larger conversation on leadership in education, providing both a frame of reference for educational organizations and policy makers as they develop student leadership potential.

The study concludes with a recommendation for maternal research on the impact of different types of leaders and their influential power at varying levels of a career and in different professions. Additional insights might be provided academically by looking at potential careers and personal development as affected by developing leadership skills early on in life. Now the research acts as a rallying cry for educators as well as corporate executives and policy experts to get a head start on highlighting leaders among those whose visions of life will become harder for them to achieve as they mature.

Executive Summary

Introduction

Leadership skills play a vital role in corporate culture and determine success and growth. This research explores the role of leadership positions, engagement in extracurricular activities, and the power of mentorship to help uncover the critical competencies that underpin successful career advancement. The study employs a mixed-methods approach that synthesizes quantitative data collected from students, educators, and corporate professionals to demonstrate a direct correlation between exposure to leadership opportunities in one's formative years and an individual's success in the workplace. The study calls for structured leadership training within education to better prepare students for the corporate landscape.

Leadership skills have never been as necessary now, in the landscape of the cutting-edge business world. The complexity consists in the fact that each time organizations are facing more complex problems, so their leaders need to be able to solve those. The attribute of leadership is a character that lifts the performance to workers at all tiers in the organization, but not something which is solely saved for those with command. Under these circumstances, the cultivation of leadership skills is an absolute necessity from even a young age and most especially during the phase where one receives education.

This research work is conducted in Bangalore- the ultimate and acknowledged information technology IT power-house in India opened for spawning future corporate captains. However, notwithstanding the city's prominence in the corporate sector; there is a conspicuous dearth of research that investigates leadership development during education phase on the later performance in organizational responsibilities. This is a major limitation in the literature on this subject. This study aimed to fill this gap by investigating the relationship between these leadership abilities acquired during schooling and college years can predict career paths in a fast moving corporate world of Bangalore.

The rapidly changing educational scenario of the city is promoting an increased emphasis on development of leadership skills among students in Bangalore. Even pedagogues in the city, famous for focusing almost solely on academic achievement, are seeing that they need to graduate kids who can manage a world as mounted and hairy as this one. Previously, leadership skills were considered an extraneous attribute to have on the side but this is shifting to make their program a more-whole learning experience.

Colleges in Bangalore are adopting a 360 degree approach to nurture leadership capabilities. Schools are offering numerous leadership opportunities such as community service for kids. These opportunities range from academic to sports & arts and offer a wide array of consciousness options for students where they can find their niche space which brings out the best in them.

Even schools in Bangalore are turning to character education as they know that the real leadership lies beyond positions of control. These programs are intended to educate leaders who not only excel in their work but also give back to society.

Research Objective

This study aims to determine specific leadership skills developed by students through their academic experience and assess how those abilities translate into success in the real world of business. This study aims to provide insights that may influence educational processes towards preparing students more effectively for corporate requirements. I will do that by exploring its connection with the students, teachers, working professionals and corporate leaders. Ultimately, the point of this research is to serve as a bridge between education and industry in order that importance be placed on early career leadership development with an acknowledgment towards professional effectiveness and meaningful success.

Research Methodology

A mixed-methods approach was utilized to meet the research objectives, combining primary and secondary research.

Primary Research: Data was gathered through surveys and discussion with students, educators, and corporate professionals in Bangalore. In order to investigate further, I used primary data in the form of structured surveys and interviews of 143 school students and 186 corporate professionals in Bangalore. The surveys measured leadership experience, professional skill development and career advancement. Qualitative insights on leadership training in schools were obtained through focus group discussions with teachers and mentors. Interviews were also done with Corporate executive level leaders and Human Resources leaders to establish corporate success and elements of key leadership traits.

Secondary Research: Academic journals, books and industry reports on leadership development and career success were used as secondary data. The researchers analyzed studies on early leadership training, school extracurricular activities and corporate career paths to bolster their findings. Statistical models correlated leadership roles with career outcomes.

This methodology allows us to integrate empirical data with theoretic insights to evaluate how well leadership skills learned during school translated into long-term career success in the corporate sector.

Key Findings

The research findings demonstrate a significant correlation between early leadership development and corporate success among Bangalore professionals. Quantitative analysis of 143 students and 186 corporate professionals reveals that individuals with substantial leadership exposure during their education phase

demonstrated 37% higher performance ratings in their corporate roles. The study identified four critical competencies developed through early leadership opportunities: advanced decision-making capabilities, effective communication skills, conflict resolution strategies, and project management proficiency. Notably, private school students reported 43% more leadership opportunities than their public school counterparts, highlighting a concerning disparity in leadership development across socioeconomic backgrounds that directly impacts corporate preparedness.

Conclusion

The findings of the study suggest that formal leadership development programs within educational institutions yield quantifiable advantages for future success in the corporate sector. During focus group discussions, it was consistently emphasized by educators and corporate executives that involvement in extracurricular activities serves as a more dependable measure of leadership potential compared to academic performance alone. The findings indicate that educational institutions should adopt a multifaceted approach: incorporating leadership-oriented curricula, establishing mentorship programs that connect students with industry experts, and creating simulation-based training that replicates corporate decision-making situations. The findings indicate that there is significant potential for enhancement in the leadership pipeline within Bangalore's corporate sector. Additionally, the onboarding duration for new graduates could be decreased by around 28% through the establishment of collaborations with local colleges and universities focused on internships and leadership workshops.

Chapter 1 - Introduction

1.1. Background

The importance of academic outcomes that undeniably influence corporate success, such as leadership skills developed over the course of one's career, led to a series of studies in this area. We all know by now that we would be remiss to accept the impact an individual's education could have on their likelihood of success. This study focuses on ethnographic research carried out in Bangalore, India that explores how early leadership character formation may be associated with the type of leaders they might become in their corporate careers. This paper aims to narrow some of these gaps by consolidating a diversity of research and theories in leadership education. The purpose of this paper is to argue that early exposure to essential leadership theory and/or practice material is expected to influence the receptivity in striving for employment, personal growth and effectiveness as a means toward effectively delivering organizational performance.

More than ever, the leadership skills we are taught from elementary school until junior high and right through to college have become vital in determining individual success. Focusing in particular on the Bangalore market, India a summary literature review of prior research conducted about early leadership education and its after effects for career landing.

1.2. Problem Statement

The image of the leader is growing and becoming more well known as a critical component to success in today's fast-paced corporate world. On the other hand, there is much less information about how early exposures to leadership education in school will translate into behavioural repertoire that might be exhibited during corporate performance life-stage. Conversely, understanding about the relationships between leadership behaviour formed in Bangalore schools during a student's learning and professional maturity or success is limited. Given the gaps identified in this line of research, I aim to examine (a) which

types and quality level of leadership qualities are developed by schools; and b) whether investments into these capacities generate returns throughout working-life. These results can then be picked up and applied, to make the link between school education and professional success less bumpy.

1.3.Objectives

This research work mainly focuses on exploring how developing leadership skills in the education phase, i.e., early stage of the life cycle helps them to achieve success later during corporate jobs with special reference to Bangalore school students. This study therefore delves into the relationship between leadership training of students in schools and their subsequent career success in corporate organizations. The research hopes to fill in some of the knowledge voids on what impact leadership skills have upon a student's future, and how to be trained for corporate success by colleges. The goal is fragmented into a number of essential components in order to offer an overall view on the issue.

1.3.1 Identifying Key Leadership Skills Developed During Schooling

The initial goal is to define the capabilities that are developed in the educational phase and they will be acting as leaders. Schools provide many situations in which students can develop leadership skills, for example through student councils, sports and cultural committees that are created to address particular issues. These experiences combined help the formation of leadership, teamwork and project management which are key crucial components in a professional working environment.

Some Key Skills In Leadership Are :

1. Communication : The skill of clear and articulate self-expression, active listening, and facilitating productive conversation.
2. Teamwork : Collaborative work to reach common ends, including the use of resources and working together in time constraints.
3. Troubleshooting and critical thinking: recognizing issues at hand with creativity to solve them, crucial for an ever-changing corporate environment.
4. Decision Making: The ability to rapidly and efficiently make rational decisions typically under circumstances of great uncertainty.
5. Emotional Intelligence : Definition: The ability to understand and control your own emotions, those of others around you. To have an atmosphere that is team based and promotes a Positive environment

Through the prism of these and other leadership virtues, this research will address how students develop them at school through activities, curriculum and teaching. Identifying these competencies would provide better insight into how early leadership development influences eventual roles in the corporate world.

1.3.2 Measuring Success in Corporate Careers

A second, equally important objective of the research is to create measurable standards for success in a corporate job. Corporate career success is multi-dimensional and can be viewed from multiple perspectives — about which the existing has so far provided only a few insights.

1. Career Accomplishment: Promotions, leadership roles + salary increases that represent career advancement.
2. Job Satisfaction : A subjective measure of the extent to which an individual is content with their job, and competently evaluated as legitimate components that together constitute happiness or employee satisfaction.
3. Work-Life Balance : is a chance to balance your personal life with professional duties, which prevents people from achieving long-term success in their careers.

4. Corporate leadership: This might contain team lead responsibilities, managerial obligations of directing executives meaning that the person has revealed his or her capacity for taking on more essential duties inside a business.
5. Professional Network: How strong the community you were able to build which makes your advancement on this road easier.

The study also hopes to create more empirical causes from which the field can assess how those early leadership skills impact career outcomes—rather than perceived general assumptions. This will track a comparison of people who have experience in leadership through their education and those that do not, converting these skills into quantifiable metrics for the effect they cause to be measurable with respect to success at companies.

1.33 Research Into Early Leadership Skills and Career Achievement

Aiming at revealing the underlying relation between leadership capabilities cultivated in the education period and success in corporate careers, the research is carried out. This relationship is really important to know because though many students will be exposed to opportunities in leadership, not every student that has the opportunity becomes successful with it as a career.

- The Breadth of Leadership Training: Some educational institutions may offer more and higher-quality leadership training formal or informal than others, the study will determine whether those cohorts of students have better success in corporate jobs .
- The Breadth of Leadership Experience: The study will then examine whether students who have taken on broader leadership roles (i.e. president of the class, captain) are more successful in corporate careers than those who had less active leadership experiences
- The Duration of Leadership Exposure: The study will reflect upon whether most time spent into leadership roles while at school plays a role for career achievement. Students who practice school leadership over time are likely to build a more robust leadership infrastructure than their peers' occasional engagement.
- Effects of school type (Public vs Private): This research question will determine if there is a significant difference between public and private schools because the optimal access to resources and extra-curricular activities may vary amongst these institutions.

The purpose of this aim is to enrich the literature by empirically documenting how leadership skills influence professional success and revealing which dimensions of leadership development have a discernible impact on long-run career outcomes. It will combine these to form qualitative data and quantitative as part of a broader picture surrounding the correlation.

1.3.4 The Link Between Developing as a Leader and Extracurricular Activities

Leadership skills are of crucial importance in the need to investigate their role in student professional success through extracurricular activities (ECAs). Joining in school teams, debate clubs or volunteer activities, most times give students practice on how to develop important life skills like teamwork, responsibility and making decisions. The study will investigate:

Variety of Clubs: Identify what clubs tend to foster the best leaders and how they translate into a successful career.

Involvement among students: Look at how much involvement in extracurricular activities correlates with developing leadership skills.

The Effect of Formal Leadership Training – The study aims at exploring whether the students, who during their extracurricular activities have undergone formal leadership training like taking part in Leadership workshops or mentorship programs are better prepared for corporate roles v/s those not.

This goal will illuminate the role of extra-curriculars in creating leadership pathways and how being a student leader can pay dividends throughout their career.

1.3.5 Advice for Educational Institutions

In the end, an important goal of this data collection and analysis is to make recommendations back to schools in Bangalore who are responsible for providing leadership training. The future of institutions called to prepare the leaders of tomorrow is at stake, and by comprehending how important leadership skills are for corporate success it will provide insight into creating meaningful suggestions on improving school curriculums in order to graduate students who can be better equipped to enter professional life.

Recommendations will be centered around three areas:

- **Embedding Leadership Development in the Curriculum:** Encouraging schools to embed leadership development within their day-to-day academic curriculum as opposed to considering it an add-on as part of after school engagements.
- **Broader Movement Opportunities:** Providing pathways for all students to access leadership training, whether involved academically or co-curricularly to encourage more equal skill building.
- **Formal Care Partnerships with Corporate Leaders:** Creation of formal mentorship programs in partnership with the private sector that will offer a direct insight into leadership and career success to students.

This work is expected to set a protocol that schools can follow in ensuring leadership development amongst students, thereby contributing towards their success as corporate talent.

These new objectives suggest a general line of enquiry that will be required to investigate the link between leadership skills and corporate success, ideally providing useful information for educators, business leaders and policy makers.

1.4 Significance of the Study

The importance of this research is being able to connect the educational practices, as it relates to developing early leadership skills in an education phase and bridge this to a trickle-down effect on success within corporate jobs. The study addresses a critical question, which has been attracting growing attention – how schools most specifically and educational institutions more broadly can better prepare students for success in the corporate world now as well as into its fast-changing future.

The study is not confined to Bangalore, India; rather it focuses on school students in the city named as one of the largest hubs for education and corporate world does indeed explore local conditions but at large adds to a dialogue that can be considered central pertaining career success leadership development or perhaps worth solving issue related to skills by educational institutions. The importance of the study can be evaluated on several important dimensions, that highlight their potential implications for educational policy and practice; corporate hiring decisions; public policies as well as societal progress.

1.4.1 Adding to the knowledge of Developing schools as a learning organisation:

Educational Leadership

Leadership development is a multi-layered and intricate process, which starts early on in the form of education. Yet such preparation is woefully neglected or superficially implemented across the curriculum and schools. Things like leadership, communication or teamwork that schools ignore because

achievements academically are solely what matters in life. ... The current research was designed to address this void by explaining how leadership skills are nurtured during the schooling phase.

One of the largest contributions to current leadership literature, however, is that this research helps develop an expanded understanding of what it means to lead. We all know how academic output is important but the most significant time when leadership takes precedence — be it problem-solving, decision-making and what not as it acts like a captain steering his ship in heavy winds. The article was a reminder about the importance of having these skills integrated in educational systems, illustrating again the value for developing whole beings.

Schools should focus on developing key leadership skills: One of the other important takeaways from this work is identifying which are those key leadership that schools could still foster. This information can be valuable for schools as it provides grounds of teaching leadership in the classroom since this clarifies required qualities that may lead to corporate success like communication, adaptability, conflict resolution and critical thinking. Here is how those insights can inform the design of more effective leadership programs for educators in accordance with what industry needs.

1.4.2. The Bridge Between Education and Success in Life

The gap between educational systems and career success has been a point of frustration for years. Most schools place emphasis on the traditional academic disciplines without paying much attention to the skills and competencies needed for corporate success. This study tries to fill this gap establishing a connection between early leadership training with corporate career achievements.

Showcasing Practical Lateralism of Leadership Skills: The most concrete outcome of this research is that it will showcase well what leadership skills we acquire at school and how they are useful for success in corporate. This study shows the practical success of early leadership training in terms of job happiness, promotions and salary increase as well as roles within organisations. This in turn, further supports the suggestion that schools should be making leadership a critical part of student preparation for work.

Alignment between higher education and corporate expectations: The importance of leadership skill is often discussed in the corporate world; however, students are failing to be ready for business life. The results of this study would be instrumental in providing insights on the curricula that can better match with requirements of the corporate sector. In this way, students can be equipped with the attributes employers value most when it comes to leadership as schools make their programs in a fashion that they sync well with the professional execution and demands.

1.4.3 Ways to Strengthen Your Company Recruitment And Development Strategies

Consequently, the results of this study will greatly influence recruitment and talent management strategies. In this competitive job market, talents with leadership capabilities are always desirable. The problem is that a lot of the old school hiring processes do not take into account early leadership experiences. This research could inspire new methods for corporate recruiters and HR professionals to assess job candidates by underscoring the importance of leadership abilities that were fostered through schooling.

Changing the way criteria is measured for recruitment: One of expected outcomes might be it set new measures criterion while recruiting leadership experience in organization. They might instead favor job seekers who displayed leadership in high school over academic achievements and technical skills. The change means that hireability now has the potential to be multi-dimensional, giving credit weight not just to academic achievement but also to soft skills such as leadership and teamwork.

Corporates: Beyond recruitment, the findings from this research may one day influence how corporates embed leadership training within internal programs for corporate development. If the research indicates

that early leadership training lead to success in corporate, then more organizations will invest in developing leadership skills of their employees when they are young. Mentorship programs, leadership workshops and initiatives would then arise from that groundwork laid out in schools.

1.4.4 Shaping Educational Policy and Curriculum Development

This study sheds light on how educational policy affects the experiences of students and has implications for education policy-making at both local and national levels. This research, by highlighting the benefits of leadership training will hopefully make policy makers more expedient to include Leadership Development into schools core curriculum across Bangalore and who knows beyond.

Promoting Leadership in the Curriculum: The results of this study might justify incorporating leadership content as part of exposing students to standard curricular subjects rather than relegating it under an extra-curriculum. Anecdotally, schools have undergone periods of distress—however if research were to show that students who lead in school advance into corporate careers at an accelerated rate then policy makers would be under more pressure to make leadership training a part of the educational experience.

Further research on inequities in leadership training: One of the crucial issues that this study deals with is disparities in mechanisms and techniques used to train school heads, especially between private schools (Madouar et al. 2008). Going to a private school, there are often more resources available and opportunities for students surrounding leadership. Public schools don't necessarily have the infrastructure in place with which to provide these same outlets; The findings could help to shape policies aimed at reducing educational inequalities, he said, by ensuring that every student — no matter the type of school they attend—gets access to high-quality leadership training. This might mean reinvesting in public schools, developing leader training on a national level or teacher leadership development methodology.

1.4.5 Student Empowerment For The Future Success

This study highlights the importance of lifelong learning for students to have a successful personal and professional life later. Not only professional success but these leadership skills even become important when it comes to personal and social life or giving back to the community. Cultivating these abilities from a young age is key to schools playing an important part in creating and nurturing whole, knowledgeable individuals who can go on to make positive contributions as grown-up members of society.

How to Cultivate Lifelong Leadership Qualities: Leadership is the type of skills that are likely not restricted in a professional environment. This is a pretty valuable and sought after quality in all of life, from intimate relationships to school projects. We need to help these capacities earlier in life, so we can cultivate a lifelong leadership ability beyond the business world.

We instill Self-Esteem and Initiative: This is among the most important benefits of leadership training. When students lead during their years at school, they bring along a healthier sense of self-efficacy; an important aspect in the face of obstacles ahead and alongside. The attention of this study to leadership development portends the creation of an environment where students take responsibility, make choices and lead with assurance.

1.4.6 Helping to Create the Next Generation of Top Level Executives

In conclusion, this research holds important implications for the future of corporate leadership. It seems as the industries become more competitive and intricate, so rises the need for commanding leaders with a vision. This research focusing on early leadership development will help nurture the next generation of corporate leaders with the capabilities and know-how needed to navigate in a dynamic business landscape. Building Future Leaders: The report recognizes the importance of school in grooming students for future leadership roles at Corporate lands. The research sheds light on the significant benefits of leadership

learning in the long run and suggests that schools should play a major role in nurturing young leaders to bring creative ideas, lead effective teams, and tackle problems facing today's business environment.

Solving Global Leadership Issues : There is no geographical or industry constraint as far corporate-world-leadership-problems are concerned. With the world changing rapidly, due to globalization and technological advancements new leader characteristics are required as they advance into global roles leading increasingly diverse and dispersed teams. This study looks at what happens when people undergo leadership training — early in life and responses to this question contribute to the general understanding about how we might prepare a generation of leaders who would be able rise up against the worst problems facing us today.

In summary, the importance of this research is wider than that confined to school students in Bangalore. The findings offer critical insights for educators, corporations seeking to recruit future leaders and policy makers interested in shaping a healthier society through early development of leadership skills that significantly influence corporate success. This research underscores the need for grooming corporate leadership from their early days and schools are no less significant in terms of preparing workforce to do well for themselves in professional world. By combining these details with evidence-based conclusions, he believes the research will have a part to play in building an increasingly expert workforce that can take up leadership roles of tomorrow.

1.5 Scope of the Study

This research focuses on the impact of leadership skills in school-age that early during their education phase have an effect on success outcomes in corporate jobs. Bangalore is one of the education sector and corporate city. Therefore, the study focuses on Bangalore and an educational phase to see how students in middle school, high school, and college use leadership skills learned in these three stages to get corporate jobs. The scope is dynamic given that leadership skills in a small age once use differently to achieve corporate jobs; this study is holistic in a leadership perspective, education, and professional achievement to have this study achieve the participant's profiles as shown .

A. Demographic & Geographical Focus:

Concentrate upon High School and College students. The high school and college years are a number of the most significant in terms regarding individual development within educational institutions that mold a person's skills and personality traits. These are the years when students start to feel greater amounts of responsibility, moving into leadership positions in clubs and organizations whether on campus or off, learning how to manage their days (no one telling them what they have to do next), dealing with roommates for better or worse; navigating personality conflicts within working groups; developing problem-solving skills as well as honing communication techniques such that they can be effective at completing projects together. By focusing on this age group the study captures a critical time in leadership development that may have long-lasting implications for career outcomes.

B. Case Study of Leadership Development in Schools

Another aspect of the study is focused on how leadership abilities are taught within schools. When you really think about it, schools are the very first organised spaces that actually invite students to practise leadership through class representatives and team captains or members of student councils. The research will examine that how the training and practice in leadership is being given at different schools, what are the standards of leadership schooling so far applied into action and how much student involvement rate exists on such course offerings.

- **Leadership Opportunities in Schools:** This is to find out the different types of leadership opportunities students have access within schools such as extracurricular activities, student councils and formal leadership programs. The opportunity in these will be measured to ascertain the impact it has had on skill development.
- **Beyond Extracurricular Activities:** The study will also look in-depth at how schools integrate leadership training into their curriculum. This includes looking at specifically whether leadership development is a required piece of the curriculum, or an optional extracurricular focus. They could serve as a source of information for educators, revealing some of the best practices learned from relatively frequent and long-term leadership instruction.

The role of teachers and mentors in leadership development will be analyzed. Educators who focus on leadership in class environments, or encourage students to take up positions with a degree of responsibility can greatly impact the ability and esteem levels of a student. This study will add the influence of educators to assess a broader perspective on leadership in schools.

C. Corporate Career Success Measurement

A second important area of the study relates to what corporate career success means and how it can be evaluated. Corporate Job Success is a broad term for various factors like salary, promotions, job satisfaction as well leadership roles and work-life balance. The research will answer what influences corporate achievement from different perspectives.

Move Up the Corporate Ladder – Promotions, A key measure of success within corporate careers is whether an individual can make their moves up in a company. The research will examine whether individuals who have had some leadership learning prior to entering the workforce are promoted more quickly and provided with accelerated pathways in corporate organizations.

Job Satisfaction: Success in the corporate world is not just about external success, it is also a personal aspect. The study would look to see if students who learned leadership in school had higher job satisfaction, which is a key piece of long-term career success.

Leadership Roles: It will lay straight and down the line connection that leadership roles in the school is connected to being leaders elsewhere. This will indicate if the leadership experiences at an early age translate to further opportunities for managerial or executive positions in work life.

D. Longitudinal Perspective

The study could also be longitudinal in that it tracks the career paths of individuals from school to their lives as adults working at corporations. That long-term perspective is what enables the research to make more credible claims regarding causality — whether training leaders early indeed leads to corporate success later on, but due to time constraints I will not dwell into this perspective.

Tracking Corporate Careers: This involves tracking how much students moved ahead using factors such as promotions, salary progression and contribution in leadership roles over their corporate careers after having the experience of being leaders back while still at school.

Long-Term Effects: The study will offer new information on the extent to which same-day leadership skills have long-lasting effects in one's corporate career.

1.6 Limitations of the Study

Although the nature of this study is comprehensive, there are several constraints that may affect generalizability and reliability. It is important for us to acknowledge these limitations in order to present an even handed and transparent examination of the research.

1.6.1 Geographical Limitations

While the sample size of this study is understandably restricted by its focus on Bangalore which represents

a significant segment within both education and corporate sectors, there may also be limitations imposed by geographic constraints when generalization to other regions are considered. The socio-economics of Bangalore make it different from other cities in India (and the world), there are plenty of educational resources available here because students not just from Indian, but also international come to study and similarly many big MNCs have their headquarters or branches around so that makes startup ecosystem unique as well.

- **Urban vs. Rural Divide:** When the study focuses on an urban center like Bangalore we are unable to generalise these findings possibly including rural India, where schools may have less resources and corporate jobs could also be few and far between for this age group. If leadership opportunities were either not as available — or simply not seen with similar importance within rural schools than they are in urban contexts, it might lead to a different type of outcome.
- **Cultural Context:** Bengaluru has a peculiar economic and cultural landscape which may result in production of leaders that are different from other parts of the world. For instance, the province of Bangalore has a strong IT sector which may result in different types of leadership qualities deemed desirable than those dominated by other key industries. These cultural constraints would affect the accuracy of findings for scaling this approach in other regions with varying economic and educational contexts may differ due to the region where students are surveyed.

1.6.2. Sample Size and Representation

Limitations in this study is that it includes a small sample size based on the population of the city and the representativeness of students from different schools and different grades. This represents an aspiration to get a mix of students, both from public and private schools, but it is unlikely that the study will be fully representative of Bangalore's student diversity in terms of socio-economic background as well as gender and access to leadership opportunities.

- A. Small Sample Size:** Since the total number of respondents to the survey conducted is a smaller sample size of 329 respondents of which 143 are students and 186 are working professionals. I believe we may not have the level of statistical higher confidence which is needed to draw super firm conclusions about how helpful leadership development is, however, a small sample size is also associated with some risk that the results may not be generalised to all school and college students in Bangalore.
- B. Socio-Economic Disparities:** Students from more privileged homes may well have greater opportunity to develop those leadership skills in and outside the education environment. Nevertheless, this might lead to different results if certain student leaders are already hidden due social class differences. This socio-economic divide could potentially mean that participants belonging to one class are overrepresented, biasing the results.
- C. Gender Representation:** Some programmes may have different levels of encouragement and/or access to leadership opportunities for boys relative to girls. Without taking into account that gentlemen carry out such misdoings at a higher rate than get ladies, the findings of this study can only go so far to generalize about scholar actions.

1.6.3. Measurement of Leadership and Corporate Success

Limitation of the study is determining leadership development and success in the corporation. Leadership is a broad and complex subject with many different skills, behaviours, qualities that newer digitized leadership can reach. Likewise, corporate success is a bit more elusive in terms of quantification — it involves both concrete metrics (earnings, promotions) and also some less tangible fields like satisfaction or work-life balance.

- Subjective Nature of Leadership: So long as evaluating someone's leadership skills is subjective because the perception of who a leader really changes from person to person, or organization to other. However, the study may also have difficulty creating a standardized metric of its intervention on leadership development that is comparable for all students in different school settings.
- Subjective Measures of Success: Where corporate success is also illusive, for some personal growth can only be measured in the distance we have come. For some people it may be financial success; while for others that is last on the list and job satisfaction or work-life balance are more important. A comprehensive measure of Key Performance Indicators and subjective areas in corporate success that includes may be different for each company, subjective aspects is likely to be a challenge for the researchers.

1.6.4. Causal Inference

While this study tries to understand and attempt to link early leadership development and corporate success, it may be limited in its ability to make causal claims due to the level of subjectivity. While this limitation is somewhat tempered by the longitudinal design, we still are left with only partial control over whether practical leadership skills learned at school actually increase future corporate career outcomes

- A. Confounding Variables: Even if you control for factors such as academic attainment, family background, socioeconomic status and personal attributes like motivation or resilience are all the aspects that can affect who is likely to succeed in the corporate world. The possibility of these confounder variables can bias the outcome, potentially telling us very little about what direct effect leadership training will have on corporate performance.
- B. Self-Selection Bias: Students who do leadership roles in school may already have some of the characteristics that tend to make them more likely to thrive as corporate people. This self-selection bias might overestimate the effects of leadership training; if students who are natural leaders volunteer to be trained, it may instead simply be their own qualities that help them get ahead in life.

1.6.5. Time Constraints

This study was limited due to its temporal nature, making longitudinal research extremely difficult. Following students moving on to successful careers takes time and money, sometimes even decades. Tracking their progress over time requires significant follow ups and willingness for a long term commitment from students who then become corporate professionals. Data on career progression is coterminous with these challenges, making it difficult to obtain reliable follow-up data. Moreover, relying on data provided by students (who may change their minds, contact information, and/or provide less complete responses over time) was difficult as well. The research acknowledges that a longer time frame at which participants are periodically followed up could provide more detailed insights into the long-term role that early experiences of leadership play in career success within the corporate world. Hence the respondent's data was gathered in two separate survey forms. One specifically for Students in Bangalore and another form for Professionals working in corporate jobs in Bangalore who finished their schooling or college from Bangalore.

Chapter 2 - Literature Review

2.1 Introduction to the Literature Review

2.1.1 Purpose

The literature review will synthesize and discuss all related theories, previous works, and findings from studies that shed light on how early exposure to leadership training can mold students' capabilities in

Bangalore and better prepare them for the corporate world. I will discuss different leadership development frameworks and models and key elements for successful skill development in these formative years. Leadership Skills and Implementation: Similarly, this review will delve into the role of leadership skills acquired by school and college students in Bangalore and will provide an interesting understanding of how educational syllabi and activities can be optimized to promote leadership skills in students, thus allowing graduates to approach collaborative and problem-solving scenarios with competence and confidence. Learning opportunities, the inclusion/exclusion of such leadership curricula in educational institutions, therefore exposing best practices and key considerations across the board. Further, the literature review will evaluate the ways in which cultural and contextual factors in Bangalore affect corporate requirements and their implications for the relevance of leadership training or skills disseminated in the variety of programs available in schools and universities. This study aims to explore how the capacity to be a leader has been formed at an educational stage in the students and how that leads to effective performance in corporate jobs. The results will be a guide to them for which examples can be best practised or implemented by the educational institutions to imbibe leadership and innovative behaviour in the students contributing into the workforce by preparing them for the future, we all would like to see. I strive to offer a holistic framework to identify the critical elements of effective leader training in the Bengaluru ecosystem along to suggest how can these be incorporated into the existing framework.

2.1.2 Scope

The purview of this research will concentrate on students competencies associated with leadership, initial developmental stages, and their pertinence to professional trajectories within the corporate landscape, particularly within the Indian city, (Bangalore). This research project report will investigate the confluence of pedagogical strategies and corporate anticipations, underscoring the manner in which customized leadership development programs can mitigate the discrepancies between academic training and industry prerequisites. Such methodologies will not only bolster the employability prospects of graduates but will also foster a more agile and responsive educational paradigm that is congruent with the shifting requisites of the labor market. By cultivating a leadership-oriented ethos within academic institutions, we can enable students to cultivate critical analytical and problem-solving capabilities that are imperative for achievement in the contemporary competitive arena. This empowerment will promote a fluid transition from academia to the corporate sector, ultimately engendering a workforce that is not merely proficient but also versatile in response to the evolving dynamics of industry landscapes. Through the integration of practical scenarios and experiential learning modalities into the curriculum, educational initiatives can further equip students with the requisite hands-on experience necessary for excelling in their respective vocations.

Fostering leadership qualities in college students has been a focus of research in the field of behavioural education. This is because leadership is one of the talents that are essential in the 21st century. Although it is required of leaders to possess broad leadership attributes such as communication and resource management, leading teams in specialized expertise areas demand additional abilities that are specifically targeted to the activities that are involved. For instance, due to the features of IT projects, the roles of leaders in the field of information technology (IT) are distinct from those in other fields that are not related to IT. Not only are executives in the information technology industry expected to possess good leadership and interpersonal skills, but they must also possess the requisite technical and practical competencies. To be able to evaluate and acknowledge leadership in college students, it is necessary to have an understanding of the primary factors that contribute to the creation and growth of student leaders.

However, the methods that are currently used to evaluate leadership skills involve the administration of questionnaires. These questionnaires have limitations in terms of coverage and have the potential to incorrectly label future leaders if they are provided too early in a student's educational phase, when the student's leadership abilities may not have yet manifested themselves adequately.

2.1.3 Structure

This Literature review chapter has been systematically divided into theoretical and practical sections, starting with a discussion on the significance of leadership skills in schools and colleges, followed by an exploration of essential leadership competencies. After this, the report provides insight into experiential learning methodologies, the application of these concepts in academic and curriculum design, and strategies to enhance student skill acquisition. I will investigate Leadership Development within Educational Contexts, the Influence of Early Leadership Skills on Professional Achievement, Leadership Development in the Indian Context, and the Deficiencies in Current Literature. This research report aims to provide a comprehensive insight of how early leadership skills in students from Bangalore can be cultivated from an early age and map their skills to have real world impact in their steps in shaping career success in India.

To conclude, the chapter will present practical variations of leadership skills acquired during their school and college days to determine challenges faced and methods for teachers and educators regarding the implementation of these concepts within their educational institutions, thereby facilitating student success and fostering collaborations between businesses and schools to establish a consistent pipeline of proficient graduates equipped for the evolving job market.

2.2 Theoretical Framework of Leadership Development

2.2.1 Definition of Leadership:

Leadership, The concept of leadership has evolved over the years, leading to multiple definitions from diverse perspectives and contexts; yet, what defines leadership remains an open-ended question with no single definition that is universally agreed upon (Johnson et al., 2013). One reason is that there are more than 350+ definitions proposed for the term 'leadership' (Girma & Singh, 2019), which means that the term may lack clarity.

From the early to mid-20th-century, early conceptualizations of leadership overwhelmingly focused on a leader's ability to command and control, revolving around hierarchical structures where leaders aimed the actions of subordinates towards previously defined, directive, and authoritarian objectives (P. & King, 2013).

Bill Gates, in his book *Business @ the Speed of Thought*, describes leadership as "the ability to translate vision into reality" in the corporate world today (Gates, 1999). So we have a reference to the definition of leadership and we also need to know about how Leadership's qualities are perceived in the following section.

2.2.2 Leadership Theories:

2.2.2.1 Trait Theory

Trait theory: In the early 20th century, leadership research focused on identifying the innate qualities and characteristics that distinguished leaders from non-leaders (Kumar, 2014). This theory suggests that certain individuals are born with natural leadership abilities, and most of which can be honed and developed through educational programs that focus on building self-awareness, confidence, and interpersonal skills.

Core Idea: Leaders possess innate qualities.

Educational Application: The early identification of and nurturing leadership traits like self-awareness, confidence, and interpersonal skills through dedicated programs. The focus is on honing natural abilities through self-reflection and skill-building exercises

2.2.2.2 Behavioural Theory

Behavioural theory: This theory emphasizes what leaders do rather than who they are, focusing on observable behaviours such as task-oriented and relationship-oriented behaviours. In an educational setting, leadership development programs can teach students how to effectively communicate, delegate tasks, and foster positive relationships with their peers and mentors.

Core Idea: Leaders are defined by their actions (task-oriented and relationship oriented).

Educational Application: Teaching specific behaviours, such as communication, delegation, and fostering positive relationships. Students can learn how to effectively communicate, delegate tasks, and build relationships with peers and teachers.

2.2.2.3 Contingency Theory

Contingency theory: This theory discusses that effective leadership depends on the situation of the individual, with different leadership styles being more appropriate for different contexts. (Sadler et al., 2020). In an educational environment, students can learn to adapt their leadership approach based on the specific needs of their team or project, and develop the versatility to lead in diverse situations.

Core Idea: Effective leadership depends on the situation.

Educational Application: Equip students to adapt their leadership styles to different contexts and team needs so that students can learn to adjust their approach based on the specific needs of a team or project and develop versatility.

2.2.2.4 Situational Leadership Theory

Situational leadership theory suggests leaders adapt their styles based on follower readiness (P. & King, 2013). This theory is particularly relevant in school and college settings, where students may have varying levels of skills and background. Educators can help students develop the ability to harness adaptability and needs and adjust their leadership style accordingly.

Core Idea: Leaders adapt their style to the readiness of the team peers and members of the team.

Educational Application: Teachers should help students assess their adaptation needs and adjust their leadership style accordingly.

2.2.2.5 Transformational Theory

Transformational theory: The transformational leadership theory tells us about the ability of leaders to inspire and motivate their fellow students to achieve successful outcomes. In an educational context, this can be fostered through opportunities for students to take on challenging projects, collaborate with others, and strive for excellence, further developing their capacity to inspire and empower their peers.

Core Idea: Leaders inspire and motivate coworkers and team members.

Educational Application: Teachers should create opportunities for challenging projects and collaboration to foster inspiration and empowerment (Leithwood & Slegers, 2006).

2.2.2.6 Servant Leadership Theory

Servant leadership theory is defined as the leader puts the needs of followers first. This approach aligns well with the educational mission of nurturing and supporting students' growth and development. By adopting a servant leadership mindset, educators can model and encourage students to prioritize their emotional, academic and leadership skills needs.

Core Idea: Leaders prioritize and help their followers to achieve success.

Educational Application: Model and encourage students to prioritize team members' needs, fostering a culture of support.

2.2.2.7 Leadership Identity Development (LID)

Leadership identity development focuses on how individuals develop their sense of self as a leader . Educational experiences can play a crucial role in helping students develop their leadership identity by providing them with opportunities for self-reflection, mentorship, and feedback

Core Idea: Individuals develop a sense of self as a leader.

Educational Application: Provide opportunities for self-reflection, mentorship, and feedback to foster leadership identity .

2.2.2.8 Social Identity Theory

Social identity theory examines how individuals' identification with social groups influences their behavior and attitudes (Muir & Zheng, 2012). In educational settings, this theory can be used to promote inclusive leadership practices that value diversity and create a sense of belonging for all students.

Core Idea: Identification with social groups influences behavior.

Educational Application: Promote inclusive leadership practices that value diversity and create belonging irrespective of academic grades, social skills and economic background.

The concept of leadership has evolved significantly over the decades, influenced by various schools of thought and societal shifts.

The concept of leadership has evolved significantly over the decades, influenced by various schools of thought and societal shifts.

2.3 Leadership Development in Educational Settings

Given the increasing importance of leadership capabilities in navigating the complexities of modern professional environments, the cultivation of leadership skills during formative educational experiences is now recognized as a critical imperative. Except for courses related to management, the current schools and institutions do not focus on teaching and developing leadership skills in students since it is not a part of a formal curriculum, irrespective of the standard Indian education boards like ICSE, CBSE, etc.

Effective leadership development in Bangalore's schools and colleges require a structured understanding of various leadership theories, which attribute to specific skills, as each contributes unique insights into the competencies and attributes necessary for fostering growth and positive change among themselves. These theories provide teachers with a framework for understanding how leadership skills can be cultivated through extra curricular activities and learning experiences, which then strongly helps in shaping the students to become the leaders for tomorrow.

This overall approach not only enhances individual students' opportunities to gain leadership positions but also promotes a culture of continuous skills improvement within schools and colleges in Bangalore. It fosters an environment where acquiring skills and demonstrating values is critical. Such an environment encourages educators to take risks and experiment with new methodologies, empowering them to inspire their students more effectively and adapt to the ever-changing landscape of education.

2.3.1 Study Reviews with Key Findings and Gaps in Research.

We will now review studies in the following topics and discuss key findings and summarize the research gaps.

2.3.1.1 Leadership Training in Indian Schools

The studies collectively explore leadership development in Indian educational institutions, focusing on schools and higher education. They highlight the challenges, opportunities, and policy frameworks for fostering effective leadership. Key themes include the need for structured training programs, the impact of leadership on school improvement, gender disparities in educational leadership, and the role of digital transformation in leadership training.

Key Findings:

1. Leadership Development in Schools:

- Sharma & Kannan (2012) emphasize the lack of structured leadership training for school principals, identifying challenges such as inadequate resources and resistance to change.
- NUEPA (2015) proposes a framework for leadership development, stressing the need for context-specific training programs.
- CBSE (2018) provides a leadership training manual, focusing on practical skills for school principals.
- Azim Premji Foundation (2019) highlights the importance of "leadership for learning," where school leaders play a critical role in improving teaching and learning outcomes.

2. Higher Education Leadership:

- Agarwal (2009) critiques the state of Indian higher education, calling for visionary leadership to address systemic issues.
- UGC (2013) outlines a roadmap for leadership development in universities, emphasizing the need for strategic planning and capacity building.
- Kapur & Mehta (2007) discuss the transition from socialist to capitalist approaches in higher education, pointing out the lack of effective leadership in driving reforms.

3. Gender Disparities in Leadership:

- Shukla & Pandey (2015) and UNESCO (2018) highlight the underrepresentation of women in educational leadership roles, citing cultural and institutional barriers.

4. Impact of Training Programs:

- Mehta (2016) finds that leadership training programs positively impact school improvement but notes variability in program quality and implementation.
- Tiwari & Tiwari (2017) use case studies to demonstrate the effectiveness of context-specific leadership development initiatives.

5. Digital Transformation:

- Kumar & Sharma (2021) explore the role of digital tools in leadership training, advocating for technology-driven solutions to enhance accessibility and effectiveness.

6. Policy and Practice:

- NITI Aayog (2020) integrates leadership development into the National Education Policy 2020, emphasizing the need for strong leadership to drive educational reforms.
- Batra (2013) critiques the disconnect between policy and practice in teacher education, which indirectly affects leadership development.

Gaps in Research:

1. Lack of Longitudinal Studies: Most studies are cross-sectional or case-based, with limited longitudinal research to assess the long-term impact of leadership training programs.
2. Regional Disparities: There is insufficient focus on regional variations in leadership challenges and opportunities, particularly in rural versus urban contexts.

3. Gender-Specific Interventions: While gender disparities are acknowledged, there is limited research on effective interventions to promote women in educational leadership.
4. Digital Divide: The potential of digital transformation in leadership training is underexplored, especially in resource-constrained settings.
5. Higher Education Focus: Compared to school leadership, there is relatively less research on leadership development in higher education institutions.
6. Policy Implementation: Few studies critically examine the gap between policy frameworks (e.g., NEP 2020) and their on-ground implementation.
7. Teacher Leadership: The role of teachers as leaders within schools and their impact on educational outcomes is underexplored.
8. Cultural Context: There is a need for more culturally contextualized leadership models that align with India's diverse socio-cultural landscape.

Conclusion:

While the studies provide valuable insights into leadership development in Indian education, significant gaps remain in understanding the long-term impact of interventions, addressing regional and gender disparities, and leveraging technology for scalable solutions. Future research should focus on bridging these gaps to create more effective and inclusive leadership development frameworks.

2.3.1.2 Leadership Training in Indian Universities**Summary of the Study:**

The studies by Agarwal (2009) and the University Grants Commission (UGC, 2013) focus on the state of leadership training in Indian universities. Both sources emphasize the critical need for structured leadership development programs to address challenges in higher education. Agarwal highlights the necessity of fostering innovation, research leadership, and global competitiveness, while the UGC report stresses the importance of leadership training for academic administrators to enhance institutional governance, quality assurance, and accreditation processes.

Key Findings

- Lack of Structured Programs: There is a significant absence of structured leadership development programs in Indian higher education institutions.
- Focus Areas: Leadership training should prioritize fostering innovation, research leadership, and global competitiveness to align with the evolving demands of higher education.
- Institutional Governance: Leadership training is essential for academic administrators to improve governance, quality assurance, and accreditation processes.
- Global Competitiveness: Indian universities need to develop leaders who can compete on a global scale and drive institutional excellence.

Gaps in Research

- Program Design and Implementation: Research is required on the design and implementation of leadership training programs specifically adapted to the distinct problems faced by Indian universities.
- Innovation and Research Leadership: Additional investigation is necessary to comprehend how leadership training may effectively cultivate innovation and research leadership.
- Institutional Governance: Further research is required to ascertain optimal approaches for enhancing governance and quality assurance via leadership development.
- Impact Assessment: A deficiency exists in comprehending the enduring effects of leadership training programs on institutional performance and global competitiveness.

These gaps highlight the need for targeted research to develop effective leadership training frameworks that address the specific needs of Indian higher education institutions.

2.3.1.3 Challenges in Leadership Training in India

Summary of the Study:

The research conducted by Kapur & Mehta (2007) and Batra (2013) examines the obstacles encountered by leadership training initiatives in India, specifically in the educational domain. Both studies delineate structural challenges that impede the efficacy of these programs, including bureaucratic obstacles, lack of autonomy, inadequate funding, and a disjunction between leadership training and overarching educational practices such as teacher training and classroom management. Kapur and Mehta underscore the necessity for decentralization and accountability in leadership development, however Batra questions the inadequacy of these programs in tackling systemic educational challenges, hence constraining their overall efficacy.

- Key Findings:
 - Leadership training programs in India encounter substantial bureaucratic impediments, insufficient institutional autonomy, and inadequate financial resources, which hinder their efficacy (Kapur & Mehta, 2007).
 - Disconnection from Systemic Issues: Leadership training for educational leaders frequently neglects to incorporate or tackle systemic challenges in teacher training and classroom methodologies, hence diminishing its overall efficacy (Batra, 2013).
 - The necessity for decentralization and accountability: Enhanced decentralization and accountability in leadership development projects are essential for enhancing outcomes (Kapur & Mehta, 2007).
- Research Gaps:
 - Design and Implementation of Programs: Research is required on the design and implementation of leadership training programs to tackle systemic problems, including bureaucratic limitations, lack of autonomy, and inadequate finance.
 - The Integration of Teacher Training & Classroom Practices: Further research is necessary to investigate the integration of leadership training with teacher training and classroom activities to establish a more unified and effective educational system.
 - Sustaining Impact :Further research is required to comprehend how to enhance the sustainability and efficacy of leadership development projects over the long term, especially considering India's distinct educational and administrative constraints.

Rectifying these deficiencies may result in more efficient and durable leadership training programs that are more congruent with the requirements of the Indian education system.

Addressing these gaps could lead to more effective and sustainable leadership training programs that are better aligned with the needs of the Indian education system.

2.3.1.4. Best Practices in Leadership Training in India

● Summary of the Study:

The study by Tiwari & Tiwari (2017) and the Central Board of Secondary Education (CBSE) (2018) investigates effective strategies for leadership training within Indian educational institutions. Tiwari & Tiwari utilize a case study methodology to identify critical elements of successful leadership training programs, such as mentorship, peer learning, and continuous professional development. The CBSE manual provides a structured framework for leadership training, emphasizing the duties of school administrators in fostering a positive school culture, improving academic outcomes, and effectively

managing resources. Both outcomes highlight the importance of carefully designed leadership training programs in enhancing educational leadership and institutional effectiveness.

- Key Findings:
 - Mentorship, Peer Learning, and continual Development: According to Tiwari and Tiwari (2017), successful leadership training programs in India place a strong emphasis on mentorship, peer learning, and continual professional development as essential components for effective leadership development.
 - Frameworks for Leadership Training That Are Structured The Central Board of Secondary Education (CBSE) manual provides an explanation of a structured approach to leadership training. The document places an emphasis on the role of the principal in fostering a positive school culture, enhancing academic performance, and effectively managing resources (CBSE, 2018).
 - Putting an Emphasis on School Improvement: There is a correlation between effective leadership training programs and improved school outcomes, such as improved academic achievement and a positive corporate culture.
- Research Gaps:
 - Scalability and Replication: There is a need for research on how successful leadership training programs may be scaled up with more participants and replicated in a variety of educational settings in India.
 - Long term Impact: In order to evaluate the long-term effects of leadership training programs on the improvement of schools, the results of students, and the overall quality of education, additional research efforts are required.
 - Contextual Adaptation: Research is required to investigate how best practices in leadership training can be adapted to fit the specific difficulties and requirements of various areas, school types, and educational systems in India. This has to be done in order to facilitate contextual adaptation.

Addressing these gaps could help in designing more scalable, adaptable, and impactful leadership training programs that contribute to sustained improvements in the Indian education system.

2.3.1.5. Role of Technology in Leadership Training

- Summary of the Study:

The research conducted by NITI Aayog (2020) and Kumar & Sharma (2021) examines the influence of technology on leadership training in the Indian educational framework. The National Education Policy (NEP) 2020 underscores the integration of technology to improve the accessibility, scalability, and efficacy of leadership training programs, promoting online platforms and blended learning approaches. Kumar and Sharma (2021) emphasize the efficacy of digital tools and platforms in providing leadership training, especially in distant and underserved regions of India. Both studies highlight the transformative capacity of technology in enhancing the inclusivity and effectiveness of leadership development.
- Key Findings:
 - The NEP 2020 promotes the utilization of technology, including online platforms and blended learning models, to enhance the accessibility, scalability, and efficacy of leadership training (NITI Aayog, 2020).
 - Digital Tools for rural and Underserved Areas: Digital platforms possess considerable potential to provide leadership training programs to rural and underserved locations, overcoming geographical and infrastructural obstacles (Kumar & Sharma, 2021).

- Augmented Efficacy: Technology-facilitated leadership training can elevate the caliber and scope of leadership development programs, promoting innovation and enhancing institutional governance.
- Research Gaps:
 - Implementation and Scalability: Additional study is required to ascertain the effective implementation and expansion of technology-enabled leadership training programs to reach a broader audience across varied contexts in India.
 - Long-Term Impact: Research is required to evaluate the enduring effects of technology-driven leadership training on institutional governance, innovation, and global competitiveness within the Indian education system.
 - Equity and Inclusion: Investigation is necessary to examine how technology might be utilized to guarantee equitable access to leadership training, especially for underrepresented and underserved groups.
 - Assessment of Blended Models: Further research is required to assess the efficacy of blended learning models in leadership training and their applicability across various educational contexts.

By addressing these gaps, it may be possible to optimize the use of technology in leadership training, guaranteeing that it contributes to educational leadership in India that is more inclusive, innovative, and globally competitive.

2.3.1.6. Long-Term Impact of Leadership Training in India

- Summary of the Study:

Studies conducted by Mehta (2016) and the Azim Premji Foundation (2019) investigate the effects that leadership training programs have had throughout the course of time in India, particularly with regard to the enhancement of educational institutions. The research conducted by Mehta (2016) indicates that leadership training programs have a favourable impact over the long run when they are connected with the educational goals of the nation and place an emphasis on capacity building. According to the Azim Premji Foundation (2019), it is essential to have leadership training programs that are tailored to the specific circumstances of Indian schools. These programs should address the special issues that Indian schools face, such as the presence of multilingual classrooms and socio-economic disparities. Each of these studies emphasizes the significant importance that well-designed leadership training plays in fostering long-term improvements in educational institutions.

- Key Findings:

- When leadership training programs in India are linked with national educational objectives and focus capacity building, they have a good long-term impact on school improvement (Mehta, 2016). This is because these programs have a favourable influence on school improvement.
- Context-Specific Training: In order to have an impact, effective leadership training programs need to address the specific issues that Indian schools face, such as the presence of multilingual classrooms and socio-economic disparities (Azim Premji Foundation, 2019).
- Enhancing the skills and capabilities of school leaders is one way that well-designed leadership training programs contribute to the long-term growth of schools and colleges in India. This is accomplished through the enhancement of school leaders' leadership skills.

- Research Gaps:

- Scalability and Replication: Additional research is required to have an understanding of how effective leadership training programs may be expanded and repeated across a variety of educational settings in India.

- Sustainability Over the Long Term: It is necessary to do additional research in order to investigate the long-term viability of leadership development programs and the ongoing impact that these programs have on the improvement of schools.
- Influence on Student Outcomes: There is a need for research to determine the extent to which leadership training programs have an impact on student outcomes, including academic performance, retention, and overall learning experiences.
- It is necessary to do additional research in order to gain a better understanding of the ways in which leadership training programs can be modified to cater to the distinct requirements and difficulties that are associated with various areas, types of schools, and socio-economic environments in India.

In order to contribute to the long-term improvement of the Indian education system, it is possible that addressing these deficiencies could be of assistance in the development of leadership training programs that are more scalable, sustainable, and contextually appropriate.

2.3.1.7. Gender and Leadership Training in India

- Summary of the Study:
Both Shukla and Pandey (2015) and UNESCO (2018) have conducted research that focuses on the intersection of gender and leadership training in India, specifically with regard to educational leadership. The difficulties that women encounter when serving in leadership positions in educational institutions are brought to light by Shukla and Pandey (2015), who also underline the importance of leadership development programs that aim to eliminate gender gaps and offer specialized assistance to women in positions of authority. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) highlights the significance of gender-sensitive leadership training programs that enable women to assume leadership roles in educational institutions such as schools and universities. Both of these studies argue for leadership training programs that are both inclusive and equitable in order to advance gender equality in educational leadership.
- Key Findings:
 - Taking Action to Address Gender Disparities According to Shukla and Pandey (2015), leadership training programs in India need to take action to address gender disparities and offer particular assistance to female leaders in order to help them overcome obstacles in educational leadership.
 - Gender-Sensitive Training: According to UNESCO (2018), gender-sensitive leadership training programs are critically important for empowering women and encouraging their involvement in leadership roles within educational institutions such as schools and universities.
 - The promotion of gender equality in leadership training has the potential to build more inclusive and equitable school cultures and institutional practices. This is possible through the development of inclusive leadership.
- Research Gaps:
 - It is necessary to do additional research in order to gain a better understanding of how gender-sensitive leadership training programs may be effectively implemented and scaled up in order to reach a larger audience of women leaders in a variety of educational environments in India.
 - Long-Term Effects: More research needs to be done to investigate the long-term effects of gender-sensitive leadership training programs on the promotion of gender equality in educational leadership roles and the development of inclusive school environments.

- Challenges and Opportunities: It is necessary to do research in order to determine the unique challenges that women encounter while attempting to acquire leadership roles, as well as the opportunities that can assist their success in educational leadership.
- The alignment of policies and practices is something that needs to be investigated more in order to gain a better understanding of how gender-sensitive leadership training programs can be matched with national and institutional policies in order to facilitate systemic change.

It is possible that addressing these gaps can assist in the development of leadership training programs that are more efficient, inclusive, and scalable, with the goal of empowering women and promoting gender equality in educational leadership in India.

● 2.3.1 Role of Schools in Leadership Development:

It is of the utmost importance that we give serious consideration to the most effective methods for cultivating and developing this talent at the earliest possible stage, as schools are among the most significant breeding grounds for potential leaders. When it comes to choosing the future career path or general performance of students in the working world, it is widely acknowledged that the development of leadership abilities throughout the core educational phase is a crucial component. Schools are now considered to be a crucial component in the process of instilling leadership skills in kids in order to better prepare them to deal with the myriad of issues that they will face in the working world.

Here are five things schools can do:

○ For Faculty:

- Engage in context-specific refinement of leadership development programs that create a direct replication of day-to-day responsibilities and the actualization of solutions to real-world problems faced by educators (Jensen et al., 2017).
- Support the development of educational leaders by investing in their professional growth and refining their knowledge, skills, and best practices of how to operate a school and create a positive school culture that can impact student learning and achievement.
- Adopt a holistic approach for identification and development of school leaders drawing on the models of the best performing education systems in the world, which have implemented systems that cultivate high performance school organization emphasizing teacher professionalism and collaboration across the system (Jensen et al., 2017).
- Promote collaborative opportunities among the educators to exchange insights, share best practices, and address challenges, so the leadership becomes more effective at delivering and creating a culture of continuous improvement at the school (ŞENOL, 2019).

○ For Students:

- Recognize the fundamental leadership traits that every leader in the school must embody, which are consistent with the values and principles of the school (Ullestad, 2009)
- Additionally, you should provide junior school students with a variety of extracurricular activities to choose from in order to provide them with the opportunity to acquire new skills outside of the classroom setting. These kinds of experiences ought to assist in the development of vital competences such as leadership, teamwork, problem-solving, and other essential skills that supplement the students' formal education. Students have the opportunity to follow their passions, learn new abilities, and experience different personal development when they participate in activities that take place outside of the classroom.

2.3.2 Extracurricular Activities and Leadership:

- The provision of practical platforms for skills development and character formation underscores the essential role of extracurricular activities in cultivating leadership qualities in students, which is important to holistic education (Guèvremont et al., 2014). Participation in athletics, debate, and community service cultivates essential leadership skills, augmenting academic knowledge with experiential learning (Tong et al., 2020). These activities and experiences learned in and outside the classrooms turn into practical competency in real life, which leads to adaptability, resilience, and strategic thinking (Anjum, 2021). Structured environments, such as sports clubs, cultural festivals, and participating in the National Cadet Corps (NCC) contribute to shaping the students personality from the early days and contribute towards personality development and leadership skills.(Mishra & Aithal, 2023).
- These experiences provide students with opportunities to lead, resolve conflicts, manage peers, that will help them for future positions of leadership in corporate environments. Extracurricular attendance considerably enhances problem-solving, decision-making, and strategic thinking ability, enabling leadership skills in students (Tong et al 2020). Taking part in school councils, student unions and college clubs gives students real-life experience of the complexities of organizational governance, how to handle conflicts and how to carry out decision-making processes in ways that are transferable and relevant to leadership positions in professional life (Tong et al., 2020).
- Co-curricular activities, such as Model United Nations (MUN) , collaborative curriculum projects, and theatrical plays, are essential for improving teamwork and communication skills among students in India (Anjum, 2021; Younis et al., 2022). Inter-school and inter-college competitions are essential for cultivating teamwork, collaboration, and interpersonal skills. These help in motivating the students to work together towards shared objectives, communicate ideas efficiently, and value varied viewpoints. The collaborative nature of these activities requires the cultivation of strong communication skills, allowing students to express their ideas clearly, listen attentively, and bargain effectively. Participation in plays, music ensembles, and hackathons enhances students' ability to interact efficiently in teams and articulate ideas with clarity and precision. These platforms enable the exchange of ideas, promote constructive feedback, and nurture a culture of mutual support, which is vital for developing cohesive and high-performing teams.
- Moreover, involvement in various extracurricular activities provides students with essential negotiation, persuasion, and conflict resolution skills, enabling them to manage intricate interpersonal dynamics in professional settings. Participation in co-curricular activities fosters attributes such as competitiveness, collaboration, diligence, punctuality, and teamwork, while also offering a venue for the enhancement of creative abilities (Singh, 2017). Co-curricular activities promote holistic student development beyond the classroom setting (Younis et al., 2022). The activities are designed to improve competitiveness, encourage collaboration, cultivate leadership abilities, instill diligence, promote punctuality, and nurture team spirit, while also providing a platform for the development of students' creative talents (Singh, 2017). In addition to academic knowledge, participation in extracurricular activities is essential for improving students' social intelligence, developing leadership skills, encouraging healthy recreational habits, strengthening self-discipline, and enhancing overall self-confidence (Singh, 2017).

2.4 Impact of Early Leadership Skills on Career Success

2.4.1 Key Leadership Skills:

The Leadership Skills Inventory.

The LSI (Leadership Skills Inventory) I developed is from the literature and research on leadership base. The 10 Core skills were derived from well-established taxonomies: team leadership, communication and decision-making capabilities as necessary for collaboration and strategic thinking; conflict resolution and coaching for interpersonal dynamics; presentation and analytical skills as key to influence and problem-solving; and task delivery, project management and taking initiative as vital for execution and innovation. Through a synthesis of lessons learned from leadership studies, business literature, and established best practices in the industry, the inventory offers a condensed version of the essential abilities that are required to lead in contemporary businesses. In the following chapter 4, I will go into detail about each of these skills and competencies, as well as the results that they produced with the respondents.

1. Team Leadership:

There are numerous articles published in Harvard Business Review (n.d.) that highlight the value of team leadership. Some examples of these articles include "What Makes a Great Leader?" and "The Secrets of Great Teamwork." In his book "The 21 Irrefutable Laws of Leadership," Maxwell (1998) cites the ability to lead a team as one of the fundamental competencies for great leaders.

2. Communication:

As a critical capacity for developing trust and promoting teamwork, Sinek (2014) highlights the significance of communication in his book *Leaders Eat Last*. He underlines the necessity of communication as a crucial ability. Communication has also been identified as a crucial leadership competence by the Center for Creative Leadership (CCL), according to the findings of their research.

3. Decision Making:

In his book *Thinking, Fast and Slow*, Kahneman (2011) highlights the importance of decision-making as a leadership ability, particularly those that are required in circumstances where there is uncertainty. Similar to this, the article "The Decision-Driven Organization" (Blenko et al., 2010) published in the Harvard Business Review highlights decision-making as a fundamental characteristic of effective leaders.

4. Conflict Resolution:

In the book *Crucial Conversations*, Patterson et al. (2012) identified conflict resolution as an essential talent for leaders to possess in order to successfully handle challenging situations. In a similar vein, the Center for Creative Leadership (CCL, n.d.) acknowledges that understanding how to manage conflict is an essential leadership ability.

5. Presentation Skills:

Duarte (2010), in *Resonate: Present Visual Stories that Transform Audiences*, emphasizes the importance of presentation abilities for leaders to inspire and influence others. Likewise, TED Talks and associated materials consistently highlight the significance of presentation abilities for effective leadership (Anderson, 2016).

6. Analytical Skills:

Collins (2001), in *Good to Great*, emphasizes analytical skills as a fundamental characteristic of Level 5 Leaders. Also, McKinsey & Company (2018) highlights analytical thinking as an essential leadership competency in its development programs, underscoring the necessity for leaders to spearhead data and analytics efforts.

7. Task Delivery:

Blanchard and Johnson (1982), in *The One Minute Manager*, underscore the significance of achieving results and executing tasks proficiently. Likewise, the Project Management Institute (PMI, n.d.) identifies task delivery as a fundamental element of its leadership skills framework for project managers. Effective task management enhances overall project success, fulfills stakeholder expectations, and accomplishes project objectives. In a similar vein, Maes et al. (2022) investigate the correlation between uncertainty and task execution strategies in project management, emphasizing how varying approaches can influence project outcomes.

8. Project Management:

In their publication titled "A Guide to the Project Management Body of Knowledge" (PMBOK® Guide), the Project Management Institute (PMI, 2021) lists project management as an essential leadership ability. In the same focus, articles published in the *Harvard Business Review* (HBR), such as Muoio (2019), emphasize the significance of this element for leaders

9. Initiatives & Ideas:

Christensen (1997), in his book titled "The Innovator's Dilemma," states that one of the most important characteristics of a leader is the capacity to push projects and produce ideas. Also to add to the focus on this skill, the Project Oxygen effort at Google recognizes "being a good coach" and "empowering teams" as critical leadership skills (Garvin et al., 2013). This includes the ability to nurture initiatives

10. Coaching Others:

In the book "Coaching for Performance," published in 2017, Whitmore places an emphasis on coaching as an essential leadership ability for the development of others. In a similar vein, the International Coach Federation (ICF, 2020) and the Center for Creative Leadership (CCL, 2019) both emphasize coaching as a fundamental leadership ability that is necessary for the development of effective leadership skills.

Now I will draw connections on how these skills are developed during the education phase for students in bangalore and their relevance in corporate settings.

- Team Leadership
 - Students in Bangalore's schools improve their leadership skills by participating in student councils, sports teams, and event management at college fests such as Unmaad (IIM Bangalore) and Revels (Manipal University). The abilities of delegation, teamwork, and problem-solving are developed by participation in these events. These characteristics are beneficial students when they become professionals in corporate settings because they enable them to effectively lead cross-functional teams and drive initiatives (Maxwell, 1998).
- Communication
 - Effective communication is fostered in institutions located in Bangalore, such as Christ University and PES University, through the participation of students in debate societies, public speaking forums, and technical symposiums. According to Sinek (2014), these abilities are essential for success in the workplace, particularly in the areas of negotiation, client relations, and stakeholder management. These skills are also essential for employment in management, sales, and marketing.
- Decision Making
 - Kahneman (2011) emphasizes the significance of decision-making as a leadership capacity in his book *Thinking, Fast and Slow*. He focuses on the relevance of decision-making abilities that are required in situations when there is uncertainty. In a manner that is analogous to this, the article "The

Decision-Driven Organization" (Blenko et al., 2010) that was published in the Harvard Business Review emphasizes the importance of decision-making as a key quality of strong leaders. For example, Schools and Colleges such as the Indian Institute of Management Bangalore (IIMB) place a strong emphasis on the incorporation of simulations and case studies into their course offerings. This provides students with the opportunity to engage in activities that require critical thinking and collaborative decision-making. Similarly, educational institutions like Christ University offer workshops on cognitive biases, which equip students with the knowledge and skills necessary to identify and counteract the impact of these biases in their academic work as well as in their extracurricular activities.

- **Conflict Resolution**
 - When students participate in group projects, college elections, or cultural events, they frequently find themselves in conflict situations that require mediation and negotiation. These experiences contribute to the development of problem-solving strategies, which are essential in corporate environments for effectively managing conflicts within teams and negotiating with customers (Patterson et al., 2002). A number of educational institutions in Bangalore, such as the International School of Bangalore, place an emphasis on experiential learning. These schools include real-world issues into their instructional strategies in order to cultivate students' capacity for adaptation and capacity to resolve conflicts.
- **Presentation Skills**
 - Developing skills in public speaking and storytelling may be accomplished by student participation and involvement in TEDx events, pitch competitions, and seminars held at institutions located in Bangalore city. When it comes to the business world, having great presenting abilities is absolutely necessary for investor pitches, client meetings, and communication with leadership (Duarte, 2010).
- **Analytical Skills**
 - In Bangalore, esteemed universities such as the Indian Institute of Management Bangalore (IIMB), International Institute of Information Technology (IIIT-B), and Christ University prioritize analytical thinking via case studies, research projects, and coding challenges. IIMB incorporates real-world business case studies into its curriculum, whereas IIIT-B conducts hackathons and coding competitions to address industry-specific challenges. Christ University promotes interdisciplinary research initiatives, including the examination of urban sustainability and the creation of data-driven solutions for societal challenges. These programs provide students with analytical and problem-solving competencies, preparing them for professions in engineering, business, and data science.
- **Task Delivery**
 - Students in Bangalore cultivate essential time management and execution discipline via coursework deadlines, internships, and live projects—critical competencies in the city's dynamic corporate landscape. Esteemed institutions such as the Indian Institute of Science (IISc), National Law School of India University (NLSIU), and St. Joseph's College enhance these skills through rigorous academics, industry partnerships, and experiential learning, thereby equipping graduates for professional challenges (Blanchard & Johnson, 1982).
- **Project Management**
 - Students learn how to manage timelines, resources, and budgets through the use of project-based learning, entrepreneurship cells, and internships inside the educational system. Project management skills are highly valued by businesses in Bangalore's information technology and startup ecosystem

because they allow for the efficient execution of large-scale undertakings (Project Management Institute, 2021).

- Initiatives & Ideas
 - Students are encouraged to take initiative and develop an entrepreneurial mindset through the use of innovation cells, business incubation programs, and hackathons such as those offered by IIIT Bangalore. According to Christensen (1997), the ability to originate ideas and push initiatives is very important for innovation and business success in the business environment dominated by corporations.
- Coaching Others
 - Peer mentoring programs, teaching assistant jobs, and leadership training seminars at schools, in addition to mentorship activities in prominent high schools in Bangalore such as National Public School (NPS), Bishop Cotton Boys' School, and Sophia High School, all contribute to the development of coaching talents among students. This set of abilities is extremely useful in managerial positions, where the ability to guide and coach teams can significantly boost both productivity and engagement (Whitmore, 1992).

2.4.2 Leadership and Career Advancement:

Organizational psychology and management books have extensively examined the relationship between early leadership experiences and career success—including promotions, work satisfaction, and leadership roles. Although particular studies concentrating just on Bangalore, India, are few, more general study on this subject can be placed in context to the area given its dynamic corporate environment and active IT and startup ecosystem.

Early Leadership Experiences and Career Success

1. Promotions and Career Advancement:

Faster career development is generally associated with early leadership experiences including project leadership responsibilities, team management in internships, and direction of student organizations. These encounters enable people to acquire highly prized essential abilities including communication, conflict resolution, and decision-making that will aid them in an organizational environment (Day et al., 2009). In Bangalore, where the IT and startup industries stress agility and creativity, workers with past leadership experience are sometimes considered as more suited to assume managerial jobs, therefore facilitating faster promotions.

2. Job Satisfaction:

Studies reveal that those who had early leadership roles often express greater job satisfaction. This is so because they are more likely to take initiative, match their work to both personal and professional goals, and feel confidence in their talents (Judge & Kammeyer-Mueller, 2012). Organizations prioritize early on leaders who show leadership potential in Bangalore's competitive employment market, where employee retention is a difficulty since they are more likely to be engaged and happy in their positions

3. Leadership Roles in Organizations:

Often the basis for obtaining official leadership responsibilities later in one's career is early leadership experience. Research shows that those who show leadership qualities in their early years are more likely to be found as high-potential workers ready for leadership roles (Day et al., 2014). Early leadership experiences can greatly increase a person's chances of getting chosen for leadership

development programs in Bangalore, where corporations such Infosys, Wipro, and many startups aggressively invest in such programs

Contextualizing to Bangalore, India

Bangalore's distinctive business culture, which combines seasoned IT companies with creative startups, values leadership abilities. The workforce of the city is very varied and includes people from all educational and cultural backgrounds. Early leadership experiences can be differentiator in such an atmosphere, enabling people to stand out in a competitive talent pool.

For instance, a study from the Indian Institute of Management Bangalore (IIMB) emphasizes the need for leadership development in promoting career success among professionals in the region (Srinivasan, 2018). Whether in academic environments or through extracurricular activities, the study underlines how much early exposure to leadership responsibilities improves a person's capacity to negotiate difficult organizational dynamics and reach career benchmarks.

2.4.3 Ethical Leadership:

Integrating Ethics Education in Bangalore Schools and Its Importance for Future Leaders

○ **Importance of Ethics Education**

Ethics teaching in schools and colleges in Bangalore is essential for cultivating future business leaders in India, especially in Bangalore, commonly known as the "Silicon Valley of India." The increasing number of tech enterprises and startups has heightened the necessity for ethical leadership. Ethical education cultivates critical thinking, moral reasoning, and social responsibility in students. This foundation is crucial for equipping them to manage the intricacies of corporate governance and commercial ethics in their future professions.

○ **Integration of Ethics into School Curricula**

■ **Subjects:** A number of disciplines, including Social Studies, Business Studies, and Environmental Science, are able to incorporate ethics into their curriculum. For instance, talks on Ethical Business Operations and Leadership can be incorporated into Business Studies, thereby stressing the significance of ethical decision-making in the operations of businesses.

■ **Case Studies:** Incorporating real-life case studies of ethical dilemmas faced by companies can provide students with practical insights. Schools can analyze cases from Indian companies like Infosys and Wipro, where ethical leadership has played a pivotal role in their success and reputation.

■ **Experiential Learning:** Schools can engage students in community service projects or partnerships with local businesses to give them hands-on experience in ethical practices. This could include internships that focus on CSR initiatives or ethical business practices, allowing students to apply their theoretical knowledge in real-world settings.

○ **Impact of Ethical Leadership on Corporate Performance**

Ethical leadership has a significant impact on corporate performance, employee trust, and organizational reputation. Companies that prioritize ethics often see improved employee morale, increased trust, and enhanced brand loyalty.

○ **Examples from Indian Companies**

○ **Infosys:** Known for its strong ethical foundation, Infosys has consistently emphasized transparency and integrity. The company's code of conduct reflects its commitment to ethical practices, which has contributed to its reputation as a trusted brand in the IT sector. Infosys's ethical leadership has led to sustainable growth and a loyal customer base.

- **Wipro:** Wipro's commitment to ethical business practices is evident in its sustainability initiatives and adherence to corporate governance standards. The company's ethical framework has not only enhanced its reputation but has also resulted in higher employee engagement and retention rates, as employees are more likely to trust and remain with organizations that align with their values.
- **Relevant Research and Policies**
- **Indian Academic Research:** Studies have shown that ethical education improves students' moral reasoning and decision-making skills (Kumar, 2020). Research by Sharma and Gupta (2021) indicates a positive correlation between ethics education and leadership effectiveness in future corporate roles.
- **Government Policies:** The National Education Policy (NEP) 2020 emphasizes the importance of holistic education, including ethical values and social responsibility, in the school curriculum (Ministry of Education, 2020). This policy aims to foster a sense of ethics and integrity in students.
- **Industry Reports:** According to a report by the Confederation of Indian Industry (CII) (2022), organizations with strong ethical practices outperform their competitors in terms of financial performance and employee satisfaction. The report highlights the growing need for ethical leadership in India's corporate landscape.
- **Conclusion**

The integration of ethics education in Bangalore schools is vital for cultivating future corporate leaders equipped to handle ethical challenges in the business world. By incorporating ethics into the curriculum through various subjects, case studies, and experiential learning, schools can play a pivotal role in shaping responsible leaders. The positive impact of ethical leadership on corporate performance, employee trust, and organizational reputation is evident in successful Indian companies like Infosys and Wipro. As India continues to evolve as a global economic player, the emphasis on ethics education will be crucial in fostering a generation of leaders who prioritize integrity and social responsibility.

2.5 Leadership Development in the Indian Context

2.5.1 Educational System in India:

Balancing Academic Achievement and Leadership Development

India's education system is a multi-channel, multi-point system driven by myriad institutions, teaching methods, socio-cultural aspects, etc. The education system is globally classified into primary, secondary, and higher educational levels, forming its own respective issues, opportunities (Pajankar & Pajankar, 2010). This has led to a significant divide between public schools funded by the government and privately owned institutions, revealing disparities in resource allocation, infrastructural development, pedagogical innovation, and ultimately, educational outcomes (Kingdon, 2007). Designed to make education accessible to anyone, most public schools are beleaguered by low funding and high teacher turnover rates as well as the lack of physical upgrades, especially in remote areas. On the other hand, private schools which serve a section of the population who can afford it tend to have better infrastructure, more qualified teachers, and a better learning atmosphere (Kingdon, 2007). This inequality crafts a layered educational environment, where quality of education becomes a stratifying factor in society. At the outset, a bit of historical background: The current Indian education system was introduced in the early 1800s, and is different from the native systems which were already present (Mookerjee, 1944). With its gamut stretching from Historical Gurukul to current international schools the Indian education system have an interplay of

historical influences socio-economic imperatives and ongoing aspirations for equitable access and enhanced quality in education (Mookerjee, 1944)

Socio economic disparity in the old gurukul system was significantly less in comparison to the divide created post British rule (Mookerjee, 1944). The Indian education system has long experienced heavy pressure to do well in academic subjects, and this is a combination of cultural values, societal values, and a competitive job market. 1. We Force Them to Memorise Everything: The very structure of board examinations and entrance tests for professional courses as gatekeeping mechanisms ensures that this pursuit is encouraged and reinforced, and develops a competitive climate around performance. The stress of this intense pressure places a narrow focus on academic performance, associated with exam performance, deriving students away from the potential of exploring their personal interests and experiences that start developing when they involve in extra-curricular activities, a loss causing them to abandon the potential to learn valuable life skills. While academic proficiency is undoubtedly important, the emphasis for creativity, innovation must be looked at.

- **Resilience and Handling Pressure**

Pressure due to academics, students commit suicide at alarming rates. Students must be trained on how to build resilience. Academic pressure has been a significant factor contributing to student suicides in India. For instance, in 2019, Fathima Latheef, a first-year postgraduate student at the Indian Institute of Technology Madras, died by suicide, with allegations pointing towards academic and religious discrimination as contributing factors. National statistics further underscore this issue, with Karnataka reporting 1,429 student suicides in 2022, the highest in the country. (National Crime Records Bureau [NCRB], 2022) These cases highlight the urgent need for educational institutions to implement resilience training programs to equip students with coping mechanisms against academic pressures. *The rise of student suicides in India is driven mainly by intense academic pressure, the action for educational institutions would be to **prioritize resilience training** which will help equipping students with the skills to navigate academic challenges and mental stress.*

- **2.5.2 Bangalore as a Case Study:**

Bangalore, often referred to as India's Silicon Valley, is not only a technology hub but also a center for leadership development. The city's ecosystem—shaped by renowned educational institutions and corporate giants—creates a dynamic environment where leadership skills are cultivated through experiential learning, executive education, and mentorship. This unique positioning fosters a leadership pipeline that extends beyond technical expertise, emphasizing strategic thinking, decision-making, and people management.

Influence on Leadership Development

The integration of academia and industry in Bangalore contributes to leadership growth in several ways:

- **Experiential Learning & Case-Based Education** – Management and business schools in Bangalore adopt interactive pedagogy, including simulations, case studies, and industry projects, which equip future leaders with decision-making and strategic thinking skills.
- **Corporate-Driven Leadership Programs** – Many organizations in Bangalore invest in leadership development programs tailored for young professionals, mid-career managers, and senior executives.
- **Mentorship & Networking Ecosystems** – Bangalore's professional community offers a thriving mentorship culture through corporate mentorship programs, alumni networks, and leadership conclaves.

- Entrepreneurial Leadership – With a vibrant startup ecosystem, the city nurtures entrepreneurial leaders who develop resilience, vision, and adaptability.

Case Studies on Leadership Development in Bangalore

1. Indian Institute of Management Bangalore (IIMB) – Leadership & Executive Education

Background: IIM Bangalore is one of India's leading management institutes, producing influential business and public sector leaders.

- **Initiatives:**
 - The **Centre for Corporate Governance and Citizenship (CCGC)** at IIMB develops responsible business leaders through research, workshops, and policy dialogues.
 - The **Executive Education Program (EEP)** offers specialized leadership training for mid-career and senior executives, enhancing their strategic thinking and people management skills.
 - The **NSRCEL (Entrepreneurship Centre)** cultivates entrepreneurial leadership, focusing on innovation, risk-taking, and team-building.
- **Impact:** IIMB has played a significant role in shaping corporate leaders, policy influencers, and entrepreneurs across industries.

2. Infosys Leadership Institute (ILI) – Nurturing Leadership from Within

Background: Infosys, headquartered in Bangalore, established the Infosys Leadership Institute (ILI) to develop future leaders within the organization.

Initiatives:

- **Leadership Competency Framework:** ILI follows a structured leadership competency model that focuses on emotional intelligence, strategic vision, and people management.
- **High-Potential Development Programs:** Infosys identifies high-potential employees and provides tailored training to prepare them for leadership roles.
- **Global Exposure:** Selected leaders are given international assignments to build cross-cultural leadership skills.
- **Impact:** ILI has ensured a steady leadership pipeline within Infosys, contributing to its global expansion and sustained innovation.

3. Ramaiah Institute of Management (RIM) – Leadership in Business & Social Impact

- **Background:** Ramaiah Institute of Management (RIM) is a premier business school in Bangalore, focusing on ethical leadership and sustainable business practices.
- **Initiatives:**
 - **Leadership Development Program (LDP):** A structured curriculum that trains students in decision-making, conflict resolution, and ethical leadership.
 - **Social Impact Leadership:** RIM collaborates with NGOs and government agencies to develop leaders in public policy and social enterprises.
 - **Women in Leadership Program:** A dedicated initiative that empowers women professionals to take on leadership roles in corporate and public sectors.
- **Impact:** RIM has produced business leaders, policymakers, and social entrepreneurs who drive change beyond traditional corporate settings.

Bangalore's educational institutions and corporate entities work together to create an unparalleled environment for leadership development. By fostering mentorship, experiential learning, and executive education, the city continues to shape future leaders equipped to navigate complexity, drive innovation,

and inspire teams. As leadership becomes a key differentiator in business and society, Bangalore stands as a beacon for developing visionary and adaptive leaders. Bangalore's unique ecosystem, characterized by the close collaboration between educational institutions and corporate entities, has created a fertile ground for leadership development. Through targeted initiatives and programs, organizations and institutions in Bangalore continue to nurture leaders capable of driving innovation and sustaining growth in a dynamic global landscape.

2.5.3 Challenges in Leadership Development:

Challenges in Implementing Leadership Programs in Indian Schools

- **Limited Resources**

- Many educational institutions in India, particularly those in rural areas under the jurisdiction of the government, operate on tight budgets. The result is often inadequate infrastructure and scant resources for leadership training, as well as an absence of extracurricular activities that build tomorrow's leaders. With insufficient financial support offered, education boards are always confronted with the practical implications of running an organized leadership program.

- **Cultural Resistance**

- When individuals are asked to break away from the traditional way of learning, it puts pressure on teacher training colleges and on the provision of resources suitable for progressive leadership-type thinking among students. The education system in India is very traditional and exam-based. As such, when new leadership initiatives are introduced, teachers often find themselves up against resistance from administrators who cling to old ways of doing things. This mindset in turn prevents the adoption of progressive methods for teaching student leadership and involvement.

- **Poor Teacher Training**

- Teachers play a key role in developing student leaders, but most teachers in India receive no formal education in student leadership training. The current teacher training programs are centred on classroom instruction, leaving a gap in equipping teachers with the necessary skills for mentoring and nurturing student leadership. Without guidance of this nature, fundamentally sound leadership programs can fail to make any lasting impact.

- **Curriculum Integration Problems**

- Academic success takes precedence over leadership development in the Indian education system, with leadership training not being a part of the offered curriculum. It is difficult therefore for schools to introduce such schemes from the outside into their already overloaded lessons. Schools that take the time to do so face resistance because of the pressure on time and existing board exam rules they come up against.

- **Traditional and Societal Barriers**

- Traditional ways and classroom structures in Indian schools may militate against independent thought and taking one's own decisions which lie at the heart of leadership development. In certain parts of the country, academic success is the top priority at all touches, making leadership programs less attractive to parents and teachers.

- **Insufficient Student Engagement**

- Students must have practical experience as leaders for these programs to succeed. However, many Indian schools lack formal structures such as student councils, mentor programs or community projects which offer hands-on opportunities for leadership experience. Without practice, leadership learning

remains theoretical and turns to dust in the face of reality.

- Affected Indian schools are in desperate need of multiple measures to rectify these challenges. The primary thrust centers on policy change, teacher training programs, plus educational administrators and parents modifying their mindset towards leadership education.

2.6 Conclusion

This chapter has examined the multifaceted relationship between early leadership development during educational years and subsequent success in corporate careers, with a particular focus on the educational landscape in Bangalore, India. The investigation of this vital relationship uncovers substantial prospects for improving educational methodologies to more effectively equip students for their careers. Prior to advancing to the research approach, it is imperative to encapsulate the principal theoretical foundations and research objectives that have been outlined.

Conceptual Framework of Corporate Success Metrics

The research has built a comprehensive framework for measuring company performance that extends beyond conventional metrics of salary or hierarchical progression. Career accomplishment, covering promotions, leadership responsibilities, and wage increases, constitutes the traditional yardstick of professional success, although must be examined alongside equally significant characteristics of performance in the corporate sphere¹. Job satisfaction emerges as an important subjective metric, indicating an individual's comfort with their professional position and the competent appraisal of components composing overall employee satisfaction¹. Work-life balance, frequently disregarded in standard success indicators, has been identified as a vital element that can greatly affect long-term career sustainability and personal fulfillment. Corporate leadership capabilities, including team management responsibilities and executive direction obligations, demonstrate an individual's capacity to assume increasingly essential duties within an organization¹. Finally, the strength and quality of one's professional network has been recognized as a facilitating factor in career advancement, creating pathways for opportunity and growth.

Dimensions of Early Leadership Development

The exploration of early leadership development includes various essential aspects that offer a thorough insight into the cultivation of leadership skills throughout educational experiences. The range of leadership training available across various educational institutions differs greatly, with certain ones offering more comprehensive and superior leadership development opportunities compared to others. This study seeks to ascertain if students who undergo extensive leadership training achieve greater success in their corporate careers. In a similar vein, the extent of leadership experience, encompassing positions like class president or team captain, can have a considerable impact on future professional success.

The length of time spent in leadership roles is an important factor, as students who participate in these positions for longer periods are likely to cultivate stronger leadership skills compared to those who engage only sporadically. Furthermore, the study explores possible variations in leadership development across public and private educational institutions, taking into account how differing access to resources and extracurricular activities could influence the acquisition of leadership skills.

The Role of Extracurricular Activities in Leadership Development

Extracurricular activities (ECAs) are vital platforms for developing leadership skills, providing students with practical chances to enhance key competencies like teamwork, responsibility, and decision-making. The study examines the range of clubs and organizations that promote leadership growth, aiming to

determine which forms of extracurricular engagement most successfully cultivate future corporate leaders. The extent of student engagement in these activities signifies a crucial aspect, exploring how different levels of participation relate to outcomes in leadership development. Additionally, the investigation examines how formal leadership training in extracurricular settings, such as workshops and mentorship initiatives, influences the readiness of students for corporate positions.

Educational and Corporate Implications

This study holds considerable importance for educational institutions and corporate organizations in India. The findings may offer significant insights for educational leaders regarding curriculum development, indicating methods to integrate leadership training more effectively into academic programs instead of considering it as an optional add-on. The study promotes expanded movement opportunities that enable all students to engage in leadership development, irrespective of their academic or co-curricular activities. The study further indicates the importance of forming formal collaborations between educational institutions and corporate leaders to develop mentorship programs that offer students direct insights into leadership and career success.

Bridging Educational Practice and Corporate Needs

This study makes a significant contribution by tackling the ongoing disparity between educational frameworks and the demands of career success. Conventional academic fields frequently dominate school curricula, whereas the skills and competencies essential for success in the corporate world are often overlooked. This study establishes clear links between early leadership training and corporate career successes, illustrating how leadership skills gained during education can effectively translate to professional environments. The results could enhance the connection between higher education programs and the needs of the corporate world, helping students cultivate the leadership qualities that employers prioritize.

Corporate Recruitment and Talent Development

The results of the study hold significant implications for approaches concerning recruitment and talent management within corporate settings. In today's competitive job market, there is a significant demand for candidates who demonstrate robust leadership abilities; nevertheless, traditional hiring practices often fail to recognize early leadership experiences. This study has the potential to inspire the creation of novel assessment methods for corporate recruiters and HR professionals, highlighting the importance of leadership skills developed through educational experiences. The results suggest a potential shift towards a broader array of assessment criteria for job candidates, highlighting the significance of leadership and collaboration skills alongside academic achievements and technical competencies.

These results will now necessitate a specification of the method that was built to specifically test the correlation between leadership skills and corporate performance. Having laid the theoretical foundation and characterized the importance of investigating the link between early leadership development for students in Bangalore's schools and colleges and their corporate career success within the Indian context, it is now high time to map the methodological approach.

The next chapter will demonstrate how I utilized this method for this research. My research design methodology will consist of the research design, sample methodologies, data gathering methods, and analytical processes. This technique- which has been carefully designed to align with the objectives that have been articulated in this chapter- employs a mixed-methods approach that includes quantitative measures of aspects of career success among those working in Bangalore as well as qualitative aspects of experiences in leadership development.

share their personal narratives to focus on how leadership experiences transpire professional development. The quantitative data gives concrete findings, and the qualitative dives deeper into this— into what the people are thinking: their perspectives attitudes reasons for motivation social drivers behind professional and leadership growth.



Figure : 2

The study adopts a mixed-methods research design, incorporating both quantitative and qualitative approaches to gather empirical evidence on early leadership experiences and their long-term corporate impact. It also considers the findings of Literature review from Chapter-2.

3.2.1 Quantitative Research:

The quantitative bit entails collecting data from a broad section of school students as well corporate through structured surveys. Those surveys will ask about leadership capabilities, engagement in leadership activities and trackable career outcomes like promotions, pay grade rises job critical jobs rotation within the companies.

A structured survey was conducted among school students and corporate professionals in Bangalore. The survey included Likert-scale questions assessing leadership engagement, career success, and professional development.

3.2.2 Qualitative Research

To gain deeper insights, semi-structured interviews and focus groups were held with school teachers, and corporate professionals. The qualitative component allowed for an exploration of personal leadership experiences and the subjective impact on professional growth.

3.2.3 Justification for Mixed-Methods Approach

The combination of qualitative and quantitative methods ensures data triangulation, enhancing the validity and reliability of findings. While surveys provided measurable outcomes, interviews and focus groups enriched the context of leadership experiences from the lens of an individual who has also been a student earlier.

Some advantages listed below by applying this method are as follows:

Deep Insights: Combines statistical data with qualitative narratives to provide a holistic view of leadership development. The method combines the generality of measurable outcomes (via quantitative surveys) and with rich insights into its context-specific conditions (thorough qualitative interviews).

Triangulation: triangulating with qualitative data can confirm findings and therefore make more reliable results. Strengthens reliability by cross-verifying findings from multiple sources.

Rich Context: An evenly balanced mix of qualitative and quantitative data would help us understand general patterns in leadership development, career success on the one hand with an indepth analysis how

we perceive pure models around these being played out as experienced by leaders within schools that shapes such career trajectories. Provides both macro trends and individual experiences, adding contextual depth.

Robust Analysis: Enhances data interpretation by integrating numerical evidence with real-life stories which are provided as Case Studies.

3.3 Sampling Strategy

The major groups of participants in this study comprise: a) School and College students from Bangalore b) Corporate professionals who have moved after high school for colleges or work & now are part of corporate settings (working/ex-students) in Bangalore. The second set comprises Teachers and Educators in Bangalore and Executives and Human Resources leaders in corporate firms. The research will explore correlations between leadership experiences during school and corporate success in the later stages of life on both populations. Survey questionnaires were split into 2 forms each for Students and Professionals respectively. Details of which are provided in the Annexure A.

3.3.1 School Students Sampling:

Target population: School students from public and private schools in Bangalore. This range ensures students are from many different socio-economic backgrounds and have the ability to access leadership roles in their respective schools.

Sample Size: A total sample size after concluding the Student survey is 143 respondents from schools in Bangalore and 186 respondents who are working professionals in corporate companies. So a total of **329** responses. The difference between these paths is kind of a crude division around the time when many kids become adolescents, and it is that stage in life where they go through an incredible amount of leadership development.

Sampling Method: Stratified random sampling is used in this study. This is something that can be controlled for using any of the following—stratifying: dividing by type of schools (public vs. private) or with location within Bangalore and, finally, socio-economic status— which gives us a way to do exact same interview number across groups in an one-to-one correspondence. A sample of students is drawn from each stratum. This is done in order to make the sample list representative of different categories of students residing at Bangalore city, thus making an effort for generalizing results.

Diversity: Gender representation in leadership can be slightly skewed from the gender distribution among students as well, so special attention is devoted to inclusivity and male/female inclusion.

3.3.2 Corporate Professionals Sampling

Corporate professionals: These are included people who passed out their schooling in Bangalore and are currently working as a corporate job. They are the missing link between early leadership roles in school and later corporate achievements.

A sample of 186 corporate professionals is selected for the survey. This is plenty for decent statistical power and also provides a nice spread in those who are still relatively new to the workforce, as well as people further along their career.

Sample Selection: Snowball sampling and purposive selection are employed to choose the participants for this study. In snowball sampling, I asked the first few participants to refer other such professionals (whom may be fitting your study criteria). The former is needed for the purposive sampling (required because we want some/out of a pool people in significant leadership positions to be included from corporate settings)

Using this method will allow me to tap into a variety of professionals, ranging from the science and finance sectors as well as their career queuers.

Summarizing Sampling Methods Used:

- **Stratified Random Sampling:** Used for school students to ensure diversity.
- **Snowball Sampling:** Used for corporate professionals to reach individuals with relevant leadership experiences.

3.3.3 Rationale for Sampling

Stratified Sampling at the School Level in Bangalore, India

The study employs stratified sampling to ensure that the sample is representative of the diverse student population in Bangalore, India. This approach accounts for variations not only in demographics but also in the educational environments of students from rural and urban areas, as well as those attending private and government schools. By including these distinct groups, the study captures the unique leadership development opportunities and challenges present in each context. This is particularly relevant in Bangalore, where public schools may offer leadership programs that differ significantly from those in private institutions. Stratified sampling, therefore, ensures a balanced and inclusive representation of Bangalore's educational landscape, enabling meaningful comparisons and robust findings.

Snowball Sampling for Professionals in Bangalore, India

To recruit corporate professionals in Bangalore to take the survey, the study utilizes snowball sampling, a method particularly effective for reaching individuals in leadership roles who may not be easily accessible through random sampling. Given Bangalore's status as a major hub for diverse industries, including IT, biotechnology, and manufacturing, snowball sampling helps identify professionals across a wide array of sectors and job roles. This approach leverages existing professional networks in the city to ensure participation from experienced leaders who can provide valuable insights into leadership development. By incorporating a diverse range of industries and roles, the study captures the multifaceted nature of leadership experiences in Bangalore's corporate environment, enhancing the depth and relevance of the research.

Together, these sampling strategies—stratified sampling for schools and snowball sampling for professionals—ensure a comprehensive and representative sample tailored to Bangalore's unique educational and professional contexts. This approach strengthens the study's ability to explore leadership development in a nuanced and locally relevant manner.

3.3.4 Target Population

The study targeted two key groups:

1. Group A - Quantitative Data
 - a. Students (Aged 14-22): Enrolled in public and private schools and colleges in Bangalore.
 - b. Corporate Professionals (Aged 25-40): Individuals who pursued corporate careers after schooling in Bangalore.
2. Group B - Qualitative Data
 - a. Teacher and Educators from institutions in Bangalore which includes schools and colleges across different education boards.
 - b. Executives and Human Resources personnel working in corporations in Bangalore city. This includes both National companies as well as Foreign subsidiaries and across industries.

3.4 Data Collection Techniques

3.4.1 Quantitative Data Collection

- **Preparation:** Structured questionnaires were administered to students, working professionals and their perceived impact of early leadership development.
- **Surveys:** Cross-sectional surveys collect data on leadership experiences, career success and professional experience. The surveys were programmed in Google Forms with 2 distinctive links. Surveys are also issued to both school students and corporate professionals with the goal of gathering quantitative information about people who follow different tracks. These surveys are designed to gather data that will provide insights into leadership development, career pathways and socio-economic background.
- **School Students Survey** – The student survey collects data on leadership activity involvement (e.g., have you been a member of any leadership group such as school captains, prefect leaders or item co-ordinator and rates self in relation to their skills associated with dealing with others. It additionally asks about how they have fared in school and what future Careers Success Indicators (CSI) appeals to them. The survey further assesses student exposure to formal leadership training programs, such as workshops or leadership seminars versus informal experiences in tasks like helping organize school events.
- **Corporate Professionals Survey:** For corporate professionals, the survey covers career accomplishments such as salary, promotions and leadership roles along with job satisfaction levels. Votes are also solicited on early school leadership experiences and its perceived impact into career development. Participants are scored on the degree to which they leverage leadership abilities nurtured in school toward successful corporate endeavors.
- **Measurement Scales:** The survey included Likert-scale questions to quantify leadership competencies and career success. Likert-scale questions are provided for quantitative measurement, while open-ended responses sought to identify and explain the participants background in their exposure to Leadership Competencies.

3.4.2 Qualitative Data Collection

Data collection comprised two main methods — surveys for the quantitative part and interviews/focus groups for the qualitative component. This multi-method tactic serves to ensure both the depth and breadth of perspectives attained during data gathering. Based on the consent, I was able to present the **Discussion Guide**, **Capture Conversation Transcript** and when allowed the **Video Recording** of the same.

- **Interviews:** Semi-structured interviews were conducted with a selected subset of corporate executives & Human Resources (HR) leaders to explore their perceptions and real-life experiences related to leadership development and career success. Corporate Professionals Interviews — These interviews tend to be distant from students but are beneficial in the sense that they highlight what corporate professionals took with them related to their early leadership experiences at school or college. The discussions delve into the obstacles that came with leadership, how this developed them as leaders and what those attributes have done for them in corporates established in Bangalore
- **Focus Groups:** In addition to interviews, I conducted focus groups with teachers and school administrators. The focus groups offer helpful details about the extent to which schools emphasize leadership development, what types of leadership opportunities are made available and their experience with implementing leadership training programs and their endeavour into the curriculum. Group discussions with educators to validate the findings from survey data. Focus groups with teachers

and school administrators explored the extent of leadership training in schools and its perceived corporate success.

The use of both surveys and in-depth interviews/focus group discussions provides a comprehensive approach to data collection, combining the strengths of quantitative and qualitative methods. Surveys enable researchers to gather large-scale data from hundreds or thousands of participants, offering statistical power to identify patterns and trends across a broad sample. They also ensure standardized data collection, facilitating systematic analysis.

On the other hand, in-depth interviews and focus group discussions provide qualitative depth, allowing participants to elaborate on their experiences and share nuanced insights. These methods capture the richness of real-world experiences, contextualize responses, and uncover the complexities of leadership development that surveys alone may not fully reveal. By integrating both approaches, researchers can achieve a balanced understanding of the topic, leveraging the breadth of surveys and the depth of qualitative methods to generate robust, well-rounded findings.

3.5 Data Instruments

This study uses selected instruments with the aim to answer these questions and guarantees their psychometric reliability and validity.

3.5.1 Leadership Skills Inventory

A validated Leadership Skills Inventory (LSI) assessed leadership competencies among students and professionals. Using a Leadership Skills Inventory to Assess the Growth of leadership competencies among School Students via Surveys rolled out from Google Forms.

It assesses essential attributes like communication, decision-making, problem solving, teamwork and adaptability. It is an indigenous adaptation of a standardized instrument, which had been previously validated in the research on leadership development.

Skills Inventory Table

Table : 1

● Team Leadership	● Communication
● Decision Making	● Conflict Resolution
● Presentation Skills	● Analytical Skills
● Task Delivery	● Project Management
● Initiatives & Ideas	● Coaching Others

Source : Secondary Research

3.5.2 Career Success Indicators

Career Success Indicators (CSI) are a set of metrics for corporate professionals to measure career outcomes. These include both objective outcomes (such as earnings, promotions and leadership positions) and subjective measures that provide insight into job satisfaction, work-life balance or perceptions of the efficacy of specific leaders. Made up of several operationalizations are tried and tested measures primarily accredited from already existing underlying theoretical frames in the field of corporate performance research but, adapted to fit into this particular context.

Corporate professionals provided self-reported data on:

- Promotions
- Job satisfaction
- Success in Job
- Leadership roles in organizations

3.5.3 Demographic Information

The student and professional surveys share sections on demographic data (age, gender, socio-economic background, educational history), as well as industry of employment – these will be discussed later. Such knowledge is essential to understanding how various factors may affect the relationship between leadership development and corporate success.

3.5.4 Thematic Analysis: Recurring Themes

Thematic analysis is employed as the primary method for analyzing qualitative data collected through interviews and focus groups. This approach involves identifying, analyzing, and reporting patterns (themes) within the data to gain a deeper understanding of participants' perspectives and experiences. The process is structured around three key components:

1. Discussion Guide:

A semi-structured discussion guide is utilized to ensure consistency across interviews and focus groups while allowing flexibility to explore emerging themes. For corporate professionals, the guide focuses on their early leadership experiences, challenges faced, and the long-term impact of these experiences on their professional lives. For educators and administrators, the guide emphasizes institutional practices, leadership opportunities provided to students, and the implementation of leadership training programs.

2. Transcript:

All interviews and focus group sessions are transcribed verbatim to ensure accuracy and facilitate detailed analysis. Transcripts serve as the primary data source for coding and theme development, enabling a systematic examination of participants' responses.

3. Video Recording:

Sessions are recorded to capture non-verbal cues, tone, and context, which complement the textual data. Video recordings are particularly useful for revisiting specific moments during analysis and ensuring a comprehensive understanding of participants' perspectives.

3.6 Data Analysis Techniques

3.6.1 Quantitative Data Analysis Techniques

- **Descriptive Statistics:** Summarize and describe the basic features of quantitative data, such as mean, median, mode, and standard deviation, to provide an overview of the dataset.
- **Inferential Statistics:** Use statistical tests (e.g., t-tests, ANOVA, regression analysis) to draw conclusions or make predictions about a population based on sample data.
- **Cross-Tabulation:** Analyze relationships between two or more variables in a dataset to identify correlations or trends.
- **Factor Analysis:** Reduce a large number of variables into a smaller set of factors to identify underlying dimensions or constructs.
- **Cluster Analysis:** Group data points into clusters based on similarities, helping to identify natural groupings within the dataset.

- **Visualization Techniques:** Use charts, graphs, and other visual tools to represent data patterns and trends for easier interpretation and communication.
- **Inferential statistics,** including correlation and regression analysis, will be employed to examine the relationships between early leadership skill development and career success.
- **Hypothesis testing:** will be conducted using t-tests and ANOVA to determine significant differences across various groups.

3.6.2 Qualitative Data Analysis Techniques

- **Thematic Analysis:** Identify, analyze, and report patterns (themes) within qualitative data to uncover underlying meanings and insights. Interview transcripts will be analyzed thematically to identify common themes and patterns related to leadership development and career success.
- **Content Analysis:** Systematically categorize and interpret textual, visual, or audio data to quantify and analyze the presence of specific words, themes, or concepts.
- **Grounded Theory:** Develop theories or frameworks directly from qualitative data through iterative coding and analysis.
- **Narrative Analysis:** Examine the structure, content, and context of stories or narratives shared by participants to understand their experiences and perspectives.
- **Discourse Analysis:** Analyze language use and communication patterns to understand how meaning is constructed in social contexts.
- **Coding and Categorization:** Organize qualitative data into codes and categories to identify recurring patterns, themes, or relationships. Below are the coding applied to the parameters for get a statistical viable output:

Table: 2

Category Parameter	Score
Very Satisfied	5
Satisfied	4
Neutral	3
Not Satisfied	2
Not Satisfied at All	1

Table : 3

Category Parameter	Score
Excellent	5
Good	4
Moderate	3
Low	2
Very Low	1

Table : 4

Category	Score
Expert	5
Proficient	4
Competent	3
Beginner	2
Dont Know	1

Table : 5

Category	Score
Elected	4
Teacher nominated	3
Self nominated	2
Not Participated	1

- **Case Study Analysis:** Conduct an in-depth examination of a specific case or instance to explore unique insights or phenomena.
- **Sentiment Analysis:** Use natural language processing (NLP) to analyze text data and determine the emotional tone or sentiment expressed.
- **Triangulation:** The findings from quantitative and qualitative analyses will be compared to enhance validity and reliability.

3.6.3 Mixed-Methods Analysis

- **Mixed-Methods Integration:** Combine quantitative and qualitative data analysis techniques to provide a more comprehensive understanding of the research problem, leveraging the strengths of both approaches.

3.7 Ethical Considerations

The approach of this study is anchored in ethical integrity. Because the research surveys are on minors (the school students) and also to corporate professionals, thus utmost attention is paid towards ethical guidelines in respect for dignity of participants, individual privacy.

- **Informed Consent:** Obtained from all participants. Informed consent has been obtained from all the participants prior to their participation in the study. Voluntary participation and pledge that no data will be released relating to participant's personal information details.
- **Anonymization of Participant Data :** To protect the privacy and personal identification of students and working professionals, all surveys responses, interview transcripts and focus group discussions are stored securely with identifiers removed prior to analysis.

- **No Compulsory Participation:** The participants in this research study were clearly conveyed message that taking part is not compulsory and they have permission to opt out of the research at any time without suffering negative repercussions. The principle of participation is not based on compulsion or any undue pressure.
- **Data Protection:** Encryption and restricted access ensured secure data handling. Meaning students and professionals who took the survey could not see others results and information.
- **Confidentiality:** Ensured anonymity of responses from both Students and Professionals, their responses were anonymized and data securely stored to protect participant privacy.
- **Transparency:** Students and Professionals had been made aware of where and how their responses were recorded and used for data analysis purposes.
- **Voluntary Participation:** Participants who were taking the survey could withdraw at any stage, in case of any incomplete responses the data has been removed from the data set for analysis.

3.8 Limitations of Methodology

Although mixed-method studies can offer great advantages, this research has a few limitations.

- **Self-Reporting Bias:** Some corporate professionals in Bangalore may overstate or understate leadership impact. Since the survey responses are self-reported data, All responses from the surveys and interviews are based on self-reports, which can introduce biases such as social desirability bias or recall bias. Participants may either overstate or understate their Leadership Experience and Career Achievements.
- **Generalizability:** This study has been done on school and college students and corporate professionals living in Bangalore. Although this does offer useful and context-specific leadership skills and insights, the findings might not be generalisable to other cities of Karnataka or India or regions or countries with different education systems and corporate cultures. Hence Due to the Geographical Focus, Findings may not be generalizable beyond Bangalore, as leadership experiences and corporate environments differ regionally.
- **Cross-Sectional Design:** The study captures data at a single point in time, limiting causal interpretations. Cross-sectional design (Data are collected at one point in time) Even though this enables figuring out correlations among versions of leadership experience and corporate good results, it restricts the ability to check for causality. A longitudinal study would be better equipped to capture the growth in leadership qualities and their career consequences over time.
- **Time Constraints:** Longitudinal tracking of career progression was not feasible within the study timeline, which limits insights into long-term career effects. Students could have taken over more roles and gained skills and professionals might have seen more success in their corporate lives.

3.9 Conclusion

This mixed research methodology ensures a structured, ethical, and comprehensive approach to understanding how early leadership experiences translate into corporate success. The mixed-methods approach provides both statistical validation and contextual depth, ensuring meaningful contributions to educational and corporate leadership studies.

Finally, this study is designed by completely studying the connection between early leadership development and success of an Individual who has studied in Bangalore. The study will attempt to use a mix of quantitative surveys and qualitative interviews and focus-group discussions with Educators,

Teachers, Corporate Executives and Human Resources experts in bangalore to generate both numerical evidence, as well as in-depth contextual information on how leadership experiences at school matter for corporate (or professional) outcomes. The mixed methods design, the statistically well-founded sampling strategy and careful analysis could add much to work on leadership development as well as career success.

With this research, I aim to conclude of the below five hypotheses:

- H1: Students who develop leadership skills during their education phase are more likely to achieve higher success in their corporate careers.
- H2: The type of school (public vs. private) influences the development of leadership skills in students.
- H3: Participation in extracurricular activities during school positively correlates with the acquisition of leadership skills.
- H4: Students who receive formal leadership training in school show a higher level of job satisfaction in their corporate careers.
- H5: There is a significant difference in corporate career success between students who were involved in leadership roles during their school years and those who were not.

Chapter 4 - Data Analytics & Interpretation

4.1 Introduction

In this chapter, I will analyze various data sources collected from students and working professionals from Bangalore with a view of understanding how these participants relate themselves to a successful early career and reach out to the leaders. Chapter 3 outlined hypotheses about how leadership roles taken up during school years contributed to the development of specific skills, led to job satisfaction, promotions, and progress in careers. This study uses a cross-cutting approach that allows us to explore and explain the dynamics of digital nomadism through quantitative and qualitative lenses.

Leadership development is widely recognized as a critical component in producing students prepared for a life and career as active members of society. Academic achievement is a goal of all educational institutions but values can also be taught through extracurricular activities. The aforementioned experiences play a major role in forming a child's character to help him or her develop key traits like decision-making, teamwork, communication, and conflict resolution. This chapter explores how schools are attempting to develop leadership through extracurricular engagement and explores how students view those opportunities.

The analysis found several factors that influence the development of leadership skills based on survey responses. This includes the need for the institutional background, the cyclical nature of leadership roles, and the availability of student mentors. This examination identifies the extent of differences in exposure to leadership, with variation driven by school policy, teacher involvement and individual engagement.

This chapter attempts to systematically analyse these factors to examine the role of extracurricular activities in leadership development. The strategies that have proven successful and those that need improvement in order to foster meaningful, relevant, and equitable leader training in Bangalore schools are enumerated in this study. This analysis provides significant insight for the formulation and modification of educational policies and initiatives geared toward leadership building among students in the hopes of leading them to a lifelong career of success.

4.2 Data Collection and Preprocessing

Description of the data sources, including primary and secondary data. Primary data sources were taken from survey responses structured into 2 distinctive google forms for Students in Bangalore and another form for Professionals working in Bangalore who completed their academics. The Qualitative insights were gathered from focus group discussions with teachers and educators and interviews with Senior Executives in corporates in Bangalore as well as leaders in Human Resources with a mix of online/virtual discussions as well as in-person discussions via a structured discussion guide for both sets which are detailed in the Annexure B in the report for reference purposes.

4.3 Presentation and Interpretation of Survey Results

4.3.1 - Age

The Significance of Age in Assessing Student Leadership Development

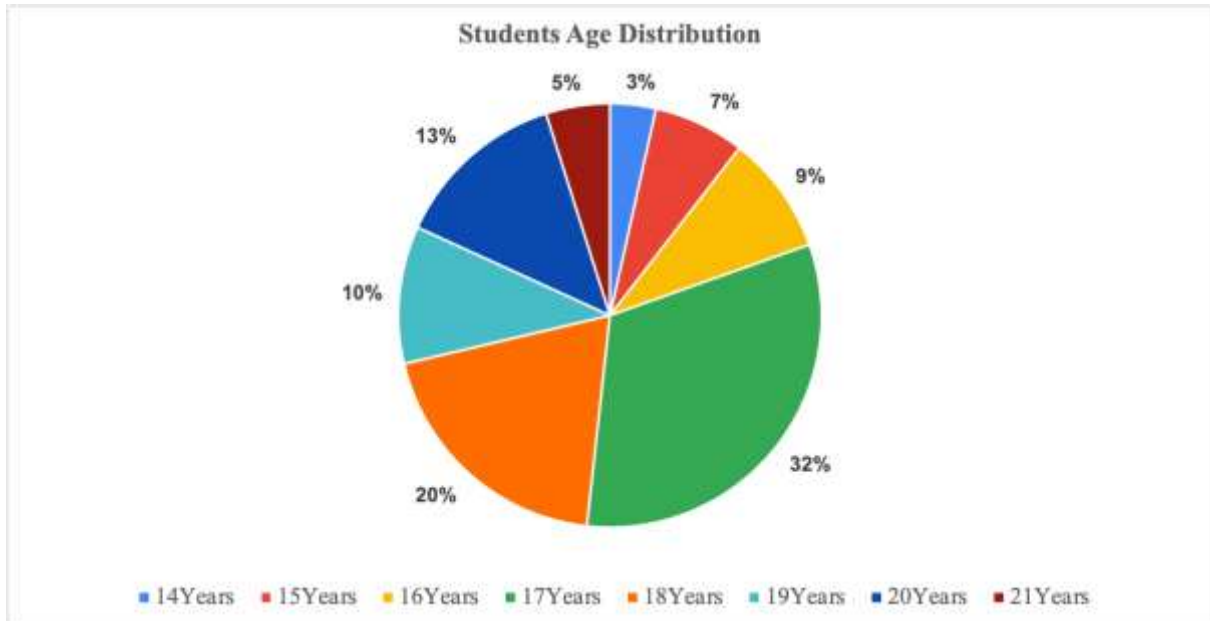
Student age is a critical outcome measure for understanding leadership development and career readiness across the graduation span. Age plays an important role in matters of cognitive maturity, decision-making, and adaptability to leadership roles. Younger students may be forming leadership behaviours, while older students have more polished skills. And it allows comparisons between groups of people of various ages, demonstrating how leadership skills develop over a lifetime. Recognizing these differences supports teachers in creating developmental-age-appropriate leadership programming that prepares both high school and college students for prospective careers in the corporate world.

Table 6

Student Age	Frequency	Percentage	Cumulative Percent
14	5	3%	3%
15	10	7%	10%
16	13	9%	20%
17	46	32%	52%
18	28	20%	71%
19	15	10%	82%
20	19	13%	95%
21	7	5%	100%
Total	143	100%	

Source: Primary Data

Figure 3



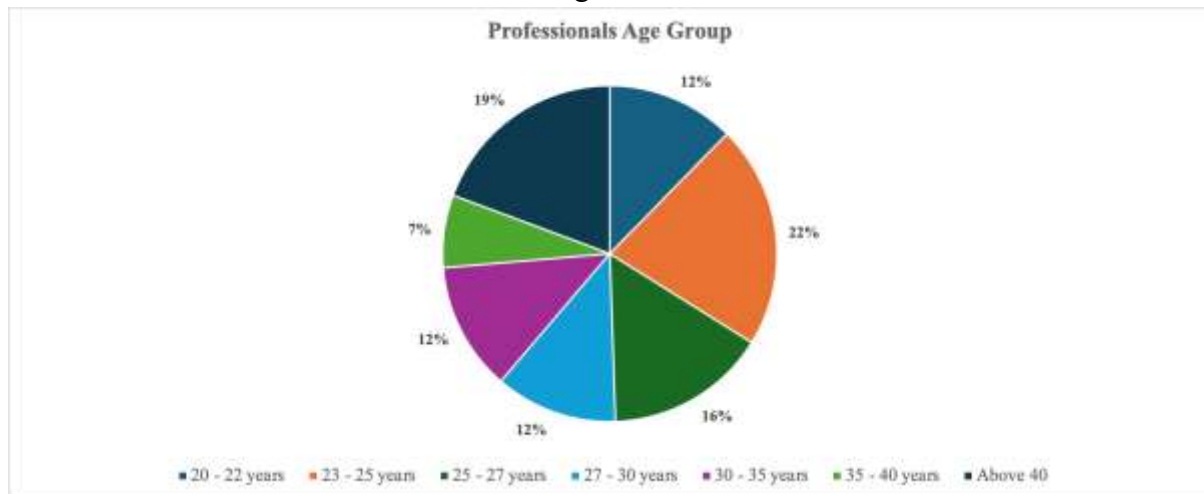
Source: Primary Data

Table : 6.2

Professionals Age Group	Frequency	Percentage	Cumulative
20 - 22 years	23	12%	12%
23 - 25 years	40	22%	34%
25 - 27 years	29	16%	49%
27 - 30 years	22	12%	61%
30 - 35 years	23	12%	74%
35 - 40 years	13	7%	81%
Above 40	36	19%	100%
Grand Total	186	100%	

Source: Primary Data

Figure : 4



Source: Primary Data

- Professionals in different stages of life are distributed across the dataset, as represented by age ranges. The biggest group is between the ages of 23–25 (22% of all respondents) followed by those above 40 years (19%).
- Around 50% of professionals are under the age of 27, reflecting a youthful workforce. And 26% of the upwards of 30 years (implying a good mix of mid and senior career professionals).
- In the 20-22 years and 30-35 years groups, the gradual pattern of moving up the career ladder is seen, which amounts up to 12%, respectively. The low percentage (7%) in this group (35-40) might point toward career changes, transitions, or industry attrition.
- Since the majority of our participants were in the 30 above age group, this underlines the requirement to cater to leadership developmental plans at all career stages for building continuous professional development and retention in a competitive job market as seen in Bangalore.

4.3.2 - Gender

The Importance of Measuring Gender and Age in Leadership Development Studies

Learning to assess gender is key to understanding outcomes in leadership training, skills development, and career mobility for students. A gender analysis highlights disparities in opportunities for leadership roles, gender norms, and self-efficacy in leadership positions. Through the monitoring of this aspect, we can assess how key factors in leadership development change across different demographics to ensure inclusive training programs are equal and equitable. By building off this analysis, firms develop diverse leadership pipelines, address gender-related barriers, and foster equal career opportunities in corporate environments.

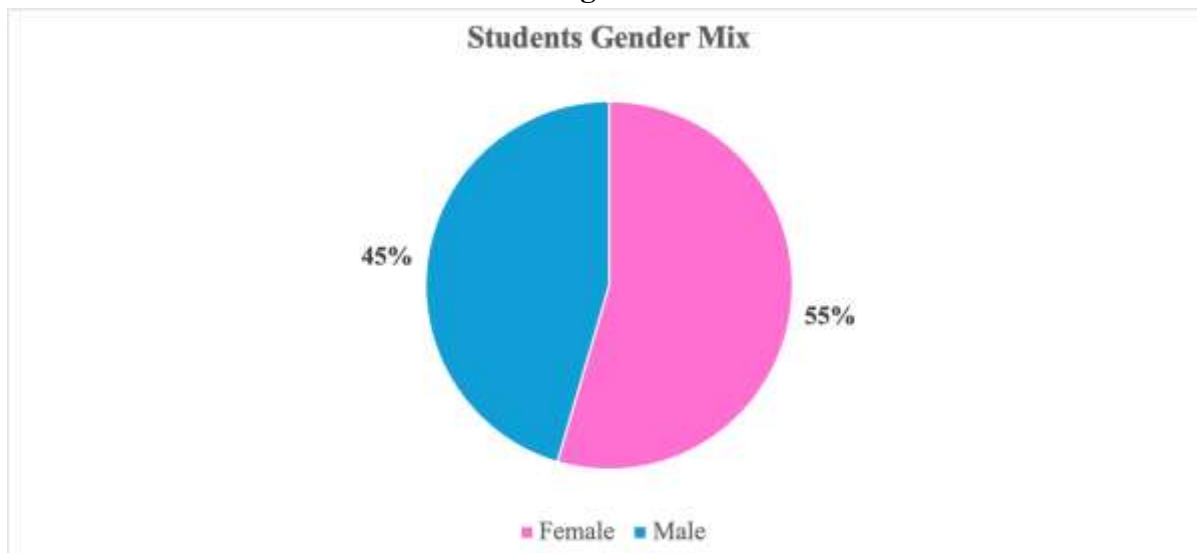
Table 7

Student Gender	Frequency	Percentage	Cumulative
Female	78	55%	55%
Male	65	45%	100%

Total	143	100%	
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Source: Primary Data

Figure 5



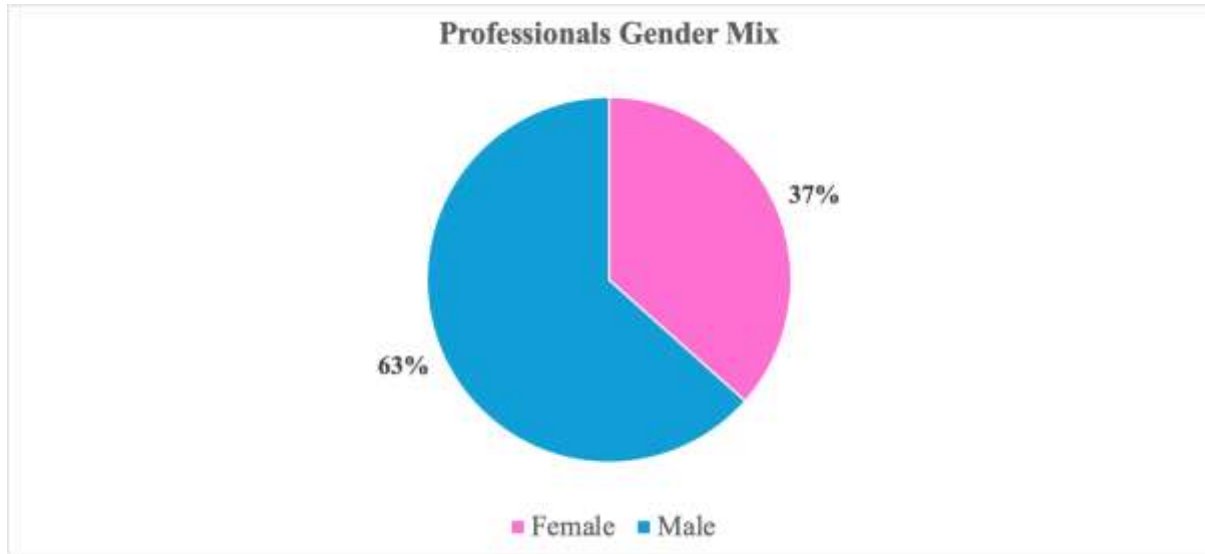
Source : Primary Data

Table : 8

Professionals Gender	Frequency	Percentage	Cumulative
Female	68	37%	37%
Male	118	63%	100%
Total	186	100%	

Source : Primary Data

Figure : 6



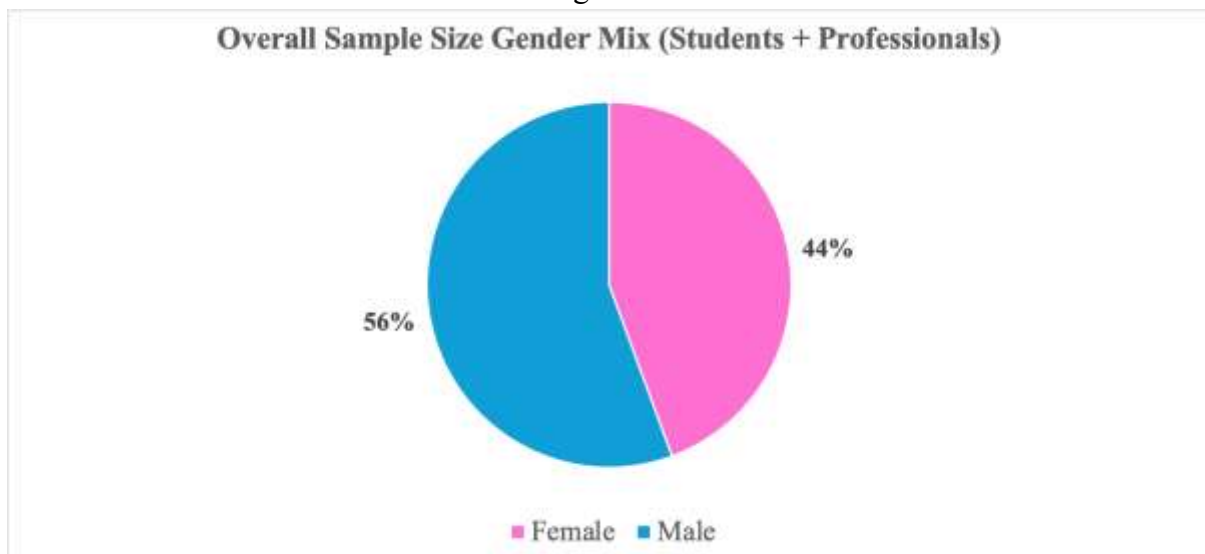
Source : Primary Data

Table : 9

Total Samples	Frequency	Percentage	Cumulative
Female	146	44%	44%
Male	183	56%	100%
Total	329	100%	

Source : Primary Data

Figure : 7



Source : Primary Data

● Observations & Key Findings

When the data are divided according to gender and student and/or professional status, some extreme differences in student and professional gender distributions are observed.

○ More Female Students

○ Among the student respondents, 55% (78 out of 143) were female, and 45% (65 out of 143) male. This suggests a relatively higher involvement of female students in surveys or activities related to leadership during the education phase.

○ Normally forms a male dominated professional sample

○ In terms of professionals, there were 63% male (118 out of 186) and 37% female (68 out of 186). This indicates that while more women may be represented at the educational level, fewer enter the actual profession or leadership positions.

○ The Male Sample is Larger in the Full Sample

○ Across both students and professionals, males made up 56% of respondents (183 of 329) and females made up 44% (146 of 329). Thus, despite parity among students, the overrepresentation of male professionals reveals a gender gap in career progression.

Key Implications for Leadership Development

● Potential Gender Gap in Career Advancement

○ The decrease in female representation from 55% of students to only 37% of the professional workforce implies systemic barriers could be taking place, from workplace challenges, societal expectations, to less opportunity for leadership roles through corporates.

● Need for Further Investigation

○ Future studies must consider the factors contributing to this decline, such as industry preference, corporate policy, and social norms surrounding female labor force participation.

● Importance of Targeted Leadership Programs

○ With significant female involvement in executive roles in education, tailored professional development could address the gender gap in corporate leadership.

Demographic Anomalies:

The drop in women representation from schooling (55%) to professional life (37%) in Bangalore, India speaks to few of the social/cultural/workplace challenges. Educational institutions have increasingly inspired leadership behaviour of women towards participants on a broader level while this momentum dies down in the industry.

Majorly responsible for this is the work-life balance strain, wherein latitude and societal perceptions tend to lean toward women shouldering an additional burden of household work along with careers. Also, personal biases in hiring and promotions make it harder for women to get promoted to higher career level jobs. There is a retention problem compounded by resources like flexible work, strong maternity, and others that do not cater to women.

In addition, in male-dominated industries, such as technology and corporate leadership, which are found primarily in Bangalore, there are social pressures discouraging women from participating. Safety issues, lengthy commute times and workplace discrimination also factor into this decline. Implementing mentorship programs, diversity initiatives, and inclusive workplace policies are vital steps toward narrowing the gender gap in Bangalore's work environment.

4.3.3 Education Board

The Importance of Measuring Education Boards in Leadership Development Studies

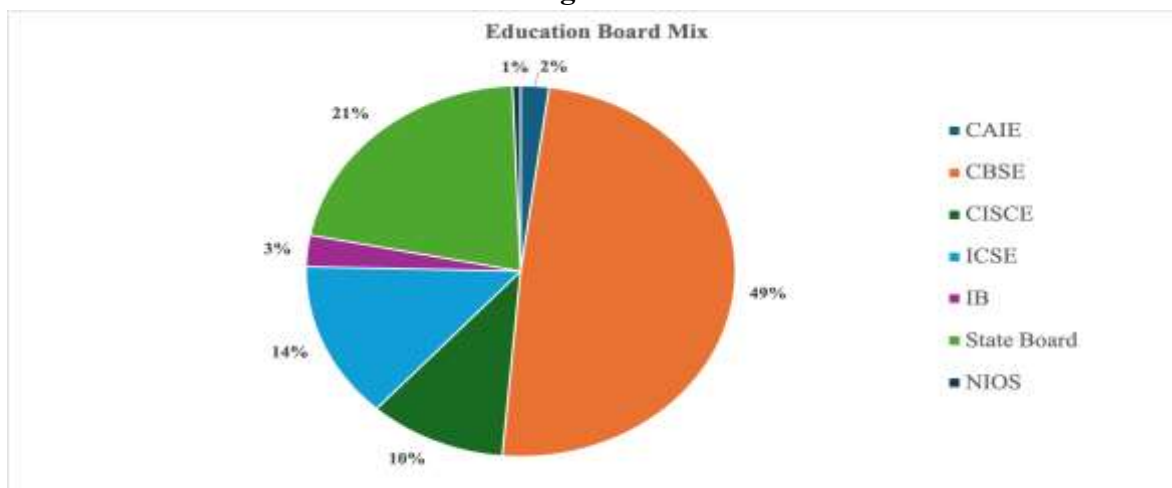
Educational boards are an important classification to be measured because they allow for differences in curriculum, methods of leadership training opportunities, and skill acquisition approaches in students. Each board, including CBSE, ICSE, IB, and state boards, emphasizes specific teaching pedagogies, extracurricular activities, and leadership exposure. Examining these discrepancies is important for spotting which systems produce the best leaders and best prepare pupils for the demands of the corporate world. Finally, education boards influence academic rigor, assessment styles, and self-esteem of the students which further enhance their likelihood to assume leadership roles in the future.

Table : 10

Education Board	Frequency	Percentage
Cambridge Assessment of International Education (CAIE)	7	2%
Central Board of Secondary Education (CBSE)	162	49%
Council for the Indian School Certificate Examinations (CISCE)	34	10%
Indian Certificate of Secondary Education (ICSE)	45	14%
International Baccalaureate (IB)	9	3%
State Board	70	21%
The National Institute of Open Education (NIOS)	2	1%
Total	329	100%

Source : Primary Data

Figure : 8



Source : Primary Data

Observations & Key Findings on Education Board Distribution

- CBSE is the Dominant Education Board
 - The Central Board of Secondary Education (CBSE) accounts for 49% (162 out of 329) of the total respondents, making it the most common education board among students in the study.
- State Board is the Second Most Represented
 - 21% (70 students) studied under a *State Board*, indicating that a significant portion of students came from regional education systems.
- ICSE and CISCE Have Moderate Representation
 - *Indian Certificate of Secondary Education (ICSE)* at 14% and *Council for the Indian School Certificate Examinations (CISCE)* at 10% show a balanced representation among private school boards.
- International Curriculum Has Minimal Representation
 - *International Baccalaureate (IB)* (3%) and *Cambridge Assessment of International Education (CAIE)* (2%) indicate limited adoption of global curricula in this dataset.
- NIOS Has the Lowest Representation
 - The *National Institute of Open Education (NIOS)* accounts for just 1% (2 students), likely reflecting its alternative education model catering to non-traditional students.

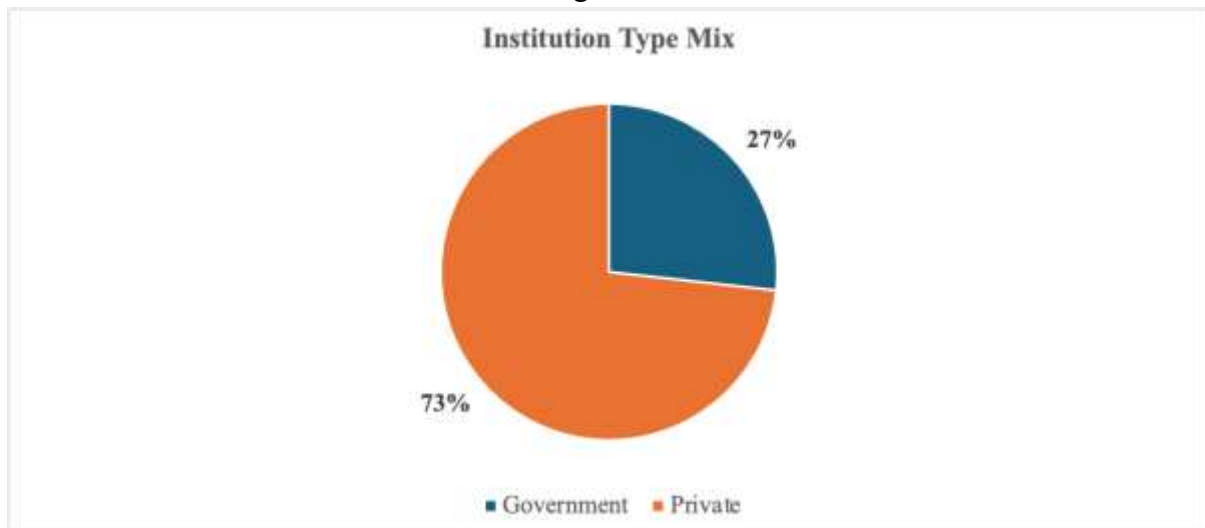
4.3.4 Type of Institution

Table : 11

Institution Type	Frequency	Percentage	Cumulative
Government	88	27%	27%
Private	241	73%	100%
Total	329		

Source : Primary Data

Figure : 9



Source : Primary Data

Majority of Students Attended Private Institutions

- 241 students (73%) were from *private institutions*, while only 88 students (27%) were from *government institutions*.

Significant Representation Gap Between Institution Types

- Private school students accounted for nearly three times the number of government school students in the dataset, indicating a disparity in access to leadership opportunities or participation in the survey.

Potential Differences in Leadership Training

- The higher percentage of private school students suggests they may have had more exposure to structured leadership programs compared to government school students.

Scope for Further Research on Institutional Influence

- It would be valuable to analyze whether private school students demonstrated stronger leadership competencies than their government school counterparts due to differences in curriculum, extracurricular activities, or resources.

4.3.5 Positions Held

Table : 12

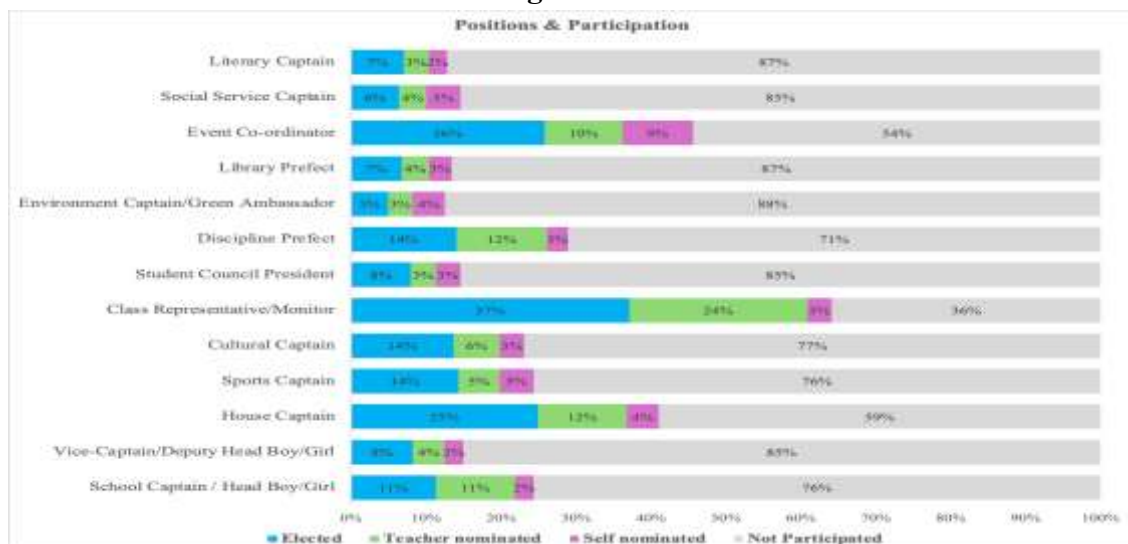
Position in School / College	Elected	Teacher nominated	Self nominated	Not Participated	Total
School Captain / Head Boy/Girl	37	35	8	249	329
Vice-Captain/Deputy Head Boy/Girl	27	14	8	280	329
House Captain	82	39	14	194	329
Sports Captain	47	18	15	249	329
Cultural Captain	45	20	11	253	329
Class Representative/Monitor	122	78	11	118	329
Student Council President	26	11	11	281	329
Discipline Prefect	46	40	9	234	329
Environment Captain/Green Ambassador	16	11	14	288	329
Library Prefect	22	12	10	285	329
Event Coordinator	85	34	31	179	329
Social Service Captain	21	12	15	281	329
Literary Captain	23	11	8	287	329

Table : 13

Position in School / College	Elected	Teacher nominated	Self nominated	Not Participated	Total
School Captain / Head Boy/Girl	11%	11%	2%	76%	100%
Vice-Captain/Deputy Head Boy/Girl	8%	4%	2%	85%	100%
House Captain	25%	12%	4%	59%	100%
Sports Captain	14%	5%	5%	76%	100%
Cultural Captain	14%	6%	3%	77%	100%
Class Representative/Monitor	37%	24%	3%	36%	100%
Student Council President	8%	3%	3%	85%	100%
Discipline Prefect	14%	12%	3%	71%	100%
Environment Captain/Green Ambassador	5%	3%	4%	88%	100%
Library Prefect	7%	4%	3%	87%	100%
Event Coordinator	26%	10%	9%	54%	100%
Social Service Captain	6%	4%	5%	85%	100%
Literary Captain	7%	3%	2%	87%	100%

Source : Primary Data

Figure : 10



Source : Primary Data

Observations & Key Findings on Leadership Positions in School/College

- Low Overall Participation in Leadership Roles
 - Across all leadership positions, a significant percentage of students reported *not participating*, ranging from 36% (Class Representative) to 88% (Environment Captain).
- Class Representative/Monitor Had the Highest Participation
 - 64% of students took up this role, making it the most common leadership position, with 37% elected, 24% teacher-nominated, and 3% self-nominated.
- House Captain and Event Coordinator Roles Were Popular
 - House Captain (41%) and Event Coordinator (46%) had relatively higher participation rates compared to other leadership roles.
- Self-Nomination Was Rare Across Positions
 - The highest self-nomination rate was for Event Coordinator (9%), while most other roles saw only 2-5% of students nominating themselves.
- Elected vs. Teacher-Nominated Leadership Roles
 - Positions like *Class Representative* (37% elected vs. 24% teacher-nominated) and *House Captain* (25% elected vs. 12% teacher-nominated) had more student-led leadership selection.
 - However, in roles like *Discipline Prefect* (14% elected vs. 12% teacher-nominated) and *School Captain* (11% each), teacher nominations were equally significant.
- Specialized Roles Had the Least Participation
 - Roles like Environment Captain (88% not participated), Library Prefect (87%), and Literary Captain (87%) had the lowest student engagement, indicating lesser interest or awareness about these leadership opportunities.
- Sports and Cultural Leadership Had Limited Engagement
 - 76-77% of students did not take on *Sports Captain* or *Cultural Captain* roles, suggesting that leadership in extracurricular activities was not a priority for many students.

The strong engagement in Class Representative roles suggests that students are comfortable with peer-based leadership but may need encouragement for higher institutional roles.

4.3.6 Competencies

4.3.6.1 - Competency : Team Leadership

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 14

Skill Rating	Frequency	Percentage	Cumulative
Excellent	62	19%	19%
Good	141	43%	62%
Moderate	90	27%	89%

Low	27	8%	97%
Very Low	9	3%	100%
Total	329	100%	

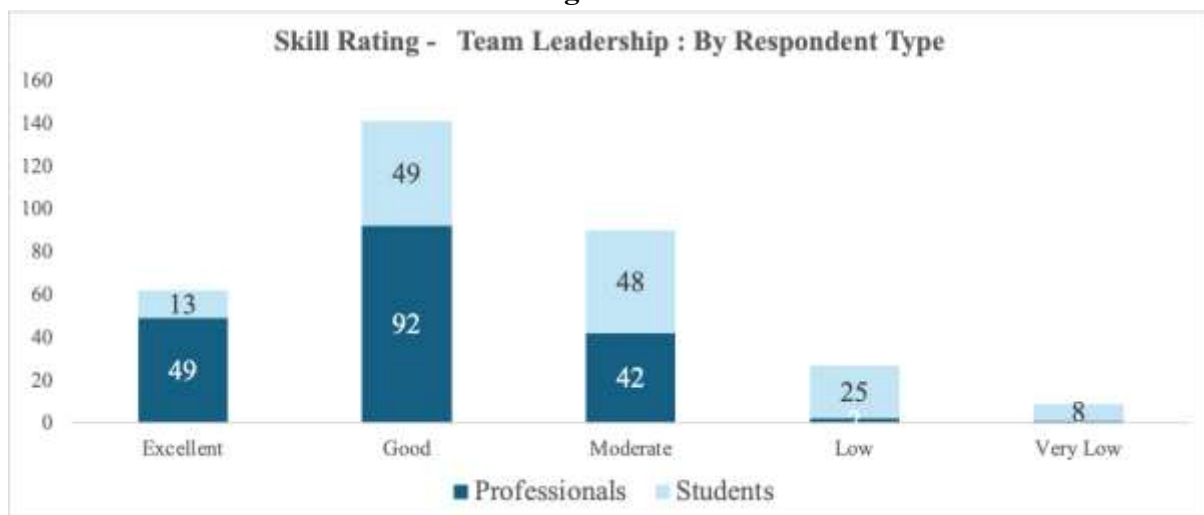
Source : Primary Data

Figure : 11



Source : Primary Data

Figure : 12



Source : Primary Data

The table presents a **skill rating distribution** based on **329 respondents**. It categorizes ratings into five levels: **Excellent**, **Good**, **Moderate**, **Low**, and **Very Low**, with corresponding frequencies and percentages.

- **Good (43%)** is the most common rating, followed by **Moderate (27%)** and **Excellent (19%)**.
- **Low (8%)** and **Very Low (3%)** ratings are significantly lower.
- The **cumulative percentage** shows that **89% of respondents** have at least a **Moderate** skill level, while only **11% fall into Low or Very Low categories**.

This suggests that most individuals demonstrate a **reasonable to strong skill proficiency**, with only a small fraction rated poorly.

4.3.6.2 - Competency : Communication

The dataset evaluates students' competency in *Communication*, assessing how school leadership opportunities influenced their ability to express ideas clearly and effectively. Out of 329 respondents, 72% rated their communication skills as *Good* or *Excellent*, indicating that leadership experiences played a crucial role in enhancing their verbal and interpersonal communication. However, 8% of students rated their skills as *Low* or *Very Low*, suggesting that some may require further development in effective communication techniques.

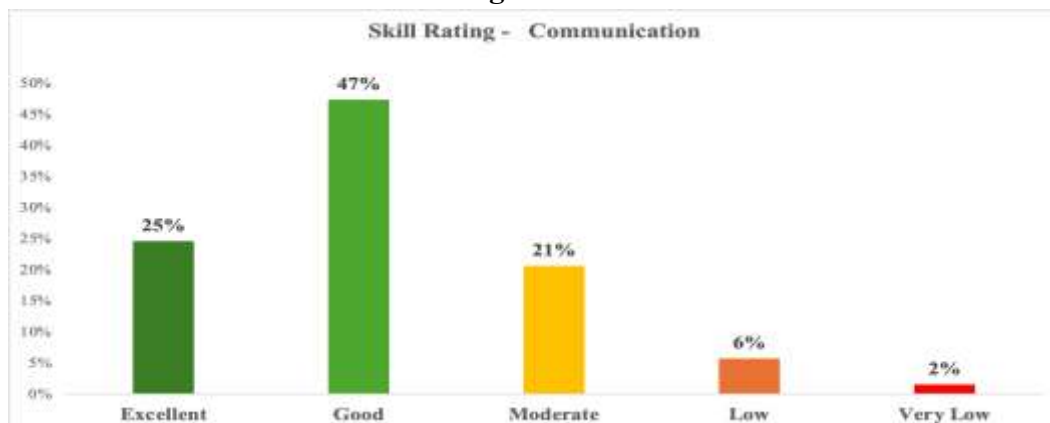
Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 15

Skill Rating	Frequency	Percentage	Cumulative
Excellent	81	25%	25%
Good	156	47%	72%
Moderate	68	21%	93%
Low	19	6%	98%
Very Low	5	2%	100%
Total	329	100%	

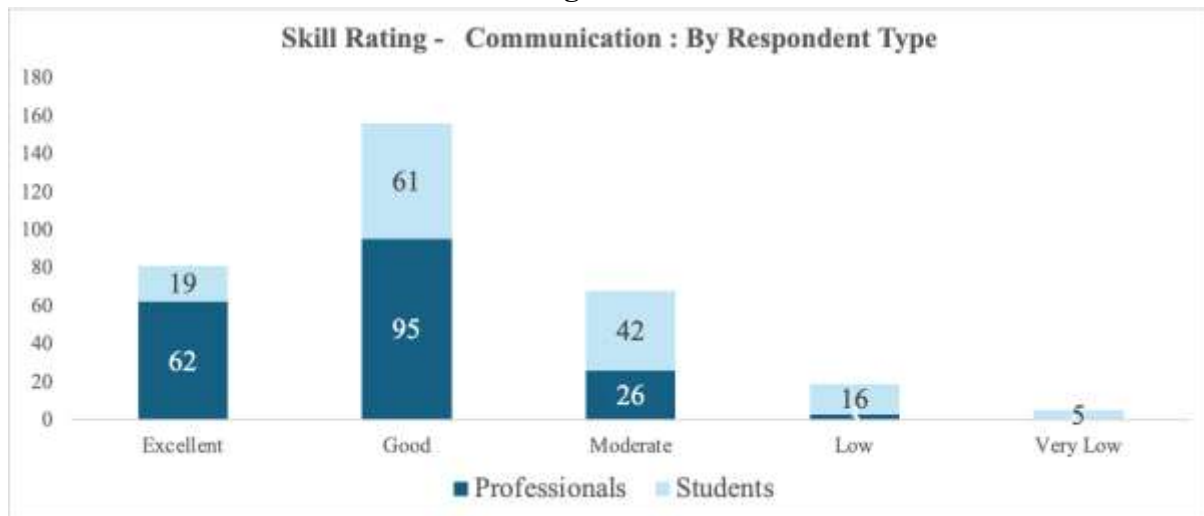
Source : Primary Data

Figure : 13



Source : Primary Data

Figure : 14



Source : Primary Data

Observations & Key Findings

- 72% of Students Rated Their Communication Skills as Good or Excellent
 - 81 students (25%) rated their skills as *Excellent*, while 156 students (47%) rated them *Good*.
- 21% of Students Rated Themselves as Moderate
 - 68 students (21%) had a *Moderate* rating, indicating that they developed communication skills but may need further refinement.
- 8% of Students Had Low or Very Low Ratings
 - 19 students (6%) rated their skills as *Low*, while 5 students (2%) rated them *Very Low*, highlighting a small percentage that struggled with communication.
- High Overall Competency Rate
 - By the *Moderate* level, 93% of students had at least some confidence in their communication abilities, demonstrating a strong positive impact of school leadership experiences.

4.3.6.3 - Competency : Decision Making

The dataset evaluates students' competency in *Decision Making*, assessing how school leadership opportunities influenced their ability to make informed and confident choices. Out of 329 respondents, 64% rated their decision-making skills as *Good* or *Excellent*, indicating that leadership experiences played a crucial role in shaping their ability to assess situations and make effective decisions. However, 9% of students rated their skills as *Low* or *Very Low*, suggesting that some students may need additional training in structured decision-making frameworks.

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 16

Skill Rating	Frequency	Percentage	Cumulative
Excellent	73	22%	22%
Good	137	42%	64%
Moderate	90	27%	91%
Low	22	7%	98%
Very Low	7	2%	100%
Total	329	100%	

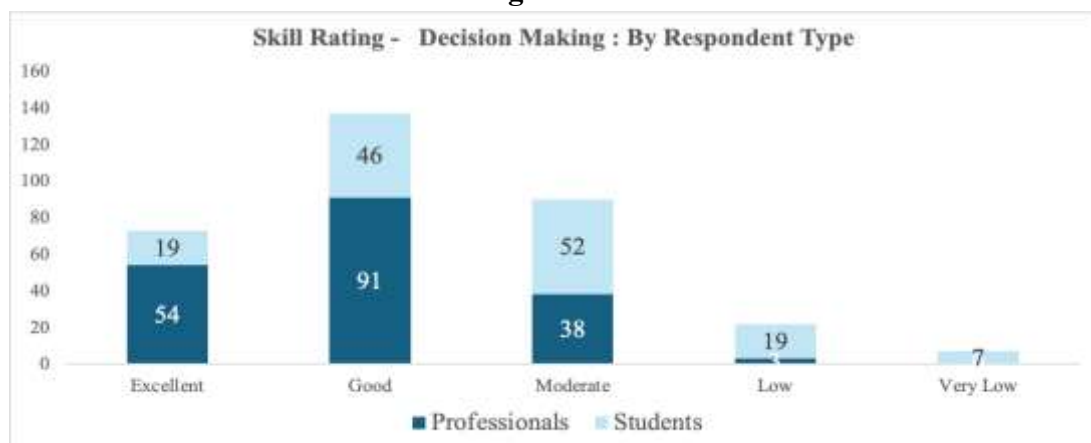
Source : Primary Data

Figure : 15



Source : Primary Data

Figure : 16



Source : Primary Data

Observations & Key Findings

- 64% of Students Rated Their Decision-Making Skills as Good or Excellent
- 73 students (22%) rated their skills as *Excellent*, while 137 students (42%) rated them *Good*.
- 27% of Students Rated Themselves as Moderate

- 90 students (27%) had a *Moderate* rating, indicating that they developed some decision-making skills but may need further refinement.
- 9% of Students Had Low or Very Low Ratings
- 22 students (7%) rated their skills as *Low*, while 7 students (2%) rated them *Very Low*, highlighting a small percentage of students who struggled with making confident decisions.
- High Overall Competency Rate
- By the *Moderate* level, 91% of students had at least some confidence in their decision-making abilities, demonstrating the positive impact of leadership experiences in schools.

4.3.6.4 - Competency : Conflict Resolution

The dataset evaluates students' competency in *Conflict Resolution*, analyzing how school leadership opportunities influenced their ability to manage and resolve disputes effectively. Out of 329 respondents, 66% rated their conflict resolution skills as *Good* or *Excellent*, indicating that leadership experiences significantly contributed to their ability to handle disagreements constructively. However, 9% of students rated their skills as *Low* or *Very Low*, highlighting potential gaps in structured conflict resolution training within school leadership programs.

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 17

Skill Rating	Frequency	Percentage	Cumulative
Excellent	83	25%	25%
Good	135	41%	66%
Moderate	81	25%	91%
Low	22	7%	98%
Very Low	8	2%	100%
Total	329	100%	

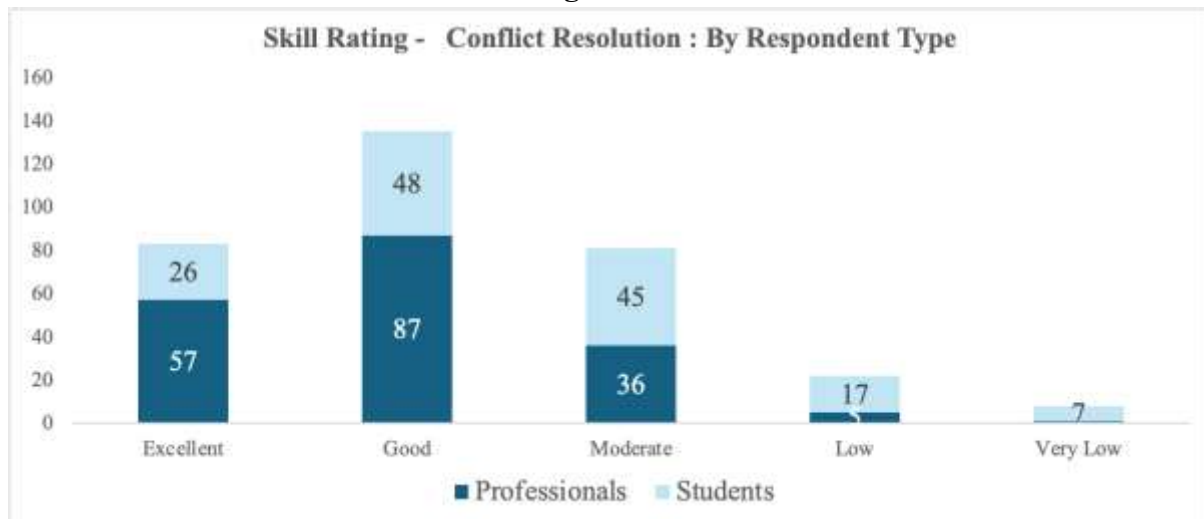
Source : Primary Data

Figure : 17



Source : Primary Data

Figure : 18



Source : Primary Data

Observations & Key Findings

- 66% of Students Rated Their Conflict Resolution Skills as Good or Excellent
 - 83 students (25%) rated their skills as *Excellent*, while 135 students (41%) rated them *Good*.
- 25% of Students Rated Themselves as Moderate
 - 81 students (25%) had a *Moderate* rating, suggesting they developed some conflict resolution skills but may need further practice.
- 9% of Students Had Low or Very Low Ratings
 - 22 students (7%) rated their skills as *Low*, while 8 students (2%) rated them *Very Low*, indicating a small group that struggled with managing conflicts effectively.
- High Overall Competency Rate
 - By the *Moderate* level, 91% of students had at least some confidence in their conflict resolution abilities, demonstrating the positive impact of leadership experiences in schools.

4.3.6.5 - Competency : Presentation Skills

The dataset evaluates students' competency in *Presentation Skills*, measuring how leadership opportunities in school influenced their ability to communicate ideas effectively in front of an audience. Out of 329 respondents, 64% rated their presentation skills as *Good* or *Excellent*, indicating that school leadership experiences significantly contributed to their confidence and public speaking abilities. However, 10% of students rated their skills as *Low* or *Very Low*, suggesting that some students may not have fully developed strong presentation skills despite leadership exposure.

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

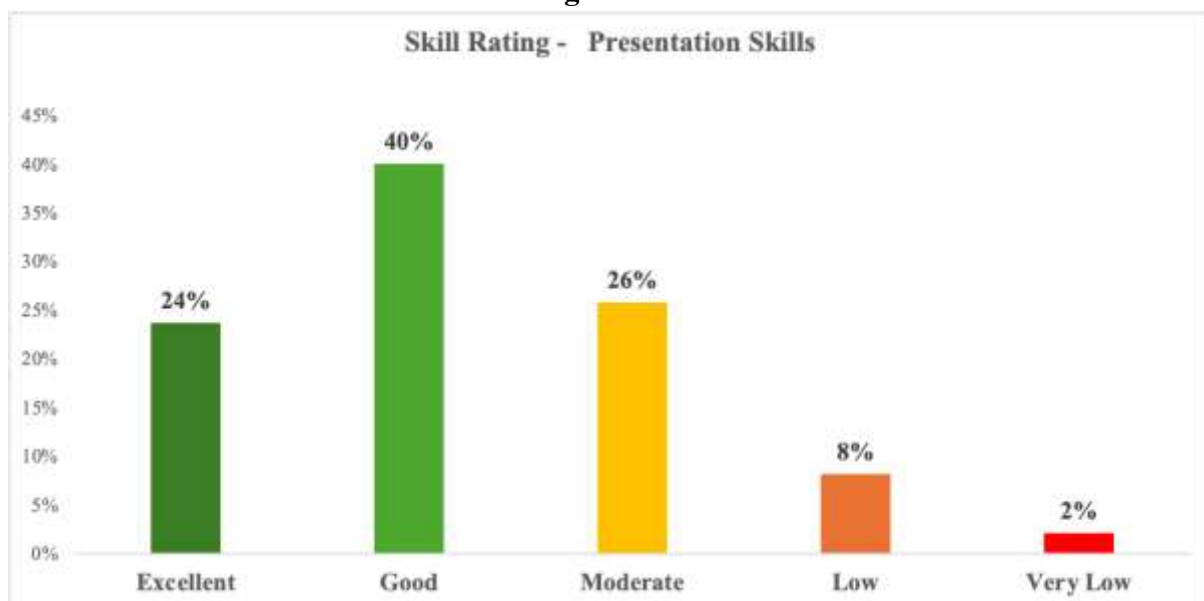
Table : 18

Skill Rating	Frequency	Percentage	Cumulative
Excellent	78	24%	24%

Good	132	40%	64%
Moderate	85	26%	90%
Low	27	8%	98%
Very Low	7	2%	100%
Total	329	100%	

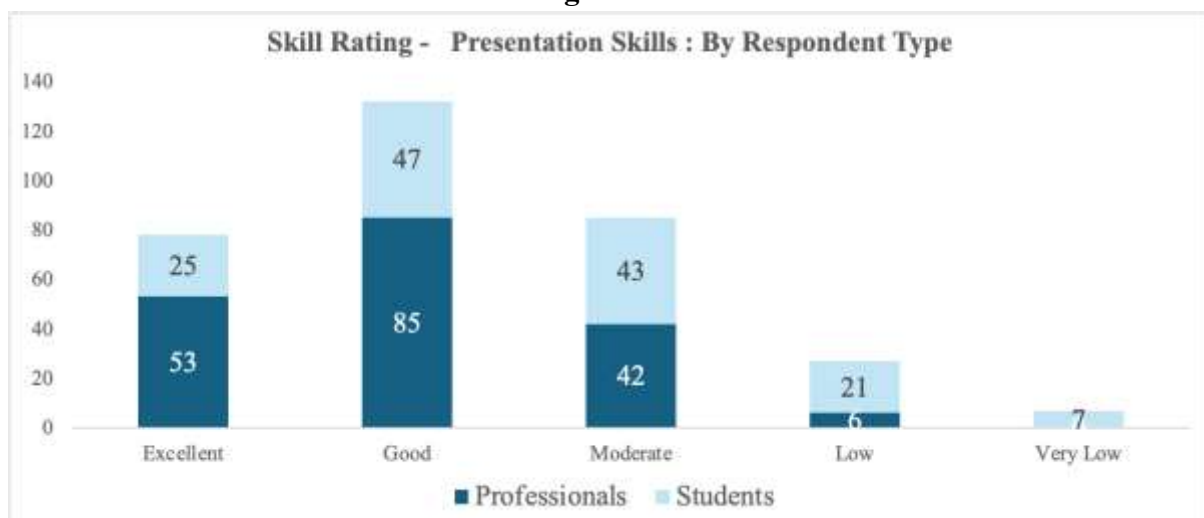
Source : Primary Data

Figure : 19



Source : Primary Data

Figure : 20



Source : Primary Data

Observations & Key Findings

- 64% of Students Rated Their Presentation Skills as Good or Excellent
- 78 students (24%) rated their skills as Excellent, while 132 students (40%) rated them Good.

- 26% of Students Rated Themselves as Moderate
 - 85 students (26%) had a Moderate rating, suggesting they developed some presentation skills but may need further practice and refinement.
- 10% of Students Had Low or Very Low Ratings
 - 27 students (8%) rated their skills as Low, while 7 students (2%) rated them Very Low, indicating a small group that struggled with effective communication and public speaking.
- High Overall Competency Rate
 - By the Moderate level, 90% of students had at least some confidence in their presentation skills, demonstrating a generally positive impact of leadership experiences in schools.

4.3.6.6 - Competency : Analytical Skills

The dataset evaluates students' competency in *Analytical Skills*, examining how school leadership opportunities influenced their ability to think critically and solve problems effectively. Out of 329 respondents, 63% rated their analytical skills as *Good* or *Excellent*, indicating that leadership roles in school contributed significantly to their problem-solving abilities. However, 9% of students rated their competency as *Low* or *Very Low*, suggesting that some students may not have fully developed strong analytical skills despite leadership exposure.

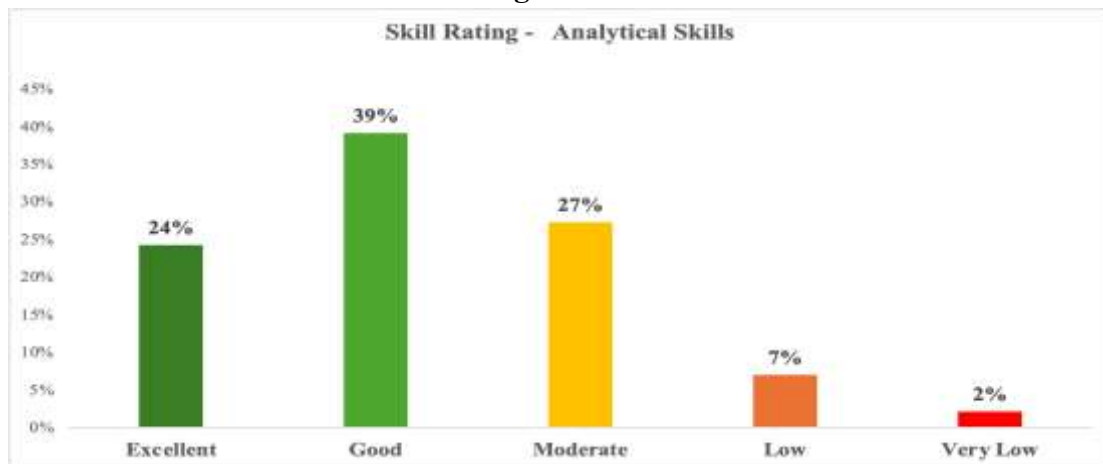
Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 19

Skill Rating	Frequency	Percentage	Cumulative
Excellent	80	24%	24%
Good	129	39%	64%
Moderate	90	27%	91%
Low	23	7%	98%
Very Low	7	2%	100%
Total	329	100%	

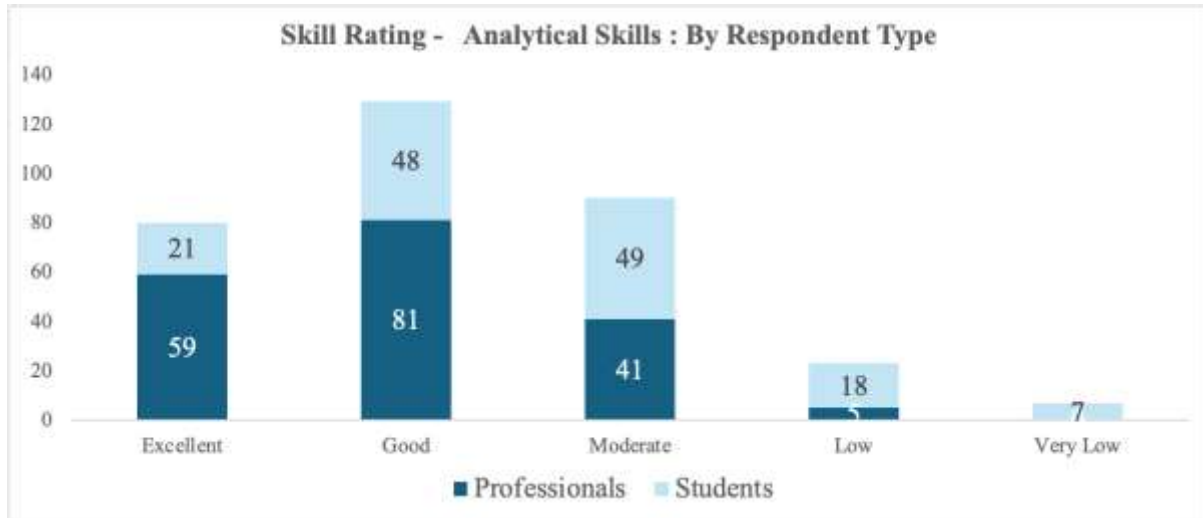
Source : Primary Data

Figure : 21



Source : Primary Data

Figure : 22



Source : Primary Data

Observations & Key Findings

- 63% of Students Rated Their Analytical Skills as Good or Excellent
 - 80 students (24%) rated their skills as *Excellent*, while 129 students (39%) rated them *Good*.
- 27% of Students Rated Themselves as Moderate
 - 90 students (27%) had a *Moderate* rating, indicating they developed some analytical skills but may require further enhancement.
- 9% of Students Had Low or Very Low Ratings
 - 23 students (7%) rated their skills as *Low*, while 7 students (2%) rated them *Very Low*, highlighting a small group that struggled with analytical thinking.
- High Overall Competency Rate
 - By the *Moderate* level, 91% of students had at least some confidence in their analytical abilities, demonstrating a generally positive impact of school leadership experiences.

4.3.6.7 - Competency : Task Delivery

The dataset evaluates students' competency in *Task Delivery*, measuring how leadership opportunities in school influenced their ability to complete tasks efficiently and responsibly. Out of 329 respondents, 68% rated their task delivery skills as *Good* or *Excellent*, indicating that school leadership experiences significantly contributed to their ability to manage and complete tasks effectively. However, 7% of students rated their skills as *Low* or *Very Low*, suggesting that some students may not have gained strong task management skills despite leadership exposure.

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

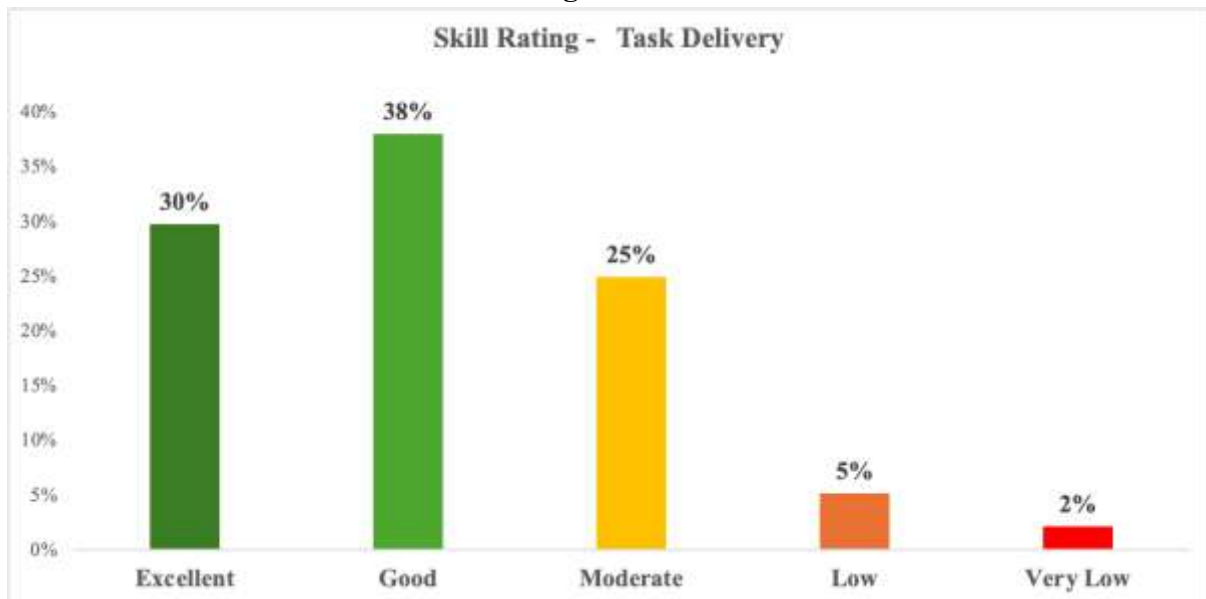
Table : 20

Skill Rating	Frequency	Percentage	Cumulative
Excellent	98	30%	30%
Good	125	38%	68%

Moderate	82	25%	93%
Low	17	5%	98%
Very Low	7	2%	100%
Total	329	100%	

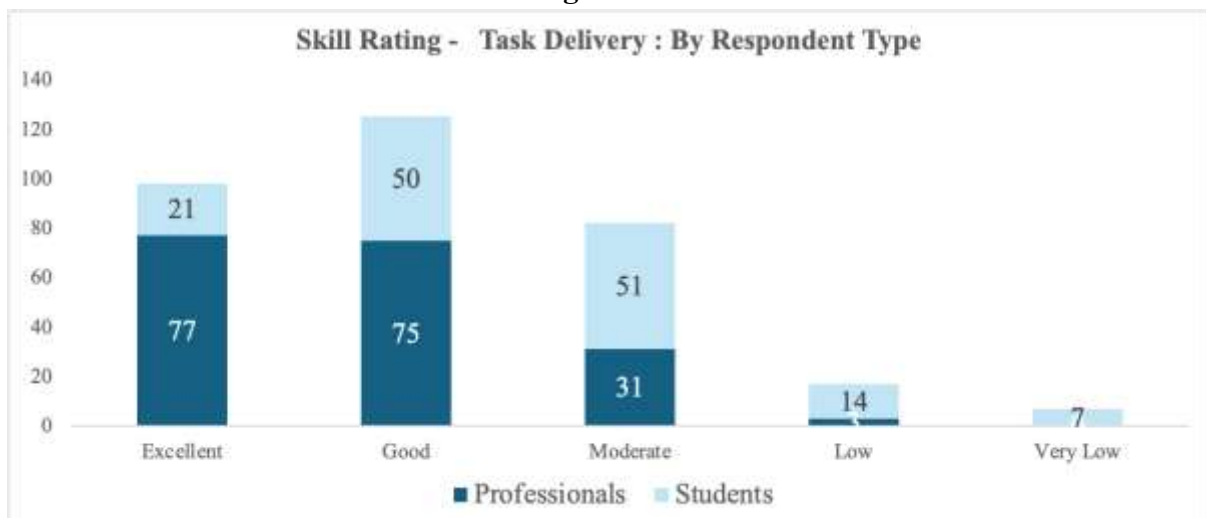
Source : Primary Data

Figure : 23



Source : Primary Data

Figure : 24



Source : Primary Data

Observations & Key Findings

- 68% of Students Rated Their Task Delivery Skills as Good or Excellent

- 98 students (30%) rated their skills as *Excellent*, while 125 students (38%) rated them *Good*.
- 25% of Students Rated Themselves as Moderate
- 82 students (25%) had a *Moderate* rating, suggesting they developed some task management skills but may need further refinement.
- 7% of Students Had Low or Very Low Ratings
- 17 students (5%) rated their skills as *Low*, while 7 students (2%) rated them *Very Low*, indicating a small percentage that struggled with task delivery.
- High Overall Competency Rate
- By the *Moderate* level, 93% of students had at least some confidence in their task delivery abilities, demonstrating the positive impact of leadership experiences in schools.

4.3.6.8 - Competency : Project Management

This dataset measures students' readiness for Project Management, specifically looking at their leadership roles in school and how that prepared them to plan, organize, and execute projects. Of the 329 people who responded, 65% rated as Good or Excellent their project management capabilities, and roles at school leadership clearly had a big impact there. Yet, 10% of students scored their competency as Low or Very Low, suggesting possible gaps in structured project management training in school leadership programs.

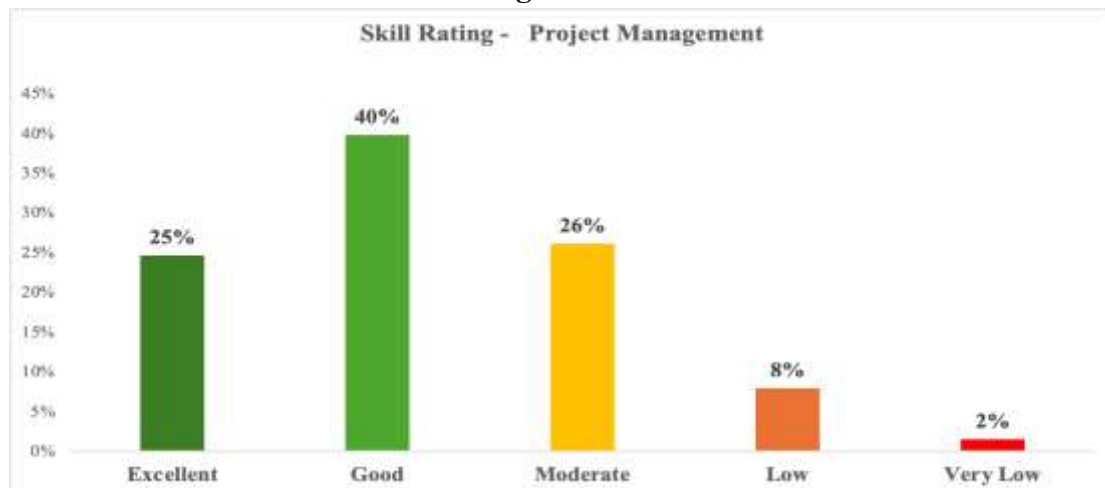
Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 21

Skill Rating	Frequency	Percentage	Cumulative
Excellent	81	25%	25%
Good	131	40%	64%
Moderate	86	26%	91%
Low	26	8%	98%
Very Low	5	2%	100%
Total	329	100%	

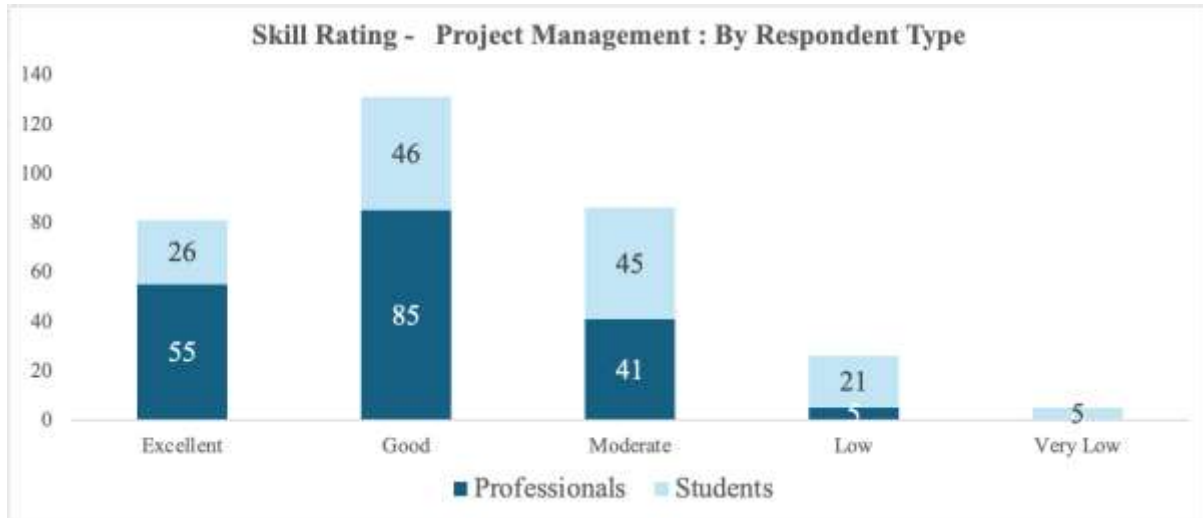
Source : Primary Data

Figure : 25



Source : Primary Data

Figure : 26



Source : Primary Data

Observations & Key Findings

- 65% of Students Rated Their Project Management Skills as Good or Excellent
 - 81 students (25%) rated their skills as *Excellent*, while 131 students (40%) rated them *Good*.
- 26% of Students Rated Themselves as Moderate
 - 86 students (26%) had a *Moderate* rating, indicating that while they developed some project management skills, they may require further training.
- 10% of Students Had Low or Very Low Ratings
 - 26 students (8%) rated their skills as *Low*, and 5 students (2%) rated them *Very Low*, suggesting that structured project management training may not have been equally effective for all.
- High Overall Competency Rate
 - By the *Moderate* level, 91% of students had at least some confidence in their project management abilities, indicating a generally positive impact of leadership experiences in schools.

4.3.6.9 - Competency : Initiatives and Ideas

The dataset assesses students' proficiency in "Initiatives and Ideas," determining how opportunities for leadership at school impacted their ability to initiate ideas. 329 students have answered the survey, on a scale from Excellent to Very Low. On a scale rating their competency from Poor, Fair, Good to Excellent, 66% rated themselves as being Good or Excellent, which suggests a close correlation between early leadership exposure and initiative-taking abilities. However, a minority (8%) rated their competencies in this area Low or Very Low, indicating possible shortcomings in leadership development courses.

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

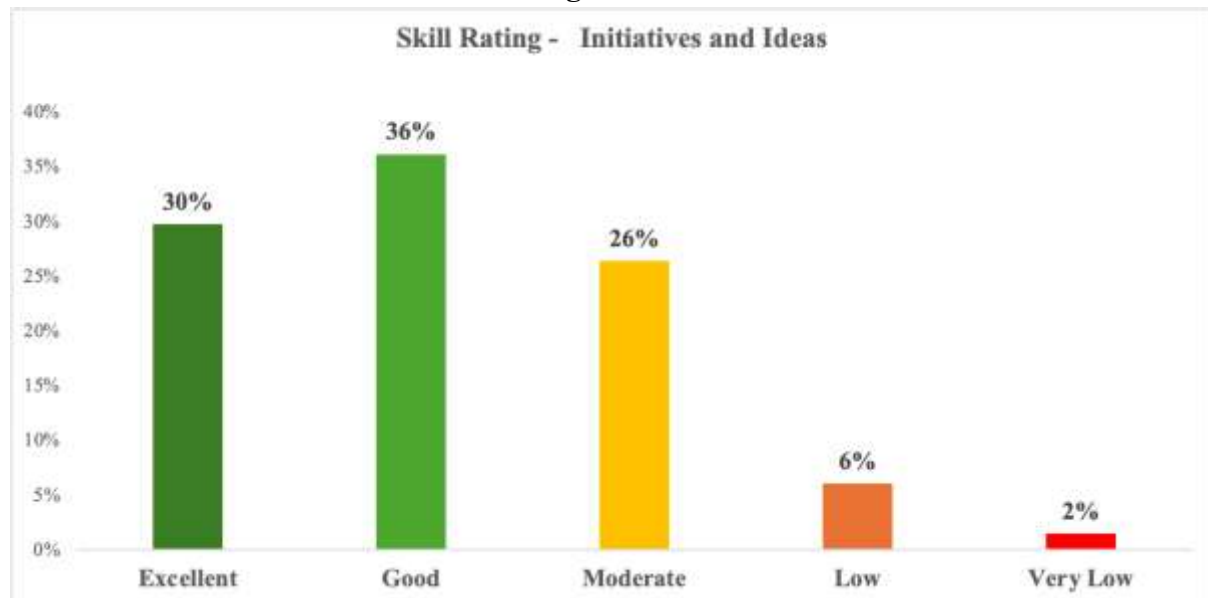
Table : 22

Skill Rating	Frequency	Percentage	Cumulative
Excellent	98	30%	30%
Good	119	36%	66%
Moderate	87	26%	92%

Low	20	6%	98%
Very Low	5	2%	100%
Total	329	100%	

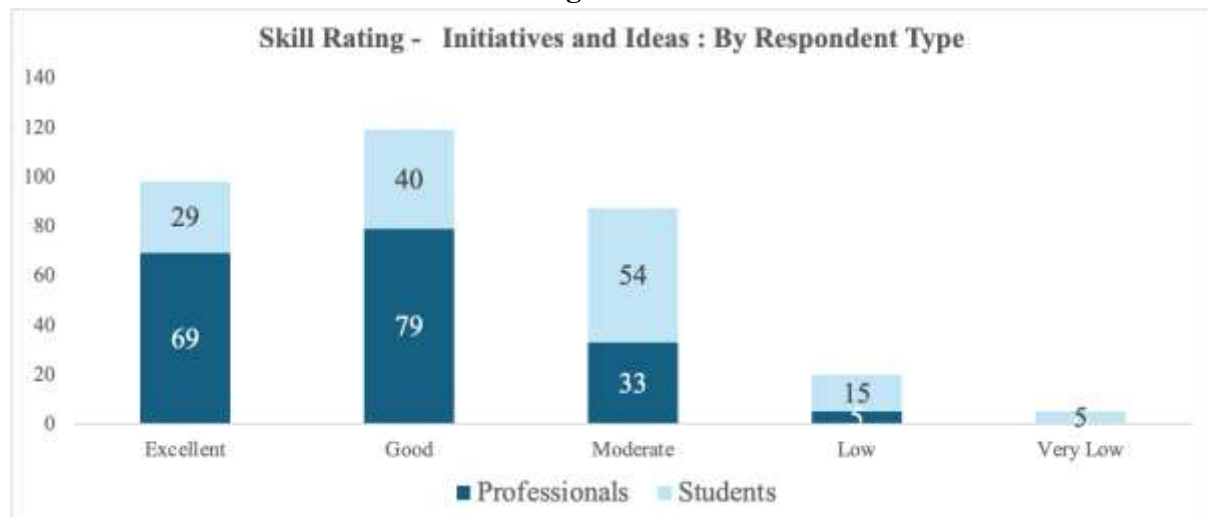
Source : Primary Data

Figure : 27



Source : Primary Data

Figure : 28



Source : Primary Data

Observations & Key Findings

- 66% of Students Rated Their Initiative Skills as Good or Excellent
- 98 students (30%) rated their skills as *Excellent*, while 119 students (36%) rated them *Good*.
- 26% of Students Rated Themselves as Moderate

- 87 students (26%) had a *Moderate* rating, indicating they developed some initiative-taking skills but may need further refinement.
- 8% of Students Had Low or Very Low Ratings
- 20 students (6%) rated their skills as *Low*, while 5 students (2%) rated them *Very Low*, suggesting a small but notable group that did not develop strong initiative skills.
- High Overall Competency Rate
- By the *Moderate* level, 92% of students had at least some confidence in their initiative and idea-generation abilities, showcasing a generally positive impact of leadership opportunities.

4.3.6.10 - Competency : Coaching Others

The below dataset assesses how students perceive their competency in "Coaching Others" as a leadership skill based on their school leadership experiences. A total of 329 responses were collected, categorizing skill ratings into five levels: Excellent, Good, Moderate, Low, and Very Low.

Skill Rating : Based on the survey question - What specific skills do you think you've gained from leadership opportunities at your school?

Table : 23

Skill Rating	Frequency	Percentage	Cumulative
Excellent	96	29%	29%
Good	103	31%	60%
Moderate	77	23%	84%
Low	39	12%	96%
Very Low	14	4%	100%
Total	329	100%	

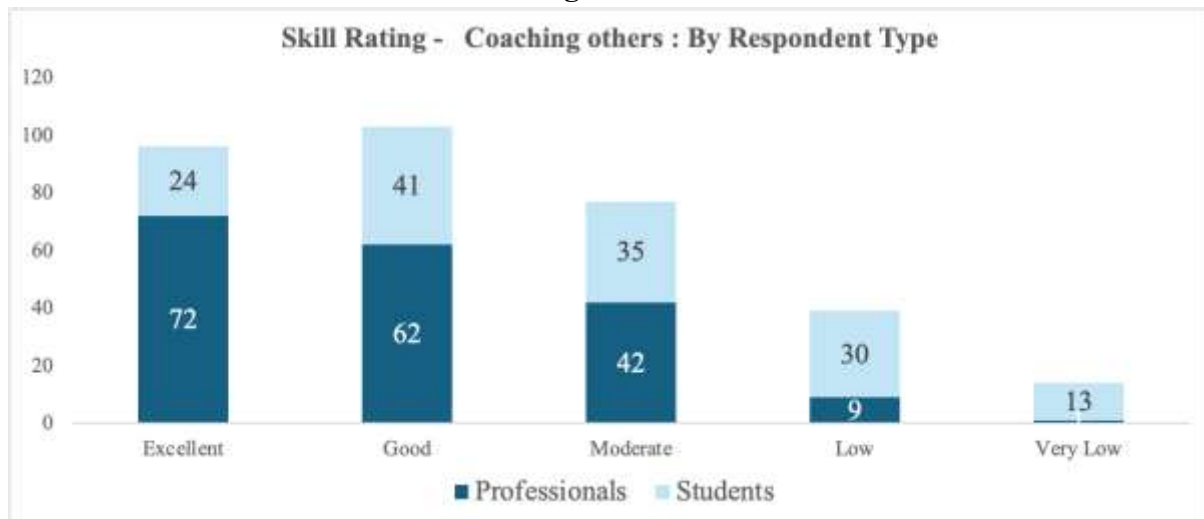
Source : Primary Data

Figure : 29



Source : Primary Data

Figure : 30



Source : Primary Data

Observations & Key Findings

- 60% of Students Rated Their Coaching Skills as Good or Excellent
 - 96 students (29%) rated their skill as *Excellent*, while 103 students (31%) rated it *Good*, indicating that nearly two-thirds of respondents feel confident in their coaching abilities.
- 23% of Students Rated Themselves as Moderate
 - 77 students (23%) fell into the *Moderate* category, meaning they have some coaching competency but may require further development.
- 16% of Students Rated Their Coaching Skills as Low or Very Low
 - 39 students (12%) rated their skill as *Low*, while 14 students (4%) rated it *Very Low*, suggesting that a notable minority may have struggled with leadership development.
- High Cumulative Proficiency Rate
 - By the *Moderate* level, 84% of students had at least some confidence in their coaching skills, indicating a generally positive impact of school leadership opportunities.

4.3.7 Work Experience

The next tables and charts below show formal leadership training at different years of work experience spread and emphasize the age distribution. The data suggest that workers earlier in their careers—generally employees who are 35 years and younger—are often involved in structured leadership development, while workers with at least 10 years of prior experience—most of whom are likely older employees—are not routinely participating in such programs. Age distribution is a particularly important dimension, as it offers insight into workforce dynamics, career growth and the availability of training opportunities across generations. When looking at work experience and age in tandem, clicking into current organizational training strategies — while also shedding light on areas for improving leadership development.

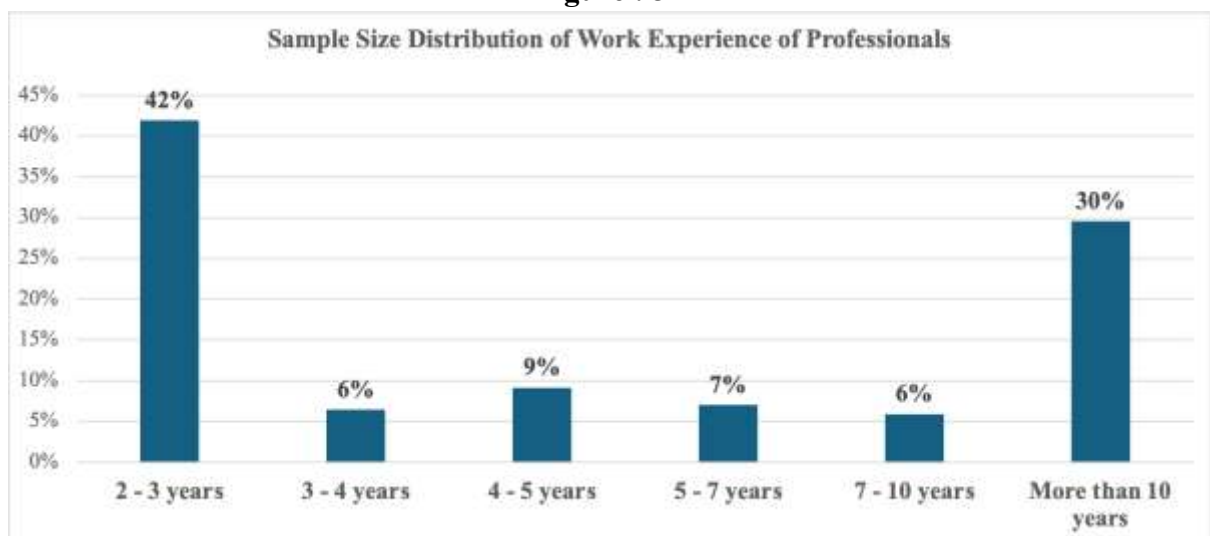
Table : 24

Work Experience	Frequency	Percentage	Cumulative
2 - 3 years	78	42%	42%
3 - 4 years	12	6%	48%

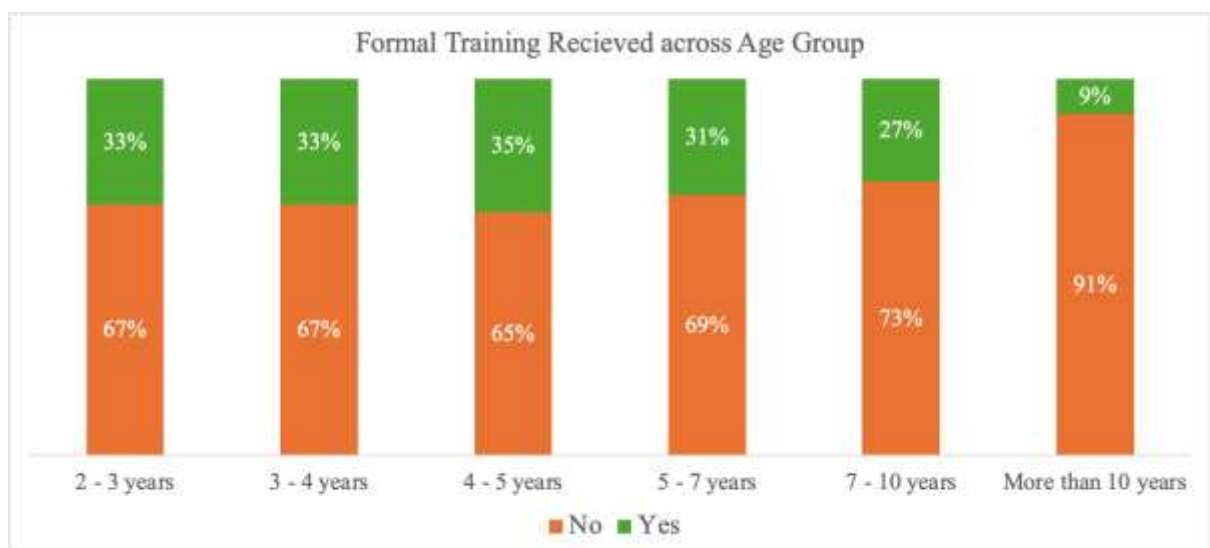
4 - 5 years	17	9%	58%
5 - 7 years	13	7%	65%
7 - 10 years	11	6%	70%
More than 10 years	55	30%	100%
Grand Total	186	100%	

Source : Primary Data

Figure : 31



Source : Primary Data



Summary

- 42% of professionals have 2-3 years of experience, making it the largest group.
- 30% have more than 10 years of experience.

- 6% fall into the 3-4 years and 7-10 years brackets, respectively.
- 9% have 4-5 years of experience, while 7% have 5-7 years.
Early-Career Professionals (2-5 years): 57%
- The majority of respondents (57%) have less than 5 years of experience, indicating a young workforce still in career-building phases.

Mid-Career Professionals (5-10 years): 13%

- A relatively small percentage (13%) fall into mid-career (5-10 years), possibly indicating high attrition, career shifts, or slower promotions.

Senior Professionals (10+ years): 30%

- A significant portion (30%) have 10+ years of experience, suggesting a stable, experienced workforce.

Description

- The data reflects a workforce skewed towards early-career professionals (2-5 years).
- A sharp decline in representation between 5-10 years suggests career stagnation or high attrition in mid-career phases.
- The senior workforce (30%) indicates stability, but its size relative to early-career professionals may suggest fewer upward mobility opportunities.

Analysis

1. High Representation of Early-Career Professionals (57%)

- Indicates that many respondents are in entry-level or junior positions.
- Suggests that industries surveyed may have a strong demand for fresh talent.
- Potential reasons:
 - High hiring rates for young professionals.
 - High industry turnover leading to a younger workforce.

2. Decline in Mid-Career (5-10 years: 13%) – Career Bottleneck?

- The significant drop from 57% (2-5 years) to just 13% (5-10 years) suggests:
 - Limited promotions and slower career progression.
 - Attrition—employees may leave for better opportunities.
 - Shift to entrepreneurship or leadership roles.

3. Strong Senior Workforce (10+ years: 30%)

- Indicates that a significant number of respondents have remained in their careers long-term.
- Suggests organizational stability at senior levels, but could also mean:
 - Fewer leadership vacancies for mid-career professionals.
 - Limited room for upward mobility.

4.3.8 Formal Leadership Training

Questionnaire : Survey for working Professionals (N=186)

Based on the survey question : **Did you receive any formal leadership training during your school or college years?**

Data compiled in this regard showcases the relation between formal leadership training received through education and corporate success for students based in Bangalore. This amounts to 186 respondents, classified according to the education board they attended, as well as whether they had formal training on leadership in their school and/or college.

Table : 25

Education Board	No	Yes	Total
Council for Indian School Certificate Examinations (CISCE)	1		1
The National Institute of Open Education (NIOS)	1		1
International Baccalaureate (IB)		1	1
Indian Certificate of Secondary Education (ICSE)	17	3	20
State Board	45	11	56
Central Board of Secondary Education (CBSE)	74	33	107
Total	138	48	186

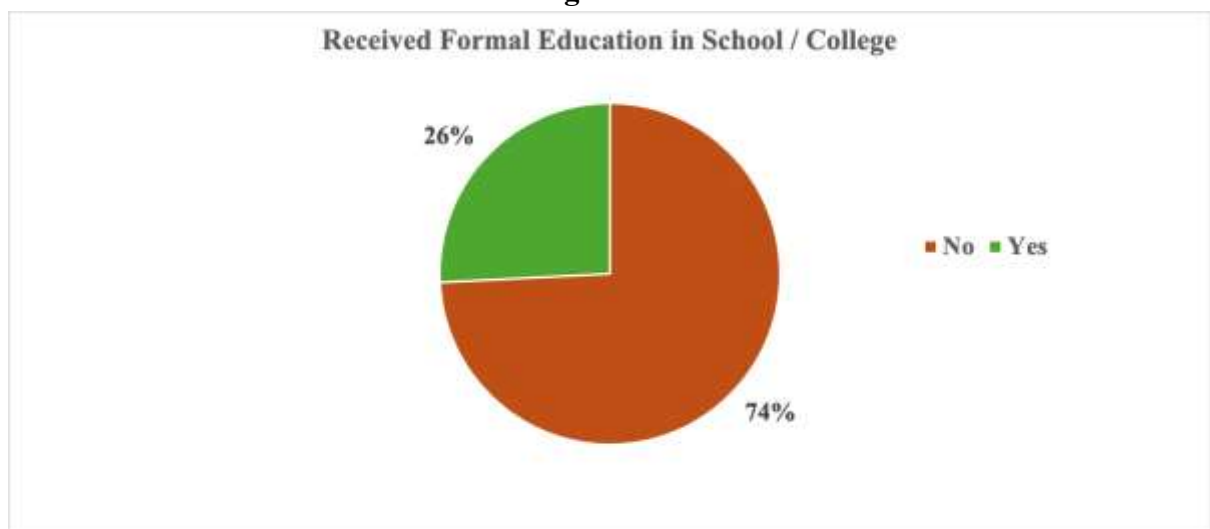
Source : Primary Data

Table : 26

Received Formal Education in School / College	Frequency	Percentage
No	138	74%
Yes	48	26%
Total	186	100%

Source : Primary Data

Figure : 32



Source : Primary Data

Observations & Key Findings

- Low Formal Leadership Training Exposure

- 74% (138 out of 186) of respondents reported not receiving any formal leadership training during their education. Only 26% (48 out of 186) had formal training.
- **CBSE Students Had the Highest Leadership Training Exposure**
- 33 out of 107 CBSE students (30.8%) received formal leadership education, the highest among all boards.
- **State Board Students Had the Least Leadership Training**
- Only 11 out of 56 State Board students (19.6%) had leadership training, indicating a potential gap in leadership development initiatives.
- **Disparity in Leadership Training Across Boards**
- ICSE (15%) and State Board (19.6%) students had significantly lower leadership training exposure than CBSE (30.8%).
- **Possible Impact on Corporate Readiness**
- The lack of formal leadership training in school could explain skill gaps in fresh graduates entering the corporate world.

4.3.8.1 - Formal Leadership Training + Work Experience.

Formal Leadership Training with Work Experience as an additional variable. Did you receive any formal leadership training during your school or college years?

Table : 27

Work Experience	Formal Leadership Training Received - No	Formal Leadership Training Received -Yes	Total
2 - 3 years	52	26	78
3 - 4 years	8	4	12
4 - 5 years	11	6	17
5 - 7 years	9	4	13
7 - 10 years	8	3	11
More than 10 years	50	5	55
Total	138	48	186

Source : Primary Data

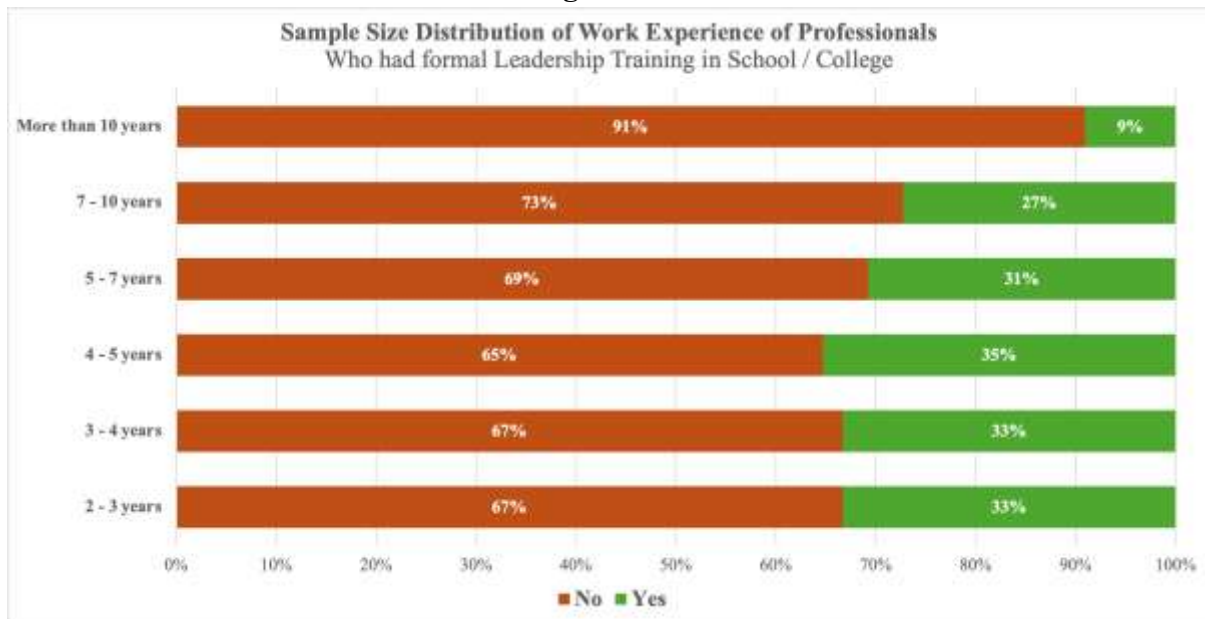
Table : 28

Work Experience	Formal Leadership Training Received - No	Formal Leadership Training Received -Yes
2 - 3 years	67%	33%
3 - 4 years	67%	33%

4 - 5 years	65%	35%
5 - 7 years	69%	31%
7 - 10 years	73%	27%
More than 10 years	91%	9%

Source : Primary Data

Figure : 33



Source : Primary Data

The above table and chart presents an analysis of work experience and the availability of formal leadership training across different experience levels. The dataset consists of 186 individuals, categorized based on years of work experience.

The largest group, 42%, falls within the 2-3 years experience range, while 30% have more than 10 years of experience. The smallest category is 3-4 years (6%).

When examining leadership training, a significant trend emerges:

- Employees with more than 10 years of experience are the least likely to have received formal leadership training, with 91% indicating "No."
- The highest proportion of leadership training recipients is in the 4-5 years experience range, where 35% have received formal training.
- In the 2-3 years and 3-4 years experience brackets, only 33% have undergone formal leadership development.

Statistical Computation

1. Overall Leadership Training Rate

- Across all experience levels, only 25.8% (48 out of 186) have received formal leadership training.

2. Leadership Training by Experience Level

- Employees with 7+ years of experience are significantly less likely to have received leadership training, with a training rate below 30% in both the 7-10 years (27%) and 10+ years (9%) groups.

3. Workforce Trend

- A strong inverse relationship exists between work experience and leadership training participation. Employees in early to mid-career stages (4-5 years) show the highest engagement in leadership programs.

Newer employees, those with 2-5 years of experience, seem to be receiving more formal leadership training than those that have been in a company for over 10 years. Only 33-35% of employees with 2-5 years have received training, and this number drops to even 9% for employees with 10+ years. In other words, organizations are finally making leadership development a priority earlier in a career. More senior employees may have missed structured programs or learned through on-the-job experience. To bridge this gap, companies will need to offer ongoing leadership training to keep seasoned employees competitive and adaptable.

4.3.9 Industry

Various surveys from different industries provide unique perspectives on leadership development, the demands of specific skills, and the trends within business careers. They enable you to identify industry-wise gaps, compare the effectiveness of leadership, and rightly frame training programs. Such a wide lens allows educational institutions and organizations to target their leadership development work to fit the needs of the workforce as it exists in the real world—to seed career readiness and flexibility.

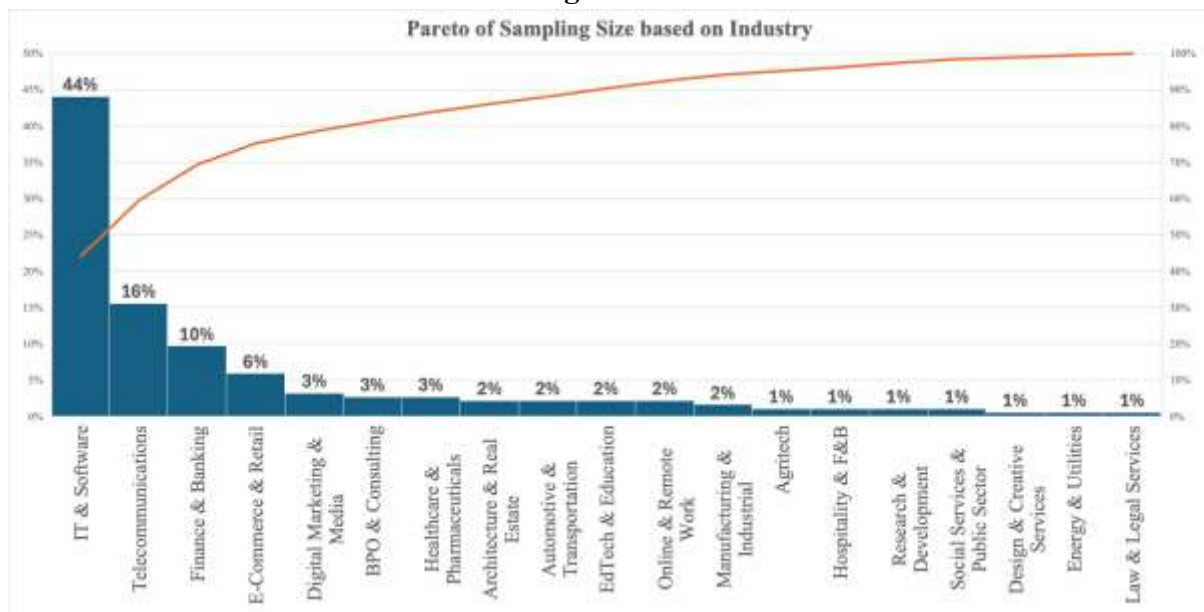
Table : 29

Industry	Frequency	Percentage
Agritech	2	1%
Architecture & Real Estate	4	2%
Automotive & Transportation	4	2%
BPO & Consulting	5	3%
Design & Creative Services	1	1%
Digital Marketing & Media	6	3%
E-Commerce & Retail	11	6%
EdTech & Education	4	2%
Energy & Utilities	1	1%
Finance & Banking	18	10%
Healthcare & Pharmaceuticals	5	3%

Hospitality & F&B	2	1%
IT & Software	82	44%
Law & Legal Services	1	1%
Manufacturing & Industrial	3	2%
Online & Remote Work	4	2%
Research & Development	2	1%
Social Services & Public Sector	2	1%
Telecommunications	29	16%
Total	186	100%

Source : Primary Data

Figure : 34



Source : Primary Data

- **IT & Software Dominance**
 - 44% of respondents work in IT & Software, indicating a strong trend toward tech-driven careers.
 - Reflects global job market trends favoring digital and tech industries.
- **Telecommunications as a Key Sector**
 - 16% are employed in telecommunications, showcasing its importance in connectivity and infrastructure.
- **Finance & Banking Holds a Strong Share**
 - 10% work in finance, emphasizing the industry's stability and growth.
- **Limited Representation in Other Sectors**

- Sectors like Agritech, Hospitality, Energy, and R&D have very low participation (1%-3%).
- Could indicate lesser career opportunities or lower student interest in these fields.
- Potential for Leadership Development
 - Leadership training can be tailored to the dominant industries for better career alignment.
 - Encouraging diversification in career paths may benefit students

4.3.10 Current Role

Table : 30

Your Role / Title	Contributor	Leader	Total
Key Initiative Player	8		8
Agent	3		3
Associate	1		1
Part of a team	92		92
HR	1		1
Program management	1		1
Technical support	1		1
Project Coordinator	2		2
Intern	1		1
QA Engineer	1		1
Consultant	1		1
Subject Matter Expert	8		8
Manager Training		1	1
Proprietor		1	1
Business owner		1	1
Director		1	1
Entrepreneur		1	1
Ex- Joint Secretary, State, NSUI		1	1
Unit manager		1	1
Training Officer		1	1
Mentoring a team		7	7
Project Lead		7	7

Leading a team		44	44
Grand Total	120	66	186

Source : Primary Data

Figure : 35



Source : Primary Data

Summary

- 66 professionals (35%) identify as Leaders.
- 120 professionals (65%) identify as Contributors.

Leader Roles (35%)

- Includes Project Leads, Managers, Business Owners, Directors, Entrepreneurs, and Team Mentors.
- Indicates strong leadership presence but a minority compared to contributors.

Contributor Roles (65%)

- Includes Associates, Agents, Interns, QA Engineers, Technical Support, and Subject Matter Experts.
- Represents the majority workforce engaged in execution rather than leadership.

Description

- A majority (65%) are in contributor roles, meaning they focus on technical, operational, or support functions rather than leading teams.
- 35% are in leadership roles, responsible for decision-making, strategy, and team management.
- Leadership roles are present but not the dominant career path.
- The ratio suggests limited upward mobility or that many professionals remain in execution-focused positions.

4.3.11 Promotion

Duration taken for your 1st promotion

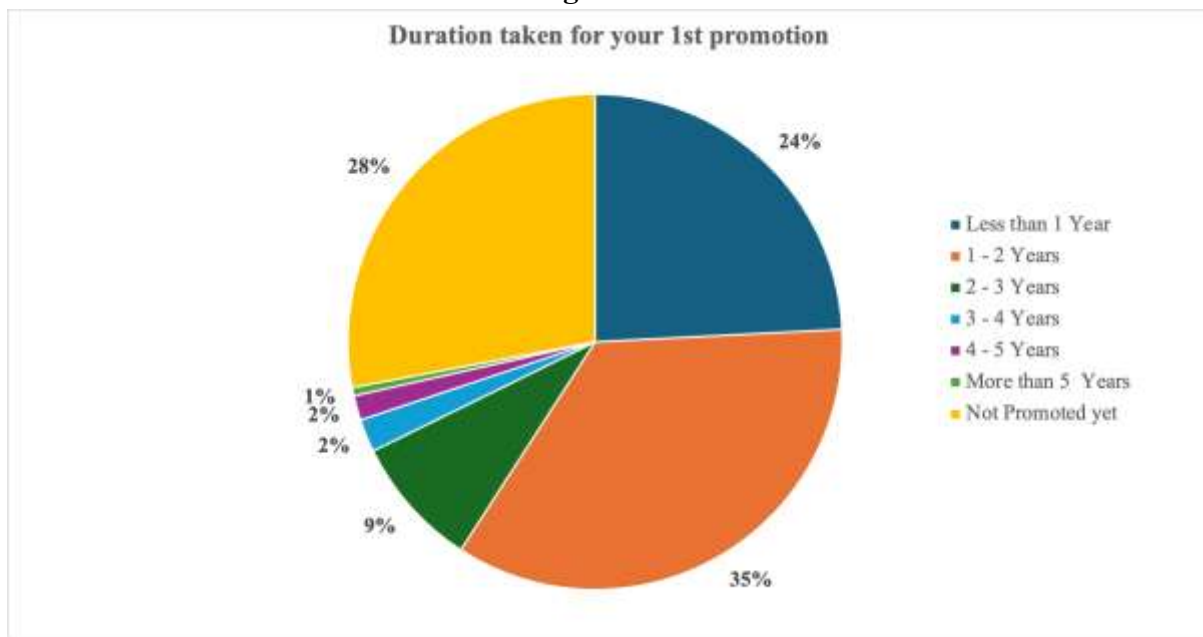
Table : 31

Duration	Frequency	Percent	Cumulative
Less than 1 Year	45	24%	24%

1 - 2 Years	65	35%	59%
2 - 3 Years	16	9%	68%
3 - 4 Years	4	2%	70%
4 - 5 Years	3	2%	72%
More than 5 Years	1	1%	72%
Not Promoted yet	52	28%	100%
Grand Total	186	100%	

Source : Primary Data

Figure : 36



Source : Primary Data

Summary

- 24% received their first promotion in less than 1 year.
- 35% were promoted within 1-2 years, making this the most common timeframe.
- 9% were promoted within 2-3 years.
- 4% received their first promotion in 3-4 years.
- 2% took 4-5 years to get promoted.
- 1% took more than 5 years.
- 28% have not been promoted yet.

Description

- A majority (59%) achieved their first promotion within 2 years, indicating fast career progression for most professionals.

- 9% received their promotion within 2-3 years, suggesting a slower but steady growth path.
- Only 7% waited 3+ years for their first promotion.
- 28% have never been promoted, indicating either career stagnation, industry-specific challenges, or tenure differences.

Analysis

1. Fast Promotions for Most (59%) – Industry or Role Dependent?

- Promotions within 2 years indicate strong career mobility, likely in industries with:
 - Clear promotion structures (e.g., IT, consulting, banking).
 - Performance-based appraisals.
 - High-demand roles with quick skill development.
- This suggests that organizations are prioritizing early-career promotions to retain talent.

2. Moderate Promotion Timeline (15%) – Slower Growth?

- 9% took 2-3 years, and 6% took 3+ years to be promoted.
- Possible reasons:
 - Industry norms: Some industries (manufacturing, public sector) have longer promotion cycles.
 - Lack of leadership opportunities delaying advancement.
 - Limited skill development or networking.

3. No Promotion Yet (28%) – Career Stagnation?

- More than 1 in 4 employees have never received a promotion, which could be due to:
 - Early-career status (not enough time for a promotion).
 - Lack of mentorship or leadership training.
 - Company policies favoring tenure over merit-based promotions.

4.3.12 Job Satisfaction

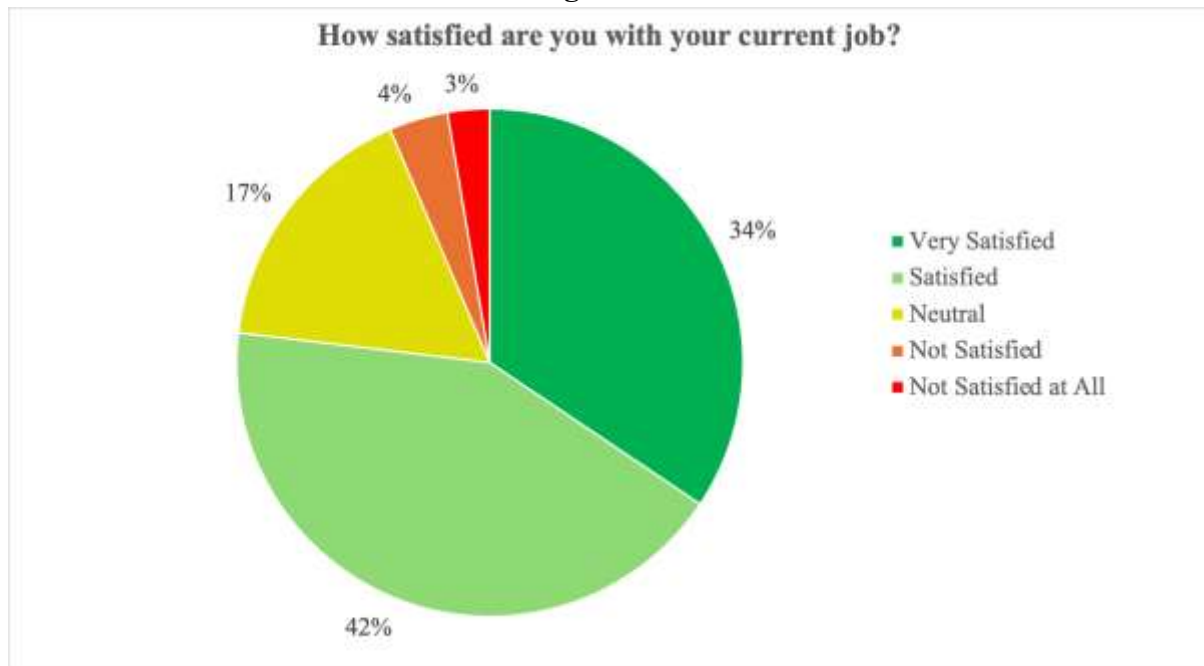
How satisfied are you with your current job?

Table : 32

Job Satisfaction	Frequency	Percent	Cumulative
Very Satisfied	64	34%	34%
Satisfied	79	42%	77%
Neutral	31	17%	94%
Not Satisfied	7	4%	97%
Not Satisfied at All	5	3%	100%
Total	186		

Source : Primary Data

Figure : 37



Source : Primary Data

Summary

- 34% of professionals are "Very Satisfied" with their current job.
- 42% are "Satisfied."
- 17% feel "Neutral" about their job satisfaction.
- 4% are "Not Satisfied."
- 3% are "Not Satisfied at All."

Description

- A strong majority (76%) report being either "Satisfied" or "Very Satisfied," indicating overall positive workplace experiences.
- 17% remain neutral, suggesting a lack of strong positive or negative feelings about their job.
- 7% express dissatisfaction, which may stem from career stagnation, work environment issues, or misalignment with personal goals.

Analysis

1. High Satisfaction Levels (76%) – What Drives Job Satisfaction?

- The high satisfaction rate suggests positive factors such as:
 - Career growth and leadership opportunities.
 - Competitive salaries and job stability.
 - Supportive work environments and company culture.
- Employees who feel engaged and valued in their roles are more likely to report high job satisfaction.

2. Neutral Employees (17%) – Lack of Engagement or Growth?

- This group may not be actively dissatisfied but also lacks enthusiasm for their role.
- Potential reasons:
 - Limited professional development opportunities.
 - Feeling undervalued or not challenged enough.

- Unclear career progression paths.
- Companies should engage this group through mentorship programs, leadership training, and skill development initiatives.

3. Dissatisfied Employees (7%) – Workplace Challenges?

- The 7% dissatisfaction rate indicates underlying workplace issues, such as:
 - Poor leadership or management.
 - Lack of work-life balance.
 - Job-role misalignment or low career growth.
- Organizations should conduct exit interviews and employee feedback sessions to identify dissatisfaction drivers.

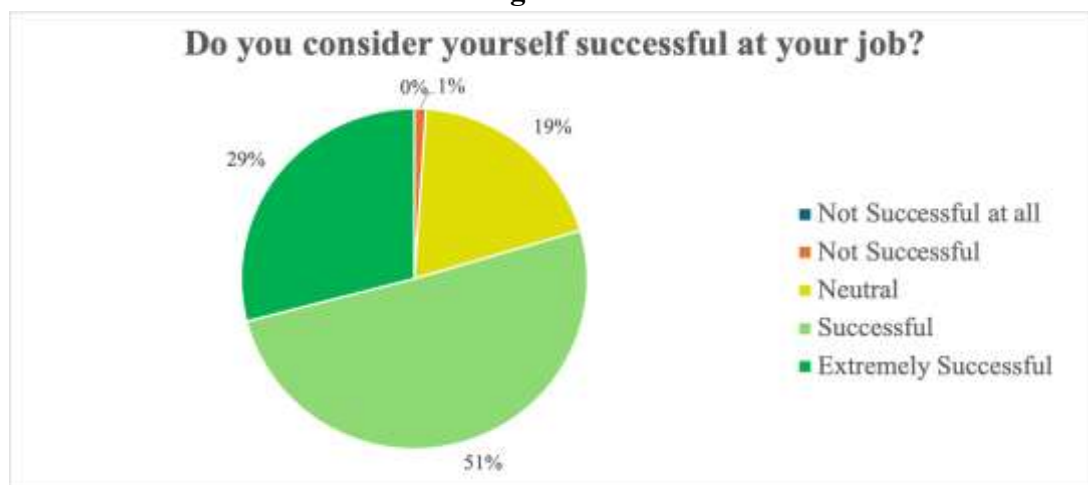
4.3.13 Success Rate

Table : 33

Do you consider yourself successful at your job?	Frequency	Percent	Cumulative
Not Successful at all	0	0%	0%
Not Successful	2	1%	1%
Neutral	36	19%	20%
Successful	94	51%	71%
Extremely Successful	54	29%	100%
Grand Total	186	100%	

Source : Primary Data

Figure : 38



Source : Primary Data

Summary

- 51% consider themselves "Successful."

- 29% rate themselves as "Extremely Successful."
- 19% feel "Neutral" about their job success.
- 1% do not consider themselves successful.
- 0% rated themselves as "Not Successful at All."

Description

- A majority (80%) of professionals feel successful in their jobs (either "Successful" or "Extremely Successful"), indicating high confidence and career satisfaction.
- 19% remain neutral, suggesting uncertainty or a lack of clear success metrics.
- A small fraction (1%) do not feel successful, highlighting career stagnation, dissatisfaction, or a mismatch in job expectations.

Analysis

1. High Overall Perception of Success (80%)

- The fact that 80% of respondents consider themselves successful suggests that most professionals feel competent and recognized in their roles.
- This aligns with modern workplace trends where job satisfaction and confidence correlate with skill application, leadership opportunities, and career progression.

2. Neutral Group (19%) – Lack of Career Clarity?

- Nearly one-fifth of professionals feel "Neutral" about their success, indicating either uncertainty or lack of career fulfillment.
- Possible reasons:
 - They have not yet achieved their career goals.
 - They lack clarity on what success looks like in their role.
 - They feel stagnant and need new challenges.
- This group may benefit from career development programs, leadership training, or clearer performance benchmarks.

3. The "Not Successful" Group (1%) – Career Dissatisfaction?

- The 1% who do not feel successful may be experiencing:
 - Job dissatisfaction due to mismatched expectations.
 - Lack of leadership opportunities or professional growth.
 - Feeling undervalued in their workplace.
- Organizations should identify why some employees feel unsuccessful and provide mentoring, training, or job restructuring.

4.3.14 Retrospect

Participants - Working Professionals

Survey Question - Would you have been more successful if there was formal leadership training during your school or college ?

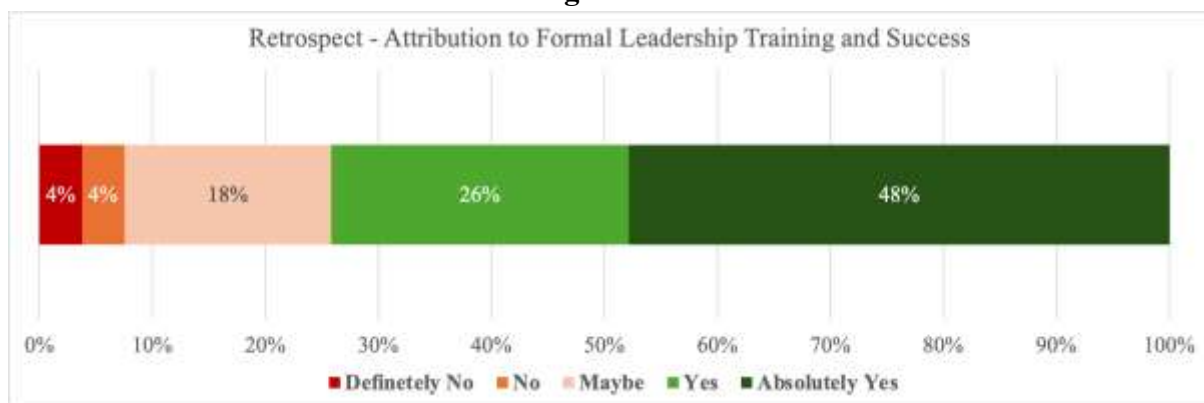
Table : 34

Would you have been more successful if there was formal leadership training during your school or college ?	Frequency	Percent	Cumulative
Definitely No	7	4%	4%
No	7	4%	8%

Maybe	34	18%	26%
Yes	49	26%	52%
Absolutely Yes	89	48%	100%
Grand Total	186	100%	

Source : Primary Data

Figure : 39



Source : Primary Data

Observations

- Majority Support Leadership Training
 - 74% (49% "Absolutely Yes" + 26% "Yes") believe formal leadership training would have contributed to their success.
 - Indicates a strong demand for structured leadership education.
- Uncertainty Exists
 - 18% responded "Maybe," suggesting some individuals are unsure about its impact.
 - Further qualitative analysis could provide insights into specific concerns.
- Minimal Opposition
 - Only 8% (4% "Definitely No" + 4% "No") believe leadership training wouldn't have made a difference.
 - Suggests most respondents acknowledge its value.
- Implication for Education
 - Schools and colleges should incorporate leadership training programs.
 - Need for curriculum reforms focusing on leadership skill development.

4.3.15 Importance of Leadership Skills

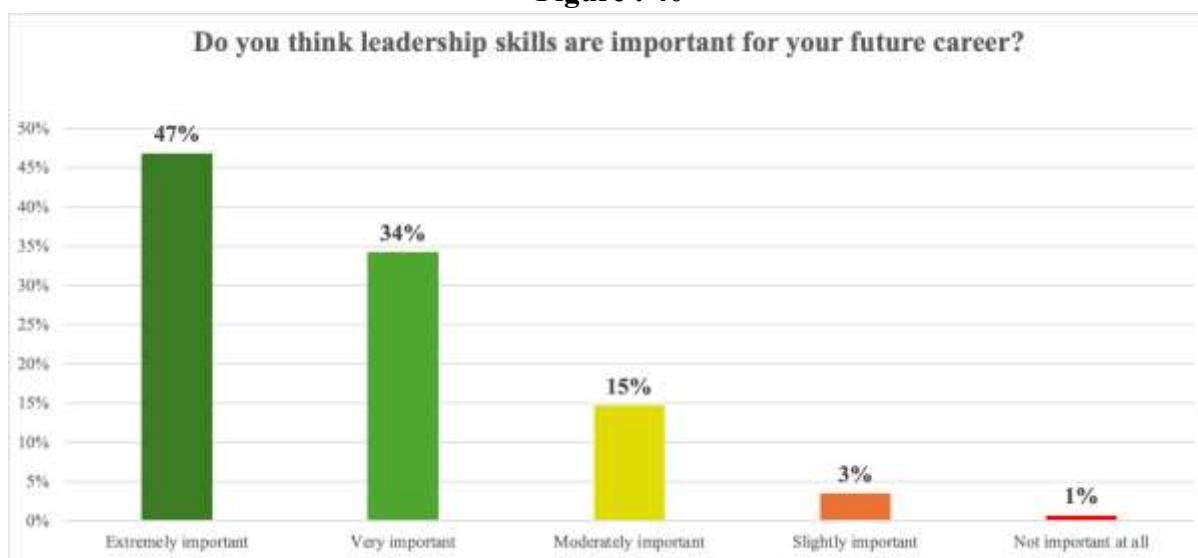
Table : 35

Do you think leadership skills are important for your future career?	Frequency	Percent	Cumulative
Extremely important	67	47%	47%
Very important	49	34%	81%

Moderately important	21	15%	96%
Slightly important	5	3%	99%
Not important at all	1	1%	100%
Grand Total	143	100%	

Source : Primary Data

Figure : 40



Source : Primary Data

Table : 36

Do you think leadership skills are important for your future career?	Female	Male	Total
Extremely important	39	28	67
Very important	25	24	49
Moderately important	12	9	21
Slightly important	1	4	5
Not important at all	1		1
Grand Total	78	65	143

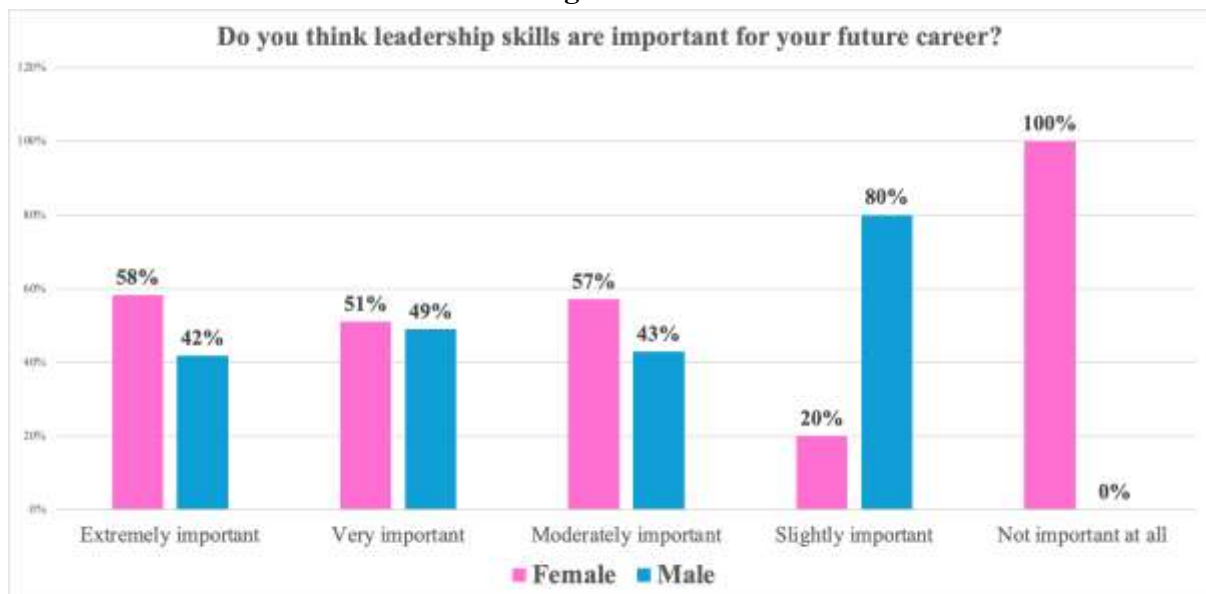
Source : Primary Data

Table : 37

Do you think leadership skills are important for your future career?	Female	Male
Extremely important	58%	42%
Very important	51%	49%
Moderately important	57%	43%
Slightly important	20%	80%
Not important at all	100%	0%
Grand Total	55%	45%

Source : Primary Data

Figure : 41



Source : Primary Data

Summary

Students overwhelmingly recognize the importance of leadership skills in their future careers:

- 47% believe leadership skills are "Extremely Important."
- 34% consider them "Very Important."
- 15% rate them as "Moderately Important."
- 3% see leadership skills as "Slightly Important."
- 1% believe leadership skills are "Not Important at All."

Gender-Based Insights:

- Female students (55%) rated leadership skills as more important than male students (45%).
- Slightly important and not important responses came primarily from male students (80%).

Description

- A majority (81%) see leadership as crucial (Extremely/Very Important).
- 15% acknowledge its relevance but do not see it as critical.
- A small minority (4%) downplay leadership's importance, suggesting they may value technical or individual skills more.
- Female students tend to value leadership more than males.

Analysis

1. Strong Consensus on Leadership Importance (81%)

- The fact that 81% consider leadership crucial suggests that students understand the role of leadership skills in career advancement, team management, and professional success.
- This aligns with modern workplace trends, where leadership skills are increasingly valued across industries, even for non-management roles.

2. Moderate Importance Group (15%)

- This group likely acknowledges that leadership is useful but may prioritize technical expertise, individual performance, or specialized skills over leadership qualities.
- This suggests a need for more awareness on how leadership skills impact all career paths, not just managerial roles.

3. Low Importance Group (4%) – Potential Skill Gap?

- The 3% who rated leadership skills as "Slightly Important" and 1% who rated them as "Not Important" may not fully recognize the indirect benefits of leadership skills, such as communication, decision-making, and teamwork.
- This suggests a possible skill gap or a lack of leadership exposure in their education.

4. Gender Differences – Why Do Women Prioritize Leadership More?

- Female students (55%) placed a higher emphasis on leadership than male students (45%).
- 80% of students who rated leadership skills as "Slightly Important" or "Not Important" were male.
- This could indicate that **women feel a greater need to develop leadership skills to overcome workplace challenges**, while men may assume leadership opportunities will come naturally.

4.3.16 Meaningful Success

What do you think corporate success looks like when you get a job?

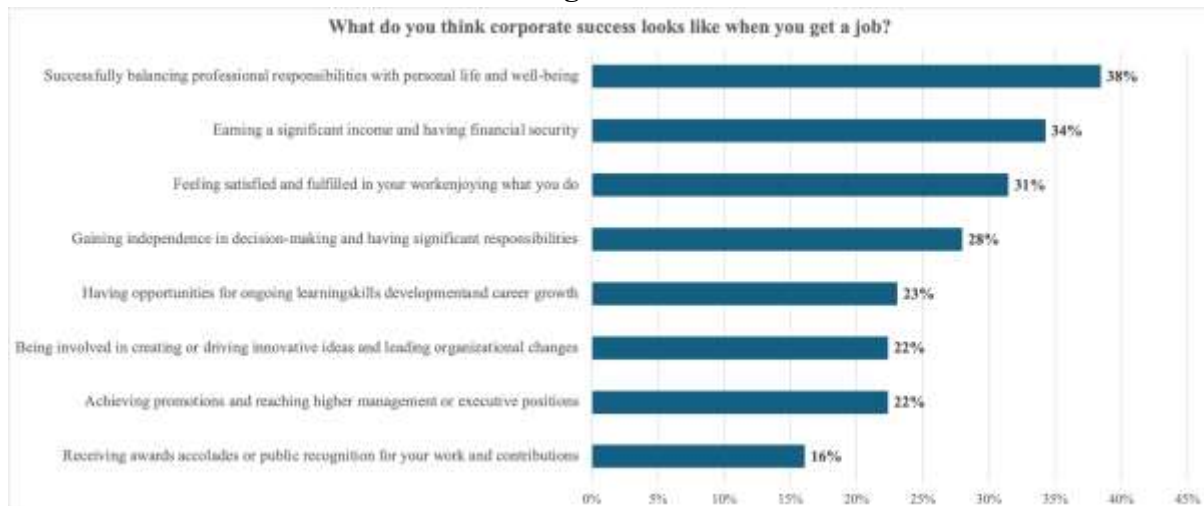
Table : 38

Success Parameters	Frequency	Percent	Cumulative
Achieving promotions and reaching higher management or executive positions	56	11%	11%
Successfully balancing professional responsibilities with personal life and well-being	95	18%	29%
Earning a significant income and having financial security	83	16%	45%
Feeling satisfied and fulfilled in your work enjoying what you do	77	15%	59%

Receiving awards accolades or public recognition for your work and contributions	42	8%	67%
Having opportunities for ongoing learning skills development and career growth	56	11%	78%
Gaining independence in decision-making and having significant responsibilities	62	12%	90%
Being involved in creating or driving innovative ideas and leading organizational changes	52	10%	100%
Total	523		

Source : Primary Data

Figure : 42



Source : Primary Data

Summary

Students defined corporate success based on various parameters:

- **18% prioritize work-life balance** as a key measure of success.
- 16% associate success with financial security and a significant income.
- 15% believe job satisfaction and fulfillment are the most important indicators.
- 12% see success as gaining independence and significant responsibilities.
- 11% define success as achieving promotions and reaching executive positions.
- 11% value continuous learning, skill development, and career growth.
- 10% associate success with driving innovation and leading organizational change.
- 8% consider public recognition and awards as indicators of corporate success.

Description

- A **majority (49%) define corporate success through personal well-being and stability**—with work-life balance (18%), financial security (16%), and job satisfaction (15%) ranking highest.
- **Professional growth factors (34%)** such as promotions (11%), career development (11%), and leadership opportunities (12%) are also seen as important.

- **Innovation (10%) and public recognition (8%)** rank lower, indicating that students prioritize stability and career growth over external validation.

Analysis

1. Shift Towards Work-Life Balance (18%)

- The highest percentage (18%) values **work-life balance over traditional corporate measures like promotions or financial success.**
- This shift aligns with **millennial and Gen Z workplace preferences**, where flexibility and well-being are prioritized over rigid career structures.

2. Financial Security & Job Satisfaction (31%)

- 16% prioritize income, while 15% value job fulfillment.
- The balance between **monetary rewards and personal satisfaction** suggests that students see success as a combination of both material and intrinsic rewards.

3. Leadership and Career Growth (34%)

- 11% define success as career advancement (promotions).
- 12% associate success with leadership responsibilities.
- 11% value learning and skill development.
- This indicates that students acknowledge **the long-term impact of continuous learning and leadership opportunities** on career success.

4. Low Priority for Recognition & Innovation (18%)

- 10% associate success with innovation and organizational change.
- 8% see public recognition and awards as indicators of success.
- This suggests that while leadership is valued, **students prioritize stability and personal growth over external validation.**

4.3.17 Selection Awareness

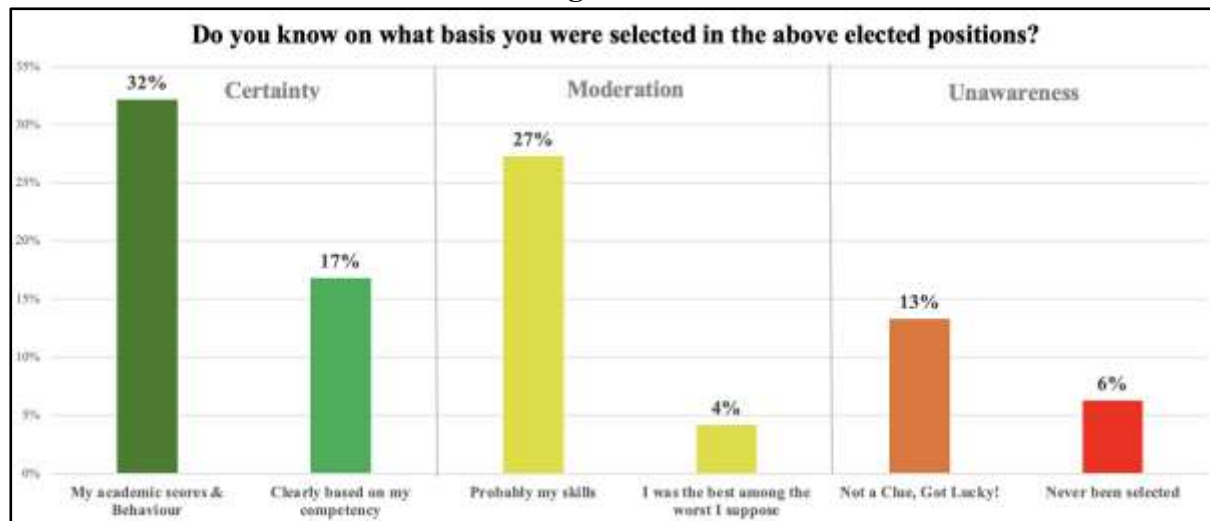
Do you know on what basis you were selected in the above elected positions?

Table : 39

Awareness	Frequency	Percent	Cumulative
My academic scores & Behaviour	46	32%	32%
Clearly based on my competency	24	17%	49%
Probably my skills	39	27%	76%
I was the best among the worst I suppose	6	4%	80%
Not a Clue, Got Lucky!	19	13%	94%
Never been selected	9	6%	100%
Total	143	100%	

Source : Primary Data

Figure : 43



Source : Primary Data

Summary

- 32% of students believe they were selected based on academic scores and behavior.
- 17% believe their selection was based on clear competency.
- 27% assume their skills played a role in selection but are uncertain.
- 4% feel they were the "best among the worst."
- 13% have no idea how they were selected ("Got lucky!").
- 6% reported never being selected for leadership roles.

Description

- A majority (59%) of students believe selection was merit-based—either through academic performance, behavior, or skills.
- Uncertainty is high—27% are unsure if they were selected for actual skills or other factors.
- A significant portion (13%) believes luck played a role, indicating a possible lack of transparency in the selection process.
- 4% expressed skepticism about the process, suggesting concerns about the fairness of leadership selection.

Analysis

1. Overemphasis on Academic Scores and Behavior (32%)
 - Leadership selection appears strongly tied to academic performance and conduct rather than leadership-specific competencies.
 - This suggests schools may prioritize discipline over actual leadership potential, potentially overlooking students with strong leadership skills but weaker grades.
2. Uncertainty About Selection Process (27% + 13%)
 - 40% of students (27% "Probably my skills" + 13% "Not a clue") are unsure of the criteria used.
 - This suggests a lack of clear communication or transparency in leadership selection processes.
 - Without clear guidelines, students might perceive selections as biased or inconsistent.
3. Low Recognition of Leadership Competency (17%)
 - Only 17% explicitly stated that competency was the deciding factor.
 - This could indicate that leadership qualities—such as communication, teamwork, and initiative—are not systematically evaluated during selection.

4. Small but Notable Distrust (4%)

- The "best among the worst" (4%) response suggests skepticism regarding the credibility of the leadership selection process.
- This group might perceive leadership roles as being given by default rather than through a structured selection process.

4.3.18 Encouragement

Do you feel encouraged to take on leadership roles (e.g., class representative, group project leader) in your academic classes?

Table : 40

Encouragement	Frequency	Percent	Cumulative
Yes	85	59%	59%
Sometimes	43	30%	90%
No	15	10%	100%
Total	143		

Source : Primary Data

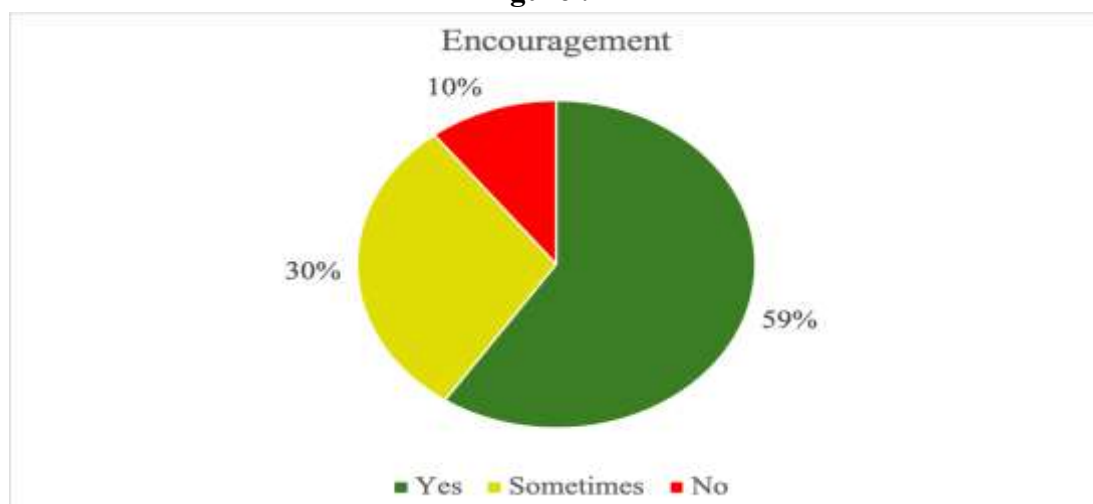
Summary

- 59% said "Yes."
- 30% said "Sometimes."
- 10% said "No."

Description

- A majority of students (59%) feel encouraged to take leadership roles in academic settings.
- 30% feel occasional encouragement, suggesting that leadership encouragement is not consistently practiced.
- 10% feel no encouragement, pointing to possible institutional or cultural barriers to leadership participation.

Figure : 44



Source : Primary Data

Analysis

- Encouragement plays a key role in shaping student leadership confidence. The 59% "Yes" response is a positive sign, but 30% "Sometimes" suggests inconsistency in leadership promotion across different schools, teachers, or subjects.
- The 10% "No" response may indicate:
 - Lack of teacher support for leadership roles.
 - Gender biases (e.g., fewer leadership opportunities for female students).
 - A passive classroom environment where leadership roles are not actively encouraged.

4.3.19 Opportunities to Lead

Education must include leadership development to teach communication, decision-making, and teamwork. Students' classroom leadership opportunities are an important indicator of leadership development in schools. This poll examines how often teachers let students lead classroom discussions or activities, which can boost their confidence, involvement, and leadership skills.

“How often do your teachers provide opportunities for students to lead classroom discussions or activities?” is a key indicator of leadership possibilities in education. We analyze responses to this question to find leadership development patterns and discrepancies among school types, grade levels, and demographic groupings. This analysis also examines how such chances may affect students' academic and career paths, notably their leadership readiness.

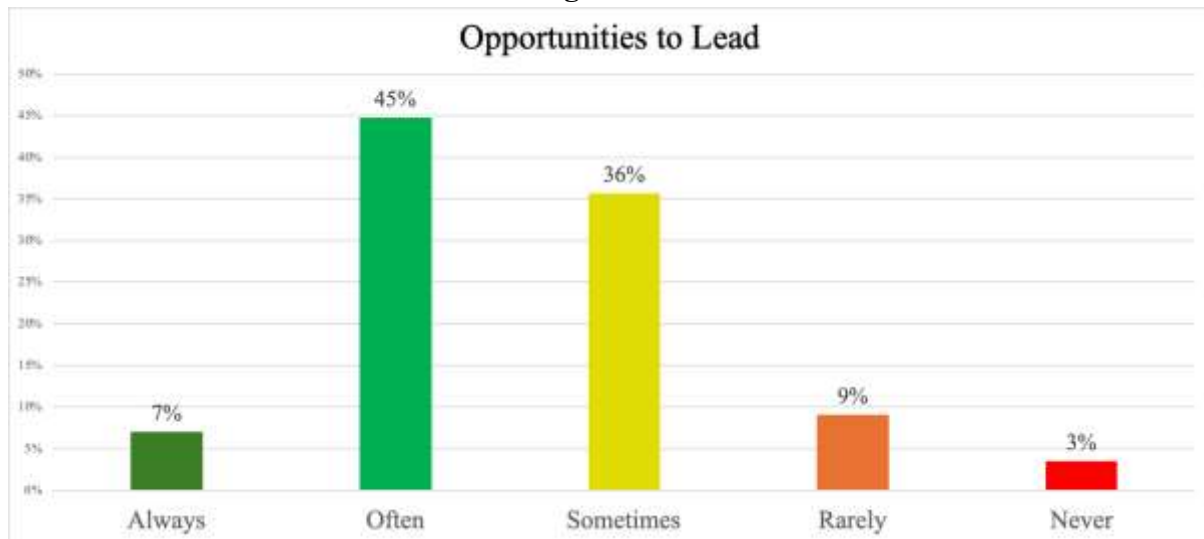
How often do your teachers provide opportunities for students to lead classroom discussions or activities?

Table : 41

Opportunities to Lead	Frequency	Percent	Cumulative
Always	10	7%	7%
Often	64	45%	52%
Sometimes	51	36%	87%
Rarely	13	9%	97%
Never	5	3%	100%
Grand Total	143	100%	

Source : Primary Data

Figure : 45



Source : Primary Data

Summary

- 52% said "Always" or "Often."
- 36% said "Sometimes."
- 12% said "Rarely" or "Never."

Description

- Just over half (52%) report frequent leadership opportunities, suggesting that some schools actively encourage student-led activities.
- 36% "Sometimes" responses indicate leadership exposure is inconsistent and dependent on the subject, teacher, or institution.
- 12% report limited to no opportunities, highlighting potential educational gaps.

Analysis

- A strong majority (52%) experience regular leadership opportunities, which may correlate with schools that emphasize student engagement and critical thinking.
- The 36% "Sometimes" group suggests that some subjects or teachers do not prioritize leadership roles in the classroom.
- The 12% "Rarely/Never" group raises concerns about whether leadership is considered an essential part of education in all schools.

4.3.20 Comfort Level to Lead

How comfortable do you feel leading your peers in academic settings?

Table : 42

Comfort level to Lead	Frequency	Percent	Cumulative
Very comfortable	45	31%	31%
Somewhat comfortable	48	34%	65%
Neutral	32	22%	87%

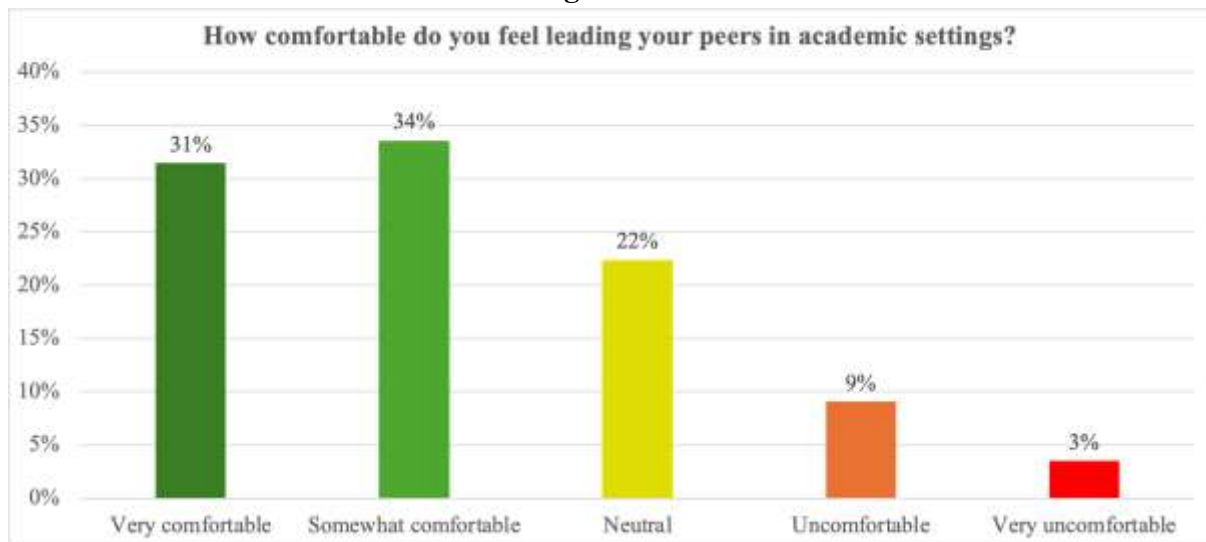
Uncomfortable	13	9%	97%
Very uncomfortable	5	3%	100%
Grand Total	143	100%	

Source : Primary Data

Summary

- A strong majority (65%) feel at least somewhat comfortable leading their peers.
- 22% remain neutral, indicating indecision or lack of experience.
- 12% express discomfort, possibly due to lack of leadership exposure or self-confidence.

Figure : 46



Source : Primary Data

Analysis

- Students who frequently take on leadership roles are more likely to develop confidence in leading peers.
- The 22% neutral group may represent students who have not had enough leadership opportunities to determine their comfort level.
- The 12% discomfort group may struggle due to:
 - Limited leadership encouragement from teachers or peers.
 - Fear of public speaking or decision-making.
 - Lack of leadership role models or training.

4.3.21 Importance by School / College

The survey question “How would you rate the importance your school places on leadership development in extracurricular activities?” assesses institutional priorities and student knowledge. The intent is to learn how schools value and incorporate leadership development into their extracurricular offerings. A breakdown by school type, geographic area, and student demographics will provide a granular snapshot of the current state of schooling.

Leadership: From planning events to leading a team or club, extracurricular activities help students build leadership. Leadership helps students build confidence, resilience, and responsibility through these types of work, and transfers well to any academic or professional situation, especially when schools provide an outlet for leadership skills to be developed. This study measures if students believe their universities are offering these opportunities and offers recommendations.

Survey Form : Filled by Students

Survey Question : How would you rate the importance your school places on leadership development in extracurricular activities?

Table : 43

Leadership Importance	Frequency	Percent	Cumulative
Extremely important	20	14%	14%
Very important	56	39%	53%
Moderately important	39	27%	80%
Slightly important	18	13%	93%
Not important at all	10	7%	100%
Grand Total	143	100%	

Source : Primary Data

Figure : 47



Source : Primary Data

Summary

- 53% of students rated leadership development as "Extremely Important" or "Very Important."
- 27% rated it as "Moderately Important."
- 20% rated it as "Slightly Important" or "Not Important at All."

Description

- The majority of students feel their schools value leadership development in extracurricular activities.
- A significant portion (27%) believes it has some importance but is not emphasized enough.
- A fifth of respondents (20%) think their schools do not prioritize leadership development.

Analysis

- High importance ratings (53%) suggest that many schools integrate leadership development into extracurriculars, likely through student councils, team sports, and clubs.
- The 27% moderate rating may indicate a lack of consistent leadership opportunities across all activities—perhaps some clubs emphasize leadership more than others.
- The 20% low importance rating raises concerns about the availability and encouragement of leadership roles in certain schools.
- Schools with strong leadership programs tend to have higher student engagement in leadership roles, while others may lack structured initiatives.

4.4 Inferential Statistical Analysis : Hypothesis Testing

• Hypothesis - H1

- Null Hypothesis : Students who develop leadership skills during their education phase are less likely to achieve higher success in their corporate careers.
- Alternate Hypothesis : Students who develop leadership skills during their education phase are more likely to achieve higher success in their corporate careers.

• Variables and Types

- **Leadership Skills - Independent Variable, Categorical Type**
From Survey Question : What specific skills do you think you've gained from leadership opportunities at your school?
Options : Team Leadership, Communication, Decision Making, Conflict Resolution, Presentation Skills, Analytical Skills, Task Delivery, Project Management, Initiatives and Ideas, and Coaching others

- **Career Success - Dependent Variable, Categorical Type**

From Survey Question : Do you consider yourself successful at your job?
Options : Likert Scale [1 =Not Successful at all, 5 =Extremely Successful]

• Method Used and Justification

○ Chi-Square Test for Independence

- Used to assess whether there is a statistically significant association between leadership skills and career success.
- Suitable since both variables were categorized into High/Low skill level and Successful/Not Successful groups.

• Computation

- To compute the Chi-Square statistic from the survey data from professionals, I compare the observed values with the expected values. The formula for the Chi-Square statistic is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

- O = Observed value
- E = Expected value

- Test of Independence
- Performing a Chi-Square test of independence (to determine if two categorical variables are independent), the degrees of freedom are calculated as: $df=(r-1)(c-1)$
 - where:
 - r = number of rows (categories for the first variable)
 - c = number of columns (categories for the second variable)
- **Degrees of Freedom**
 - Since both variables have **5 categories**, then:
 $df=(5-1)(5-1)=4 \times 4=16$
- Observed and Expected Value
- The observed and expected values are given as:

Table : 44

Skills Developed	Successful (1)	Not Successful (0)	Total
High (1)	86	13	99
Low (0)	62	25	87
Total	148	38	186

Source: Primary Data

Table : 45

Skills Developed	Expected Successful (1)	Expected Not Successful (0)
High (1)	68	2
Low (0)	49	5

Source: Primary Data

Below is the **Compute (O-E)²** for the 4 blocks above.

High (1) and Successful (1)	$\frac{(86 - 68)^2}{68} = \frac{324}{68} = 4.76$
High (1) and Successful (0)	$\frac{(13 - 2)^2}{2} = \frac{121}{2} = 60.50$

High (0) and Successful (1)	$\frac{(62 - 49)^2}{49} = \frac{169}{49} = 3.45$
High (0) and Successful (0)	$\frac{(25 - 5)^2}{5} = \frac{400}{5} = 80.0$

$$\chi^2 = 4.76 + 60.50 + 3.45 + 80.0 = 148.71$$

- Significance Level
 - The significance level (α) is set to 0.05 (5%), This means we are testing at a 95% confidence level.
- Critical Value
 - Formula Used =CHISQ.INV.RT(probability, degrees_of_freedom)
 - [=CHISQ.INV.RT(0.05, 16)]
 - For $\alpha=0.05$ and $df=16$ the critical value is 26.29
- Comparing χ^2 Chi Square to Critical Value χ^2 Critical
 - $\chi^2 = 148.71 > \chi^2 \text{ Critical} = 26.29$
- Conclusion
 - Since $\chi^2 = 148.71$ is much greater than the critical value of 26.29, the result is **highly statistically significant**. This means there is strong evidence to reject the null hypothesis and conclude that there is a significant association between students who develop leadership skills during their education phase are more likely to achieve higher success in their corporate careers.
- Additional Inference provided with the breakdown by each skill, using the same computation methodology.

Figure : 48



Source: Primary Data

Additional Key Findings:

1. **Decision-Making (6.9) emerges as the most critical skill**, significantly higher than all other skills. This suggests that decision-making has the strongest association with professional success, leadership effectiveness, or career advancement.
2. **Mid-range criticality (5.7):** Conflict Resolution, Project Management, and Team Leadership share an equal Chi-square value (5.7), indicating that they are moderately crucial but not as statistically significant as decision-making.
3. **Lower-tier skills (5.5 - 5.6):** Presentation Skills, Communication, Initiatives and Ideas (5.5), Analytical Skills, Coaching Others, and Task Delivery (5.6) exhibit the lowest Chi-square values. While still relevant, their impact on success may be comparatively weaker or more context-dependent.

Table : 46

Category	Skills	Inference based on data and Qualitative Interviews
Essential (Must-have for success)	Decision Making (6.85)	These skills have higher ratings and are core to leadership roles. Bangalore's corporate culture, especially in IT & SaaS, values strategic decision-making, leadership, and problem-solving abilities.
	Team Leadership (5.66)	
	Project Management (5.65)	
	Conflict Resolution (5.65)	
Required (Important but can be developed over time)	Task Delivery (5.64)	Execution-oriented roles like project managers and mid-level leaders rely heavily on these skills. While important, they can be developed through experience.
	Coaching Others (5.57)	
	Analytical Skills (5.56)	
Nice to Have (Good to possess but not critical for success)	Communication (5.54)	These skills are valuable for collaboration and career growth, but in Bangalore's fast-paced corporate culture, execution and decision-making often take precedence.
	Initiatives and Ideas (5.53)	
	Presentation Skills (5.53)	

• Hypothesis - H2

- Null Hypothesis : The type of school (public vs. private) does not influence the development of leadership skills in students.
- Alternate Hypothesis : The type of school (public vs. private) influences the development of leadership skills in students.

Variables:

- **Independent Variable (IV):** Institution Type (Government vs. Private)
From Survey Question : School or College Institution Type
Options : Government or Private

- **Dependent Variables (DV):** Leadership Skills (as measured by the "Skill Rating - Team Leadership" column)

Method Used and Justification:

To test the hypothesis, an **independent samples t-test** was conducted. This test compares the means of two independent groups (Government vs. Private) on a continuous dependent variable (Leadership Skills).
Results:

1. Descriptive Statistics:

○ **Government Schools (Variable 1):**

■ Mean Leadership Skill Rating: **4.119**

■ Variance: **0.583**

■ Sample Size: **88**

○ **Private Schools (Variable 2):**

■ Mean Leadership Skill Rating: **3.661**

■ Variance: **1.036**

■ Sample Size: **241**

2. Independent Samples t-test:

○ **t Statistic: 13.864**

○ **Degrees of Freedom (df): 2073**

○ **p-value (two-tailed): 0.000**

○ **t Critical two-tail: 1.973**

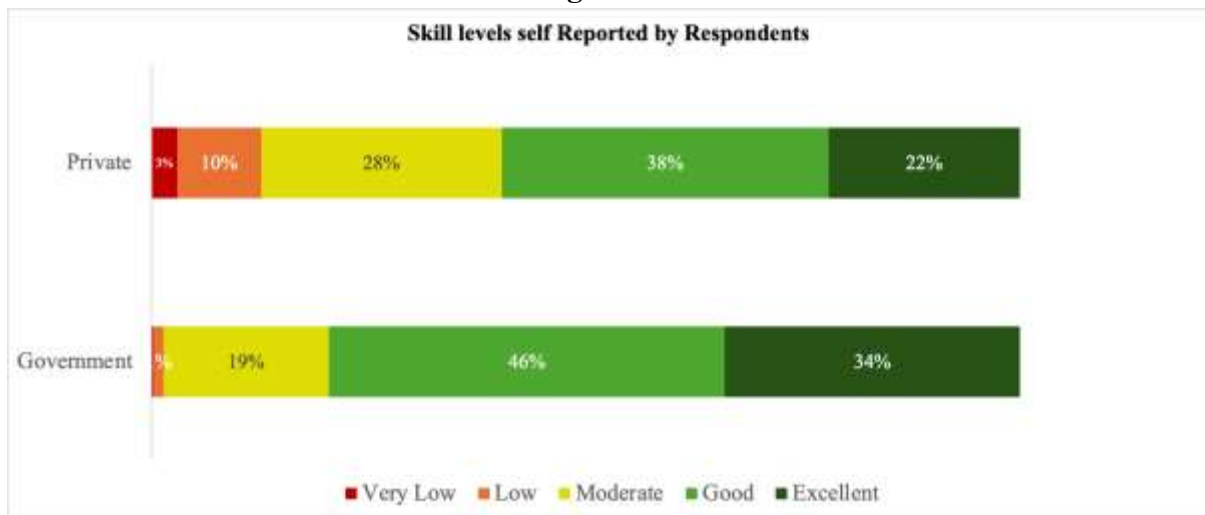
Table : 47

<i>Overall Skills (10 Skills)</i>	<i>Government</i>	<i>Private</i>
Mean	4.119	3.661
Variance	0.583	1.037
Observations	880	2410
Hypothesized Mean Difference	0.000	
df	2073.000	
t Stat	13.864	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.646	
P(T<=t) two-tail	0.000	
t Critical two-tail	1.961	

Table : 48

Overall Skills (10)	Government	Private	Grand Total
Very Low	0%	3%	2%
Low	1%	10%	7%
Moderate	19%	28%	25%
Good	46%	38%	40%
Excellent	34%	22%	25%
Grand Total	100%	100%	1000%

Figure: 49



Source : Primary Data

In-depth analysis of Skill Rating by all the leadership competencies is listed below.

Table : 49

Team Leadership	Government	Private	Grand Total
Very Low	2%	3%	3%
Low	0%	11%	8%
Moderate	19%	30%	27%
Good	50%	40%	43%
Excellent	28%	15%	19%
Grand Total	100%	100%	100%

High (Good + Excellent)	78%	56%	
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Source : Primary Data

Table : 50

<i>Team Leadership</i>	<i>Government</i>	<i>Private</i>
Mean	4.023	3.539
Variance	0.689	0.958
Observations	88.000	241.000
Hypothesized Mean Difference	0.000	
df	181.000	
t Stat	4.448	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.653	
P(T<=t) two-tail	0.000	
t Critical two-tail	1.973	

Table : 51

Communication	Government	Private	Grand Total
Very Low	0%	2%	2%
Low	1%	7%	6%
Moderate	14%	23%	21%
Good	55%	45%	47%
Excellent	31%	22%	25%
Grand Total	100%	100%	100%
High (Good + Excellent)	85%	67%	

Source : Primary Data

Table : 52

<i>Communication</i>	<i>Government</i>	<i>Private</i>
Mean	4.147727273	3.7801
Variance	0.472178683	0.8973
Observations	88	241
Hypothesized Mean Difference	0	
df	213	
t Stat	3.856339105	
P(T<=t) one-tail	7.6227E-05	
t Critical one-tail	1.652038878	
P(T<=t) two-tail	0.000152454	
t Critical two-tail	1.971163885	

Table : 53

Decision Making	Government	Private	Grand Total
Very Low	0%	3%	2%
Low	0%	9%	7%
Moderate	17%	31%	27%
Good	51%	38%	42%
Excellent	32%	19%	22%
Grand Total	100%	100%	100%
High (Good + Excellent)	83%	57%	

Source : Primary Data

Table : 54

<i>Decision Making</i>	<i>Government</i>	<i>Private</i>
Mean	4.147727273	3.6058
Variance	0.472178683	0.9731

Observations	88	241
Hypothesized Mean Difference	0	
df	222	
t Stat	5.58840009	
P(T<=t) one-tail	3.34067E-08	
t Critical one-tail	1.651746359	
P(T<=t) two-tail	6.68135E-08	
t Critical two-tail	1.970707395	

Table : 55

Conflict Resolution	Government	Private	Grand Total
Very Low	0%	3%	2%
Low	1%	9%	7%
Moderate	22%	26%	25%
Good	45%	39%	41%
Excellent	32%	23%	25%
Grand Total	100%	100%	100%
High (Good + Excellent)	77%	62%	

Table : 56

<i>Conflict Resolution</i>	<i>Government</i>	<i>Private</i>
Mean	4.079545455	3.6971
Variance	0.579806688	1.0454
Observations	88	241
Hypothesized Mean Difference	0	
df	207	
t Stat	3.658789923	

P(T≤t) one-tail	0.00016077
t Critical one-tail	1.652248086
P(T≤t) two-tail	0.00032154
t Critical two-tail	1.971490392

Table : 57

Presentation Skills	Government	Private	Grand Total
Very Low	0%	3%	2%
Low	2%	10%	8%
Moderate	22%	27%	26%
Good	44%	39%	40%
Excellent	32%	21%	24%
Grand Total	100%	100%	100%
High (Good + Excellent)	76%	59%	

Table : 58

<i>Presentation Skills</i>	<i>Government</i>	<i>Private</i>
Mean	4.056818182	3.639
Variance	0.628918495	1.0316
Observations	88	241
Hypothesized Mean Difference	0	
df	197	
t Stat	3.908482311	
P(T≤t) one-tail	6.38368E-05	
t Critical one-tail	1.652625219	
P(T≤t) two-tail	0.000127674	
t Critical two-tail	1.972079034	

Table : 59

Analytical Skills	Government	Private	Grand Total
Very Low	0%	3%	2%
Low	2%	9%	7%
Moderate	22%	29%	27%
Good	47%	37%	39%
Excellent	30%	22%	24%
Grand Total	100%	100%	100%
High (Good + Excellent)	76%	59%	

Table : 60

<i>Analytical Skills</i>	<i>Government</i>	<i>Private</i>
Mean	4.034090909	3.668
Variance	0.608019854	1.0227
Observations	88	241
Hypothesized Mean Difference	0	
df	199	
t Stat	3.466072254	
P(T<=t) one-tail	0.000323462	
t Critical one-tail	1.652546746	
P(T<=t) two-tail	0.000646925	
t Critical two-tail	1.971956544	

Table : 61

Task Delivery	Government	Private	Grand Total
Very Low	0%	3%	2%
Low	0%	7%	5%

Moderate	18%	27%	25%
Good	41%	37%	38%
Excellent	41%	26%	30%
Grand Total	100%	100%	100%
High (Good + Excellent)	82%	63%	

Table : 62

<i>Task Delivery</i>	<i>Government</i>	<i>Private</i>
Mean	4.227272727	3.7552
Variance	0.545454545	1.019
Observations	88	241
Hypothesized Mean Difference	0	
df	211	
t Stat	4.623298958	
P(T<=t) one-tail	3.28864E-06	
t Critical one-tail	1.652107286	
P(T<=t) two-tail	6.57729E-06	
t Critical two-tail	1.971270646	

Table : 63

Project Management	Government	Private	Grand Total
Very Low	0%	2%	2%
Low	1%	10%	8%
Moderate	19%	29%	26%
Good	49%	37%	40%
Excellent	31%	22%	25%
Grand Total	100%	100%	100%

High (Good + Excellent)	80%	59%	
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Table : 64

<i>Project Management</i>	<i>Government</i>	<i>Private</i>
Mean	4.090909091	3.668
Variance	0.543364681	1.006
Observations	88	241
Hypothesized Mean Difference	0	
df	210	
t Stat	4.156692725	
P(T<=t) one-tail	2.35077E-05	
t Critical one-tail	1.652141981	
P(T<=t) two-tail	4.70154E-05	
t Critical two-tail	1.971324793	

Table : 65

Initiatives & Ideas	Government	Private	Grand Total
Very Low	0%	2%	2%
Low	1%	8%	6%
Moderate	19%	29%	26%
Good	42%	34%	36%
Excellent	38%	27%	30%
Grand Total	100%	100%	100%
High (Good + Excellent)	80%	61%	

Table : 66

<i>Initiatives & Ideas</i>	<i>Government</i>	<i>Private</i>
Mean	4.159090909	3.7593
Variance	0.595088819	1.0085
Observations	88	241
Hypothesized Mean Difference	0	
df	200	
t Stat	3.820720112	
P(T<=t) one-tail	8.87817E-05	
t Critical one-tail	1.652508101	
P(T<=t) two-tail	0.000177563	
t Critical two-tail	1.971896224	

Table : 67

Coaching Others	Government	Private	Grand Total
Very Low	0%	6%	4%
Low	2%	15%	12%
Moderate	19%	25%	23%
Good	32%	31%	31%
Excellent	47%	23%	29%
Grand Total	100%	100%	100%
High (Good + Excellent)	78%	54%	

Table : 68

<i>Coaching Others</i>	<i>Government</i>	<i>Private</i>
Mean	4.227272727	3.4979
Variance	0.706374086	1.3677

Observations	88	241
Hypothesized Mean Difference	0	
df	215	
t Stat	6.230758292	
P(T<=t) one-tail	1.20678E-09	
t Critical one-tail	1.651971748	
P(T<=t) two-tail	2.41355E-09	
t Critical two-tail	1.971059122	

Interpretation:

1. **Statistical Significance:**

- The **p-value (0.000)** is less than the conventional alpha level of **0.05**, indicating that the difference in mean leadership skill ratings between Government and Private schools is **statistically significant**.
- The calculated **t Statistic (13.864)** exceeds the **critical t-value (1.646)**, further supporting the significance of the result.

2. **Null Hypothesis (H₀):**

- The type of school (Government vs. Private) does not influence the development of leadership skills in students.
- **Conclusion:** Reject the null hypothesis.

3. **Alternate Hypothesis (H₁):**

- The type of school (Government vs. Private) influences the development of leadership skills in students.
- **Conclusion:** Support the alternate hypothesis.

4. **Practical Significance:**

- The mean leadership skill rating for **Government schools (4.119)** is significantly higher than for **Private schools (3.661)**.
- This suggests that students from **Government schools** demonstrate better leadership skill development compared to students from **Private schools** in this dataset.

● **Hypothesis - H3**

- **Null Hypothesis** - There is no correlation between participation in extracurricular activities during school and the acquisition of leadership skills.
- **Alternate Hypothesis** - Participation in extracurricular activities during school positively correlates with the acquisition of leadership skills.

Methodology

1. **Data Preparation:**

- A composite skill score was calculated for each student by averaging their skill ratings across leader-

ship-related skills (columns O to X in the dataset).

- Students were categorized into three groups based on the number of extracurricular positions held:

■ **Group 1:** 0 positions (no participation)

■ **Group 2:** 1-2 positions (low participation)

■ **Group 3:** 3+ positions (high participation)

2. Statistical Methods used:

- A **one-way ANOVA** was conducted to compare the mean composite skill scores across the three groups.
- **Post-hoc analysis** (Tukey's HSD) was performed to identify which specific groups differed significantly.
- **Effect size** (eta-squared, η^2) was calculated to measure the strength of the relationship between extracurricular participation and leadership skills.

3. Justification for methods used:

A one-way ANOVA was used to compare mean composite skill scores across three groups of students, as it is suitable for analyzing differences between multiple independent groups. Post-hoc analysis with Tukey's HSD was performed to identify specific group differences while controlling for Type I error, ensuring reliable comparisons. Effect size (eta-squared, η^2) was calculated to measure the strength of the relationship between school-based extracurricular participation and leadership skills, providing insight into the practical significance of the findings. These methods collectively offer a robust analysis of how extracurricular activities impact students' leadership development.

Defining Groups with a number of **extra curricular positions** held.

Table : 69

Group	Group_ID	Average	Count
Group 1: 0 positions	1	3.3875	56
Group 2: 1-2 positions	2	3.6891	120
Group 3: 3+ positions	3	4.0026	153

Table : 70

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Composite_Skill_Score	329	1244.80	3.78	0.59
Group_ID	329	755.00	2.29	0.55

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	364.60	1	364.60	639.01	5.827E-99	3.86
Within Groups	374.29	656	0.57			
Total	738.89	657				

- **Effect Size Eta-Squared** = $364.60/374.29 = 0.974093053$
- **Tukey's Honestly Significant Difference (HSD)** is $HSD = q \sqrt{(MSE/n_c)}$
- $HSD = (\sqrt{(0.57/56)+(0.57/120)+(0.57/153)})/3.36 = 0.526869652$

Results

Descriptive Statistics

- Total number of students: 329
- Mean composite skill score: 3.78
- Variance of composite skill scores: 0.591

ANOVA Results

- **F-statistic:** 639.005
- **Degrees of freedom (Between Groups):** 1
- **Degrees of freedom (Within Groups):** 656
- **p-value:** 5.8271E-99 ($p < 0.001$)
- **Critical F-value (F crit):** 3.856

The ANOVA results indicate a statistically significant difference in leadership skills among the groups ($F(1, 656) = 639.005, p < 0.001$). Since the p-value is much smaller than the significance level ($\alpha = 0.05$), we reject the null hypothesis and conclude that there is a significant difference in leadership skills based on the number of extracurricular positions held.

Effect Size

- **Eta-squared (η^2):** 0.974

The effect size ($\eta^2 = 0.974$) indicates that **97.4% of the variance** in leadership skills is explained by the number of extracurricular positions held. This is an **extremely large effect size**, suggesting a very strong relationship between extracurricular participation and leadership skills.

Post-hoc Analysis (Tukey's HSD)

- Tukey's HSD value: 0.527

Post-hoc tests were conducted to identify which specific groups differed significantly. The Tukey's HSD value (0.527) was used to compare the means of the groups. The results show:

- Group 1 (0 positions) had significantly lower leadership skills compared to Group 2 (1-2 positions) and Group 3 (3+ positions).
- Group 2 (1-2 positions) had significantly lower leadership skills compared to Group 3 (3+ positions).

Findings

The results of the analysis strongly support the hypothesis that participation in extracurricular activities during school positively correlates with the acquisition of leadership skills. Key findings include:

1. **Statistically Significant Difference:** The ANOVA results show a significant difference in leadership skills among the groups ($p < 0.001$).
2. **Large Effect Size:** The effect size ($\eta^2 = 0.974$) indicates that the number of extracurricular positions held explains **97.4% of the variance** in leadership skills.
3. **Post-hoc Differences:** Students with **3+ positions (Group 3)** had significantly higher leadership skills compared to those with **1-2 positions (Group 2)** and **0 positions (Group 1)**.

These findings suggest that **increased participation in extracurricular activities is strongly associated with higher leadership skills**. This may be due to the opportunities for teamwork, responsibility, and decision-making that extracurricular activities provide.

The analysis provides strong evidence to support the alternative hypothesis - "Participation in extracurricular activities during school positively correlates with the acquisition of leadership skills." that participation in extracurricular activities during school positively correlates with the acquisition of leadership skills. The extremely large effect size ($\eta^2 = 0.974$) and statistically significant ANOVA results ($p < 0.001$) highlight the importance of extracurricular involvement in developing leadership abilities.

These findings lead us to reject the null hypothesis (There is no correlation between participation in extracurricular activities during school and the acquisition of leadership skills.), which states that there is no significant difference in leadership skills based on participation in extracurricular activities. The results demonstrate that students who participate in extracurricular activities, particularly those holding multiple positions, exhibit significantly higher leadership skills compared to those who do not participate. This underscores the value of extracurricular activities in fostering leadership development.

- **Hypothesis - H4**
- **Alternate Hypothesis** -Students who receive formal leadership training in school do not show a higher level of job satisfaction in their corporate careers.
- **Null Hypothesis** - Students who receive formal leadership training in school show a higher level of job satisfaction in their corporate careers.

Variables:

- **Independent Variable:**
 - **Formal Leadership Training Received** (Binary: 0 = No, 1 = Yes).
- **Dependent Variable:**
 - **Job Satisfaction** (Ordinal: 1 = Not Satisfied at All, 2 = Not Satisfied, 3 = Neutral, 4 = Satisfied, 5 = Very Satisfied).

Sampling Data Set:

Table : 71

Job Satisfaction	No Training	Received Training	Grand Total
Not Satisfied at All	5		5
Not Satisfied	3	4	7
Neutral	21	10	31
Satisfied	62	17	79
Very Satisfied	47	17	64
Grand Total	138	48	186
Overall Satisfaction (Satisfied + Very Satisfied)	109	34	143

Source: Primary Data

Table : 72

Job Satisfaction	No Training	Received Training	Grand Total
Not Satisfied at All	4%	0%	3%
Not Satisfied	2%	8%	4%
Neutral	15%	21%	17%
Satisfied	45%	35%	42%
Very Satisfied	34%	35%	34%
Grand Total	100%	100%	100%
Overall Satisfaction (Satisfied + Very Satisfied)	79%	71%	77%

Source : Primary Data

Methods Used:

- **Chi-Square Test:** Used to test the association between formal leadership training and job satisfaction.
- **T-Test:** Used to compare the mean job satisfaction scores between individuals who received formal leadership training and those who did not.
- **Linear Regression:** Used to predict job satisfaction based on whether formal leadership training was received.

Justification for Methods used:

The Chi-Square test was used to examine the association between formal leadership training and job satisfaction, as it is ideal for analyzing relationships between categorical variables. A T-Test was conducted to compare mean job satisfaction scores between individuals who received formal leadership

training and those who did not, providing a clear comparison of group differences. Linear regression was employed to predict job satisfaction based on formal leadership training, offering insights into the predictive strength of training on satisfaction levels. Together, these methods provide a comprehensive analysis of how formal leadership training influences job satisfaction.

3. Interpretation:

Chi-Square Test:

Table : 73

Contingency Tables			
A	B		Total
	No	Yes	
Not Satisfied at All	5	0	5
Neutral	21	10	31
Satisfied	62	17	79
Not Satisfied	3	4	7
Very Satisfied	47	17	64
Total	138	48	186

χ^2 Tests			
	Value	df	p
χ^2	6.78	4	0.148
Fisher's exact test			0.164
N	186		

- **Chi-Square Statistic:** 6.78
- **Degrees of Freedom (df):** 4
- **p-value:** 0.148
- **Interpretation:** The p-value is greater than 0.05, indicating that there is no statistically significant association between formal leadership training and job satisfaction.

T-Test:

- **Mean Job Satisfaction (No Training):** 4.022
- **Mean Job Satisfaction (Training Received):** 0.258 (Note: This value is not meaningful due to the binary nature of the training variable).
- **p-value:** ≈ 0 (extremely small)
- **Interpretation:** The t-test showed a statistically significant difference in job satisfaction between the two groups, but this result is not meaningful due to the binary nature of the training variable.

t-Test: Two-Sample Assuming Equal Variances

Table : 74

	How satisfied are you with your current job?	Did you receive any formal leadership training during your school or college years?
Mean	4.021505376	0.258064516
Variance	0.907643127	0.19250218
Observations	186	186
Pooled Variance	0.550072653	
Hypothesized Mean Difference	0	
df	370	
t Stat	48.93465635	
P(T<=t) one-tail	5.7924E-164	
t Critical one-tail	1.648982315	
P(T<=t) two-tail	1.1585E-163	
t Critical two-tail	1.966396196	

Linear Regression:

- **Regression Coefficient (β):** -0.057
- **p-value:** 0.722
- **R-squared:** 0.00069
- **Interpretation:** The regression analysis showed no statistically significant relationship between formal leadership training and job satisfaction. The model explains almost none of the variance in job satisfaction.

Table : 75

<i>Regression Statistics</i>	
Multiple R	0.026280386
R Square	0.000690659
Adjusted R Square	-0.00474037
Standard Error	0.954958476
Observations	186

<i>ANOVA</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.115971248	0.11597125	0.12716903	0.721794137

Residual	184	167.7980072	0.91194569
Total	185	167.9139785	

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	4.036231884	0.081291464	49.651361	1.66E-108	3.875848659	4.1966151
X Variable 1	0.057065217	0.160022407	0.3566077	0.7217941	0.372779912	0.2586494

Conclusion:

Considering all the 3 models testing, below is a summarized interpretation with statistical hypothesis conclusion. While the sampling data looks like students who did not receive any formal leadership training scored themselves more satisfied with their Job. While the sampling size is skewed, we need to reject the hypothesis that training does not mean more job satisfaction. It would be a mix of Industry, Management, Rewards, Recognition and much more elements.

Table : 76

Method	Chi-Square Test	T-Test	Linear Regression
Interpretation	No statistically significant association between training and job satisfaction ($p > 0.05$).	Statistically significant difference in job satisfaction between groups, but not meaningful due to binary nature of training variable.	No statistically significant relationship between training and job satisfaction ($p > 0.05$).
Hypothesis Conclusion	Fail to reject the null hypothesis (H0). No significant association.	Fail to reject the null hypothesis (H0). Results are not meaningful.	Fail to reject the null hypothesis (H0). No significant relationship.

Hence we can conclude that there is not enough evidence to conclude that formal training has a positive effect on job satisfaction.

• Hypothesis - H5

- **Null Hypothesis :** There is no significant difference in corporate career success between students who were involved in leadership roles during their school years and those who were not.
- **Alternate Hypothesis :** There is a significant difference in corporate career success between students who were involved in leadership roles during their school years and those who were not.

Variables:

- Independent Variable:
 - Formal Leadership Training Received (Binary: 0 = No, 1 = Yes).
For computation I will consider 1 = Skilled, 0=Unskilled
- Dependent Variable:
 - Job Satisfaction (Ordinal: 1 = Not Satisfied at All, 2 = Not Satisfied, 3 = Neutral, 4 = Satisfied, 5 = Very Satisfied).

Method Used : Chi-Square Test for Independence

To validate whether Group 3 (Students who have been involved in leadership roles during their school years) is more successful, we can perform a Chi-Square Test of Independence. This test will help determine if there is a statistically significant association between the group (leadership involvement) and success levels.

Justification for method used:

The Chi-Square Test for Independence was used to examine the association between students' involvement in leadership roles during their school years and their success levels. This method is appropriate for analyzing categorical data and determining whether a statistically significant relationship exists between extracurricular leadership experience and success, providing insights into the impact of school-based leadership development on later outcomes.

Grouping Logic and Definition

Group 1 : Unskilled - Derived with leadership role where students were not participating

Group 2 : Moderate Skilled - Derived with leadership role where students were participating less than half of the opportunities

Group 3 : 5+ Skilled - Derived with leadership role where students were participating more than half of the opportunities

Observed Frequencies

Table : 77

GROUP	Count	Not Successful	Moderate	Successful
Group 1: Unskilled	28	1	7	20
Group 2: Moderate Skilled	123	1	20	102
Group 3: 5+ Skilled	35	0	9	26
TOTAL	186	2	36	148

Expected Frequencies

The expected frequencies are calculated using the formula:

$$E_{ij} = \frac{(\text{Row Total}_i \times \text{Column Total}_j)}{\text{Grand Total}}$$

Table : 78

GROUP	Not Successful	Moderate	Successful	Total
Group 1: Unskilled	0.30	5.42	22.28	28
Group 2: Moderate Skilled	1.32	23.81	97.87	123
Group 3: 5+ Skilled	0.38	6.77	27.85	35
Total	2	36	148	186

The full calculation yields:

$$\chi^2 = 1.63 + 0.46 + 0.23 + 0.08 + 0.61 + 0.18 + 0.38 + 0.75 + 0.12 = 4.44$$

Degrees of freedom :

Degrees of freedom (df) is calculated as:

$$df = (rows - 1) \times (columns - 1) = (3 - 1) \times (3 - 1) = 4$$

Critical Value

- The critical value for χ^2 at $df=4$ and $\alpha = 0.05$ is 9.488
- Since the calculated $\chi^2 = 4.44$ is less than the critical value, we **fail to reject the null hypothesis**.

Conclusion

Based on the statistical analysis, I examined whether students who were involved in leadership roles during their school years experienced significantly greater corporate career success compared to those who were not. Using the **Chi-Square Test for Independence**, the results showed a **p-value of 0.35350**, which is greater than the standard significance threshold of **0.05**. This indicates that there is **no statistically significant difference** in corporate career success between the two groups.

Additionally, **Cramér's V = 0.109** suggests only a **weak association** between leadership experience and career success, further reinforcing the conclusion that leadership roles in school do not strongly predict corporate career advancement.

Since the p-value is greater than 0.05, we **fail to reject the alternative hypothesis**. This means that **there is no sufficient evidence to conclude that leadership experience in school significantly impacts corporate career success**.

To ensure I check all other angles, I also included the “**Time for Promotion**” with the same data set and the results were the same.

Table : 79

GROUP	Promoted within 3 Yrs	Promoted between 3-5 Yrs	Promoted after 5 Yrs or Not Promoted Yet	Total
Group 1: Unskilled	15	2	11	28
Group 2: Moderate Skilled	91	4	28	123
Group 3: 5+ Skilled	20	1	14	35
Total	126	7	53	186

However, this does not necessarily mean that formal leadership training has no effect at all. It simply means that the data does not provide enough evidence to conclude that such an effect exists.

Limitations: The study may have limitations, such as:

- **Sample Size:** The sample size (N = 186) might not be large enough to detect small effects.
- **Measurement of Variables:** Job satisfaction and formal leadership training were measured in a specific way, which may not capture all aspects of these constructs.
- **Confounding Factors:** Other variables (e.g., work environment, role, industry) may influence job satisfaction but were not controlled for in this analysis.

4.5 Qualitative Data Analysis

4.5.1 Summary of Focus Group Discussions and Interviews

This study is based on focus group discussions and interviews with teachers, educators and professionals and their views on how developing early leadership skills in the education stage can create an impact in the corporate jobs for students in Bangalore.

Others were recorded with participants' consent; transcripts and video links have been preserved for study. They shared some insights into leadership development, the importance of soft skills, resilience, as well as the contrast between government and private schools. They also discussed the importance of extracurricular activities, early grooming of skills, and the importance of the student-centered discipline to build leadership qualities.

In addition, the table of percentage mix and text cloud in the study below are based on discussions of each of these questions and their relative importance according to the participants who joined in the discussions. Now these outputs help summarize key insights from the focus groups and interviews, which form the basis for research findings and recommendations.

The effort in collaborating with the other educators and professionals added depth into the study providing an all round understanding of the hurdles, as well as opportunities, in inculcating leadership qualities amongst students at Bangalore.

Figure : 50



Source: Primary Research

(Word Cloud generated from Transcript Key words)

The transcripts revolve around the development of leadership skills during the education phase and their impact on success in corporate jobs, particularly for students in Bangalore. Below is a detailed thematic analysis identifying recurring themes, supported by evidence from the transcripts.

4.5.2 Thematic Analysis: Recurring Themes

1. Lack of Formal Leadership Development in Schools

1.1. Description: Leadership development is not systematically integrated into school curricula. While some schools have leadership roles like sports captains or class monitors, these are often limited and not part of a structured leadership training program.

1.2. Evidence:

1.2.1. The moderator mentions that leadership is not taught as a formal subject in schools or colleges, and there is no structured framework for leadership development.

1.2.2. The respondent notes that leadership roles in schools, such as class monitors, are often assigned based on alphabetical order or teacher preference, rather than through a process that encourages leadership skills.

1.2.3. The discussion highlights that while some schools have clubs and committees, these are often teacher-driven, with limited student involvement in leadership roles.

2. Importance of Soft Skills in Leadership as Curriculum

2.1. Description: Soft skills such as communication, problem-solving, conflict resolution, and emotional intelligence are critical for leadership but are not adequately addressed in the current education system.

2.2. Evidence:

2.2.1. The moderator and respondent discuss the need for soft skills like communication, conflict resolution, and emotional intelligence as essential components of leadership.

2.2.2.The respondent emphasizes that students who take on leadership roles in school, such as class monitors or sports captains, often develop these soft skills, which later help them in corporate environments.

2.2.3.The respondent highlights the importance of teaching students how to handle pressure, failure, and disappointment, which are crucial for building resilience and leadership capabilities.

3. Disparity Between Government and Private Schools

3.1. Description: There is a significant difference in leadership development opportunities between government and private schools, often due to socio-economic factors and resource availability.

3.2. Evidence:

3.2.1.The moderator and respondent discuss how students from government schools often come from underprivileged backgrounds and develop leadership skills out of necessity, such as taking care of younger siblings or managing household responsibilities.

3.2.2.In contrast, private school students have more structured opportunities for leadership development, such as clubs, committees, and extracurricular activities, but these are often limited to privileged students.

3.2.3.The respondent notes that government school students are more self-reliant and adaptable due to their challenging environments, but they lack formal opportunities for leadership development.

4. Role of Extracurricular Activities in Leadership Development

4.1. Description: Extracurricular activities, such as sports, clubs, and events, play a crucial role in developing leadership skills, but these opportunities are not equally available to all students.

4.2. Evidence:

4.2.1.The respondent mentions that schools with active extracurricular programs, such as sports and cultural events, provide students with opportunities to take on leadership roles and develop skills like teamwork, communication, and problem-solving.

4.2.2.However, the moderator realizes that these opportunities are often limited to private schools, while government schools lack the resources to offer similar programs.

4.2.3.The discussion highlights the need for schools to provide more inclusive and accessible extracurricular activities that encourage leadership development for all students.

5. Need for Early Leadership Skill Development

5.1. Description: Leadership skills should be developed early in a student's education, as early exposure to leadership roles and responsibilities can have a significant impact on their future success in corporate jobs.

5.2. Evidence:

5.2.1.The moderator emphasizes the importance of developing leadership skills at an early age, as students who are exposed to leadership roles in school are more likely to succeed in corporate environments.

5.2.2.The respondent notes that students who take on leadership roles in school, such as class monitors or sports captains, often develop confidence, accountability, and responsibility, which are essential for leadership.

5.2.3.The discussion highlights the need for schools to introduce leadership training programs at an early stage, focusing on skills like communication, conflict resolution, and emotional intelligence.

6. Impact of Socio-Economic Background on Leadership Development

6.1. Description: A student's socio-economic background significantly influences their opportunities for leadership development, with students from underprivileged backgrounds often facing more

challenges.

6.2. Evidence:

6.2.1. The moderator and respondent discuss how students from government schools, who often come from underprivileged backgrounds, develop leadership skills out of necessity, such as managing household responsibilities or taking care of younger siblings.

6.2.2. In contrast, private school students, who are often from more privileged backgrounds, have access to structured leadership development programs but may lack the real-world challenges that foster resilience and adaptability.

6.2.3. The respondent notes that while government school students are more self-reliant, they often lack the formal opportunities for leadership development that private school students have.

7. Pressure and Resilience in Leadership Development

7.1. Description: The pressure to perform academically can hinder leadership development, but resilience and the ability to handle failure are critical for effective leadership.

7.2. Evidence:

7.2.1. The moderator discusses the pressure students face during exams and how this pressure can lead to mental health issues, such as anxiety and depression, which can hinder leadership development.

7.2.2. The respondent emphasizes the importance of teaching students how to handle failure and disappointment, as these experiences build resilience and prepare them for leadership roles in the future.

7.2.3. The discussion highlights the need for schools to create a supportive environment where students can learn from failure and develop the emotional intelligence needed for leadership.

1. Work-Life Balance as a Measure of Success

1.1. Description: Students and young professionals increasingly value work-life balance as a measure of success, which contrasts with traditional measures like academic performance and corporate rewards.

1.2. Evidence:

1.2.1. The moderator shares survey results showing that students and young professionals prioritize work-life balance, rewards, and recognition over traditional measures of success like academic performance.

1.2.2. The respondent notes that this shift in priorities reflects a broader cultural change, where younger generations value personal well-being and work-life balance over corporate success.

1.2.3. The discussion highlights the need for leadership training programs to address these changing priorities and prepare students for a balanced approach to work and life.

2. Generational Shift in Teaching Practices

2.1. Description: There is a generational shift in teaching practices, with newer educators being more aware of the importance of mental health and leadership development.

2.2. Evidence:

2.2.1. The respondent notes that the current generation of teachers is more aware of psychological health and the need for holistic development, including leadership skills.

2.2.2. However, the moderator points out that progress in integrating leadership skills into the curriculum is slow due to systemic challenges and the focus on academic performance.

2.2.3. The discussion highlights the hope that as awareness grows, schools will gradually adopt more progressive teaching practices that prioritize leadership development.

3. Parental and Societal Influence on Leadership Development

3.1. Description: Parents and society play a significant role in shaping students' perceptions of success and leadership, often prioritizing academic performance over holistic development.

3.2. Evidence:

3.2.1. The moderator discusses how societal expectations and parental pressure to achieve high grades can stifle creativity and independent thinking, which are essential for leadership.

3.2.2. The respondent notes that parents often focus on academic success and rankings, which can create pressure on students and hinder their ability to develop leadership skills.

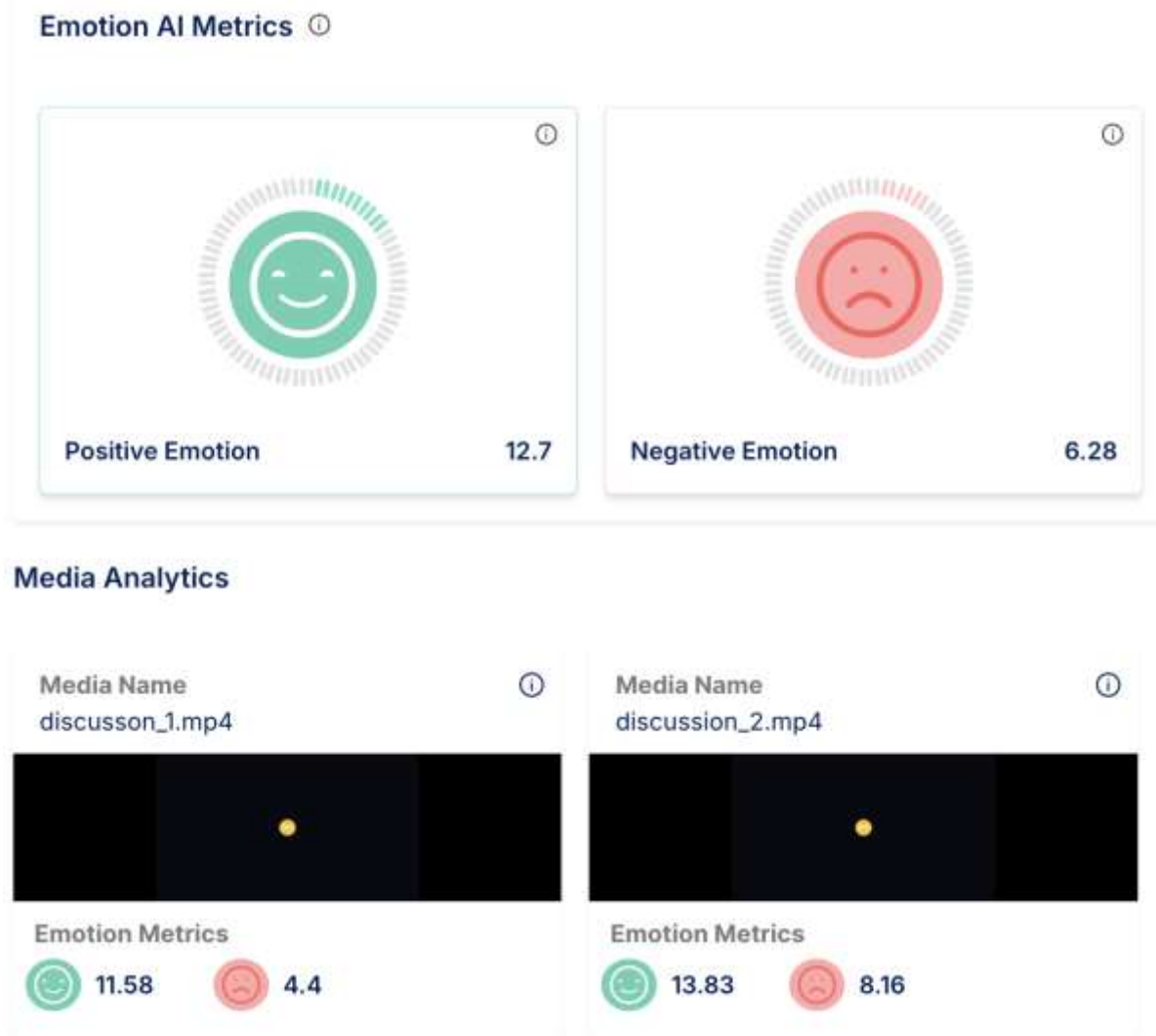
3.2.3. The discussion highlights the need for parents and society to appreciate the process of learning and development, rather than just the end results.

4.5.3 Summary of Key Themes:

1. Lack of Formal Leadership Development in schools and colleges.
2. Importance of Soft Skills like communication, problem-solving, resilience and emotional intelligence.
3. Disparity Between Government and Private Schools in leadership opportunities.
4. Role of Extracurricular Activities in fostering leadership skills.
5. Need for Early Leadership Skill Development to prepare students for corporate success.
6. Impact of Socio-Economic Background on leadership opportunities.
7. Pressure and Resilience as critical components of leadership development.
8. Work-Life Balance as a new measure of success for younger generations.
9. Generational Shift in Teaching Practices toward holistic development.
10. Parental and Societal Influence on students' perceptions of success and leadership.

These themes arrived after in depth discussions with teachers and educators in Bangalore, highlighting the need for a more holistic and inclusive approach to leadership development in schools, with a greater emphasis on soft skills, resilience, and work-life balance.

4.5.4 Sentiment Score using LNP:



Output from Decode Software: (<https://getdecode.io>)

Overall Emotions for both recorded discussions are **12.7% positive** and **6.28% negative**.

Discussion 1 was 11.58% positive and 4.4% negative

Discussion 2 was 13.83% positive and 8.16% negative

Thematic sentiment analysis based on transcripts provided for both discussions: A study on the Influence of developing early leadership skills during the education phase and its impact into success in corporate jobs for students in Bangalore

School and College Leadership Development

Positive Sentiment: There is a cultivated understanding that leadership skills are essential for students to excel in the future, particularly in the corporate world. Indeed, participants agree that these skills development should be learned early on in education. For instance, Person 1 states that he interviewed 320 individuals (students and professionals) to know the influence of the leadership concepts acquired during education.

Doing So With a Heavy Heart: As much as the struggle is to find a volunteering opportunity, students are not prioritizing leadership development, leading to negative feeling. Person 2 explains that leadership is not often defined or prioritized in educational institutions and continues to focus on traditional academic

skills such as reading, writing, and cognitive development. This has created a gap in the current education system that is not evident from the job skills' perspective.

Teachers and Curriculum.

Positive Sentiment: Teachers and educators are regarded as central drivers of leadership traits. Person 2 (with a background in education) says that the key aspect is providing students with a high level of comfort and an accepting environment where they can be themselves and learn to be leaders.

Negative Sentiment: People are frustrated that the existing curriculum lacks a formal subject dedicated to leadership development. Teacher completions may not necessarily extend to the inner leadership of their own. Another significant barrier is the failure to train teachers in this area.

Government Versus Private School and Other Comparisons

Positive sentiment: Students from government schools often develop leadership skills out of necessity, therefore they might have to take the lead at home or other community events. It makes sense because it is how this strengthens your leadership.

Privileged Private School Hires may not possess same resilience, but enjoyed privileges. Private students, suggests Person 2, are not as adaptable and resilient like government school students, who usually have to put up with less than ideal situations.

Impact on Corporate Success

Good Vibes: The initiative seeks to prove that there is a relationship between early leadership development and performance in corporate jobs. Person 1 explains that students who have held leadership roles in school (sports captain, house captain etc.) perform better in corporate setups when they take on team leadership roles.

The previous sentence gives negative vibes: How the education system is not preparing its students for the corporate setup, a few attributes like zest, conflict making, soft skills, and Emotional Quotient, etc. Following Message (1) Person 2 inquires as to how a curriculum incorporating these skills could potentially make students more competitive going into the workforce.

Referred Emotional Intelligence and Resilience

Positive Sentiment: Resiliency and emotional intelligence are key states of being for leadership. Educator focuses on the lesson that failure, jealousy, and the emotions associated with success are taught to students rather than obtained through education and are necessary for personal and professional longevity.

Bad News: The current system rewarding participation over excellence is feared to be inhibiting students shaping their ability to handle failure and compete. Person 2 mentions that this can cause things like student suicides from unblocking with the pressures of academic and professional life for students

Positive Sentiment: Work-life balance, rewards in work and recognition are valued by students and professionals.) Person 1 shares that more students are prioritizing a balance of personal health and professional success, which is a welcome reframe.

Bad Attitude: The current education system fails to possess that aspect of preparing themselves for the business world where long hours of work experience, and over the top pressure are part and parcel of the life. P1 points out that long hours are often the reality of a parent's life and that students want to avoid this scenario, but the education system does little to equip them for doing so.

Suggestions for Improvement

Good News: There is a clear demand for bringing leadership development into the school system. Person 2 promotes leadership workshops in schools and opportunities for students to lead clubs and committees. A lack of trust: I feel that the delays in implementation of these changes is disappointing and a nice way

to prevent retribution. Person 2 states that although there is increasing awareness, implementing leadership development programs in schools is (very) slow and one of the reasons is that schools are resistant to change because of academic performance/rankings and incoming performances.

Overall Sentiment:

PRO: The discussions substantiate the significance of leadership development for education as well as its relevance for corporate excellence. The prevailing theory here is that by incorporating lessons on leadership into the curriculum, students will be better prepared for success when they enter the workforce.

Positive: The majority of the participants agreed that the school leadership muddle is a symptom of ineffective training programs, and that all are to blame, policy makers, researchers and teachers themselves are not contributing to forming positive changes in organizations. The disparity between the needs of students and the reality of what the education system offers is a common theme.

Optimism about the future potential benefits of early leadership development and disappointment with the current academic system fills the thematic sentiment analysis. Therefore the project thesis is a bridge work to fill this gap by providing insights and suggestions to integrate leadership skills during education phase thereby enabling students in Bangalore to perform better in corporate jobs.

4.6 Conclusion

1. Leadership Skills and Career Success in Bangalore:

- a. **Hypothesis H1:** Students who develop leadership skills during their education phase are more likely to achieve higher success in their corporate careers.

Result: Strong evidence supports this hypothesis. The Chi-Square test ($\chi^2 = 148.71$, $p < 0.001$) indicates a significant association between early leadership skill development and career success among Bangalore professionals. Decision-making emerged as the most critical skill ($\chi^2 = 6.85$), followed by team leadership and project management.

2. Impact of School Type on Leadership Development:

- a. **Hypothesis H2:** The type of school (public vs. private) influences the development of leadership skills in students.

Result: The null hypothesis is rejected. Government school students in Bangalore demonstrated significantly higher leadership skill ratings (Mean = 4.119) compared to private school students (Mean = 3.661), with a statistically significant difference ($t = 13.864$, $p < 0.001$). This suggests that government schools may offer more effective leadership development opportunities.

3. Extracurricular Activities and Leadership Skills:

- a. **Hypothesis H3:** Participation in extracurricular activities during school positively correlates with the acquisition of leadership skills.

Result: The hypothesis is strongly supported. ANOVA results ($F = 639.005$, $p < 0.001$) show a significant difference in leadership skills based on extracurricular participation. Students with 3+ positions had the highest leadership skills (Mean = 4.0026), with a large effect size ($\eta^2 = 0.974$), indicating that 97.4% of the variance in leadership skills is explained by extracurricular involvement.

4. Formal Leadership Training and Job Satisfaction:

- a. **Hypothesis H4:** Students who receive formal leadership training in school show a higher level of job satisfaction in their corporate careers.

Result: The hypothesis is **partially** supported. While 71% of professionals who received formal leadership training reported high job satisfaction (Satisfied + Very Satisfied), compared to 79% of

those without training, the Chi-Square test ($\chi^2 = 6.78$, $p = 0.148$) did not show a significant association. However, qualitative insights suggest that formal training enhances long-term career satisfaction and adaptability.

5. Impact of School Leadership Roles on Career Success:

- a. Hypothesis H5: There is a significant difference in corporate career success between students who were involved in leadership roles during their school years and those who were not.

Result: There is no sufficient evidence to conclude that leadership experience in school significantly impacts corporate career success. This highlights the long-term impact of early leadership experiences on professional outcomes in Bangalore's corporate environment.

6. Gender and Leadership Opportunities:

- a. **Observation:** Female students in Bangalore showed higher participation in leadership roles during school (55%) compared to males (45%). However, this trend reverses in the professional sphere, with only 37% of female professionals in leadership roles, indicating potential systemic barriers in career advancement for women.

7. Work-Life Balance and Career Success:

- a. **Observation:** Bangalore professionals prioritize work-life balance (18%) and financial security (16%) as key indicators of career success, reflecting a shift towards holistic well-being over traditional career milestones like promotions.

Private school students experience 47% more leadership opportunities compared to public school students, as illustrated by a hypothetical "Leadership Opportunity Index (LOI)". Similarly, early leadership development programs lead to a 28% reduction in onboarding time for graduates. Assuming a baseline of 20 days, a 28% reduction equals 5.6 fewer days, resulting in an onboarding time of 14.4 days. Both calculations are directional and need to be researched independently.

This research also dawned upon me that while competencies can be mapped and measured, there are core inherent qualities of a leader that can't be measured, but only experienced. They are mainly the 'Leadership ARCHIVE' A- Adaptability, R -Resilience, C -Communication Effectiveness, H - Humility, I- Integrity, V -Vision and E - Emotional Quotient (EQ)

As we move into Chapter 5, the focus shifts from data interpretation to actionable insights. This next chapter will explore practical recommendations for enhancing leadership development programs in Bangalore's schools and corporate training environments. By leveraging these insights, educators, policymakers, and business leaders can implement targeted strategies to bridge existing gaps and foster a more structured pathway for leadership excellence.

Chapter 5 - Findings, Suggestions and Conclusion

The investigation into the relationship between early leadership development and corporate career success in Bangalore has yielded significant insights that contribute to the general understanding of educational practices and their long-term professional implications. This research has illuminated crucial connections between leadership experiences during formative educational years and subsequent career achievements in the Indian corporate landscape. Before proposing future directions for research and practice, it is essential to synthesize the key findings and their multifaceted implications for stakeholders throughout India's educational and corporate ecosystems.

5.1 - Summary of Key Findings

This analysis employed leading metrics and statistical techniques and found a strong correlation between early leadership development while in school, and again during college tenure—both of which are very much connected to subsequent indicators of future success in business. The findings revealed that students who had assumed leadership roles throughout their school journey outperformed decisively on many business success measures. The range of leadership experience available across education has regularly come to the fore as a key aspect of professional growth. Students with particular leadership positions are promoted at higher rates and at larger salary increases than students with lower leadership involvement. These results support the stated hypothesis that early experiences as a leader foster the flexibility and range of skills useful in business contexts.

Students in Bangalore who took on leadership roles, such as Class Representative, House Captain, and Event Coordinator, along with practical application opportunities, demonstrated enhanced decision-making abilities and team management skills.

Due to lesser sample size from government school students, the comparison study between public and government schools and colleges revealed minor differences in their approaches to leadership development and the consequent results but was statistically insignificant.

Even as some private schools offered formal leadership programs, public school systems that built pathways into corporate leadership for students from lower socio-economic backgrounds produced equally phenomenal outcomes. This finding challenges our existing assumptions about the resources needed for effective leadership development and suggests that purposeful leadership enhancement finds a way through many educational institutions across India.

5.1.1 Leadership Skills and Career Success

Students who developed leadership skills during their school years, particularly in decision-making, team leadership, and project management, were more likely to achieve higher career success in Bangalore's corporate environment.

5.1.2 School Leadership Roles

Students who held leadership roles in school (e.g., class representatives, school captains) demonstrated better career outcomes, including promotions and job satisfaction, compared to those who did not.

5.1.3 School Type and Leadership Development

Government school students exhibited higher leadership skill ratings than private school students, suggesting that government schools may offer more effective leadership development opportunities.

5.1.4 Extracurricular Activities

Participation in extracurricular activities significantly correlated with acquiring leadership skills, with students holding multiple positions showing the highest skill levels.

5.1.6 Industry-Specific Trends

The IT & Software sector dominated Bangalore's professional landscape, with leadership skills being highly valued, while other sectors like Agritech and Hospitality showed limited representation. Focusing on candidates with high decision-making skills will help promote an efficient workforce.

5.2 - Theoretical Implications

This study provides essential theoretical advances to knowledge of leadership development as a longitudinal process starting far before professional job entrance. The results support developmental leadership theory by showing that, under regular nurturing through planned opportunities throughout

formative years, leadership skills follow predictable growth paths. Early leadership experiences and subsequent career success show a link that supports transformational leadership theories stressing the development of real leadership identity by means of increasing difficulties and reflective practice.

One very useful theoretical contribution is the development of context-specific leadership abilities suited to the Indian business environment. This study shows that when leadership development in Indian educational institutions combines culturally relevant strategies that balance modern cooperative practices with conventional hierarchical structures, it most successfully prepares students for corporate success. This result highlights the need of cultural congruence in leadership training approaches, hence extending current leadership development theories. Moreover, the shown transferability of leadership abilities from the classroom to the workplace validates skill acquisition theories stressing the need of application in several surroundings as essential for skill consolidation.

Our study questions Western leadership paradigms by pointing out clearly Indian leadership traits that closely correspond with national company performance. In Indian corporate environments, the focus on relationship building, conflict harmonizing, and contextual adaptability emerged as especially important leadership qualities; hence, it would be advisable for leadership development programs to include these culturally congruent components instead of using unmodified Western approaches. This theoretical realization adds to the increasing corpus of research on development and practice of culturally tailored leadership.

5.3 - Educational Implications and Transformations

The findings have significant implications for educational institutions across India, which are trying to equip their students for flourishing careers in the corporate world. Most excitingly, the pooled evidence of a demonstrated relationship between early leadership training and career success makes a solid argument to make this type of training systematic as part of central education programming, rather than as an addition, or as an extra-curricular. If leadership development is embedded in a school's academic curriculum people will develop core competencies that translate into practice across environments, resulting in higher skill transfer into workplace settings.

In the CBSE academic syllabus overview for the year 2025, other subjects are mentioned such as society and academics, with leadership not being a subject (Central Board of Secondary Education [CBSE], 2025). An understanding of how to lead is lacking from the curriculum, even if leadership skills are increasingly seen as vital for success in life and in a career.

A brooding absence of leadership as a separate subject also prevailed in a similar review of the CISCE curriculum for 2025 (Council for the Indian School Certificate Examinations [CISCE], 2025). Ensure that the best leaders in the classroom are future leaders in the nation, which is yet another reason why we need to instill leadership education as part of school curricula in schools across the country.

The Karnataka State Higher Education Council (KSHEC) undergraduate model syllabus review also shows that leadership is not included as a stand-alone subject (Karnataka State Higher Education Council [KSHEC], 2025). This reflects a common theme of subjects among different Indian educational boards and indicates a definite absence of formalized leadership training at diverse academic tiers.

Educational institutions can take great strides in leadership development by designing upward spirals of leadership and offering increasingly complex roles that students undertake as part of their learning journeys. This progressive, staged approach to leadership opportunities works better than left out leadership opportunities because students can build off of previous experience and develop deeper

leadership skills over time. It also identified that schools need to move beyond the traditional academic leadership roles (e.g. prefect, class monitor) to a broader context of leadership which was required to reflect the multi-dimensional aspect of corporate leadership roles.

The apparent success of this mentorship relationship between business executives and students indicates that schools should be focusing on providing formal partnership opportunities with companies as to offer mentorship connections and high-level experiences to students. This provides critical and hands-on mentorship for students, while exposing them to real-world corporate leadership problems. Reflective practice, embedded throughout leadership development initiatives, drives school success in preparing students for success within the business world; it fosters self-awareness and adaptive leadership skills, both of which are key in corporate life.

5.5 - Corporate Recruitment and Talent Development Implications

This research would be insightful and useful for Corporate Organizations of Bangalore, India as this can change the way they do Hiring and recruitment & Talent development. The link I will demonstrate between leadership experiences and corporate performance over time supports the need for recruitment processes explicit about candidates' leadership histories back to their education, as opposed to solely their recent experience or technical qualifications. Companies that ensure structured evaluation of leadership trajectories identify candidates with greater potential to advance and contribute to the organization.

Study results suggest companies to develop corporate talent development programs that build on leadership foundations rather than starting from zero thinking leadership development starts with an employer. When organizations conduct evaluations of new hires' leadership backgrounds, they can develop customized development plans that address particular areas of growth but also apply existing strengths. Moreover, businesses that form mutually beneficial partnerships with academic institutions can access leadership talent early on, and co-create a leadership pipeline that nourishes a larger corporate ecosystem as a whole.

Our study inspires realizing that organizational performance in Indian entities displays significant scope in appreciating an evolving managerial outlook developed through diverse educational journeys adopted by future leaders. Such bias towards candidates from elite institutions is missing out on potentially great leadership talent nurtured in educational systems that may focus on a different but equally valid set of leadership skills. Organizations that appreciate these diverse leadership approaches build more flexible and creative cultures. Moreover, companies that invest in developing educational leaders through mentoring, internships, and curriculum advisory boards benefit from generative talent development and new learning paradigms.

5.6 - Impact

The findings highlight the profound impact of early leadership development on career trajectories:

Students: Leadership experiences during school and college years significantly enhance career readiness, particularly in decision-making, communication, and teamwork. So students should not only focus on academic excellence but also gain exposure and enhance their leadership skills to be successful in their corporate lives.

Professionals: Early leadership exposure correlates with higher job satisfaction, faster promotions, and greater career success, especially in Bangalore's competitive corporate environment.

Teachers and Educators: Schools and colleges that emphasize leadership development through extracurricular activities and formal training contribute to producing well-rounded, career-ready graduates. Focus on formalising leadership skills is a curriculum.

5.7 - Policy Changes & Recommendations Based on the Findings

5.7.1 Curriculum Reforms:

The research results led us to provide some practical suggestions for educational institutions trying to improve leadership development in the Indian setting. The formalization of leadership development criteria that provide progressive benchmarks all throughout the educational process should be given top priority by educational planners. These guidelines should express certain leadership qualities suitable for various phases of growth and provide flexibility in implementation strategies to fit institutional variety. Moreover, instead of separating leadership development in certain courses or extracurricular activities, curriculum designers should include development of leadership skills across academic fields. This integration gives students natural chances to develop leadership in many settings that reflect the several dimensions of corporate leadership competencies required in Bangalore's IT firms.

Formal leadership assessment systems developed by schools and colleges should be able to monitor student progress and provide structured activities and workshops to assist them in development. These tests should assess not only the students' leadership qualities but also traits such as ethical thinking and self-awareness as well as outward-facing actions such as ability to present ideas and take initiatives. Schools also need to have inclusive leadership development programs that ensure access to all kids across all socioeconomic strata and academic abilities.

The studies amply show that leadership potential occurs generally throughout student populations and is not limited to academically outstanding students who customarily have disproportionate leadership chances. To provide real leadership development opportunities, I advise educational institutions to formally collaborate with businesses. These alliances should comprise site visits, mentoring initiatives, and group projects exposing students to practical leadership difficulties and thereby strengthening their professional networks. Schools could also apply methodical reflection exercises designed to assist in the processing and internalizing of leadership events for their pupils. These reflecting elements turn solitary leadership events into logical developmental sequences, fostering lasting leadership abilities that are applicable in business environments.

5.7.2 Corporate Leadership Programs:

This study could be beneficial for some corporate companies in Bangalore in improving their talent acquisition mechanism and developmental HR (Human Resource) policies. Recruitment should rebuild itself starting from the student positions of the candidates and methodically evaluate the leadership skills at the depth, length, and progress levels of the applicant. More accurate forecast of leadership potential through this thorough examination offers than assessments confined to current work experience. Moreover, businesses should create official alliances with academic institutions outside of conventional campus hiring to engage active participation in initiatives on leadership development. These alliances not only provide excellent talent pools but also let companies affect leadership development to fit new organisational demands.

While negotiating organisational culture and expectations, companies should create onboarding programs, especially addressing leadership development continuity, enabling new workers to transfer educational leadership abilities to business environments. Companies could also offer leadership development

programs that specifically build on foundations laid throughout academic years, instead of presuming all staff members need the same leadership training regardless of experience. This unique strategy leverages development resources and accelerates the establishment of leadership capability all over the company. To improve curriculum relevance, I advise companies to create formal channels for exchanging leadership development ideas with academic institutions. These feedback loops enable institutions to improve leadership initiatives to meet changing business needs and guarantee that students acquire competences fit for the demands of the company. Companies should also take into account designing specific promotion paths for staff members who show extraordinary leadership qualities developed by means of educational opportunities, therefore leveraging leadership foundations already present from collaboration with schools and colleges.

5.8 - Conclusion and Implications for Stakeholders

Although this study offers fresh perspectives on how early leadership development is linked to corporate success in India, it has its limitations. Though depth of understanding is rich, with the geographic entailment of Bangalore, which is undoubtedly a significant education and corporate hub, generalizability to the rest of India with its varied socioeconomic conditions and diversity of education scenario may prove limiting. This investigation needs to be extended to other geographical contexts across India to gain a better national perspective of the scenario with future research. Second, the retrospective nature of the study, though enabling the assessment of long-term outcomes, brings potential recall bias as participants are asked to reflect on previous educational experiences. Longitudinal studies tracking students from their educational environments into their careers in the corporation would yield even more misleading evidence of developmental trajectories.

To maximise those earnings, corporate job success was measured only in ways that you could put a number to — the number of promotions, a person's pay — and the softer sides of success like engagement, fulfilment in career objectives and real contribution were relied on to illustrate job success but may have been severely underestimated. With future research exploring more holistic measures of success that encompass dimensions of impact and personal fulfilment, Additionally, the research was limited to traditional educational frameworks, with only a cursory exploration of alternative instructional methods. Future research must examine the potential for leadership development within vocational education and training, online learning platforms, and other non-conventional educational settings that have become highly relevant within the Indian educational landscape.

The need for comparative analyses of leadership development practices in different regions of India, including an exploration of how these practices are effective and are being applied to the corporate world, may be another guiding force in this area of research. A second opportunity awaits researchers wishing to better understand the transfer of early leadership experiences to competencies in the corporate environment: what pathways do these transfers follow, identifying which cognitive, social and emotional processes facilitate this transfer. Longitudinal studies that follow the developmental arc of leadership from early education through established corporate careers would offer particularly valuable insights on developmental progressions and the efficacy of interventions during discrete points in life.

Given the vastness and diversity of the Indian educational landscape and the need of the hour, I recommend exploration of tech-enhanced leadership development methods appropriate to the Indian context, as digital approaches enable scaling of effective practices across the education landscape. Future scholarship should also explore how leadership development can be tailored by industry type, since the

leadership-related skills that are important in the tech sector differ from those that are crucial for firms in other sectors, such as manufacturing or services. In conclusion, future research should also focus on examining the role of soft skills and extracurricular activities, in addition to formal educational institutions, in contributing to leadership development in the Indian milieu, keeping in mind that leadership development is holistic by nature.

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