



## EFFECTIVENESS OF CIVIC ENGAGEMENT PROGRAMME ON DEVELOPMENT OF LEADERSHIP SKILLS OF STD IX STUDENTS

Ms. Mayuri Ashok Jadhav<sup>1</sup> and Prof. (Dr.) Indu Garg<sup>2</sup>

<sup>1</sup>Ph.D. Research Scholar, Department of Education, University of Mumbai, India.

<sup>2</sup>Retired from Department of Education, University of Mumbai, India.

### ABSTRACT

*“Civic education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives.”<sup>1</sup> Therefore, developing civically engaged citizens has become a prime concern of the democratic country like India, as civic education in India fails to provide effective and responsible citizens though they are informed. There is a need to develop lesson plans that will provide students with knowledge, understanding, and hands on experience that will develop their leadership skills to make them more civically engaged. The present study uses the quasi-experimental pretest and posttest design and the learning modules, designed by the researcher to enhance the civic engagement of the students of Std. IX. The effect of civic engagement programme on leadership skills was tested and findings are discussed here.*



**KEYWORDS :** Civic Engagement Programme, leadership skills, quasi-experimental pretest and posttest design.

### INTRODUCTION:

“Civic education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives.”<sup>1</sup> Civic skills allow citizens to become active citizens of their communities as well as help people to know how to work within political and legislative systems. Even it helps in other community activities to get things done, by including fellow citizens who are deliberating wisely about issues and getting them together to do so democratically. To participate in such activities people need to have leadership quality.

**Leadership skills:** In democracies, leadership is best understood as a dimension of citizenship itself.<sup>2</sup> Leadership is not just the notion of a few people born with traits that make them effective leaders. Many people have leadership potential, and if they can learn from their experiences, plan their activities, perform their duties, prioritize their actions, and focus on their citizenship goals, they can become effective leaders. This means that involvement with activities, exposure to public and arranging events leads to an increase in skills, knowledge, and abilities.

In order to improve students’ leadership skills, a programme on civic engagement developed. The programme was implemented and its’ effect on the leadership skills was seen.

---

## NEED OF THE STUDY

Civic engagement means the participation of the citizens for the betterment of the society. Civic engagement is one of the most important building blocks of good governance. For participation in governance, youth should be skilled as knowledge and understanding of governance as well as Leadership skills play an important role in civic participation. "A closer analysis of the urban youth suggests that greater political participation, engagement at a policy level and urgent attention to improving their quality of life can ensure that India enjoys the benefits of this dividend."<sup>3</sup>

Therefore, there is a need to carry out research in this area so that a new programme will be developed which will help to improve leadership skills. The statement of the problem for the present research is as follows;

## STATEMENT OF THE PROBLEM

"Effectiveness of Civic Engagement Programme on Development of Leadership Skills of Std. IX Students"

## DEFINITIONS OF THE VARIABLES

### Civic Engagement

**For the present study**, civic engagement has been operationalized in terms of civic indicators, electoral indicators and political voice indicators, written by The Center for Information and Research on Civic Learning and Engagement.<sup>4</sup>

A leader is one who regularly takes part in community problem solving, regular volunteering for a non-electoral organization, active membership in a group or association, Participation in fund-raising run/walk/ride and Another fundraising for charity. He /she regularly votes, persuade others, volunteers for candidates, displays signs / stickers, campaigns for candidates. A leaders needs to be proactive for contacting officials, contacting the print and broadcast media, protesting, to sign E-mail and written petitions, boycotting and boycotting the things, canvassing for candidates.

### Leadership SKills

For the present study, it is defined as per B.E. Moely and *et.al* (2002), "Respondents evaluate their ability to lead and effectiveness as a leader ".<sup>5</sup>

## OBJECTIVE OF THE STUDY

The objectives of the present study are stated as follows;

1. To develop and implement civic engagement programme for students to develop their leadership skills
2. To study and compare the pretest and posttest scores of students of the experimental and control group on leadership skills

## NULL HYPOTHESIS OF THE STUDY

There is no significant difference in the pretest and posttest scores of students of the experimental and control group on leadership skills.

## RESEARCH DESIGN

### Methodology of the Study

For the present study, quasi-experimental pretest and posttest design has been used. Modules were designed by the researcher referring to online material related to civic engagement such as syllabi of community colleges based on civic engagement activities; various lesson plans to teach civic as well as leadership activities, various research papers, and workshop activities as well as games for developing leadership skills. The experimental group administered with the Civic Engagement Programme and to control group - their teachers used regular teaching methods to teach civics subject.

### Sample of the Study

The sample consisted of total 73 students, 37 in the experimental group, and 36 in control group. The students of Std. IX class from SSC board school were selected for this programme.

### Sampling Technique

**For the present study**, the researcher has made use of multistage purposive sampling. In the first stage, the two secondary schools who gave permission to conduct the experiment were chosen. It was ensured that both the schools were similar. In the second stage, the researcher randomly assigned one school as an experimental group and the other as a control group.

### Tools for the study

**For the present study**, the researcher has used the readymade tool called civic attitude and skills questionnaire that has included leadership skills rating scale, by B.E. Moely & *et.al*.

### DELIMITATIONS OF THE STUDY

The study was delimited to Std. IX students studying in SSC Board curriculum through English medium co-educational secondary school in Panvel, Navi Mumbai.

### TESTING OF HYPOTHESIS

The hypothesis states that there is no significant difference in the pretest and posttest scores of students of the experimental and control group on the leadership skills.

The table No. 1 below gives the overview of difference in the pretest and posttest scores of students of the experimental and control group on the leadership skills.

**Table No. 1**  
**Difference in the Pretest and Posttest Scores of the Experimental and Control Groups on Leadership Skills of Students**

Variable	Groups	Scores	N	Mean	t ratios	p values	Level of significance
Leadership Skills	Experimental	Pretest	37	17.38	2.62	0.01	Significant
		Posttest	37	19.05			
	Control	Pretest	36	16.42	1.76	0.09	Not Significant
		Posttest	36	16.94			

P value > 0.05 = Not Significant; P value < 0.05 = Significant

### FINDINGS AND CONCLUSION

From above table, it can be seen that for the experimental group, the p-value is less than 0.05, therefore, the null hypothesis is rejected. In case of control group null hypothesis is accepted as p-value is greater than 0.05.

Thus, it can be said that the treatment i.e. Civic Engagement Programme using interactive methods of teaching given to the experimental group was effective in enhancing the students leadership skills.

### DISCUSSION

From the finding and conclusions, it can be stated that there is a **significant difference** in pretest and posttest scores of the **experimental group** students on the leadership skills. Thus, it can be seen that the

civic engagement programme consisted of learning modules on community participation, community problem solving, leadership workshop, campaigning for fundraising, and volunteering was effective for developing the leadership skills of the students. The students were enthusiastic to take part in various activities involved in this programme and they were ready to handle responsibilities. The experimental group students were involving their fellow students and were very positive about each one's point of view to complete the task given during group work activities. Teamwork activities were effective during the conduction of this programme.

There is **no significant difference** in pretest and posttest scores on the leadership skills of students of the **control group** at post-test level. This means that the control group students did not improve in their leadership skills.

## CONCLUSION

Leadership skills are important in our daily life as well as for civic participation. Civic engagement of the students can be improved if they have the leadership skills. Thus, it can be said that the civic engagement programme does help to develop students' leadership skills.

## REFERENCES

1. Levinson, M. (2010). *The Civic Empowerment Gap: Defining the Problem and Locating Solutions*. In Handbook of Research on Civic Engagement, ed. Lonnie Sherrod, Judith Torney-Purta, and Constance A. Flanagan, 341-343. Hoboken, NJ: John Wiley & Sons.
2. Woyach, R. B. (1992). Leadership in Civic Education. ERIC Digest. ED351270. ERIC Clearinghouse for Social Studies/Social Science Education Bloomington IN. <https://www.ericdigests.org/1992-1/leadership.htm>
3. Shivakumar, G. (17<sup>th</sup> April 2013). India is set to become the youngest country by 2020, Retrieved from <http://www.thehindu.com/news/national/india-is-set-to-become-the-youngest-country-by-2020/article4624347.ece>
4. 19 core indicators of civic engagement. *Around The Circle: Research & Practice Around The Circle: Research & Practice*, pg. no 3. Retrieved from <https://civicyouth.org/PopUps/Newsletter/v4.i1%203.pdf>
5. Moely, B. E., & et. al ( 2002), *Michigan Journal of Community Service Learning, Spring 2002*, pp. 00-11. Retrieved from [http://www.tulane.edu/~ServLrng/research\\_and\\_presentations/mjcs1\\_2002\\_1.pdf](http://www.tulane.edu/~ServLrng/research_and_presentations/mjcs1_2002_1.pdf)

## BOOKS:

- Best, J.W. & Kahn, J. (2006) *Research in Education*: New Delhi: Prentice Hall of India Pvt. Ltd.
- Cresswell, J. and Plano Clark, V. (2011). *Designing and conducting mixed methods research*. (2nd ed.). Los Angeles: SAGE Publications.
- Pandya, S.R. (2013). *Educational Research*. New Delhi: APH Publishing Corporation.



**Ms. Mayuri Ashok Jadhav**

**Ph.D. Research Scholar, Department of Education, University of Mumbai, India.**