

A Study of Leadership Behaviour among Working and Non-Working Women in Home Environment

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ABSTRACT

For modernizing India, education has been considered significant element of ambition, technology, productivity and flexibility. In fact education has been considered important factor in acquiring or denying social change. In the case of women one of the major achievements, during the last 100 years has been the growing favorable conditions in support of women's education. So the current study shows the leadership behavior among women at home environment.

Keywords: Leadership Behaviour, working and non-working women, Home Environment

I. INTRODUCTION

The position and status of women in India is low despite the myth of her being considered a "goddess" and "shakti" manifest. She may be the avatar of power or Shakti but then there is the concept of this power having to be controlled and channelized and that controlling agent is calmly man. Traditionally, an Indian woman had four fold status-role sequences. This role as:- a daughter, wife, housewife and mother. Woman as a wife enjoyed ideally a status almost equally to that of her husband and performed both social as well as biological functions. Women, as a mother portraying, selflessness, self-denial, and sacrifice the whole life for their children. Women as a Daughter sacrifices their freedom, emotions, living standard for their entire family members. They have to follow the norms and value of the family as well as the society.

The attentive educated women are not prepared to accept either a lesser role or less wages than their male analogue. There was a times in our history, when it was believed that a girl does not need any education. Whatever she requires in terms of house-keeping could be learnt in the family. In fact there was a

strong belief that if a girl is educated she becomes a widow. In this atmosphere of total insensitivity towards opening the doors of knowledge to girls, the social reformers in the 19th century recognized the value of women's education in the astonishing task of reforming Indian society. They had not conceive women extending their activities beyond the family. Education was looked upon as liberate women from age-old dominance of traditional values. In course of time this attitude changed and education of woman has been valued not merely in terms of enhancing her familial role but also as a good advantage for getting employment .The position and status of today's Women in India is considered high in modern Indian Society. The population of women is almost half of the total population of India. A country or a community cannot be considered civilized where women are not honored and educated. The modern Indian women participate in various sports and games like football, hockey, cricket, table tennis, lawn tennis and also in athletics. The Present-day Indian women serve as M.P., M.L.A, governors and ministers etc.. Women of recent times like Mother Teresa, Indira Gandhi, Vijaylakshmi Pandit, M.S. Subhalakshmi, Lata Mangeskar and now the president of India Pratiba Patil have achieved international fame. Women have

also achieved high fame in the areas of literature, music and acting. More and more women are joining the field of science and technology. In fact there is no sphere of activity in which women are unsuitable or ineffectual.

II. HOME ENVIRONMENT

“Home is the first school for a person”.

Environment means social, moral, economic, political, physical and intellectual factors which effect the growth of the women. The home environment for women continued to change .Changes in the family culture affect the home environment. Studies (Baharudin and luster, 1998; Featherstone & Condick, 1992; Watkins, 1997) have shown that the home environment affects the academic achievement in children. They grow up in several environment .Home, school and community are the setting for social sand thoughtful experiences from which they promote and develop the skills, attitudes and attachments which describe them as respective and shape their options and performance of grown up roles, during childhood and youthfulness most of the social influences upon individuals can be categorized as been associated either with home or with school environment. In the early years the family is the most strong source of influence but once a prospective teacher have entered school, new opportunities are created for job, associate groups and older peoples to impact individual development.

During most of the social influences upon individual can be classify as been associated either with home environment. In the early years the family is the greatest sources of influence for women. Home is the persons primary environment for the time he is born until the day he dies, hence its effect on the individual is also most significant and enduring home environment is the most important institutions for the existence and continuance of human life and the development of various personality traits every parent

is highly concerned with providing material facilities to their children and ignoring the other facilities .It is an important considerable factor and the prime institutions for the child that plays very notable role in shaping child behavior and personality that to essential dimensions of home-psychological approach and parents vocational level are considered very important and academic achievement sociologists have also wrap up the home is that social unit in which a child learns to adjust according to social norm and accepts different social roles. It is the power of catalyst.

The home is the oldest human group and the basic one, while the particular from of home structure may and does vary from society. The essential foci of home activity everywhere are teacher bearing and the initial induction of the teacher into the culture of a given society. Home is the system of relationship existing between parents and children. At all stages of education history, the home is the school of a teacher and a student. The major responsibility for the teacher growth remains the parents for the students, who are the ideal teachers and the informal education given by home is the most useful & natural.

The concept of home environment in the western countries is somewhat difference from the Indian contest. The traditional nuclear families with bread winner/father, housewife, mother, and children are fast renewable by dual career, single parent, reconstituted and childless families.

Home environment is the combination of two words, first is Home and second is environment.

Home refers to

- ✓ The home of loveless authority
- ✓ A home is a place of residence or refuge and comfort
- ✓ The home of restrictive (which carries a feeling of guilt)
- ✓ A family or other group living in a house or other place

Home may be defined as a protected relationship between parents and children in an accepted social setting the family provides. It provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behaviour family provides congenial and good emotional atmosphere and economic condition. The word 'Home' warmth, safety and emotional dependence, the idea of home is of one place where the residence is share by a group of person.

III. REVIEW OF LITERATURE

Jain and Sharma (2003) conducted a study on, "*women desire's for social freedom*". The purpose of this study was to highlight if women's work status had contributed to the increase in desire for social freedom or not and to analyze the objectives in this regard. The results revealed that majority of women had a moderate desire for social freedom.

Kumar, Deo and Sonam (2011) investigated into the impact of working and nonworking status of women on emotional intelligence as well as on desire for social freedom as able to examine the differential impact of emotional intelligence social freedom and working and non-working status on women's personal space. Data was collected from 100 working and 100 non-working women using Mangal's Emotional Intelligence Inventory and Bushan's women social freedom scale together with experimental measures of personal space. The obtained results revealed (i) working women excelled over non-working women in terms of emotional intelligence and desire for social freedom. (ii) The respondents belonging to high emotional intelligence group, high desire for social freedom group and working group preferred smaller personal space.

Kanhya & Joshi (2013) conducted a study on, "*the social freedom and depression among women*". They selected a sample of 120 women among which 60 were married and 60 were unmarried women. It was found that there was a significant difference in social

freedom and depression among the married and unmarried women. But there was no significant difference in the social freedom and depression among the joint and divided family's women. However, there was an inverse relationship between social freedom and depression among women.

Kaur (2013) conducted a study to, find the relationship of women empowerment in Kashmir with the social freedom. The main purpose of the study was to examine the difference between women empowerment and social freedom of women. Findings revealed that there was no significant difference between the social freedom of women students and teachers which showed that the both the sample groups enjoyed same kind of empowerment and freedom. It was found that women empowerment and women social freedom in Kashmir were not significantly related to each other. The reason was the threading and suppressed culture of Kashmir in which the women who were enjoying social freedom did not feel empowered due to their snubbed voices at some levels.

Jain (2014) assessed the women's desire for social freedom using the research scale regarding "Women's Desire for Social Freedom" constructed by Bushan (1987). It was administered on 360 women selected from Kashmir region of Jammu and Kashmir State in India. Age, dwelling, marital status, educational status, family status and personal income of women had shown highly significant impact on their general desire for social freedom, desire for freedom from sex or marriage and desire for economic freedom and social equality.

Bala (2016) conducted a study to investigate social freedom of female perspective teachers. To compare the social freedom of rural and urban female perspective teachers. To compare the social freedom of married and unmarried female perspective teachers. There is a difference in the social freedom of rural and urban female perspective teachers. Urban subjects enjoys more social freedom as compared to rural ones. Findings of the study:- There is no difference in the

social freedom of married and unmarried female perspective teachers.

g	0	3	6	8	level 0.05	Significa nt
Non- Workin g	10	14.5	3.8	8		

IV. RESEARCH METHODOLOGY

4.1 Research Objectives

To find the relationship between leadership behaviour and home environment among working and non-working women

4.2 Research Hypothesis

There is no significant relationship between leadership behaviour and home environment among working and non-working women

4.3 Research Design

Sample Size

A sample of 200 prospective women of Rohtak and Sonipat district have been taken for the investigation of the present study

Tools Used

- Home Environment by Dr Reena Sharma, Dr Vibha Nigam (2003)
- Leadership Behavior scale by Dr Asha Hinger (2005).

Statistical Techniques Used

- *Descriptive Statistics:*
 - Mean & standard Deviation (S.D.) to describe the characteristics of the sample in hand.
- *Inferential Statistics:*
 - T-test to find out the significant differences among the mean scores.
 - Pearson Product Moment Co-relation to find out the significant co relation among means.

V. DATA ANALYSIS AND INTERORETATION

To Compare the Leadership Behaviour of working and non-working Women at Home Envrinment

Table: 1.1

Group	N	Mea n	Sd	t- value	Level of significan ce	Remarks
Workin	10	13.8	2.9	0.015	1.97 at	Not

Source: Primary Data

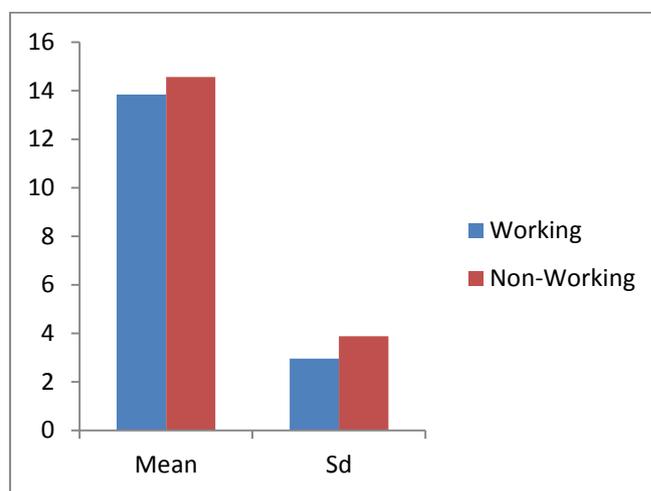


Fig.1

Interpretation:-

It evident from the Table1 that the computed 't' value of Leadership Behaviour is .0158 and critical value is 1.97 at 0.05 level of significance with 198 df. Calculated 't' value is less than critical 't' value so that the null hypotheses "*There is no significant difference between Leadership Behaviour of working and non-working women at home environment*" is retained. Mean score working women of is 13.83 whereas mean score of non-working women is 14.56. So means difference is *not trustworthy*. From the above discussion it may be concluded that there *is no significant difference* between Leadership Behaviour of *working and non-working women at home environment*.

VI. CONCLUSION

Home environment is depends on area i.e. Urban Area and Rural area. In Urban area, the Present era is the age of Women where Men and Women both are equal. Status of women has improved considerably both at the work front as well as at the home front. Even

society has a change in the attitude towards women their education and importance of their carrier. On the Other side in rural area, qualified and earning women are not free to take decision as a leader in the society. Their decision depends on their traditional family head. Married women as compare to Un-married women more decision making power if family or husband support her. An Un married women restriction boundaries to move about. They are depends on their parents even when they are earning. In Nuclear or Modern families woman hold more decision making power as compare to Traditional or Joint families.

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