

AN IMPACT OF SOCIAL FREEDOM OF WOMAN PRIMERY SCHOOL TEACHERS IN RELATION TO THEIR LEADERSHIP BEHAVIOUR

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Abstract:

Social freedom of women means the freedom which the family or society does not control. The women are free when their families cannot take their income, when they cannot tell you what to say or with whom you may or may not associate. The women is free when she controls her own life, her property, her religion, her business , her future and her expectations from life .

Keywords: women, freedom, primary school, leadership behavior.

Introduction:-

Indian women are considered as a source of power (shakti) since mythological era. The Hindus worship goddesses as mothers. But in reality, women occupy a back seat to men. So, they are revered as mothers, sisters and other social restriction. Many poets have imagined woman's minds as ocean. The higher layers of their minds, like those of the ocean, have stormy waves. But depths are composed and aware. Women's minds are essentially dedicated and capable. The truth is justified by the **Bhagvad Geeta** wherein **Lord Krishna** describes his explanation in the ladylike quality of higher intelligence. (**Phandnis and Malani, 1978**). Women are taking up non traditional roles and are developing a new outlook in life. 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, and living standard for their entire family members. They have to follow the norms and value of the family as well as the society.

Social freedom of women depends upon a number of factors. These are given below

- **Locale:-** The meaning of locale refers to the place where something happens with reference to circumstances connected with it.
- **Marital Status:-** Married women were generally considered to be under the protection of their husbands, they are not freely decided about their carrier and about their life.
- **Social Equality:-** The majority of men and women should have the same rights and opportunities but in Indian society women's lack of decision-making rights, the unequal distribution of household tasks, the role assigned to women and girls, gender-based violence, all these act as contributory factors which cause and compound women's poverty.

Women rights:-

Women's rights are also secured under the constitution of India mainly in bringing equality, dignity, and freedom from unfairness; further, India has various statues governing the rights of women. Indian constitution has restricted any intolerance on the basis of caste, sex, religion, race and place of birth.

Articles for women:-

Some of the provisions that safeguard the women right are as follows:

- **Article – 14 (1)** Equality before law for women has been maintained.
- **Article – 15 (3)** Direct the state to make special provision in favor of women and children.
- **Article – 16** Ensure equal opportunities of employment to any office under the state for all citizens and state should make provisions to frame policies to secure for men and women equally.

- **Article - 39(1)** maintains the right to have adequate means of livelihood.
- **Article – 39(d)** the right of equal pay for equal work (Both men and women).
- **Article – 39:-** A commence that to promote justice, a provision of providing a free legal aid by suitable legislation or scheme is maintained to ensure that opportunities for securing justice are not denied to any citizen by economic or other disabilities.
- **Article – 42:-** Direct the state to secure the friendly condition of work and for maternity relief.

God has created men and women a two different human by physique. But women also have a heart like a men which feels the pain, they also have treasure of desire which they wish to fulfill. They also want to be free, they also want to fly on the conflicting to these, in our society, women are being dominated and their desires are clutched by the society. Therefore, this is the peak time to be aware and be empowered.

✚ **Let's fight for your freedom**

✚ **Let's fight for your hope**

✚ **Let's fight for your life**

LEADERSHIP BEHAVIOUR:-

Leadership is Behaviour, Not Position

Leadership is not play. Leadership in the banking of the future offers countless position of varying opportunities of which the highest pinnacles will carry almost unbearable responsibility in the new era that may like just over next hill. Every nation requires leadership for its development. Education plays a vital role in shopping suitable leaders for the country. . Education plays a vital role in shopping suitable leaders for the country. Education in school, colleges, university and various institutions aims at developing the total personality of the student and producing the future citizens of the country with the suitable 'Leadership Qualities'. It is diffuse to insist on the fact that such educational institutions should be arranged by the exemplary leaders to improve the quality of education.

Jesse Jackson, "Leadership cannot just go along to get along Leadership must meet the moral challenge of the day."

Characteristic of Leadership Behaviour

1. **Leadership is process of influence:-** Influence is the ability of an individual to change the behaviour, attitude, and belief of another individual directly.
2. **Leadership is not one – dimensional:-** The essence of leadership is followership. Leadership is a systems thinking in multiple dimensions. In terms of systems thinking, the organizational performers are must in the leadership process. Without followers there can be no leadership.
3. **Leadership is Multi-faceted:-** Leadership is a combination of personality and tangible skills, styles, self confidence and situational factors.
4. **Leadership is goal oriented:-** Leadership is "organizing a group of people to achieve a common goal". Thus, the influence concerns the goals only. Outside the goals, the concerns are not related to leadership.
5. **Leadership is not primarily at particular personality trait:-**
A trait closely linked to leadership is charisma, but many people who have charisma arte not leaders.
6. **Leadership is not primarily a formal position:-** There have been many great leaders who did not hold high position – for examples, Mahatma Gandhi, Martin Luther King, and Anna Hazard. On the other hand there are people who hold high position but are not leader.
7. **Leadership is not primarily a set of objectives:-** It involves getting things done.
8. **Leadership is not primarily set of Behaviour:-** Many leadership manuals suggest that leadership involves doing things such as delegating & providing inspiration and vision; but people who are not leaders can do these things and some effective leaders don't do them at all.

Impact of Leadership behaviour

- **Recognition:-** Leaders with strong recognition values, such as politicians want to stand out and be the center of attention. They value fame, visibility and publicity and are motivated by public acceptance.
- **Power:-** Leaders with strong power values enjoy competition and being seen as authoritative, and drive lord to make an impact.

- **Hedonism:** - Leaders with strong hedonism values like to have fun at work and entertain others.
- **Altruistic:** - Leaders with strong extrusion values, such as health care or educational leaders believe in activity helping others who are less fortunate. They are motivated to help the needy and powerless and to improve society, and believe on social justice.
- **Tradition:** - Leaders with strong traditions, values, such as religious leaders, believe in family values and codes and conduct, and value moral rules and standards. These individuals are motivated to live a lifestyle that is in accordance with religious or institutional customs and standards of behaviour.
- **Security:** - Leaders with strong security values, such as bureaucratic leaders, are motivated to work in stable, certain, and risk free environment.

Women Leadership:-

A few women leaders throughout History:-

- 1429 Joan of Arc is finally granted an audience with Charles, the Dauphin of France, and subsequently captains the army at the siege of Orleans.
- 1979 Mother Teresa receives the Nobel Prize for her three decades of work leading the congregation of Missions of Charity in Calcutta, India.
- 1979 Margaret Thatcher becomes the United Kingdom's first female Prime Minister.
- 1988 Benazir Bhutto is elected first Prime Minister of Pakistan.
- 1991 Aung San Suu Kyi wins the Nobel Prize for peace.
- 2005. Condoleeza Rice is appointed U.S. Secretary of State.

Relationship between Social Freedom and Leadership Behaviour

Leadership Behaviour is a process whereby an individual influences a group of individuals to achieve a common goal. In Urban area, the 21st century 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 for example **Smriti Zubin Irani**, is an Indian politician, former t v actress and model was born in cross culture middle class family in Delhi. On the Other hand 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. But some exemptions like **Kalpana chawla**, she was belongs to rural family but on the base of social freedom she proves herself and she was the first women aeronautical engineer to travel into space. She was growing up in a male dominant society. Married women as compare to Un-married woman take more decision making power if her family or husband supports her. An Unmarried 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. Now, in the present time Man has realized the importance of working woman and their contribution towards the society they are taking active part in the earning butter and bread for their familie.

RATIONALE OF THE STUDY:-

The purpose of the study is to find out the relationship between Leadership Behaviour behavior with social freedom of woman on primary school teachers .The social freedom of the women depends on her place of living. Women living in rural society do not get due respect and position. Today's scenario most of the families lives in the nuclear way that's why social freedom for women are less inculcate because many responsibility at women just like; domestic, children education, outside work and etc. A high educated women also not get social freedom because her family environment not good and head of the family keep traditional approach and he don't want to that his home's ladies go outside for job and earned money that's why a educated women also get not freedom causes her home environment and society.

"Leadership Behaviour is a process whereby an individual influences a group of individuals to achieve a common goal' A woman is a good leader because she display optimum, confidence and decisiveness. In a Leadership Behaviour role, teacher may also need to develop the abilities to listen actively, facilitate meeting and keep a group discussion on track, decide on a course of action and monitor progress.

Owing to this the proposed study is an attempt to identify the social freedom of primary school teachers in relation to their Leadership Behaviour behaviour. This proposed study may also be helpful for primary teachers educators to improve their social skills, emotional intelligent and Leadership Behaviour . So the investigator will choose this topic for research.

STATEMENT OF THE PROBLEM:-

“AN IMPACT OF SOCIAL FREEDOM OF WOMAN TEACHERS OF PRIMERY SCHOOL IN RELATION TO THEIR LEADERSHIP BEHAVIOUR”

OBJECTIVES OF THE STUDY:-

- To compare the study of social freedom among married and unmarried woman of primary school teachers.
- To compare the study of social freedom among urban and rural woman of primary school teachers.
- To find out relationship between social freedom and leadership behaviour of woman of primary school teachers.

HYPOTHESES

- There is no significance difference between social freedoms of woman of primary school teachers with respect marital status.
- There is no significance difference between social freedoms of woman of primary school teachers with respect locality.
- There is no relationship between social freedom and leadership behaviour of woman of primary school teachers.

OPERATIONAL TERMS TO BE USED

- **Social Freedom:** The term social freedom refers here to women's desire to be free from social taboos, convention, ritual and role which provide them with lower status in society.
- **Leadership Behaviour:** Leadership Behaviour is the ability to get a person to do what you want him to do, when you want it done, in way you want it done, because he wants to do it.

TOOLS TO BE USED:-

The following tools were selected and used in the sample

- **Social freedom scale by L.I Bhusan (2014).**
- **Leadership Behavior scale by Dr Asha Hinger (2005).**

RESEARCH METHODOLOGY

The present study being descriptive in nature, data has been randomly collected from a sample of 200 women teachers of primary school (100 govt. school teachers and 100 private school teachers) from urban and rural areas in Rewari district.

Data analysis and interpretation:-

The main objective of the study to examine the social freedom of woman primary teachers in relation to their leadership behaviour. Two hypotheses were formulated to achieve this objective and 200 sample has been collected from Rewari district.

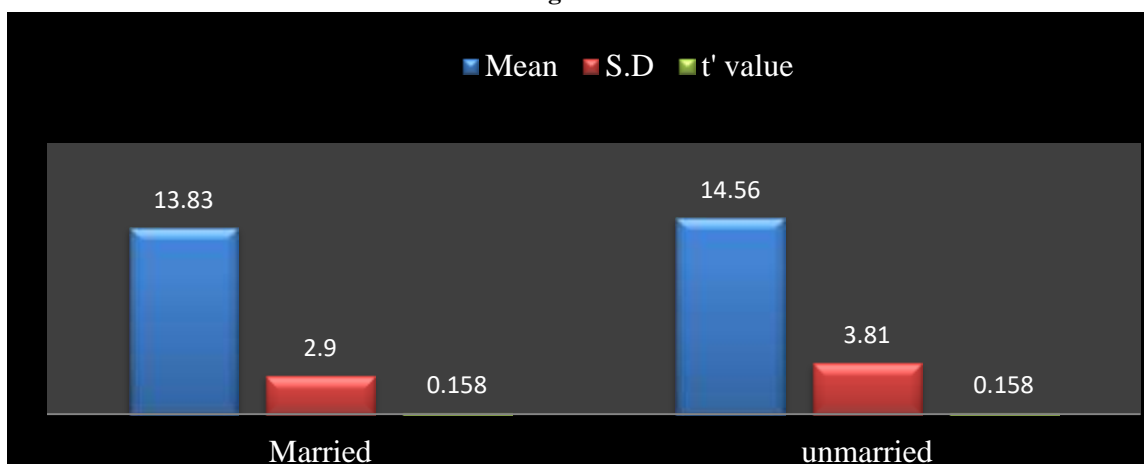
Objective (1) To compare the study of social freedom among married and unmarried woman of primary school teachers.

TABLE 1

Group	N	Mean	Sd	t-value	Level of significance	Remarks
Married	100	13.83	2.90	0.158	1.97 at level 0.05	Not Significant
Unmarried	100	14.56	3.81			

Interpretation:- It evident from the TABLE 1 that the computed 't' value of social Freedom is .158 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 social freedom of woman primary teachers with respect marital status*" is *retained*. Mean score married woman teachers is 13.83 whereas mean score of unmarried woman teachers is 14.56. So means difference is *not trustworthy*. From the above discussion it may be concluded that there is *no significant difference* between social freedom of *married and unmarried woman teachers*. The result shows that social freedom is not affected by the marital status. To above result is also shown with the help of diagram given below:

Digaram-1



Objective (2) To compare the study of social freedom among urban and rural woman of primary school teachers.

TBLE 2

Group	N	Mean	Sd	t-value	Level of significance	Remarks
Urban	100	16.38	3.68	2.01	1.97 at level 0.05	Significant
Rural	100	10.69	3.23			

Interpretation:- It evident from the TABLE 2 that the computed 't' value of social freedom is 2.01 and critical value is 1.97 at 0.05 level of significance with 198 df. Calculated 't' value is higher than critical 't' value so that the null hypotheses "*There is no significant difference between social freedom of woman primary teachers with respect of locality.*" is *rejected*. Mean scores of urban woman teachers is 16.38 whereas mean scores of rural woman teachers is 10.69. So means difference is *trustworthy and the result shows that urban woman teachers higher in social freedom rather than their counterparts*. The result also shows that social freedom affected by the locality. To above result is also shown with the help of diagram given below

Objective (3) To find out relationship between social freedom and leadership behaviuor of woman of primary school teachers

TABLE 3

Group	N	Mean	Co-Relation	Level significance of	Remarks
Social freedom	200	14.53	0.724	0.01 at level .181	Significant

Leadership behaviour	200	118.04		level	
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Interpretation:- It is evident from the table 4.7 that the computed 'r' value of Social freedom with relation to leadership behaviour is 0.724 and the critical value of is 0.181 at 0.01 level of significance with 198df. So the Null Hypothesis, *"There is no relationship between Social freedom and leadership behaviour of woman primary teachers"* is rejected. It may be interpreted that there is positively significant relationship of Social Freedom and Leadership Behaviour of woman teachers. It means that when Social Freedom will be increase than Leadership Behaviour automatic increase and vice-versa. To above result is also shown with the help of diagram given below:-

Findings of the study:-

- There is insignificant difference between married and unmarried woman primary teachers of social freedom. It means both are same in social freedom
- There is significant difference between rural and urban woman primary teachers of social freedom. The result shows that Urban woman teachers are higher than rural woman teacher in social freedom.
- There is relationship between Social freedom and leadership behaviour of woman primary teachers. The result shows that social freedom positively co-related with leadership.

Conclusion:-

This study concluded that social freedom is influenced by the leadership behaviour. So, social freedom in girls will flower only when the leadership behaviour stimulating and supportive. Psychologists and educationists all over the world are now more optimistic. It is known that good parental care, good nutrition, early stimulus and a stimulating environment are most likely to increase the social freedom and help talent hunting and harnessing it among female to the maximum. Analysis of this study is expected to give information about social freedom of female primary teachers which can affect their leadership behaviour. It is hoped that the findings can help the students, teachers, college administrators, parents and the Government and can act as a guide in the programmes organized within or outside school in order to instill good environment and high social freedom. Further the results also help in suggesting better ways of studying and equipping instructors with all the necessary skills of effective studying including professional as well as personal skills. Based on the findings it is proposed that there is a need to plan motivates and social freedom programme for woman colleges as well as senior secondary school and professional colleges students in order to help them develop a sound and balanced freedom. Findings of social freedom levels related to primary teachers freedom would help in generating own responsibility, self respect, moral duties and many more skills with the help of educational programmes. Findings of leadership behaviour levels on primary teacher's behaviour would help in increases own decision making power, Self respect, self confidence and independent with the help of special women educational programme. It should help the social activists and NGO's to adopt new methods for inquiry, hence to facilitate research and to spread the message against the evils of crime against women by conducting periodical camps and offering counseling to the victims as well as the general public thus will help to spread the awareness about social freedom of women.

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