

# An Impact of Social Freedom of Woman Prospective Teachers in Relation to Leadership Behaviour

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## ABSTRACT

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. Social freedom is the desire to be free from social banned, meeting, customs and roles, which enforce traditional role and restrictions on girls or women. 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 displays optimum, confidence and decisiveness. Owing to this the proposed study is an attempt to identify the social freedom of prospective teachers in relation to Leadership Behaviour. This proposed study may also be helpful for prospective teachers educators to improve their social skills, emotional intelligent and Leadership Behaviour by making some innovations in their Home Environment.

**Keywords:** Social Freedom, Leadership Behaviour, Prospective Teachers.

## 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. 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.

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

### Social Freedom:

**“It all men are borne Free, now is it that all women are born slaves?”**

– Astell Marry.

Social freedom means the will of women means obtaining freedom from social customs – traditions, religious ritual which give them a lower level in Indian society. In past women are believed as maid or goddess which totally dependent on men. They don't provide higher education they are banned from horse around, works outside. They only have to work inside four walls of house like household and

bringing up the children. Traditional family style also was patriarchy. 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. **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.

Today the role of women in the society is changing and the change in their traditional role is great demand of time. The transition in women's role has continuously gained strength since the government of India has declared the year 2001, as Women Empowerment year. It is a great challenge for the women of 21<sup>st</sup> century to face the support shown by traditional people of folded society of India. Women have equal rights to enjoy freedom in terms of social, personal and professional life style. **Bala (2016)** conducted a study to investigate social freedom of female perspective teachers. There is a difference in the social freedom of rural and urban female perspective teachers. Urban subjects enjoy 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.

#### **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. **According to Hindu Code Bill**, son and daughter will have equal share on the property. **The marriage act**

provides the marriage as personal affairs. It further states that if a partner feels dissatisfied she or he has the right of divorce etc. **The government of India declared 2001 as the year of women's empowerment (Swashakti). The national policy for the empowerment of women came which was also passed in 2001.**

**On 9 March 2010**, one day after international women's day, Rajya Sabha passed the women Reservation Bill requiring that 33% of seats in India's parliament and state legislative bodies should be reserved for women. 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.....

## **II. 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 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. **Patel (2013)** provides an overview of the gender differences in leadership and business using decision science

principles, which has shown key gender distinctions between behaviours of women and men, which have influenced the styles, but none were great enough to be considered significant.

**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:-**
6. A trait closely linked to leadership is charisma, but many people who have charisma are not leaders.
7. **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.
8. **Leadership is not primarily a set of objectives:-** It involves getting things done.

### **Leadership Development for women**

The women’s leadership program, offered by the center for creative leadership (CCL), emphasizes

receiving feedback, improving self awareness, and setting leadership and life goals. Members of the creative leadership CCL staff conducted a series of interviews with 60 executive women who had attended the program and identified several salient issues these women were struggling with four particular themes stood out :-

**Authenticate:** These executive women desired to have a whole and full life. They felt job demands had forced their lives to become one-dimensional. Often they felt they had gives up an important part of themselves: a creative self, friendly self, musical self, athletic self, and so forth. Sometimes they felt their organization required them to ignore or suppress some part of their true selves in order to succeed.

**Clarity:** After the program, many women developed great clarity about their own strengths, weakness, values, needs priorities, and goals as leaders.

**Connection:** Many women expressed concerns that they did not have the degree of interpersonal with others they would have preferred. They expressed a desired for closer friendships and family ties. Many said they felt isolated in their organizations, with few confidants of either gender.

**Control:** One of the strongest themes identified in the interviews was the need to feel more in control. This need was demonstrate in a number of different ways, including the need to feel more comfortable exercising authority and need to deal differently with organizational situations that made them feel helpless. Many women also expressed desire to become more politically worldly.

### **III. 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 prospective 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. **Beaman (2012)** states that female leadership influences young girls career aspirations and educational attainment. Survey of 8453 young girls aged 11to 15 years, their parents from 495 villages in India in which there had never been women reservation in the councils. The law of 1993 which made women reservation in women council, has been effective in raising the aspirations and educational attainment for girls.

### Objectives Of The Study

As apply evident from the title of the research the objective of the present investigation is as follows:-

- ✓ To assess the Leadership Behaviour of woman Prospective Teachers.
- ✓ To study and compare the social freedom of rural and urban woman prospective Teachers.
- ✓ To find the relationship between Social Freedom and Leadership Behaviour among woman Prospective Teacher.

### Hypotheses

- ✓ There is no significant difference between Social Freedoms of woman prospective teachers with respect of locality.
- ✓ There is no relationship between Social Freedom and Leadership Behaviour of woman prospective teachers.

### Research Methodology

The investigator had adopted the descriptive survey method, because this method was the most suitable and appropriate for the current study.

### Population And Sampling

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

### Tools Used

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

### Interpretation

According, to Good, Barr, and Scates, “Analysis is a process which enters in to research in one form or the other form in the very beginning.”

**Objective: I:** To Assess the Leadership Behaviour of Woman Prospective Teachers.

**Table 1**

Sr. no	Score	No. of prospective teachers	Leader Behaviour Effectiveness
1	110-150	155	High
2	70-109	35	Medium
3	69 and below	10	Low

**Source:** Primary Data

**Interpretation:** It is evident from the Table 1, that 155 prospective teachers are having high leader behaviour effectiveness. On the other hand 35 prospective teachers are having medium leader behaviour

effectiveness. On the other hand 10 prospective teachers are having low leader behaviour effectiveness.

**Objective II:** To Study and Compare The Social Freedom of Rural and Urban Woman Prospective Teachers.

**Table 2**

Group	N	Mean	Sd	t-value	Level of significance	Remarks
Urban	10	15.38	3.68	0.0118	1.97 at level 0.05	Not Significant
Rural	10	13.69	3.23			

**Source:** Primary Data

**Interpretation:-** It evident from the Table 2 that the computed 't' value of social freedom is .0118 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 rural and urban woman prospective teachers.”** is retained.

**Objective III:** To Find out the Relationship between Social Freedom and Leadership Behaviour among Woman Prospective Teachers.

**Table 3**

Group	N	Mean	Co-Relation	Level of significance	Remarks
Social freedom	200	14.53	0.924	0.01 at level .181 level	Significant
Leadership behaviour	200	118.04			

**Source:** Primary Data

**Interpretation:** It is evident from the table 3 that the computed 'r' value of Social freedom with relation to leadership behaviour is 0.924 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 prospective teachers”** is rejected. It may be interpreted that there is positively significant relationship of Social Freedom and Leadership Behaviour of woman prospective teachers. It means that when Social Freedom will be increase than Leadership Behaviour automatic increase and vice-versa.

#### IV. CONCLUSION

This study concluded that social freedom is influenced by Leadership Behaviour. So, Social Freedom in girls will flower only when the home environment stimulating and supportive. The social freedom is found to be normally distributed among female prospective teachers in the study. It shows that social freedom is universally widespread and each and every prospective teachers have some degree of social freedom. It is the responsibility of the teachers, parents and society to develop and stimulate social freedom as early as possible in childhood, when girl students can still express them freely.

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 prospective 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.

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