

HOME ENVIRONMENT AND LEADERSHIP QUALITIES OF HIGH SCHOOL SANTHAL STUDENTS

Jesy Devasia *

Dr. A. Punitha Mary**

ABSTRACT

The main objective of the study was to examine the relationship between home environment and leadership qualities of high school Santhal students. The researcher adopted survey method for the study. The population for the study included all the IX and X Santhal students studying in the high schools of Kokrajar district of Assam. The investigator has used simple random sampling technique to collect the data. The sample consisted of 300 high school Santhal students. The investigator used Home environment questionnaire and Leadership qualities questionnaire constructed and validated by the investigator and the guide. The statistical techniques used by the investigator in the study are Percentage analysis, Arithmetic mean, Standard deviation, 't' test, Chi-square test and Pearson Product Moment Correlation. The findings of the study revealed that there was a positive and significant relationship between home environment and leadership qualities of high school Santhal students.

INTRODUCTION

'Home environment', the atmosphere prevailing at home, is typically the centre of people's lives, providing a place to feel safe, to be supported and to access the resources for daily life. The family is the major environmental influence and remains throughout the life, the most pervasive of all influences. Home environment is a synthesis of social and cultural conditions that effect and influence the growth and development of the members of the family group, which includes parents and their children. Home is the centre of the family. It is said to be the first school of a child. Home environment is one of the most important factors which influence the development of various abilities and qualities in children.

*Research Scholar

** Assistant Professor, St. Xavier's College of Education (Autonomous), Palayamkottai.

‘Leadership quality’ is the ability to successfully guide people towards team’s goals and objectives by driving team work (Robbins, 1996). Leadership is the activity of leading a group of people or an organization or the ability to do this. Leadership involves establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision, and coordinating and balancing the conflicting interests of all members and stakeholders. Leadership is the ability of an individual to influence, motivate and enable other to contribute towards the effectiveness and success of the organisations of which they are members, (House R. J., 2008). Leadership is an element of personality that causes people to follow, (Webster’s dictionary, 2007).

The relationship and interaction among the members, the social values cherished in the family and the freedom that is there at home are some of the factors that can affect the making of a prospectus leader. The family environment bearing healthy and high quality characteristics affect the development of the child in many ways like ego, self esteem, motivation, respect, initiation, values, emotional maturity and self assurance which are part and parcel of a true leader. Leadership qualities include social, emotional, physical and personal qualities and the like.

BACKGROUND OF THE STUDY

The investigator made a brief study on the related literature in order to find out the findings in the area of home environment and leadership qualities of high school Santhal students.

Amandeep Kaur (2015) conducted a study on “Frustration among adolescents in relation to their intelligence and family climate”. The findings of the study revealed that there is positive relationship between frustration and intelligence, frustration and family climate of adolescents. Vidhi Bhalla (2014) conducted a study on “Guidance needs and family environment of secondary school students”. The findings of study found that there is significant relationship between guidance needs and family environment that shows the students who are more cohesive, independent and recreation oriented need less guidance while students with conflicting family environment need more guidance.

S. Arokiasamy & P. Annaraja (2016) conducted a study on “Relationship between emotional intelligence and leadership traits”. Their findings revealed that there is significant relationship between emotional intelligence & physical, personality, social and personal traits

of leadership of the students. S. Sornalakshmi (2015) conducted a study on “Social awareness and leadership traits of high school students”. The study revealed that there is significant relationship between social awareness and leadership traits of high school students.

The present study is relevant and important to establish the relationship between home environment and leadership qualities of high school Santhal students, which no one has tried till today.

SIGNIFICANCE OF THE STUDY

Effective leadership is essential to achieve wide ranging objectives and goals. One can regard a person as a good leader who is open minded, approachable, fair in dealing, consistent, patient in listening, has respect for and understanding of others and so on. These qualities are inherited as well as acquired in a family set up and environment.

The investigator had the opportunity to work with different tribal communities of North-East India. In the diverse geographical set up and enriching cultural practices of the tribals, the home environment has a special role in moulding their members as leaders. As no one has attempted so far to find out the extent of influence of home atmosphere on leadership qualities of the Santhals, the investigator has selected the topic “Home environment and Leadership qualities of high school Santhal students”.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between (i) male and female (ii) government and private high school Santhal students in their home environment and its dimensions.
2. To find out whether there is any significant difference between (i) male and female (ii) government and private high school Santhal students in their leadership qualities and its dimensions.
3. To find out the significant relationship between home environment and leadership qualities and its dimensions of high school Santhal students.

NULL HYPOTHESES

1. There is no significant difference between male and female high school Santhal students in their home environment and its dimensions.

2. There is no significant difference between government and private high school Santhal students in their home environment and its dimensions
3. There is no significant difference between male and female high school Santhal students in their leadership qualities and its dimensions
4. There is no significant difference between government and private high school Santhal students in their leadership qualities and its dimensions
5. There is no significant relationship between home environment and leadership qualities and its dimensions of high school Santhal students.

METHODOLOGY

The researcher adopted survey method for the study.

POPULATION

The population for the study included all the high school Santhal students of Kokrajhar district of Assam.

SAMPLE

The sample consisted of 300 high school Santhal students selected by random sampling technique.

TOOLS USED FOR THE STUDY

The investigator used the following tools for data collection.

- (i) Home environment questionnaire constructed and validated by the investigator and guide.
- (ii) Leadership qualities questionnaire constructed and validated by the investigator and guide.

STATISTICS USED

For the analysis of data, the investigator used the following statistical techniques.

1. Percentage analysis
2. Arithmetic Mean
3. Standard Deviation

4. 't'-test

5. Pearson Product Moment Correlation

ANALYSIS OF DATA

Hypotheses Testing

Null Hypothesis -1

There is no significant difference between male and female high school Santhal students in their home environment and its dimensions.

Table 1

DIFFERENCE BETWEEN MALE AND FEMALE HIGH SCHOOL SANTHAL STUDENTS IN THEIR HOME ENVIRONMENT AND ITS DIMENSIONS

Home Environment and its dimensions	Male (N = 134)		Female (N = 166)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Relationship among family members	25.53	1.863	26.14	1.813	2.876	S
Socio-Economic Status	17.43	2.688	16.91	2.503	1.728	NS
Personal Freedom	21.99	2.723	21.07	2.736	2.880	S
Social affinity	17.26	3.136	16.61	3.232	1.752	NS
Home Environment	82.21	5.707	80.74	5.633	2.228	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high school Santhal students in their socio-economic status and social affinity, as the calculated 't' value is less than the table value. Thus, the null hypothesis is accepted. But there is significant difference between male and female high school Santhal students in their

relationship among family members, personal freedom and home environment, as the calculated 't' value is greater than the table value. Hence, the null hypothesis is rejected.

Null Hypothesis 2

There is no significant difference between government and private high school Santhal students in their home environment and its dimensions.

Table 2

**DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE HIGH SCHOOL
SANTHAL STUDENTS IN THEIR HOME ENVIRONMENT AND ITS DIMENSIONS**

Home Environment and its Dimensions	Government (N = 128)		Private (N = 172)		Calculated 't' value	Remark at 5% level
	Mean	S.D	Mean	S.D		
Relationship among family members	25.52	2.004	26.13	1.700	2.816	S
Socio-economic status	17.09	2.224	17.19	2.847	0.342	NS
Personal freedom	21.99	2.857	21.10	2.635	2.768	S
Social affinity	16.96	3.198	16.86	3.211	0.269	NS
Home environment	81.55	5.922	81.28	5.551	0.409	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between government and private high school Santhal students in their socio-economic status, social affinity and home environment as the calculated 't' value is less than the table value. Thus, the null hypothesis is accepted. But there is significant difference between government and private high school Santhal students in their relationship among family members and personal freedom as the calculated 't' value is greater than the table value. Hence, the null hypothesis is rejected.

Null Hypothesis 3

There is no significant difference between male and female high school Santhal students in their leadership qualities and its dimensions.

Table 3

DIFFERENCE BETWEEN MALE AND FEMALE HIGH SCHOOL SANTHAL STUDENTS IN THEIR LEADERSHIP QUALITIES AND ITS DIMENSIONS

Leadership Quality and its Dimensions	Male (N = 134)		Female (N = 166)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Personal qualities	23.87	2.688	24.44	2.334	1.924	NS
Emotional qualities	20.43	3.210	21.81	2.437	4.116	S
Social qualities	35.61	3.856	37.01	3.167	3.367	S
Physical qualities	35.34	3.442	35.30	2.976	0.092	NS
Leadership qualities	115.25	10.773	118.55	8.737	2.873	S

At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high school Santhal students in their personal and physical qualities as the calculated 't' value is less than the table value. Thus, the null hypothesis is accepted. But there is significant difference between male and female high school Santhal students in their emotional, social and leadership qualities as the calculated 't' value is greater than the table value. Hence, the null hypothesis is rejected.

Null Hypothesis 4

There is no significant difference between government and private high school Santhal students in their leadership qualities and its dimensions.

Table 4

**DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE HIGH SCHOOL
SANTHAL STUDENTS IN THEIR LEADERSHIP QUALITIES AND ITS
DIMENSIONS**

Leadership Qualities and its Dimensions	Government (N = 128)		Private (N = 172)		Calculated 't' value	Remark at 5% level
	Mean	S.D	Mean	S.D		
Personal qualities	24.95	1.886	23.62	2.758	4.982	S
Emotional qualities	22.41	1.790	20.28	3.204	7.289	S
Social qualities	37.83	2.188	35.31	3.976	7.008	S
Physical qualities	36.95	2.392	34.10	3.170	8.846	S
Leadership qualities	122.13	5.673	113.31	10.554	9.301	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between government and private high school Santhal students in their personal, emotional, social, physical and leadership qualities as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

Null Hypothesis 5

There is no significant relationship between home environment and leadership qualities and its dimensions of high school Santhal students.

Table 5

**RELATIONSHIP BETWEEN HOME ENVIRONMENT AND LEADERSHIP
QUALITIES AND ITS DIMENSIONS OF HIGH SCHOOL SANTHAL STUDENTS**

Leadership Qualities and its Dimensions	Df	Calculated ' γ ' value	Remarks
Personal qualities	298	0.215	S

Emotional qualities		0.168	S
Social qualities		0.258	S
Physical qualities		0.281	S
Leadership qualities		0.289	S

(At 5% level of significance, for 298 df, the table value of ‘ γ ’ is 0.113)

It is inferred from the above table that there is significant relationship between home environment and leadership qualities and its dimensions of high school Santhal students as the calculated ‘ γ ’ value is greater than the table value. Hence, the null hypothesis is rejected.

FINDINGS AND INTERPRETATION

1. There is a significant difference between male and female high school Santhal students in their relationship among family members, personal freedom and home environment but no significant difference between them in their socio-economic status and social affinity. Female (Mean = 26.14) students are better than male (Mean = 25.53) students in their relationship among family members. Male (Mean = 21.99, 82.21) students are better than female (Mean = 21.07, 80.74) students in their personal freedom and home environment respectively. This may be due to the dwindling nature of the joint family and the insecurity faced by the Santhal community in the state, as a whole.

2. There is a significant difference between male and female high school Santhal students in their emotional qualities, social qualities and leadership qualities but no significant difference between them in their personal qualities and physical qualities. female (Mean = 21.81, 37.01, 118.55) students are better than male (Mean = 20.43, 35.61, 115.25) students in their emotional, social and leadership qualities respectively. This may be due to the loss of land and properties, the apathy of the mainstream Assamese society towards the tribals and their struggle for identity in the state. As such, the females are more enduring in adverse situations.

3. There is a significant difference between government and private high school Santhal students in their relationship among family members and personal freedom, but no significant difference between them in their socio-economic status, social affinity and home

environment. Private (Mean = 26.13) high school Santhal students are better than government (Mean = 25.52) high school Santhal students in their relationship among family members. Government (Mean = 21.99) high school Santhal students are better than private (Mean = 21.10) high school Santhal students in their personal freedom. This may be due to the better care and the value based quality education imparted in the private schools.

4. There is a significant difference between government and private high school Santhal students in their personal qualities, emotional qualities, social qualities, physical qualities and leadership qualities. Government (Mean = 24.95, 22.41, 37.83, 36.95, 122.13) high school Santhal students are better than private (Mean = 23.62, 20.28, 35.31, 34.10, 113.31) high school Santhal students in their personal, emotional, social, physical and leadership qualities respectively. This may be due to the many inadequacies and the many responsibilities that the government high school Santhal students have to take upon themselves. Every hardship is an opportunity for betterment.

5. There is a significant relationship between home environment and personal qualities, emotional qualities, social qualities, physical qualities and leadership qualities of high school Santhal students. This is because; home is the platform where every value and potentials develop.

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