LEADERSHIP BEHAVIOUR OF COLLEGE STUDENTS IN RELATION TO THEIR LEISURE TIME ACTIVITIES IN COLLEGE LIFE

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June 2009

Certificate

This is to certify that Priyanka Sethi has completed M.Ed. dissertation titled *Leadership Behaviour of college students in relation to their Leisure time activities in college life* under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation. No part of the dissertation has ever been submitted for any other degree or diploma.

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Declaration

I hereby declare that the dissertation entitled *Leadership Behaviour of college students in relation to their Leisure time activities in college life* submitted for M.Ed. degree is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that have been submitted for the award of any other degree or diploma from any university.

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List of Tables

Table of Figures

TABLE OF CONTENT

CHAPTER-I
INTRODUCTION

THEORETICAL ORIENTATION OF THE PROBLEM

In every group, different tasks are ascribed to the different members and all the members of the group do not possess equal ability and skill for performing every task. The various tasks are distributed among them according to individual ability. Their respective status also suffers a difference along with the allocation of different individuals. If you see a group of children playing, you will discover among them a leader while others are his followers. Some time there are reversal leader with in the other put it into action. The rest of the gang perform executive duties and assist the leader. It need hardly be made any clearer that the person who makes the plan must be intelligent. The person who leads its active implementation must be the most powerful from the point of view of physical strength.

The word Leader appeared in English language as early as 1300, yet the word leadership did not appear till 1800(Stodgily 1974). Civilized terms used to define leadership were king, chief, head, captain etc. Kings of yesterdays functioned as military authority, judge and administrative authority, even some practiced religious authority.

The word Leadership comes from the Angle Saxen word *leaden* meaning 'to go', 'proceeding' or 'for most among'. Leadership broadly defined, is usually volunteer, one leads because he or she believes in an idea, cause or activity and choose to invest time, energy and self in it. Leadership is defined in terms of qualities of interaction or an aspect of organization, where the scope of action from individual is defined in making decisions, in carrying out duties and shouldering responsibilities in a co-operative way.

Haiman (1950) states that leadership is a process in which an individual direct, guide, influence or control the thoughts, feelings or behaviour of other human beings. In large organizations leadership may be defined as influencing and emerging of people to do work together in a common effort to achieve the purpose of enterprise.

In the words of Hemphill, "leadership is the behaviour of an individual who is involved in directing activities. It is attitude and culture pattern of large number of people." National Education Association (1960) defined leadership as an action or behaviour among individual and groups to move towards educational goals that are increasing mutually acceptable to them.

Bass and Hardly (1968) suggest that the leader affects the group by initiating action, facilitating communication, establishing structure and implementing his own philosophy in

the manner he leads. Above definitions implies that it is more meaningful to look at leadership as a set of functions. It is generally believed that leadership involved two important functions- task functions and group maintenance functions of leadership focus on the activities essential for the group to remain together and continue to have a team spirit to achieve goals.

However, leadership is not simply a characteristic of a single person. It is rather a complex social relationship, the behavioral process of influencing individuals and group towards set goals. It influences the behaviour of every one that is seemed in one form or another in every form of life.

Every person who leads a group of people, a community, a society or a nation is called a Leader. He is obeyed, header, honored by his followers. Cattle state that a leader is the person who creates the most effective change in group performance. Leadership includes the nations that reversal functions are being exacted that enable a group to perform successfully. This quality includes managerial competence including planning, organizing and directing efforts. The dimensions of Leadership behaviour are as be
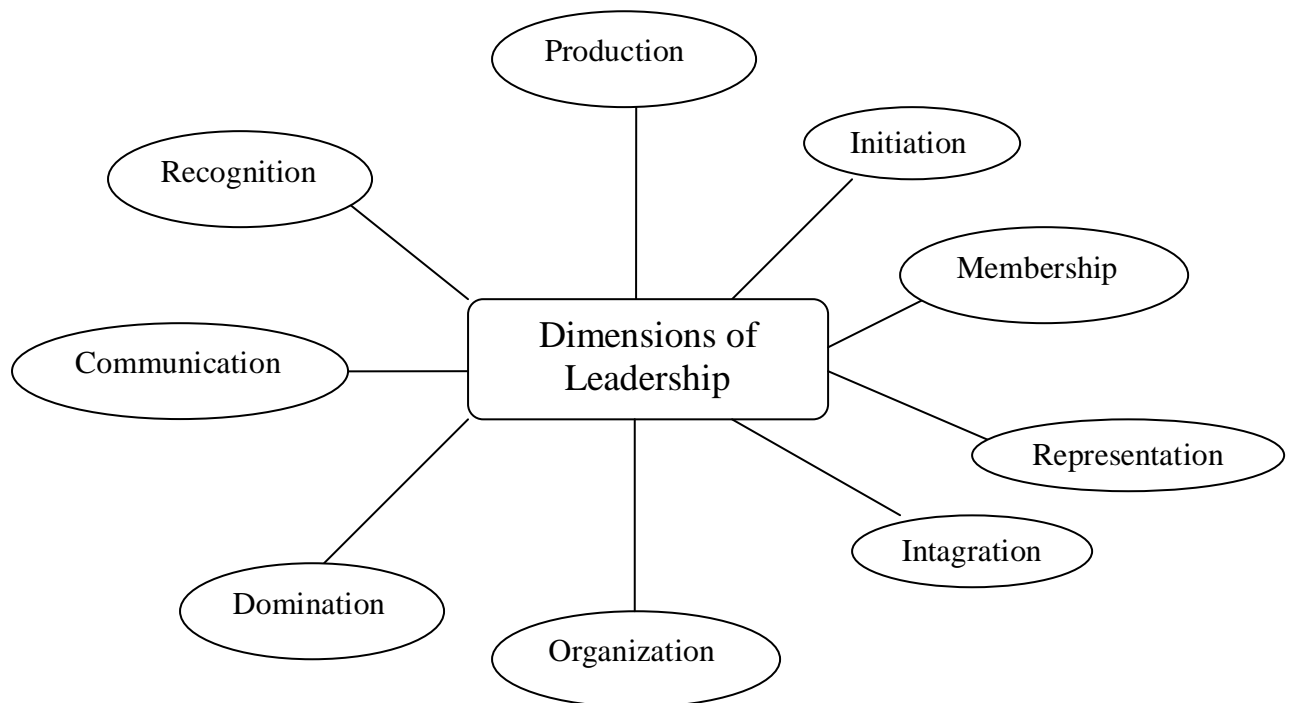
Figure 1.1 Dimensions of Leadership

Henry Harries in his book, 'The Group Approach to Leadership Testing' he wrote, "Leadership is collective function, a relationship between the leader and group, the authority lies in the situation, it is the situation that creates the imperative and not in the leader or individual……" This approach considers leadership as dynamic process and balances the importance of leader, the group and the situation in it.
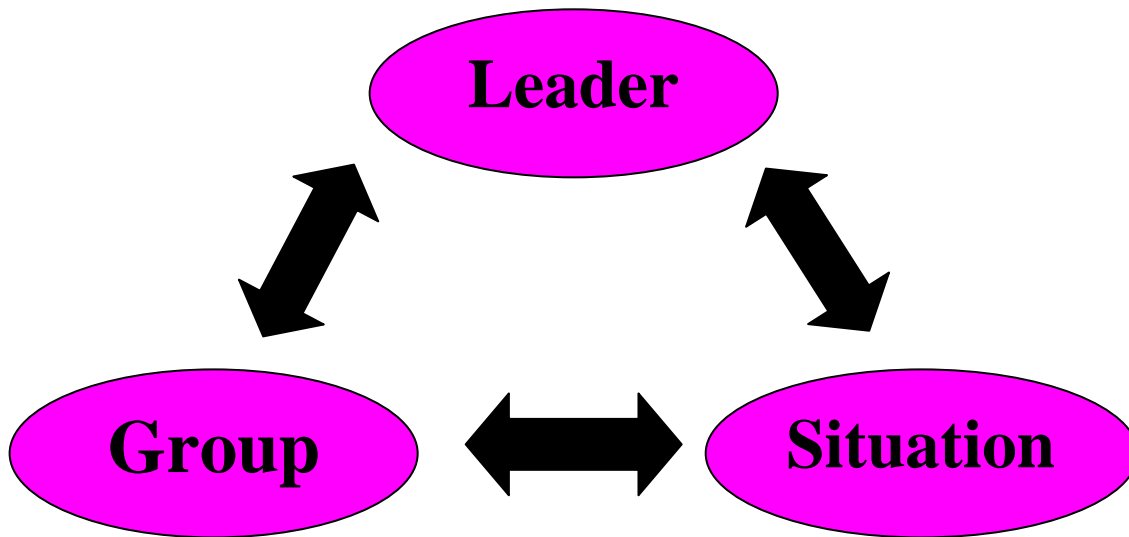
Figure 1.2 Leadership Dynamic Processes

In simple words leadership is to influence a group to achieve organizational goals. The role of a leader can be part of design of an organization where a leader holds the position to influence. However, the real role is outside the organizational position where a leader influence the group is as important as being within the group. The leaders can be appointed and can also emerge from within the group. There can be little question that the success of an organizational depends largely on the quality of leadership. Weather in Business, Government, Education, Medicine, Religion or Armed forces. The quality leadership determines the quality of organization itself. Successful leaders anticipate change, piously exploit opportunities, motivate their followers to higher levels of productivity, improve poor performance and lead the organization towards its objectives.

Men and women with vast knowledge and tremendous capacity for independent thinking from the backbone of nation. They have adored and glorified history and always needed in large numbers. They have all along being the leader and some may have in born leadership capacities but many of them are made leaders, either through training or field experience that

11

comes to them accidentally in their professional career or become leaders with their own efforts and abilities. The foundations of leadership can be seen in the following perspective.

From ancient times, hero-worship has been a manifestation of leadership. This observation leads to a philosophical foundation of leadership which explains the traits or qualities are fit for their leadership roles.

Psychological foundations of leadership put emphasis on the pattern of personal characteristics of leader with reference to or in relation to the characteristics, activities and the goals of the followers. Psychologists do not accept the pattern of traits that characterize the leaders; they have a tendency to focus on personal qualities with leadership portion.

Sociological foundation of leadership is always found in the same type of group and the functions essentially in relation to his followers. Sociologists lay more emphasis on characteristics of a group rather than on the leads the group specifically an interaction between leaders and rest of groups.

Behavioral foundations of leadership emphasis observed behaviour of leader in specific situation. Behavioral scientists accept that the people who are involved in leadership process with some personal inherited traits and they function in particular situation. Leader who is successful in one situation may fail in other situation, if he does not change his pattern of behaviour. This means according to behavioural foundations of leadership, leader will have to change his pattern of leadership according to circumstances.

The origin of leadership depends on many causes. It may sometimes be possible that a very talkative person assumes the role of leadership. Such a person may begin to give suggestions to the group but he can not remain leader for very long period. As soon as he fails to provide the solution of the problem which is before the group, he is removed and another person takes up his place, which is less talkative but has the ability to solve the problems confronting his group.

Sometimes, the leaders come to the forefront on account of certain opportunities which they get, such a leader may not remain in charge of leadership for a long period of time except when he is efficient, has general knowledge, common sense and knows how to keep his power. Such a leader may continue to retain his leadership for a long period time.

In the time of danger, a leader many a times emerges out. When the groups are in trouble and there are grave problems confronting it, the individual who will show his efficiency in solving these problems, mirth be offered the role of leadership.

The leadership can also be bestowed upon a social reformer, a person who challenges the conservative laws of the society or who is a social worker.

Thus we can say that origin of leadership is not dependent on any one particular fact. For its origin, ability, courage and favorable conditions etc. are required. The emergence of leadership can also be depends on the followers. Till the followers will not believe in the dominance, ability and expert knowledge of an individual, the leadership will not emerge out.

In the connection with emergence leadership, Bogardus describes following three origins:

Origin in Heredity-According to Galton, the genius is born for the emergence of leadership, the innate characteristics are essential. What ever may be the situation unless the individual possess the heredity characteristics for leadership roles? But many a times, those assume leadership roles that are born in poor families. It is not necessary that the sons and daughters of big leaders should always get leadership roles on account of heredity.

Origin in Social Stimuli-For the emergence of leadership, the social surrounding of great importance. The leadership emerges out when the individual gets proper opportunity in his environment. In the society, there are different types of leaders are required.

Origin in Personality-For the emergence of leadership, Energy, Character and Intelligence are essential. An individual whose character is good, who is intelligent and who has sympathetic behaviour with his followers and feels oneness with them can easily ascend the ladder of leadership.

Lipiham (1964) has identified three leadership styles as discussed below:

According to Normative style, leader looks upon his role i.e. what he is expected to do to achieve the goals of the requirements of the individuals. A leader has to behave according to certain rules and regulations prescribed by his institution.

According to Personal style, emphasis is on the personal dimensions of behaviour and accordingly on the requirement of the individual rather on the requirement of the institution. It is based on the philosophy that better results will be attained if a person in the organization is given the opportunity to contribute to the fullest extent of his capacity towards the growth and development of the institution.

The Transactional style is shaped accordingly to the situation. Under one set of circumstances, it will attain one shape and under another set of circumstances it will take another shape. It task is not easy. Getzels and Guba (1967) have also observed that, though most desirable this style is vague or hazy and not were defined.

In order to understand the nature of leadership in its entirety, it is essential to study and understand its components and the process of its functioning with this end in view, the

following brief review of some of the approaches that have been used to investigate leadership and to explain its nature will help in exploring this area.

On the bases of the philosophical foundation and one of the earliest approaches to the study of leadership is called, thetrait theory. According to Tead there are ten qualities that are essentials for the effective leadership viz physical and mental energy, a sense of purpose and direction, enthusiasm, friendliness and action, integrity, technical mastery and decisiveness, intelligence and faith. Ghiselli (1971) is an ideal represenive of trait theory of managerial effectiveness. According to him, a number of trait characteristics are related to leadership effectiveness in formal task oriented organization and secondly the demand of an organization for leadership talent are common to all leadership positions. Korman, Woon and Ryan (1975) found cognitive skills and respect for subordinates to be most predictive of success.

This is another basic attempt to explain the nature of leadership; the research workers following this line of thought have concluded that there are essentially four types of leaders.

The dictatorial leader gets the work done through fear. He is generally called the negative leader. Out of the fear, the following are motivated to do what they are told to do.

The autocratic leadership is characterized by of authority. He is neither negative nor positive. He compels his followers to rely upon him for the satisfaction of their needs. He is the only source of power, authority and responsibilities subordinates are not allowed to participate in decision making process. This type of leaders provides no opportunities to others for their professional growth and development.

Democratic leadership, in contrast with autocratic leadership, is based on democratization of authority and decision making. Under this these leader's decision are taken democratically. In the organization where there is democratic atmosphere, the followers work as a social unit and with best of their abilities. This type of leadership is ideal and desirable.

Under the laissez-faire leadership, there are free rains without retrains and a group behaves independently, creating at times complete ethos. Here, a leader makes very little contribution towards the goals achievement. As a matter of fact, the leader does not play the role of leader at all in true sense of the term. There is no unity of purpose at all in this group.

The Situational approach is not always true that a leader behaves or functions in one way. He may change his treatment to his subordinates according it situation. He may have changed his subordinates according to situation. He may have to flexible and adjustable to the group if he wants to be effective as a leader. This line of thinking has given rise to more

14

recent and generally acceptable approach to the study of leadership called the situational approach. Here the leader is a total function of situation. At one time the leader manifests one pattern of leadership behaviour and at another pattern.

According to situational theory -leadership ability dependent upon the individual's adaptive ability, the specific situation. Symbolically, the situational approach leadership can be expressed as B= f (l, f, s). In other words effective leadership equals the function of leader's personality, the follower's personality and the situation.

The Behavioural approach is the result of understanding defects of the above approaches. This approach to the study of leadership concentrated on observed behaviour. It may, however not be possible to measure all the behaviour of an individual. Human nature as well as human behaviour is mysterious phenomenon. There is a continuous interaction between the behaviors of the leader. Halpin (1955) is the first explorer of the behavioural approach to the study of leadership. Shartle identified two criteria of leadership- Human Relations and Get out of work.

The functions of leader depend on the kind of group which is being lead. It depends on the structure and goal of the group. No doubt, the functions of the leader are dependent on the structure of the group; all leaders must partake to some degree of functions of executive-planner, policy maker, expert, external group representative, controller of internal relationship, purveyor of rewards and punishment, arbitrator and mediator and exemplar.

The leader has very important function of coordinating the activities of the group. He works as an executive. He sees the execution of the policies. He organizes discussions for the execution of the plan and acts as a guide during the discussion.

When once the objectives and policies of a group have been decided upon, the next step is to plan the work in such a manner so that they are properly executed. The leader decides what ways and means are to be adopted to achieve the objective of group. He plans the work of the group in such a manner that the goals of the goals of the group may achieve through proper steps being undertaken at the present and also in the future.

An important function of the leader of any social group is to plan out the group, objectives and policies. The leaders may themselves plan the policies and the objectives or they may get the policies or objectives from other sources and then may try to establish them in the group.

The leader's function is also to guide and advice his followers. He is usually a source of readily available information for the group members. The leader must, therefore, be quite a

capable individual. He should give proper help to his followers so that they can overcome difficulties.

The leader also functions as a representative of his group. In his relationship with other groups, the leader represents his own group. In the meetings, where the other groups are represented, he speaks for his own group.

The leader has also to function as a controller of internal interpersonal relations, among the members of the group. He makes efforts to raise the moral standard of his group.

If there are certain conflicts and discussions in the group, the leader acts as an arbitrator. He acts as a judge and gives his judgment regarding the ways in which the conflicts can be resolved. The leader can reduce tensions in the group and establish harmony.

The group unity is enhanced when the leader functions as a symbol of the group. The leader should also function as an exemplar. He should serve as a model of behaviour to the members of the group. He should by his own example stimulate them to do such activities with which the group objectives can be realized.

Leadership develops in the interaction of individuals; we can however identify the roles of leadership in groups. Human has summarized leader roles as follows:
A leader must be established as a person from whom orders come. In formal organizations, authority is established by an office and other symbols of status. In informal groups, the equivalent of office and title is high rank. A person in a position of authority is expected to originate interaction.

In small groups, the highest rank is given to those who closely conform to group norms. A leader must be concerned with those things with which his followers are concerned.

A leader is a person who originates action. They may or may not expect a leader to consult with them, but in any case they expect him to take action.

When a leader gives order that will not be obeyed, he undermines his rank and authority upon which the obedience of future depends. To do so, it will create confusion among his followers and doubts regarding his competence.

Decisions will be sound only to extent that the leader is fully informed. He must depend upon others for that information. First, in order to encourage communication, the leader must be quiet and listen without interrupting as long as the follower has some thing he wants to say.

The leader must know himself, his strengths as well his limitations and his use failure or misjudgment as an opportunity for learning.

Besides studies on organizational climate research on leadership behaviour is also important for a what kind of leadership a school head provides depends the efficiency of the school and its contribution to education. Also leadership behaviour is an important determinant of school climate. We can increase our understanding of leadership phenomena if we abandon the nation of leadership as a trait and concentrate instead upon an analysis of "The behaviour of Leaders".

In education, we often confuse leadership with sheer bingers. But this use of term applies equally to either things or people and fails to take into account the central psychological characteristics of leader behaviour. The behaviour of the leader and the behaviour of both are determined to great degree by formal requirements imposed by the institution of which the group is a part.

In short, the behaviour of leader varies widely from one leadership situation to another. In this connection Hemphill elaborates that variance in leader behaviour is significantly associated with the situational variance. Hemphill has analyzed in detail the relation between the leader's behaviour and size of group tend to be impersonal and are inclined to enforce rules and regulation firmly and impartially. Fiedler argues that by leadership behaviour we mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members and showing consideration for their welfare and feelings. In these definitions the focus is on the leaders in some form or the other, however this went under change after second world war where the focus was on group, leader and situation rather the role and activities performed by the leader.

Cattle states that leader is the person who creates the most effective change in group performance. Leadership includes the nations that reversal functions are being exacted that enable a group to perform successfully. This quality includes managerial competence including planning, organizing and directing efforts. The dimensions of leadership behaviour are as below:

Leadership is a relationship between the individual and a group built around some common interests and behaving in some manner directed and determined by him. Tannenbums and Wechsler stated leadership as interpersonal influence exercised in a situation and directed towards the attainment of a specialized goal or goals. Leadership behaviour is a function of the leader, the group, the task and the outside pressure on the group acting together in various undersigned combinations. The leadership behaviour is defined into two dimensions as discuss below:

By structure approach Edwin and Edwin meant that behaviour in which the leader organizes and defines group activities and his relation to the group. He defines the role of each member, handles the duties and motivates for performance.

Consideration approach emphasized the mutual trust and warmth support between the leader and the group. This is just not a superficial "part-on-the-back" or "first name calling" king of human relationship behaviour, but it is a deeper and find understanding and concern for group members needs, allowing subordinates more participation in decision making and encouraging two way communication.

Today, one of the greatest ills that our society as a whole is suffering from, is the proper utilization of leisure time. In the present social, economic and industrial conditions, leisure time has assumed indispensable importance due to the increased life expectancy, longer vacations, and flexible working hours, more systematic retirement plans and the technological comfort of twentieth century. Ground for utilization of leisure time is laid at the school stage itself. Hence, it becomes the responsibility of schools and other institutions to prepare the students for the utmost and satisfactory use of leisure time. The students may be helped to inspire ambition, to stimulate imagination and to provide the inquiring mind with accurate information told in an interesting style and thus lead into broader fields of know how.

One of the most important problem arising out of our complex social, economic and industrial conditions is the effective use of leisure-time. With increased life expecancy, shorter working hours and more systematic retirement plans the place of leisure in today's society has assumed increasing importanc. Ground for utilization of leisure time is laid at the school stage itself. Many feel that the schools and other institutions, need to take greater responsibility for preparing students for leisure and giving them guidance in its satisfactory use.

Although the concept of leisure has varied in some respects from time to time, it has always carried with it the idea of free time, that is spare time at one's disposal. It is usually interpreted as time not spent on the activities of making a living, keeping alive or maintaining one's efficiency-eating, sleeping and the ordinary care of the body. Leisure is synonymous with idleness or with time spent on avocations, hobbies or recreations. These are merely ways of employing leisure-time.

Having outlined the nature of leisure in general, we can now proceed to a more specific definition, since the numerous studies of leisure made during the last thirty years allow us to describe with some exactitude how the concept may and may not be applied. In

the first place leisure should be distinguished from free time, that is time left free noy only from regular employment but also from overtime and for time spent in travel to and from the work place. Free time includes leisure as well as all the other activities that take place outside the context of gainful employment. The personal needs of eating, sleeping and caring for one's health and appearance as well as familial, social, civic and religious obligations must all be attended to in one's free time.

When we think of leisure time to spend loafing, time when no demands are being made on us, time to devote to any activities we choose. Obviously, then, so-called free time is not always leisure time. For even when we escape from the demands of our regular daily activities- jobs, housework, classes, other pressures and obligations frequently interfere to prevent us from doing what we would really like to do. Leisure time is usually interpreted, as time not spent on the activities of making a living, keeping alive or maintaining one's efficiency- eating, sleeping and the ordinary care of the body. Leisure is envisaged to be synonymous with time spent on vocations, hobbies or recreational.

What is leisure? Must it always be used wisely and well? Different people in different times have defined leisure in different ways. The ancient Greek philosophers, for example, regarded leisure as labor of the mind, to expend an individual's intellectual horizons and thereby make the person a better citizen. The goal was to become an educated individual, a goal that could not be attained until the individual was well into adulthood. This understanding of leisure is in stark contrast to the late 20th century view that regards leisure as time to be used for recreation and for fun.

A common definition of leisure says that it is an activity freely pursued without pay, which brings an immediate satisfaction.

The problem of leisure time is quite possibly the greatest single problem for education today. This situation is both a challenge and an opportunity. As increased leisure becomes available for millions, there will be more time available for individuals to develop their talents to the greatest potential, thereby achieving new dimensions of happiness and satisfaction.

The positive functions of leisure can be summed up as follows:

1. It offers the individual a chance to shake off the fatigue of work because it is imposed and interferes with his natural biological rhythms. It is a recuperative force or at least an opportunity to do nothing.

2. Through entertainment, leisure opens up new worlds, both real and imaginary, in which the individual can escape from the daily boredom of performing a set of limited and routine task.

3. Finally, leisure makes it possible for the individual to leave behind the routines and stereotypes forced on him by the working of basic social institutions.

Leisure time means the free un-occupied time. Proper utilization of leisure time is a problem of education. Education must reach men to use leisure properly to retain their vigor and happiness. Leisure time is good fraction of child's free time and determines his personality, character and future.

Man is not the product of serious planning alone. Insignificant things at times leave indelible impressions on him. We cannot ignore the activities of our childhood, the way in which children drift into the lanes and bylanes of their localities. Our life is not a finished product of our serious moments. During life's mazy course man gathers many traits and yet he ponders over them, he comes to know that most of his striking traits of character and personality have been acquired by him in an unplanned way i.e. in his leisure time.

The leisure time activities have a far reaching influence on the life of an adolescent student. We cannot ignore the importance of the proper use of leisure which is a burning problem both for the state and educationists.

Let us first discuss the rhythms of leisure. There are three rhythms of leisure. They are the daily leisure, the weekly leisure and monthly leisure.

The daily leisure- each day we have to occupy ourselves during most of the hours in certain unavoidable activities, which include physical necessity, economical necessity, hygienic and spiritual necessity. Thus most of the day is occupied in unavoidable ways. The only elastic slice is the bread-winning work i.e. economic necessity. Society attempts to reduce that slice as much as possible and release some free interval or leisure.

The weekly leisure- In most societies and organizations, Sundays or some other days are being used as free days. But this distribution is mostly artificial at different times. The share of leisure differs with different persons, societies, places, times and different seasons.

The farmers in rural areas enjoy leisure time when they are free from the harvesting. Similarly in urban areas most of the people enjoy leisure when they come out of their offices, industries and other business activities.

The monthly leisure- In most societies the days of full moon and new moon or the neighboring days had been free days in the past.

People who work indoors and spend most of their time sitting and doing sedentary office work can add physical activity to their lives by doing sports during their leisure time, such as playing a ball game, going camping, hiking or fishing. On the other hand, people whose jobs involve a lot of physical activity may prefer to spend their free time doing quiet, relaxing activities, such as reading books or magazines or watching TV. Some people find that collecting stamps, postcards, badges, model cars, planes or ships, bottles, or antiques are relaxing hobbies.

Free time is organized in many schools and institutions. Schools may offer many extracurricular activities including hobby groups, sports activities, and choirs. Other institutions such as retirement homes and hospitals also offer activities such as clubs and meetings for playing games or simply organized periods for conversation.

Most people like socializing with friends for dinner or a drink after a hard day at work. For many young people, having a regular night out a week is a normal part of their free time, whether it is joining friends for a drink in a pub, dining out in a restaurant, watching a film, playing video games or dancing at a club.

Some people do leisure activities that also have a longer-term goal. In some cases, people do a leisure activity that they hope to turn into a full-time activity (e.g., volunteer paramedics who hope to eventually become professional paramedics). Many people also study part-time in evening university or college courses, both for the love of learning, and to help their career prospects.

Leisure time activity occupies an important place in Education of child and teaches the dignity of labor. It helps in maintaining continuity between home and school life. It clarifies other school subjects and makes the child more able to the varying conditions of modern industrial and social living. One of the important results of modern industrialization is the increased amount of the leisure that people have come to use or misuse. Even the most sophisticated people with high academic qualifications hardly devote any time to good reading. Entertainment is essential for healthy life but not at the cost of mental attitude. Any good reading too can entertain and thus become the source of pleasure. It can broaden mental horizon and make for many-sided progress. Leisure time activities may include activities like gardening, photography, weaving, stitching, stamp collection or playing some indoor or outdoors games etc. If we are able to utilize our leisure time properly, it can be resulted in our success or development.

We know that leisure is a time, which away from the daiy toils is given to the freedom of inner life of man. Physical freedom from work is leisure. It has been seen that as the working

week is shortened, education time lengthened. In one's leisure time, one may come to the state of introversion through the education and dissatisfaction with the material trappings of life. Hence we see that a leisure time activity also educates us directly or indirectly. It should be utilized in a right way and we should try to avoid the negative traits of leisure tie i.e. wasting it insignificantly. There are two types of leisure time activities:

Active leisure activities involve the exertion of physical or mental energy. Low-impact physical activities include walking and yoga, which expend little energy and have little contact or competition. High-impact activities such as kick-boxing and football consume much energy and are competitive. Some active leisure activities involve almost no physical activity, but do require a substantial mental effort, such as playing chess or painting a picture. Active leisure and recreation overlap significantly.

Passive leisure activities are those in which a person does not exert any significant physical or mental energy, such as going to the cinema, watching television, or gambling on slot machines. Some leisure experts discourage these types of leisure activities, on the grounds that they do not provide the benefits offered by active leisure activities. For example, acting in a community drama (an active leisure activity) could build a person's skills or self-confidence. Nevertheless, passive leisure activities are a good way of relaxing for many people.

1.1 SIGNIFICANCE OF THE PROBLEM

Leadership in defined in terms of qualities interaction or an aspect of organization where the scope of action from individual is defined in making decisions and parenting pattern is a term that summarizes behaviours used by mother or father to raise the child. Man is a social animal. He lives in a society and acquires socialization and fulfills his psychological and sociological needs. His personality develops in the society due to impact of his environment. But we usually see that parents emphasize great impact on the personality of the child. It is reality that the child develops in social atmosphere but basically he acquires qualities from parental pattern. Education is a central agency in shaping the future of the individual and the nation. The quality of citizen depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. The quality of education that goes in the schools is directly proportional to organizational climate, leadership and organizational practices. Every school has it's personality in the sense of its unique characteristics by which it is marked and singled out from all other school and this intangible factor within the school

determines the leadership qualities within the school. Leadership behaviour gets its final shape during college life. Hence it is necessary to study the leadership qualities of students in context of college life or area in which they study. Moreover co-curricular activities help to enhance the quality of leadership. Co-curricular activities helps in physical development, Sublimation of instincts, inculcate moral values, civics values and refining the social values. We can utilize our leisure time by participating in co-curricular activities. In this study, the researcher wants to see the contribution of leisure time activities in developing the qualities of leadership of college students. So with the help of this study, the investigator wants to know the influence of leisure time activities in developing the qualities of leadership of college students.

1.2 STATEMENT OF THE PROBLEM

Attempt has been made in the present study to examine the extent of relationship between Leadership behaviour and Leisure time activities. The present study will be helpful in understanding the role of various types of leisure time activities in developing the leadership behaviour among the college students.

OPERATIONAL DEFINITIONS:

LEADERSHIP

Leaderships defined in terms of qualities interaction or an aspect of organization, where the scope of action from individual is defined in making decisions, in carrying out duties and shouldering responsibilities in a co-operative way. Leadership is the behaviour of an individual who is involved in directing activities

LEADERSHIP BEHAVIOUR

Leadership behaviour we mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members and showing consideration for their welfare and feeling during college life.

LEISURE TIME ACTIVITIES

Leisure time means the free un-occupied time. . Leisure time activity occupies an important place in Education of child and teaches the dignity of labor. It helps in maintaining continuity between home and school life. Leisure time is good fraction of child's free time and determines his personality, character and future. The leisure time activities have a far reaching influence on the life of an adolescent student.

1.3 OBJECTIVES

1. To find out relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. To find out relationship between Leadership Behaviour and Leisure Time Activities among male college students.

3. To find out relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. To find out relationship between Leadership Behaviour and Leisure Time Activities among Government college students.

5. To find out relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

6. To find out relationship between Leadership Behaviour and Leisure Time Activities among Government male college students.

7. To find out relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. To find out relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

9. To find out relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

1.4 DELIMITATIONS

1. The study was restricted to Hanumangarh and Sri Ganganagar districts of Rajasthan only.

2. The study was confined to 200 Government and Private College students (100 male and 100 female).

CHAPTER-II
REVIEW OF RELATED LITERATURE

Research makes a man forward in search of truth. The review of the literature is carried out to know the current knowledge of the topic and to understand the research methodology. The survey of related literature means locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on subject and going through manuscripts, if any.

A research worker should have familiarity with what has been done in past by the research workers so that unnecessary duplication can be avoided and relevant and needed knowledge about objectives, hypotheses and suggestions can be accepted. According to Sidhu (2003), research needs to acquire up-to-date information about what has been thought and done in the particular area. It, therefore, is important for a research worker to know previous literature. The competent physician must keep abreast of the latest discoveries in the field of medicine. Obviously, the careful student of education, the research worker and investigator should become familiar with location and uses of sources of educational information (Goyal, 1995).

Review of related literature, besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes.

1. The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up to date on the work that others have done and thus to state the objectives clearly and concisely.

2. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

3. Though the review of related literature, the researcher can avoid unintentional duplication of well established findings.

4. The review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study, should be concluded.

5. The most important specific reason for reviewing the literature is to know about the recommendations of previous researches listed in their further research. (Kaul, 1997).

The key to the vast storehouse of published literature may open doors to sources of significant problems, good hypothesis, helpful orientations, scientific procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and creativity.

2.1 STUDIES PERTAINING TO LEADERSHIP BEHAVIOUR

Kaushik (1979) examined the leadership qualities, administrative behaviour of male and female students of urban and rural background and found that the administrative behaviour of urban male students on interactive progressive and achievement oriented dimensions were rated higher than that of their rural counterparts.

Sharma (1986) investigated that there exited no difference in the personality traits of leaders with regard to sex and locality. By and large, a leader, whether male or female, had similar personality traits. There was no significant difference in the personality traits of leaders belonging to urban and rural areas.

Stipek (1988) found that school helps to generate leadership qualities in students through school culture, cooperative learning, greater autonomy and school value system.

Mulia (1990) examined that there was no significant difference in leadership behaviour between two sexes. There was no significant interaction effect of the stream, sex and adjustment.

Singer (1990) examined gender and age difference in leadership behaviour of adolescents and found that there exist significant gender and age difference in leadership qualities. **Ingle (1990)** found that leadership qualities of 10th class students are highly associated with self-confidence co-cooperativeness, irresponsibleness and intelligence. In all urban and rural schools, the students possess leadership qualities in a professional order were responsible, co-operative and self-confident. The students of girl's school, boy's school and co-education schools preferred qualities like intelligence, pleasing happy, enthusiasm, honesty, reliableness, self-confidence, co-operativeness and responsibleness.

Anderson, Margaret (1992) investigated that results from laboratory study and field survey revealed that Snyder's Self-Monitoring Test was significantly correlated with task-oriented

leadership behavior only for female group leaders. They found no significant correlations between self-monitoring and social-emotional behavior of either male or female group leaders.

Patrick (1992) found that there was significantly high correlation between cognitive style counts and leadership potential scores. Potential leaders were warming hearted, emotionally stable, assertive, enthusiastic, conscientious, adventurous and controlled. Potential non leaders were reserved, obedient, sober, indifferent to rules, shy and uncontrolled. No significant differences existed between potential and non- potential leaders in intelligence, excitability tender mindedness, zest and self-sufficiency.

Onifade, Ademola (1993) the relationship between perceived leader behavior and student performance in higher education in Physical Education was studied for 180 Nigerian college students, 30 lecturers and 6 department heads. No relationship was found between perceived leader behavior and student performance or between leaders' and lecturers' perceptions of leader behavior.

Loh et al. (1996) found that there was no significant difference in willingness to lead when respondents were compared by stream or by sex. However, in term of leadership potential, a significant difference was found to exist between males and females showing a lead over the males.

Knott, Katherine (1997) found that there was no difference in leadership qualities on the basis of sex i.e. males and females possess same leadership qualities.

Bislandamy (1999) examined the leadership behaviour and identified nine areas of leadership that should be developed. These were fundamentals of leadership, written communication skills, problem solving skills, speech communication skills, character building skills, decision making skills, group dynamic skills and planning skills.

Macgregor(2000) investigated the leadership qualities which make a student good and effective are tolerance, motivation, ethical decision making, team building and creative thinking and influence authority. He investigated what make a good leader, human behaviour, types of power, authority verses influence, ethics definitions, team building, taking risk etc.

Parkman (2001) found full range of model of leadership is universally applicable to professions and organizational setting with differing gender mixing.

Bosworth (2002) found that rural youth perceive leadership and how sense of place affects those perceptions. They found that the leadership of rural adolescent students is situational.

Posner, Brodsky (2004) concluded that used Student leadership Practices Inventory to survey fraternity and sorority presidents and executive committee members. Findings from 239 men and 389 women revealed that practices of effective student leaders did not vary according to gender. Effective leaders, both male and female, engaged in challenging, inspiring, enabling, modeling, and encouraging practices more frequently than less effective counterparts.

Bryman, Alan (2007) this study derived from publications from three countries: the UK, the USA and Australia. Surprisingly little systematic research has been conducted on the question of which forms of leadership are associated with departmental effectiveness. The analysis of the studies selected resulted in the identification of 13 forms of leader behaviour that are associated with departmental effectiveness. The findings are considered in relation to the notion of competency frameworks and, in the conclusion, their general implications are explored in relation to the notion of substitutes for leadership.

Kruger, Meta L (2008) studied that the biological basis for differences between the sexes has become increasingly clear in recent years. The nature-nurture debate has made way for the view that the individual is a product of the interaction between genes and environment. For the world of school leadership this means that instead of arguing about them, we should acknowledge the differences between female and male leadership and turn the differences to our advantage with respect to the effectiveness of school leadership. This is becoming all the more necessary now that the principal's job is progressively becoming more complicated. Men and women working together have a wider range of alternative strategies at their disposal than either acting alone, creating a case for mixed teams. A mix of masculine and feminine elements in school management leads to a broader repertoire of behaviour and consequently to more flexible action

Gibbs, Graham (2008) concluded that Leadership was found to take different forms in different discipline areas, in different organizational cultures, and in response to major problems affecting the department.

2.2 STUDIES PERTAINING TO LEISURE TIME ACTIVITIES

Peiss, Kathy (1984) studied the living conditions, recreational activities, and family budgets of white working-class New Yorkers and suggested broad ways in which working women's leisure activities contributed to a definition of working class culture. For both married and single women, working-class forms of leisure held a different meaning than they did for men. Although involved in varying degrees of the network of working-class institutions, employed

women did not find the same levels of social, psychological, or economic support in their recreation as did their male counterparts. While working class men had their after-work time free to spend in saloons, fraternal organizations, and political clubs, working women's after-work time was constrained by the demands of household chores. While the male breadwinner was allowed a certain share of the family income for his own personal use, the female worker was not allowed the same privilege and thus was further limited in her leisure activities. As a result of these two factors, working women's leisure activities tended to be based in the household, family, and kinship ties.

Iso-Ahola (1989) examined that participation in recreational activities was used as a mechanism to cope with constant demands in college. These activities play an important role in helping students balance and improve the quality of their lives. Direct correlations have been made with participation in recreational sports programs and positive behaviors including community service, avoiding smoking, and attending religious services (Downs, 2003). Downs also indicated that three potential benefits of recreational sports are improved emotional well-being, reduced stress, and improved overall happiness.

Weissinger, Caldwell and Mobily (1992) examined the leisure perceptions of college recreation majors versus non-majors. The results indicated that majors had a more positive perception of leisure in terms of boredom, ethic, and motivation, but not satisfaction or participation.

Weissinger (1995) studied the effects of leisure boredom on self-supported health in college-aged students. Students who were more bored with their leisure reported that they were not as healthy mentally or physically as those who were less bored. While many variables related to boredom have been examined, leisure boredom based on the types of activities that college students participate in that.

Shaw, Susan (1995) reported a study that examine the relationship between 10th graders' identity development and leisure activity participation. Surveys and interviews indicated that different leisure activities could have beneficial or detrimental effects on identity formation. The relationship between leisure and identity development depended on gender and the gendered nature of leisure activities.

Mahone and Stattin (2002) found that participation in highly structured leisure activities was linked to low levels of antisocial behavior, while participation in activities with low structured was associated with high levels of antisocial behavior. Overall the results were similar for boys and girls; however, the combination of involvement in a low structured

activities and the absence of any highly structured participation appeared especially problematic for boys' antisocial behavior.

Ellis et al. (2002) studied that those who participated more frequently in campus recreational activities had more positive levels of health and quality of life. Overall, campus recreational sports have shown significant amount of importance to college students.

Beggs, Elkins, and Powers (2005) concluded that females were more likely to participate in non-competitive recreational sports programs and activities in which they could avoid conflict. Previous research has also indicated that level of education is not a factor in recreational pursuits

Hickerson, Benjamin (2007) concluded that students who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding they are more likely to be bored during leisure. This study examined the impact of boredom on leisure of college students in relation to gender, level of education and activity choice. No significant differences were found between overall levels of leisure boredom.

Schneider-Munoz, Andrew (2007) found that the key importance of after-school and out-of-school time a democratic society is the experience of activities and programs providing a common ground that extends the play of childhood into leadership opportunities for youthful learning and exploration of the world. The authors hypothesized that by focusing civic attention on the developmental quality of these out-of-school settings and time frames, objectives will also be better understood and reliable.

Hickerson, Brent (2007) concluded that students who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding are more likely to be bored during leisure. This study examined the impact of boredom on leisure of college students in relation to gender, level of education, and activity choice. Subjects at a Midwestern university completed the leisure Boredom Scale and a modified version of the leisure Activities Blank. No significant differences were found between overall levels of leisure boredom and the three independent variables. However, examinations of individual leisure Boredom Scale items indicated specific differences. Examples of the findings included that males were more likely than females to agree that they became highly involved in what they did during their leisure and that they were very active during their leisure. Females were most likely to select passive activities as their activity of choice. Students who chose passive leisure activities were less likely to agree that they were very active in their leisure than the other three activity groups. From these differences, implications were constructed for the development and maintenance of campus recreational programs

Alsoghair (2008) aimed at identifying the types of leisure time activities practiced by both male and female students and points at the differences between the two sexes. Results indicated that male students practice ten activities during their leisure time. They favor three out of the ten as most important to them. Results did not show significant differences between the responses of male and female students.

Based on the studies cited above it may be concluded that area, sex, age, education and experience have significant influence on the leadership behaviour of the males and females. Both males and females possess leadership qualities irrespective of their age, locale, and experience. Further the studies related to leisure time activities revealed that the participation of students in campus recreational activities had more positive impact on health and quality of life. As such, hardly any study depicts the relationship between leadership behaviour and leisure time activities. Therefore investigator has taken up this study.

2.3 HYPOTHESES

1. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among male college students.

3. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government college students.

5. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

6. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government male college students.

7. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

9. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

CHAPTER-III
METHOD AND PROCEDURE

The selection of method and procedure for the research study depends upon the type and scope of the problem. The investigator studied the nature of problem before finalizing the research methodology. To systematize a method of presentation, some pattern was desirable. At the risk of seeming arbitrary and with recognition of the danger oversimplification, the research suggest framework that might clarify understanding of basic principle of research methodology. Researches involve the element of observation, description and the analysis of what happen under certain circumstances.

The present study is focused on Leadership behaviour of college students in relation to their Leisure time activities in college life. Descriptive method of research is followed to meet this task.

METHOD OF RESEARCH

The method is not only restricted to fact finding but any other result formulating of important principle of knowledge and solutions of significant problem concerning local, state, nation and international issues. The present study adopted descriptive research method. In descriptive research, investigator conducted survey to collect detailed description of existing phenomenon and making plan for improving them. Here the objective was not only to analyze, interpret and prepare a report of the status of phenomenon. It was also to determine the adequacy of status by comparing it with establish standards.

3.1 SAMPLING SIZE

The educational phenomena mostly consist of a large number of units. It would be impracticable, if not impossible to test, to interview or observe each unit, of the populations in order to arrive at principles having universal validity. Some population is so large that their study would be expensive in terms of time, money, and effort and man power. Sampling is the process by which a relatively small no. of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. It's often desirable to reduce expenditure, save time and energy, permit, measurement of greater precision and accuracy. Sampling procedure provides generalizations on the basis of relatively small portion of population called a sample.

The study was conducted on five Government and five Private colleges of Hanumangarh and Sri Ganganagar districts of Rajasthan. In total, the sample was restricted to 200 college

students.

3.2SAMPLING AREA

The sample was taken from Government/Aided and Private Colleges of Hanumangarh and Sri Ganganagar districts of Rajasthan. The detailed distribution of the sample is given below:

Table 3.1 List of Govt. /Aided Colleges with number of students

S.No.	Name of Colleges	No. of students
1.	S.K.G.V. College, Sangaria (Hanumangarh)	20
2.	S.K.G.V. girls College, Sangaria (Hanumangarh)	20
3.	S.K.G.V. College of Education, Sangaria (Hanumangarh)	20
4.	Government College,Sri Ganganagar	20
5.	Godara girls College, Sri Ganganagar	20

Table 3.2 List of Private Colleges with number of students

S.No.	Name of Colleges	No. of students
1.	M.M.College of Education, Sangaria (Hanumangarh)	20
2.	D.R.College of Education, Sangaria (Hanumangarh)	20
3.	M.D.P.G.College, Sri Ganganagar	20
4.	S.D. Bihani College, Sri Ganganagar	20
5.	S.D. Bihani College of Education, Sri Ganganagar	20

Distribution of Sample According to Gender

Sample has been again divided on the basis of the gender of the respondents. Thus, 100 male and 100 female Government and Private College students from Hanumangarh and Sri Ganganagar districts of Rajasthan constitute the sample for present study. Hence, for due representation to gender more or less equal number was selected from Hanumangarh and Sri Ganganagar districts of Rajasthan for the present study. The distribution of sample according

to male and female subjects of Hanumangarh and Sri Ganganagar districts of Rajasthan has been presented below

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                    ┌─────────────────┐
                    │   200 College   │
                    │    Students     │
                    └─────────────────┘
                             │
              ┌──────────────┴──────────────┐
              ▼                             ▼
    ┌───────────────────┐         ┌───────────────────┐
    │        100        │         │        100        │
    │Government College │         │  Private College  │
    │     students      │         │     students      │
    └───────────────────┘         └───────────────────┘
         │        │                   │          │
      ▼          ▼                 ▼           ▼
┌─────────┐ ┌─────────┐       ┌─────────┐ ┌─────────┐
│ 50Male  │ │50 Female│       │ 50 Male │ │50 Female│
│ College │ │ College │       │ College │ │ College │
│students │ │students │       │students │ │students │
└─────────┘ └─────────┘       └─────────┘ └─────────┘
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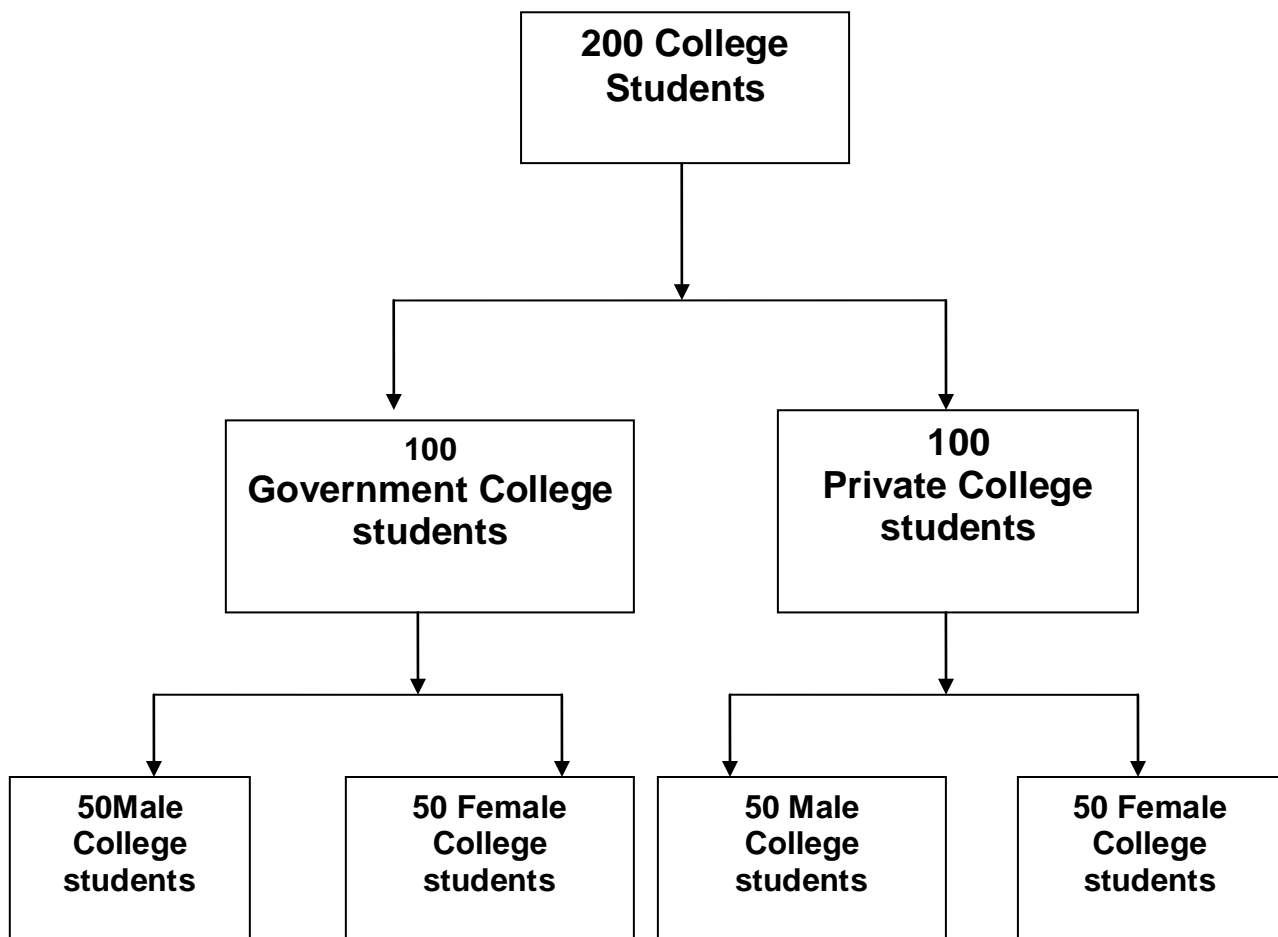
3.3 SAMPLING TECHNIQUE

The simple random sampling technique was used by the researcher to collect the data. The researcher collected the data randomly from five Government and five Private colleges of Hanumangarh and Sri Ganganagar districts of Rajasthan.

3.4 TOOLS

1. Leader Behaviour Scale (LBS) by Dr. Asha Hingar (Jaipur)
2. Leisure Time Activities Scale(LTAS) (Self-constructed)

(A) LEADERSHIP BEHAVIOUR SCALE

An effort has been made to measure various dimensions of Leader's behaviour effectiveness focusing on positive and constructive dimensions. Subsequently a 6 (six) dimensional scale comprising 30 (thirty) items is developed. These are as given below:

(1) Emotional Stabilizer- ES

(2) Team Builder- TB

(3) Performance Orientor-PO

(4) Socially Intelligent-SI

(5) Value Inculcator-VI

These are operationalized in term of the following criteria:

1. EMOTIONAL STABLIZER (ES)

Emotional Stablizer means capable of providing emotional stability for ones employees. Motivating, inspiring and energizing them to overcome major social-economic hurdles. Apart from the organizational requirement, ones' needs must be kept under control, as depicted by balanced behaviour, empathy, absence of prejudice, substantial patience and managing the emotions of self and others.

2. TEAM BUILDER (TB)

Team builder means able to have proper alliance, with clear communication with members of the team so as to motivate them to work for vision with dedication, must also entertain multiple perspectives by appreciating conversing and diverging viewpoints for better achievement. The leader must encourage team work and prefer collaborative decision making, resolve problems of members, maintain team cohesion, possess team spirit and avoid unhealthy competition among members.

3. PERFORMENCE ORIENTOR (PO)

Performance orientor shows concern for the accomplishment of tasks in stipulated time by instituting strategies that are adaptable to change for enhancing overall organizational performance. The leader should emphasize prioritization of work, achievement motivation, adherence to high standards of performance, regular rejuvenation and impregnable.

4. POTENTIAL EXTRACTOR (PE)

Potential extractor focuses on development and utilization of skills and abilities of individuals. The capacities of a leader would lie in exploring and channel zings the latent potentialities in a proper manner so that their fuller utilization is ensured. This requires identification of potentials, providing proper opportunities to employees, proper canalizations

of individual's potentials, delegating adequate authority and building confidence for overall development.

5. SOCIALLY INTELLIGENT (SI)

Socially intelligent people develop relationship based on empathy, support, challenge and respect, with successive personal transformations according to opportunities and situations. The leader should abilities of proper use of body language, good listener and analyzer, clarifying limitations and constraints, resolving conflicts tactfully and keeping track of overall latest developments.

6. VALUE INCULCATOR (VI)

The inculcation of values promotes axiological potentials in the organization. This would require commitment to work, organizational loyalty, time management, trust based relationship and acceptance for mistakes and failure.

DEVELOPMENT OF THE SCALE

This scale helps in identifying various dimensions of leader behaviour of different professional groups. The scale consists of 30 items, in which 24 items are positive and 6 items are negative. It can be administered to higher and middle level male and female executives of private and public sector undertakings. The Hindi version of the scale was also developed by getting the translated items evaluated by eleven judges who were well versed with both languages, Hindi as well as English.The steps taken in the development of scale are well elaborated in the headings of validity and reliability.

PROCEDURE

The scale comprises of 30 (thirty) items having five alternative answers viz... 'always', 'usually', 'sometimes', 'rarely' and 'never'. The subject is asked to choose an alternative for each item which best characterizes his or her behaviour. Detailed instructions given at the beginning of the scale are as follows:

INSTRUCTIONS

Read each item carefully and answer them by selecting one alternative always (5), usually (4), sometimes (3), rarely (2), never (1). Please choose the alternative that applies to you the most from the above categories. Please read each item carefully and indicate your behaviour by marking tick (√) in the cell of only one alternative that is most appropriate for you.

SCORING

The answers of the respondents given in terms of five categories viz., always, usually,

sometimes, rarely and never are assigned scores 5, 4, 3, 2 and 1 respectively, and the items (6, 11,16, 21, 25 and 26) are to be scored in reverse order i.e. (1 for 5, 2 for 4, 3 for 3, 4 for 2 and 5 for 1).

Table-3.3 Different Dimensions with Items

Sr. No.	Dimension of LBS	Item Specify	Item No
1.	Emotional Stabilizer	1,7,13,19,25	5
2.	Team Builder	2,8,14,20,26	5
3.	Performance Orientor	3,9,15,21,27	5
4.	Potential Extractor	4,10,16,22,28	5
5.	Socially Intelligent	5,11,17,23,29	5
6.	Value Inculcator	6,12,18,24,30	5
		Total Item	30

The total score ranges from 30 to 150. Each leadership dimension score shall range from 5 to 30. The scores on each dimension will be summed up to find out total Leader Behaviour Score. All the scores on six dimensions are to be summed up and then classified as highly effective, effective and ineffective.

CONSTRUCT VALIDITY

It is determined by the extent or degree to which the items making up a test both individually and collectively are true measures of the construct or process being tested. It was found to be 0.49.

RELIABILITY

In the beginning items were selected and they were given to the experts in the area of management, human resources, administration, banking, non-government organizations and others. Besides, working leaders in the public and private sectors were also selected as experts. After having the responses of the judges, inter-judges reliability was calculated and selection of items were made on the basis of the agreement Split-half reliability using Spearman-Brown formulae is 0.69.

(B)LEISURE TIME ACTIVITIES SCALE (LTAS)

Following steps were followed to standardize LEISURE TIME ACTIVITIES SCALE

(LTAS)

For gaining insight in the concept of Leisure Time Activities, the investigator read different books, explored journals and encyclopedias for understanding the concept of Leisure Time Activities. The investigator visited different libraries and learned scholars for gathering information regarding the concept of Leisure Time Activities.

ANALYZING THE INFORMATION

After reviewing the literature and visiting the scholars the information gathered concerning the different dimensions of Leisure Time Activities has been analyzed.

CONSTRUCTION OF ITEMS

The investigator after the review of the literature available, experience and discussions with the experts concluded on different dimensions of the scale different dimensions of Leisure Time Activities like Religious Activities, Social Activities, Sports, Literary Activities, Travel Activities, Recreational Activities, Media and Communication Activities, Household Activities etc. This effort helped to construct 153 items in the preliminary draft and items pertained to the different types of Leisure Time Activities of College students.

ITEM CONTENT

After consulting the literature related to Leisure Time Activities, it was found that there are various dimensions of Leisure Time Activities. Thus the item content of Leisure Time Scale was restrained to 8 dimensions as given below:

1) Religious Activities

2) Social Activities

3) Sports

4) Literary Activities

5) Travel Activities

6) Recreational Activities

7) Media and Communication Activities

8) Household Activities

ITEM FORMAT

This scale helps in identifying various dimensions of Leisure time Activities of different groups. The scale consists of 150 items, in which 131 items are positive and 19 items are negative. The scale having five alternative answers viz. always, most of time, sometime, rarely and never. The subject is asked to choose an alternative for each item, which best characterizes his/her behaviour. The score assigned to each scale of the statement is 4, 3, 2, 1, 0 for the item which shows favourable Leisure Time Activities of the subject, whereas 0, 1, 2, 3, 4 scores have been assigned to the items which show unfavourable Leisure Time Activities of the subject. The total score of a particular domain gives the dimension of Leisure Time Activities of the subject concerned.

VALIDITY OF THE SCALE

CONSTRUCT VALIDITY

To find out the validity of the scale, suggestions by experts in the field of Educational research were sought. For this purpose, the scale was send to 9 experts. After considering their opinion, it was decided to delete 3 items and 25 items were modified. Experts in the field of Education, Sociology and Psychology were consulted to seek their views and guidance for the construction of items. After this effort the preliminary draft was prepared having 150 items pertaining to 8 dimensions of Leisure Time Activities and has been given in table 3.4

Table-3.4 Items Pertaining to Different Dimensions

S. No.	Dimensions of the Scale	Item No.	No. of Items
1	Religious Activities	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19,20,21,22,23,24,25,26	26
2	Social Activities	27,28,29,30,31,32,33,34,35,36,37, 38,39,40,41,42,43,44,45,46,47,48, 49	23
3	Sports	50,51,52,53,54,55,56,57,58,59	10
4	Literary Activities	60,61,62,63,64,65,66,67,68,69, 70,71,72,73,74,75,76,77,78,79, 80,81,82,83, 84, 85, 86	27
5	Travel Activities	87,88,89,90,91,92	6
6	Recreational Activities	93,94,95,96,97,98,99,100,101, 102,103,104,106,107,108,109,111, 112,114,115,116,117,118	26
7	Media and Communication Activities	119,120,121,122,123,124,125,126, 127,129,130	12
8	Household Activities	, 131,132,133,134,135,136,137,138,139,140,141, 142, 143,144,145,146,147,148,149,150	20

Items were classified into positive and negative items in all domains, as given in table no.3.5

Table-3.5 Positive and Negative Items

S. No.	Type of Item	Item No.	Total No. of Items
1	Positive	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19,20,21,22,23,24,27,28, 29,30,31,32,33,34,35,36,37,38,39, 40,41,42,43,44,45,46,50,51,52,53, 54,55,56,57,58,59,60,61,62,63,64, 65,66,67,68,69,70,71,72,73,74,75, 76,77,78,79,80,81,82,83,87,88,89, 90,91,93,94,95,96,97,98,99,100, 101,102,103,104,106,107,108,109, 111,112,114,119,120,121,122,123, 124,125,126,127,129,131,132,133, 134,135,136,137,138,140,141,142, 143,144,145,146,147,148,149,150	131
2	Negative	25,26,47,48,49,84,85,86,92,105, 110,113,115,116,117,118,128,130, 139	19
	Total		150

RELIABILITY

Split-half method was applied to determine the reliability of the Scale. The scoring was done after splitting the test in two equal parts. Each individual score was obtained in two parts. Then scores were divided into two parts i.e. even and odd items. Both items were calculated separately.

In split-half method, even items were selected and put into part 'a' and score of odd items were put into part 'b'. Then the coefficient of correlation of two parts was calculated. In order to know the reliability of the whole scale, Spearman Brown formula was used. The value of correlation was found to be 0.94. The reliability of this questionnaire was found to be 0.97.

Table – 3.6 Reliability of the Scale

Method	Coefficient of Correlation	Reliability of Whole Questionnaire
Split-half Method	0.94	0.97

FINAL TRY OUT

The final draft of Leisure Time Activities scale was administered on 1000 male and female College students.

ADMINISTRATION OF THE SCALE

This scale is administered on male and female College students and can be administered on individual or on group. There is no time limit for its completion. There is no right or wrong answer. Confidentiality of the information was assured to the respondents. Subjects are supposed to respond to all the 150 items of the scale.

3.6 STATISTICAL TECHNIQUES

The following statistical techniques would be employed to test the hypothesis of the present study.

- Mean

- Standard deviation

- Correlation

CHAPTER-IV

RESULTS AND DISCUSSION

The next step in the process of research is analysis and interpretation of data, generalization to get a meaningful picture of raw information collected. Raw material needs to be tabulated before it serves any worthwhile purpose.

Interpretation of data forms the most important part of the study. All the efforts are directed to discover something. The data gathered and analysis fulfills the purposes when some inferences are drawn from them. Analysis of data means studying the tabulated material in order to determine meanings. It involves breaking down complex factor into simple parts and putting the parts together in new arrangement for the purposes of interpretation. The present study is related to Leadership behaviour of college students in relation to their Leisure time activities in college life. The purpose was to find out the relationship between Leadership Behaviour and Leisure Time Activities among college students.

The analysis of data has been studied under following headings:

1. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below:

TABLE NO 4.1

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among college students.

Variable	Sample group	N	Mean	SD	r	Result
Leadership Behaviour	Students	200	127.25	9.09	0.03	Insignificant
Leisure time activities	Students	200	450.91	79.37		

INTERPRETATION

Table 4.1 shows that mean scores of Leadership Behaviour and Leisure Time Activities among college students which are respectively 127.25 & 450.91. The computed r-value is 0.03 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among college students" stands accepted.

The investigator feels that the child acquires the leadership quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that leisure time activities do not contribute significantly during the college life of the students for the developing the skill of leadership. The finding of our study also shows the negligible relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among male college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below:

TABLE NO 4.2

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among male college students.

Variable	Sample group	N	Mean	SD	r	Result
Leadership Behaviour	Male Students	100	126.44	9.09	0.05	Insignificant
Leisure time activities	Male Students	100	472.12	54.55		

INTERPRETATION

Table 4.2 shows that mean scores of Leadership Behaviour and Leisure Time Activities among college students which are respectively 126.44 & 472.12. The computed r-value is 0.05 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among male college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that the male college students has not much time for leisure time activities because they are fully occupied their studies. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among male college students.

3. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among female college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below:

TABLE NO. 4.3

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among female college students.

Variable	Sample group	N	Mean	SD	r	Result
Leadership Behaviour	female Students	100	128.06	9.07	0.06	Insignificant
Leisure time activities	female Students	100	429.7	93.69		

INTERPRETATION

Table 4.3 shows that mean scores of Leadership Behaviour and Leisure Time Activities among college students which are respectively 128.06 & 429.7. The computed r-value is 0.06 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among female college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child build up during schooling. Therefore the investigator feels that the female college students has not much time for leisure time activities because they are fully occupied their works. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among Government college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below

TABLE NO. 4.4

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among Government college students.

Variable	Sample group	N	Mean	SD	r	Result
Leadership Behaviour	female Students	100	128.14	9.71	0.06	Insignificant
Leisuretime activities	female Students	100	417.36	75.16		

INTERPRETATION

Table 4.4 shows that mean scores of Leadership Behaviour and Leisure Time Activities among Government college students which are respectively 128.14 & 417.36. The computed r-value is 0.06 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government college students" stands accepted.

The investigator feels that the child acquire the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that the Government college students has not much time for leisure time activities because they are fully occupied their studies. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among Government college students.

5. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among private college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below

TABLE NO. 4.5

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

Variable	Sample group	N	Mean	SD	R	Result
Leadership Behaviour	**Female Students**	**100**	**126.36**	**8.39**	**0.11**	**Insignificant**
Leisure time activities	**Female Students**	**100**	**484.46**	**68.84**		

INTERPRETATION

Table 4.5 shows that mean scores of Leadership Behaviour and Leisure Time Activities among Private college students which are respectively 126.36 & 484.46. The computed r-value is 0.11 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that Private college students has not much time for leisure time activities because they are fully occupied their studies. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among private college students.

From figure 4.5 it is observed that the mean score of Leisure Time Activities is greater than mean score of Leadership Behaviour.

6. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among Government male college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below:

TABLE NO. 4.6

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among Government male college students.

	Type of sample	Sample group	N	Mean	SD	r	Result
Government College students	**Leadership Behaviour**	**Male Students**	**100**	**127.86**	**9.68**	**0.11**	**Insignificant**
	Leisure time activities	**Male Students**	**100**	**468.56**	**43.23**		

INTERPRETATION

Table 4.6 shows that mean scores of Leadership Behaviour and Leisure Time Activities among Government male college students which are respectively 127.86 & 468.56. The computed r-value is 0.11 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Government male college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government male college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that Government male college students has not much time for leisure time activities because they are fully occupied their studies. leisure time activities don't contribute significantly during the college life of the students for the developing the skill of leadership. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among Government male college students.

7. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among Government female college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below

TABLE NO. 4.7

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

	Type of sample	Sample group	N	Mean	SD	r	Result
Government College students	**Leadership Behaviour**	**Female students**	**100**	**128.42**	**9.65**	**0.12**	**Insignificant**
	Leisure time activities	**Female students**	**100**	**366.16**	**62.46**		

INTERPRETATION

Table 4.7 shows that mean scores of Leadership Behaviour and Leisure Time Activities among Government female college students which are respectively 128.42 & 366.16. The computed r-value is 0.12 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Government female college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government female college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels Government female college students has not much time for leisure time activities because they are fully occupied their studies.. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among private male college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below:

TABLE NO 4.8

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

	Type of sample	Sample group	N	Mean	SD	r	Result
Private College students	**Leadership Behaviour**	**Male Students**	**100**	**125.02**	**8.13**	**0.03**	**Insignificant**
	Leisuretime activities	**Male Students**	**100**	**475.68**	**64.17**		

INTERPRETATION

Table 4.8 shows that mean scores of Leadership Behaviour and Leisure Time Activities among Private male college students which are respectively 125.02 & 475.68. The computed r-value is 0.03 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Private male college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private male college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that Private male college students has not much time for leisure time activities because they are fully occupied their studies.. Hence the investigator feels that the negligible relationship between Leadership Behaviour and Leisure Time Activities among private male college students.

9. The objective of the study was to find out relationship between Leadership Behaviour and Leisure Time Activities among private female college students. So to fulfill this objective correlation and Mean were calculated. The results were discussed as below

<div align="center">

TABLE NO. 4.9

</div>

Table showing the result of relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

	Type of sample	Sample group	N	Mean	SD	r	Result
Private College students	**Leadership Behaviour**	**female students**	**100**	**127.7**	**8.51**	**0.14**	**Insignificant**
	Leisure time activities	**female students**	**100**	**493.24**	**72.81**		

INTERPRETATION

Table 4.9 shows that mean scores of Leadership Behaviour and Leisure Time Activities among Private female college students which are respectively 127.7 & 493.24. The computed r-value is 0.14 which has been found to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Private female college students. Hence the hypothesis "There exists no significant relationship between Leadership Behaviour and Leisure time activities among Private female college students" stands accepted.

The investigator feels that the child acquires the leader ship quality during his schooling. The school life is very important to inculcate the Leadership behaviour in the students. The co-curricular activities contribute a lot in developing leadership behaviour during school period. Therefore the foundation of basic qualities of the child builds up during schooling. Therefore the investigator feels that Private female college students has not much time for leisure time activities because they are fully occupied their studies. Hence the investigator feels that the

negligible relationship between Leadership Behaviour and Leisure Time Activities among private female college students.
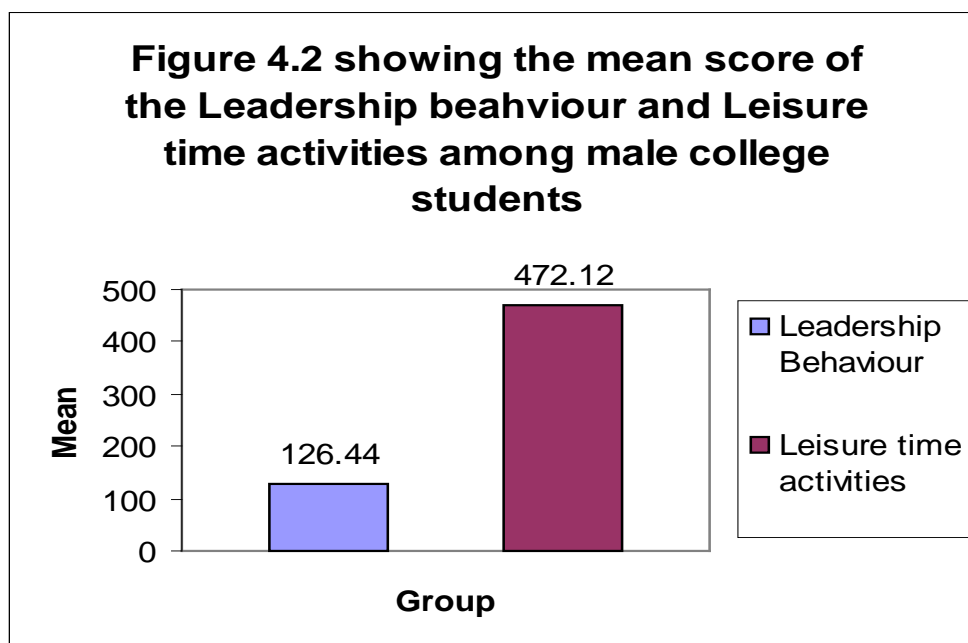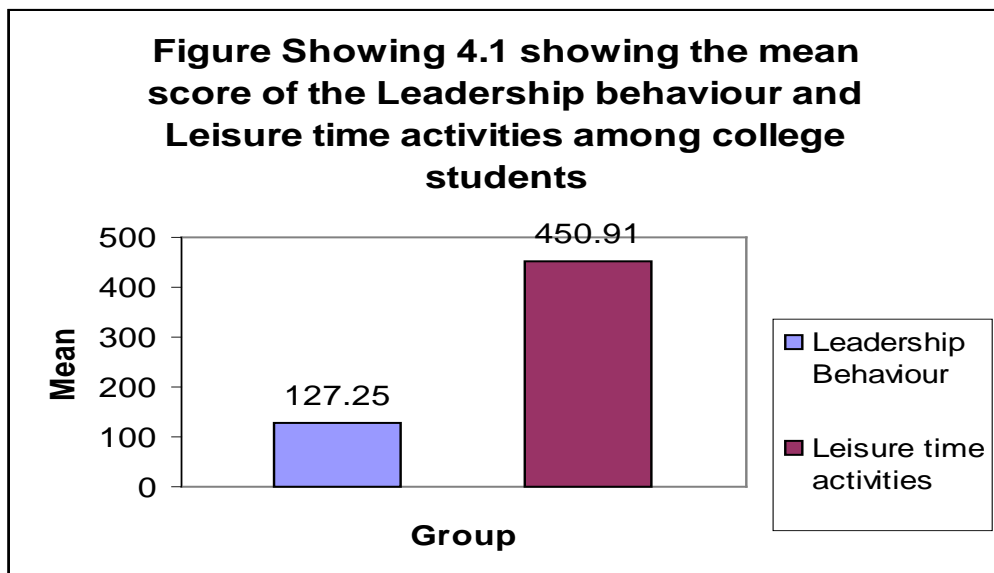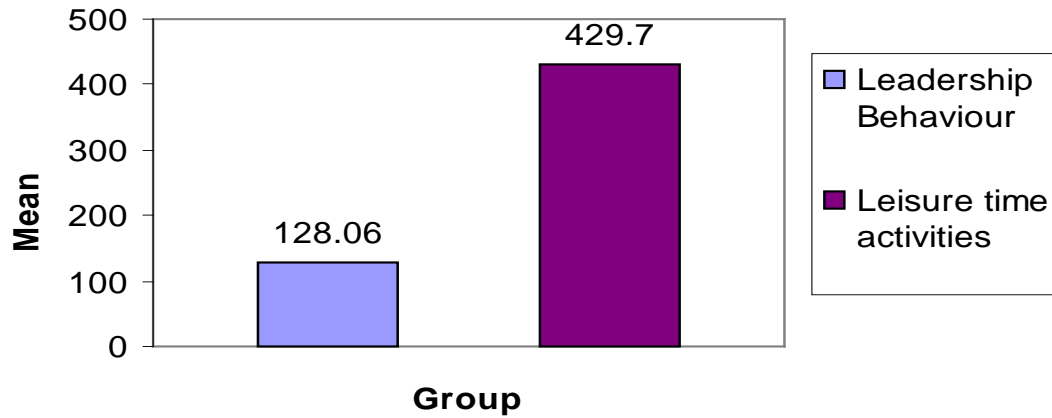
GRAPHICAL REPRESENTATION

Figure Showing 4.1 showing the mean score of the Leadership behaviour and Leisure time activities among college students

Figure 4.2 showing the mean score of the Leadership beahviour and Leisure time activities among male college students

Figure 4.3 showing the mean score of the Leadership behaviour and Leisure time acitivities among female college students

Mean

500	429.7
400	
300	
200	128.06
100	
0	

□ Leadership Behaviour

■ Leisure time activities

Group

Figure 4.4 showing the mean score of Leadership beahviour and Leisure time activities among college students

Mean

500	417.36
400	
300	
200	128.14
100	
0	

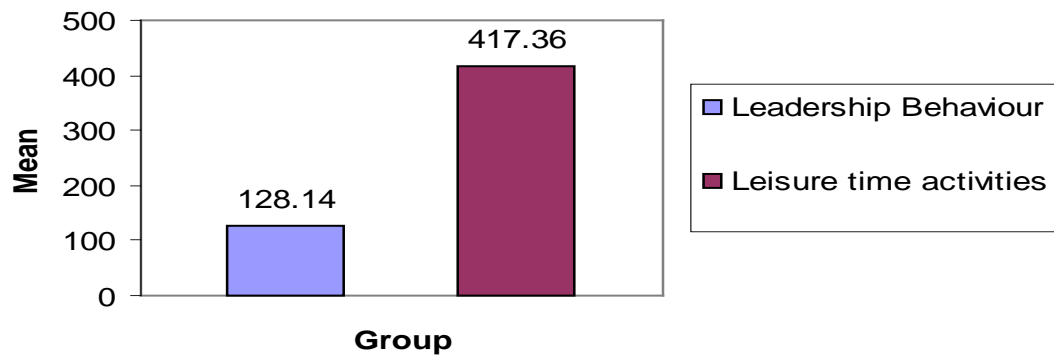□ Leadership Behaviour

■ Leisure time activities

Group

Figure 4.5 showing the mean score of the Leadership Beahviour and Leisure time activities among private college students
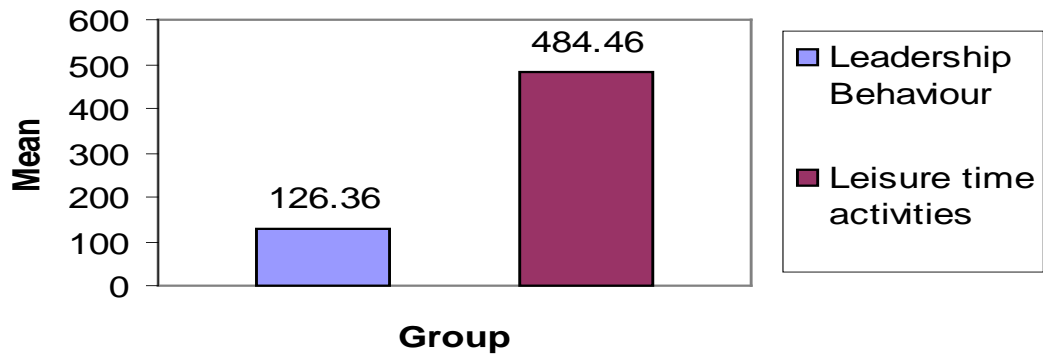

Figure 4..6 showing the mean score of Leadership behaviour and Leisure time among Governemnt male college
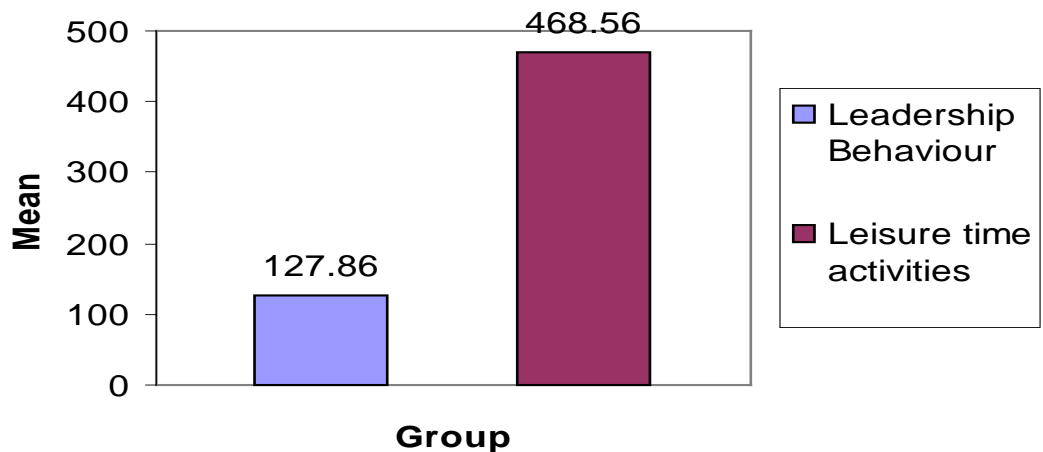
Figure 4.8 showing the mean score of Leadership behaviour and Leisure time activities among private male college students
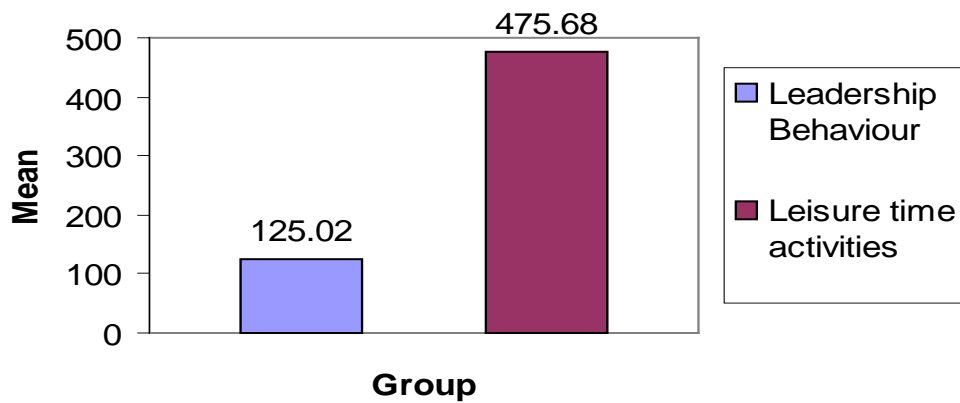
475.68

125.02

- ☐ Leadership Behaviour
- ■ Leisure time activities

Mean

500
400
300
200
100
0

Group

.

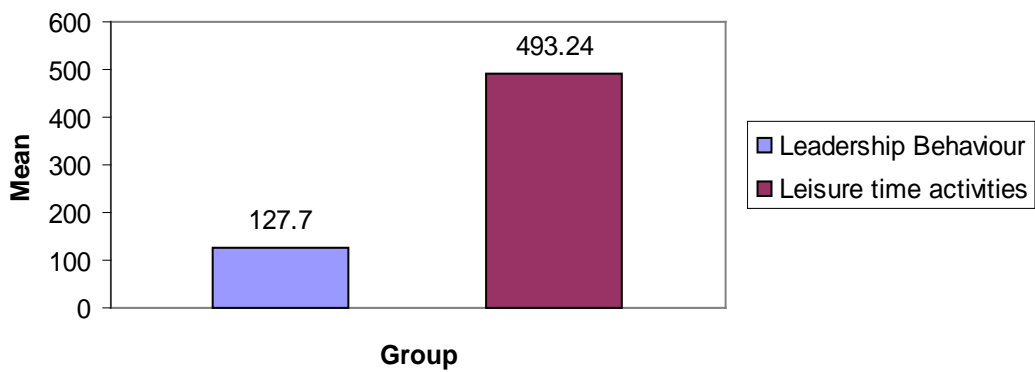**Figure 4.9 showing the mean score of of the Leadership Behaviour and Leisure time activities among private female college students**

493.24

127.7

- ☐ Leadership Behaviour
- ■ Leisure time activities

Mean

600
500
400
300
200
100
0

Group

MAJOR FINDINGS

1. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among male college students.

3. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. There exists negligible relationship between Leadership Behaviour and Leisure Time activities among Government college students.

5. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

6. There exists negligible relationship between Leadership Behaviour and Leisure Time activities among Government male college students.

7. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

9. There exists negligible relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

CHAPTER V
CONCLUSION

The present study was under taken with a view to find out relation between Leadership Behaviour and Leisure Time Activities in the college students. For this purpose the investigator has used Leadership Behaviour scale and Leisure Time Activities scale. The following conclusion can be drawn after discussing the results hypothesis wise:

1. **There exists no significant relationship between Leadership behaviour and Leisure time activities among college students.**

   The relationship between Leadership behaviour and Leisure time activity among college students is 0.03. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among college students" stands accepted.

2. **There exists no significant relationship between Leadership Behaviour and leisure time activity among male college students.**

   The relationship between Leadership behaviour and Leisure time activity among male college students is 0.05. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among male college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among male college students" stands accepted.

3. **There exists no significant relationship between Leadership behaviour and Leisure time activity among female college students.**

   The relationship between Leadership behaviour and Leisure time activity among female college students is 0.06. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among female college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among female college students" stands accepted.

4. **There exists no significant relationship between Leadership behaviour and Leisure time activity among Government college students.**

   The relationship between Leadership behaviour and Leisure time activity among

Government college students is 0.06. This comes out to be insignificant at 0.01 and 0.05 level of significance.. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among Government college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among Government college students" stands accepted.

5. **There is no significant relationship between Leadership behaviour and Leisure time activity among Private college students.**

The relationship between Leadership behaviour and Leisure time activity among Private college students is 0.11. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among Private college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among Private college students" stands accepted.

6. **There is no significant relationship between Leadership behaviour and Leisure time activity among Government male college students.**

The relationship between Leadership behaviour and Leisure time activities among Government male college students is 0.11. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among Government college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among Government male college students" stands accepted.

7. **There is no significant relationship between Leadership behaviour and Leisure time activity among Government female college students.**

The relationship between Leadership behaviour and Leisure time activity among Government female college students is 0.12. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among Government female college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among Government female college students" stands accepted.

8. **There is no significant relationship between Leadership behaviour and Leisure time activity among Private male college students.**

The relationship between Leadership behaviour and Leisure time activity among

college students is 0.03. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among Private male college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among Private male college students" stands accepted.

9. There is no significant relationship between Leadership behaviour and Leisure time activity among Private female college students.

The relationship between Leadership behaviour and Leisure time activity among Private female college students is 0.14. This comes out to be insignificant at 0.01 and 0.05 level of significance. This means that there exists negligible relationship between Leadership behaviour and Leisure time activities among Private female college students. Hence the hypothesis "There exists no significant relationship between Leadership behaviour and Leisure time activities among Private female college students" stands accepted.

CHAPTER VI
LIMITATIONS, SUGGESTIONS AND RECOMMENDATION

6.1 LIMITATIONS

Research has always some limitations. This is especially true in the case of research studies because at the time of data collection, any individual can try to conceal his negative aspects. The present study has also some limitations; such limitations of the study reduce the reliability and validity of the study. The research considers the following limitations in the present study.

1) The present study was conducted only on College students in Hanumangarh and Sri ganganagar districts of Rajasthan.

2) In the present study sample size was small which has not given appropriate results.

3) Some students have not given responses honestly.

4) There was language problem in case of Hindi medium students.

6.2 SUGGESTIONS

Research is never ending process. Every investigator after completing his piece of research inevitably becomes aware of areas in which further research is needed and naturally feels motivated to indicate area, which may be taken up for research by other investigators. The researcher by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken by perspective researchers.

1) This study may be conducted on colleges students in further districts of Rajasthan or in other state of the country.

2) The Sample size should be large for clear and appropriate results.

3) This study may be conducted on School going students also.

4) Hindi version test may be used for Hindi medium students.

5) Further studies can be conducted by relating Leadership qualities with other variables such as – family background, Socio-Economic status etc.

6) Further studies can be conducted by relating Leisure time activities with other variables such as – intelligence, thinking style etc.

6.3 RECOMMENDATIONS

Based on the conclusions of the present study, it is recommended that in order to maximize potentials including Leadership qualities, educational institutions including colleges should create a platform where Leisure time activities can be organized. Leisure time activities, in fact promote skills and knowledge that are required for self growth developing among individuals. It may be recommended that educational institutions should plan and organize various leisure time activities according to the need and interest of learners/students, then the creativity can be strengthened further which ultimately help socially growth in all possible directions.

SUMMARY

INTRODUCTION

In every group, different tasks are ascribed to the different members and all the members of the group do not possess equal ability and skill for performing every task. The various tasks are distributed among them according to individual ability. Their respective status also suffers a difference along with the allocation of different individuals. If you see a group of children playing, you will discover among them a leader while others are his followers. Some time there are reversal leader with in the other put it into action. The rest of the gang perform executive duties and assist the leader. It need hardly be made any clearer that the person who makes the plan must be intelligent.

The word Leader appeared in English language as early as 1300, yet the word leadership did not appear till 1800(Stodgily 1974). Civilized terms used to define leadership were king, chief, head, captain etc. Kings of yesterdays functioned as military authority, judge and administrative authority, even some practiced religious authority.

The word Leadership comes from the Angle Saxen word *leaden* meaning 'to go', 'proceeding' or 'for most among'. Leadership broadly defined, is usually volunteer, one leads because he or she believes in an idea, cause or activity and choose to invest time, energy and self in it. Leadership is defined in terms of qualities of interaction or an aspect of organization, where the scope of action from individual is defined in making decisions, in carrying out duties and shouldering responsibilities in a co-operative way.

Haiman (1950) states that leadership is a process in which an individual direct, guide, influence or control the thoughts, feelings or behaviour of other human beings. In large organizations leadership may be defined as influencing and emerging of people to do work together in a common effort to achieve the purpose of enterprise.

However, leadership is not simply a characteristic of a single person. It is rather a complex social relationship, the behavioral process of influencing individuals and group towards set goals. It influences the behaviour of every one that is seemed in one form or another in every form of life.

Leisure time means the free un-occupied time. Proper utilization of leisure time is a problem of education. Education must reach men to use leisure properly to retain their vigor and happiness. Leisure time is good fraction of child's free time and determines his personality, character and future.

Different people in different times have defined leisure in different ways. The ancient Greek philosophers, for example, regarded leisure as labor of the mind, to expend an individual's intellectual horizons and thereby make the person a better citizen. The goal was to become an educated individual, a goal that could not be attained until the individual was well into adulthood. This understanding of leisure is in stark contrast to the late 20th century view that regards leisure as time to be used for recreation and for fun.

A common definition of leisure says that it is an activity freely pursued without pay, which brings an immediate satisfaction.

The problem of leisure time is quite possibly the greatest single problem for education today. This situation is both a challenge and an opportunity. As increased leisure becomes available for millions, there will be more time available for individuals to develop their talents to the greatest potential, thereby achieving new dimensions of happiness and satisfaction.

SIGNIFICANCE OF THE PROBLEM

Leadership in defined in terms of qualities interaction or an aspect of organization where the scope of action from individual is defined in making decisions and parenting pattern is a term that summarizes behaviours used by mother or father to raise the child. Man is a social animal. He lives in a society and acquires socialization and fulfills his psychological and sociological needs. His personality develops in the society due to impact of his environment. But we usually see that parents emphasize great impact on the personality of the child. It is reality that the child develops in social atmosphere but basically he acquires qualities from parental pattern.

Education is a central agency in shaping the future of the individual and the nation. The quality of citizen depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. The quality of education that goes in the schools is directly proportional to organizational climate, leadership and organizational practices. Every school has it's personality in the sense of its unique characteristics by which it is marked and singled out from all other school and this intangible factor within the school determines the leadership qualities within the school. Leadership behaviour gets its final shape during college life. Hence it is necessary to study the leadership qualities of students in context of college life or area in which they study. Moreover co-curricular activities help to inculcate the quality of leadership. Co-curricular activities helps in physical development, Sublimation of instincts, inculcate moral values, civics values and refining the social values. We can

utilize our leisure time by participating in Co-curricular activities. In this study, the researcher wants to see the contribution of leisure time activities in developing the qualities of leadership of college students. So with the help of this study, the investigator wants to know that is there any influence of leisure time activities in developing the qualities of leadership of college students.

STATEMENT OF THE PROBLEM

Attempt has been made in the present study to examine the extent of relationship between Leadership behaviour and Leisure time activities. The present study will be helpful in understanding the role of various types of leisure time activities in developing the leadership behaviour among the college students.

OBJECTIVES

1. To find out relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. To find out relationship between Leadership Behaviour and Leisure Time Activities among male college students

3. To find out relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. To find out relationship between Leadership Behaviour and Leisure Time Activities among Government college students.

5. To find out relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

6. To find out relationship between Leadership Behaviour and Leisure Time Activities among Government male college students.

7. To find out relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. To find out relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

9. To find out relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

DELIMITATIONS

1. The study was restricted to Hanumangarh and Sri Ganganagar districts of Rajasthan only.

2. The study was confined to 200 Government and Private College students (100 male and 100 female only).

HYPOTHESES

1. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among male college students.

3. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government college students.

5. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

6. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government male college students.

7. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

9. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

SAMPLING SIZE

The educational phenomena mostly consist of a large number of units. It would be impracticable, if not impossible to test, to interview or observe each unit, of the populations in order to arrive at principles having universal validity. Some population is so large that their study would be expensive in terms of time, money, and effort and man power. Sampling is the process by which a relatively small no. of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. It's often desirable to reduce expenditure, save time and energy, permit, measurement of greater precision and accuracy. Sampling procedure provides generalizations on the basis of relatively small portion of population called a sample.

The study was conducted on five Government and five Private college students of Hanumangarh and Sri Ganganagar districts of Rajasthan. In total, the sample was restricted to 200 college students only.

SAMPLING AREA

The sample was taken from Government/Aided and Private Colleges of Hanumangarh and Sri Ganganagar districts of Rajasthan.

SAMPLING TECHNIQUE

The simple random sampling technique was used by the researcher to collect the data. The researcher collected the data randomly from five Government and five Private colleges of Hanumangarh and Sri Ganganagar districts of Rajasthan.

TOOLS

3. Leader Behaviour Scale (LBS) by Dr. Asha Hingar (Jaipur)
4. Leisure Time Activities Scale(LTAS) (Self-constructed)

STATISTICAL TECHNIQUES

The following statistical techniques would be employed to test the hypothesis of the present study.

- Mean

- Standard deviation

- Correlation

MAJOR FINDINGS

1. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among college students.

2. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among male college students.

3. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among female college students.

4. There exists no significant relationship between Leadership Behaviour and Leisure Time activities among Government college students.

5. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private college students.

6. There exists no significant relationship between Leadership Behaviour and Leisure Time activities among Government male college students.

7. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Government female college students.

8. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private male college students.

9. There exists no significant relationship between Leadership Behaviour and Leisure Time Activities among Private female college students.

LIMITATIONS

Research has always some limitations. This is especially true in the case of research studies because at the time of data collection, any individual can try to conceal his negative aspects. The present study has also some limitations; such limitations of the study reduce the reliability and validity of the study. The research considers the following limitations in the present study.

1. The present study was conducted only on College students in Hanumangarh and Sri ganganagar districts of Rajasthan.

2. In the present study sample size was small which has not given appropriate results.

3. Some students have not given responses honestly.

4. There was language problem in case of Hindi medium students.

SUGGESTIONS

Research is never ending process. Every investigator after competing his piece of research inevitably becomes aware of areas in which further research is needed and naturally feels motivated to indicate area, which may be taken up for research by other investigators.

The researcher by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken by perspective researchers.

1.) This study may be conducted on colleges students in further districts of Rajasthan or in other state of the country.

2.) The Sample size should be large for clear and appropriate results.

3.) This study may be conducted on School going students also.

4.) Hindi version test may be used for Hindi medium students.

5.) Further studies can be conducted by relating Leadership qualities with other variables such as – family background, Socio-Economic status etc.

6.) Further studies can be conducted by relating Leisure time activities with other variables such as – intelligence, thinking style etc.

RECOMMENDATION

Based on the conclusions of the present study, it is recommended that in order to maximize potentials including Leadership qualities, educational institutions including colleges should create a platform where Leisure time activities can be organized. Leisure time activities, in fact promote skills and knowledge that are required for self growth and developing among individuals. It may be recommended that educational institutions should plan and organize various leisure time activities according to the need and interest of learners/students, then the creativity can be strengthened further which ultimately help socially growth in all possible directions.

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