

## **Relationship between Self Esteem and Leadership Styles of Small Scale Women Entrepreneurs in Nagapattinam District**

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### **Abstract**

The present study made an attempt to find out the relationship between self esteem and leadership styles of small scale women entrepreneurs in Nagapattinam district. The study tried to know whether there any influence of demographic variables on self-esteem and leadership styles of small-scale women entrepreneurs. In the present investigation a sample of 125 small-scale women entrepreneurs were selected randomly. Primary data were collected from the respondents using questionnaire developed by researcher. After collecting the data, they were coded using Microsoft excel. The data were analysed in Statistical Package for Social Science. Mean, Standard Deviation, t-test, one way ANOVA and Correlation analysis were applied to test the hypotheses. Result shows that there is a significant difference between small-scale women entrepreneurs differ in their self esteem and leadership styles.

**Keywords:** Self esteem, Leadership styles, Women empowerment and Nagapattinam district

### **Introduction**

Self-esteem is the package of beliefs that we carry around in our head that we accept to be the truth about oneself, whether it is or not. According to Cooper Smith (1967), self-esteem is “a personal judgment of worthiness that is expressed in the attitudes that individual holds towards him. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour.” Rosenberg (1965) defined self-esteem as the ‘evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval’. One of the most important aspects of the self-concept is our self-esteem, the personal evaluation of ourselves and the resulting feelings of worth associated with our self-concept. Self-esteem is affected by a variety of influences, ranging from formation of childhood experiences in relation to parents, to our own standards or ideal self. For instance, individuals with high self-esteem generally brought up by parents who were very accepting of them, expressed by a lot of affection and established norms but reasonable rules of which fosters a positive self-image. Individual with low self-esteem usually were brought up by parents who relied on parenting styles that were overtly strict, overtly permissive or inconsistent. Self-esteem is also significantly influenced by our experiences of success and failures.

Although people customarily speak of self-esteem as a single entity, global esteem also includes many compartmentalized or situation specific aspects which vary according to circumstances. Nevertheless, all of us some time suffer from low self-esteem. Because self-esteem resides largely within us, ultimately one may have the power to change it. As Seneca, the ancient philosopher said, “what you think of yourself is much more important than what others think of you”. Self-esteem is defined in many ways by the psychologist. Generally it is understood that self-esteem is appreciation, worth, estimate of value. The report of the California Task Force (1990) to promote self-esteem and personal and social responsibility defined self-esteem as "appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly towards others".

Most psychologists stated that our self-image is affected by all the experiences we have – success, failures, compliments, “put downs”, personal experiences, our expectations and others’ expectations of us.

If a person places high values on being a superior student but is only an average or poor student, his self-esteem will suffer. The same person however, could value athletic ability and popularity over academic ability and consequently have a high self-esteem if he is accomplished in the first two areas. An individual’s self-esteem is based on a combination of objective information about oneself and subjective evaluation of that information.

### **Sources of High Self-Esteem**

- (1) Every small scale women entrepreneurs of the society needs approval in terms of
  - (a) His/her own sense of personhood.
  - (b) His/her proven ability.
  - (c) His/her sense of individuality.
  - (d) His/her framework of meaningful values.
- (2) Other good examples and societal role models
- (3) Peer group approval
- (4) Educational achievements
- (5) Skills, mastery in sports, music, hobbies, etc.
- (6) To learn to feed self good strokes
- (7) To receive God’s love and acceptance
- (8) Affirming romantic experiences
- (9) Career expertise and enjoyment
- (10) Root-value transfer

### **Causes of Low Self-Esteem**

Many factors considered to be causes for low self-esteem. Some of the important causes are given below:

- (1) Negative body image. Feeling inferior in contrast with someone else
- (2) Criticism. A pattern of acceptance from parents and others that makes the child feel unworthy because of criticism
- (3) Critical blow-ups. Negative self-criticism the child gives him or herself
- (4) Chronic comparisons to others. Make each child know he is not valued
- (5) Demands of perfection. Perfectionists are driven by feeling of insecurity, so they try to compensate by being perfect
- (6) Sense of hopelessness. Negative input from others has destroyed hope

### **Leadership Styles**

Leadership is a term that conjures up different images in different people. While to some it means charisma, to other, it means power and authority. One expert puts that there are almost so many definitions of leadership as there are persons who have attempted to define the term. Let us present a few important definitions of leadership.

According to George K. Terry (1979), “Leadership is the activity of influencing people to strive willingly for group objectives. Harold Koontz (1986) has defined leadership “as the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.” In the opinion of Chester Barnard (1938), “Leadership is the quality of behaviour of individuals whereby they guide people or their activities in organizing efforts.” After going through the above definitions of leadership, it can safely be defined as a process of influencing group activities towards the achievement of certain goals. Formal leadership occurs when an organization officially bestows upon a leader the power and authority to guide and direct others in the organisations. Informal leadership occurs when others in the organization unofficially accord a person the power, influence to guide, and direct their behaviour. The person who guides or influences the behaviour of others is called ‘leader’ and people guided or influenced are called the ‘followers’. The main characteristics flowing from the preceding definitions of leadership are as follows:

1. Leadership is a continuous process of influencing others’ behaviour
2. Leadership is basically a personal quality that enables leader to influence the subordinates’ behaviour at work
3. The success of a leader depends on the acceptance of his leadership by the followers. Of course, the situational variables also affect the effectiveness of leadership.
4. There is a relationship between leader and followers, which arises out of functioning for a common goal

### **Functions of Leadership**

Leadership functions of a manager are closely related with managerial functions he performs. Nonetheless, the leadership functions are somewhat different. As a leader, the manager has to perform some other functions as well. Following are the more important ones:

1. Developing Team Work: One of the primary functions of the leader is to develop and combine his followers as a team. Given the followers’ competence, potential and needs, the leader needs to create a congenial and healthy working environment for his work-team.
2. Representing the Team: in organization, the leader serves as a linking-pin between his/her team members and management. As and when required, the leader communicates the problems and grievances of his subordinates to the management, and helps solve problems by participating in problem-solving process
3. Counseling the Work Men: When team members face problems in doing their work, they seek guidance and advice from their leader. The problems may be technical or emotional in nature.
4. Managing Time: One of the functions of the leader is to ensure the timely completion of activities undertaken by his/her team members. He has to appreciate the trite saying “a stitch in time saves nine.”
5. Using Proper Power: Leader has to exercise his power and authority over his subordinates as per the demand of the situation. Exercise of power needs to stimulate positive response from the subordinates.
6. Securing Group Effectiveness: The manager leader needs to provide for a reward system to improve the efficiency of capable workers, delegate authority, and invite participation of employees in decision-making. Availability of necessary and adequate resources and communicating necessary information to the employees also help leader secure effectiveness of group-effort.

## Review of Literature

**Hemalatha Prasad (2014)** argues that SHGs need better infrastructure support not only in the form of market complexes, work sheds, good roads, better transport but also in the form of better backward and forward linkages and institutional support wherever possible. Broadly, SHGs are following five channels of market viz., local markets, institutional arrangements, exhibitions /meals, distributors/ vendors/ traders and wholesaler and retailers. In view of the increased competition in Liberalisation, privatization and globalization (LPG) era skill up gradation in non-farm sector will prepare SHGs for better competition and boost the marketing prospects. She further highlights that the technology interventions are practically non-existent in the current working environment of SHGs and technology action plan is essential for the SHPIs operating in the field.

**Rao, (2014)** studied the all round development achieved by the SHG/DWCRA women group in Andhra Pradesh. The study observed that the increase in the level of awareness levels after joining the group about sending the girl child to school, for a period of five years is evident. Data indicate that more women are sending their girl children to school than in the past. After joining the groups there is an increase in the number of women adopting small family norm. The increased role of women in the decision-making process of their daughter's marriage reflects their enhanced articulation. Increasingly more women are playing important roles in the domestic activities. Through proper guidance, women are now able to solve their own problems like drinking water, privacy through low cost sanitation, horticulture through check dams, school for the girl children, road to their village etc. Varying levels of participation by women in the study region reflected the degree of social development coupled with economic independence. The study recommended that more of economically and socially disadvantaged women should be encouraged to form groups.

**Sunder and Ashokan (2014)** analyses the performance of cooperative banks in financing women self-help groups in India. It was observed that the cooperative banks in the southern region have covered more than a half of SHGs under the cooperative sector's coverage and sanctioned the needed credit. Cooperative banks in Karnataka occupy the first position with respect to coverage of women SHGs in their credit plan, followed by Tamil NADU, Andhra Pradesh and Kerala. Cooperative banks in the eastern region occupy the second place. Cooperative banks in the northern region take third position. Performance of cooperative banks in Himachal Pradesh is quite encouraging as they have covered relatively more number of SHGs and made credit provision that the cooperative banks in Rajasthan and Punjab states. Cooperative banks in western and central region occupy the fifth place in their performance. The cooperative banks in the northeastern region are placed last in order. There are wide variations with respect to the performance of cooperative banks in financing women development programmes. It is suggested that the performance of cooperative banks is quite discouraging in the central region with respect to financing women development programmes. These banks have to cover more number of SHGs and they should enhance the amount of credit per group. Some cooperative banks have covered less number of women SHGs in their linkage. Hence, they should identify potential groups and make them their customers. There is a need for balanced credit allocation in all cooperative banks with a view to removing the problem of regional variation in their performance.

**Velu Suresh Kumar, (2015)** has mentioned in his article "Women Empowerment - Success through self-help groups", that apart from financial aspects, it also becomes a platform for exchanging ideas regarding prevention of AIDS, dowry, nutrition, marital laws, literacy, sanitation and children rearing etc. He also pointed out that the leadership qualities have been developed through self-help group meetings, and around 2500 women have become presidents (or) members of Panchayats and local bodies in the state.

The self-help groups differ in their emotional intelligence; it can be possessed by an individual in more or less amount. However, if the individuals and emotional balanced, they can manage any difficult situations easily.

A very interesting study on the relationship between personality profile and leadership style of Indira Gandhi was made by **Steinberg & Blema (2015)**. This study tried to explore the relationship between Indira Gandhi personality profile in the period before she became Prime -Minister and her leadership style during the time she was prime minister. The instrument for assessing the personality profile was compiled and adapted from criteria for normal personality types and pathological variants. Gandhi emerged as a multifaceted individual with four of her personality scales – Ambitious, Reticent, Contentious, and Dominating. Further, Indira Gandhi's leadership behaviour matched with the ambitions, dominant and contentious personality profile but not the reticent one.

**Luca & Tarricone (2015)** tried to examine "Does Emotional Intelligence Affect Successful Team Work". In this study, a group of final year multimedia students were investigated while completing a project-based unit, in which teamwork was an essential ingredient, couched in an authentic context. Student teams were required to develop web sites for "real" clients; with teamwork processes supported with on-line tools to monitor progress and contributions. At the end of the semester, successful and unsuccessful teams (in terms of collaboration and teamwork) were interviewed and surveyed to determine essential factors that promoted success. A framework was developed from the literature based on students' Emotional Intelligence, and propensity to be encouraged in collaborative teamwork. It was found that there was a strong correspondence between students' Emotional Intelligence and team harmony.

**Rabindra Kumar Pradhan (2015)** attempted study on emotional intelligence and personal effectiveness. The researcher hypothesized that emotional intelligence enhances personal effectiveness. The study was conducted among 50 post graduates (25 male & 25 female) from various departments of Delhi university. The sample was administered Emotional Intelligence Scale Udai Pareek (46). The study reported that there exist a positive relationship between emotional intelligence (EI) and personal effectiveness (PE). The potential benefits of emotional intelligence were discussed in the context of personal effectiveness.

### **Objectives**

1. To study the relationship between Self Esteem and Leadership Styles of small scale women entrepreneurs
2. To study Self Esteem and Leadership Styles of small scale women entrepreneurs of different Age groups
3. To study Self Esteem and Leadership Styles of small scale women entrepreneurs with different Educational Qualifications

### **Hypothesis**

Based on literature review, the following hypotheses are made.

- There is a significant relationship between self-esteem and leadership styles of the small-scale women entrepreneurs.
- Small-scale women entrepreneurs differ in their Self-esteem scores on the basis of their educational qualification.
- Small-scale women entrepreneurs differ in their Autocratic Leadership scores based on their educational qualification.

- Small-scale women entrepreneurs differ in their Participative leadership scores based on their educational qualification.
- Small-scale women entrepreneurs differ in their Laissez-faire leadership scores based on their educational qualification.
- Small-scale women entrepreneurs differ in their self-esteem scores based on their age.
- Small-scale women entrepreneurs differ in their Autocratic Leadership scores based on their age.
- Small-scale women entrepreneurs differ in their Participative Leadership scores based on their age.
- Small-scale women entrepreneurs differ in their Laissez-faire leadership scores based on their age.

### **Methodology**

The main population for this study is and small scale women entrepreneurs. Sampling is very important for the success of a study and therefore should be representative of the population. For this study, the method purposive sampling was adopted. This is because the study is about Entrepreneur. The sample comprised of Men and Women Entrepreneur. Mainly from the Small Scale and Tiny sector of Industries and having a variety of academic Qualification – business, Science and Arts. The two questionnaires were distributed to 125 samples Women Category.

The main study was conducted on 125 small-scale women entrepreneurs. Considering the fact that the small-scale women entrepreneurs are highly successful and hence very busy the investigator had great difficulty in contacting them and giving them the questionnaire and getting it answered. The researcher took more than two months to accomplish the data collection process.

### **Data Processing**

The collected data were analysed using appropriate statistical techniques. The descriptive statistics such as mean and S.D,  $SE_M$ , t-ratio were computed. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables, inferential statistical techniques of product moment correlation and ANOVA analysis were computed.

### **Limitations of the study**

The vast population, limitation of the time etc forced to restrict this study a sample of 125 small-scale women entrepreneurs randomly selected from Nagapattinam district in Tamilnadu. Therefore, the conclusion and other interpretation derived in their enquiry must view in the context of the sample and variables used in this study.

### **Description of the Self-esteem Questionnaire**

The multi-dimensional self-esteem questionnaire consists of 82 items in the form of statements. It has both positive and negative items. Categories are well mixed to reduce the halo effect and the logical error, and double-barreled statements are avoided. There are 6 dimensions involved (1) Competency, (2) Global Self-Esteem, (3) Moral and Self-Control, (4) Social-Esteem, (5) Family, (6) Body and Physical Appearance. A lie scale is also included to measure social conformity in responses.

### **Leadership Style Questionnaire**

The leadership style survey questionnaire was invented by Donclark. The questionnaire helps one to assess what leadership style one normally operates out of.

The questionnaire consists of 30 items, ten each for the three styles of leadership namely viz., Autocratic, participative & Democratic and Defective or laissez-faire. For each item of Questionnaire five options are given. They are as follows.

- 5 – Always True
- 4 – Frequently True
- 3 – Occasionally True
- 2 – Rarely True
- 1 – Never True

The subject is requested to read each item and while exercising his option he/she is requested to be honest his/her choices as there are no right or wrong answers it is only for Noels own self-assessment. The lowest score possible for a stage is ten while the highest score possible for a stage is 50.

The highest of the three scores indicates the style of leadership one normally uses. If one's highest score is 40 or more, it is a strong indicator of one's normal style. The lowest of the score is an indicator of the style one least uses. If one's lowest score is 20 or less it is a strong indicator that one normally does not operate out of this mode. If two of the scores are close to the same, one might be going through a transition phase either personally or at work except if one scores high in both the participative and the delegate than one is probably a delegate leader. If there is only a small difference between the three scores then this indicates that one has no clear perception of the mode one operates out of, or one is a new leader and is trying to feel out the correct style for one self. In this regard the author of the tool opines that normally some of the best leaders operate out of the participative mode and use other two modes as needed.

#### **Administration Procedure**

The instructions were read aloud “lists of statements are given below. These statements describe how you generally fell and think about yourself and not how others think of you. There is no right or wrong answers. Please indicate your responses by encircling to appropriate number using the following rating scale to express your feelings:

- 4 = Always
- 3 = Most of the time
- 2 = Sometimes
- 1 = Never

The sample size and nature was identified for carrying out the research work. The method of field survey was adopted for administering the standard tools to respondents. For collecting data on the variables, questionnaires were personally given to the respondents with specific instructions. Details of the respondents' responses for the tests were collected for scoring and analysis. The data obtained was subjected to statistical analysis for testing the hypotheses.

## Results and Discussion

**Table 1**

Correlation between self esteem and leadership styles of small scale women entrepreneurs (N=125)

Leadership styles	Self-esteem
Autocratic Leadership	0.149
Participative	-0.050
Laissez-faire	-0.142

The obtained correlation values are found to be less than the table value for 0.01 level of significance. This indicates that there is no significant relationship between Participative and Self-esteem & Laissez-faire and Self-esteem.

**Table 2**

Showing the Mean, Standard deviation of dimensions in small scale women entrepreneurs scores on the basis of educational qualification

Dimensions	Educational qualification	N	Mean	SD
Self esteem	Below SSLC	91	241.97	15.77
	Above SSLC	34	250.44	12.27
Autocratic	Below SSLC	91	34.01	4.71
	Above SSLC	34	35.47	6.58
Participative	Below SSLC	91	41.47	3.63
	Above SSLC	34	41.59	6.37
Laissez-faire	Below SSLC	91	41.05	2.99
	Above SSLC	34	40.24	5.99

Among the sub-samples Self-esteem in small scale women entrepreneurs belong to the educational qualification group of Above SSLC are having high mean score (250.44) and Below SSLC are having the least mean score (241.97) in this category. The Self-esteem in small scale women entrepreneurs belong to the educational qualification group of above SSLC qualified are having the high mean score.

Among the sub-samples Autocratic leadership in small scale women entrepreneurs belong to the educational qualification group of Above SSLC are having high mean score (35.47) and Below SSLC are having the least mean score (34.01) in this category. The Autocratic leadership in small-scale women entrepreneurs belong to the educational qualification group of above SSLC qualified are having the high mean score.

Among the sub-samples Participative leadership in small scale women entrepreneurs belong to the educational qualification group of Above SSLC are having high mean score (41.59) and Below SSLC are having the least mean score (41.47) in this category. The Participative leadership in small-scale women entrepreneurs belong to the educational qualification group of above SSLC qualified are having the high mean score.

Among the sub-samples Laissez-faire leadership in small scale women entrepreneurs belong to the educational qualification group of Below SSLC are having high mean score (41.05) and Above SSLC are having the least mean score (40.24) in this category. The Laissez-faire leadership in small-scale women entrepreneurs belong to the educational qualification group of Below SSLC qualified are having the high mean score.

**Table 3**

Showing the Mean, Standard deviation of dimensions in small scale women entrepreneurs scores on the basis of Age

Dimensions	Age	N	Mean	SD
Self esteem	20-25	26	243.81	18.74
	26-30	43	247.93	15.02
	31-35	25	240.92	15.64
	Above 35	31	242.29	11.55
Autocratic	20-25	26	36.04	4.91
	26-30	43	34.44	5.31
	31-35	25	33.00	6.66
	Above 35	31	34.13	4.10
Participative	20-25	26	42.12	4.25
	26-30	43	41.91	3.48
	31-35	25	41.24	6.27
	Above 35	31	40.65	4.41
Laissez-faire	20-25	26	42.46	3.15
	26-30	43	41.05	2.41
	31-35	25	39.28	6.68
	Above 35	31	40.42	3.19

Among the sub-samples Self-esteem in small scale women entrepreneurs belong to the age group of 26-30 years are having high mean score (247.93) and above 35 years are having the least mean score (242.29) in this category. The Self-esteem in small-scale women entrepreneurs belong to the age group of 26-30 years is having the high mean score.

Among the sub-samples Autocratic leadership in small scale women entrepreneurs belong to the age group of below 25 years are having high mean score (36.04) and 31-35 years are having the least mean score (33.00) in this category. The Autocratic leadership in small-scale women entrepreneurs belong to the age group of below 25 years is having the high mean score.

Among the sub-samples Participative leadership in small scale women entrepreneurs belong to the age group of below 25 years are having high mean score (42.12) and above 35 years are having the least mean score (40.65) in this category. The Participative leadership in small-scale women entrepreneurs belong to the age group of below 25 years is having the high mean score.

Among the sub-samples Laissez-faire leadership in small scale women entrepreneurs belong to the age group of below 25 years are having high mean score (42.46) and Above 35 years are having the least mean score (40.42) in this category. The Laissez-faire leadership in small-scale women entrepreneurs belong to the age group of below 25 years are having the high mean score.

**Table 4**

Showing Mean, SD and t-value of small scale women entrepreneurs in Self-esteem scores on the basis of their Educational qualification

S. No.	Educational qualification	N	Mean	S.D	t-value	LS
1.	Below SSLC	91	241.97	15.77	3.17	0.01
2.	Above SSLC	34	250.44	12.27		

Hy: Small-scale women entrepreneurs differ in their Self-esteem scores based on their educational qualification.

The above table shows that the Mean, SD,  $SE_M$  and t-value of small-scale women entrepreneurs in Self-esteem based on their educational qualification. The calculated t-value (3.17), which is significant at 0.01 level. Hence, the stated hypothesis is accepted. Therefore, Below SSLC qualified respondents have better opinion of Self-esteem when compared to above SSLC qualified groups.

**Table 5**

Showing Mean, SD and t-value of small scale women entrepreneurs in Autocratic Leadership scores on the basis of their Educational qualification

S. No.	Educational qualification	N	Mean	S.D	t-value	LS
1.	Below SSLC	91	34.01	4.71	1.18	NS
2.	Above SSLC	34	35.47	6.58		

Hy: Small-scale women entrepreneurs differ in their Autocratic Leadership scores based on their educational qualification.

The above table shows that the Mean, SD,  $SE_M$  and t-value of small-scale women entrepreneurs in Autocratic Leadership based on their educational qualification. The calculated t-value (1.18), which is not significant. Hence the stated hypothesis is rejected. Therefore, Above SSLC qualified respondents have better opinion of Autocratic Leadership when compared to below SSLC qualified groups.

**Table 6**

Showing Mean, SD and t-value of Small scale women entrepreneurs in Participative leadership scores on the basis of their Educational qualification

S. No.	Educational qualification	N	Mean	S.D	t-value	LS
1.	Below SSLC	91	41.47	3.63	0.10	NS
2.	Above SSLC	34	41.59	6.37		

Hy: Small-scale women entrepreneurs differ in their Participative leadership scores based on their educational qualification.

The above table shows that the Mean, SD,  $SE_M$  and t-value of small-scale women entrepreneurs in Participative leadership based on their educational qualification. The calculated t-value (0.10), which is not significant. Hence the stated hypothesis is rejected. Therefore, Above SSLC qualified respondents have better opinion of Participative leadership when compared to below SSLC qualified groups.

**Table 7**

Showing Mean, SD and t-value of Small scale women entrepreneurs in Laissez-faire leadership scores on the basis of their Educational qualification

S. No.	Educational qualification	N	Mean	S.D	t-value	LS
1.	Below SSLC	91	41.05	2.99	0.76	NS
2.	Above SSLC	34	40.24	5.99		

Hy: Small-scale women entrepreneurs differ in their Laissez-faire leadership scores based on their educational qualification.

The above table shows that the Mean, SD,  $SE_M$  and t-value of Small scale women entrepreneurs in Laissez-faire leadership on the basis of their educational qualification. The calculated t-value (0.76), which is not significant. Hence the stated hypothesis is rejected. Therefore, Below SSLC qualified respondents have better opinion of Laissez-faire leadership when compared to Above SSLC qualified groups.

**Table 8**

Showing Mean, SD and F-value of Small scale women entrepreneurs in Self-esteem scores on the basis of their Age

S. No.	Age	N	Mean	S.D
1.	20-25	26	243.81	18.74
2.	26-30	43	247.93	15.02
3.	31-35	25	240.92	15.64
4.	Above 35	31	242.29	11.55
	Total	125	244.27	15.32

	Sum of Squares	df	Mean Square	F-value	LS
Between Groups	983.696	3	327.899	1.41	NS
Within Groups	28133.056	121	232.505		
Total	29116.752	124			

Hy: Small-scale women entrepreneurs differ in their self-esteem scores based on their age.

The above table shows that the Mean, SD,  $SE_M$  and F-value of Small-scale women entrepreneurs in self-esteem based on their age. The calculated F-value (1.41), which is not significant. Hence, the stated hypothesis is rejected. Therefore, below 30 years of age groups respondents have better opinion of self-esteem when compared to other age groups.

**Table 9**

Showing Mean, SD and F-value of Small scale women entrepreneurs in Autocratic Leadership scores on the basis of their Age

S. No.	Age	N	Mean	S.D
1.	20-25	26	36.04	4.91
2.	26-30	43	34.44	5.31
3.	31-35	25	33.00	6.66
4.	Above 35	31	34.13	4.10
	Total	125	34.41	5.30

	Sum of Squares	df	Mean Square	F-value	LS
Between Groups	121.142	3	40.381	1.46	NS
Within Groups	3357.050	121	27.744		
Total	3478.192	124			

Hy: Small-scale women entrepreneurs differ in their Autocratic Leadership scores based on their age.

The above table shows that the Mean, SD,  $SE_M$  and F-value of Small-scale women entrepreneurs in Autocratic Leadership based on their age. The calculated F-value (1.46), which is not significant. Hence the stated hypothesis is rejected. Therefore, below 25 years of age groups respondents have better opinion of Autocratic Leadership when compared to other age groups.

**Table 10**

Showing Mean, SD and F-value of Small scale women entrepreneurs in Participative leadership scores on the basis of their Age

S. No.	Age	N	Mean	S.D
1.	20-25	26	42.12	4.25
2.	26-30	43	41.91	3.48
3.	31-35	25	41.24	6.27
4.	Above 35	31	40.65	4.41
	Total	125	41.50	4.51

	Sum of Squares	df	Mean Square	F-value	LS
Between Groups	41.309	3	13.770	0.67	NS
Within Groups	2485.939	121	20.545		
Total	2527.248	124			

Hy: Small-scale women entrepreneurs differ in their Participative leadership scores based on their age.

The above table shows that the Mean, SD,  $SE_M$  and F-value of Small scale women entrepreneurs in Participative leadership on the basis of their age. The calculated F-value (0.67), which is not significant. Hence the stated hypothesis is rejected. Therefore, below 25 years of age groups respondents have better opinion of Participative leadership when compared to other age groups.

**Table 11**

Showing Mean, SD and F-value of Small scale women entrepreneurs in Laissez-faire leadership scores on the basis of their Age

S. No.	Age	N	Mean	S.D
1.	20-25	26	42.46	3.15
2.	26-30	43	41.05	2.41
3.	31-35	25	39.28	6.68
4.	Above 35	31	40.42	3.19
	Total	125	40.83	4.02

	Sum of Squares	df	Mean Square	F-value	LS
Between Groups	136.515	3	45.505	2.95	0.05
Within Groups	1868.957	121	15.446		
Total	2005.472	124			

Hy: Small-scale women entrepreneurs differ in their Laissez-faire leadership scores based on their age.

The above table shows that the Mean, SD,  $SE_M$  and F-value of Small scale women entrepreneurs in Laissez-faire leadership based on their age. The calculated F-value (2.95), which is significant at 0.05 level. Hence, the stated hypothesis is accepted. Therefore, below 25 years of age groups respondents have better opinion of Laissez-faire leadership when compared to other age groups.

## Findings

- There is a significant difference between small-scale women entrepreneurs in their Self-esteem scores based on their educational qualification. ( $t=3.17$ )
- There are a no significant difference small scale women entrepreneurs in their Autocratic Leadership scores on the basis of their educational qualification. ( $t=1.18$ )
- There are no significant difference small scale women entrepreneurs in their Participative leadership scores on the basis of their educational qualification. ( $t=0.10$ )
- There are no significant difference small scale women entrepreneurs in their Laissez-faire leadership scores on the basis of their educational qualification. ( $t=0.76$ )
- There are no significant difference small scale women entrepreneurs in their self-esteem scores on the basis of their age. ( $F=1.41$ )
- There is a significant difference small scale women entrepreneur in their Autocratic Leadership scores on the basis of their age. ( $F=1.46$ )
- There is a significant difference small scale women entrepreneur in their Participative leadership scores on the basis of their age. ( $F=0.67$ )
- There are a no significant difference small scale women entrepreneurs in their Laissez-faire leadership scores on the basis of their age. ( $F=2.95$ )

## Conclusion

To conclude, though there had been many programmes to alleviate poverty, small scale women entrepreneurs has done well and so, it is necessary that more and more small scale women entrepreneurs are encouraged to sustain in future for various other activities which will bring the women into the mainstream, since these small scale women entrepreneurs are an efficient route for reaching the rural poor. Therefore, the thrust of policy should be to encourage the formation of small scale women entrepreneurs. The Associations of Women, the NGOs and the Women Cells and Development Agencies like Social Welfare Departments, Tribal Research Centres must effectively and efficiently work and commit themselves to promote and encourage rural women entrepreneurs not only in traditional and feminine nature of products but also in non-traditional, non-feminine areas. Above all, an additional boost must be given not only to rural women entrepreneurs but also to researchers who work on rural women entrepreneurship. Therefore, changes at the policy level and the effective implementation of the same in order to bring about a real change in the daily lives of the rural poor women are the need of the hour. Thus the Government of India must provide further concessions to bring more dynamic rural women entrepreneurs to strengthen India's industrial base through the participation of small scale women entrepreneurs.

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