CHAPTER: III
THEORETICAL ORIENTATION

This chapter is devoted to the development of the theoretical orientation for the study. The social world that we inhabit comprises of several peoples, groups, communities, relations, etc. Those who are interested in comprehending the social world around them and trying to make sense of the same, make use of reason and logic to clarify, label and develop ideas about who we are. These commonsensical notions about the world around us are different from ideas informed by logic and reason. Logical understanding of society finds expression in the ordering of ideas into concepts and the careful arrangement of concepts into hypotheses to be tested, validated and tested for reliability in order to arrive at universal generalisations of social phenomenon. This would be followed by bringing to light the methodological premises on which theory building rests and its implications on the production of sociological knowledge.

The review of literature related to the study is given in the preceding chapter helped in formulating theoretical orientation. The chapter has been sub divided into the following major heads.

3.1 Conceptual framework of the study
3.2 Identification of variables
3.3 Definition of some common terms
3.4 The paradigm

3.1 CONCEPTUAL FRAMEWORK OF THE STUDY

According to Ministry of Rural Development (Govt. of India) Rural Development implies both the economic betterment of people as well as greater social transformation. In order to provide the rural people with better prospects for economic development, increased participation of people in the rural development programmes, decentralization of planning, better enforcement of land reforms and greater access to credit are envisaged. Initially, main thrust for development was laid on agriculture, industry, communication, education, health and allied sectors but later on it was realized that accelerated development can be provided only if governmental efforts are adequately supplemented by direct and indirect involvement of people at the grass
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root level. Keeping in view the needs and aspirations of the local people, Panchayat Raj Institutions have been involved in the programme implementation and these institutions constitute the core of decentralized development of planning and its implementations.

Since the formalization of the Panchayat Raj in the 73rd and 74th Amendments in 1993, Panchayat Raj Institutions in India have become increasingly responsible for delivering public services to citizens. In rural India, decentralization has involved a tradeoff between incorporating local beneficiary preferences into program design and devolving program management to elected officials who often have minimal administrative or educational qualifications. While Charles Tiebout’s model of inter-jurisdictional competition suggests that citizens can “vote with their feet” if they are unhappy with public service delivery in their constituency, traditions and social norms in villages restrict mobility. As India further decentralizes public service delivery, it is therefore critical that all village governments have sufficient capacity to meet the needs and preferences of their constituents. This starts with ensuring that all local governments have competent leaders.

The Panchayat Raj institutions with three tier hierarchical structure giving rise to different cadres like president of district panchayat, chairman of taluka panchayat and sarpanch at village panchayat. As per the Act, the Panchayats are supposed to implement the programmes as mentioned in the schedule. Besides this, the Panchayats are supposed to promote people's participation through Gram Sabha, ensure the flow of benefit to the socially disadvantaged section and make the government functionaries accountable to people.

In village governments in India, where the sarpanch’s the major respondents of this study, has few resources and staff available to assist him in the day-to-day administration of the GP, leader quality has an arguably more direct impact on development outcomes and public service delivery than at the national level. Same is the case with other Panchayat Raj institutions working at block and district level. Several studies have shown that leader characteristics determine the mix of public goods that a jurisdiction receives in India. Therefore it is high time to determine the leadership behaviour and extent of knowledge of the heads of Panchayat Raj Institutions for agricultural development.
The term leadership is a relatively recent addition to the English language. It has been in use only for about two hundred years, although the term leader, from which it was derived, appeared as early as A.D. 1300 (Stogdill, 1950).

The following are examples of definitions of leadership from some of the well-known writers and researchers in the field of leadership:

Janda (1960) has stated that, leadership is a “particular type of power relationship characterized by a group member’s perception that another group member has the right to prescribe behaviour patterns for the former regarding his activity as a group member”

Tannenbaum et al. (1961) has given that, leadership is “interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals”

Brache (1983) had appropriately stated leadership as a process of defining current situations and articulating goals for the future; making the decisions necessary to resolve the situation or achieve the goals; and gaining the commitment from those who have to implement these decisions”

### 3.2 IDENTIFICATION OF VARIABLES

In the present study, leadership behaviour of the Heads of Panchayat Raj institutions was taken as dependent variable and was operationalized as behaviour exhibited by Heads of Panchayat Raj Institutions in achieving the task of delivery of the development programmes and ultimately rural development. Agricultural development is prelude of the rural development as Indian rural society is mainly an agrarian society. So the knowledge of Panchayat Raj leaders regarding agricultural development programmes was taken as another dependent variable and was operationalized as the knowledge about various crops, development projects, schemes, institutions involved and trainings concerned to agricultural development known and understood by the respondents.

The main objective of conceptual framework being developed in this study is to provide an abstract view to the leadership behaviour and knowledge level of the respondents about agricultural development and their interaction with personal, socio-economic characteristics. The framework is expected to facilitate theoretical and
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empirical analysis of the leadership behaviour and knowledge of respondents (Fig.3.4).

Majority of the respondents were from middle age group according to Shanthasheela (2002), Mankar (2003), Pujari (2006), Alane (2007), Belli (2008), Kale (2009), Kanase (2012) and Khade (2014); majority were male members and about 30 per cent were female representatives according to Wankhede (1994), Kamble (1998) and Belli (2008); were having education to secondary and higher secondary level according to Ramaparvathy (1996), Mishra and Singh (1998) and Khade (2014); majority were from joint family according to Santha (1999), Khade (2014); had medium to big small family size according to Shanthasheela (2002), Doddahanumaiah (2005), Pujari (2006), Belli (2008) and Kanase (2012); had medium size of land holding according to The findings are well supported by the research findings of Shanthasheela (2002), Mankar (2003), Pujari (2006) and Belli (2008); had medium annual income according to Gajre (1997), Shanthasheela (2002), Belli (2008), and Kale (2009); having agriculture as their major occupation according to Mahadik (1995), Shanthasheela (2002), Mankar (2003), Pujari (2006), Belli (2008), Kanase (2012) and Khade (2014); having medium social participation according to Mahadik (1995), Pujari (2006), Belli (2008) and Khade (2014); had medium level of trainings undergone according to Khade (2014); had medium extension participation according to Shanthasheela (2002), Mankar (2003) and Belli (2008); had medium mass medium exposure according to Patel (2004), Vasava (2005), Humbal (2012) and Koli (2012); had medium level of attitude towards agriculture according to Lekh Ram Verma et al. (2012) and Khade (2014); had medium level of cosmopoliteness according to Gajre (1997), Jadhav (2002) and Belli (2008); with medium level of risk orientation according to Belli (2008) and Khade (2014); had medium level of self confidence according to Hardikar (1998) and Khade (2014).

3.2.1 Dependent variable

3.2.1.1 Leadership Behaviour

The term leadership is a relatively recent addition to the English language. It has been in use only for about two hundred years, although the term leader, from which it was derived, appeared as early as A.D. 1300 (Stogdill, 1950).
In the first part, different definitions of leadership were discussed in order to create a broader understanding of the different perspectives on leadership. In the second part, some of the well-known leadership theories are reviewed in order to provide the reader with a broad perspective on the concept of leadership and how it has evolved over the last few decades. This provided the necessary context and background for the interpretation and understanding of the research results obtained in the study, since the main aim of this study was to measure leadership behaviour as part of the implementation of a holistic model and process for leadership development.

Researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. After a comprehensive review of the leadership literature, Stogdill (1974) concluded that “there are almost as many definitions of leadership as there are persons who have attempted to define the concept.”

The stream of new definitions has continued unabated since Stogdill made his observation. Leadership has been defined in terms of traits, behaviours, influences, interaction patterns, role relationships, and occupation of a position. The following are examples of definitions of leadership from some of the well-known writers and researchers in the field of leadership:

According to Tannenbaum et. al. (1961), Leadership is “interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals”

According to Terry (1977), Leadership is “the relationship in which one person, the leader, influences others to work together willingly on related tasks to attain that which the leader desires”

Various social scientists have derived different types of leadership theories and the way in which each theory explains and interprets leadership behaviour and effectiveness. The most predominantly known are trait theories of leadership, behavioural leadership theories, contingency leadership theories, and integrative leadership theories.

Trait theories of leadership include personality, ability, motivation, power and needs. A Trait can be defined as an inherent characteristic of a person while a
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competency can be defined as ability of capability of a person to do something. These include Achievement Motivation Theory of David McClellan given by him in 1940’s, Douglas McGregor’s (1966) Theory X and Theory Y which classified attitudes or belief systems, which he called assumptions. The other theories are known as Behavioural leadership theories which include, Kurt Lewin and his associates leadership style theory which they concluded through studies conducted at Iowa State University that concentrated on leadership styles. They identified the two basic leadership styles in their studies, Autocratic style and Democratic style. Blake and Mouton in 1985 developed a two-dimensional leadership theory called "The Leadership Grid" that builds on the work of the Ohio State and the Michigan studies.

But now a day the nature of management and leadership is changing owing to the unprecedented changes affecting organizations. In an effort to cope with these changes, leaders may still need the traditional competencies, as well as additional competencies. As the pace of globalization, technological development, and social change keeps on increasing, there appears to be a premium on competencies such as cognitive complexity, emotional and social intelligence, self awareness, cultural sensitivity, behavioural flexibility and the ability to learn from experience and adapt to change. These are typical transformational leadership competencies as described by Tichy and Devanna (1986). Thus there was some integrative leadership theories like Charismatic Leadership Theory given by Weber in 1947, House in 1977, Conger and Kanungo’s Charismatic Leadership Theory (1987), and most importantly Burns theory of Transformational Leadership (1978).

Burns (1978) described transformational leadership as a process in which “leaders and followers raise one another to higher levels of morality and motivation.” Transformational leaders appeal to higher ideals and moral values of followers such as liberty, justice, equality, peace and humanitarianism. In terms of Maslow’s (1954) needs hierarchy theory, transformational leaders activate higher-order needs in followers. Followers are elevated from their “everyday selves to their better selves”. According to Burns (1978), transformational leadership may be exhibited by anyone in an organization in any type of position.

Bass (1985) defines transformational leadership primarily in terms of the leader’s impact on followers. Followers trust, admire and respect the leader, and they are therefore motivated to do more than what was originally expected. According to
Bass (1985) a leader can transform followers by making them more aware of the importance and value of task outcomes. Inducing them to transcend their own self-interest for the sake of the team. Activating their higher order needs.

Taking a clue from the foregoing discussion, the leadership behaviour is considered as behaviour exerted by the respondents, while working in panchayat raj institutions and for agriculture development.

Majority of the respondents were democratic type of leadership according to Muthaiah and Somasundaram (1993), Greger and Peterson (2000), and Tackie et al. (2004) are democratic and participative leaders according to Belli (2008) had medium level of leadership behaviour according to Khade (2014).

3.2.1.1 Knowledge of agriculture development.

Knowledge is the body of understood information possessed by an individual. Knowledge is considered as those behavior and test situations, which emphasize the remembering, either by recognition or recall of ideas, material or phenomena. Knowledge is the function of an innovation decision process when “the individual is exposed to an innovation existence and gains some understanding of its functions.”

There are three components of the knowledge viz,

1. “Awareness knowledge” which refers to the information that innovation exists.
2. “How to knowledge” which refers to the information needed to use an innovation properly.
3. “Principle knowledge” which comprises the functioning. Principles underlying the innovation (Rogers and Shoemaker, 1971).

Taking a clue from the foregoing discussion, the knowledge considered as a body of “understood information” and “how to knowledge” possessed by respondents about agriculture development.

3.2.3 Relationship between Dependent and Independent variables

3.2.3.1 Leadership Behaviour and independent variables

It was envisaged that the association between two variables (independent and dependent) provide the strength, direction and effect of one variable on the other included in the present study. Attempts were made to ascertain the extent of association between the variables and their direction.

As regards to association between selected characteristics of the respondents and their leadership behaviour, it was observed that age was found negatively non significant association with leadership behaviour according to Mahadik (1995), Gajare (19997), Mankar (2003), Belli (2008), Kanase (2012) and Khade (2014); gender was showing non significant relationship according to Belli(2008), education had positive and significant association with leadership behaviour according to Mankar (2003), Pujari (2006), Belli (2008), Kanase (2012) and Kahde (2014); family size has non- significant relationship according to Pujari (2006) and Khade (2014); land holding has significant relationship according to Varma et. al. (2013) and Deshpande (2013); annual income has positive and significant association according to Shinde (1991), Kuraria (1997), Mohanty (2005) and Khade (2014); occupation is positively and significantly associated with leadership behaviour according to Mankar (2003) and Kanase (2012); social participation is positively correlated with leadership behaviour according to Patil (1999), Jadhav (2002), Mankar (2003), Pujari (2006) and Belli (2008); trainings undergone has positive and significant relationship according to Khade (2014); extension participation has highly significant and positive relationship with leadership behaviour according to Bhosale (1997), Gajre (1997), Mankar (2003) and Belli (2008); attitude towards agriculture has non significant association with leadership behaviour according to Khade (2014); cosmpoliteness has non significant association with leadership behaviour according to Gajare (1997), Jadhav (2002), Suradkar (2005), Kanase (2012) and Khade (2014); risk orientation has highly significant and positive association with leadership behaviour according to Mohanty (2005) and Belli (2008) and self confidence is positively correlated with leadership behaviour according to Khade (2014).
3.2.5 Constraints

The difficulties or problems faced by the respondents in effective implementation of agricultural development programmes were considered as constraint in this study.

Inadequacy of devolution of power, limited number of schemes allotted by state government, lack of active participation by the gram sabha members during gram sabha meeting, interference of local political parties and Jilha Parishad and delayed approval resolution, Lack of proper infrastructure at Panchayat office and lack of proper staff strength. Poverty, illiteracy and castism, traditional bindings, lack of knowledge about panchayat activities, less contact with the people, patriarchy system, illiteracy and dependency on others, ‘Lacking in information technology knowledge, lack of co-operation among members, difficulty in explaining the accounts to illiterate beneficiaries, delay in sanction of expenses made by the leaders to attend meeting, problem of non consultation by male members for different proposals, compulsion to sign approved proposals, monopoly of male members in decision making and lack of information about financial matters, groupism among the members acted as prominent hurdle in the role performance of leaders according to Subha (1995) Jayalaxmi (1997) Kiranmayee (1997) Patil (1999) Upadhyay et al. (2003) Chaudhary et al. (2004)

3.2.6 Suggestions

The ways and means or opinions as suggested by the respondents to overcome the constraints were considered as the suggestions in this study.

The suggestions to overcome the constraints were; Panchayat must have the power to recruit and control their own staff, until they are in a position to exercise this power, all existing state employees need to be placed at their disposal on deputation, financial support by the government, Administrative procedures should be quick and easy to avoid unnecessary delay in sanctions, increasing taxes on weekly bazaar and active participation by the extension agencies, ‘timely and adequate cooperation by Zilla Parishad and Panchayat Samiti administration and co-operation by villagers in various activities. Non co-operative members should be suspended, members should be educated and awareness about development scheme should be created,
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‘Government schemes may be communicated to the people through mass media like T.V., radio, newspaper’ as well as, ‘Experts /SMS / officers and leaders may give more communication time to PRI members’, Providing proper training to newly elected members and office bearers regarding their roles and responsibilities. Providing training regarding use of information technology (IT), ‘PRI woman members may get acquainted and use more personal cosmopolite sources of information’, Computer, internet handling trainings may be given to PRI woman members’ as according to Mukharji (1994), Gajre (1997), Kiranmayee (1997), Kanase (2012) and

3.3 OPERATIONAL DEFINITIONS

3.3.1 Leadership behaviour

It is the behaviour exerted by the respondents, while working in panchayat raj institutions and for agriculture development.

3.3.2 Knowledge

It is the body of understood information possessed by an individual with respect to agricultural development.

3.3.3 Age

It refers to the completed years of the respondents on the date of interview rounded off to the nearest years.

3.3.4 Gender

It refers to the state of being male or female to which the respondent belongs.

3.3.4 Education

It is the ability of farmers to read and write or formal education received up to a certain standard. It is the level of literacy of the respondent.

3.3.5 Family Type

Family type refers to the classification of family as nuclear and joint.

3.3.6 Family Size

Family size refers to the total number of members residing together in the family.
3.3.7 Size of land holding

It is the number of hectare of land an individual respondent possesses and cultivates.

3.3.8 Annual income

This indicates about the total annual income which was earned by the respondents from both farming and allied fields put together.

3.3.9 Major occupation

It refers to the profession from which the respondent is deriving major portion of his income as a mean of getting living.

3.3.10 Political background

This indicates about the political patronage a respondent is bearing, whether he belongs to the family which is actively engaged in politics or not.

3.3.11 Social participation

It refers to the participation of respondents in local formal and informal organizations.

3.3.12 Trainings undergone

It refers to number of institutional trainings undergone by and respondent during last three years.

3.3.13 Extension participation

It is defined as the degree to which an individual participates in various non-formal educational activities including individual contact, group contact and mass contact methods with a view to obtain new information, knowledge and skills related to agriculture.

3.3.14 Attitude towards agriculture

Attitudes are defined as a disposition to respond favorably or unfavorably to an object, person, institution or event.
3.2.15 Risk orientation

It refers to the degree to which a member oriented towards risk and uncertainty has coverage to face the problems while functioning in Panchayat Raj institutions.

3.2.16 Self confidence

It indicates the degree with which an individual feels trust in his own abilities, qualities and judgments.

3.3.17 Constraints

This refers to the items of difficulty which faced by the respondents in implementation of agricultural development programmes.

3.3.18 Suggestions

The suggestions offered by respondent for overcoming the constraints in implementation of agricultural development programmes.

3.4 THE PARADIGMS

The conceptual framework given in the preceding section was presented paradigmatically which has been developed during the course of study. The model shown in figure 3.4 was tentative and generalized. The final form of such model has been suggested at the end of this thesis in the chapter of summary and conclusion, when the investigation yields information on leadership behaviour of Heads of Panchayat raj institutions.

In the tentative model presented in figure 3.4, there were sixteen characteristic of respondents, which may be associated with their leadership behaviour.