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Investigations carried out in the yester years would form the bedrock for subsequent, systematic, scientific inquires that follow. The prime focus of this chapter is to cut out theoretical and empirical information concerning the present endeavour. Such a recapitulation will serve as a precursor for the present study and relating its empirical findings with those of former researchers.

Probings on the job competence and the consequent job performance of incumbents in a development organisation like the ICDS scheme did not appear to have caught the imagination of past investigators. Reviews on job competence are penurious in their availability prompting the researcher to glean liberally from other domains such as industrial psychology, education and vocational agriculture. The literature available is presented under the heads mentioned hereunder.

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2.1 Job competence

This study is a maiden voyage into the yet untravelled waters of job competence in general and job competence of Supervisors in the field of Integrated Child Development Services scheme in particular. The studies on
competence are scanty in their availability. However, the available studies on competence, which are few and far between in the fields of industry, education, psychology, management and vocational agriculture are reviewed below.

2.1.1 Concept of job competence

The investigator could not come across any study defining or operationalising the concept of competence or job competence. International Encyclopaedia and Dictionary of Education are silent and numb on elaborating the concept of competence. The Oxford English Dictionary, The Illustrated Heritage Dictionary and Information Book, Chambers 20th Century Dictionary, and The Advanced Learner’s Dictionary of current English were consulted to know the meaning of ‘competence’ to start with. The meanings that are related to the present investigation are: Sufficiency of Qualification; capacity to deal adequately with a subject; adequate or sufficient in quality or degree; suitable, adequate or sufficient in amount or extent; possessing the requisite qualifications for, or to; the state or quality of being capable or competent; skill; ability, fitness, efficiency, capacity, sufficiency (of persons) having ability, power, authority, skill, knowledge, etc., (To do what is needed); (of Qualities) sufficient, adequate.

Foote and Cottrell (1955) in their work “Identity and Interpersonal Competence” - had tried to explain the concept of competence as follows:

"However long it may have been implicit in his own thinking and in that of others, the concept of competence in interpersonal relations was first explicitly stated by Dr. Harry Stack Sullivan (1947), though since then, attention to "mastery" and "coping behaviour" has become current among neo-Freudians. As yet no clear conceptual definition of such competence has been formulated in these or other circles; so that definition of the term is one of the first tasks of any programme of research into the conditions of its development.
It is also necessary to distinguish competence from other criteria or objectives of family functioning, such as adjustment or emotional maturity, that is, to make it plain to what it does not refer, and why. Like these other comprehensive notions, the concept of interpersonal competence needs to be broken down into its various components, if it is to be grasped in detail and utilised with precision in research.

Competence is a synonym for ability. It means a satisfactory degree of ability for performing certain implied kinds of tasks. Each of the abilities that could be included as components of interpersonal competence is found to some degree in any normal person, regardless of his/her previous experience. Nevertheless, as with virtually all human abilities by practice and purposeful training wide differences result. In this sense, interpersonal competence although based upon inherited potentialities, and directly contributing to self-conceptions, may be compared to acquired skills. To conceive of interpersonal relations as governed by relative degrees of skill in controlling the outcome of episodes of interaction is to diverge greatly from some other explanations of characteristic differences in behaviour (Foote and Cottrell, 1955).

2.1.2 Studies of job competence

The researcher could not come across studies on job competence as it is. However, some related studies which delved on competence of personnel in industry, education, interpersonal relations, management, and vocational agriculture were reviewed to arrive at meaningful understanding of this important variable.

Khanna (1980) observed that basic to the concept of growing talent are the effectiveness standards associated with every managerial job. These may not be explicitly written down or even known but they are always there to be taken note of. Indeed, effectiveness is not a quality that a manager brings to
a situation. It is something a manager produces from a situation by managing it appropriately. As such, it represents output, not input, what matters is not what a manager does but what he achieves. Interestingly enough, even if both input and output are low, a manager could easily be hundred per cent efficient but zero per cent effective.

A follow up study on vocational agriculture programme completers conducted in the state of Arizona, Zurbrick (1984) reported 98 per cent of those graduates of the programme had developed occupational competencies in vocational agriculture, 91 per cent had used the developed competencies, and 96.1 per cent would re-enroll in vocational agriculture if they were able to replace their high school course of study in the light of their post-high school experience.

Nigel (1984) analyzed the occupational socialization and competence in police practice, drawing on a longitudinal study of recruits who entered the Derbyshire police training establishment in 1980 and who are being followed through their training, probationary period, and 1st year of service. Research methods have included a survey Questionnaire, observation and interviewing of a sub sample at various stages. Police instructors, administrators and tutor constables have also been interviewed. It is concluded that competent officers (1) apply skills and techniques of sensitive observation and a capacity to impulse motive based on deep local knowledge, (2) have their ability to convey power intangible but generally understand manner, and (3) have a refined capacity for negotiation.

Staab (1984) investigated whether student teachers, their university supervisors and their sponsor teachers judged the student teacher's performance at the same level of competence over 4 clusters of teaching behaviors; preparation for instruction, use of teaching skills, classroom management and personal qualities. 66 student teachers, their university
supervisors and their sponsor teachers were asked to respond to identical Questionnaires rating the student teachers performance on the 4 clusters. Item analysis was conducted and each of the 4 clusters were subjected to a 1-way ANOVA across 3 groups of SS. Pearson correlations were used to determine the degree of similarity of opinion both between and within groups. Results indicate a significant difference in preparation for instruction, with sponsor teachers rating student teachers significantly higher than the university supervisor.

Abraham et al., (1984) made an attempt to study the competencies of rural school children. 172 male and 160 female rural 5th-8th graders were administered a perceived competence [PC] scale, the Nowicki strickland locus-of-control scale for children, and a parent behaviour inventory. Person correlations between PC scores and the locus-of-control scores revealed a strong association between these two personal causation constructs for both males and females. Correlations between PC scores and mother’s and father’s behaviour dimension scores revealed that supporting behaviours were consistently correlated with PC in a negative way. Controlling behaviours were less consistently related to PC. In the domain of physical competence, however, neither males nor females perceived their mother’s supportive behaviours to relate their PC in this area.

Graham et al., (1984) in their study administered 2 Questionnaires to 231 special education student teachers from 11 universities and asked them to appraise their own ability to implement and manage an instructional programme and to teach basic skills to handicapped students. Results indicate that Ss strongly believed that they were able to select and adopt materials, implement instructional procedures, assist regular class room teachers and teach basic skills. Findings support the assertion that preservice programs in special education are effectively training prospective teachers. It was also found that Ss self-assessments were not consistently related to 2 selected
classification variables: (i) type of university program (i.e. categorical [learning disabilities] Vs non-categorical [educationally handicapped]) and (2) program level (i.e. undergraduate Vs graduate).

Trenthaur et al., (1985) conducted an experiment with 60 superior, 51 average and 42 low ability teachers (median age approximately 42 yrs) as identified by their superintendents rating, explored the relationships among sample size sense of teacher efficiency, superintendent's ratings of SS' teaching competency and selected demographic and background data, Ss, who were drawn from 15 school districts responded to 10 statements regarding teacher competency before completing a demographic and background measure. Multiple regression indicated that variables significantly related to efficacy scores were competency rating by superintendent, birth order and whether Ss would gain choose teaching as a career. With discriminant analysis, superior- and average competency were differentiated from low competency on the basis of 4 significant variables; Low birth order, majority race, slightly lower self-rating of competency in dealing with life's problems, and high efficacy. This analysis placed approximately 80% of Ss in the appropriated competency group and accounted for 29% of the variance in groups. Analyses also indicated some support for the consistency of superintendents ratings of teachers across districts.

Synder et al., (1985) in their study examined supervisor and subordinate competence and role stress as explanatory variables of the vertical exchange within supervisor-subordinate dyads. Three hypotheses were proposed to investigate these linkages: (1) Subordinate competence is directly related to the vertical exchange between supervisors and subordinates; (2) This competence-exchange relationship is moderated by the role stress experienced by the parties; and (3) The subordinate competence-exchange relationship is moderated by the supervisor's competence. These hypotheses were tested using 626 supervisor-subordinate dyads (189 supervisors and their 626 immediate
subordinates) within social service organization. Multiple hierarchial regression that included interaction terms supported the 1st and 3rd hypotheses. As perceived subordinate competence increased, the vertical exchange reported increased. Congruence between perceived supervisor-subordinate competence resulted in higher level exchanges than did incongruence in competent levels.

Singh (1988) reported a case study on the role of the Anganwadi workers in urban ICDS project. It was conducted at the NIPCCD head quarters in an urban ICDS project of Delhi. The sample comprised of 96 Anganwadi workers. The aim of the study was to ascertain whether these workers had succeeded in bringing about the changes envisaged in the ICDS scheme. It was observed that in the field of health and nutrition education, the service was being availed of by all the mothers of beneficiary children in the community. Yet, it was recommended that these workers should be trained adequately to enhance their competence to handle the programme effectively.

Brown (1989) emphasised that being competent in life not only makes you employable but also keeps you employed. More importantly, you will find satisfaction in your work and live a more enjoyable life. The focus of educational programme in agriculture is for that goal. Competency base is part of our very foundation. It has an effect upon every part of the curriculum. Professor Clarence E.Bundy once stated that "the result of supervised occupational experience programme was that, students in the first place developed a lot of competencies. Some of the skills they learned were managerial and some were manipulative (Rheault and Miller, 1983).

Lettow (1989) in his capacity as sales training manager, pioneer hybrid international described how a job competency study was developed in their organization. It is succinctly quoted below.
"The idea of job competency study was met with some skepticism by the Vice President of sales, but after some consideration was given the "green light". Our next step was to present the idea to the regional sales managers. They all wanted a part of it. "After all, we do things a little different in the south", said the southern region sales manager.

"Four regional success groups consisting of successful sales representatives were formed. Each group dealt with the Question of competence by answering the Question "What do you need to know and be able to do to be effective in your job"? The results from all four regions constituted a list of 535 competencies complete with similar wording and duplications. The 535 competencies were then narrowed down to a workable list of 114".

"The next step in the study was to use a large sample of sales personnel in assessing in each competency. Each person was asked to score each competency on a five-point scale indicating importance of the competency and frequency of use. Thus, the importance of each competency was established".

"Moving from the basic research to a useable training programme was the next step. An advisory council of sales manager and sales personnel helped the training department identify the desired training content and sequence. Consideration was given to what training the sales manager should provide and what skills could be developed through on-the-job experience. Also, consideration was given to training schools, self-development materials and other sources of training for developing competencies. Not all competencies are developed in the same manner".
Lettow (1989) was also of the opinion that to be assured of success in the market place, an industry must hire new people with the right competencies, train them in the specific competencies of their job, and provide sound performance appraisals and continued self-development. Specific competencies must provide the framework for developing more knowledge, sharper skills and better attitudes than ever before.

Stressing on competency based instruction (CBI), McCormick (1989) explained that CBI has been with the agricultural education profession for several years. As a result, "CBI" has been and is stressed by agricultural educators in various degrees and in various locations writing on the need of "CBI", he mentioned that it has been said, "Good education teaches for the future", thus good vocational education should also teach for the students occupational future. Vocational education should prepare people (youth and adults) to be able to function in the future with competencies required for future", occupational endeavours. "CBI" should promote the development of knowledge skills and attitudes (competencies) associated with occupations. In the case of vocational education in agriculture, these competencies should be associated with agricultural occupations. Furthermore, the competencies need to be carried to the application level so students "can do" following instruction and supervised occupational experience. If properly perceived and designed "CBI" can be futuristic in both content and delivery.

From an educational point of view, "CBI" offers several values to the agricultural education profession assuming that the competencies taught are those required in the occupation(s) for which students are being prepared. "CBI" can be a vehicle:
to determine the "must know" content to be taught and learned.

to minimise the teaching of "nice to know" content

to make supervised occupational experience (SOE) programme activities relevant and germane to the occupational area(s) for which students are being prepared.

to provide an accountability system whereby what is professed to be delivered is actually delivered.

to provide individual instruction to meet student's occupational needs.

to help plan relevant, FFA activities germane to the preparation programme.

to contribute to the three domains of learning cognitive, psychomotor, and affective (Bloom, 1956).

A birds eye view of the reviews presented here indicate that "competence" is a generic term which is multidimensional in nature with psychological overtones. Hence, it is necessary to study the job competence under relevant components which cumulatively explain it in its entirety.

Nagi Reddy (1990) conducted a study on job competence and job performance of Agricultural Officers in T & V system of Andhra Pradesh. The investigation was carried out in the State of Andhra Pradesh with a sample of 180 AOs and Questionnaire method was used for collection of data. The results
revealed that majority of the AOs possessed medium job competence. Training received, rural background, achievement motivation, job satisfaction, morale, job perception, facilities and resources, communication, organisational climate, organisational commitment, personal importance, attitude towards T & V system and attitude towards farmers were found to have significant influence on job competence. Attitude towards farmers, attitude towards T & V system, achievement motivation and communication had maximum direct effect on the job competence of AOs. Creativity was the dimension which discriminated between the 'high' group and 'medium' groups of AOs to the maximum followed by technical knowledge, judgement, communicative ability, initiative, adaptability, mental agility, self development, guidance, and empathy in the descending order of their importance.

Kanaka Durga Anuradha (1994) in her study observed that 56% of the AWWs were moderately competent in performing their duties. There was no significant difference between the mean scores of competence obtained by the AWWs with different age groups, marital status and periods of job experience. There was significant difference between the mean scores of competence obtained by the AWWs with their educational status. There was significant influence of Marital status of the AWWs on their competence.

2.2 Job Performance

The relevant studies regarding job performance are dealt with under three sub-heads viz., concept of job performance, studies on job performance and studies on the relationship between independent variables and job performance.
2.2.1 Concept of job performance

Several luminaries in the field of human performance/job performance have expressed variegated opinions on its concept.

According to Davis (1948), job performance implies how an individual actually performs in a given position as distinct from how he is expected to perform. Lanham (1955) defined job performance as "a collection of tasks assigned to a worker. Any grouping of tasks, whether related or not, which are assigned to an individual, constitutes his job". In other words, job performance is what the incumbents do as the occupants of the position in an organisation.

Razvi (1967) defined job performance as the manner and extent to which different jobs are performed in practical situations.

Devar (1969) indicated that performance is a function of an individual's ability, knowledge and motivation depicted schematically as: \[ P = M \times (A+K) \]. Possession of ability (A) and knowledge (K) do not by themselves guarantee that the individual will put forward his/her best efforts. There is another factor-Motivation (M) - which helps to determine the effort which can be reasonably expected from him/her. Motivation (M) comprises incentives (I) - the reasons which impel him/her to put forward his/her best efforts - and disincentives (DI) - the reasons why he/she should not or tend to hold him/her back, which can be notated as: \[ M = I - DI \]. The combination of the above two results in performance i.e., \[ P = (I-DI) \times (A+K) \].

According to Vroom (1964), job performance of an individual may be an end as well as a means for the attainment of an end. Campbell et al. (1970) conceptualised job performance as a function of ability and motivation.

Job performance is the function of level and type of skills involved in work, interest and abilities required, physical and social environment, and the basic needs of the workers fulfilled on the job (Das and Sarkar, 1979).

Herman (1973) viewed job performance as the result of an individuals response to a stimulus object
2.2.2 Studies on job performance

Basing on the review of literature carried out by the investigator, an array of studies on job performance and other aspects like productivity, job effectiveness, turnover, etc., which are akin to job performance are presented below.

According to Dhillon and Sandhu (1977) the variables that were having significant relationship with job effectiveness were rural background, attitude towards organisation and job satisfaction which accounted for 35.5 per cent of variation. On the contrary, skill, resourcefulness and initiativeness showed no significant association.

Rao (1982) reported that productivity is not merely the result of having good technical skills, modern machinery, favourable environment in terms of natural resources. But it is also the result of interest of the man concerned in baring about maximum production, his freedom in experiment, his freedom to make losses, his urge to express himself, his personality, dynamism, drive and his go gettingness.

Mathur et al., (1983) examines the conceptual focus of conflict management literature and supports the assumption that if conflict is managed properly it may be functional and useful to the organisation in general and group goals in particular. To manage interpersonal conflicts strategies opted in a given situation and time frame assume great importance and can be linked to three potentially important background factors, such as conflict perception, interaction orientation and willingness to attempt a strategy. Based on these factors and the variety of strategies one can opt for any strategy in the interpersonal situation, from the proposed model of conflict management strategies. In view of the model, it is possible to explore productivity for a given type of strategy while taking into account other personal, organisational and group parameters.

Day and Silverman (1989) in their study suggested that personality variables are significant predictors of job performance when carefully matched with the appropriate occupation and organization. The present study
investigates the relationship between specific personality variables and job performance in a sample (N = 43) of accountants. The results indicate that even with the effects of cognitive ability taken into account, three personality scales (orientation towards work, degree of ascendancy; and degree and quality of interpersonal orientation) are significantly related to important aspects of job performance. It is suggested that the overall validity of selection strategies might be improved with the addition of measures of relevant personality dimensions when appropriately matched to an occupation and organization.

Waris (1989) conducted a study on "Role performance and job satisfaction of Anganwadi workers of Integrated Child development Services in Andhra Pradesh". The results showed that majority (45%) of AWWs were in the age group of 23-28 years, matriculated (63.3%), married (78.4%), had 4-6 years of experience (68.3%), had an annual family income ranging from Rs.10,000-20,000 (55.0%), undergone job course training (96.7%) and refresher training once (40.0%). She also indicated that majority (76.7%) of AWWs belonged to their respective villages where they work and perceived their work load as average to heavy. They had average to higher satisfaction with the facilities available, guidance and supervision and co-operation and co-ordination.

Veera Raghava (1989) obtained the opinion of functionaries towards the ICDS scheme as part of her critical study on "Achievements of ICDS scheme in Andhra Pradesh". The results showed that majority (61%) of the functionaries of urban area had medium opinion towards the ICDS scheme, followed by 25 per cent high opinion and 14 per cent low opinion. With regard to the functionaries of rural areas, majority of them (56%) had medium opinion, followed by 31 per cent high opinion and 13 per cent low opinion towards the ICDS scheme.

Nagi Reddy (1990) observed that majority of the respondents possessed medium job performance. Variables such as training received, rural background, achievement motivation, job satisfaction, morale, job perception, facilities and resources, communication, organisational climate, personal importance, organisational commitment, attitude towards T & V system and attitude towards farmers had significantly influenced job performance. Attitude
towards farmers, communication, achievement motivation, attitude towards T & V system and perceived workload in that order were the factors which had maximum direct effect on the job performance of AOs. ‘Supply and service’ was the dimension which discriminated between the ‘high’ group and ‘medium’ groups of AOs to the maximum followed by co-ordination, supervision, office work, planning, evaluation and education in the descending order of magnitude.

Sita Lakshmi and Vasantha (1991) in their study found out that persistent efforts to train AWWs and Supervisors on the proper conduct of preschool activities enabled them to prepare and use a variety of interesting methods and teaching aids which resulted in the improved performance of children in pre-school education.

Kumari (1991) carried out a study on job involvement, personality and performance of the Anganwadi workers in ICDS programme. The study was conducted in the area of Chittoor district of A.P. One hundred and fifteen Anganwadi workers, 65 from urban and 50 from rural projects, were selected to assess their performance. The data were analysed using multiple (step-wise) regression analysis.

The findings of the study indicated that among the six-demographic variable, viz., age, education, marital status, training, experience and habitat, habitat (rural/urban) had more influence on the job involvement, work involvement, job stress and the performance of the Anganwadi workers than others. The job stress of these workers was found to be high and it adversely affected their performance. The performance of the Anganwadi workers was found to be positively related to the degree of their job involvement. The two major sources of stress on their job were found to be heavy work load and fear of failure to satisfy their superiors. This study points out the need to reduce the job stress of the Anganwadi workers to its minimum level using appropriate guidance and counselling programmes. Further, there is a need to enhance the job involvement of these workers through appropriate educational and counselling techniques.

Maria Castaneda et al. (1991) in their study collected data from 503
subordinates and the corresponding bosses of a group of 94 first-level managers to test the hypothesis that managerial behaviours are related to subordinate satisfaction and bosses rating of performance. The results indicate that a manager's consideration and structuring behaviour are related to subordinate satisfaction, whereas structuring was the only behaviour related to higher performance ratings from bosses.

Carillo et al., (1991) in their study examined the relationship between three structural variables (size, vertical complexity and administrative intensity) and the operating efficiency of all 234 metropolitan branches of a financial services company. As hypothesized, negative relationships were found between (a) size and productivity and (b) vertical complexity and productivity; however, the predicted negative relationship between (c) administrative intensity and productivity was not found instead a curvilinear relationship emerged. On average, the smallest branches were approximately 31% more efficient than the largest ones; those with the least vertical complexity (one hierarchical level) were roughly 44% more productive than those with the greatest complexity (five levels).

Larry Hatcher et al., (1991) in their study observed gainsharing plans often provide highly structured suggestion systems that allow employees to participate in work-related decisions. However, individuals differ in their willingness to become involved in this suggestion-making process. To better understand the reasons for this, interviews were conducted with 149 supervisors and non-management employees in five gain sharing companies. Non-management suggestion contributors as well as their Supervisors said that the desire to improve performance, make the work easier, and become involved in work decisions were important determinants of an employee's decision to contribute suggestions. Both groups viewed the desire for influence as being more influential than the desire for bonuses. Non-management non-contributors and their Supervisors indicated that apathy and negative attitudes towards the plan, management, and the company were important determinants of an employee's decision not to contribute suggestions. The discussion includes implications for practice and a tentative model describing the multiple determinants of behaviour under gainsharing.
Vijayalakshmi (1992) in her study on "The Assessment of Training Needs and Job Performance of ICDS Supervisors" reported the following information. Majority of the Supervisors were middle aged (56%), graduates (62%) with an average of 6 years of job experience. All the Supervisors had undergone on-the-job training. Majority had medium persistence disposition (51%) and rural orientation (62%). She further stated that majority of Supervisors had medium aspiration (53%), responsibility (40%) and a high attitude towards their work (64%). Majority perceived low scope for their ability utilisation (60%) and medium scope for recognition and rewards (87%) and professional growth (58%). Majority of the Supervisors perceived a medium status in the society by virtue of their job.

Rameshwar Sarma (1993) conducted a study on the appraisal of current status of ICDS in Andhra Pradesh, Bihar, Madhya Pradesh and Orissa. Keeping the objectives and time constraints in view, it was decided to cover about six districts from each state while giving due representation to regions within each state. The methods adopted were, in-depth interviews of providers and consumers, four day participant observation and group discussions. It was evident from the results that the average family size of the sample households ranged between 5 members in A.P to 6 or more members in Madhya Pradesh. Majority belonged to socially deprived categories SC/ST and backward classes in all the states. A majority of the AWCs (more than 62 per cent) were located in thatched or mud-walled houses. Most of the AWWs were young women (20-30 years of age). They underwent 3 months orientation training in the ICDS. All the AWWs were aware of the objectives and functioning of the programme. The ICDS supervisory staff were familiar with the scheme and its functioning but spent most of their time in checking the stocks and verifying records while visiting the Anganwadi Centre. The home visits were occasional and they had little time to interact effectively with the community. As Mukhya Sevikas depend on public transport to reach the Anganwadi Centres, they had to schedule their tour accordingly. It was observed that the AWW is overburdened
with a lot of paper work like maintaining about 19 registers besides her regular work at the AWC, Quarterly surveys and home visits. They were also involved in malaria surveillance and family planning motivation programmes. Though health functionaries perceived the AWC as a catchment area for rendering services such as immunisation and family planning, they were indifferent in attending the ICDS monthly meetings.

Mangasree (1993) in her study observed that majority of AWWs were young (84.3%), studied up to middle and high school (37.2%), were mostly married (70.6%) with medium socio-economic status of family (52.9%). Majority of AWWs had two years of experience (40.2%), had undergone refresher course/training (15.7%) only once even with three years of experience. She further stated that AWWs had high rural orientation (40.2%) and medium social status attached to the job (52.9%), low job satisfaction (42.2%) and low guidance and supervision received (40.2%). She also found out that majority of AWWs (41.2%) were found to have low knowledge on package of services of ICDS. With regard to the opinion of AWWs on job training, majority of AWWs were satisfied with physical facilities, but not satisfied with the training environment.

Sobha Rani and Verma (1994) in their study on "Performance of Anganwadi worker in Integrated Child Development Services scheme: An appraisal" revealed that in case of self-rating, 61 per cent of AWWs had 'high', 37.8 per cent had 'high medium' and a negligible per cent 'low medium' level of performance. It was noted that none of the AWWs had rated her performance as 'low'. With regard to supervisory rating, 89 per cent of the respondents 'had high medium' while the rest 11.0 per cent had high level of performance. They further stated that, self-rating touched extreme end of the level that is 100 per cent, as the range (50-100) indicated, but it was only 88 per cent in case of Supervisory rating and this trend might be attributed to the ego-involvement of some AWWs who rated themselves to the highest.
Reddy et al., (1995) presented a survey of 128 Agricultural Assistants in Karnataka, India. Results show that experience of the T & V system, education, mass media participation, training and job satisfaction significantly correlated with the role expectations of Agricultural Assistants. However, experience of T & V, training, mass media participation, achievement motivation, guidance and supervision, attitude towards T & V system and job satisfaction were found to be significantly related with their role performance.

Usha Rani (1996) conducted a study on the determinants of job performance of Supervisors working in Integrated Child Development Services (ICDS) Scheme of Andhra Pradesh. The study was carried out in three purposively selected districts of A.P namely Hyderabad, Anantapur and Visakhapatnam. Total respondents selected were 244 which include 72 Supervisors, 28 CDPOs and 144 AWWs. The results showed that the level of job performance was medium (87.6%) in urban projects followed by low and high levels to an extent of 6.2% each. In rural projects also medium level of job performance was noted to be maximum (71.9%) followed by high level (15.6%) and then by low level (12.5%). But in case of tribal projects low and medium levels of job performance were observed to be equal (41.7% each) followed by high level (16.6%). The independent variables namely job satisfaction, knowledge and persistence disposition influenced job performance to the greater extent.

Halakatti and Sundarawamy (1996) conducted a study on the level of job performance and job attitude of a sample of 206 Agricultural Assistants working in Dharwad district, Karnataka, India. Most of the Agricultural Assistants (71.85% and 74.27%) were in the medium job performance and job attitude category. Job performance was significantly correlated with job attitude, mass media exposure, job perception, achievement motivation, organizational climate, organizational commitment, job involvement, job satisfaction, organizational stress and job stress.
Bhople and Palaspagar (1996) conducted a study of the managerial ability of 43 farm Supervisors working on university farms of Dr.Panjabrao Deshmukh Krishi Vidyapeetha, Akola, Maharashtra, India. Results indicated that there was correlation between Supervisor characteristics (like labour force, livestock numbers and area managed, educational status, length of service and experience) and managerial ability.

Church (1997) in their study on individual differences in the construct of managerial self-awareness (MSA) operationalized as congruence between self and direct reports behavioral ratings were examined in 134 high-performing (HP) and 470 average-performing (AV) managers obtained from four independent datasets. Results based on several different approaches to measuring ratings agreement indicated that HPs were significantly more managerially self-aware compared with AVs. This relationship was consistent regardless of data source, organization, or method of assessing managerial performance. No overall relationships were found between congruence and level of item importance, gender, management level, age, or tenure. When compared with other measures for assessing self-focus, the construct of self-monitoring was found to be convergent with managerial self-awareness, whereas the construct of self-consciousness appeared to reflect primarily rating leniency effects.

2.2.3 Relationship between various characteristics and job performance and job competence

An exhaustive review of available literature, discussions with experts in psychology, Home Science extension, Agricultural extension and management had led the researcher to delineate 19 antecedent variables that are presumed to have a bearing on the consequent variable-job performance and job competence. Further, they were categorised into personal, socio-psychological and organisational variables. In the review of literature depicted below, the first four variables represent personal characteristics, the next ten are socio-psychological attributes and the latter five subsume organisational aspects.
2.2.3.1 Family size

The number of members in one's family may affect the job performance of an individual because she may have to cater to the socio-economic and subsistence needs of them apart from complying with official preoccupations.

Kherde and Sahay (1972) reported that the number of children in the family was negatively related to the role of a VLW.

Janardhana (1979) found that family size of Agricultural Extension officers was not significantly associated with their job performance.

Talukdar's (1984) revelation indicate non-significant relationship between family size and productivity of Agricultural Development Officers.

Jhansi (1985) observed that there was no significant relationship between size of the family and extension productivity of agricultural scientists.

Reddy (1986) through his investigation on the productivity of VEOs, found positive but non significant relationship between their family size and productivity.

Nagi Reddy (1990) found that family size of Agricultural Officers of T & V system was not significantly associated with their job competence and job performance.

All the six studies reveal that there was no relationship between family size and job performance or performance related aspects.
2.2.3.2 Job experience

Veerabhadraiah (1980) found no significant association between experience and job performance of Assistant directors of Agriculture.

Reddy (1983a) observed a negative relationship between experience and role performance of VEOs.

Pratap and Srivastaa (1983) expressed that the employees who had put up experience above 12 years and persons in higher income group had shown better job satisfaction.

McDaniel et al., (1988) examined the relation between job experience and job performance. The performance rating instrument has six primary rating scales covering quantity, quality, accuracy, job knowledge, efficiency and over all performance. Five point rating scale was used. The data covered 83 occupational groups, which constitute a diverse sample of all jobs in the economy in 50 states of United States of America. The sample for the study was 16,058 subjects from different occupations. The results showed that the performance was moderately correlated with two variables of job experience: length of experience and job complexity. The highest correlation was obtained in populations with low mean levels of job experience and for jobs that place low levels of cognitive demands on employees.

Length of experience and the performance of managers in the establishment phase of their career was assessed by McEnrue (1988). The sample consisted of 89 managers in an international restaurant company. The performance was assessed basing on the pay scales increase achieved by managers and the profits their restaurants realized for the year. Step-wise multiple regression analysis was used to examine the relationship between length of experience and performance, with potential control on the effects of age, education and experience as an assistant manager. The study showed evidence of a strong positive relationship between the length of job experience
among early career managers and their performance. The results suggest that organizations should examine the relationship between experience of the employee and their performance in formulating promotion, transfer and retention policies.

Nagi Reddy (1990) observed a negative relationship between job experience and job competence and job performance of Agricultural officers of T & V system.

Usha Rani (1996) through her investigation on job performance and job expectations of ICDS Supervisors found negative correlation between job experience and job performance, but the relation was non-significant.

The first two and the last two studies indicated that job experience is an inconsequential factor in case of performance. The rest of the studies reveal that there was relationship between job experience and job performance.

2.2.3.3 Training received

English and English (1961) explained that training is the totality of instructions, planned circumstances and directed activity to which a person is subjected in order to induce learning in him.

Taylor (1961) views training as a means to bring about a continuous improvement in the quality of work performed by the individuals, which would equip them with necessary knowledge, skills, abilities and attitudes to perform their jobs. Saxena (1974) opined that the training has a crucial, positive role to play in augmenting the levels of performance of public personnel.

Reddy (1982) reported that independent variables like training and mass media participation were significantly associated with performance while training was negatively associated with job satisfaction. The same investigation has thrown light that other variables like age, education, rural-urban background and experience were not associated significantly.
Studies by Bai (1983) and Vasudeva (1983) indicated that the AWW was not well equipped to handle nutrition and health education (NHE) in terms of content, educational methods and aids. This in turn was a reflection of inadequate training capabilities. Inadequacy of training of AWWs and Supervisors had been highlighted as the major lacuna in NHE by Puar et al., (1985).

Paul (1987) studied the knowledge of trained Anganwadi workers as related to diarrhoea management. The assessment was also done on the performance of the Anganwadi workers after their training. The sample of the study comprised of 18 Anganwadi training centres in and around Delhi, Bangalore, Lucknow and Guwahati. After training on diarrhoea, 25 per cent of the workers were still ignorant of the fact that breast feeding prevents diarrhoea. Out of 89 per cent of the workers who were in favour of continuity of breast feeding during diarrhoea, only 5 per cent could give the correct reasons for doing so. A majority (53 per cent) of the workers endorsed the wrong notion that a child suffering from diarrhoea always needs drugs. It was found that nearly all the workers had knowledge of the importance of hygiene and sanitation in diarrhoea management.

Dakhore and Bhilegaonkar (1987) conducted a study to determine the levels of job performance of veterinary extension personnel (VEP) in Marathwada region of Maharashtra state. A structured schedule was mailed to 135 veterinary extension officers. The results showed the job performance of VEP's with respect to educational aspect was found to be moderate to low. Regarding the existing level of job performance of VEPs indicated that most of them had medium to low level of their job performance. There is a need to improve the existing levels of job performance of the extension personnel as this might affect the achievement of developmental goals. The part of them were having medium to low performance level. This might be due to lack of training opportunities to improve their competence. The further analysis on the
levels of performance of these extension personnels on sub-areas like, educational, supply and services, administration and planning and evaluation have also indicated that their level of job performance was moderate particularly in respect of educational and administration aspects. Regular inservice training programmes need to be organized in order to equip them to handle each job areas effectively.

Extension Agent's job-DSP Model (job-design, satisfaction and performance model) was developed by Lakoh (1988). It is a system frame work structured with six interfaces: (a) formal training, (b) social status, (c) rural background, (d) work experience, (e) client-orientation and (f) language orientation. The results of this study on 41 village extension workers who were on their job in one of the integrated agricultural development projects showed that extension agents with more of formal training in agriculture were less likely to make frequent visits to farmers. Similar interface works with social status. Those who were well-versed with local dialects and well-skilled in establishing interpersonal relationships performed well in their job.

The impact of training on the ICDS workers and Supervisors in growth monitoring was studied by Lalitha and Standley (1988). Nineteen blocks of Gujarat and Maharashtra were taken for the study. The results showed that out of the four growth monitoring tasks: weighing, plotting, interpretation of growth trend and counselling mothers, greater emphasis must be laid on the latter two. Fostering the right attitude in the worker, and strengthening decision-making skills and communication skills are difficult to teach, master and assess. Because of this difficulty, they are often glossed over by the easier to teach manual skills of weighing and plotting. The potential of the Anganwadi worker to influence positively the health and nutrition practices of village women and consequently improve the lives of Indian children is enormous. It was recommended that the existing training programme of the Anganwadi workers need to be evaluated and their education to be strengthened from time to time.
Punhani and Mahajan (1989) in their compilation "Research on ICDS: An Overview" reported the findings of Vasudeva and Sundarlal who stated that all AWWs and ANMs were aware of nutrition and health messages to be imparted to the families due to their better training which in turn helped ANMS to give nutrition and health messages in a wider and convincing way.

Punhani and Mahajan (1989) reported that a majority of ICDS functionaries felt that the job training received was too theoretical and did not equip them with enough skills to cope-up with the field situation which in turn was leading to ineffective implementation of ICDS.

Punhani and Mahajan (1989) in their compilation "Research on ICDS: An Overview" reported the study of Nair and Bansal who stated that none of the health services except immunization received adequate attention from the health staff because of lack of training and orientation to ICDS.

Umagavimath (1990) reported that the AWWs had knowledge level of 69.9 per cent before training which increased upto 81.3 per cent after undergoing training.

NIPCCD (1990) in an evaluation study reported that even short course also helped AWWs in improving their skills in organising a variety of activities, in involving the helper and enhancing the participation of others in the Anganwadi programme.

Nagi Reddy (1990) reported that the training received was found to have significant influence on job competence and job performance of Agricultural Officers of T & V system.

Vijayalakshmi (1992) reported that the personal characters like age, job experience, training undergone were found to be highly significant and positively correlated with job performance of Supervisors.
Mangasree (1993) in her study indicated that the independent variables namely education, job experience, training undergone, rural orientation, job satisfaction, guidance and supervision showed a positive and significant relationship with perception of performance of skills.

Usha Rani (1996) in her study indicated that the independent variables namely workload, training undergone and facilities and Resources were found to have no relation with job performance of Supervisors.

It may be seen that the above studies do provide firm ground to predict an exacting relationship between training and job performance and job competence.

2.2.3.4 Rural background

The primary qualification of a village level worker, according to Grow More Food enquiry committee (1952), should be experience of rural life and a liking and interest in it.

Reddy (1983) showed that there was negative and significant relationship between role performance and rural background of VEOs.

Talukdar (1984) asserted that there was no significant relationship between productivity of Agricultural Development Officers and their rural-urban background.

Reddy (1986) reported positive but insignificant relationship between rural-urban background and productivity of VEOs.

Nagi Reddy (1990) reported positive and significant relationship between rural background of Agricultural officers of T & V system and their job competence and job performance.
Usha Rani (1996) reported that Rural orientation appeared to have no significant relationship with the job performance of Supervisors in all projects.

First study has emphasised the importance of this variable while the succeeding investigations have subverted those findings, except the investigation carried out by Nagi Reddy (1990).

2.2.3.5 Job Satisfaction

It is a contemporary concern and more so an organisational concern to see the interrelationships between job satisfaction and job performance. The causes of job satisfaction are neither in the job nor solely in the man, but lie in the interrelationship between them. The prediction of job satisfaction necessarily requires an interactive approach because of the nature of the man and the evaluative process. Thus, job satisfaction and dissatisfaction is a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering.

Of late, it has been emphasised that job effectiveness of an employee is to be ascertained by a two pronged approach of measuring job satisfaction and job performance.

Anand and Sohal (1981), in their investigation on job satisfaction and job performance of scientists, teachers and extension workers, found positive relationship (0.226) between recognition (job satisfaction) and publication performance of scientists. Among the three categories of respondents, only teachers felt that the conductive work environment was responsible for their better performance. On source of selection of research problem (job performance) extension workers did not see any correlation with their level of job satisfaction and the work performance.

Weintraub (1982) correlated job satisfaction scores with Qualitative and Quantitative indicators of work performance of 14 Supervisors and 62
electronic components operators. The results did not indicate any systematic relationship between the two classes of variables since job satisfaction and work performance were found as uncorrelated elements of work adjustment. The study revealed that the level of job satisfaction may provide a diagnosis for work adjustment but not a prediction for work performance.

Pratap and Srivastava (1983) expressed that the employees who had put up experience above 12 years and persons in higher income group had shown better job satisfaction.

Rao (1983), in his research on the job satisfaction of VEOs, observed that 55 per cent of them were satisfied, 18 per cent were neutral and 27 per cent were dissatisfied over their jobs in the T and V system.

Usha Anand and Sohal (1984) in their study aimed at finding out the correlates of job satisfaction among the extension professionals of NDRI, Karnal. The population for this study was 22 extension professionals employed in extension division of NDRI, Karnal and its three sub-stations at Bangalore, Bombay and Kalyani. The dependent variable in the study was overall job satisfaction measured by a scale of Donald C Pelz adapted to Indian conditions. The results suggest that less experienced extension workers with higher educational level and putting in moderate hours of work were publishing more papers than their experienced counterparts. Demographic variables like age, experience and pay scale were not significantly related with overall job satisfaction. There was a mild relationship with payscale and job satisfaction of extension worker.

Michelle and Paul (1985) coded 9 variables in a meta-analysis of 74 empirical studies of job satisfaction-Job performance. Aggregated studies had an sample size of 12,192 and 217 satisfaction-performance correlations. Findings show that (1) the best estimate of the true population correlation between satisfaction and performance was relatively low (17); (2) much of the variability in results obtained in previous research was due to the use of small
sample sizes, while unreliable measurement of the satisfaction and performance constructs has contributed relatively little to this observed variability in correlations; and (3) the 9 variables coded (composite Vs unidimensional criteria, longitudinal Vs cross sectional measurement of performance relative to satisfaction, the nature of performance measure, self reports Vs other sources. Use of specific performance measures, subjectivity or objectivity of measures, specific facet satisfaction Vs global satisfaction, well-documented Vs researcher-developed measurement, and white-collar Vs blue collar) were only modestly related to the magnitude of the satisfaction-performance correlation.

The stress and performance relationship may be compared with strings on the Violin. When there is either too little or too much tension on the strings, they will not produce suitable music. As with violin strings, tension on an employee is too high or low, the employees performance will tend to deteriorate (Davis, 1985).

Jhansi (1985) reported that there was no significant relationship between job satisfaction and extension productivity of agricultural scientists in Andhra Pradesh Agricultural University. Reddy (1986) found that job satisfaction and productivity of VEOs in T and V system in Andhra Pradesh were positively and highly significantly correlated.

Igodan (1987) carried out a study on job stress and burnout extension work among extension agents in an attempt to explore the relationship, if any, of selected personal and organizational factors related to the performance of extension agents with job stress-burnout. The study was conducted in 88 countries in the State of Ohio with a random sample of 101 agents. The job stress burnout scale measured was in three dimensions, i.e., emotional exhaustion, depersonalization and personal accomplishment.

The findings of the study indicated that the extension agents in Ohio were found to experience low or moderate level of burnout on the three
dimensions that made up the instrument. The younger, 20-30 years old agents, experienced significantly higher levels of burnout than the older agents of more than 30 years age. Males and females burnout to same extent. Single agents experienced significantly higher level of burnout than married agents. Job satisfaction was the best single predictor of burnout and this explained 31 percent of the variance in all the three such scales. The more satisfied the extension agent was, the lower the chances that he/she encountered burnout as a major source of organizational dissatisfaction.

Waris et al., (1990) in their study observed that education, honorarium, guidance and supervision were significantly correlated with role performance of AWWs. They also indicated that the quality of job performance of AWWs was not satisfactory because of their dissatisfaction towards the job. Many reasons like lack of promotional avenues, large number of targets and programmes to be executed, low pay, low status in society, poor housing facilities, lack of conveyance etc., were attributed to their dissatisfaction in the job.

Nagi Reddy (1990) reported job satisfaction was found to have significant influence on job competence and job performance of AOs of T and V system of Andhra Pradesh.

Mangasree (1993) indicated that the independent variable namely job satisfaction showed a positive and significant relationship with perception of performance of skills.

Usha Rani (1996) observed that job satisfaction had highly significant and positive relation with the dependent variable job performance of Supervisors in all projects.

Smith et al., (1996) conducted a study to determine whether there is a positive correlation between overall job satisfaction and commitment to the hospitality organization. The study was conducted in USA and elicited 7504
responses. Organisational support, Supervisor relations, immediate work environment and attitude towards General Manager and Executive Committee are significant in explaining the overall job satisfaction. When employees are given training, information, managerial support and are not constrained by restrictive policies and procedures, they feel satisfied.

Sant-Anna-C-de et al., (1997) conducted a study for a forestry company at two locations - in Jequitinhonha valley, Brazil. The main objective of the study was to determine the factors that most affected job satisfaction. The results indicated that the variables 'age' and 'perception of quality of work Supervision' had a positive and significant influence on job satisfaction. The variable 'desire to change work activity' had a negative and significant influence on job satisfaction.

The preceding review provides ample evidence to establish job satisfaction as an important factor influencing job performance. A similar trend can be predicted in the present study also.

2.2.3.6 Job Perception

Human life is being bombarded by numerous sensory stimulations such as noise, sight, smell, taste and tactile sensations. However, individuals tend to process this information without involving themselves in confusion, with the aid of a psychological process like perception.

Reddy (1982) observed variables like training and experience were significantly associated with the perception, whereas other parameters like age, education, rural-urban background and mass media participation had disparate association.
Reddy (1983) pointed out that 43.75 per cent of the VEOs perceived the social status of their job in T & V system as high, followed by 30 per cent as low and 26.25 per cent as average. He found negative and non-significant relationship between the perception of social status of VEOs job and their role performance.

Sohi and Kherde (1985) conducted the study in the operational areas of the Intensive Cattle Development Projects (I.C.D.P) of Patiala. The livestock assistants who completed at least one year at their present place of posting were selected to be rated on the job by their immediate Supervisors. The immediate Supervisors were the Veterinary Assistant surgeons (V.A.S). The 100 LSAs were rated on the job by their Supervisors, with the help of specially constructed instrument. Job performance as a dependent variable was measured on the five point continuum instrument developed by Sohi (1982). The results concluded that a majority of the L.S.As were average to perform their job as rated by their immediate Supervisors. Coefficient of correlation revealed that the marital status, background (rural), knowledge of L.S.As, about objectives of I.C.D.P, attitudes of the L.S.As towards dairy farming and towards villagers, perception of job, job satisfaction, use of extension method and number of villages were the important positive correlates viz., use of extension methods and number of villages under the jurisdiction of the L.S.As were identified as the most important variables, which significantly influenced the performance of the L.S.As and were responsible to explain 13.16 per cent variation in the job performance of the L.S.As.

Reddy (1986) came out with positive and highly significant correlation between job perception of VEOs and their productivity.

Nagi Reddy (1990) in his investigation reported that the independent variable job perception was found to have significant influence on the dependent variables viz., job competence and job performance.

Chacko (1990) in his study examines the relationship between the techniques of upward influence used by administrators, their motivational needs, and the way they view their Supervisors leadership styles. Subjects of the study were 144 randomly selected heads of departments at two-year and four-year higher educational institutions. Methods used by department heads to influence their supervisors include reason, coalition, higher authority, bargaining, friendliness and assertiveness. Results showed that reason and coalition were the most prevalent methods and there was a relationship between need for achievement, perceived initiation of structure, and the use of these two methods. Results also suggest that subordinates are more likely to use assertiveness and higher authority to influence Supervisors who exhibit leadership styles that are low in initiation of structure and low in consideration. The above studies indicate that job perception is an important predictor variable of job performance.

2.2.3.7 Achievement motivation

McClelland and Winter (1969) defined achievement motivation as a spontaneously expressed desire to do something well for its own sake rather than to gain power or love, recognition or profit.

Productivity is not merely the result of having good technical skills, modern machinery, favourable environment in terms of natural resources. But it is also the result of interest of the man concerned in bringing about maximum production, his freedom in experiment, his freedom to make losses, his urge to express himself, his personality, dynamism, drive and his gettiness (Rao, 1982).
Reddy (1983) observed that achievement motivation was positively and significantly correlated and other parameters like age, education, experience as VEO, duration of training, perception of social status of the job, rural background, nature of residence, perception of work load, and salary were non-significantly and negatively correlated with the role performance of VEOs. It was also stated that there was no significant relationship between the role performance and job satisfaction of VEOs.

Manandhar (1987) basing on his investigation in Nepal explained positive and significant relationship between achievement motivation and communication behaviour of three levels of extension functionaries, viz., Officers, Junior technicians/Junior technical assistants, and Panchayat level Agricultural Assistants.

Nagi Reddy (1990) in his study observed significant influence of achievement motivation on job competence and job performance of AOs of T & V system of Andhra Pradesh.

Halakatti and Sundarswamy (1996) observed the majority (69.42%) of the Agricultural Assistants were in the medium level of achievement motivation category. It was observed that achievement motivation is the function of job perception, organisational climate, organisational commitment, job involvement and job satisfaction.

Lindholm (1997) examined the motivational characteristics of Secondary School Physical education teachers using personal investment theory as a model of behaviour in which job satisfaction and commitment provide two real-life indicators of employee motivation. A 200 item LIKERT Scale Questionnaire was used to get data from a group of 73 Secondary School Teachers in the USA. The results reveal few within group perception differences based on gender, age, years of teaching experience, or job capacity. Physical educators
were found to possess significantly lower incentives for accomplishment and recognition and significantly higher affiliation incentives. Physical educators also reported significantly lower levels of organizational commitment.

Bulk of the above studies assert the importance of achievement motivation to the performance of different ilks of extension functionaries.

2.2.3.8 Organisational Commitment

Porter et al., (1974) indicated that organisational commitment as the relative strength of an individual's identification with and involvement in a particular organisation. It can be characterised by at least three factors such as a strong belief in and acceptance of the organisational goals and values, willingness to exert considerable effort on behalf of the organisation, and a strong desire to maintain membership in the organisation.

Smith et al., (1983) had slightly modified the definition of Porter et al., (1974) and stated that commitment means dedication and defined as the extent to which an employee has a strong belief in and acceptance of organisation's goals and values, is willing to exert considerable effort on behalf of the organisation and has a strong desire to stay in the organisation.

The terms like job satisfaction, job involvement and morale are interchangeably used in place of commitment to indicate analogous connotations or meanings.

The interactions between management styles and the personality variable, "Locus of control" on workers satisfaction with supervision and job
involvement among hourly employees of a major multi-plant Chemical Company were studied by Runyon (1973). Satisfaction with supervision was found to be a function of the interaction between management style and employee internality. Job involvement was found to be related directly to employee internality, with the interaction of management style and employee internality having a negligible effect on this dependent variable.

Gorn and Kanungo (1980) conducted a study to find out whether intrinsically motivated managers were more job involved. They found that managers with salient intrinsic needs were likely to be involved in their job provided their salient extrinsic needs were met. Indeed, with salient extrinsic needs, a manager seems to experience greater job satisfaction and consequently more job involvement than with salient intrinsic needs. A conceptual distinction between actual involvement in a particular job and importance of work in general in person's self-concept is suggested. It has also been suggested that the job and work involvement tend to co-vary for extrinsically motivated workers but not for intrinsically motivated workers.

Anantharuman (1980) has studied the job involvement of nurses in an attempt to find its relation to age, tenure, income and locus of control. The sample consisted of 57 female nurses aged between 24 and 44 years. Job involvement scale developed by Lodahi and Kejner (1965) and internal external locus of control scale of Rotter et al. (1972) were used in the study. Results indicated that the job involvement was significantly related to age, tenure and internal locus of control but not to income.

Veerabhadrappaiah (1980) revealed significant association between job involvement and job performance.
Organisational commitment was associated with organisational adaptability, turnover, but not with operating costs or absenteeism (Angle and Perry, 1981).

Anantharaman and John (1983) have studied the job involvement of industrial employees in an attempt to find differences among different categories of employees. A sample of 197 managers, 35 supervisors and 80 workers were interviewed with Lodahi and Kejner (1965) job involvement scale. Managers were found to be more job involved than supervisors and workers. Age, tenure and education of the respondents were positively correlated with the job involvement.

Reddy (1986) observed positive and highly significant relationship between organisational commitment and productivity of VEOs.

Investigating into the job effectiveness of VEOs in T & V system, Reddy (1987) asserted that their organisational commitment was positively and highly significantly related with job effectiveness.

In the study of Wright (1989), the mediating role of goal setting in the relationship between incentives and performance was investigated by specifically testing the effect on monetary incentives on subjects' personal goal level and commitment to an assigned goal. Subjects performed a computer-card sorting task for a 20-min practice trial and a 20-min experimental trial. In the experimental trial, they worked under 1 of 3 monetary incentive conditions (price rate, hourly rate, and goal attainment bonus). Incentives were unrelated to performance but did affect personal goal level and commitment to an assigned goal. These latter two variables were both strongly related to performance.

Nagi Reddy (1990) observed that organisational commitment was found to have significant influence on job competence and job performance of AOs of T & V system.
Huang-Chingying et al., (1996) conducted a study on the work values, job characteristics and job involvement of local agricultural extension agents of farmer's associations in Taiwan with a sample of 417. The results show that job involvement level was above average and that work values and job characteristics have a positive and significant influence on job involvement. Work values have comparatively more influence on job involvement than job characteristics. This suggests that, in order to promote job involvement, farmer's associations conduct a character test during the recruiting, offer a systematic evaluation of salary and promotion, and try to solve the problems of local cliques and problems relating to manpower, financial support, equipment and information.

2.2.3.9 Interpersonal Contact

Communication is the process of transmitting and receiving symbolic cues, both verbal and non-verbal. Interpersonal contacts do not occur in space. They do occur when an individual is involved in interpersonal communication which is a precursor to interpersonal contacts.

Vendemark and Loth (1977) defined interpersonal communication as communication among a relatively small number of people and includes both dyadic (two person) and small group communication.

Interpersonal communication is defined as the sending of messages by one person and the receiving of messages by another person, or small groups of persons, with some effect and some opportunity for immediate feedback (Devito, 1978).

Jhansi (1985) explained that interpersonal communication had highest positive and significant relationship with the extension, teaching, research productivity of agricultural scientists in an agricultural university.
Nagi Reddy (1990) reported that interpersonal contact was found to have non significant influence on job competence and job performance of AOs of T & V system.

2.2.3.10 Morale

It is generally understood that morale and motivation are the obverse and reverse sides of a coin: the former being overt and the latter covert. Therefore, morale of an individual is an overt manifestation of the level of motivation embedded in him. Measurement of morale leads to the appraisal of motivation in organisational settings. High morale and high performance are assumed to go hand in glove and morale is supposed to have complimentarity relationship with performance. However, investigations that pondered over this aspect till date do outrightly support such presumptions.

Mathur (1972) found significant relationship between morale and efficiency of an organisation. Scott and Mitchell (1972) defined morale as one's overall feelings towards his job. They used job satisfaction and morale interchangeably.

Minocha (1977) and Motowidlo and Borman (1977) came out that morale influences performance positively.

Nagi Reddy (1990) observed significant influence of morale on job competence and job performance of AOs of T & V system.

2.2.3.11 Attitude towards ICDS scheme

Thurstone (1946) defined attitude as the degree of positive or negative affect associated with some psychological object. Psychological object may be any symbol, phrase, slogan, person, institution or idea towards which people can differ with respect to positive or negative affect.
Kulhari (1980) found that majority of the VEOs had favourable to highly favourable attitude towards T & V system, 18 per cent unfavourable and about two percent were neutral in their attitude.

Jyotisri (1985) in a study on "The knowledge and attitude of AWWs" noticed that majority (58.33%) of AWWs were 21-32 years old, had high school education (66.33%), hailed from rural background (62.7%) and undergone training once (81.0%). She further reported that 40.33% of AWWs possessed low knowledge, had average job satisfaction (68.66%) and 47.67 per cent of them also had favourable attitude towards ICDS.

Veera Raghava (1989) obtained the opinion of functionaries towards the ICDS scheme as part of her critical study on "Achievements of ICDS scheme in Andhra Pradesh". The results showed that majority (61%) of the functionaries of urban area had medium opinion towards the ICDS scheme, followed by 25 per cent high opinion and 14 per cent low opinion. With regard to the functionaries of rural area, majority of them (56%) had medium opinion, followed by 31 per cent high opinion and 13 per cent low opinion towards the ICDS scheme.

Nagi Reddy (1990) reported that the independent variable, attitude towards T & V system was found to have significant influence on job competence and job performance of AOs of T & V system.

Usha Rani (1996) in her study observed that the knowledge and attitude by the Supervisors towards their work were positively and highly significantly related to their job performance in all projects.

2.2.3.12 Perceived Workload

Work load is the quantum of work one is expected to accomplish in a given frame of time. It is also understood as average pressure exerted on an individual by the nature and amount of work to be done within a prescribed
time. The perception of workload by the ICDS supervisors is expected to have a bearing on their job performance.

Sidhu (1966) revealed that heavy work load and usually insufficient time for its completion compelled the VLWs to adopt the circumscribed extension methods rather than elaborately using them.

It was widely accepted that the VLWs were overburdened in respect of both the quantum and complexity of work (Dohety, 1971; Johnson, 1971 and Sinha et al. 1976).

Waris (1989) conducted a study on "Role performance and job satisfaction of Anganwadi workers of Integrated Child Development Services in Andhra Pradesh". The results showed that majority (76.7%) of AWWs belonged to their respective villages where they work and perceived their workload as average to heavy.

Bhowmick (1990) in his study observed that the supervisors were visiting AWC under their jurisdiction once in a month and giving guidance to improve the performance of the concerned centres. But, the supervisors were unable to identify the strengths and weaknesses of individual AWW and provide guidance to overcome the same. The reason for this might be due to the feeling of supervisors towards their work load which was thought to be very heavy and could not function effectively.

Nagi Reddy (1990) in his study observed that there was non-significant influence of workload on job competence and job performance of AOs of T & V system of Andhra Pradesh.

Usha Rani (1996) in her study reported that the independent variable workload was found to have no relation with job performance of supervisors in all projects.
2.2.3.13 Personal Importance

Personal importance is the degree to which a job incumbent feels that he is making significant and appreciable contribution to the attainment of organisational goals. Once an individual recognises the importance of his contributions to the organisation, he is likely to achieve better performance, productivity, effectiveness, etc.

Steers (1977) reported significant relationship between personal importance and organisational commitment of hospital employees, scientists and engineers.

The findings of Smith et al., (1983) also corroborate the above finding, based on the investigation made among agricultural agents, home economics agents and 4-4 agents in Ohio co-operative extension service.

Similar results were reported by Kumar (1985) who found significant relationship between personal importance and organisational commitment of AAOs in T & V system.

Nagi Reddy (1990) reported significant relationship between personal importance and job competence and job performance of AOs of T & V system of Andhra Pradesh.

All the four studies had established its significant relationship with performance related consequent variables.

2.2.3.14 Self-reliance

It is the self-confidence which makes an individual attain more faith, credence, belief and trust on his future
Bernard (1977) explained it as a total way of life. Ariyarathna (1979) viewed it as more than merely financial and includes the possibility for dynamic adjustment with a changing system and on a value basis pertaining to the statement of broader goals that an individual has set before him.

Sinha (1982) opined that self-reliance is analogous to attitude of an individual in motivating himself.

Manandhar (1987) also reported similar finding in case of communication behaviour of different categories of extension functionaries in T & V system of Nepal.

Reddy (1987), however, reported non-significant relationship between self-confidence and job effectiveness of VEOs.

Nagi Reddy (1990) revealed that self-reliance had non-significant influence on job competence and job performance of AOs of T & V system of Andhra Pradesh.

There is a need to carry out further research on the importance of this variable.

2.2.3.15 Conveyance

Reddy and Bhaskaram (1968) found inadequate transport facilities as one of the barriers for effective extension work.

Bhaskaram et al. (1979) reported that providing a simple conveyance to the VEOs is necessary. They suggested for sanctioning loans to enable them to purchase mopeds/cycles for their fast mobility for effectively discharging their duties.
Nagi Reddy (1990) opined that there was non-significant influence of conveyance on job competence and job performance of AOs of T & V system of Andhra Pradesh.

Usha Rani (1996) reported in her study 88.9 per cent of Supervisors expressed that there was no transport and attender/helper facility to Supervisors whenever they visit to interior and distant places. The Supervisors may be provided transport facility along with permission to engage casual labour to assist them in carrying the luggage for visiting interior and very distant places for better performing of their duties.

2.2.3.16 Organisational Climate

Miles (1975) viewed organisation as inseparably interwind people and process into what is currently referred to as a socio-technical system. People in the organisation operate the technology, run the process, but they in turn as part of the process, have much of their behaviour determined by the system they operate.

An organisation is the planned co-ordination of the activities of a number of people for the achievement of some common, explicit purpose or goal, through division of labour and function, and through hierarchy of authority and responsibility (Schien, 1983).

Nagi Reddy (1990) in his study found to have significant influence of organisational climate on job competence and job performance of AOs of T & V system of Andhra Pradesh.

Usha Rani (1996) in her study observed organisational climate in all ICDS projects showed positive and highly significant relationship with job performance of Supervisors.
2.2.3.17 Guidance and Supervision

Guidance and supervision is of paramount importance in the management of extension organisations. Judicious and frequent guidance on technical aspects, guidance and supervision about professional growth, etc., play a vital role in bringing up success among supervisors in the ICDS scheme.

Reddy (1976) observed positive association between guidance and supervision and communication behaviour of VLWs operating in community development programme.

Sunderlal (1979) reported that poor guidance and supervision provided to AWWs was responsible for slow and irregular work of AWWs.

Reddy (1986) found positive and highly significant relationship between guidance and supervision and productivity of VEOs. Similar finding was reported by Reddy (1987) in case of job effectiveness of VEOs.

Nagi Reddy (1990) observed non-significant influence of the independent variable, guidance and supervision on job competence and job performance of AOs.

Usha Rani (1996) reported that there was a highly significant and positive relationship of guidance and supervision with job performance of supervisors in all ICDS projects.

Waris et al (1990) in their study observed that education, honorarium, guidance and supervision were significantly correlated with role performance of AWWs. They also indicated that the quality of job performance of AWWs was not satisfactory because of their dissatisfaction towards the job. They suggested that continuous guidance and regular supervision, effective co-
operation and co-ordination, motivation and recognition for the work done would further enhance the role performance of AWWs.

Mangasree (1993) in her study indicated that guidance and supervision showed a positive and significant relationship with perception of performance of skills.

Bhowmick (1990) in his study observed that the supervisors were visiting AWC under their jurisdiction once in a month and giving guidance to improve the performance of the concerned centres. But, the Supervisors were unable to identify the strengths and weaknesses of individual AWW and provide guidance to overcome the same. The reason for this might be due to the feeling of Supervisors towards their work load which was thought to be very heavy and could not function effectively. Poor supervision and guidance from each level to AWWs resulted poor in implementation of programme.

2.2.3.18 Facilities and resources

Job performance and resultant efficiency of extension functionaries may be plummeting down in case of paucity of required facilities and resources at ones' own behest like input supplies, transport facilities, etc.

Programme evaluation organisation (1965) emphasised the need for co-ordinated management of supplies and services.

Bhaskaram et al. (1979) stressed the importance of library facilities (including current periodicals) at sub-divisional level so as to facilitate more extension personnel to gain knowledge on latest know-how. They further felt that adequate funds are to be earmarked for various categories of extension workers so that they can procure teaching aids for making training programmes and their tour itinerary more effective.
Nagi Reddy (1990) in his study observed facilities and resources were found to have significant influence on job competence and job performance of AOs of T & V system of Andhra Pradesh.

Usha Rani (1996) had reported that facilities and resources were found to have no relation with job performance of Supervisors in all projects of her study.

2.2.3.19 Communication

Effective communication among intra and inter hierarchical positions in an organisation is the spice of good administration.

Kolte (1972) found positive relationship between communication behaviour and job performance. Davis (1975) observed that effective communication system tends to enhance job performance and job satisfaction.

Reddy (1983a) came out that there was no association between communication system existed in the organisation and communication behaviour of village level workers.

Rekha et al. (1983) had reported that inspite of the delivery of package by AWWs, the mother's knowledge was poor in most of the components and it might be due to failure of AWWs in communicating and imparting knowledge to the community.

Jhansi (1985) came out that five independent variables (total family income, interpersonal communication, attitude towards extension, designation and attitude towards teaching) were significantly related with the extension productivity of agricultural scientists. The highest direct effect was recorded by the variable interpersonal communication followed by attitude towards
extension and income, designation, organisational climate and age which showed highest indirect effect on productivity in that order.

In general, she reported, job satisfaction and attitude towards organisation were found to be positively and significantly related with the performance, while job satisfaction and interpersonal contact were seen to be positively and significantly related with the productivity. In addition, job satisfaction and interpersonal contact had maximum direct effect, while interpersonal contact, organisational health, and designation had maximum indirect effect over the productivity.

Communication skills of the Anganwadi workers in conducting health and nutrition education in ICDS programme was evaluated by Maruthilatha (1988). The sample for the study consists of 10 Anganwadi workers and 50 beneficiaries (mothers) at the rate of five beneficiaries from each Anganwadi from Tirupati ICDS urban project. Information was collected through case study observation, check lists and Questionnaires. These results revealed that the Anganwadi workers possessed adequate knowledge in communication skills. However, the Anganwadi workers were found to be rather poor in practices than the knowledge of communication skills. From the case study observation, it was found that the Anganwadi workers were poor in building up rapport with the beneficiaries. These results indicate that the performance of these workers pertaining to home visits was rather unsatisfactory.

Nagi Reddy (1990) in his study observed communication skills of Agricultural Officers of T & V system of Andhra Pradesh were found to have significant influence on their job competence and job performance.

Majority of the studies indicate communication is an influential variable. This study may open up further avenues on the effect of this variable on job competence and job performance.
2.3 Problems of extension functionaries

NIPCCD (1980) in its study on the integration of population education in ICDS scheme reported the following problems faced by AWWs. Premises of Anganwadi centre was small as compared to number of children. AWWs when talked about family planning, women avoided coming to AWC, resisted weighing of children on account of superstitions and also mothers hide the number and proper ages of children. There was no proper arrangement for drinking water in Anganwadi Centres.

Rao (1983) investigating into the functioning of T & V system found that the problems perceived by VEOs were: rigid schedule of visits, lack of control over agricultural inputs, lack of proper facilities for mobility, lack of incentives and rewards for good work, lack of opportunities to visit different research stations to get acquaintance with the ongoing research, poor facilities for pursuing higher studies, lack of promotion, lack of sufficient knowledge on crops and subsidiary enterprises and poor training facilities to update their knowledge in that order.

Reddy (1983) identified the problems as perceived by the VEOs - lack of supply of inputs and credit to the farmers, lack of basic amenities to the VEOs, lack of encouragement, appreciation, recognition and incentives or rewards to the VEOs, non-co-operation of contact farmers, lower pay scales in comparison to the heavy work involved in the T & V system, lack of sufficient number of plant protection equipment, lack of conveyance/conveyance allowance, lack of proper co-ordination between the departments under Command Area Development Agency, Spurious inputs like damaged seeds, adulterated fertilizers and pestitudes, lack of 50 per cent subsidy facility to the cultivators for the purchase of PP equipment, lack of village officer's co-operation, lack of supply of literature to the farmers on modern agricultural technology in order of priority. Added to this, lack of promotional avenues even after 22 years of service was prominently figured in the expressions of VEOs.
Bora's (1984) study identified the difficulties faced by VLEWs as irregularities in payment of salary, lack of godown facility, insufficient implements and equipments, lack of repairing works and residence facility.

Jyotisri (1985) pointed out that water scarcity, lack of accommodation, lack of transport facilities, old customs and traditions of people, lack of building for Anganwadi, irregular food supply, insufficient honorarium etc., were some of the problems faced by Anganwadi workers.

Visveswaran (1985) conducted the study in three projects in Tamilnadu (1 urban, 1 rural and 1 tribal), namely Madras city, Nilakkottai and Thally during February-December, 1986. Structured, pretested interview schedule was used to collect data. For the study 14 supervisors, 200 anganwadi workers and four CDPOs were selected randomly. The results revealed that supervision appears to be inadequate partly due to supervisor's inordinate workload. Supervisor's attitudes need modification in some areas.

Anuradha (1985) in her study indicated the following problems were faced by AWWs: (1) Heavy work load, (2) low salary with no incentives or encouragement, (3) high strength of the Anganwadi children, (4) problem of accommodation for the Anganwadi Centres, (5) Transportation problem, (6) lack of safe drinking water facility, (7) difficulty to contact officials when there was a need.

Reddy (1986) probing into the problems encountered by VEOs identified nine of them through open end process of elicitation. In order of importance, the problems were: lack of inputs in required quantity/at the appropriate time, lack of teaching aids for educational use, non-availability of residential quarters, lack of pp equipment, lack of conveyance for their mobility, no medical facilities/care, no promotional opportunities, no facilities for children's higher education, and political interference in work.
Widge and Aijaz (1986) in their study mentioned that, there was much resentment regarding the low honorarium paid to the AWWs and the helpers keeping in view the job assignment. Moreover, there was no avenues for promotion for the supervisors and AWWs which lead to stagnation and frustration. IN one of the selected states, the CDPOs were being given lower play scales than as provided in the scheme and thus being treated as juniors to BDOs in status. Due to the above reasons, the various functionaries of ICDS projects were lacked of enthusiasm and motivation to work hard.

Suhasini (1986) reported the following problems as perceived by AWWs: No pay scale fixation, lack of sufficient housing accommodation for AWC, lack of transport, non-payment of travelling and daily allowances, lack of supply of pre-school equipment and other equipment. Ill treatment by the superiors and local people, lack of incentives and rewards for good work, lack of promotion chances, lack of co-operation from health staff and other departments, non-co-operation by the parents of pre-school children and frequent transfers etc. were some of the problems faced by AWWs.

According to World Food Programme (WFP) (1986), the irregular supplementary feeding was attributed to lack of transport facilities in remote areas, particularly during adverse weather conditions. It was also reported that the Anganwadi centres had inadequate storage space and the storage conditions were also unhygienic and unsatisfactory.

Nayana Tara and Usha Ramkumar (1988), conducted an evaluation study of ICDS programme which includes 15 CDPOs. The evaluation of the job performance is based on opinions of 15 CDPOs and 153 AWWs on a rating scale consisting of 16 items in part I and 32 items in part II. Against each item evaluation is done on a 4 point scale. The data is supplemented by the interview schedules. It is evident from the interpretation of the data. The Mukhya Sevika (MS) have been found the high performance are in the younger
age group with graduate qualification with high experience generally. The opinions of the CDPOs is not collected region-wise, but an overall perspective is taken with reference to a few significant aspects of the work os supervisors. The CDPOs face some problems in the organisation of meetings with MS because they feel that the MS may be on leave or their workload being especially heavy when they handle more than on circle, the MS would find it difficult to attend. The supervisors face problems of transport and personal problems is being able to attend the meetings. By and large CDPOs are satisfied with the maintenance of records/reports by MS. Majority of CDPO's find that MS are regular in submission of records, though a few discrepancies are noted.

Jain and Agarwal (1988) in their study observed that a large number of centres were grossly ill equipped in terms of availability of various equipment like utensils, stationery etc. They also states that in the absence of such necessary basic tools, the programme services bound to suffer. It was suggested that the logistics would have to be taken care of and replenishments should be made from time to time.

Stress, strain and coping and styles of female professionals were assessed by Rehna Ghadially and Pramod Kumar (1989). The sample consisted of 35 female respondents of different ages from organizations like universities, hospitals, banks and a few privately practise psychologists and physicians. Data were collected from the above respondents through a Questionnaire.

The results indicated that the most salient stressors in India are inadequate pay followed by under-utilization of skills and variability in work load. Majority of the women selected for the sample were employed in government or semi-government professions which in general provide meagre salaries compared to those employed in private sector. Professional women consider marriage as a desirable goal and at the same time look upon it as a
major hurdle in the career. As a result they make sacrifices in both their career and family life. Moreover, Indian working conditions are far from ideal for adequate utilization of one's skills and potential. These reasons may be responsible for under-utilization of their skills on the job. The findings of the above study also showed that major strains include tension, followed by fatigue and physical complaints. Further, reading to increase knowledge, planning and goal setting were found to be major adaptive responses in coping with the stress.

Quality of work life of female extension functionaries was assessed by Rajini (1989). A sample of 87 female extension functionaries working in Cuddapah and Chittoor districts of Andhra Pradesh were selected as main respondents. They were interviewed regrading the family background, work experiences, problems faced and their felt reasons. The results revealed most of the respondents reported as facing problems in all the three areas, viz., personal, managerial and situational problems. However, married extension functionaries reported relatively more problems in the area of personal management than unmarried functionaries. It seems many female extension functionaries were not prepared both physically and mentally to face the challenges of being in employment and taking care of the personal life. It was also pointed out the need for improving the self confidence and the management skills for these extension functionaries before placement.

Punhani and Mahajan (1989) in their compilation "Research on ICDS: An Overview" reported the findings of Begum and Malathi who suggested that incentives should be provided to AWWs in order to increase their job satisfaction.

Punhani and Mahajan (1989) in their compilation "Research on ICDS: An Overview" reported the findings of Nair and Bansal who suggested that the time spent by AWWs for maintaining registers should be utilised for home visits and health education.
Ray (1990) in his study on "Implementation of ICDS in Eastern U.P" reported that materials and equipment which were essentially required to run the centre were unavailable. Though some materials and equipment were supplied, yet several others were needed in order to conduct various activities viz., material for play-way method of pre-school education, drawing etc. He also reported that the play-way method of education was also not following in any AWC not only due to lack of equipment but also due to lack of space. He observed the majority of the AWCs were located in the helper's houses, and no free space was available either in the centre or in the vicinity of the centre.

Mahajan (1991) in a study on "Physical, Social and Environment characteristics of ICDS project organisations" found out the following results.

Index of Deficiency of AW facilities scores indicated that more AWCs in the project had inadequate space for coordinating AW activities, the accommodation was unsatisfactory or facilities like electricity, safe drinking water and toilet facilities were lacking. In urban projects, however, more AWCs had inadequate space (78 per cent AWCs) compared to tribal/rural projects (about 54 per cent AWCs) but had more basic amenities like electricity, water, toilet facilities, since only 48 per cent AWCs reported lack of such facilities compared to 64 per cent in rural and 80 per cent AWCs in tribal projects. Nearly 40 per cent of AWCs in all project types did not have satisfactory accommodation.

Waris and Reddy (1991) reported the following problems expressed by AWWs

Difficulty in finding a suitable accommodation for AWC with the rent sanctioned by the ICDS authorities, difficulty in maintaining too many records, low honorarium for heavy work and responsibilities being carried out by AWWs.
Vijayalakshmi (1992) reported that the personal characters like age, job experience, training undergone were found to be highly significant and positively correlated with job performance of Supervisors. The education received by the Supervisors was found to be highly significant but negatively correlated with their job performance. The motivating factors were highly significant and positively correlated with the job performance of Supervisors. The social characteristics like supervision received and social status attached to job were found to be non-significant with the job performance of Supervisors. But extension climate was the only social variable found to be significant and positively correlated with the job performance of Supervisors.

Mangasree (1993) reported the following major problems faced by AWWs during job training. Majority of AWWs complained about inadequate arrangement of boarding and lodging facilities (72.28%), inadequate opportunities and guidance for learning and practicing the skill (56.85%), more theoretical orientation of topics (4.18%), less co-operation from trainees (33.33%), improper administration (30.39%) and less time allotted for field work placement (20.43%).

Usha Rani (1996) in her study observed the problems faced by Supervisors in their job performance. In urban projects, the problem of major concern was observed to be involvement of Supervisors in unrelated activities. The house rent, now being paid for AWCs, was inadequate in urban projects. In urban projects, the inability of AWWs to fill up records and registers assigned to them because of the fact that majority of AWWs working in Hyderabad urban projects were muslims who can not write in Telugu language inspite of their ability to speak. Urban Supervisors also indicated that there was no creche facility and they were not getting loan for owning vehicle.

In rural projects, top ranked problem was 'many vacancies in the posts of Supervisors'. The number of AWWs allotted to each Supervisor should be
limited to 20 to 25 as per the norms of ICDS scheme. For the extra work carried out in vacant posts, additional charge allowance need to be paid.

All the Supervisors working in tribal projects expressed their major concern for the selection of uneducated women as AWWs who are not able to fill up the records and registers in a proper way. Supply of stationery items, demonstration and other equipment was improper and also the maintenance of service register was not proper.

88.9 per cent of Supervisors expressed that there was no transport and attender/helper facility to Supervisors. 84.7% of the Supervisors were of the opinion that the records and registers were too many. 77.8% of the Supervisors expressed inadequate supply of low cost pre-school equipment and other materials.

Kareem and Jayaramaiah (1997) conducted a study in Kannur district, Kerala, India to ascertain the problems perceived by the Block Development Officers (BDOs) and Village Extension Officers (VEOs) in the planning and implementation of the Integrated Rural Development Programme (IRDP). A Questionnaire was sent to 152 BDOs and 110 VEOs. The most important problems encountered were: misutilization of assets by beneficiaries, beneficiaries lack managerial abilities to take care of the assets, and block officials lack adequate transportation to reach beneficiaries efficiently.

2.4 Theoretical Orientation to the study

The present investigation is an earnest attempt to study the job competence and job performance of ICDS Supervisors of Andhra Pradesh. The prime purpose of the theoretical orientation (conceptual framework) is to provide an effective backdrop against which the theoretical conclusions and the relationships predicted among the multitudinous characteristics in this study could be empirically verified.
2.4.1 Concept of job competence

According to Foote and Cottrell (1955), competence denotes capabilities to meet and deal with a changing world, to formulate ends and implement them. Wahlstrom (1989) had given two definitions: (1) competence meaning a sufficiency of means for the necessities and conveniences of life, (2) To be competent is having requisite or adequate ability or qualities and having the capacity to function or develop in a particular way. In this study job competency was operationalised as sufficiency or adequacy of the abilities or qualities possessed by a job incumbent which aid him in achieving the intended results.

2.4.2 Concept of Job Performance

Different researches have conceptualised job performance in different ways, such as the function of ability and motivation (Campbell et al., 1970), the result of an individual response to a stimulus object (Herman, 1973), turnover (Perumal, 1975), productivity (Reddy, 1986) and job effectiveness (Reddy, 1987). In this study, job performance is operationalised as "the degree to which a job incumbent accomplishes the tasks assigned to him in terms of quality and quantity".

According to Getzels (1958), an organisation can be looked upon as a social system which has the nomothetic and idiographic dimensions which interact in order to produce the behaviour of an individual who is in a position in that organisation. The same is illustrated in Fig. 4.

From Fig. 4 we can view upon the observed behaviour of an individual as the performance of the individual. Thus, the performance of an individual is a function of both role and personality. However, it is often noticed that there will be always some conflict existing in role behaviour of an incumbent on account of dynamics of interaction between the externally defined expectations and internally defined personality dispositions. But in actual
Fig. 4: GETZELS' ROLE BEHAVIOUR MODEL IN ORGANIZATION
practice, there may be compromises and accommodations on the part of the individual and organization for role adjustment. Therefore, the point that is involved in role behaviour is that the nature of activity or behaviour of an incumbent is quite different when expectations and dispositions are incongruent rather than when they are congruent. Perhaps, the role behaviour or role performance of an individual in any organisation will be good or it could be maximised when the role expectations and personality dispositions are congruent. Apart from these two dimensions of interaction between role and personality, the incumbent's role performance is dependent upon the kind of environment provided by the organisation inorder to perform his job. Therefore, all those factors that condition the environment as good or bad for the incumbent who perform his job in an organisation have a relevance to his job performance. By implication, a supervisor has a role in the ICDS scheme in A.P. The incumbent (Supervisor) who fills this role has to discharge her responsibilities as expected by her organisation. But as stated earlier, according to Getzels (1958), the incumbents performance of job is dependent upon the interaction of her personality factors and role expectations in that job.

2.4.3 Job Competence and Job Performance

Job competence refers to the innate qualities (abilities) of a job incumbent while job performance refers to how one accomplishes his tasks on the job which can be observed. Competence acts as the precursor to an individuals performance. Usually the quantum of performance that one turns out is reflective of his competence. Incumbents of job would be possessing competence in varying degrees which engenders performance commensurably.
The competence of a person leads to varying proportions of performance at different times and situations. This is true since the competence may not always be reflected in the performance due to personal and job environment settings like one's psychological predispositions, internal and external pressures in life, tasks on the job and its associated aspects like job security, promotion, incentives and rewards, and partisan tendencies of superiors, etc. Added to this, the performance may be handicapped due to sloth and slovenry on the part of the one who occupies the job.

2.4.4 How they differ?

Competence and performance are the two poles apart. Devito (1975) amply differentiated between the two while discussing on communicology.

"Competence and performance differ in an important way. Competence is knowledge of language, which is uninfluenced by any psychological or physical processes. Performance on the otherhand, is influenced not only by competence but also by such factors as fatigue, anxiety, boredom, attention span and interest. When we fail to understand what someone says, it may be due to our competence. More likely, however, it is due to our failing to attend to what was said or perhaps to our lack of interest that is to performance".
McCormick (1989) reacting on competency based instruction (CBI) in vocational agriculture felt that as a profession, vocational education should work toward the goal that any student who completes a vocational education programme should be able to demonstrate or show evidence of minimum competence in some occupational area. He clarified that "CBI" is not to be confused with performance-based instruction designed as "learning activity packages" (LAPS). Probably the best known materials of this nature have been developed by the National Center for Vocational Education (1975). These performance-based teacher education (PBTE) materials are designed for individualised learning and concentrate upon one specific competency. It should be noted that if an individual perceives "CBI" to be synonymous with performance-based instruction, it is quite possible to view "CBI" as too narrow. Individualised learning materials which place major emphasis upon "skill development" with minimum emphasis placed upon the other domains of learning provide an ineffective delivery system. If an individual perceives (CBI) as the process of merely checking off skills as they are mastered with little or no attention paid to other competencies essential to perform a total operation, thus the statement that "CBI" is too narrow to correct.

The principle of complementarity exists so far as competence influences performance, and the same principle is conspicuous by its absence as performance has no bearing on competence. Further, competence is independent of performance while performance is dependent on competence. Competence acts as gateway to performance and performance has no "gates" toward competence.
2.4.5 How they are related?

The popular maxim a structure without foundation cannot last and a foundation without structure has no meaning at all holds good to embrace and explain the relationship between competence and performance. Performance without competence would not be forthcoming and competence without performance has no meaning at all. Without competence one cannot reap performance. In case some amount of performance is possible it will be haphazard, sloppy and shortlived. In case the competence is not transformed into performance it will not be meaningful because none can visualise the competence due to its incognitoous nature.

Competence and performance are the obverse and reverse sides of a coin. In case of skilled activities, performance and competence appear to complement each other, because competence leads to performance and repeated performance may lead to increased competence in that activity. Further, they are the two inseparables like milk and water. As the water in the milk cannot be seen, the competence behind each performance cannot be seen with a naked eye. But the quantum of invisible water (competence) decisively affect the quality of milk (performance) and its saleability. Thus, their relationship is commensal if not symbiotic.

Literature reviewed on the past studies have conclusively demonstrated job performance as a multivariate phenomenon explained by a wide array of personal, socio-psychological and organisational factors. On the same analogy
such factors are presumed to have a bearing on job competence also. Those factors are so intricately intertwined with each other that they should not be viewed as separate entities in the study. Discussing these variables in the field of social psychology, Krech and Crutchfield (1948) explained that it is impossible to analyse an individual's behaviour either purely in sociological or psychological context. Newcomb et al. (1965) also remarked that human action is an interaction of several variables. Behavioural dimensions subsumed by job competence, and the components which reflect the job performance of supervisors were gleaned out through earlier studies. These dimensions were standardised and validated as "scales" which are supposed to measure job competence and job performance of supervisors in a more meaningful, reliable and quantifiable way. Taking cue from the enunciations of Krech and Crutchfield (1948), Getzels (1958), and Newcomb et al. (1965), some relevant personal, socio-psychological and organisational factors were reviewed and built into the conceptual model for the present study. It is expected that the constant interaction, orientation and perception of one factor would definitely affect the other factors due to the existence of their mutuality either explicitly or implicitly in human behaviour.

The personal factors (of respondents) included in the study which precede the others in order of time were family size, job experience, training received and rural background. There is no reason to believe that the psychological processes which govern job competence and job performance are basically any different from those which have a bearing on complex behaviour(s) in other settings. The socio-psychological factors like job satisfaction, job perception, achievement motivation, organisational
commitment, interpersonal contact, morale, attitude towards ICDS scheme, perceived workload, personal importance and self-reliance are expected to have their influence either attitudinal or in behavioural aspects, more in association rather than in isolation, in determining the job competence and job performance of supervisors in ICDS scheme.

There is a strong apriori evidence that a theory which attempts to account for the behaviour of a leader with only information concerning his personal attributes or only of the situation he is confronting is automatically limited to explaining only a small portion of the variance (Vroom, 1976). In case of the two consequent variables of this study, the variance that may be explained by the personal and socio-psychological factors may or may not be much. Hence, the organisational factors like conveyance, organisational climate, guidance and supervision, facilities and resources and communication were drafted into the investigation.

The job competence and job performance of Supervisors are conceptualized to be the direct or indirect consequences of different interacting factors (personal, socio-psychological and organisational), the empirical validation of which may provide much insight to comprehending these vivacious and all pervasive phenomena. Keeping the conceptual framework in view, the conceptual model for empirical verification of job competence and job performance of Supervisors and the factors associated with them was constructed and presented in Fig. 5.
Fig. 5: Conceptual model for the study