

## Chapter - 4

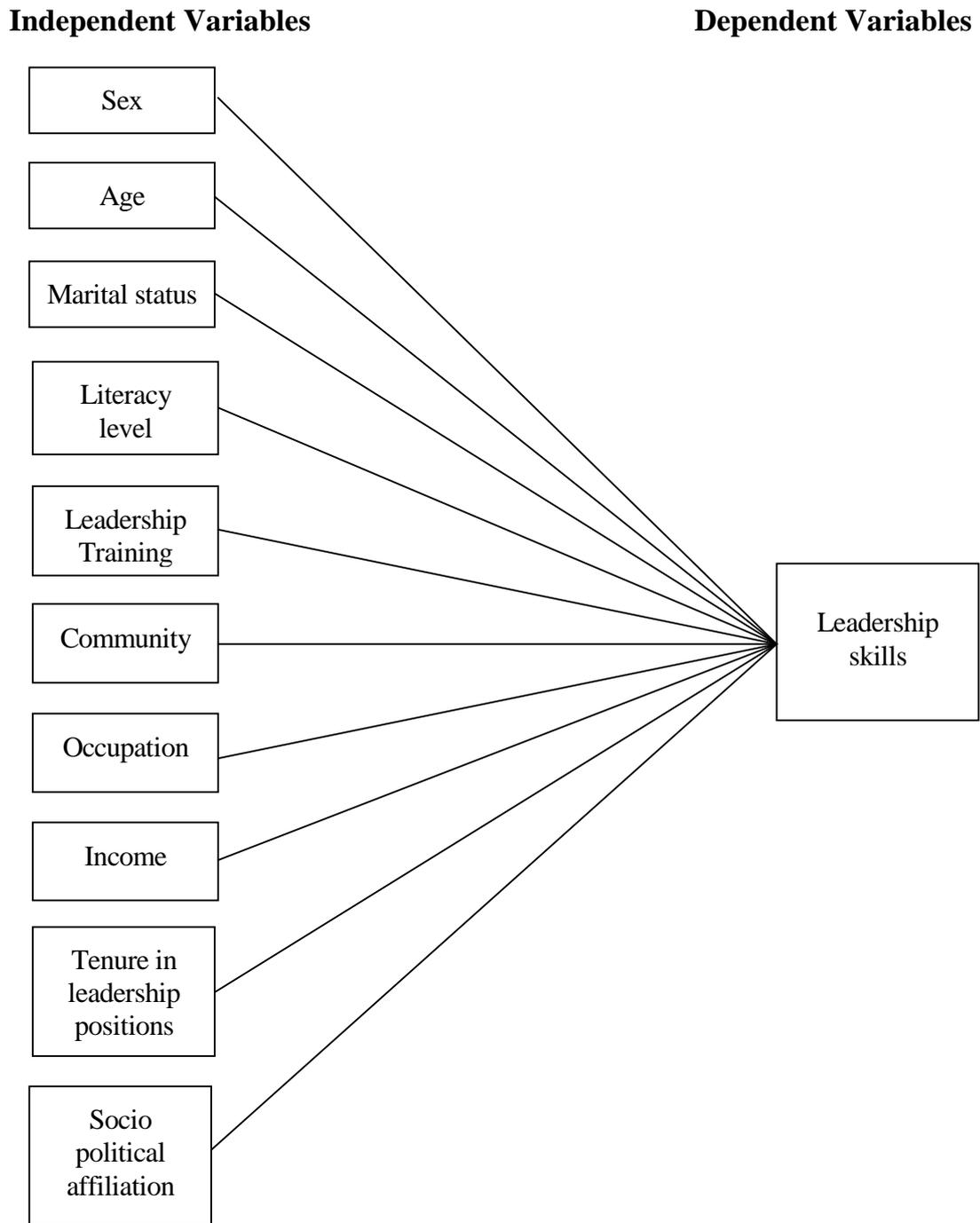
### Leadership Skills of Cooperative Leaders

#### 4.1 Introduction

Leadership is not a static but an ever-changing phenomenon according to man, milieu and the moment. The new socio-economic forces generated by the large scale development plans have shaken up the social structure and are beginning to alter the old values and attitudes as well. A new type of leadership is emerging on the scene. The introduction of community development projects, land reforms, decentralized local administration etc., had impacted the cooperative society and brought out the importance of leadership. "Leadership is an eternal and universal phenomenon. If the community is able to act as a unit, it must have leadership which is recognized and has community confidence." (Franklyn, 1957, p.4). Community leaders are necessary to make decisions, to direct community activities, and to speak for the community both in relation to its internal organization. There are two sets of variables, which help an individual to occupy a particular social position. The first set of variables is called 'ascription', which includes caste, kinship relationships, family relationships, family occupation, income etc. The other set is the 'description' which encompasses the set of characteristics by which someone can be recognized such as education, occupational skill, economic returns etc. In addition to these two sets of variables, the 'life experiences' of an individual also influence his or her attitude and behaviour pattern. Coupled with the 'life experience factor', the 'ascription' and 'description' variables would get transferred into socio-economic variables and help to determine the social and economic status of the people in the community. This chapter analyses the influence of socio economic variables on leadership skills of the respondent leaders in the Puducherry U.T. A conceptual model for this study depicting the relationship between selected variables and a Cooperative Leaders' leadership skills is presented in the following chart 4.1

**Chart 4.1**

**Factors influencing leadership styles and skills of cooperative  
leaders**



The chart 4.1 depicts that the variables sex, age, marital status, Literacy level, leadership training, community, occupation, income, tenure in a leadership position and socio-political affiliations have all been identified in literatures as factors that may influence the leadership styles, skills and competencies of individuals.

## 4.2 Socio-economic Profile of the Respondents

### 4.2.1 Sex

Differences in the leadership styles of men and women are perhaps one of the most well researched aspects of leadership. Several studies have been conducted to determine if male or female leaders are more transformational. In their meta-analysis, Eagly and Johnson (1990) found that women tend to use a more participative and inclusive style while men tend to use a more directive and controlling style.

**Table 4.1**  
**Classification of respondents based on their sex**

<b>Sex of the Respondents</b>	<b>No. of respondents</b>	<b>Percentage to the total</b>
Female	84	15.9
Male	444	84.1
Total	528	100.0

Source: Compiled from Interview Schedule

As can be seen from Table 4.1, 84.1 percent of the respondents is male and 15.9 percent is female in the study area. It throws light on the picture of changing scenario and perception of general body members by accepting the female members as their leader for their participative nature and focus towards growth and development.

### 4.2.2 Age

Each generation entering and working within organizations differs from the previous one in terms of education, values, aspirations, work attitudes, and “world view.” The younger generation is more educated, independent, and less tolerant of authority and power. They are seen as more vocal in terms of demanding work that is both challenging and personally satisfying, and in general, are reported as having lower levels of organizational allegiance, commitment, and job satisfaction (*Bower and Fidler, 1994; Manz and Sims, 1993, Smith and Clurman, 1997*). The following table 3.2 classifies the respondents in the study area based on their age.

Table 4.2

**Classification of respondents based on their age**

<b>Age of the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Upto 40 years	74	14.0
41-50 years	190	36.0
51-60 years	222	42.0
61 & above	42	8.0
Total	528	100.0

*Source:* As in Table 4.1

The table 4.2 reveals that in this study, age has been categorized into four groups, up to 40 years of age named as young, 41 to 50 years of age considered as mature, 51 to 60 years of age considered middle-aged and more than 60 years considered as elderly people. The majority of the leaders belonged to the age group of 51-60 years and they constituted 42.0 percent. It is estimated that about half (*50 percent*) of today's workforce is comprised of people recruited after 1960. Dynamic young leaders make up 50 percent of the total leadership. So it can be said that there was a trend of increasing representation of young dynamic leaders in cooperative administration.

**4.2.3 Marital Status**

Generally it is believed that a person's life gets a sea change after marriage due to additional responsibilities, changes in the priorities, interchange of culture etc. This occurrence of change is bound to affect the performance of the person at the work place as well. Therefore to what extent the marital status affect the emotional stability, leadership mental make-up and the bias of the leaders at work place is very relevant and timely in this milieu.

Table 4.3

**Classification of respondents based on their marital status**

<b>Marital Status of the Respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Unmarried	16	3.0
Married	496	93.9
Widowed/ Divorced	16	3.0
Total	528	100.0

*Source:* As in Table 4.1

It was observed from the table 4.3 that a majority of the respondents (93.9 percent) was married and unmarried 3 percent unmarried and 3 percent widowed. It reveals that the dominant marital status group among the respondents in the study area was married.

**4.2.4 Literacy level**

Education assumes an important place in our country. The focus of rapid urbanization, industrialization, communication patterns and overall globalization are bringing in to the fold of national and international stream of life. Khan (1980) has described education as the fundamental basis of effective socio-political participation. In pluralistic societies like India, it is only education that can synthesize and crystallize values based on social justice and equilateralism (*cayal;1974*)

Table 4.4

**Classification of the respondents based on their literacy level**

<b>Literacy level of the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Primary / Elementary Education	21	4.0
High school Education	85	16.1
Secondary Education	100	18.9
Higher secondary Education	243	46.0
Bachelor Degree	58	11.0
Masters degree	21	4.0
Total	528	100.0

*Source:* As in Table 4.1

It can be seen from the above table 4.4 that the education level among the Cooperative societies in the study area comprised of leaders with higher secondary education and the percentage being 46.0 percent, followed by secondary level and high school education level which constituted 18.9 and 16.1 percent respectively.

#### **4.2.5 Training Programmes**

Transformational leadership practices can be taught and learned (*Bass, 1990b, 1998; Kouzes & Posner, 1987; 1997a*) and therefore, it is important consideration in the context of training and development.

Mr. Malcom Darling in 1935, reported to the government of India about the necessity of training in order to avoid failures in the movement. The first member education programme was taken up in January 1956. The object of the programme was to train office bearers, managing committee members and potential members in their duties and responsibilities. Most of the respondents in the Cooperative societies had attended training programme. (*Dr .Rohit, N. Desai, Navin Chandra Prajapati; 2001*). The table 4.5 a and b, classifies the respondents in the study area based on their training in leadership development.

Table 4.5 (a)

#### **Classification of the respondents based on their training on leadership development**

<b>No. of respondents who have attended formal training</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Yes	528	100.0
No	0	0
Total	528	100.0

*Source:* As in Table 4.1

Table 4.5 (b)  
**Classification of the respondents based on the type of training  
programme they have attended**

Training Programme attended by the respondents	No. of respondents	Percent to the total
Member Education Training	222	42.0
Leadership Development Training	201	38.1
Both	105	19.9
Total	528	100.0

*Source:* As in Table 4.1

It was found that a majority of the respondents (42 %) attended member education training program followed by respondents who attended the leadership development training programme and the percentage being 38.1 percent. The analysis reveals that most of the respondents had attended only member education training program in the present study and 19.9 percent of the respondents had attended both the training programmes.

#### **4.2.6 Community**

The first and foremost challenge before the management of cooperatives, in a developing country like India, is to establish their relevance to the community at large. With increasing assistance, concessions and reservation to cooperatives by the State, a serious debate is going on about the role of cooperatives in the life of the community, their obligation towards it, particularly the consumers, apart from their own members, as also to the State, with whose backing they are setup. Caste has been viewed as a powerful institution in rural power structure in India. It plays an important role in cooperative societies and Panchayat board elections.

Table 4.6

**Classification of respondents based on their community**

<b>Caste</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
SC/ST	95	18.0
MBC	58	11.0
BC	276	52.3
FC	99	18.8
Total	528	100.0

*Source:* As in Table 4.1

It was found that (table 4.6), caste has been grouped in to four categories, i.e., 'other community,' (OC) other backward caste (BC), most backward caste (MBC) and scheduled caste and scheduled tribes (SC/ST). A majority of the respondents fall under the backward caste community which constitutes 52.3 percent, followed by OC which constitutes 18.8 and schedule caste and schedule tribal's which constitute 18.0 percent of the total respondents. The analysis reveals that most of the respondents are from the backward caste community in the present study.

**4.2.7 Primary occupation of the respondents**

Occupation determines the social standing of a family. This is due to the fact that the different occupations decide the status as also the varying privileges and economic benefits (Savita Thakur Joshi: 1999, p.42). A study on the occupational pattern in rural areas throws light on the number of people who depend on agriculture and those on non-agriculture and both. Agriculture is a labour-intensive enterprise. Though agriculture provides work for most of the people, non-agricultural activities are important supplementary sources of income for the rural households. A shortage of remunerative work opportunities off the farm during the slack season might increase the poverty of those whose holdings are too small or too unproductive to provide an adequate livelihood (Shakuntala Devi: 1996, p.8). After 1980s, the level of poverty declined in many states due to the growth in rural non-farm sector.

Table 4.7

**Classification of the respondents based on their primary occupation**

<b>Primary occupation of the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Agriculture	143	27.1
Self Employed	284	53.8
Private employed	69	13.1
Government employed	21	4.0
Others	11	2.1
Total	528	100.0

*Source:* As in Table 4.1

It was found that (table 4.7) 143 respondents (27.1%) were engaged in cultivation and 284 respondents (53.4%) were doing either small business or informal sector. The analysis reveals that most of the respondents i.e., (53.8%) are self employed in the present study. Only 21 (4.0%) leaders are working in the government. So from the table it can be inferred that the self employed members are ardent in taking part in the administration as leaders.

**4.2.8 Annual income**

In India, it is found that the public generally respect those who have high incomes. So, they become leaders by virtue of their income. The classification of the respondents in the study area based on their annual income is given in table 4.8.

Table 4.8

**Classification of the respondents based on their annual income**

<b>Annual income level of the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Below Rs.200000	37	7.0
Rs.200001- Rs. 400000	74	14.0
Rs.400001- Rs.600000	280	53.0
Rs.600001 and above	137	25.9
Total	528	100.0

*Source:* As in Table 4.1

The table 4.8 shows that the most of the respondents fall under the income group of Rs .4,00,001 to Rs .6,00,000 which constitute 53.0 percent followed by the respondents in the income group of Rs .6,00,001 and above which constitute 25.9 percent. The analysis reveals that a majority income group among the leaders belonged to Rs.4,00,001 to Rs.6,00,000 in the present study. However, with the introduction of democratic decentralization and reservation of seats, income is becoming irrelevant in occupying positions in the cooperative societies.

#### **4.2.9 Social affiliation**

Association with different social organizations is a vital factor for becoming a leader for any of the institution. Before contesting in election, this position provides an opportunity to the leaders for gaining recognition among the masses and he or she can get an opportunity to initiate public welfare activities.

The classification of the respondents in the study area based on their membership in any other organization is given in table 4.8.

Table 4.9

#### **Classification of the respondents based on their membership in any other organisation**

<b>Membership in any other organization</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
No	63	11.9
Yes	465	88.1
Total	528	100.0

*Source:* As in Table 4.1

A majority of the respondents (465) being part of any other organization in the study area which constitutes 88.1 percent.

In this connection the names of thirteen types of social organizations have been found associated with the cooperative leaders. The table 4.9 classifies the respondents in the study area based on the type of organization in which they were member.

Table 4.10

**Classification of the respondents based on Leaders' association with  
Different Social Organisations.**

<b>Organization name in which the respondents is being a part as member</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Welfare association	61	13.1
Panchayat	10	2.1
Employees union	32	6.8
NGOs	10	2.1
Religious Organization	33	7.0
Caste organization	97	20.8
Farmers association	55	11.9
Youth clubs	14	3.0
Mahila mandals	19	4.0
Self-help groups	84	18.0
Educational institutions	10	2.1
Govt. bodies	40	8.9
Total	465	100.0

*Source:* As in Table 4.1

While analyzing the figures given in table, it may be inferred that the association with the caste organization (20.8) was higher because the backward, most backward and the scheduled caste organizations are willing to admit the elected leaders in their fold. Opportunity to be associated with self-help groups was 18% due to the female leadership in cooperatives, and the rest were associated with welfare association (13.1%) and farmers association (11.9%).

It is the nature of the human being to take and provide help to each other and is the philosophy of the cooperatives also. The cooperative leaders are taking help to perform their duties and responsibilities as a cooperative leader. It was found that they are taking help from Department members /union leaders, department officials and NGOs. The frequency of taking help from these sources is represented in the following tables 4.11, 4.12, 4.13 and 4.14.

Table 4.11 classifies the respondents in the study area based on the frequency of their meeting with the cooperative department members/union leaders.

Table 4.11

**Classification of respondents based on the frequency of their meeting with Cooperative Union Leaders**

<b>Meeting with Cooperative department members/union leaders</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Regularly	401	75.9
Occasionally	95	18.0
Rarely	21	4.0
Never	11	2.1
Total	528	100.0

Source: As in Table 4.1

It is revealed from the table 4.11 that the majority of the respondents (401) are regularly meeting the Cooperative department/union leaders which constitute 75.9 percent followed by 18.0 percent falls under the category of government officials who meet occasionally. The analysis reveals that most of the respondents will regularly have meeting with the Cooperative department members/union leaders regarding the updating of knowledge on cooperation.

Table 4.12 classifies the respondents in the study area based on the frequency of their meeting with the Government officials.

Table 4.12

**Classification of respondents based on the frequency of their meeting with Government Officials**

<b>Meeting with government officials by the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Regularly	333	63.1
Occasionally	111	21.0
Rarely	58	11.0
Never	26	4.9
<b>Total</b>	<b>528</b>	<b>100.0</b>

*Source:* As in Table 4.1

It was found that in the category of government officials 63.1 percent of leaders took help from them for the day to day operations. The changes in cooperative policies, programs, circulars from the Registrar of Cooperative Society office and government announcements can be obtained immediately due to the close proximity with the cooperative officials. The most of the respondents will organize meeting with the government officials regularly which constitute 63.1 percent followed by meeting occasionally, which constitutes 21.0 percent and very rarely which constitutes 11.0 percent.

Table 4.13

**Classification of respondents based on their responses towards meeting with NGOs**

<b>Meeting with NGO's by the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
No	143	27.1
Yes	385	72.9
<b>Total</b>	<b>528</b>	<b>100.0</b>

Source: As in Table 4.1

The table 4.13 shows that the most of the respondents prefers contact meeting with NGO's which constitutes 72.9 percent followed by the respondents who did not prefer to meet the NGO's which constitute 27.1 percent to the total respondents. The analysis reveals that most of the respondents prefer contact with NGO's in the present study.

Table 4.14

**Classification of respondents based on the frequency of their meeting with NGOs**

<b>No. of respondents of meeting with NGO's by the respondents</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Regularly	157	40.9
Occasionally	73	18.9
Rarely	96	25.0
Never	59	15.2
<b>Total</b>	<b>385</b>	<b>100.0</b>

Source: As in Table 4.1

The table 4.14 shows that 40.9 percent leaders (157) were regularly meeting with NGOs. Therefore, from the table, it could be said that majority of the leaders were closely working with NGOs for increasing the number of self

help groups in that area. But 15.2 percent of leaders never met the NGOs due to their mismatching of work life balance.

#### 4.2.10 Political Affiliation

Table 4.15

#### Classification of the respondents based on their involvement in any political party of Puducherry U.T.

<b>Member in any political party in Puducherry U.T.</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
No	69	13.1
Yes	459	86.9
<b>Total</b>	<b>528</b>	<b>100.0</b>

*Source:* As in Table 4.1

It was found that majority of the respondents is part of a political party in Puducherry U.T and the percent being 86.9 percent (Table 4.15).

Table 4.16

#### Classification of the respondents based on their period of participation in any of the political parties in Puducherry U.T.

<b>Period of participation in any political party in Puducherry U.T.</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Up to 3 years	41	8.9
4-6 years	32	6.9
7-10 years	69	15.0
11 years & above	317	69.2
<b>Total</b>	<b>459</b>	<b>100.0</b>

*Source:* As in Table 4.1

It was found that 69.2 percent of the respondents has 11 years of political experience, followed by the respondents who were having 7-10 years of political exposure, (15 percent) (Table 4.16).

Table 4.17

**Classification of the respondents based on their level of participation in any of the political parties in Puducherry U.T.**

<b>Level of participation in any political party in Puducherry U.T.</b>	<b>No. of respondents</b>	<b>Percent to the total</b>
Member	252	54.9
Secretary	97	21.0
Local President/Chairman	42	9.1
Any other position	46	10.0
No position	22	4.9
<b>Total</b>	<b>459</b>	<b>100.0</b>

*Source:* As in Table 4.1

It was found that 54.9 percent of the respondents (252) had affiliation to political party in the study area as member, followed by 97 respondents were office bearers in the party to which they belonged and they constituted 21 percent (Table 4.17).

### **4.3 Overview of Cooperative Leadership in the study area**

The success of society largely depends on the effectiveness of their management systems. In describing the qualities of an effective leader, Winters (1997) suggested that organizations are in need of "bold, visionary and spiritually-grounded leaders who are prepared for the challenges of the 21st century". Among a list of desirable traits, a leader as being one who has the audacity to take a stand on the unpopular or unheard of, takes a creative position for the well-being of his/her team, empowers others to become a part of a vision, and exhibits the faith and stamina to effect a change simply because it is right. An effective leader is a model for the rest of the organization: i.e. a "self-achiever" whom everybody admires, an innovator and an early-adopter.

#### **4.3.1 Profile of cooperative leadership**

The table 4.18 depicts the details about the cooperative leadership of the respondents in the study area in terms of their position, duration of their membership, tenure of office as board member, their affiliation with other cooperative societies in the study area and the motivating factors to become the leaders.

**Table 4.18**  
**Details about Cooperative Leadership**

<b>Variables</b>	<b>Particulars</b>	<b>Number of Respondents</b>	<b>Percent</b>
Name of the position held in the society at present	President	264	50.0
	Vice-president	264	50.0
Duration of membership in the present society	Upto 3 years	21	4.0
	4-6 years	42	8.0
	7-9 years	111	21.0
	10 years & above	354	67.0
Tenure of office as board member with the present society	Upto 3 years	69	13.1
	4-6 years	232	43.9
	7-9 years	178	33.7
	10 & above	49	9.3
Held any position in any other cooperative society previously?	No	43.9	232
	Yes	56.1	296
If yes, level of participation in the previous society	Director	109	36.9
	Vice-president	130	43.9
	President	57	19.1
Member in any other cooperative society in Puducherry U.T.	No	190	36.0
	Yes	338	64.0
If yes, name of the position	Member	277	81.9
	Director	61	18.1
	Vice president	0	0.0
	President	0	0.0
Motivation to become a leader of the cooperative society	Serving the society	227	43.0
	Family	37	7.0
	Friends and relatives	16	3.0
	Political parties Supporting /intervention	200	37.9
	No motivation	48	9.1

Source: As in Table 4.1

It was found that out of 528 cooperative leaders in the Puducherry union territory 264 (50%) has been selected from presidents category and another 264 from vice presidents (50%) for the study. It throws light on the power to the people and pattern of leadership at the grass root level, and how promoting economic development of the members without compromising the cooperative principles and justice. The table reveals that the duration of membership in the society by the leaders. 4 % had been members for a period up to 3 years where as 67 % of the leaders have been members for more than 10 years. In between the two extremes 21 % of the leaders had experience between 7-9 years. Though they are the leaders but basically they are the members who own the cooperative society co-jointly with other members and expected to act diligently to fulfill membership duties and responsibilities.

The effectiveness of a cooperative development depends on the quality of partnership with its board, leaders and executives. The researcher could find only 9.3 percent leaders have served for more than 10 years as board of directors where as 232 (43.9%) served for 4-6 years. The 69 leaders have only upto 3 years of experience. It shows that out of total 528 leaders, 101 (19.1%) were already served as the presidents where as 232 (43.9 %) served as vice presidents and the remaining 195 (36.9) leaders has served as board of directors in the cooperative societies previously. The essence of the table is that 100 percent leaders have a previous experience in administering the cooperative institutions.

The above table distributes the leaders according to their association with different types of cooperative society in Puducherry. So, as per table, 338 (64 %) leaders are associated with other type of cooperatives and 190 (36 %) do not have any membership with other cooperatives. Analyzing the above table it may be said that the association with the other societies is higher because the movement though very lately started has made an inroad in to the life of general public of Puducherry. It shows that out of 528 leaders, 277 (82.0 %) had become the member of other cooperatives. The remaining leaders, 61 (18 %) served as the board of directors. The respondents felt that the

experience in different position in different societies gives them the needed exposure to run their society effectively and having better linkages with other cooperatives positively impacting the performance and their competitiveness. The above table also reflects that 200 (37.9 %) leaders got motivated and inspired to occupy the position due to the concealed operations of the political parties. Whereas 227 (43%) leaders are motivated to serve the society has chosen cooperatives as a medium. The role of the family (7 %) is relatively low in motivating to occupy the position. It is a surprising fact that 48 (9.1 %) leaders without any motivation from above factors serving as leaders of the societies.

#### **4.3.2 Leadership Skills of the respondents in the study area**

From the content analysis of the various literatures, a specific competency instrument was developed by the researcher. A total of 64 competencies were identified within six major leadership skill areas. This instrument was designed to assess how important cooperative leaders believe each competency is to their overall success and the self-perceived proficiency level of the leaders in each specific leadership competency.

To assess importance, participants were asked to respond to the 64 competencies on a Likert scale ranging from 5 (Strongly agree) to 1 (Strongly disagree). Raw scores were calculated for the perceived importance of each of the six skill areas by summing the responses within each area. Raw scores were then converted to a 100-point scale by dividing the sum of the responses by the total possible response score for each skill area. Scores were converted to a 100-point scale for ease of interpretation and allowed all skill areas, regardless of the number of items within the skill area, to be represented on the same scale. Scores on this 100-point scale served as the scale score for importance in each of the six areas. Raw scores were also calculated for perceived importance of all 64 competencies by summing all of the importance responses. These raw scores were also converted to a 100-point scale by dividing the sum of responses by the maximum possible score, 320, which served as the total score for importance.

To measure participants' self-perceived proficiency, participants were asked to respond to each of the 64 competencies on a Likert scale ranging from 1 to 5. Raw scores were calculated for proficiency in each of the six skill areas by summing the responses within each area. Raw scores were converted to a 100-point scale by dividing the sum of the responses by the total possible response score for each skill area. Scores on this 100-point scale served as the scale score for proficiency in each of the six skill areas. Raw scores were also calculated for the self-perceived proficiency in all 64 competencies by summing all of the proficiency responses. These raw scores were also converted to a 100-point scale by dividing the sum of responses by the maximum possible score, 320, which served as the total score for proficiency. Likewise, 18 statements for leadership style with its maximum score as 90 and 10 problems were also identified with its maximum score 50 were also identified and included in the instrument.

After its development, the instrument was evaluated by a panel of experts for content and face validity. The panel of experts consisted of individuals identified as experts in the field of leadership and/or cooperatives. The instrument was also pilot tested with a group of cooperative leaders not included in the study.

Data collected during the pilot study was used to establish reliability. The pilot study group consisted of 30 leaders not included in the study. Sixteen of the 30 individuals invited to participate in the pilot study completed the instrument for a response rate of 53.3%. Cronbach's alpha was calculated for importance and proficiency within each skill category (see Table 4.2).

Cronbach's alpha is appropriate for estimating internal-consistency reliability within a scale in Likert format (Isaac & Michael:1995). In terms of how important pilot study participants perceived the competencies within each skill area to be, Cronbach's alpha for each skill area were: =.91 for Human Skills, =.92 for Conceptual Skills, =.79 for Technical Skills, =.91 for Communication Skills, =.86 for Emotional Intelligence Skills, =.92 for Industry Knowledge Skills, =.92 for leadership style parameters and =.91 for

problems encountered by the cooperative leaders. In terms of how proficient pilot study participants perceived they were in each skill area, Cronbach's alpha for each skill area were: =.93 for Human Skills, =.94 for Conceptual Skills, =.80 for Technical Skills, =.91 for Communication Skills, =.91 for Emotional Intelligence Skills, =.88 for Industry Knowledge Skills, =.92 for leadership style parameters and =.91 for the problem statements. No leadership competencies could have been removed so as to cause an increase in Cronbach's alpha for both perceived importance and self-perceived level of proficiency.

**Table 4.19**  
**Cronbach's Alpha for Importance and Proficiency for each skill area**  
**(N=16)**

S.NO	FACTORS	RELIABILITY	
		Importance	Proficiency
1.	Proficiency in Human skills	0.91	0.93
2.	Proficiency in Conceptual skills	0.92	0.94
3.	Proficiency in Technical skills	0.79	0.80
4.	Proficiency in Communication skills	0.91	0.91
5.	Proficiency in Emotional Intelligence skills	0.86	0.91
6.	Proficiency in Industry knowledge skills	0.92	0.88
7.	Leadership Styles	0.92	0.92
8.	Problems encountered	0.91	0.91

According to Penfield (2001), reliabilities of greater than 0.90 are considered high, those greater than 0.80 are considered moderate to high, and those greater than 0.70 considered low. The only scale on the instrument with moderate reliability was for importance of technical skills. Therefore, these estimates were deemed appropriate and the instrument was not changed as a result of the pilot test.

To confirm reliability of the instrument, Cronbach's alpha for importance and proficiency within each skill category was calculated after final data collection (see Table 4.3). In terms of how important study participants perceived the competencies within each skill area to be, Cronbach's alpha for each skill area were: =.83 for Human Skills, =.78 for Conceptual Skills, =.87 for Technical Skills, =.90 for Communication Skills, =.88 for Emotional Intelligence Skills, =.87 for Industry Knowledge Skills, =.89 for leadership style parameters and =.86 for the problem statements. In terms of how proficient study participants perceived they were in each skill area, Cronbach's alpha for each skill area were: =.88 for Human Skills, =.90 for Conceptual Skills, =.85 for Technical Skills, =.89 for Communication Skills, =.86 for Emotional Intelligence Skills, =.94 for Industry Knowledge Skills, =.90 for leadership style parameters and =.92 for the problem statements.

**Table 4.20**  
**Cronbach's Alpha for Importance and Proficiency for each skill area (N=528)**

S.NO	FACTORS	RELIABILITY	
		Importance	Proficiency
1.	Proficiency in Human skills	0.83	0.88
2.	Proficiency in Conceptual skills	0.78	0.90
3.	Proficiency in Technical skills	0.87	0.85
4.	Proficiency in Communication skills	0.90	0.89
5.	Proficiency in Emotional Intelligence skills	0.88	0.86
6.	Proficiency in Industry knowledge skills	0.87	0.94
7.	Leadership Styles	0.89	0.90
8.	Problems encountered	0.86	0.92

Although the reliabilities of some of the scales changed, all but one of the scales had moderate to high reliabilities. Therefore the reliability of the scales, and the instrument as a whole, was considered acceptable.

### 4.3.3 Correlation among the Proficiency in leadership skills

Chi-square analysis was used to find whether there is any significant evidence of association between (table 4.21) various parameters considered for the proficiency in leadership and the skills of the respondent leaders in the study area.

Table – 4.21

#### Correlation among the proficiency in Leadership Skills

	Proficiency in Human skills	Proficiency in Conceptual Skills	Proficiency in Technical skills	Proficiency in Communication skills	Proficiency in Emotional Intelligence skills	Proficiency in Industry Knowledge skills
Proficiency in Human skills	1.000(**)	0.378 (**)	0.438(**)	0.484(**)	0.584(**)	0.211(**)
Proficiency in Conceptual Skills	0.378(**)	1.000 (**)	-0.050(**)	0.213(**)	0.125(**)	0.139(**)
Proficiency in Technical skills	0.438(**)	-0.050 (**)	1.000(**)	0.661(**)	-0.023(**)	0.285(**)
Proficiency in Communication skills	0.484(**)	0.213 (**)	0.661(**)	1.000(**)	0.661(**)	0.284(**)
Proficiency in Emotional Intelligence skills	0.584(**)	0.125 (**)	-0.023(**)	0.661(**)	1.000(**)	0.358(**)
Proficiency in Industry Knowledge skills	0.211(**)	0.139 (**)	0.285(**)	-.284(**)	0.358(**)	1.000(**)

\*\* Correlation is significant at the 0.01 level

The above table 4.21 portrayed the correlation among the proficiency skills of the respondents in order to understand the overall proficiency of the

respondents in the study area. It reveals the inter-relationship among the proficiency in human skills, conceptual skills, Technical skills, communication skills, emotional intelligence skills and industry knowledge skills

Proficiency in human skills has registered low degree of positive correlation with the proficiency in conceptual skills (0.378), technical skills (0.438), communication skills (0.484), and industry knowledge skills (0.211). It has registered a high degree positive correlation with emotional intelligence skills (0.584). The same trend prevailed with regard to proficiency in communication skills also. As the respondents have come from diverse population and of different educational and income background in one hand and low level exposure on emerging business opportunities and support of funding agencies on the other hand, the proficiency in human skills has not highly correlated with other proficiencies.

Proficiency in conceptual skills has low degree of positive correlation with the proficiency in human skills (0.378), communication skills (0.213), emotional intelligence (0.125) and industry knowledge (0.139). There was negative correlation found between the conceptual skills (-0.50) and the proficiency in technical skills (-0.50). Cooperative societies, as the financial conduits, have helped the members to become bankable. However, very few leaders were aware of the interest rates on deposits of and various schematic lending of financial institutions in the area of study.

Proficiency in technical skills was negatively correlated with the conceptual skills (-0.050) and emotional intelligence skills (-0.023). Though the leaders have the alternative opportunities to grow with the support of the government schemes, the process of income generation was very slow. As the management practices of societies were highly supportive for the income generation activities, slow and steady progress of the societies would yield better results in the long run. Also it is proved that proficiency in communication skills has high degree positive correlation with emotional intelligence skills and technical skills constituting the value 0.661.

#### 4.3.4 Correlation between Leadership Style and the proficiency in leadership skills

The table 4.22 shows the correlation between the three leadership styles and the proficiency in leadership skills of the respondent leaders in the study area.

**Table – 4.22**  
**Correlation between Leadership Style and the proficiency in Leadership Skills**

	Proficiency in Human skills	Proficiency in Conceptual Skills	Proficiency in Technical skills	Proficiency in Communication skills	Proficiency in Emotional Intelligence skills	Proficiency in Industry Knowledge skills
Authoritarian leadership style	0.504 (**)	0.476 (**)	0.345 (**)	-0.025(**)	-0.270(**)	0.190 (**)
Democratic Leadership Style	0.587 (**)	0.531 (**)	0.384 (**)	0.449(**)	0.497(**)	0.499 (**)
Laissez-faire leadership	-0.245 (**)	0.388 (**)	0.337 (**)	-0.238(**)	-0.127(**)	0.289 (**)

\*\* Correlation is significant at the 0.01 level

The above table 4.22 indicates the correlation between the three styles of leadership and proficiency in leadership skills, such as human skills, conceptual skills, technical skills, communication skills, emotional intelligence skills and industry knowledge skills. Authoritarian Leaders used to be decisive in nature and as quick learners; they are highly correlated with human skills (0.504), conceptual skills (0.476) and moderately correlated with technical skills (0.345). Mean while, due to their poor ability in building collaborative relationship with the employees and board members, they are negatively correlated with proficiency in communication skills (-0.025), emotional intelligence skills (-0.270) and low correlation with industry knowledge skills (0.190).

Democratic leaders enhanced support to the board members by building up good rapport with the board members and employees. Though the leaders were democratic in their style of leadership, they have facilitated for the proper and definite progress of the societies. As a result, democratic leadership style has positively correlated with all the leadership skills as human skills (0.587), conceptual skills (0.531), technical skills (0.384), communication skills (0.449), emotional intelligence skills (0.497) and industry knowledge skills (0.499).

Though the Laissez-faire leaders lack responsibility, delay decisions, offer no feedback, and make little or no effort to help followers, work towards achievement of organisation goals, they are negatively correlated with human skills (-0.245), communication skills (-0.238) and emotional intelligence skills (-0.127). Meanwhile due to their intension towards personal growth, they are positively correlated with conceptual skills (0.388), technical skills (0.337) and industry knowledge skills (0.289).

#### **4.4 Chapter Summary**

The analysis reveals that most of the respondents from both the sexes have completed education upto higher secondary level in the present study. The majority of the respondents in the study area irrespective of their position as president or vice president were having only higher secondary level education as their highest educational qualification. The respondents were showing interest in attending the training programmes irrespective of their varied educational qualification. The analysis reveals that the income level of the respondents varied according to level of education. While comparing the occupation and the owned house the agriculturist are better positioned next to the self employed. The cooperative institutions played an important role in their economic improvement. Overall a majority of the leaders had associations with social organizations which are considered to be a vital factor for becoming a leader in the rural areas. Before contesting in election, this position provides an opportunity to the leaders for gaining recognition among the members. It is strongly perceived by them that listening to radio helps to be aware of the

Government programmes, schemes and agricultural updates quickly which can be used for agriculture. It is traced that irrespective of the economic conditions, the desire and inborn qualities make one to overcome the barriers and attain the leadership. Being under these complex forces; in addition to low level of education, poor compensation and experiences it would be a day dream to expect cooperative leaders to bring expected change only on their own effort. Based on results, socio economic variables are the relevant variables influencing leadership skills. The outcome of analysis revealed that cooperative leaders vary in terms of their leadership skill and their association with as well.

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