

## **A comparative study on leadership effectiveness of supervisors of integrated child development services (ICDS) project**

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### **ABSTRACT**

The study was undertaken during 2011-12 with the objective to study the leadership effectiveness of supervisors of integrated child development services ICDS. The sample for the study comprised 60 supervisors 30 each from home science and non-home science background selected from four districts of Karnataka namely Belgaum, Dharwad, Gadag and Haveri. A significantly higher range was visible for leadership effectiveness among home science supervisors over non-home science supervisors. Majority of the non-home science supervisors fell in the medium leadership effectiveness category. Most of the home science supervisors (93.33%) were good listeners and good counselors; all of them (53.33%) were in the medium range followed by higher leadership effectiveness category. Most of the non-home science supervisors (73.33%) were in medium followed by lower leadership effectiveness.

**Keywords:** Leadership effectiveness; home science supervisors; non-home science supervisors

### **INTRODUCTION**

The integrated child development services (ICDS) scheme integrates several aspects of early childhood development and provides supplementary nutrition, immunization, health check-up, and referral services to children below six years of age as well as expecting and nursing mothers ([wcd.nic.in/icds.htm](http://wcd.nic.in/icds.htm)). Additionally it offers

non-formal pre-school education to children in the age group of 3-6 years, health and nutrition education to adolescent girls and mothers in the age group of 15-45 years. ICDS was initiated in the year 1975 in 33 blocks and used below poverty line (BPL) as a criteria for delivery of services. Following a 2004 Supreme Court order, it was expanded to cover the entire country and all the communities in 2005.

## **MATERIAL and METHODS**

The study was conducted during 2011-12 in four purposively selected districts of Karnataka state namely Belgaum, Dharwad, Gadag and Haveri. It was worth investigating whether home science products were performing their leadership role effectively in their related field of work. The scale developed by Badiger (1997) was used for studying leadership effectiveness. A sample size of 60 Anganawadi supervisors was taken for the study out of which 30 were home science graduates and other 30 were sociology graduates, bachelors in social work or masters in social work. A well structured questionnaire was developed to collect the relevant information from respondents. Data thus collected were analyzed using the descriptive analysis and appropriate tools.

## **RESULTS and DISCUSSION**

### **Leadership effectiveness**

Table 1 shows that the home science supervisors had most favourable attitude towards leadership. Most of them (93.33%) were good listeners and good counselors, 92.67 per cent educated people to understand new innovations and motivated them to adopt, they respected the women rights and provided equal opportunities for participation in all programmes, 92 per cent made rational and quick decisions to protect the women group

and its interest, 90.67 per cent maintained balance between the traditional and modern ideas, 90.00 per cent encouraged healthy environment and avoided competition and conflicts amongst the women members, 89.33 per cent participated in mass media through reading, hearing, viewing, discussing and sharing the ideas with others.

Majority of the non-home science supervisors (92.67%) being good listeners enabled them to be good counselors, 91.33 per cent showed concern for people and society, 90 per cent educated people to understand new innovations and motivated them to adopt and reinforce group confidence by appreciating and recognizing their work, 89.33 per cent of them encouraged healthy environment and avoided competitions and conflicts amongst the women members and respected the women rights and provided equal opportunities to them for participation in all programmes, 86.67 per cent helped the group members to communicate inter-personally in face to face situations to arrive at positive decisions.

Supervisors acted as counselors to solve the problems of the Anganawadi workers and also maintained balance between the traditional practices and modern ideas of the people in implementation of new programmes. Supervisors acted as leaders in taking decisions.

Table 1. Leadership effectiveness of supervisors

| Statement                                                                                                             | Home science graduate supervisors (n= 30) |             |             |             |             |              | Non-home science graduate supervisors (n= 30) |             |             |             |             |              |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------|-------------|-------------|-------------|--------------|-----------------------------------------------|-------------|-------------|-------------|-------------|--------------|
|                                                                                                                       | SA<br>F (%)                               | AG<br>F (%) | UD<br>F (%) | DA<br>F (%) | SD<br>F (%) | Index<br>(%) | SA<br>F (%)                                   | AG<br>F (%) | UD<br>F (%) | DA<br>F (%) | SD<br>F (%) | Index<br>(%) |
| I educate people to understand new innovations and motivate them to adopt                                             | 19 (63.33)                                | 11 (36.67)  | -           | -           | -           | 92.67        | 15 (50.00)                                    | 15 (50.00)  | -           | -           | -           | 90.00        |
| I show concern for people and society; it increases my effectiveness                                                  | 15 (50.00)                                | 14 (46.67)  | -           | 1 (3.33)    | -           | 88.67        | 17 (56.67)                                    | 13 (43.33)  | -           | -           | -           | 91.33        |
| I have definite ideas regarding the aims, purpose and goal towards which the women group is moving                    | 13 (43.33)                                | 15 (50.00)  | 2 (6.67)    | -           | -           | 87.33        | 7 (23.33)                                     | 19 (63.33)  | 3 (10.00)   | -           | 1 (3.33)    | 80.67        |
| I reinforce group confidence by appreciating and recognizing its work                                                 | 15 (50.00)                                | 14 (46.67)  | 1 (3.33)    | -           | -           | 89.33        | 19 (63.33)                                    | 9 (30.00)   | 1 (3.33)    | -           | 1 (3.33)    | 90.00        |
| Being a good listener enables the women officer to be a good counsellor                                               | 20 (66.67)                                | 10 (33.33)  | -           | -           | -           | 93.33        | 19 (63.33)                                    | 11 (36.67)  | -           | -           | -           | 92.67        |
| I maintain a balance between the traditional and modern ideas                                                         | 17 (56.67)                                | 12 (40.00)  | 1 (3.33)    | -           | -           | 90.67        | 9 (30.00)                                     | 21 (70.00)  | -           | -           | -           | 86.00        |
| I make rational and quick decisions to protect the women group and its interest                                       | 20 (66.67)                                | 9 (30.00)   | -           | 1 (3.33)    | -           | 92.00        | 4 (13.33)                                     | 25 (83.33)  | -           | -           | 1 (3.33)    | 80.67        |
| I encourage healthy environment and avoid competition and conflicts amongst the women members as it weakens the group | 15 (30.00)                                | 15 (50.00)  | -           | -           | -           | 90.00        | 14 (13.33)                                    | 16 (53.33)  | -           | -           | -           | 89.33        |

|                                                                                                                     |            |            |          |          |   |       |            |            |          |          |   |       |
|---------------------------------------------------------------------------------------------------------------------|------------|------------|----------|----------|---|-------|------------|------------|----------|----------|---|-------|
| I participate in mass media through reading, hearing, viewing, discussing and sharing the ideas with others         | 15 (50.00) | 14 (46.67) | 1 (3.33) | -        | - | 89.33 | 10 (33.33) | 19 (63.33) | 1 (3.33) | -        | - | 86.00 |
| The success of women development programmes depends upon my active and functional leadership                        | 14 (46.67) | 15 (50.00) | -        | 1 (3.33) | - | 88.00 | 7 (23.33)  | 22 (73.33) | -        | 1 (3.33) | - | -     |
| I help the group members to communicate inter-personally in face to face situations to arrive at positive decisions | 12 (40.00) | 18 (60.00) | -        | -        | - | 88.00 | 10 (33.33) | 20 (66.67) | -        | -        | - | 86.67 |
| I respect the women rights and provide equal opportunities for participation in all programmes                      | 19 (63.33) | 11 (36.67) | -        | -        | - | 92.67 | 14 (46.67) | 16 (53.33) | -        | -        | - | 89.33 |

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SA= Strongly agree, AG= Agree, UD= Undecided, DA= Disagree, SA= Strongly agree, Figures in the parentheses indicate percentages

Leadership effectiveness index:

Home science graduates= 90.39 per cent

Non-home science graduates= 87.17 per cent

Table 2 reveals that 53.33 per cent of home science supervisors were in the medium whereas 40 per cent were in the range of higher leadership effectiveness. The leadership effectiveness of non-home science supervisors was 73.33 per cent in medium and 13.33 per cent in lower and higher range. Table 3 shows that in case of home science supervisors amongst all independent variables, age and experience were significant at 5 per cent level; education, family type and trainings were significant at 1 per cent level whereas family size was not having any relationship with the leadership effectiveness of home science supervisors. In case of non-home science supervisors family size and trainings were significant at 1 per cent level and remaining independent variables were not having relationship with the leadership effectiveness.

A significantly higher range was visible for leadership effectiveness among home science supervisors over their partners. This effectiveness may be

evidenced through the learning and field experience obtained during the graduation programme in the college.

Table 4 shows that there was positively significant influence of age and education at 1 per cent level and experience and trainings at 5 per cent level. It means higher the age, education, experience and trainings more is the leadership effectiveness. Family type and size did not influence the leadership effectiveness and hence were found non-significant. In case of non-home science supervisors there was significant influence of family size at 1 per cent level and of trainings at 5 per cent level. There was no significant influence of age, education, family type and experience on leadership effectiveness. The results are in accordance with the findings of Usha Rani and Laxmi Devi et al (2004). Home science supervisors had most favorable attitude towards leadership. They acted as good leaders in their working conditions because of vast exposure in their educational system. A significantly higher range was

Table 2. Leadership effectiveness of supervisors

| Home science graduate supervisors (n= 30) |           |            | Non-home science graduate supervisors (n= 30) |           |            |
|-------------------------------------------|-----------|------------|-----------------------------------------------|-----------|------------|
| Range                                     | Frequency | Percentage | Range                                         | Frequency | Percentage |
| Low (51.26)                               | 2         | 6.67       | Low (49.22)                                   | 4         | 13.33      |
| Medium (51.26-54.67)                      | 16        | 53.33      | Medium (49.22-55.64)                          | 22        | 73.33      |
| High (54.67)                              | 12        | 40.00      | High (55.64)                                  | 4         | 13.33      |

Table 3. Relationship between leadership effectiveness and independent variables

| Independent variable | Leadership effectiveness         |                                      |
|----------------------|----------------------------------|--------------------------------------|
|                      | Home science supervisors (n= 30) | Non-home science supervisors (n= 30) |
| Age                  | 0.425*                           | 0.106 <sup>NS</sup>                  |
| Education            | 0.526**                          | -0.247 <sup>NS</sup>                 |
| Family type          | 0.615**                          | 0.355 <sup>NS</sup>                  |
| Family size          | 0.096 <sup>NS</sup>              | 0.480**                              |
| Experience           | 0.412*                           | 0.300 <sup>NS</sup>                  |
| Trainings            | 0.486**                          | 0.510**                              |

NS= Non-significant, \*Significant at 0.05 level, \*\*Significant at 0.01 level

Table 4. Influence of independent variables on leadership effectiveness of supervisors

| Variable    | Home science supervisors (n= 30) |         | Non-home science supervisors (n= 30) |         |
|-------------|----------------------------------|---------|--------------------------------------|---------|
|             | Regression co-efficient          | t-value | Regression co-efficient              | t-value |
| Age         | 0.215**                          | 2.929   | 0.050 <sup>NS</sup>                  | 0.512   |
| Education   | 4.146**                          | 3.299   | 0.172 <sup>NS</sup>                  | 0.270   |
| Family type | 0.055 <sup>NS</sup>              | 0.286   | 0.790 <sup>NS</sup>                  | 0.606   |
| Family size | 1.824 <sup>NS</sup>              | 1.758   | 1.343**                              | 2.200   |
| Experience  | 1.302*                           | 2.482   | 0.088 <sup>NS</sup>                  | 0.603   |
| Trainings   | 0.385*                           | 2.157   | 0.623                                | 1.843   |

NS= Non-significant, \*Significant at 0.05 level, \*\*Significant at 0.01 level

R square value:

Home science supervisors 0.678

Non-Home Science supervisors 0.443

visible for leadership effectiveness among home science supervisors over non-home science supervisors.

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