

**AN ANALYSIS OF THE CHARACTERISTICS  
OF WOMEN'S GROUPS AND THEIR  
ROLE IN RURAL DEVELOPMENT**

*By*

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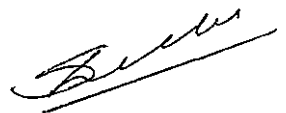
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**1997**

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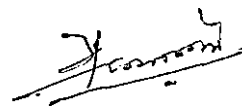


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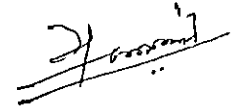


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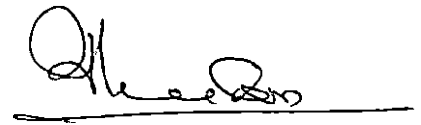
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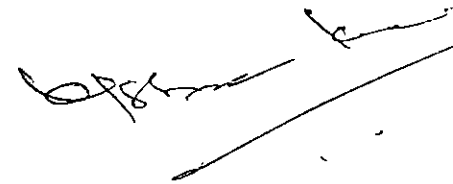


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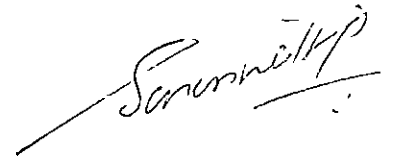
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SHERIN MULLER

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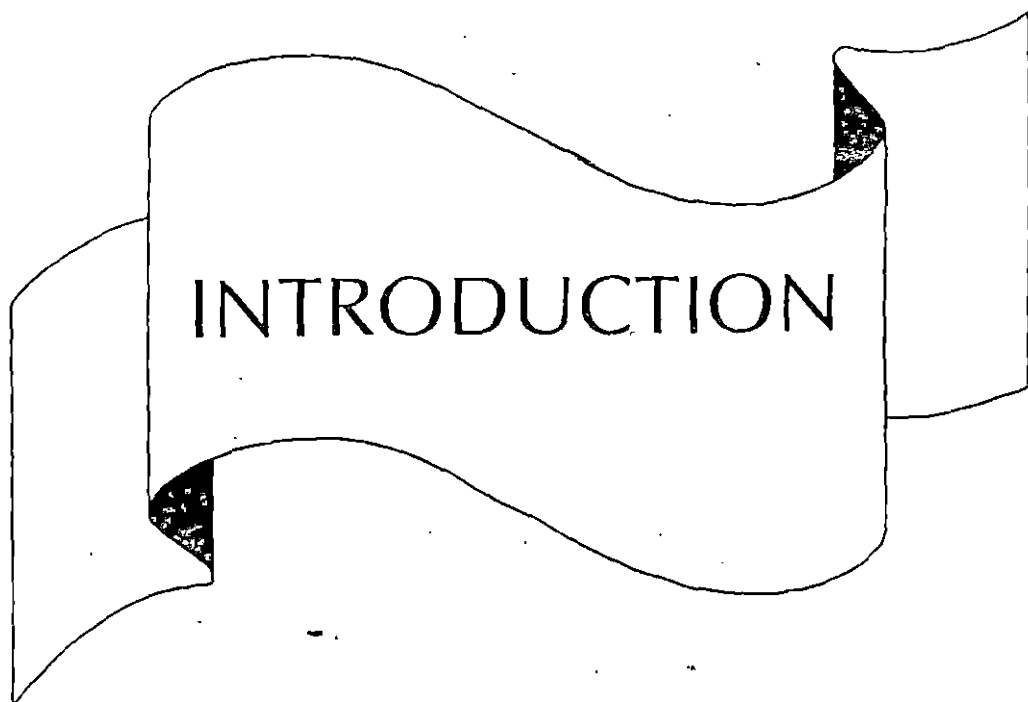
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# INTRODUCTION

## INTRODUCTION

*“Women must not look to men for protection  
they must rely on their own strength”* – Gandhiji

Mahathma Gandhi, the Father of the Nation, believed that women’s productive abilities and attitudes were essential forces that need to be allowed full and free play for human and social development with justice and dignity. Although women form nearly half of the human capital in the country, they remain as the most deprived and long neglected segment of the society, despite the constitutional guarantees for equal right and privileges for men and women given appropriate skills and opportunities of decision making, women can prove that they are not less than men.

Recent trends in India indicate that women are far more superior to men in various aspects of development. Women’s contribution to national development is crucial. The process of development would be incomplete and lopsided unless women are fully involved in it. Devadas (1990) said that Emancipation of women is an essential pre-requisite for economic development and social progress of the nation. Women must be recognised as a power in development and involved actively and productively in the development process.

The standard of living of poor women in rural areas has been causing great concern to our country. The census data of 1991 revealed that the benefits of the programme meant for women could not reach them fully. The gender ratio has further declined over the last 10 years, which indicates that the status of women has not substantially improved during this period. Sitalekshmi and Jyothimani (1994) opined that women are not being fully utilized as a human resource. They are neither contributing their optimum nor are benefiting the maximum from the developmental programmes. The existing value systems undermines their role and place in development, particularly in rural development where development plans and supportive services have viewed women only as target groups or beneficiaries of social welfare measures, ignoring their productive roles.

Mannadiar (1987) was of the opinion that only organised and determined effort can counteract the present frustration among rural women. Lack of gainful employment to the rural women folk will force them to accept a state of complete dependence on men. With that the relevance of all social enhancements put on the statute books for protecting their right and privileges will be lost for ever.

The Nairobi conference held at the end of the International Women's Decade (1975-'85) by the UN pointed out that women still do two thirds of the world's work but receive only one tenth of the world's income and own less than one per cent of its property.



In 1978, the United Nations, population division estimated that in 30 out of 40 countries studied, women's participation was less than 15 per cent in management and administration. In general, the less developed countries provide only inferior role to women. They are involved mostly in agriculture and allied activities.

Development essentially means the powerless getting empowered. As power comes through unity, development means the poor getting organized to fight for their rights, to tilt the balance of power in their own favour. Development further include local people controlling local resources with equitable distribution of resources.

Sithalekshmi and Jyothimani (1994) elaborated that primary task of development become initiating a process of awareness building, educating, of people forming their own organizations to define and create and demand they need to lead a decent life. They also added that people's participation in rural development, particularly by rural women, will not automatically flow whereas concerted efforts are needed to empower rural women to get involved in all aspects of development. Dhillon (1991) concluded that rural development is a complex and a challenging process in which women can play a significant and crucial role.

Although earlier, women as members of target group were entitled to certain benefits under IRDP, it was observed that th flow of financial assistance to them was very marginal and not sufficient to enable them to cross the poverty

line. It was, therefore, felt that a separate scheme which would motivate women to come together and engage themselves in economically viable activities should be drawn up. With this objective in view the scheme of Development of Women and Children in Rural Areas (DWCRA) was launched by the Government of India in September 1982 as a sub scheme of IRDP.

DWCRA was designed with the concept, approach and methodology different from the earlier programmes of women's development in India which had highlighted the role of women as a viable and independent economic entity.

*The distinguishing feature of DWCRA, is "group strategy", as against family as a unit of assistance under IRDP ; The women members of DWCRA form groups of 10 to 15 women each for taking up economic activities suited to their skill, aptitude and the local conditions. For the success of such groups, there must be well defined group characteristics and their importance was evidenced in many of the previous such efforts. Considering the importance of group characters, the present study is confined to an analysis of the group characteristics of women selected under DWCRA programmes who are engaged in agriculture and allied activities.*

*Hence this study comprises of the following specific objectives :*

1. To identify and study the important characteristics of women's group which are conducive for rural development.

2. To identify the methods for involving these groups more effectively in rural development.

## NEED OF THE STUDY

It has been found from many of the previous studies that group action is more effective than individual action, especially in the field of agriculture technology. In a group situation, the members of the group are in close interaction with one another. They share a common goal and set of norms, which directs the group for the achievement of group goal. They also develop a set of roles and a network of interpersonal attractions, which helps to differentiate them from another group. The superiority of the group over the individuals with respect to productivity is usually greater. Groups tend to recall and retain more information than individuals separately.

Human beings always would like to be in groups and they spend major part of their time in doing things together in groups. Almost everything the man does is in some way conditioned by the group to which he belongs to.

Santhanam *et al.* (1990) found that people spend a great deal of their time in the company of other people. An individual is not able to secure alone the necessities of life to any degree of self-sufficiency. People do mediate goals for one another, and it may be necessary to associate with other people or belong to particular groups in order to satisfy specific individual goals.

The rationale is that individual poor rural women will gain a feeling of self-confidence by being a member of women's group. It is believed from experience that women themselves change - fundamentally when they are members of a strong functional women's group. This results because difference between weakness and strength lies in well built cohesive organisation.

The very coming together and working collectively on the problems facing them changes the hopelessness to hope - the single alone feeling to unity and weakness to strength. These changes at the feeling level are integrally linked with experience of successful collective action and result in changes in status and self-concept of the women.

In this study the women's group characteristics conducive for rural development are studied. Sithalekshmi and Jyothimani (1994) also revealed that personal attributes, characteristics of the groups and external factors were found to be associated with the 'active' status of the groups. A research study of this type is highly necessary to convince planners and administrators about the potentials of women in groups for development. Group women's programmes are necessary to bring them to the national mainstream. Only through group efforts women can build up their status in a commendable position. So in the present context the need for such a study is highly essential.

## SCOPE OF THE STUDY

An exhaustive study like this will help us to identify the various group characteristics which are absolutely necessary for effective group action. This is one of the few attempts in this field and it helps to identify the mode of functioning of the already existing women's groups identified by the District Rural Development Agency (DRDA) under the DWCRA programme. The functioning of the existing groups is found out in relation to the identified group characters. The functioning of group schemes for women will help us to identify the major constraints for effective group actions. Based on this study it is possible to suggest modifications to improve the functioning of the groups already existing in the rural area. A study like this will further boost the functioning of women's group programmes for rural development. So this study on the group characteristics of women is highly essential and it will pave the way for further research in this important field of specialization.

## LIMITATIONS OF THE STUDY

Since the present study was undertaken as a part of the post graduate programme, the study has the inherent limitations in terms of coverage due to temporal, financial and physical constraints. Being a P.G. research work the study could be confined only to Thiruvananthapuram District. Even then, utmost care was taken to make the study as systematic and objective as possible. Although the study may have some limitations in making

generalisations to other areas, it is expected that findings of this study would certainly provide definite clues in evolving suitable strategies in this direction of group action of women and in formulating suitable developmental schemes for rural development.

### **PRESENTATION OF THE STUDY**

The study is presented under five chapter headings. The first chapter already covered the scope and need, objectives and limitations of the study. The second chapter deals with the theoretical orientation covering the reviews of literature pertaining to the study while the third chapter deals with methodology comprising description of the study area, selection of respondents, empirical measurement of variables, tools for data collection and the statistical analysis and interpretation of the data. The fourth chapter deals with the results of the study and the discussion of results obtained. The final chapter gives the summary and conclusion of the study. The references and appendices are given at the end.



THEORETICAL  
ORIENTATION

## THEORETICAL ORIENTATION

For any research study knowledge of the past research studies is absolutely essential to have a vivid picture of the study undertaken. The review of literature helps in developing hypothesis, suggesting methods of research and provide comparable data useful in the interpretation of the results.

The objective of this chapter is to develop an orientation to the concepts pertaining to the study and to link different research findings that exist in the area of study with the research problem. There is not much research conducted in the field of group approach in relation to women that could be traced by the researcher. However, an earnest attempt has been made to probe into the related research studies and review the available literature in the area of study.

Based on the objectives of the study the review of literature is presented under the following heads.

- 2.1. Concept of group
- 2.2. Concept of women's group
- 2.3. Group characteristics related to rural development



2.4. Personal and socio-psychological variables used in the study

2.5. Constraints of women's group

### 2.1. Concept of group

Many authors have defined group in terms of several items. The major definitions of group falls under the following items.

- a) In terms of perception of group members
- b) In terms of interaction
- c) In terms of organisation
- d) In terms of interdependency
- e) In terms of motivation
- f) In terms of goals

Some of these definitions are discussed here.

Smith (1945) defined social group as a unit consisting of a plural number of separate organism (agents) who have a collective perception of their unity and who have the ability to act and/or are acting in a unitary manner towards their environment.

According to Bales (1950) a small group is defined as any number of persons engaged in interaction with one another in a single face-to-face meeting or series of such meetings in which each member receives some impression or perception of each other member distinct enough so that he can, either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present.

Homans (1950) defined group as a number of persons who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all others, not at second hand, through other people, but face-to-face.

Cattell (1951) opined that the definition which seems most essential is that a group is a collection of organisms in which the existence of all (in their given relationships) is necessary to the satisfaction of certain individual needs in each.

Sherif and Sherif (1956) defined group as a social unit which consists of a number of individuals who stand in (more or less) definite status and role relationships to one another and which possesses a set of values or norms of its own regulating the behaviour of individual members, at least in matters of consequence to the group.

According to Bonner (1959) a group is a number of people in interaction with one another, and it is this interaction process that distinguishes the group from an aggregate.

Bass (1960) defined group as a collection of individuals whose existence as a collection is rewarding to the individuals.

Hare (1962) gives an analytical definition of group maintaining that there are five characteristics which separate a group from a collection of people. According to him, the members of the group are in interaction with one another. They share a common goal and set of norms which give direction and limits to their activity. They also develop a set of roles and a net work of interpersonal attraction, which serve to differentiate them from other groups.

Mills (1967) defined groups as units composed of two or more persons who come into contact for a purpose and who consider the contact meaningful.

Mc David and Harari (1968) defined that a social-psychological group is an organized system of two or more individuals who are interrelated so that the system performs some function, has a standard set of role relationships among its members, and has a set of norms that regulate the function of the group and each of its members.

According to Cartwright and Zander (1968) a group is a collection of individuals who have relations to one another that make them interdependent to some significant degree. As so defined, the term group

refers to a class of social entities having in common the property of interdependence among their constituent members.

Sharma (1979) explains that groups have the following characteristics. The members of a group are related to each other, group involves sense of unity, members of a group have a sense of we-feeling, the interest, ideals and values of the group members are common, similarity of behaviour of members, control of action of members by the group and the members of the group are affected by its characteristics.

## **2.2. Concept of women's group**

Sen and Rani (1990) opined that the biggest hurdle in increasing women's economic conditions through productive processes has been their limited access to goods and services, productive assets and marketing and financial institutions. They suggest that in order to bring about the rural women of India into the national mainstream more effectively a strategy may be evolved by which they can be organised into groups with economic objectives and provided with greater access to institutions controlling credit, market and processing etc. and provided with technological and extension support towards improving their techniques of production.

Rao (1990) opined that considering women as a crucial resource for national development, the need for collective organizations of women producers/workers and unions etc. is to promote the dual objectives of employment and social strength.

Gautam and Shimla (1990) opined that the high rate of illiteracy and low economic status of rural women stress the need for greater attention to their economic emancipation. Under DWCRA scheme women are organised in small groups under the leadership of a group organiser, who acts as the liaison person of such groups, women improve their participation in various programmes of rural development and economic well being. With this, women improve their earnings, acquire new skills, reduce daily work load and have better accessibility to credit and other inputs of development.

Rao (1993) opined that in DWCRA programme besides offering the benefits of economics of scale, the group approach by tapping the strength numbers, brings about a sense of common awareness and oneness of purpose, thereby minimising the opportunity for exploitation. In emphasising the need to build women's organisations at the grass root level, DWCRA hopes to integrate women into the country's development process.

Rajakutty and Sarkar (1994) opined that DWCRA is a movement to awaken the rural women to realise their potential, to be aware of their rights, to rise upto meet the challenges of life through self help and collective action, to enable them to become socially and economically independent so that they get their rightful place in the society and feel empowered.

Sood (1994) opined that income generating activities suited to their skills, aptitudes and local conditions undertaken by women groups under DWCRA programme is another step to make them economically sound.

Ghosh (1995) opined that the rationale of DW CRA programme is that individual poor rural women will gain a feeling of self confidence by being a member of a women's group. It is believed from experience that women themselves change fundamentally when they are members of a strong functional women's group. This results because difference between weakness and strength lies in well-built cohesive organisation.

### **2.3. Group characteristics related to rural development**

#### **2.3.1. Group interaction**

Israel (1956) opined that interaction facilitates goal achievement.

Thibaut and Kelley (1959) said that "By interaction is meant that they emit behaviour in each other's presence, they create products for each other, or they communicate with each other. In every case that we would identify as an instance of interaction there is atleast the possibility that the actions of each person affect the other".

Hare (1962) pointed out that members of the group are in interaction with one another. They share a common goal and set of norms, which give direction and limits to their activity. They also develop a set of roles and network of interpersonal attraction, which serve to differentiate them from other groups.

Beal (1962) reported that group productivity can be increased through efforts both of the entire membership and individual members to improve their

human relation skills to foster both group interaction and also by continued evaluation of progress towards goals and of the means used to attain such progress.

Collins and Guetzkow (1964) remarked that interaction enhances conformity of opinion.

Truax (1968) indicated that interaction generates understanding. Sprott (1970) noticed the degree of interaction between members as making the difference between a group and a collectivity. Bochner (1975) pointed out that interaction serves to spread information. Shaw (1977) defined group as two or more persons who are interacting with one another in such a manner that each person influence and is influenced by each other person.

Norman *et al.* (1988) stated that groups can be effective in increasing and improving the pattern of farmer participation in the technology development process. Groups help farmers in the foreground, provide a means of using social dynamics constructively and create a multiplier effect which assist the farmer to farmer spread of relevant improved technologies.

It was reported based on the experience of working with Eucodorian cassava farmer's associations that the farmer-to-farmer technology transfer approach has proven to be a very effective form of extension (CIAT, 1989).

Different researchers had mentioned different factors that effect interaction.

Mc Lennan and Felsenfeld (1968) opined that frequency and intensity of exposure of members to each other is a strong factor that affect interaction.

Dunnette and Campbell (1969) and Anderson (1972) indicated primacy of communication as an important factor of interaction. Equally the perception of group members is also important.

Diedrich and Dye (1972) opined that perception of similarity is an important factor that affect interaction.

### **2.3.2. Group co-operation**

Deutsch (1949) in his study of co-operative and competitive groups found that co-operative groups engaged in more specialized activities, were more productive and had higher morale than the competitive groups.

Blau (1954) found that co-operative atmosphere was better than competitive atmosphere for groups. He found that productivity reduced for competitive group and he claimed that anxiety over productivity led to behaviours which interfered with group effectiveness.

Schutz (1955) found that the better performance of the compatible groups relative to the incompatible groups varied with the co-operation requirements of the task, the greater the co-operation requirements of the task, the greater the difference between the performance levels of the compatible and the incompatible groups.



Shaw and Briscoe (1966) found that the co-operative requirements of the task is an important determinant of group effectiveness, and that its effects may be modified by other influences upon group process.

George (1969) reported that group management inculcated a sense of co-operation among the farmers of Andoorkonam elai where FACT conducted a demonstration on joint cultivation of rice.

Secord and Backman (1974) suggested that persons who co-operate with each other will have more interpersonal liking and trust.

Sharma (1979) defined co-operation as a form of social interaction wherein two or more persons work together to gain a common end. According to him, co-operation is the process by which individual or groups combine their effort, in a more or less organised way, for the attainment of common objectives.

Rao (1989) pointed out that the essential element of group action is the co-operation between the members of the group, and which can be achieved only by a dedicated leadership.

Gautam and Shimla (1990) opines that the problem of non-functioning DWCRA groups in HP was due to lack of co-operative zeal among members of the group.

Bardhan (1993) is of the view that co-operation works better in small groups with similarity of needs and clear boundaries, and shared norms and patterns of reciprocity. In such communities, monitoring is easier and the social sanctions are easier to implement through reputation mechanisms and multiplier relationships to face-to-face communities

### **2.3.3. Interpersonal trust**

Gibbs (1964) suggested that there were two contrasting climates - defensive and supportive. In a group where supporting climate is dominant in the members, interpersonal liking between the members will be more - which helps the members to develop openness and trust between them. This enables the group for higher group performance.

Vraa (1974) opined that warmth and hostility were emotional climates in a group which affect the interpersonal trust between members in a group.

Pearce (1974) pointed out that to talk about interpersonal trust with any understanding is to consider the interdependence involved in the situation, the attitudes and expectations of all participants and the mutuality and reciprocity of those attitudes and expectations, as well as behaviour, and reciprocated behaviours during human communication.

Secord and Backman (1974) reported that the members of a group are motivated both to co-operate and compete. Basic to such relations between

persons is interpersonal trust, which is present when an individual perceives the other person as having or likely to behave in a helpful manner. The trusting person is more likely to co-operate while distrust leads to competition and attempts to achieve maximum gains for oneself at the expense of the other. They also opined that co-operation may be used as a strategy to gain the other persons trust. Making concessions in negotiation has been considered as a way of gaining trust.

Gulley and Leathers (1977) explained interpersonal trust as the relationship that exists when the interactants base their behaviour on the expectation and prediction that each will act in mutually beneficial ways as they strive to achieve objectives that involve some degree of risk.

Fisher (1980) emphasised that interpersonal trust involves objectives that are shared by, or common to all participants in a situation, and typically such a goal is one that either cannot be accomplished or can be accomplished only with almost difficulty by one person functioning alone.

John (1991) found that both liking, towards others and trust in others develop over a period of time due to constant interaction with the members. He found that interpersonal liking toward others leads to the development of faith or confidence in them.

Ostrom (1992) opined that factors like size of the group, its homogeneity and already existing levels of reciprocity and trust also affect the emergence and success of collective actions.

Vipin Kumar (1994) defined interpersonal trust as the degree to which communicator trusts the other farmers as well as the faith, other farmers have in him, as perceived by the communicator.

#### **2.3.4. Group Decision Making**

According to Bates (1954) decision making process involves a decision maker (actor), an environment (situation) in which the decision makers must operate, a set of actions available (means) and a set of goals to be accomplished.

Ziller (1957) found that the decisions made by group-centered decision making groups were more risky than decision made by leader centered groups. He noted that the group has greater license to make a 'risky' decision since it is their lives they are risking rather than the lives of others.

Wallach *et al.* (1962) found that group interaction and achievement of consensus on matters of risk produce a willingness to make more risky decisions than would be made by individuals working alone.

Singh and Singhal (1969) defined participation in decision making as social and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in group activity.

Chatterjée (1976) has delineated the stages involved in decision making process as making diagnosis, analysing the problem, searching alternative situation, selecting best solution, putting the decision into effect and following up the decision.

Shaw (1977) opined that when one member is provided with additional information which is relevant to the group's task, his influence upon the groups decision depends upon the extent to which his information is accepted as valid by the other group members.

Flippo (1980) viewed that participation of workers in decision-making will help in achieving the objective of setting the employees to go to work willingly and enthusiastically and also participation will motivate the labourers. He emphasised its significance by stating that anticipated returns to the organisation as a result of participation include higher quality decisions, when subordinate possess relevant informations unavailable to employers, greater acceptability of resulting decisions and greater identification with the organization and its goals.

Heggade (1982) stated that women's participation in economic decision making was a vital means by which their economic dependency and social inequality could be removed. Their participation in decision making resulted in increasing the employment opportunity for women, increasing the produce and income level of community, reducing the exploitative elements in the economic system, co-operativizing the production, marketing and distribution.

Srinivasan and Chunawala (1983) in their discussions on management principles and practice, regarded decision making as the core of managerial activities in an organisation.

### **2.3.5. Group motivation**

French (1941) found that organized groups were more highly motivated than unorganized groups, as indicated both by observer's ratings and by group member questionnaire responses.

Bass (1960) defined group as a collection of individuals whose existence as a collection is rewarding to the individuals.

McClelland (1961) defined achievement motivation as a spontaneously expressed desire to do something well for its own sake, rather than to gain power or love, recognition and profit.

Cartwright and Zander (1968) views that group goals can induce motivational forces upon group members.

Zander (1968) identified two group oriented motives: the desire for group success and the desire to avoid group failure. These group oriented motives are reflected in tendencies on the part of the group member to engage in activities that he perceives will enhance group success and / or will increase the probability that the group will not fail.

Coleman (1971) used the term motivation to include any inner condition of the organism that initiates or directs its behaviour towards a goal. Motivation also helps one to understand the directionality of behaviour and activation as energizing of behaviour.

Aronoff and Mess'e (1971) found that five-person groups composed of members having high safety needs were likely to develop a hierarchial structure, whereas groups composed of persons having high esteem needs tended to develop more equalitarian structures. In other words, groups tended to develop structures that were in accord with the motivations of their members.

Rao *et al.* (1971) in their study on the motivational pattern of farmers towards, the adoption of high yielding varieties of wheat, reported a hierarchy of motives with economic motives obtaining the first rank followed by national welfare, innovativeness, self actualization, prestige, security, affiliation and dominance in the descending order.

Secord and Backman (1974) reported that the members of a group are motivated both to co-operate and compete.

Venkideswamy's (1976) study revealed that economic motives like freedom from debt, family need and security were important for motivating small farmers in the adoption of cotton other than motives like prestige and self-actualization.

Ghorpade, (1977) defined motivation as an internal force which impels a human being to an activity which has definite goals and which usually

originates to fulfill some physiological needs of the body or psychological satisfaction.

Szilagyi and Wallace (1980) opined that the level of group motivation consists of setting attainable goals, reinforcing goal attainment, providing freedom of action, and providing sufficient structure for concerted action for goal accomplishment.

Haque and Ray (1983) found economic motive as an important variable in determining the adoption of composite fish culture. Mishra and Sinha (1983) described that only personal achievement motivation of farmers was important for their adoption of wheat technology and that too in isolation rather than in combination with other motivational variables. They also found a low motivational status among small and medium farmers.

Motivation is an important dimension in any kind of programmes initiated for the betterment of the people Krishnaswamy (1986).

Sanjeev (1987) obtained the motivational pattern of farmers trained in krishi vigyan kendras as chiefly economic motive followed by innovation<sup>n</sup>ess, prestige motive, affiliation motive, self-actualization and finally achievement motivation.

Anilkumar (1988) reported economic motive as the most important motive influencing the farmers in the participation in Agro-forestry programme.



Affiliation motive, self-esteem, recognition, safety and self actualization were the other motives in the descending order of importance.

Batley (1989) opined that there is a noticeable difference between the performance of motivated staff with high morale and average performance staff. The improvement in performance when staff are highly motivated can be enormous compared with demotivated or disenchanted staff.

Shilaja (1990) inferred that majority of the women agricultural labourers were having low economic motivation.

Neog (1991) suggested that the behavioral attributes of individual member such as knowledge, attitude, beliefs and motives towards role, to himself and towards other members are the basic factors that influence the behaviour of the individual in the group.

Hatti and Heimann (1992) opined that investment in co-operative or group activity differ as do the expectations and motivations.

Reddy and Ramaiah (1993) concluded that the incentives of status, power, good physical conditions, opportunities of participation and good social conditions helped in inculcating motivation in the V.E.O's.

### 2.3.6. Interpersonal communication

Katz and Kahn (1966) generally concluded that in a well functioning system, interpersonal communication must flow both ways freely and that informal communication bypasses and parallels the formal hierarchial pattern.

Cohen (1967) stated that groups had to develop effective communication arrangements among members so that, information indicative of adaptation and maladaptation of system parts could be made available to all members.

Reddy and Sahay (1971) found that key leaders exhibited more intense interpersonal communication than ordinary leaders.

Duck (1973) while discussing interpersonal attraction in communication process, emphasised that similarity leads to attraction because cognitive similarity leads to communication effectiveness.

The major barrier in interpersonal communication, Rogers (1973) suggested, is our very natural tendency to judge, to evaluate, to approve or disapprove the statement of other persons or groups.

Murthy and Singh (1974) opined that interpersonal relations depend upon the efficiency of communication. They also emphasised the need for

indepth studies on the nature of interpersonal communication behaviour of farmers.

Rath and Sahoo (1974) from their study of the role of panchayat leaders in agricultural production concluded that only middle and upper class members, and not lower class members were effective in their role as interpersonal channels.

Von Blackenburg (1976) maintained that in most rural areas of developing countries, the social disparities could be minimised through maximising interpersonal communication.

Kunju (1972) used sociometric technique to identify the interpersonal communication patterns in the farmer's discussion groups in Kerala and emphasised the need for strengthening the farmers discussion groups so that they will play the role expected of them.

According to Dahama and Bhatnagar (1980) in a face-to-face situation, communication is not a mere exchange of information but something more, because in such a situation, along with the information one passes, the gestures, expression, language, the manner of expression and tone- all these combine together, create a sort of impact on both. Some kind of change occurs as a result of interaction. This change may be visible in interactions of knowledge and behaviour.

Rao and Reddy (1980) found that majority of the contact farmers had appreciable interpersonal communication behaviour compared to their fellow farmers.

### **2.3.7. Group cohesiveness**

Deutsch (1949) has stressed that the linkages among members are cohesive rather than disruptive, when the goals and interests of the members are co-operatively rather than competitively interrelated.

Festinger (1950) defined group cohesiveness as the resultant of all the forces acting on the members to remain in the group.

Festinger *et al.* (1950) found that the members of cohesive groups in university housing units held uniform opinions and usually acted in conformity with group standards. Thus pressures towards uniformity increased with increasing group cohesiveness.

Back (1951) concluded that in a highly cohesive group, homogeneity is sought either with or through the process of mutual persuasion and influence.

Schachter *et al.* (1951) found that cohesion is directly related to the degree of members influence on each other, and the direction of influence determine the productivity of a group. High cohesion groups will be more successful than low cohesion groups in increasing or reducing productivity.

Seashore (1954) found that the greater the cohesion, the greater the influence the group will have over the behaviour of members and subsequently, group performance.

Taylor (1958) concluded that group cohesion or solidarity increases with each succeeding objective or goal the group reaches. The greater the solidarity of a group, the more capable it is to withstand outside pressure and to triumph over incipient and internal factions.

Kerlinger (1966) defined cohesiveness as the total field of forces which act on members to remain in a group.

Zander and Cartwright (1967) opined that a cohesive group might be characterised as one in which all the members work together for a common goal.

Good and Nelson (1971) opined that the attractiveness of the group was positively related to the person's similarity to the group, whereas group cohesiveness was a function of degree of intragroup similarity.

Shaw (1977) opined that the cohesiveness of the group has been supposed to influence a wide range of group activities, but perhaps its most significant influence is on group maintenance. Shaw further opined that cohesiveness is related to both quantity and quality of group interaction.

Members of high-cohesive groups communicate with each other to a greater extent, and the content of group interaction is positively oriented, whereas members of low-cohesive groups are less communicative and the content of their interactions is more negatively oriented. Members of high cohesive groups are co-operative, friendly and generally behave in ways designed to promote integration, whereas low-cohesive group members behave much more independently with little concern for others in the group.

Hare (1962) in an intensive study of group cohesiveness in industrial work groups, indicated that members of high cohesive groups exhibited less anxiety than members of low cohesive work groups.

Cohen *et al.* (1980) opined that group cohesion is increased in proportion to the status of the group relative to other groups in the system. Group cohesion will be increased by acceptance of a super-ordinate goal subscribe to by most members.

Stephen (1987) suggested that cohesiveness is the variation in the degree to which members are attracted to their group. It is the total field of forces which act on members to remain in a group.

*etal*  
Santhanam<sub>^</sub> (1990) defined group cohesiveness as the forces that hold a group together. He opined that cohesiveness is based upon the attraction that the members of the group feel for each other and cohesiveness induces pressures towards uniformity and conformity leading to group thinking.

Ghosh (1995) opined that group cohesiveness refers to the ability of the group members to relate emotionally to each other and to the given task so as to integrate with each other effectively for achieving the common goals. He suggested that cohesiveness takes care of social, emotional and functional interactions among group members which ultimately leads the group to substantial achievement even in the absence of individual excellence within the group. He found that for enhancing group cohesiveness it is necessary that educational status of women members must be raised.

### **2.3.8. Manageable group size**

Gibb (1951) reported that group members often feel greater threat and greater inhibition of impulses to participate in larger groups than in smaller groups.

According to Bales *et al.* (1951) a few members tend to dominate the discussion with others participating relatively less as the size increases.

Hare (1952) found that in larger groups, as compared to smaller groups, there was less consensus. He also found that as the group size increased, member satisfaction decreased.

Slater (1955) opined that although the optimum group size has been estimated to be approximately five persons, this depends upon the group task, group composition and other factors.

Thomas (1957) say that both quality of performance and group productivity were positively correlated with group size. Under some conditions and under no conditions were smaller groups superior.

Beal (1962) in a study of decision making groups made the following tentative generalisations.

- 1) As the size of the group increased from 5-12, the degree of member consensus resulting from the discussion decreased when time of discussion was limited.
- 2) Group members in smaller groups would change their opinion more towards consensus than would those in the group of 12 or more.
- 3) As groups became larger than 12, there seemed to be a trend towards fractionalisation.

Bales *et al.* (1962) found that as the size of the group increased, the most frequent contributor assumed a more and more prominent role in the discussion. The bigger the group, the greater the gap in the participation between the most frequent contributor and the other members of the group.

Carter *et al.* (1962) concluded that in the small groups each individual had sufficient latitude or space in which the basic abilities of each individual could be expressed. But in the large group, only more forceful individuals



were able to express their abilities and ideas, since the amount of freedom in the situation was not sufficient to accommodate all the group members.

Hare (1962) observed that for a small discussion group, the optimum size would be 5 members, since members were generally less satisfied with lesser or larger groups.

Indik (1965) made an intensive study of three organizations and found that as the size of the organization increase, the rate of communication decreases. He suggested that as the size of the organization increases, interpersonal attraction will be lower, which in turn leads to decreased interpersonal communication.

Kunju (1972) found that in small groups of 9-10 members, there were comparatively high communication acts and a high degree of group cohesiveness. Hence it is desirable to limit the group size to about 10 members.

A study by Smith and Haythorn (1972) suggests that the effects of group size on member reactions may vary with the circumstances under which the group must function.

According to the theory of group productivity proposed by Steiner (1972) group performance should increase with group size when the task is either additive (ie., the outcome is the result of some combination of individual products) or disjunctive (ie., the outcome depends upon at least one person in the group performing the task). If the task is additive, the more persons who

work on the task, the greater the groups output and / or the more effective the groups performance.

According to Rao *et al.* (1987), the size of the group can have profound implication on how the group behaves internally with regard to other groups. It is an important factor determining the number of interactions in a group. In a smaller group, face-to-face interaction is quite easy and uncomplicated.

Research evidences confirm the fact that small groups are effective though there is no definite conclusion available about the effective size. However, some studies have indicated definite numbers. It has been reported that seven is the ideal maximum for a decision making group and 14 is the maximum for fact finding group. (Rao *et al.*, 1987).

### **2.3.9. Group goals achievement**

Freeman (1936) pointed out that individuals join groups in order to achieve common goals.

Shelley (1954) found that his experimental groups established goals for their groups and responded to success or failure of the group in much the same way that individuals respond to individual success or failure.

Horwitz (1954) found that individuals establish goals for the group and respond to goal achievement in essentially the same way that they respond to personal goal achievement. He found that group goals serve as an inducing

agent in that they motivate group members to work toward their achievement. Many of the motivational concepts that apply to individuals working toward their own goals also apply to individuals working toward group goals.

Shaw and Gilchrist (1956) found that groups usually assemble for a purpose, be it to solve a problem of great magnitude or merely to engage in friendly social interaction. The kind of task that the group establishes or accepts as its goal becomes important to group members, who usually consider the best ways of organizing themselves to achieve the goal.

Sherif and Sherif (1956) opined that group cohesion will be increased by success in achieving the group's goals.

Schutz (1958) found that the more compatible a group the more it would approximate goal achievement.

Taylor (1958) concluded that group cohesion or solidarity increases with each succeeding objective or goal the group reaches.

Zander and Medow (1963) found that group members set goals for the group very much as they do individual goals, whether asked to do so, as individuals or as a group. They also noted that the group's level of aspiration was more often raised following success than it was lowered following failure.

Wilson (1978) suggested that for a group to form, not only must the individuals have a common goal, but this goal must be one that requires interdependence among members to be attained.

Cohen *et al.* (1980) opined that another factor which can lead to greater feeling of liking among group members is for the group to be successful in achieving its goals at any particular time. He says that if a group seems to be successful at getting what it wants, that makes the group more attractive to members and seems to carry over in the way that members feel about one another.

Szilágyi and Wallace (1980) opined that if the group agrees on the purpose and direction of its activities, this will serve to bind the group together and structure interaction patterns towards successful goal accomplishment.

Hussain (1992) suggested that group goal achievement is the extent of member's involvement in achieving the group goal. If there is full involvement then group goals will be achieved without any difficulty.

Sithalekshmi and Jyothimani (1994) suggested that understanding common goals of the groups by the members contributes a great deal to the realization of the same by working together.

#### **2.3.10. Participation in group activities**

Gibb (1951) found that group members often feel greater threat and greater inhibition of impulses to participate in larger groups than in smaller

groups. As a consequence there is decrease in the overall amount of participation as the size of the group increases.

Beal *et al.* (1962) defined member participation as members attending the meetings, being on committees, being office bearers, helping finance and being on work groups or writing publicity. He observed that group productivity was related to the opportunities provided for member participation. The more a member participated, the more favourable were his attitudes towards the group and greater his feeling of concern for and identity with the group.

Kunju (1972) defined member participation as members attending the discussion meetings, being on committees, helping through finance, providing physical facilities and being office bearers of Charchamandal.

Shaw (1977) found that physical environment, personal environment, group composition and group structure affected the effective participation in groups.

Szilagyi and Wallace (1980) opined that participation in establishing goals and norms creates commitment by those participating. If the established goals and norms are challenging, the group may concentrate more on task accomplishment than on interpersonal issues.

John (1991) opined that participation of members in group activities increases the group performance.

Ostrom (1992) in her study of relative performance of government agency managed and farmer managed irrigation systems found that the participatory functioning of the groups based on commonly agreed rules and norms was behind the successful functioning of the farmer managed irrigation system.

Sithalekshmi and Jyothimani (1994) opined that formation of groups with like-minded members goes a long way in making the members feel that the group is a pleasant entity to be part of and if group formation is satisfactory opportunities for participation would be greater.

Jose (1994) described participation in group activities as being powered by two core beliefs. "One, a group can make far better decisions than an individual because the group has available to it more information, brains and skills than a single individual, and two, people work hard to implement something they have collectively designed or decided. Control and co-ordination vest in the group as a whole than in a boss".

### **2.3.11. Need Satisfaction**

A study on various industrial organizations by Katz (1944) revealed that relative to larger groups smaller groups were more cohesive, members were more satisfied and individual members assumed more importance.

Cattell (1948) in his attempt for the dynamics of syntality in his

Collins *et al.* (1964) and Mc Grath and Altman (1966) found that a member's satisfaction is affected by

- a) The status of the group - its successfulness, its tasks achievements, its prestige.
- b) The interpersonal relations within the groups the attractiveness of other group members, their attitude toward him, their attitude towards belonging to the group.
- c) The member's role within the group, its prestige, communication centrality, power, significance, interest.
- d) The direct rewards and benefits received from membership
- e) The group atmosphere, as determined by such factors as leadership style, group size, group composition, and
- f) The nature and desirability of conflicting memberships on activities.

Davis (1969) found that in homogeneous group the compatibility with respect to needs, motives and personalities has been found to be conducive to group effectiveness - because it facilitates group co-operation and communication.

Argyle (1973) gave the reasons why people join groups as follows

- a) People group together to achieve some task that they could not accomplish alone
- b) Some people are motivated to affiliate to a group by their need for friendship, support and companionship.
- c) Some people join groups to put themselves in a position of power, either because they have strong needs to control others or because they want the status or respect that goes with a leadership role.
- d) A person may join a group for the warmth and psychological security it provides.

Shaw (1977) opined that groups that fail to satisfy the need or needs of individual group members usually disintegrate.

Shah (1993) opined that a self-help group can be sustainable only if it serves purposes important to its members.

### **2.3.12 Interpersonal liking**

Moreno (1934) investigated the bonds which he felt joined the members of a group together and observed that group. - Cohesion is equated with an



emotional binding of members to their group or with the degree of attraction the group has.

Heider (1958) theorized that similarity should produce interpersonal attraction.

Jackson (1960) demonstrated that a person's attraction to his work group is directly related to the degree that others consider him valuable to that group.

Newcomb's (1961) ABX theory of attraction relates attraction between persons to the attitude that they hold in common toward objects.

Konopka (1963) described cohesion as a feeling of belonging. Lott (1965) suggested that personal attraction helps group members overcome obstacles to goal accomplishment and personal growth and development. The group members may have similar or different individual characteristics and traits, the key factor, however, is that they enjoy working with each other.

Byrne and his associate (1966) have demonstrated that an individual is attracted to another persons in proportion to the extent that he perceives the other person to hold attitudes similar to his own.

Byrne and Clore (1966) stated that the more similar in attitude the other person appeared to be, the more he was liked.

Curry and Emerson (1970) found that individuals liked other persons who had favourable attitudes towards them.

Lang (1972) referred to a sense of commonness, interpersonal attraction, norms, cohesion and awareness of membership as the group process.

Shaw (1977) opined that group members who are attracted to the group, work harder to achieve the goals of the group which leads to higher productivity. According to him the primary variables that influence the attraction of one person to another are attitudes, similarity, value congruence, personality characteristics etc. Studies tended to consider that secondary determinants like proximity, contact and interaction provide the opportunity for the operation of the primary variables for interpersonal likings. He explained that proximity refer to the physical distance between individuals, contact to situations in which individuals are likely to be in each others presence frequently, and interaction to situations in which the behavior of each person influences the other.

Cohen *et al.* (1980) found that another factor which can lead to greater feeling of liking among group members is for the group to be successful in achieving its goals at any particular time. If a group seems to be successful at getting what it wants, that makes the group more attractive to members and seems to carry over in the way that members felt about one another.

John (1991) defined interpersonal liking as the degree of affection of an individual with other members of the group to which he belongs.

### 2.3.13. Interdependence of members

Lewin (1939) and others opined that interdependence of members was the criterion of a group, as it was of any unitary whole. He pointed out that many scientists define groups in terms of similarity of members, and that this was, in fact, the case, whether the primary emphasis was on similarity of attitudes, or equality of goals, or equality of an enemy, or a feeling of loyalty. It was admitted of course, that those similarities could be found in association with, and might be the cause, a certain interdependence of the persons who show them.

Lewin (1951) again opened that conceiving of a group as a dynamic whole should include a definition of group which is based on interdependence.

Kretch *et al* (1962) stated that roles prescribe the behaviour expected of people in standard situations and the various roles in a group were interdependent.

Fiedler (1967) suggested that by this term group, we generally mean a set of individuals who share a common fate, that is, who are interdependent in the sense that an event which affects one member is likely to affect all.

Cartwright and Zander (1968) defined group as a class of social entities having in common the property of interdependence among their constituent members.

Wilson (1978) opined that for a group to form, not only must the individuals have a common goal, but this goal must be one that requires interdependence among members to be attained.

Hussain (1992) opined that interdependence of group members is a very important character affecting group cohesiveness.

#### **2.3.14. Group competition**

Deutsch (1949) defined a competitive social situation as one in which the goal regions of each group members are such that if this goal region is entered by any individual group member, other group members will, to some degree, be unable to reach their respective goal regions. He found that in a co-operative situation group goals are homogeneous (ie., members hold the same goal for the group) and in a competitive situation group goals are heterogeneous (ie., group members hold differing goals for the group).

Blau (1954) while comparing two groups of interviewers in a public employment agency found that co-operation was more effective than competition. According to him, reduced productivity by the competitive group was noticed and he inferred that anxiety over productivity led to behaviours which interfered with group effectiveness.

Shaw (1958) and Clifford (1972) found that co-operative situation was more effective in performance than competitive situation. But satisfaction

was rated higher in competitive situation rather than in co-operative situation.

Shaw (1958) found that competitive situation may arouse greater motivation than the co-operative situation, but this increased motivation does not always improve group performance.

Szilagyi and wallace (1980) opined that although intergroup competition acts to bring groups together, intragroup competition causes conflict, infighting and development of forces to break the group apart. They further opined that if group members engage in competition with other groups in the organization, a "team spirit" can develop that result not only in higher cohesion but also greater commitment to the accomplishment of the task.

Cohen (1980) says that in organisational settings, groups doing comparable work often exhibit the same kind of competitive tendencies, especially when performance is readily observable by all members and accordingly cohesion within group increases.

### **2.3.15. Group leadership**

Tead (1935) defined leadership behaviour as leadership is the activity of influencing people to co-operate towards some goal which they find desirable.

Redl (1942) opined that leader was the central person in a relationship which was characterised by love of the group members for the central person,

leading to incorporation of the personality of the central person, in the ego ideal of the followers.

Stogdill (1948) defined leadership as leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts towards goal setting and goal activeness. He also observed that the average group leader exceeds the average group member in such abilities as intelligence, scholarship, knowing how to get things done, insight into situations, verbal facility and adaptability.

Bass and Norton (1951) found that as group size increased, mean leadership scores decreased; however, the relative variance of leadership ratings tended to increase with discussion group size. From this it can be inferred that a leader is more likely to emerge in larger groups than in smaller groups.

Penders (1956) stated two functions of local leaders, firstly he serves as a harmonizer and secondly he is a pace setter for followers.

Hepple (1959) defined group leadership as the role and status of one or more individuals in the structure and functioning of group organisation which enables these groups to meet a need or purpose, that can be achieved only through the co-operation of the members of the group.

Exline (1963) opined that group leaders were found to be more accurate in their perception of others and of the structure and norms of the group.

Fiedler (1967) opined that a task oriented leader is more effective when the group task situation is either very favourable or very unfavourable for the leader, where as a relationship - oriented leader is more effective when the group task situation is only moderately favourable or unfavourable for the leader.

Mulay *et al.* (1966) found that honesty, courage and boldness were the qualities preferred in a leader.

Fairchild (1967) defines leadership as the act of organising and directing the interests and activities of a group of persons, as associated in some project or enterprise, by a person who develops their co-operation through securing and maintaining their more or less voluntary approval of the ends and methods proposed and adopted in their association.

Lindsey and Aronson (1975) opined that group leadership which shows consideration of the needs of followers, while also insisting on discipline and emphasizing task achievement, is most successful in achieving the twin criteria of superior performance and high morale.

Shaw (1977) opined that the individual who is dependable contributes to goal achievement and is more likely to emerge as the leader.

Santhanam *et al.* (1990) found that basic qualities to elect a person as their leader are honesty, sociability, intelligence, active participation in problem solving, education and having knowledge of every welfare schemes, helpful

to all, impartiality, hard working, courageous to raise his voice against evils, politically effective and healthy.

Harikumar (1990) reported that the success of group farming programmes depend on effective farm leaders.

Neog (1991) reported that prevalence of common felt needs among group members is the basic requisite of group farming success and it is significantly associated with dynamic leadership.

Hussain (1992) reported that lack of sustained group leadership was one reason for failure of earlier group approaches.

Hatti and Heimann (1992) in their study of the reason for the failure of informal group called 'Murialu' in Karnataka found that the only problem with this informal group is that there is no leader generally to co-ordinate the activities of the group, making it difficult to develop into a more permanent and dynamic force to play a more effective role.

Reddy (1993) says that among other things wider recognition of leadership and its functional cohesiveness contributes to the successful implementation of developmental programmes. He opines that leader has four essential elements which distinguishes him from others namely a) he is a member of the group b) he influences the members of the group c) he is voluntarily



accepted by the members of the group and d) he leads the group towards shared goals.

Sithalekshmi and Jyothimani (1994) opined that the leadership role played by the group organiser is of great importance in making DW CRA group active.

#### **2.4. Personal and socio-psychological variables selected for the study**

The literature available about these variables is very much limited. Not much literature is available regarding the relationship of group characteristics with the independent variables. A knowledge of the independent variables which contribute to the group characteristics is atmost needed for a study like this. Hence related studies which gives the relationship of the 13 independent variables with performance is cited here.

##### **2.4.1. Age**

Alexander (1974) while studying the changing agrarian relations found that age was not associated with the role expectation of farmers and labourers. Likewise Subramony (1979) reported that age was not a significant factor in differentiating successful supervisors from that of non-successful ones under industrial conditions. In contrast, Padmanabhan (1981) found out a negative significant relation between age and labour efficiency.

Singh and Chander (1983) reported that age was found to exercise non-significant effect on women's participation in decision making.

George *et al.* (1985) observed that 60 percent of the IRDP beneficiaries were in the age group of 19-35 years.

Seema (1986) reported that age has no significant relationship with the role performance of women in decision making process.

Prasad (1995) found that women from the younger age group (below 30 years) were more suitable for any self-employment non-traditional activity. She opined that any new skill development is possible only among the younger age groups as their physical strength and psycho-motor skills are at their peak.

#### **2.4.2. Educational status of respondent**

Dean *et al.* (1958) found that rationality in decision making is positively correlated with the amount of education.

Mosher (1965) indicated education of farm people as an accelerator for Agricultural development. Sharma and Singh (1970) and Singh and Sinha (1970) reported a non-significant relation of education with decision making.

A non-significant association between education and successfulness of supervisors was reported by Subramony (1979).

Verma (1986) found that majority of the IRDP women beneficiaries were illiterate (60%), 20 percent had studied upto primary, 9 percent upto middle, 6 percent upto high school and 10 percent of them had a higher education.

Seema (1986) found that educational status has no significant relation to variation in role performance of farm women.

Bhople and Patki (1992) found that farm women labourers with no formal education were found to be higher in their role performance than that of others.

Alex (1994) reported that education was not associated with role perception / role performance of labourers with regard to their participation in decision making with farmers in paddy production.

Ghosh (1995) found a positive and more or less high relationship between the educational status and group cohesiveness.

#### **2.4.3. Educational status of family**

Deepali (1979) found that the family education profile was positively related with the degree of participation of rural women in agricultural operations.

Singh and Chander (1983) reported that education was found to exercise non-significant effect on women's participation.

Seema (1986) in her study revealed that family educational status had non significant relation with role performance of farm women in decision making process.

Dak *et al.* (1980) stated a significant influence of higher family education on all agricultural activities except tending cattle.

#### **2.4.4. Land holding**

Dean *et al.* (1958) found that rationality in decision making was positively correlated with size of holding.

Sharma and Singh (1970) found that the size of holding significantly affected the extent of participation.

Sawer (1973) observed that women's participation in decision making was negatively associated with farm size.

Dak *et al.* (1980) revealed that there were significant effects of land holding on women's contribution in all the agricultural activities except storage of produce, the task which is performed by large as well as small farmers alike.

#### **2.4.5. Annual income**

Singh and Chander (1983) reported that income was found to exercise non-significant effect on women's participation in decision making.

Seema (1986) found that annual income is non significantly related with the role performance of farm women.

Rao (1989) said that there are many resources at the farm level that can be used more efficiently on group basis. Technologies which are very costly and uneconomic for individual farmer can be used more economically at the group level.

Sreekumar (1990) found that due to group farming the farmers of Vizhinjam, Trivandrum district could increase their productivity and the economic benefit derived was also substantially higher.

Kalivaradhan (1990) found that majority of women IRDP beneficiaries (60.0%) were possessing low level of income.

#### **2.4.6. Period of engagement in group activities / period of group work**

Agrawal and Bansil (1969) found out that experience was positively related to efficiency of agricultural labourers.

Sawer (1973) pointed that opportunities for women to participate in farm management was influenced by their limited knowledge and farming experience.

Subramony (1979) reported a negative relationship between experience and succesfulness of supervisors in industry.

Padmanabhan (1981) found a negative association of experience with labour efficiency.

Sadhu And Singh (1989) found that experience was positively related to productivity of agricultural labourers.

Jhingan (1990) stated that with the repetition of the same work, one gets specialisation in it. This specialisation enables him to do work in the best possible way, which improves his skill.

Alex (1994) found a significant positive relationship between experience and role perception / role performance of male labourers and not in case of female labourers.

#### **2.4.7. Training**

Cohen *et al.* (1960) found that cohesive groups and groups composed of individuals with prior training did better than groups without these characteristics.

Rao (1989) opined that leadership training is an important activity in a democracy set up. People have to be trained for leadership in Government, in business, in education and in all sorts of organisational activity.

Rajakutty and Sarkar (1994) opined that training of DWCRAs functionaries and Panchayat Pradans have brought better results.

Singh and Goel (1994) opined that appropriate training should be imparted to group organisers and officials who are responsible for planning and implementation of the DWCRA scheme.

Prasad (1995) suggested that skill training and initial support from the field functionaries made the women more confident to take up the non-traditional group economic activity in DWCRA groups.

#### **2.4.8. Social participation**

Subramony (1979) observed social participation as a significant factor in distinguishing successful supervisors from non-successful supervisors under industrial conditions.

Renukaradhya (1983) found that majority of the trained farmers were in high social participation category with higher score of economic performance.

Gowda (1988) observed that social participation contributed significantly for the variation in groundnut productivity of marginal farmers.

Anantharaman (1991) and Alex (1994) reported a non significant relationship between social participation and managerial efficiency of cassava farmers and role perception / role performance of labourers, respectively.

#### **2.4.9. Trade union participation**

Alexander (1974) reported no association of participation in union activities with role expectation.

Lukose (1982) found no association of this variable and satisfaction of labour performance and nature of relationships.

Ramanathan (1995) found no significant association between participation in union activities with farmer-labour relationships.

#### **2.4.10. Extension participation**

Gangappa (1975) and Mahadevaswamy (1978) found that farmers participation in extension activities yielded a positive influence on the adoption behaviour.

Ramagowda and Siddaramaiah (1987) reported that extension participation was positively and significantly related with innovativeness of farmers in adopting MR-301 paddy variety.

John (1991) found that mere membership in groups itself had enhanced the extension participation of the members and he found that extension participation has positive and significant influence on adoption of pepper cultivation practices.



Hussain (1992) found that group management efforts helped the farmers to develop their extension orientation.

#### **2.4.11. Information source utilisation**

Thangavelu (1979) concluded that friends, neighbours followed by bank's agricultural staff, extension workers, relatives, radio and news paper were found to be the source of information for the farmers to avail credit from nationalised banks.

Renukaradhya (1983) found a significant relationship between media participation of trained farmers with their level of economic performance.

Yadava (1985) found that the block officials were the main source of information and radio and news paper as the possible source of additional information about IRDP.

Bhagat and Mathur (1989) reported that women's programmes and rural programmes which are educational in nature was preferred by farm women. They opined that radio provide education to them for improving their living, increasing their knowledge and providing information on home improvement.

Shilaja (1990) stated that in less progressive villages, mass media participation showed positive and significant relationship with mixed farming P of large farm women.

Kumar (1993) reported that mass media contact is positively and significantly related with the extent of participation in agriculture and allied fields.

#### **2.4.12. Cosmopolitaness**

Badiger (1979) observed that majority of the respondents from high urban contact group played dominant role in decision making in farm and home aspects in high proportion than the other category.

Ferreira *et al.* (1983) in their study indicated that cosmopolite farmers were more inclined to adopt new technology.

Siddaramaiah and Rajanna (1984) found that farmers with high cosmopolitaness had significantly higher gain in knowledge about agricultural aspects.

Vinge (1987) stated that the experience gained outside her house enable a women to enrich her family relationships through new outlook on tradition in a changing world. By continuously seeking connection with the world of science and culture she tries to become financially successful.

Mulay (1988) indicated that farm women from villages where technology is being transferred are on the forward march.

#### **2.4.13. DRDA / Block visit**

Dean *et al.* (1958) revealed that rationality of farmers was related to extension contact.

Deepali (1979) concluded that extension contact is one of the important variables which established relationship with degree of participation of rural women in agricultural operations.

Seema (1986) found that there was no significant relation between role perception, role performance (joint) and extent of participation in implementing the decisions with extension agency contact.

#### **2.5. Identification of constraints**

Groups are found with a number of problems that do not arise when individuals work alone. Group performance is the result of efficiency of the individuals who compose the group. Efficient group action, therefore, requires co - ordination of individual effort.

Some of the closely related studies reviewed regarding identification of constraints is as follows.

Shaw (1977) pointed out problems of co - ordination, deindividuation in groups, pressures towards uniformity as some of the constraints in group approach.

Adequate co-ordination leads to the formation of group structure in the form of roles, status, norms, power differentials and more or less fixed patterns of communication. Time and energy are required for providing organization and co - ordination in groups and consequently groups are slow compared to individuals.

Festinger *et al.* (1952) pointed out that in some situations, individuals in groups became as if they were "submerged in the group". Group members do not pay attention to other individuals and the members do not feel that they are being singled out by others in the group. This state of affairs is referred to as "deindividuation". They have noted the positive consequences of reduction of inner restraints which permits individual group members to satisfy certain needs that they cannot satisfy.

Sometimes there will be strong pressures toward uniformity of opinion and behaviour in groups resulting in conformity in group process and performance. In many instances, such pressure interfere with efficient group action and in extreme cases may lead to disastrous group decisions (shaw, 1977) Janis (1972) used the term 'group think' to refer to the deterioration of mental efficiency, reality testing, and moral judgment that results from in - group pressures.

Douglas (1979) stated that group constraints are those factors which were in existence before the group and will exert some form of limiting effect upon it. According to him most of the constraints are of a permanent nature

and continue to influence the group as long as it exist. The group constraints identified by him were

1. The environment
  - a) Organizational Structure
  - b) accessibility
  - c) climate or ethos
2. The membership
  - a) qualities
  - b) availability
  - c) back ground
  - d) experience
3. Time
4. Resources
  - a) material
  - b) skill
  - c) knowledge
  - d) potential
5. Group size
6. Open/closed group state
7. Matching.
8. Activity choice
9. Scale of intervention, leadership acts
10. Contract

He opined that out of the above ten constraints, the first four may be seen either as 'fixed' or 'manipulable' according to the circumstances.

Syámala (1988) found that lack of follow up, lack of need based training and inappropriate way of conducting field trails were the most felt constraints by farmer demonstration.

Joseph *et al.* (1991) reported that inadequacy of finance, Non - availability of Straw and problem of marketing as the major constraints of mushroom cultivation.

Reddy *et al.* (1994) found out the major constraints of DW CRA groups as the following

1. The amount sanctioned for a group is insufficient
2. The administrative machinery for implementing the scheme is limited.
3. Training programmes undertaken by DW CRA are not sufficient to cater to the requirements of successful implementation of the scheme.
4. Group organisers are changed more frequently
5. The choice of the beneficiaries is not given top priority in the selection of the units.

6. Surprise checks and supervisors over the working of the scheme are not undertaken :

Singh and Goel (1994) found out the major constraints of the DWCRA groups as the following

1. Lack of co-operative zeal among the members was observed in performing their task in a co-ordinated manner
2. Non-availability of raw materials
3. Comparatively high cost of raw materials as compared to the finished products
4. Inadequate provision of Backward and forward linkages needed for the efficient functioning of the scheme
5. Lack of quality consciousness among the members of the groups about the products manufactured by them. The tendency of the members was mainly to produce and to be indifferent to marketing.
6. Lack of interest in the activity was one of the reasons behind the closure of certain units.

Some of the major constraints of group activities given by the researchers are listed here. Unless groups are provided with necessary support services

like credit, input, marketing and price policy their objectives may, in many case be frustrated to a great extent. Lack of true leadership is another constraint identified. Lack of co-operative spirit among the farmers may also lead to failure. A resourceful institutional back up is very essential for the success of group activities of the DWCRA groups.



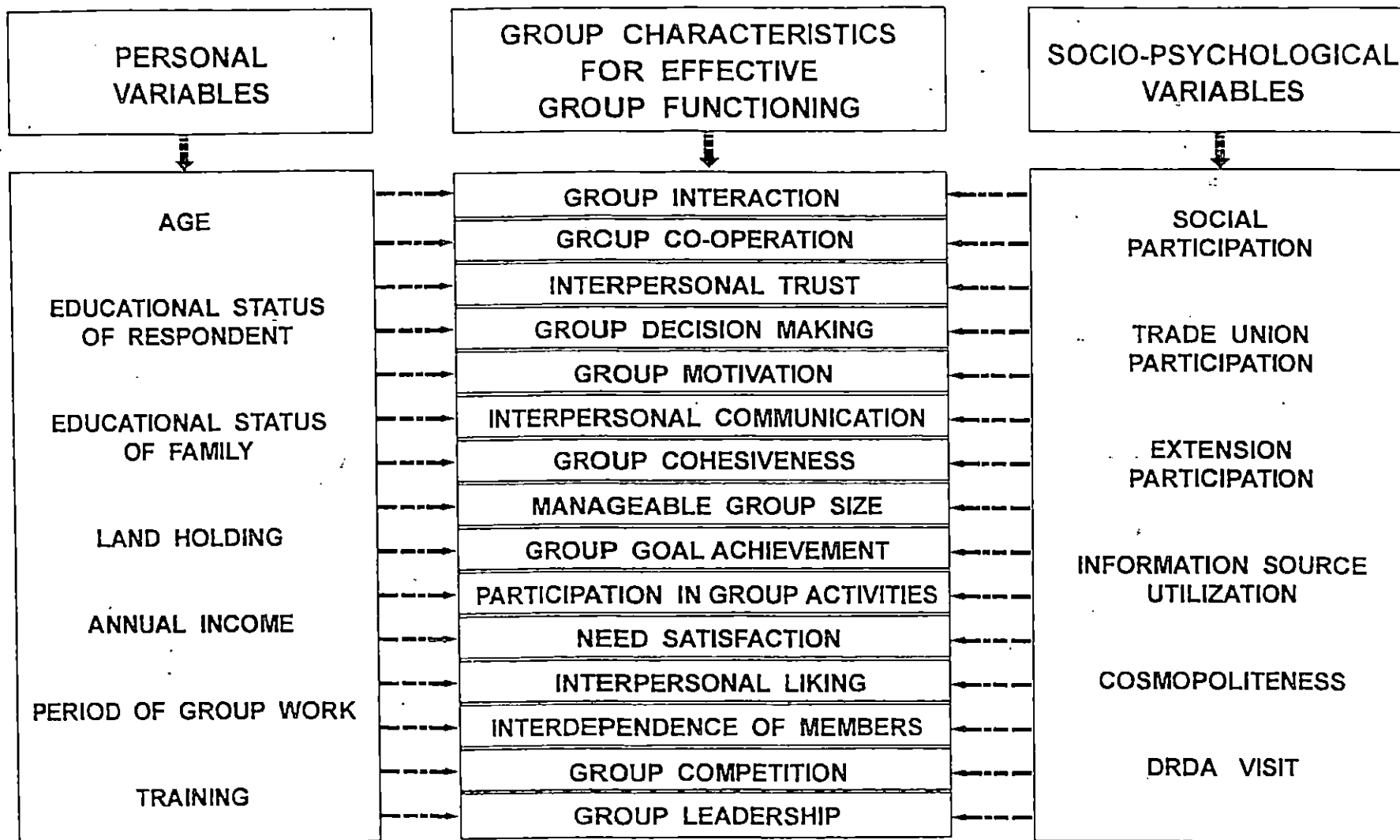
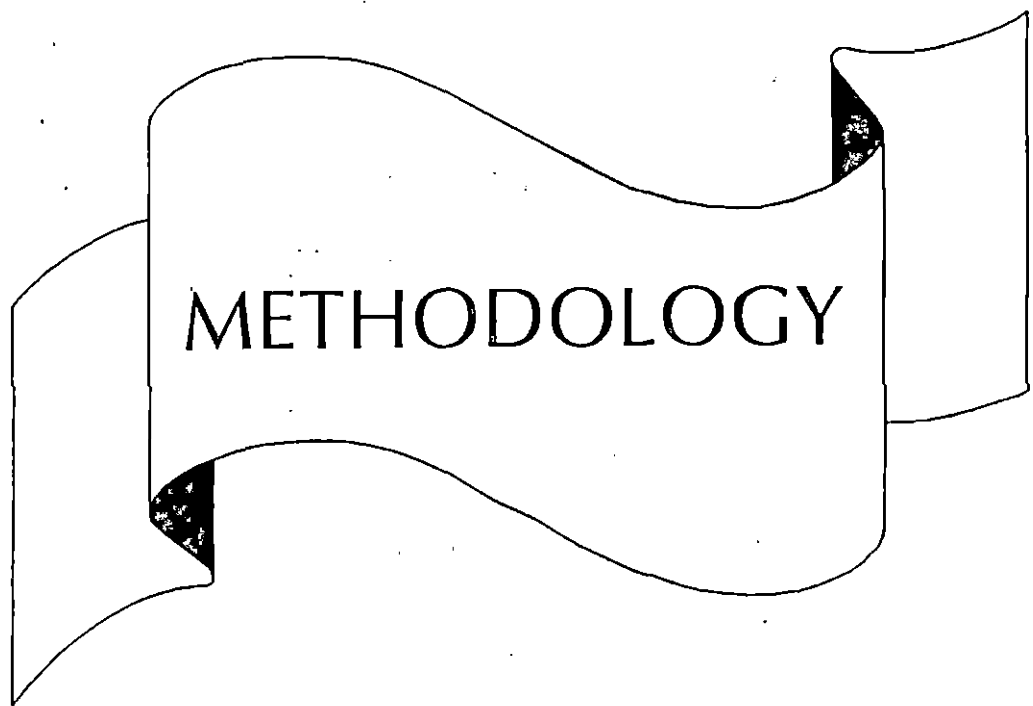


Fig. 1. Conceptual model for the study



**METHODOLOGY**

## METHODOLOGY

This chapter deals with the methodology employed in this study, which are presented under the following sub headings.

- 3.1. Locale of the study
- 3.2. Sampling procedure employed
- 3.3. Measurement of group characteristics (Dependent variables)
- 3.4. Measurement of selected personal and socio-psychological variables (Independent variables)
- 3.5. Identification of constraints
- 3.6. Suggestions to overcome the constraints
- 3.7. Data collection procedure
- 3.8. Statistical tools used in the study

### **3.1. Locale of the study**

Thiruvananthapuram district is purposely selected for the present study due to the following reasons :

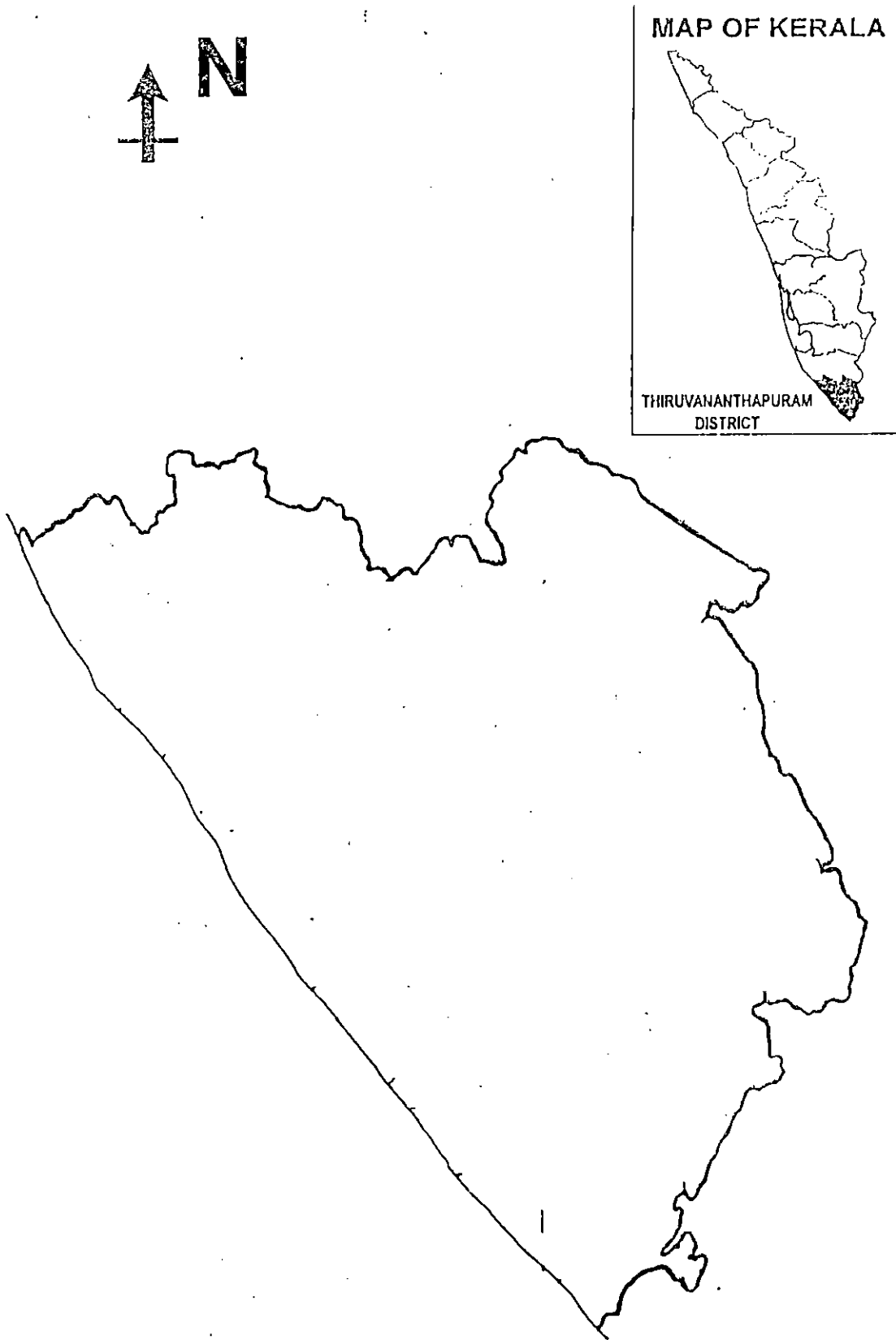


Fig. 2. Map showing the location of the study

- a) Thiruvananthapuram district has maximum number of women's group programmes implemented by the District Rural Development Agency (DRDA).
- b) Maximum number of women group beneficiaries under the agricultural and related industries are also available in Thiruvananthapuram district from the very inception of DWCRA (Developing women and children in rural areas) programme by the DRDA.

### **3.2. Sampling procedure employed**

The respondents comprised of 200 women selected from the groups formed for the agricultural and related industries under the DWCRA programme implemented by the DRDA in Thiruvananthapuram district. There are 12 NES blocks in Thiruvananthapuram district. Out of these 12 blocks DWCRA groups of agricultural and related industries is present in only 10 blocks. From these 10 blocks, 20 groups were selected proportionate to their number in each block. The number of groups selected in each block are as follows.

Chirayinkeezhu - 2, Kazhakuttom - 2, Kilimanoor - 1, Nedumangad - 2, Parassala - 1, Perumkadavila - 3, Thiruvananthapuram Rural - 1, Varkala - 1, Vellanad - 5, Vamanapuram - 2.

Out of these 20 women's groups 10 groups which were identified as effective groups and 10 groups which were identified as non effective groups based on a performance appraisal by the officers of DRDA were selected. The performance appraisal of DRDA was done based on the repayment capacity of the loans of the groups. The repayment of loans was prompt only in the successful groups. Based on the repayment capacity and the overall working of the groups the groups were classified as effective and non effective groups by the DRDA. The sample size of 200 rural women were

selected from among the 20 groups thus arrived at. As per the norms of DRDA, 10-15 rural women were included in each of such groups. Thus a sample size of 98 from the effective groups and 102 from the non effective groups were derived to represent the population from the above 20 groups.

### 3.3. Measurement of variables

#### 3.3.1. Selection of the group characteristics

Based on the objectives, review of literature, discussion with experts and observations made by researcher, a list of 30 group characteristics for the effective functioning of womens group were framed along with their operational definitions and sent to 30 judges for eliciting their relevancy in a five point continuum ranging from 'most relevant' to 'least relevant'. The judges were drawn from the field of Agricultural Extension of Kerala Agricultural University and DRDA officials. The scores were assigned as follows.

Response	Score
Most relevant	5
More relevant	4
Undecided	3
Less relevant	2
Least relevant	1

The total score obtained for each group characteristics were worked out. The variables having a score of 75 percent and above were selected.

The group characteristics thus selected are:

1. Group interaction
2. Group co-operation
3. Interpersonal trust
4. Group decision making
5. Group motivation
6. Interpersonal communication
7. Group cohesiveness
8. Manageable group size
9. Groups goals achievement
10. Participation in group activities
11. Need satisfaction
12. Interpersonal liking
13. Interdependence of members
14. Group competition
15. Group leadership

### **3.3.2. Operationalization and measurement of group characteristics**

This part includes a review of methods of measurement of variables already used by different researchers and the empirical measures used in this study.

### 3.3.2.1. Group interaction

Group interaction was operationally defined as the tendency of a member to get in touch with other members of his group and freely mix with them without observing any formality and inhibition.

This dimension was measured using an arbitrary index developed by the researcher based on *Bales Interaction Process Analysis* scoring sheet originally used by Bales. The index consisted of ten items of which eight were positive and two were negative. The response categories for each item were given in a five point continuum ranging from strongly agree to strongly disagree as follows :

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

The scoring was reversed in the case of negative statements. The scores obtained for each statement were summed up to arrive at the individual's total score of group interaction. Thus the scores ranges from 0 to 50.



### 3.3.2.2. Group co-operation

Group co-operation is operationally defined as the tendency of group members to associate and work with other members of the group in striving towards achievement of group goals.

Group co-operation was measured using an arbitrary index developed for the purpose by modifying the index used by John (1991) who identified eight areas in which co-operation was required in a group situation. Based on this the researcher asked the members to what extent their group members co-operated in these areas. This arbitrary index consisted of eight statements representing areas of co-operation and the respondents were asked to give their responses in a five point continuum as follows

Response	Score
Always	5
Most of the time	4
Sometimes	3
Rarely	2
Never	1

The scores obtained for each statement were summed up to arrive at the individuals score on group co-operation. The score ranges from 0 to 40.

### 3.3.2.3. Interpersonal trust

Interpersonal trust is operationally defined as a reflection as to how a member of the group views other members in terms of faith or confidence.

Interpersonal trust is measured by modifying the scale developed by Christopher (1969) for this purpose. This modified scale consisted of 10 statements of which 7 statements were negative and 3 positive. The respondents were asked to give their responses in a five point continuum as follows

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

This scoring was reversed in the case of negative statements. The scores obtained for each statement were summed up to arrive at the individuals total score of Interpersonal trust. The score ranges from 0 to 50.

### 3.3.2.4. Group decision making

Sithalekshmi and Jyothimani (1994) revealed that active DWCRAs groups fared better with regards to their Group Decision making as compared to

inactive groups and participation in Decision making is the key to empowerment.

Group Decision making is operationally defined as the process of arriving at an opinion or judgement by the group either by consensus or by a majority vote of the members for the betterment of the group.

Group Decision making was measured by modifying the index developed by Seema (1986) to suit the present study.

The index consisted of 8 statements of areas of decision making in a group context. Out of the 8 statements seven were positive statements and one was a negative statement. The respondents were asked to give their responses in a five point continuum as follows.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The scoring was reversed in the case of negative statements. The scores obtained for each statements were summed up to arrive at the individuals total score of Group Decision making. The score ranges from 0 to 40.

### 3.2.2.5. Group motivation

Secord and Backman (1974) reported that the members of a group are motivated both to co-operate and compete. Group motivation is operationally defined as the goal directing behaviour of individual members so as to influence mutually in achieving group goals.

Group motivation is measured using an arbitrary scale developed by the researcher for the purpose by combining the Achievement motivation scale developed by Singh (1974) and the Economic motivation scale used by Supe (1971).

The modified scale consisted of 9 statements of which 6 statements were from the Achievement motivation scale of Singh and 3 statements were from the Economic motivation scale developed by Supe.

For each statement there were five alternative responses to each item. The respondents has to check one of the alternatives for each item. The alternative were given a score ranging from 1 to 5 for negative statements and 5 to 1 for positive statements. Of the 9 statements, 5 statements were positive and 4 statements were negative. The scores obtained for each statement were summed up to arrive at the individuals score in group motivation.

### 3.2.2.6. Interpersonal communication

Murthy and Singh (1974) revealed that interpersonal relations depend upon the efficiency of communication. They also emphasised the need for

indepth studies on the nature of interpersonal communication behaviour of farmers.

*Interpersonal communication* is operationally defined as the communication skill of members which helps the members to express their ideas in the group and in turn to know the ideas of other members.

Interpersonal communication is measured using the communication skill rating scale developed by Pareek and Singh in (1966). This scale consisted of seven statements for which responses were collected in a five point continuum ranging from *Always* to *never* as follows.

Response	Score
Always	5
Frequently	4
Nearly half the time	3
Sometimes	2
Never	1

The scores obtained for each statement were summed up to arrive at the individual's score in Interpersonal communication. The score ranges from 0 to 35.

### 3.2.2.7. Group cohesiveness

Festinger (1950) defined Group cohesiveness as the resultant of all the forces acting on the members to remain in the group.

Vipinkumar (1994) defined group cohesiveness as the perceived level of group interaction, opinion difference or uniformity, decision making ability, stages of planning, implementation and evaluation of activities and the satisfaction of members of group farming committee.

For the present study, Group cohesiveness is operationally defined as the closeness exhibited by members in the group and it results by action of forces which act on members to remain in the group.

Group cohesiveness was measured using the arbitrary index used by Vipinkumar (1994) with slight modifications to suit the present study. This index consists of eight statements of which two are negative and six are positive. The respondents were asked to give their responses in a five point continuum as follows.

Response	Score
Always	5
Most of the time	4
Sometimes	3
Rarely	2
Never	1

Scoring pattern was reversed in the case of negative statements. The scores obtained for each statement were summed up to arrive at the individuals score in Group cohesiveness. The score ranges from 0 to 40.

### 3.2.2.8. Manageable group size

Kunju (1972) found that in smaller groups of 9-10 members, there were comparatively high communication acts and a high degree of group cohesiveness. He had concluded that it is desirable to limit the number of farmers in the case of organizing charchamandals (farmers discussion groups) to about 10 members.

Manageable group size is operationally defined as the size of a group which a leader can effectively manage for achievement of group goals.

Manageable group size is measured by modifying <sup>the</sup> index developed by John (1991) to suit the present study. The index consisted of 5 statements of which 3 were positive and two were negative. The respondents were asked to record their responses in a five point continuum ranging from strongly agree to strongly disagree. The scores assigned were as follows.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

Scoring pattern was reversed in the case of negative statements. The scores obtained for each statement were summed up to arrive at the individuals score in manageable group size. The score ranges from 0 to 25.

### 3.2.2.9. Group goal achievement

Hussain (1992) defined group goal achievement as the extent of members involvement in achieving the group goals. If there is full involvement, group goals will be achieved without any difficulties.

Group goal achievement is operationally defined as the extent of achievements of the group goals by the members of the group.

Group goal achievement is measured using an arbitrary index developed by the researcher for the purpose. The index consists of 7 statements, all of them were positive statements. The respondents were asked to record their responses in a five point continuum ranging from strongly agree to strongly disagree. The scores were assigned as follows.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1



The scores obtained for each statement were summed up to arrive at the individuals score in group goal achievement. The scores ranges from 0 to 35.

### 3.2.2.10. Participation in group activities

Kunju (1972) defined member participation as members attending the discussion meetings, being on committees, helping through finance, providing physical facilities and being office bearers of charchamandal.

Participation in group activities is operationally defined as the extend of involvement or participation, a member is exhibiting towards group activities and in sharing responsibilities so as to achieve effective group functioning.

To measure participation in group activities the arbitrary index used by Shilaja (1981) to measure the extent of involvement of leaders in agricultural development was used with necessary modifications. This index consisted of 10 positive statements covering the various activities a member has to perform in a group situation. The respondents were asked to record their responses in a five point continuum ranging from Always to Never. The scoring pattern adopted is as follows.

Response	Score
Always	5
Frequently	4
Sometimes	3
Rarely	2
Never	1

The scores thus obtained for each statement were summed up to arrive at the individual's score in participation in group activities. The scores ranged from 0 to 50.

#### **3.2.2.11. Need satisfaction**

Shaw (1977) stated that groups that fail to satisfy the need or needs of individual group members usually disintegrate.

Maslow (1954) argued that individuals are primarily 'wanting' creatures motivated by a desire to satisfy certain specific types of needs. Most individuals according to him, pursue a hierarchy of needs namely physiological, safety, belongingness, esteem needs and self actualization needs.

Need satisfaction is operationally defined as achieving individual members's need and requirements by the group within a stipulated time.

To measure need satisfaction an arbitrary index was developed by the researcher based on Maslow's hierarchy of needs. This index consisted of eleven statements out of which two are negative statements and nine positive statements.

The respondents were asked to cite their responses in a five point continuum. The scoring pattern followed was as follows.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The scores obtained for each statement were summed up to arrive at the individual's score in Need satisfaction. The scores ranged from 0 to 55.

### 3.2.2.12. Interpersonal liking

Interpersonal liking is operationally defined as the degree of affection of an individual with other members of the group to which he belongs.

Interpersonal liking is measured by modifying the index developed by John (1991) to suit the present study. This modified index consists of 9 statements of which 2 are negative and 7 are positive.

The responses were collected in a five point continuum ranging from strongly agree to strongly disagree. The scoring pattern followed is as follows.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The scoring pattern was reversed for negative statements. The scores obtained for each statement were summed up to arrive at the individuals score of interpersonal liking. The scores ranged from 0 to 45.

### 3.2.2.13: Interdependence of members

Interdependence of members is operationally defined as the extent to which members are dependent on each other for the effective functioning of the group.

This variable was measured using an arbitrary index developed by the researcher. This index consisted of 8 statements of which one was negative and the rest were positive. The respondents were asked to indicate their responses in a five point continuum ranging from strongly agree to strongly disagree. The scoring pattern followed is represented below.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The scoring pattern was reversed for negative statements. The scores obtained for each statements were summed up to arrive at the individuals score of interdependence of members. The scores ranged from 0 to 40.

### 3.2.2.14. Group competition

Group competition is operationally defined as the competitive nature exhibited by members of a group in achieving the objective of each task in a better way.

Group competition is measured using an arbitrary index developed for the purpose by the researcher. The index consisted of six statements, out of which 5 are positive and one negative. The responses are collected in a five point continuum ranging from strongly agree to strongly disagree. The scores were assigned as follows.

Response	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

The scoring pattern was reversed for negative statements. The scores obtained for each statements were summed up to arrive at the individuals score of group competition. The scores ranged from 0 to 30.

### 3.2.2.15. Group leadership

Hepple (1959) defined leadership as the role and status of one or more individuals in the structure and functioning of group organisation which enables these groups to meet a need or purpose, that can be achieved only through the co-operation of the members of the group.

In the present study group leadership is operationally defined as the role and status of one or more individuals in a group which enables the group to meet the group goals.

Group leadership is measured by using the procedure used for measuring leadership behaviour by Shilaja (1981) with suitable modifications for the present study. The modified index developed consists of 9 statements relating to the roles played by a leader in the group.

The respondents were asked to record their responses in a five point continuum ranging from 'always' to 'never'. The scoring procedure followed is given below.

Response	Score
Always	5
Frequently	4
About half the time	3
Sometimes	2
Never	1

The scores obtained for each statements were summed up to arrive at the individuals score of group leadership. The scores ranged from 0 to 45.

### **3.4. Measurement of personal and socio-psychological variables**

#### **3.4.1. Selection of the personal and socio-psychological variables (Independent variables)**

Based on the objectives, review of literature and discussion with extension experts and observations made by the researcher a list of 25 personal and socio-psychological variables for the study were framed along with their operational definitions and sent to 30 judges for eliciting their relevancy in a five point continuum ranging from 'most relevant' to 'least relevant'. The judges were drawn from the field of agriculture of Kerala Agricultural University. The scores were assigned as follows.

Response	Score
Most relevant	5
More relevant	4
Undecided	3
Less relevant	2
Least relevant	1

The total score obtained for each personal and socio-psychological variable was worked out and the variables having a score of 60% and above were selected. The selected variables are:

1. Age
2. Educational status of respondent
3. Educational status of family
4. Land holding
5. Annual income
6. Social participation
7. Participation in trade union activities
8. Participation in extension activities
9. Information source utilisation
10. Period of engagement in group activities
11. Cosmopolitanness
12. DRDA / Block visit
13. Training

#### **3.4.2. Operationalisation and Measurement of personal and socio-psychological variables (Independent variables)**

This part includes a review of methods of measurement of variables already used by different researchers and the measures used in this study.

##### **3.4.2.1. Age**

Age is operationalised as the number of calendar years completed by the women respondent at the time of interview.



Age was measured as the number of years the women respondent has completed at the time of interview since her date of birth. The respondents were classified into three groups viz., young, middle age and old as per the classification given by Sindhu Devi (1994).

Sl. No.	Category of farm women	Age
1.	Young	Below 35 years
2.	Middle age	35-50 years
3.	Old	Above 50 years

#### 3.4.2.2. Educational status of the respondent

It is defined as the level of formal education attained by the respondent. Education was measured using the scoring system followed by Trivedi (1963) with slight modifications. The scoring system was as follows.

Category	Score
Illiterate	1
Can read only	2
Can read and write	3
Primary level	4
Middle school	5
High school	6
Collegiate education	7
Professional education	8

### 3.4.2.3. Educational status of the family

It refers to the level of formal education attained by the members of the family.

Trivedi (1963) measured the family educational status by averaging the total educational status with the effective family size. Here the effective family size refers to the size of the family excluding members below the age of five. The same procedure used by Ray (1967) and used by Jayalakshmi (1996) was followed in this study with slight modifications in the scoring pattern. The scoring system used was as follows.

Category	Score
Illiterate	1
Can read only	2
Can read and write	3
Primary level	4
Middle school	5
High school	6
Collegiate education	7
Professional education	8

### 3.4.2.4. Land holding

In the present study, land holding refers to the total land owned by the group member.

This variable was measured by directly asking the respondents the total land possessed by them.

The respondents were categorised as given below.

Land holding (cents)	Score
0-15	1
16-30	2
31-45	3
46-60	4
61-75	5
76-90	6
Above 90	7

#### 3.4.2.5. Annual income

Annual income is defined as the total earnings of the family for one year. This was obtained by adding the income earned by all adult members of the family and income from land for one year.

This was measured by directly asking the respondents what their annual income was and it was recorded as such with different forms of income from other means of livelihood.

### 3.4.2.6. Social Participation

Sadamate (1978) defined social participation as participation of individual in various formal social institutions either as a member or as office bearer.

Social participation was operationally defined as the degree of involvement of group members in social organisations as a member or as an office bearer and the regularity in attending the activities of these organisations.

In this study, social participation was measured using the scale developed by Kamarudeen (1981) latter used by John (1991). This scale was having two dimensions namely membership in organisations and participation in organisational activities. The score were assigned as follows.

#### 1. For membership in organisation

No membership in organisation	-	0
Membership in each organisation	-	1
Office bearer in each organisations	-	2

#### 2. Frequency of participation

Never attending any of the meetings	-	0
Sometimes attending meetings / activities	-	1
Regularly attending meetings	-	2

The scores obtained by a respondent on the above two dimensions were summed up across each item for all the organisations which gave the social participation score.

#### 3.4.2.7. Trade unions participation / Political participation

It is the degree of involvement of the respondent from mere membership to organisational positions and her active participations in the activities of various political organisations (trade unions).

This was measured using the method followed by Trivedi (1963) with suitable modifications in the items and weightages.

The items and weightages were as follows.

Items	Weightage
No membership in trade union	0
Membership in trade union	1
Office bearer in trade union	2

With regard to the attendance at the meeting of the organisations, the scoring pattern followed was

Items	Weightage
Never attending	0
Occasionally attending	1
Regularly attending	2

The scores obtained by a respondent for membership and attendance were added up to get the final score.

#### 3.4.2.8. Extension participation

Extension participation was operationally defined as the extend of participation by a group member in various extension programmes / activities conducted in the area, during the previous year Extension participation was measured using the procedure followed by John (1991). The participation of each respondent in the various extension activities whenever conducted during the previous year was used to arrive at extension participation score.

Frequency	Score
Always attend	2
Sometimes attend	1
Never attend	0

The scores obtained by the respondent for each extension activity was summed upto arrive at the individual's score of extension participation.

#### 3.4.2.9. Information Source Utilisation

Information source utilisation was operationally defined as the extend of use of different information sources by a group member with a view to obtain information about ways and means for improving effectiveness of group.

The procedure followed by Nair (1969) was adopted in the present study with slight modifications. Each respondent was asked to indicate as to how often he obtained information regarding improvement of effectiveness of groups from each of the listed mass media and interpersonal sources.

The range of response and the scoring pattern was as follows

Response	Score
Frequently (twice or more in a week)	- 5
Most often (once in a week)	- 4
Often (once in a fortnight)	- 3
Sometimes (once in a month)	- 2
Rarely (once in a year)	- 1

The scores were summed up across each item to form the score of the respondent for information source utilisation.

### 3.4.2.10. Period of engagement in group activities / period of group work

This is operationally defined as the actual number of years each individual member has engaged in the activities of her group.

The procedure followed to measure farming experience by Shilaja (1981) was followed here. The period of group work is measured by asking the respondents their experience in group work in years on the date of interview and recording it. A weightage of '1' each was given to every 5 years of experience in group work.

Score assigned was as follows

No. of years	Score
1 - 5	1
6 - 10	2
11 - 15	3
16 - 20	4
21 - 25	5
26 - 30	6
31 - 35	7
36 - 40	8
> 40	9



### 3.4.2.11. Cosmopolitaness

Rogers and Svenning (1969) defined cosmopolitaness as the extent of contact with outside village such as visiting the nearest town, the purpose of visit and the membership in organisations outside the village.

The same definition was used by Nelson (1992) Ramachandran (1992) and Sindhudevi 1994.

In this study also cosmopolitaness was referred as above. Scoring procedure developed by Desai (1981) and used by Nelson (1992) with slight modification was adopted in this study also.

The scoring pattern is as follows :

1) Frequency of visit to the nearest town	Score
Twice or more in a week	5
Once in a week	4
Once in a fortnight	3
Once in a month	2
Seldom	1
Never	0
2) Purpose of visit	
All visits related to her work	5
Some relating to her work	4
Domestic purposes	3
Entertainment	2
Any other purpose	1
No response	0
3) Membership in organisations outside the village	
Member	1
No membership	0

### 3.4.2.12. DRDA / Block visit

DRDA / Block visit is operationally defined as the frequency of visit of a group members to the DRDA office / Block office.

The scoring procedure adopted by Sundaram (1986) was followed here with slight modifications. The procedure followed is as follows.

Frequency	Score
Twice or more in a week	6
Once in a week	5
Once in a fortnight	4
Once in a month	3
Once in two months	2
Very rarely	1
Never	0

### 3.4.2.13. Training

Training is operationally defined as the number of trainings which the group member have undergone for the success of their group work.

Training is measured by asking the respondents the actual number of trainings they have undergone for their group work.

### 3.5. Identification of constraints

One of the objectives of the study was to identify the constraints experienced by the group members in their group functioning.

Various researchers have used different methods to identify the constraints. Some of them are given below.

Samad (1979) identified constraints in the proper functioning of the coconut package programme using the cumulative index technique.

Ramanathan (1987) developed a constraint index for measuring the constraints in the adoption of high yielding cassava varieties.

Chandran (1989) identified constraints in the adoption of recommended agricultural practices under the pepper development programme by asking the respondents to speak out the constraints on a priority basis and based on the frequencies of the pooled constraints they were numerically ranked.

In the present study constraint is operationalised as those items or difficulties or problems faced by the group members which hinders the effective functioning of the group.

After discussion with the DRDA officials and based on the experience and observation of the researcher and based on literature on success and failure of DWCRA groups, 31 constraints were tested. The group members were

asked to record their agreement or disagreement regarding the relevancy of these constraint as hindering group action. The agreement was given a score of 1 and disagreement was given a score of 0. The total frequency of agreement for each constraint was found out and the percentage of agreement of each constraint was worked out. Based on the percentage the constraints were ranked.

The group members were asked to record other constraints which they feel important other than those listed also. These constraints were also ranked. The constraint with the first rank numbers was considered as the most serious one followed by others in the order of increasing rank order.

### **3.6. Suggestions to overcome constraints**

In the present study suggestions are operationalised as those methods or techniques to overcome the constraints experienced in group action.

Based on discussions with DRDA officials, review of literature and discussion with a cross section of group members in different parts of Thiruvananthapuram district a list of 18 suggestions were listed. The group members were asked to select suggestions from among the list given. They were also asked to give suggestions which they felt relevant other than the one given in the list. The selected suggestions by each members was given a score of 1 and the non selected suggestions were given a score of 0. The frequency of selection of each suggestion was found out and percentages were worked out. Based on percentages got the suggestions were ranked. The suggestion

getting the first rank was considered as most important when ranks were arranged in the increasing rank order.

### **3.7. Data collection procedure**

An interview schedule including all aspects mentioned above was prepared in English for collecting data from the respondents.

The data collection was done during the months of December-January. All the 200 respondents were directly interviewed by the researcher. The respondents were contacted in their respective areas of group work and a good rapport was established before the survey. The questions were put in a conversational manner and responses were recorded in the schedule by the interviewer herself.

### **3.8. Statistical tools used in the study**

The data collected from the farmers were coded, tabulated and analysed using the following statistical techniques viz., percentage analysis, correlation analysis, rank means, Mann Whitney 'U' test etc.

#### **3.8.1. Mann-Whitney 'U'- test**

To test the significance of group characteristics between women in effective groups and noneffective groups, this test was administered.



The test criterion

$$U = \frac{n_1 n_2}{2}$$

$$Z = \frac{U - \frac{n_1(n_1+1)}{2} - \frac{n_2(n_2+1)}{2}}{\sqrt{\frac{n_1 n_2 (n_1 + n_2 + 1)}{12}}}$$

where U, the statistic =  $n_1 n_2 + \frac{n_1(n_1+1)}{2} - T_1$

or

$$n_1 n_2 + \frac{n_2(n_2+1)}{2} - T_2$$

$n_1$  = size of the first sample

$n_2$  = size of the second sample

$T_1$  = Sum of the ranks of first sample

$T_2$  = Sum of the ranks of second sample

If the calculated 'Z' value is greater than 1.96, we conclude that the samples differ significantly and viceversa, at 5 per cent level of significance. The calculated value is compared with 2.58 at 1 per cent level of significance.

This test was employed in the present study to test whether there is significant difference between the effective and noneffective groups with respect

to the group characters studied. Significant difference in group characters between effective and noneffective groups implied that those characters showing significant difference are conducive for rural development. This test was also implied to study if there was significant difference between the selected personal and socio-psychological variables in the effective groups and noneffective groups.

### **3.8.2. Simple correlation analysis**

*This is defined as the intensity of association between two variables.*

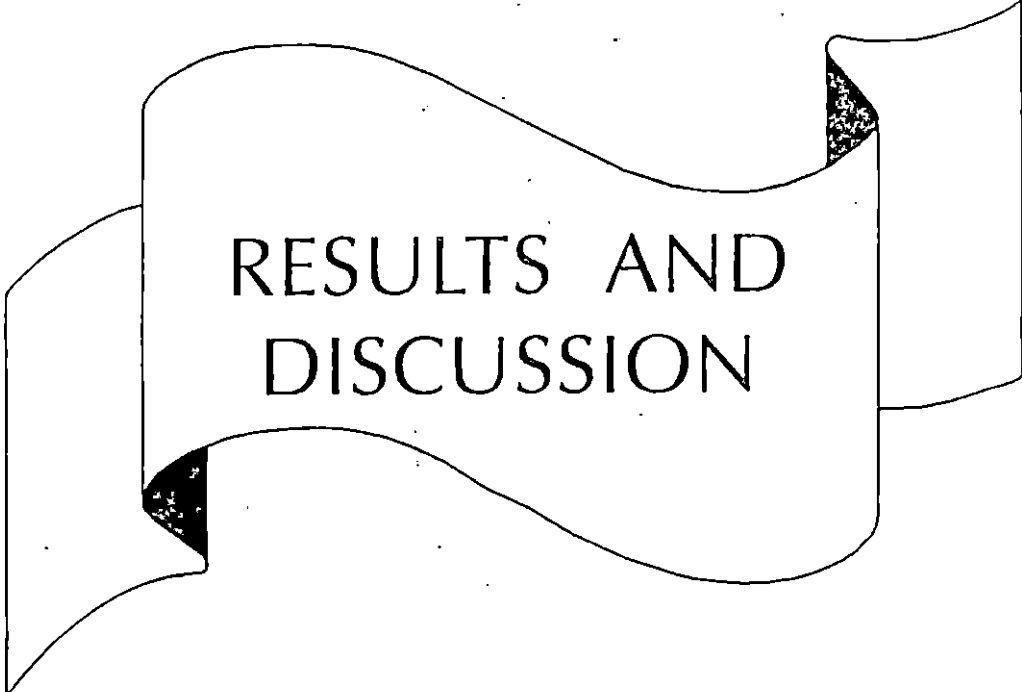
The nature and degree of relationship between the independent variables (personal and socio-psychological variables) (X1) and the dependent variables (groups characteristics) (y) was determined by simple linear correlations in the present study.

### **3.8.3. Percentages**

Percentages were used for finding out the constraints identified by the group members and to find out the suggestions to overcome these constraints. Based on the percentages ranks were assigned to both constraints and suggestions.

### **3.8.4. Mean scores**

Mean scores were used for comparing the group characteristics in the effective and non effective groups. Mean scores were also used to compare the personal and socio psychological variables between the effective and non effective groups.



RESULTS AND  
DISCUSSION



## RESULTS AND DISCUSSION

The findings of the present study and discussion thereon are presented in this chapter under the following heads.

- 4.1. Identification and study of the group characteristics which are conducive for rural development in the selected groups
- 4.2. Comparison of effective and noneffective groups based on their selected personal and socio - psychological variables
- 4.3. Relationship of group characteristics with personal and socio - psychological variables
- 4.4. Constraints experienced by the groups
- 4.5. Suggestions to overcome the constraints
- 4.6. Measures to involve the groups more effectively in group action

#### **4.1. Identification and study of the group characteristics which are conducive for rural development**

The results of the study are presented in Table I. From among the 15 variables studied 14 group characteristics are identified as conducive for rural development. From the results of the Mann Whitney U' test presented in Table I, 14 group characteristics were found as conducive for rural development and it is listed on Table IV. The results are discussed in detail.

##### **4.1.1. Interdependence of members**

From Table I it is found that there is significant difference between the effective and noneffective groups with regards to this group character. The table shows an Z value of 11.75 which is significant at 1 per cent level of significance. The mean score of this variable in the effective groups is 38.33 and that in noneffective groups is 27.88. This is represented in table I and Fig. 3.

The results clearly indicate that the effective groups showed a high score of interdependence of members which has contributed to the success of this group when compared to the noneffective groups. Interdependence of members is an indispensable character of any group. Members of group join the group in order to achieve some needs which they cannot achieve independently. The interdependence of group members facilitates group goal achievement. The strength of unity is the chief emphasis of any group. In a group if the members act independently this will lead to the disintegration of the group. Lewin (1939) opined that interdependence of members was the criterion of a group, as it was of any unitary whole.

Table 1. Results of Mann - Whitney 'U' list

Sl. No.	Variables	Mean score		W	Z
		Effective group N = 98	Noneffective group N = 102		
1.	Interdependence of members	38.33	27.88	9806.5	11.75**
2.	Group interaction	47.83	35.85	9668.5	11.41**
3.	Group Decision making	37.92	27.92	9666.5	11.41**
4.	Group leadership	43.04	34.92	9483.0	10.96**
5.	Group Co-operation	38.02	28.95	9318.0	10.56**
6.	Group Cohesiveness	36.75	28.63	9252.0	10.40**
7.	Participation in group activities	47.14	39.28	8925.0	9.60**
8.	Interpersonal liking	42.50	35.70	8903.5	9.55**
9.	Group goal achievement	31.65	25.20	8641.5	8.90**
10.	Need satisfaction	46.78	34.10	8387.0	8.28**
11.	Interpersonal communication	27.18	23.65	7938.0	7.19**
12.	Group competition	27.60	23.87	7803.5	6.86**
13.	Interpersonal trust	40.35	35.62	7046.0	5.01**
14.	Group motivation	40.65	38.22	6715.0	4.20**
15.	Manageable group size	24.37	24.27	5650.5	1.59

\* Significant at 5% level (  $Z > 1.96$  )

\*\* Significant at 1% level (  $Z > 2.58$  )

Kretch *et al.* (1962) stated that the various roles in a group were interdependent. In a group situation any action of the group is for the betterment of the group members as a whole, and not for any individual members. This view was supported by Fiedler (1967) who suggested that by the term group, we generally mean a set of individuals who share a common fate, that is, who are interdependent in the sense that an event which affects one member is likely to affect all.

The fate of the group, be it a success or failure affects all the group members. The members of the group are interdependent on each other not only in the various activities of the group but also on the results their actions reap. They share the activities and the results equally without any complaints. This creates a binding between the members. Each member feels that the existence of the other member is highly essential for the satisfaction of their individual needs. This makes the groups more cohesive. This view was supported by Hussain (1992) who opined that interdependence of group members is a very important character affecting group cohesiveness.

Cartwright and Zander (1968) defined group as a class of social entities having in common the property of interdependence among their constituent members. Wilson (1978) opined that for a group to form, not only the individuals must have a common goal, but this goal must be one that required interdependence among members to be attained.

Another view differing from the ones already discussed is the view of Miller and Hamblin (1963). They found an inverse relation between group

productivity and differential rewarding under high task interdependence. But the results of the present study shows that a significant difference is shown between the scores of interdependence of members in the effective and noneffective groups. From this we can infer that interdependence of members is an important group characteristic that led to the success of the effective groups. The failure of the noneffective groups is also due to the low level of interdependence shown. The members of these noneffective groups acted independently. In many of the noneffective groups it was found that the group members instead of working at the work place, they carry the raw materials to their respective homes and worked there. Some members even sold the products on their own. This led to the disintegration of the group and it led to the noneffectiveness of the group. In such instances, the concept of group was not given any importance.

From the results of the present study it can be concluded that interdependence of members is an important group characteristic that is conducive for rural development.

#### **4.1.2. Group interaction**

The mean scores of group interaction in both the effective group and noneffective groups are presented in Table 1. and Fig. 3. From the table, it is seen that group interaction has a mean score of 47.83 in effective groups and mean score of 35.85 in noneffective groups. The table shows the Z value of 11.41 which is significant at 1 % level of significance. The significant value of

Z shows that there is significant difference between the effective groups and noneffective groups with regard to this group character. From this result, we can infer that group interaction is an important group characteristic that determine the success of the effective groups.

Group interaction should be high to facilitate goal achievement. Through group interaction or interaction between the members, actions of each person will affect the other. Apart from the high score of group interaction, it should be in a positive direction for the betterment of the group. Through interaction we can overcome the 'interpersonal obstacles' such as individualisation, competitive motivation, dislike etc. which makes the group uncomfortable. The results of the study implies that the group interaction in the effective groups was high and also in a positive direction. Hence group interaction facilitates co-operation among members and it will help to resolve the conflicts among the group members. Israel (1956) opined that interaction facilitates goal achievement. According to Thibaut and Kelley (1959) in every case that we would identify as an instance of interaction, there is atleast the possibility that the actions of each person affect the other. The results indicate that group interaction have affected the conformity of group opinions in the effective groups. This would have directed the group members to develop uniform opinion and work in unision for the achievement of the goals which the group has set. In a good interaction system, the members will agree with each other and they would be free to give opinion, information and suggestions. This will help them to overcome hesitations to ask for opinion, information and suggestions.

Table II. Summary data of effective groups

Sl. No.	Variables	Mean $\pm$ SE	Co-efficient of variation %
1.	Interdependence of members	38.33 $\pm$ 0.199	5.14
2.	Group interaction	47.83 $\pm$ 0.257	5.33
3.	Group decision making	37.92 $\pm$ 0.248	6.48
4.	Group leadership	43.04 $\pm$ 0.218	5.01
5.	Group co-operation	38.02 $\pm$ 0.215	5.60
6.	Group cohesiveness	36.75 $\pm$ 0.241	6.49
7.	Participation in group activities	47.14 $\pm$ 0.315	6.62
8.	Interpersonal liking	42.5 $\pm$ 0.337	7.84
9.	Group goal achievement	31.65 $\pm$ 0.338	10.57
10.	Need satisfaction	46.78 $\pm$ 0.875	18.51
11.	Interpersonal communication	27.18 $\pm$ 0.209	7.62
12.	Group competition	27.60 $\pm$ 0.355	12.73
13.	Interpersonal trust	40.35 $\pm$ 0.623	15.30
14.	Group motivation	40.65 $\pm$ 0.245	5.95
15.	Manageable group size	24.37 $\pm$ 0.103	4.20

A good interaction among the members will create a friendly atmosphere in the group which aids in success of the group. A proper work climate will be created in the groups if interaction level is high and that too in a positive direction. This congenial climate in groups will facilitate group goal achievement as suggested by Israel (1956). Collins and Guetzkow (1964) remarked that interaction enhances conformity of opinion.

Beal (1962) reported that group productivity can be increased through efforts both of the entire membership and of individual members to improve their human relation skills to foster both group interaction and also by continued evaluation of progress towards goals and of the means used to attain such progress.

Truax (1968) indicated that interaction generates understanding. Bochner (1975) pointed out that interaction serves to spread information. Spratt (1970) noticed the degree of interaction between members as making the difference between a group and a collectivity. Shaw (1977) defined group as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.

The high significant score of group interaction in the effective group might have generated a better understanding among the group members. This would have resulted in easy spread of information among members of the group. Each and every member would have influenced the other member to perform better. As Douglas (1979) pointed out interaction can be considered to be a



generative factor in all the other process and is thus susceptible to influence behaviour for enormous variety of needs. This significant score of group interaction is undoubtedly a reason for the success of the effective groups when compared to the noneffective groups. From the present study, we can infer that group interaction is an important group character that determines the success of the group and hence can be considered conducive for rural development.

#### **4.1.3. Group Decision Making**

The results are presented in Table 1 and Fig. 3. From the table it is inferred that the variable namely Group Decision making had a mean score of 37.92 in effective groups and a mean score of 27.92 in noneffective groups. The table shows an Z value of 11.41 which is significant at 1 % level of significance. The result shows that there is significant difference between the effective and noneffective groups and the group characteristic namely Group Decision making is having a significant effect in determining the success of the effective groups.

The results of this study cites the importance of this group character in effecting rural development. The correct decisions taken by the group in the right time will no doubtedly aid in the success of the group. Groups are capable of making more riskier decisions than individuals. All group members sit together and take decisions. A group decision is taken after getting consensus from all the members of the group or by majority voting.

Table III. Summary data of noneffective groups

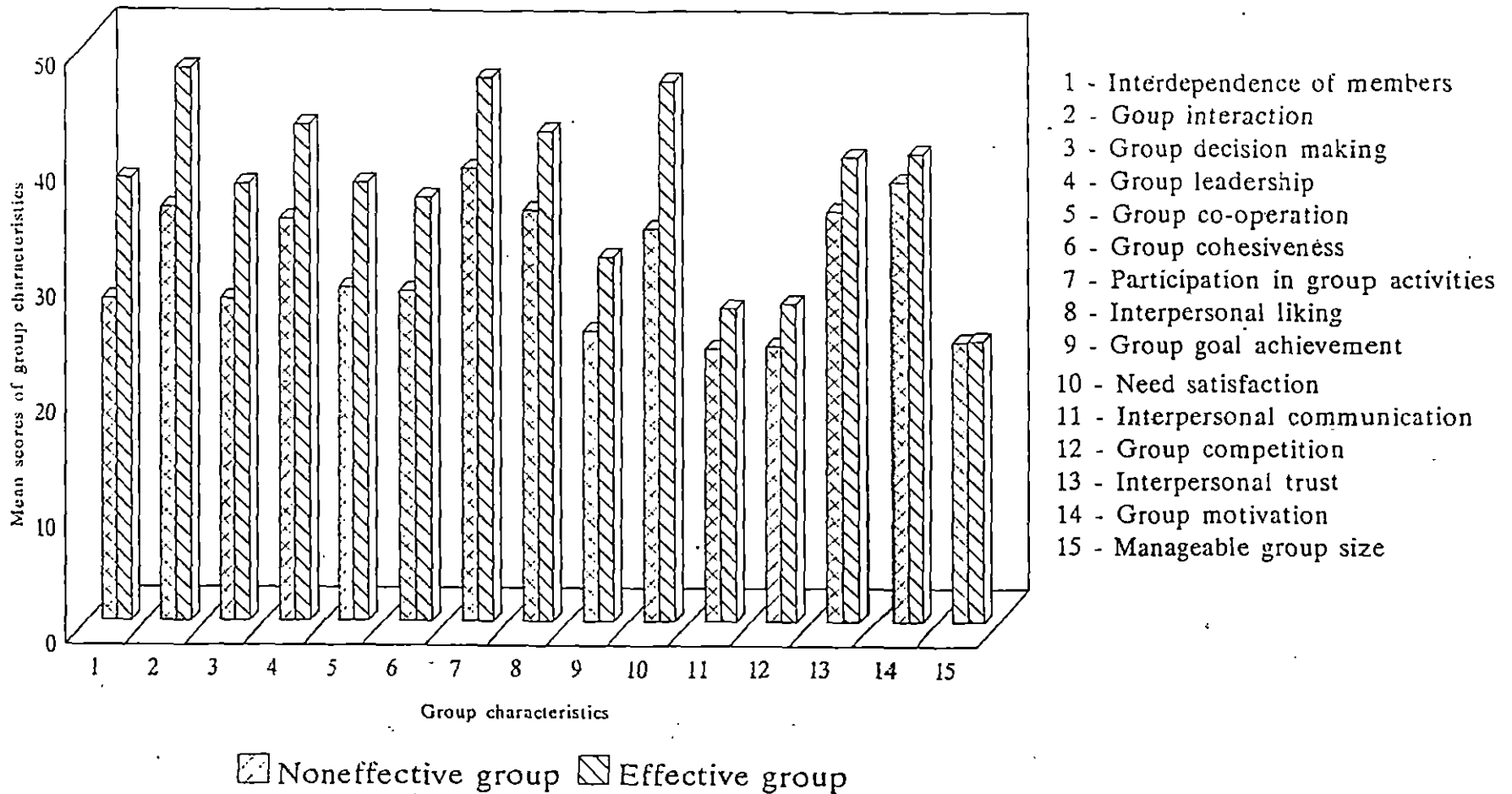
Sl. No.	Variables	Mean $\pm$ SE	Co-efficient of variation %
1.	Interdependence of members	27.88 $\pm$ 0.627	22.71
2.	Group interaction	35.85 $\pm$ 0.628	17.70
3.	Group decision making	27.92 $\pm$ 0.468	16.93
4.	Group leadership	34.92 $\pm$ 0.396	11.45
5.	Group Co-operation	28.95 $\pm$ 0.615	21.47
6.	Group Cohesiveness	28.63 $\pm$ 0.540	19.06
7.	Participation in group activities	39.28 $\pm$ 0.587	15.11
8.	Interpersonal liking	35.70 $\pm$ 0.520	14.70
9.	Group goal achievement	25.20 $\pm$ 0.470	18.85
10.	Need satisfaction	34.10 $\pm$ 0.722	21.40
11.	Interpersonal communication	23.65 $\pm$ 0.342	14.62
12.	Group competition	23.87 $\pm$ 0.405	17.13
13.	Interpersonal trust	35.62 $\pm$ 0.556	15.78
14.	Group motivation	38.22 $\pm$ 0.377	9.96
15.	Manageable group size	24.27 $\pm$ 0.100	4.16

All members feel important when the group decisions are put to practice as each one of them have contributed in taking the decisions. Moreover when the brains of all the members are put to use a group decision evolves which will be far better than the decisions taken by individuals separately. They will consider all aspects while taking the decisions. If any aspect is left over by a member, another gets an opportunity to point it out and correct the decisions. Stoner (1961) while comparing individual and group decision making found that decisions made by groups were riskier than prediscussion decisions made by individual members of the group. Wallah *et al.* (1962) found that group interaction and achievement of consensus on matters of risk produce a willingness to make more risky decisions than would be made by individuals working alone.

The participation of group members in the decision making process will help to motivate the members. They can contribute to the setting of group goals. They would have more interest in working towards achievement of the group goals as they themselves have set the goals. Their view was reiterated by Singh and Singhal (1969) who suggested that participation in decision making is the social and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in group activity. Flippo (1980) emphasised this view by saying that participation of workers in decision making will help the objective of setting the employees to go to work willingly and enthusiastically and also participation will motivate the labourers.

Srinivasan and Chunawala (1983) suggested decision making is the core of managerial activities in an organisation. The women group members when given an opportunity in decision making process, it helps to make them self sufficient. They can improve their economic condition and such participation would aid them in starting better enterprises through which their life standards can be increased. Heggade (1982) stated that women's participation in economic decision making was a vital means by which their economic dependency and social inequality could be removed. Their participation in decision making resulted in increasing the employment opportunity for women, increasing the produce and income level of community, reducing the exploitative elements in the economic system, co-operativizing the production, marketing and distribution.

Shaw (1977) opined that when one member is provided with additional information which is relevant to the group's task, his influence upon the groups decision depends upon the extent to which his information is accepted as valid by the other group members. In a group decision making the decisions taken by the leader alone is not practiced so there will be willingness among the members in obeying the leaders when the leader give direction to put these decisions into practice. The results of this study clearly indicate that the success of effective groups is promoted by the effective group decisions taken by their group. So we can identify this group character as important for rural development.



**Fig. 3. Comparison of mean scores of the group characteristics in effective and noneffective groups**

#### 4.1.4. Group Leadership

The mean score obtained for the variable namely group leadership is furnished in table 1. and Fig. 3. The mean score of group leadership in the effective groups is 43.04 and in noneffective groups the mean score is 34.92. From the table, it is seen that there is significant difference between the effective groups and noneffective groups characteristic, in terms of this group characteristic. The Z value for this character is 10.96 which is significant at 1 % level of significance.

From the results of the study it is evident that group leadership is an important group characteristic that decides the success of any group. A good leader becomes successful in gaining the co-operation of the group members in achieving the group goals. An effective group leader can influence the activities of the group members. A good leadership helps to organise the group. A harmonious situation will be created in the group and each and every member of the group can act freely. An efficient group leader co-ordinates the activities of the group members and directs their behaviour towards goal achievement. Tead (1935) defined leadership as the activity of influencing people to co-operate towards some goal which they find desirable. Stogdill (1948) also supports this view. He suggested that leadership is the process / act of influencing the activities of an organised group in its efforts towards goal setting and goal activeness.

A group leader motivates other members to practice the decisions which are taken by the group. He gathers more information for the group. Good group leadership creates an interest in other members in the activities of the group. The group leader should take active part in solving the problems faced by the group. He should voice for the group members among the DRDA / Block officials. He should bring the dreams and expectation of the group members to a reality. As penders (1956) states the leader should act as a harmonizer and pace setter for followers. Lindsey *et al.* (1975) opined that group leadership which shows consideration of the needs of followers, while also insisting on discipline and emphasising task achievement, is most successful in achieving the twin criteria of superior performance and high morale.

The reason behind the success of the effective groups can be attributed to the good group leadership which prevailed there. In many noneffective groups studied majority of the group members disliked their leader, They had no trust in their leadership as they always suspected that their leader was selfish and she worked in the group for her personal gain alone. In such groups the leader could not control the behaviour of her fellow members and hence cannot direct their activities towards goal achievement. In due course such groups became noneffective groups. Sreekumar (1990) reported that the success of group farming programmes dependent on effective farm leader. Hussain (1992) reported that lack of sustained group leadership was one reason for the failures of earlier group approaches. Hatte and Heimann (1992) also attributed lack of leader as the reason for failure of informal group called 'Murialu' in Karnataka state.

An efficient group leadership is especially important to maintain discipline in the group. She should have a proper vision as to how the group can be directed towards success and should act accordingly. The results of the present study indicate that the high score of group leadership led to the success of the effective groups. From the study we can infer that group leadership is an important group characteristic which is conducive for rural development.

#### **4.1.5. Group Co-operation**

Group co-operation is the group characteristic which secured a mean score of 38.02 in effective groups and a mean score of 28.95 in noneffective groups. The result is presented in table 1 and Fig. 3. The table shows that the Z value for this variable in Mann whitney 'U' test is 10.56. This Z value is significant at 1 % level of significance.

The significant result as shown in Table 1 helps us to infer that one of the reasons behind the success of the effective groups is the high score on this group characteristic when compared to the noneffective group. A study by Schutz (1955) brought out that compatibility of group members and the degree of co-operation between the members influenced the successful completion of the task and attainment of the goals of the groups. Co-operation among the members of the group is inevitable for the success of the group and only if there exists co-operation, there would be better group performance.

The concept of 'social space' as given by Simmel which is defined by boundaries as in the case of groups pave the way for more co-operation. The



interaction of an individual and his orientation could be considered as the different areas of social space he occupies as a member of the group.

Co-operation among the group members is essential right from the planning stage upto the final achievement of group goals. Co-operation helps the group members to combine their efforts in a more or less organised way, for attaining the goals. The members of the group should co-operate with each other in sharing information, in procuring raw materials, marketing the produce, maintaining books and accounts etc. The tasks of the groups can be achieved if the members act in a co-operative manner. Schiller (1959) remarked that group management is rather a form of individual farming on co-operatives lines. Deutsch (1949) found that co-operative groups engaged in more specialized activities, were more productive and had higher morale than competitive groups. Shaw and Briscoe (1966) found that co-operation requirements of the task is an important determinant of group effectiveness, and that its effects may be modified by other influences upon group process. According to Sharma (1979) co-operation is the process by which individuals or groups combine their efforts, in a more or less organised way for the attainment of common objectives.

Co-operation among the group members helps to maintain a harmonious situation in the groups. This help to avoid conflicts among the group members. Co-operation helps to generate a better understanding among the group members. The high score of group co-operation of the groups can be attributed to be the reason for the success of the effective groups. The significant difference shown in respect of this group characteristic may be one of the reasons for the success of the effective groups when compared to the noneffective groups.

Table IV. List of group characteristics identified as conducive for rural development

Sl. No.	Group characteristics	Z value
1.	Interdependence of members	11.75
2.	Group interaction	11.41
3.	Group decision making	11.41
4.	Group leadership	10.96
5.	Group Co-operation	10.56
6.	Group Cohesiveness	10.40
7.	Participation in group activities	9.60
8.	Interpersonal liking	9.55
9.	Group goal achievement	8.90
10.	Need satisfaction	8.28
11.	Interpersonal communication	7.19
12.	Group competition	6.86
13.	Interpersonal trust	5.01
14.	Group motivation	4.20

The results of this study are in accordance with the findings of Rao (1989), Gautam and Shimla (1990) and John (1991).

Rao (1989) pointed out that the essential element of group action is the co-operation between the members of the group and it can be achieved only by a dedicated leadership. Gautam and shimla (1990) opines that the problem of non functioning DWCRA groups in Himachal Pradesh was due to lack of co-operative zeal among members of the group. John (1991) opined that co-operation among the members of the group is inevitable for the success of the group and only if there exists co-operation there would be better group performance.

From the results we can infer that group co-operation is an important group characteristic that determines the success of the group and it is identified as a group characteristic that is conducive for rural development.

#### 4.1.6. Group Cohesiveness

The results of the study presented in Table I and Fig. 3. Shows that Group Cohesiveness has a mean score of 28.63 in noneffective groups. There is significant difference between the effective and noneffective group and it is shown by the Z value. The Table I shows an Z value of 10.40 for this variable which is significant at 1 % level of significance.

From the results of the present study it is evident that Group Cohesiveness is an important characteristic of group which determines the

success of the groups. The high level of cohesiveness helps to bind the members to the group, whatever the result of group action may be. Even if some setbacks occur to the group, a highly cohesive group will overcome such adverse conditions as the members will be still attached to the group. The presence of high level of cohesiveness will avoid the disintegration of the group when adverse situations are faced. Festinger (1950) defined group cohesiveness as the resultant of all the forces acting on the members to remain in the group. Festinger *et al.* (1950) also found that the members of cohesive groups usually acted in conformity with group standards. The pressures towards uniformity increased with increasing group cohesiveness.

The success of the effective groups can be attributed to the high score of group cohesiveness of this group. In a cohesive group the members will be able to influence other members to a larger extent and subsequently group goals will be achieved very earlier. All the members of a cohesive group are motivated to work together for the common goals which the group has set. In a highly cohesive group there is increased attraction between the members and members will act in a more friendly and co-operative manner. The members will help each other to achieve the group goals. The member participation will be high in more cohesive groups.

Schachter *et al.* (1951) found that cohesion is directly related to the degree of members influence on each other, and the direction of influence determine the productivity of a group. Similarly Van Zelst (1952) reported positive relationships between measures of cohesiveness and productivity

indices. The performance of the group is determined by the cohesiveness of the group. This view is supported by Seashore (1954) who found that the greater the cohesion, the greater the influence the group will have over the behaviour of members and subsequently, group performance. Zander and Cartwright (1967) opined that a cohesive group might be characterised as one in which all the members work together for a common goal.

In a highly cohesive group the interpersonal communication is greater and the group interaction is positively oriented. Taylor (1958) concluded that group cohesion or solidarity increases with each succeeding objective or goal the group reaches.

The greater the solidarity of a group, the more capable it is to withstand outside pressure and to triumph over incipient and internal factions. Hare (1952) found that members of high cohesive groups exhibited less anxiety than members of low cohesive work groups. Ghosh (1995) opined that cohesiveness takes care of social, emotional and functional interactions among group members which ultimately leads the group to substantial achievement even in the absence of individual excellence within the group. He found that for enhancing group cohesiveness it is necessary that educational status of women members must be raised.

Shaw (1977) opined that members of high-cohesive groups communicate with each other to a greater extent and the content of group interaction is positively oriented, whereas members of low cohesive groups are less

communicative and the extent of their interactions is more negatively oriented. Members of high cohesive groups are co-operative, friendly and generally behave in ways designed to promote integration, whereas low cohesive members behave much more independently with little concern for others in their group.

Group cohesiveness is the basic of all group characteristics that determine the success of the group. In the absence of cohesiveness a group cannot survive. In a cohesive group greater co-ordination of the efforts of the members occurs. The members of the group will have a team spirit which creates a greater commitment among the members to the accomplishment of the group tasks. This helps them to withstand external pressures, resolve their conflicts and creates a high level of satisfaction among the group members.

From the results of the present study we can infer that group cohesiveness is a group characteristic that determined the success of the effective groups. In the non effective groups many members showed tendencies to leave the group in times of difficulty. The high cohesiveness among the effective groups helped to bind the group members together and hence the success of the effective groups. From the result we can identify group cohesiveness as a group characteristic which is conducive for rural development.

#### **4.1.7. Participation in group activities**

The results as illustrated in Table I and Fig. 3. shows that this variable has a mean score of 47.14 in effective groups and 39-28 in noneffective groups.

The Z value from the table is 9.60 which showed a significant difference between the effective and non effective groups with regards to this group characteristic. This Z value is significant at 1 % level of significance. The difference in the mean scores is represented in Fig. 3. The results indicate that participation in group activities is an important group characteristic that determines the success of the group.

Participation in group activities is undoubtedly an important group characteristic that determined the success of the effective groups. All the members would have participated in the various group activities. Then only the group goals can be achieved. High level of co-operation and participation is needed for the success of any groups. Greater the participation of members in the group activities, better will be the performance of the group. Beal (1962) observed that group productivity was related to the opportunities provided for member participation. The more a member participated, the more favourable were his attitude towards the group and greater his feeling of concern for the group and identify with the group.

Shaw (1977) found that physical environment, personal environment, group composition and group structure affected the effective participation in groups. From the results of the present study we can assume that in effective groups, effective participation resulted as the physical environment, personal environment, group composition and group structure were favourable. Szilagyi and Wallace (1980) opined that participation in establishing goals and norms creates commitment by the participating members. If the established goals and

norms are challenging, the group may concentrate more on task accomplishment than on interpersonal issues.

In groups with greater interpersonal liking participation will be more. The high score of interpersonal liking of effective groups can be attributed to be one reason for the greater level of participation of group members in this group. Sithalekshmi and Jyothimani (1994) found that formation of groups with like minded members goes a long way in making the members feel that the group is a pleasant entity to be part of and if group formation is satisfactory, opportunities for participation would be greater.

John (1991) opined that participation of members in group activities increases the group performance. Hussain (1992) suggested that if there is participation in group activities, it is easier to achieve group goals.

Participation of members in the group activities will enhance the amount of interaction among the group members. This would lead to better interpersonal relations. Group decision making occur only if the participation of members is effective. As the members have more and more participation, easier achievement of group goals occurs. This would create more interest among the members to work in the group. Greater interpersonal trust occurs as a result of increased interaction by participation. In groups where participation of members is more the job of the leader is easy. The leader can direct the group towards success very easily Jose (1994) described participation in group activities as being powered by two core beliefs. They are "one, a group can make far better



decisions than an individual because the group has available to it more information, brains and skills than a single individual and two, people work hard to implement something they have collectively designed or decided. Control and co-ordination vest in the group as a whole than in a boss”.

From the discussion above, it is quite clear that participation in group activities is an important group characteristic that determines the success of the group in terms of performance. The success of the effective groups is due to the high score of participation of group members. From the result we can conclude that participation in group activities is an important group characteristic that is conducive for rural development.

#### **4.1.8. Interpersonal liking**

The results given in Table I and Fig. 3. shows that this group characteristic has a mean score of 42.50 in effective groups and a mean score of 35.70 in noneffective groups. The Z value for this variable was found to be 9.55. The Z value for interpersonal liking as per Table I is significant at 1 % level of significance.

The greater score of interpersonal liking of the effective groups may be due to the interpersonal attraction. The greater the liking between two members greater their willingness to work together. Interpersonal liking creates more co-operation among the group members. The more the interpersonal liking then the groups will be rendered more homogeneous. The members of the group

will have more commonness among themselves. Interpersonal liking as it increases, creates a 'we feeling' among the members. Moreno (1934) and Festinger (1950) stated that group cohesion was based upon interpersonal attraction. Lang (1972) referred to a sense of commonness, interpersonal attraction, norms, cohesion and awareness of membership as the group process. The greater the interpersonal liking between the members better performance of groups results. Many authors have attributed many reasons for interpersonal liking as Heider (1958) theorized that similarity should produce interpersonal attraction. Jackson (1960) demonstrated that a person's attraction to his work group is directly related to the degree that others consider him valuable to that group. Byrne and Clore (1966) stated that the more similar in attitude the other person appeared to be, the more he was liked. Curry and Emerson (1970) found that individuals liked other persons who had favourable attitude towards them.

The more a person is attracted to the other person the more he was liked. Newcomb's (1961) ABX theory of attraction relates attraction between persons to the attitude that they hold in common towards objects. Lott (1965) suggested that personal attraction helps group members overcome obstacles to goal accomplishment and personal growth and development. The group members may have similar or different individual characteristics and traits, the key factor, however, is that they enjoy working with each other.

The group members will have more liking when the group goals are achieved. They would have more liking towards the groups as well as more interpersonal liking. When interpersonal liking in a group is high then the

members will have a better desire to work with each other. All the members will work in unision. There would be greater interdependence among members. As the interpersonal liking increases the cohesiveness of the group increases. Konopka (1963) described cohesion as a feeling of belonging. John (1991) defined interpersonal liking as the degree of affection of an individual with other members of the group to which he belongs. Cohen *et al.* (1980) found that another factor which can lead to a greater feeling of liking among group members is for the group to be successful in achieving its goals at any particular time. If a group seems to be successful at getting what it wants, that makes the group more attractive to members and seems to carry over in the way that members feel about one another.

From the results of the present study we can infer that the group characteristic namely Interpersonal liking had contributed significantly to the success of the effective groups and hence it can be considered as a group characteristic that is conducive for rural development.

#### **4.1.9. Group goal achievement**

The mean score of group goal achievement in the effective groups and noneffective groups are furnished in Table 1 and Fig. 3. The results indicate that there was significant difference between the mean score in the case of effective group and non effective group. The effective group had a mean score of 31.65 while the noneffective group had a mean score of 25.20 . From the Table II it is clear that the two groups have a significant difference with respect

to group goal achievement. The Z value got is 8.90. This shows that both the effective group and non effective groups showed a significant difference with regard to the group character group goal achievement at 1% level of significance.

It is quite understandable that the group members of the effective groups showed a high score in group goal achievement. It is the achievement of group goals which drives any group towards success. With the achievement of each goal put forward by the group the members will be satisfied and this will drive them to workhard so as to achieve more and more group goals. The group goals as put forward by Horwitz (1954) would have acted as an inducing agent in that they motivate group members to work towards their achievement.

The women group members have joined these groups in order to achieve common goals. The feeling that the group goals are within their reach inspires the members to work in the group. The low score of group goal achievement for the non effective group may be the possible cause that those groups are termed non-success groups. When the goals put forward for the group are not achieved, the members of the group will become depressed which affects their further working potentiality. Their interest in the working in the groups ceases. When some of the group goals are achieved in the earlier stages of group activity the members will be inspired to work harder and achieve more group goals. The group goals achievement creates a sense of confidence in the group members that their group will become successful. Some of the group goals achieved at the initial stages will help the survival of the group, even when some of the goals are not achieved later. In the initial stages of formation of any group, the

success in achievement of group goals is highly essential. It will give the group members more courage to stand by the group even when some setbacks are faced.

Shelley (1954) and Horwitz (1954) found that the individuals establish goals, for the group and respond to goals achievement in essentially the same way that they respond to personal goal achievement.

Sherif and Sherif (1956) opined that group cohesion will be increased by success in achieving the group's goals. Taylor (1958) also supported this view that group cohesion or solidarity increases with each succeeding objective or goal the group reaches. Zander and Medow (1963) found that the group's level of aspiration was more often raised following success than it was lowered following failure. Shaw (1977) opined that group members who accept their goal are motivated to enact activities that are expected to aid in the achievement of this goal, and they are pleased when there is movement towards the goal or when the goal is achieved.

Schutz (1958) found that the more compatible a group, the more it would approximate goal achievement. The members of the effective groups studied here may be more compatible. This may be one of the reasons for a high score in group goal achievement by this group. Cohen *et al.* (1980) opined that if a group seems to be successful in achieving the group goals, that makes the group more attractive to members and seems to carry over in the way that members feel about one another. Hussain (1992) suggested that if there is full involvement

of group members then the group goal will be achieved without any difficulty. This full involvement of members of effective group may be one of the reasons for the achievement of the group goals by the effective group.

From the present study, it is quite clear that group goal achievement is an important characteristic of the women's group which determines the success of the group. So from the results of the present study we can infer that group goal achievement is an important group characteristic that affects rural development.

#### **4.1.10. Need satisfaction**

The mean scores of need satisfaction in the effective groups and non effective groups are furnished in Table 1 and Fig. 3. The results shows that there is significant difference between the effective groups and non effective groups in respect of need satisfaction. The Z value got is 8.28 which is significant at 1 % level of significance. The effective group has a mean score of 46.78 and the non effective group has a mean score of 34.10.

The group character need satisfaction is an important characteristic that determines the success of any group. Groups are formed to satisfy individual needs. They ceace to exist when they no longer serve the purpose of satisfying the needs of the group members. This view was supported by Cattell (1948 and 1951) Thibaut and Kelley (1959) assumes that the existence of the group is

based solely upon the participation and satisfaction of individuals in the group. The group members are satisfied when their group become successful.

The need satisfaction of the group members is dependent on the interpersonal relations within the group, the attractiveness of the other group members, their attitude towards the members and their attitude towards belonging to the group. The result indicate that in effective group there is high score of need satisfaction. From this we can presume that the effective group has a favourable climate, better interpersonal relations exists within the group, the members of the group finds each other to be more attractive and each member has a positive attitude towards one another and also towards the group as a whole. These may be the reasons for the high score of need satisfaction of the effective groups.

The needs of the individual members should be compatible with each other. Then only the achievement of group goals will satisfy the individual members. Davis (1969) found that in homogeneous groups the compatibility with respect to needs, motives and personalities has been found to be conducive to group effectiveness, because it facilitates group co-operation and communication.

From the result we can presume that the effective group had served to gain better co-operation and communication among the group members. This would have resulted in high score of need satisfaction of the effective group members. There are so many needs that motivate the group members to join

groups. They include physiological needs, safety needs, needs of belongingness, esteem needs and self actualisation needs. The membership in the effective groups helps to satisfy their physiological needs, safety needs, and to some extent their need of belongingness. Their main aim in joining groups is to provide food for themselves and their family. Apart from this, the members feels a sense of security being the members of the group.

Shaw (1977) opined that groups that fail to satisfy the need or needs of individual group members usually disintegrate. A similar view was given by Shah (1993) who suggested that a self-help group can be sustainable only if it serves purposes important to its members. This shows the importance of the group character namely need satisfaction. From the results we can infer that need satisfaction is an important group character that caused the success of the effective groups and it can be identified as one of the group characteristic that is found to be conducive for rural development.

#### **4.1.11 Interpersonal communication**

The mean score of Interpersonal Communication is presented in Table I and Fig. 3. From the table the mean score of interpersonal communication in effective groups is found to be 27.18 and in noneffective groups is found to be 23.65. The results indicate that there is significant difference between the effective and noneffective groups in terms of the group characteristic interpersonal communication. The Z value was 7.19 which is significant at 1 % level significance.



Efficient interpersonal communication is highly essential for the success of any group. If the interpersonal communication is effective then the group will get organised properly. A proper organisation is needed to drive the group towards achievement of group goals. For the free flow of information a proper interpersonal communication is needed. In a group situation the most efficient source of communication is the interpersonal communication.

Katz and Kahn (1966) concluded that in a well functioning system, interpersonal communication must flow both ways freely and that informal communication bypasses and parallels the formal hierarchical pattern. Reddy and Sahay (1971) found that key leaders exhibited more intense interpersonal communication than ordinary leaders.

Interpersonal communication is essential to foster behavioral changes among the group members. Effective interpersonal communication helps in conducting group discussion and meetings properly. The ideas of one group member can be transferred to the other group members effectively only when communication is effective. Proper interpersonal communication is essential for the resolution of conflicts among group members. Co-operation among the members for the achievement of any group activity can be sought only if there is good interpersonal communication. Good interpersonal communication improves the pattern of interaction among the group members making it more cohesive. The fidelity of communication is of utmost importance, otherwise the message communicated will be distorted and sometimes create clashes among group members.

The high score of interpersonal communication in the effective groups may be attributed as one of the reasons for the success of the groups. In many noneffective groups it was found that the women members had a quarreling nature and the leader lacked interpersonal communication skills to control these quarreling members. For the proper transfer of information among group members good interpersonal communication skills was necessitated. Furthermore only a leader with good communicative ability could bring the problems faced by their group to the attention of the DRDA officials and the block officials. Not only the leader must possess good communication skills, but each and every member should have good interpersonal communication skills to voice their problems in their group. Each and every member may have a variety of problems which cannot be solved unless the other members too come to know about it. With lack of interpersonal communication ability, the problems of the group members will remain unknown to other members and any hope of solving their problems is immaterial.

Duck (1973) while discussing interpersonal attraction in communication process, emphasised that similarity leads to communication effectiveness. Rogers (1973) suggested that the major barrier in interpersonal communication is our very natural tendency to judge, to evaluate, to approve or disapprove the statement of other persons or groups. This generally lead to the quarreling among members of noneffective groups. As Duck pointed out a greater amount of interpersonal communication occurred between persons who had interpersonal attraction. This may be one reason for the high score of interpersonal

communication in effective groups where members showed a high score in interpersonal liking also.

Cohen (1967) stated that groups had to develop effective communication arrangements among members so that, information indicative of adaptation and maladaptation of system parts could be made available to all members Murthy and Singh (1974) opined that interpersonal relations depend upon the efficiency of communication. Von Blackenbury (1976) said that in most rural areas of developing countries, the social disparities could be minimised through maximising interpersonal communication. Dahama and Bhatnagar (1980) also emphasised that with effective interpersonal communication change occurs in knowledge and behaviour.

The significant value of  $Z$  in the result shows that the group characteristic namely interpersonal communication is a reason behind the success of the effective groups when compared with the noneffective groups and hence interpersonal communication can be identified as an important group characteristic that is conducive for rural development.

#### **4.1.12. Group competition**

From Table I and Fig. 3 it is seen that the mean score of group competition in the effective groups is 27.60 and that in non effective groups is 23.87. There is significant difference between the effective group and non effective group with respect to this group character The  $Z$  value from the table

is 6.86 which is significant at 1 % level of significance. From the result we can infer that group competition is a group characteristic that has significant influence in determining the group's success.

The increased performance of the successive group shows that the group competition had acted as a motivating factor for the group members. The competitive nature of group members is observed to be in a positive direction in the effective groups. There seems to be no conflict, infighting and development of forces that reduced the cohesiveness. Instead the group competition has aided to bring the group members together and they competed with each other in achievement of the group goals. The results are in accordance with the findings of Shaw (1958) Shaw found that competitive situation may arouse greater motivation than the co-operative situation.

The results of the present situation shows that the two contrasting elements namely group co-operation and group competition was high in the effective groups. This clearly indicates that the group competition prevailed in the group was in a positive direction and it did not exceed the limits to create conflict. The group competition in the effective groups ought to have created more interest among the members for the achievement of the group goals. Each member competed with the other to achieve the tasks of group in the shortest possible time. Their efforts have helped in the increased performance of the effective groups. The results of this study differ from the findings of Blau (1954) who found that reduced productivity by the competitive group was noticed

and he inferred that anxiety over productivity led to behaviours which interfered with group effectiveness.

Shaw (1958) and Clifford (1972) found that co-operative situation was more effective in performance than competitive situation. But satisfaction was rated higher in competitive situation rather than in co-operative situation.

The intergroup competition in the effective groups seems to have increased the cohesiveness of the group. This result is in accordance with the findings of Cohen (1980). Cohen says that in organisational settings, groups doing comparable work often exhibit the same kind of competitive tendencies, especially when performance is readily observable by all members and accordingly cohesion within group increases. Szilagyi and Wallace (1980) opined that although intergroup competition acts to bring groups together, intragroup competition causes conflict, infighting and development of forces to break the group apart. They further opined that if group members engage in competition with other groups in the organization, a "team spirit" can develop that result not only in higher cohesion but also greater commitment to the accomplishment of the task.

The results of the present study indicate that group competition is an important group characteristic that determines the success of the effective group. From this we can identify this group characteristic namely group competition as conducive for rural development.

#### 4.1.13. Interpersonal trust

The mean scores of interpersonal trust measured in the effective groups is furnished in Table I and figure. The results indicate that there is significant difference between the mean scores of this variable in the case of effective group and noneffective group. The effective group had a mean score of 40.35 and the non effective group had a mean score of 35.62. The Z values shown in table I shows a significant difference between the effective group and non effective group with respect to the group characteristic interpersonal trust. The Z value is 5.01 which is significant at 1 per cent level of significance.

Both liking, towards others and trust in others develop over a period of time due to constant interaction with the members. In the effective groups, it is possible that the members might have got enough opportunities to get acquainted with others and in this process they might have developed both liking and trust. The interpersonal trust expressed in terms of faith and confidence is available in effective groups for group cohesion and co-operation between the members. It is to be noted here that the interpersonal liking towards others lead to the development of faith or confidence in them. The high score of the effective groups for interpersonal liking may be the reason for this high score of interpersonal trust too in effective groups.

The low score of interpersonal trust of the noneffective group may be the reason for the failure of these groups. Only if we trust the other person, we can work together with them. If there is no interpersonal trust members will

be less co-operative. They would be closed individuals. They won't be able to open up and discuss their problems with the fellow group members.

Much of the tension and anxiety of group members will be reduced if they trust their fellow group members. If mutual trust prevails, the members will be willing to give responsibilities to the others. A proper division of labour will exist in the working place.

The member of any successful group should trust the fellow group members and their leader. The noneffective groups studied showed a distrust in their group leader. They had a feeling that the leader would cheat them in money matters. This created a lethargy among the group leader which spread to the fellow group members. This could be identified as a reason for failure of the noneffective groups.

Gibb (1964) suggested that there were two contrasting climates - defensive and supportive. In a group where supportive climate is dominant in the members, interpersonal liking between the members will be more, which helps the members to develop openness and trust between them. This enables the group for higher group performance. This view is supported by Vraa (1974). In the present study, the effective group presents a supportive climate for its members while the noneffective groups presented a defensive climate for its members and hence the finding is justifiable.

According to Secord and Backman (1974), interpersonal trust is basic to co-operation between members of a group. Interpersonal trust leads to

cohesion of the group and co-operation among members, which results in higher group performance. The increased cohesion and co-operation among the members of the effective groups caused by a high score of interpersonal trust may be attributed to the higher performance of effective group when compared to the noneffective groups.

Applebaum *et al.* (1973) explained that interpersonal trust is one of the necessary ingredients of fidelity in communication. Trust is primarily communicated, in the relationship between what we do and what we say in the interpersonal setting. Gulley and Leathers (1977) explained interpersonal trust as the relationship that exist when the interactants base their behaviour on the expectation and prediction that each will act in mutually beneficial ways as they strive to achieve objectives that involve some degree of risk.

Ortrom (1992) opined that factors like size of the group, its homogeneity and already existing levels of reciprocity and trust also affect the emergence and success of collective actions.

Interpersonal trust is essential for effective communication and also the interactants base their behaviour on the expectation and prediction that others will also act in mutually beneficial ways in striving towards achieving objectives that involve some risk.

The results of the present study indicate that the significant difference showed between the effective and noneffective groups in terms of interpersonal



trust can be attributed to the success of the effective groups. This clearly proves the importance of interpersonal trust as the group characteristic which is significant for rural development.

#### 4.1.14 Group motivation

The mean scores of group motivation in the effective groups and noneffective groups are furnished in Table I Fig. 3. The results indicate that there was significant difference between the mean scores in the case of effective group and noneffective group. The effective group had a mean score of 40.65 while the noneffective group had a mean score of 38.22. From the Z value it is clear that there is significant difference between the effective group and noneffective group with respect to the group characteristic namely group motivation. The Z value is 4.20 which is significant at 1 % level of significance.

From the results it is evident that group motivation is an important group characteristic that determines the success of the effective groups. Group motivation is a character of utmost necessity for the success of any group. It is the motivation or inter condition of each group member that directs the behaviour of each member towards the group goals.

Cartwright and Zander (1968) viewed that group goals can induce motivational forces upon group members. Each and every member joins a group to satisfy some needs which they cannot achieve individually. As Bass (1960) put forward group is a collection of individuals whose existence as a collection is rewarding to the individuals.

The group motivation helps to organise the groups more and directs the action of the group members towards the achievement of the group goals. This view is supported by French (1941). The main group oriented motives are; the desire for group success and the desire to avoid group failure. These group oriented motives lead the group member to engage in activities that she perceives will enhance group success and will increase the probability that the group will not fail. This view was given by Zander (1968).

The high score of group motivation in the effective groups may have helped the groups to get more organised and act towards achievement of group goals. It is this group oriented motive that lead the members of the effective groups to engage in activities that will enhance the group success. The group motivation might have created a desire in the group members of the effective groups to avoid this failure. This desire to avoid failure would have created a need in the group members to achieve and hence the better performance.

Szilagyi and Wallace (1980) opined that the level of group motivation consist of setting attainable goals, reinforcing goal attainment, providing freedom of action and providing sufficient structure for concerted action for goal accomplishment.

In the present study two aspects of group motivation is studied. They are the groups achievement motivation and economic motivation. The group studied consists of members who belong to the poorest economic strata. Their main objective in being members of the group is to improve their economic

condition. Besides this they are drawn by a strong level of achievement motivation which compels them to work in these groups and prove to themselves that they are worthy individuals. The poor rural women when their economic needs are satisfied, would definitely strive hard to achieve more and more group goals. They would have more and more interest in the activities of the groups and this would help them to perform more.

From the results of the present study it is evident that high score of group motivation of effective groups is one of the reasons for the effectiveness of the effective groups. From the results of the study we can find that group motivations is an important group characteristic that is conducive for rural development.

#### **4.1.15. Manageable group size**

The results are presented in table I. The table shows that the mean score of manageable group size in the effective groups is 24.37 and in noneffective groups it is 24.27. The results shows no significant difference between the effective groups and noneffective groups. The Z value is 1.57 which is insignificant at 1 % level of significance. The results shows that this variable is similar in both effective and noneffective groups.

From the results we can infer that Manageable group size is not a group character that determines the success of the effective groups. From this we can

conclude that this group characteristic is not conducive for rural development. Irrespective of the size of the group, the groups can perform. Smith and Haythorn (1972) suggested that the effects of groups size on member reactions may vary with the circumstances under which the group must function. According to the theory of group productivity proposed by Steiner (1972) group performance should increase with group size when the task is either additive (if, the outcome is the result of some combination of individual products) or disjunctive (if, the outcome depends upon at least one person in the group performing the task). If the task is additive, the more persons who work on the task, the greater the groups output and/or the more effective the groups performance.

Results of the present study is different from the findings of ... , Gibb (1951) Bales *et al.* (1951) and Hare (1952). However Slater (1955) opined that although the optimum group size has been estimated to be approximately five persons, this depends upon the group task, group composition and other factors. Thomas (1957) says that both quality of performance and group productivity were positively correlated with group size. Under some conditions and under no conditions were smaller groups superior.

One of the possible reasons for this non-significant result may be that both the effective and noneffective groups being DW CRA groups had a group size of 10-15 members. May be since both groups had a manageable group size, they do not feel the importance of this group characteristic in determining the success of the group.

From the result of the present study we can infer that manageable group size had no significant effect in determining the success of the group. So this group characteristic cannot be identified as conducive for rural development.

The results of Mann Whitney 'U' test is presented in table I. Table II shows the summary data of effective groups. Table III shows the summary data of noneffective groups. From these three tables and Fig 3. We have identified 14 group characteristic as conducive for rural development. The group characteristics identified as conducive for rural development are presented in table IV. The group characteristics identified as conducive for rural development are the following.

1. Interdependence of members
2. Group interaction
3. Group decision making
4. Group leadership
5. Group co-operation
6. Group cohesiveness
7. Participation in group activities
8. Interpersonal liking
9. Group goal achievement
10. Need satisfaction
11. Interpersonal communication
12. Group competition
13. Interpersonal trust
14. Group motivation

#### **4.2. Comparison of the effective and noneffective groups based on their selected personal and socio-psychological variables**

The mean scores with respect to the selected personal and socio-psychological characters of the effective and noneffective groups are presented in Table. V

The personal and socio-psychological variables namely land holding, extension participation, information source utilisation and DRDA / Block visit were found to be significant at 1% level of significance. The variable namely educational status of family was found to be significant at 5% level of significance. Hence it is inferred that there was significant difference between the effective and noneffective groups with respect to these five personal and socio-psychological variables.

The mean scores of land holding, extension participation, information source utilisation and DRDA/Block visit were found to be high in the effective groups. While the mean scores of educational status of family was found to be high in noneffective groups. From this it can be inferred that the effective group members possessed more land and they had a higher level of extension participation and information source utilisation. They had more frequent contact with the DRDA officials and block officials. Their increased participation in Extension activities and greater information source utilisation might have helped them get more information for their successful group operation.

Table V. Rank: means of selected personal and socio-psychological characters of effective and noneffective groups

Sl. No.	Variables	Mean score		W	Z
		Effective group N = 98	Noneffective group N = 102		
1.	Age	33.13	35.24	4277	1.76
2.	Educational status of respondent	4.77	4.70	4928.5	0.17
3.	Educational status of the family	4.44	4.78	4137.5	2.10*
4.	Land holding	17.03	12.33	6186.0	2.90**
5.	Annual income	6189.80	6134.31	4496.5	1.23
6.	Period of group work	1.69	1.81	4510.0	1.19
7.	Training	0.79	0.72	5329.5	0.81
8.	Social participation	1.82	1.71	5270.0	0.66
9.	Trade union participation	0.05	4.90	5050.0	0.13
10.	Extension participation	5.05	2.32	7595.5	6.35**
11.	Information source utilisation	19.15	15.53	6686.5	4.13**
12.	Cosmopolitaness	6.27	5.54	5484.5	1.19
13.	DRDA visit	4.55	3.23	7575.0	6.30**

\* Significant at 5% level

\*\* Significant at 1% level

The contact with the DRDA and block officials would have helped them to solve the problems in their group. This would have helped them to perform better in effective groups. This might have contributed to the success of these groups.

The mean score of educational status of family was high in noneffective groups. This would have hindered the success of the group. One reason to be attributed to this result is that the highly educated families are viewing the activities of the DRDA women's group as possessing low status. The member of DWCRA groups are poor rural women below the poverty line. Their activity may be looked upon with disgust by their highly educated family members. They would have wanted the DWCRA group members to go for other works which involve more prestige and glamour.

#### **4.3. Relationship of group characteristic of effective and noneffective groups with selected personal and socio-psychological characters**

Correlation analysis was done to find out the relationship of the selected group characteristic of the effective and noneffective groups with their selected personal and socio-psychological characters. The results are presented as follows.

##### **4.3.1. Correlation between Interdependence of members among the effective and noneffective group and their selected personal and socio-psychological variables**

The results are presented in table VI.



Table VI. Correlation coefficient between selected personal and socio-psychological variables and Interdependence of members among the women in effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective groups	Correlation coefficient 'r' Noneffective groups
X <sub>1</sub> Age	-0.2514**	-0.0291
X <sub>2</sub> Educational status of respondent	0.0742	-0.0313
X <sub>3</sub> Educational status of family	-0.1549*	-0.0636
X <sub>4</sub> Land holding	0.0659	-0.2400**
X <sub>5</sub> Annual income	0.0449	-0.0046
X <sub>6</sub> Social participation	0.1666*	-0.1647*
X <sub>7</sub> Trade union participation	-0.0954	0.0647
X <sub>8</sub> Extension participation	0.1366	-0.3089**
X <sub>9</sub> Information source utilisation	0.1652*	-0.1860**
X <sub>10</sub> Period of group work	-0.2095**	-0.2980**
X <sub>11</sub> Cosmopolitaness	-0.0691	-0.0170
X <sub>12</sub> DRDA visit	0.3244**	0.0202
X <sub>13</sub> Training	0.3385**	0.2347**

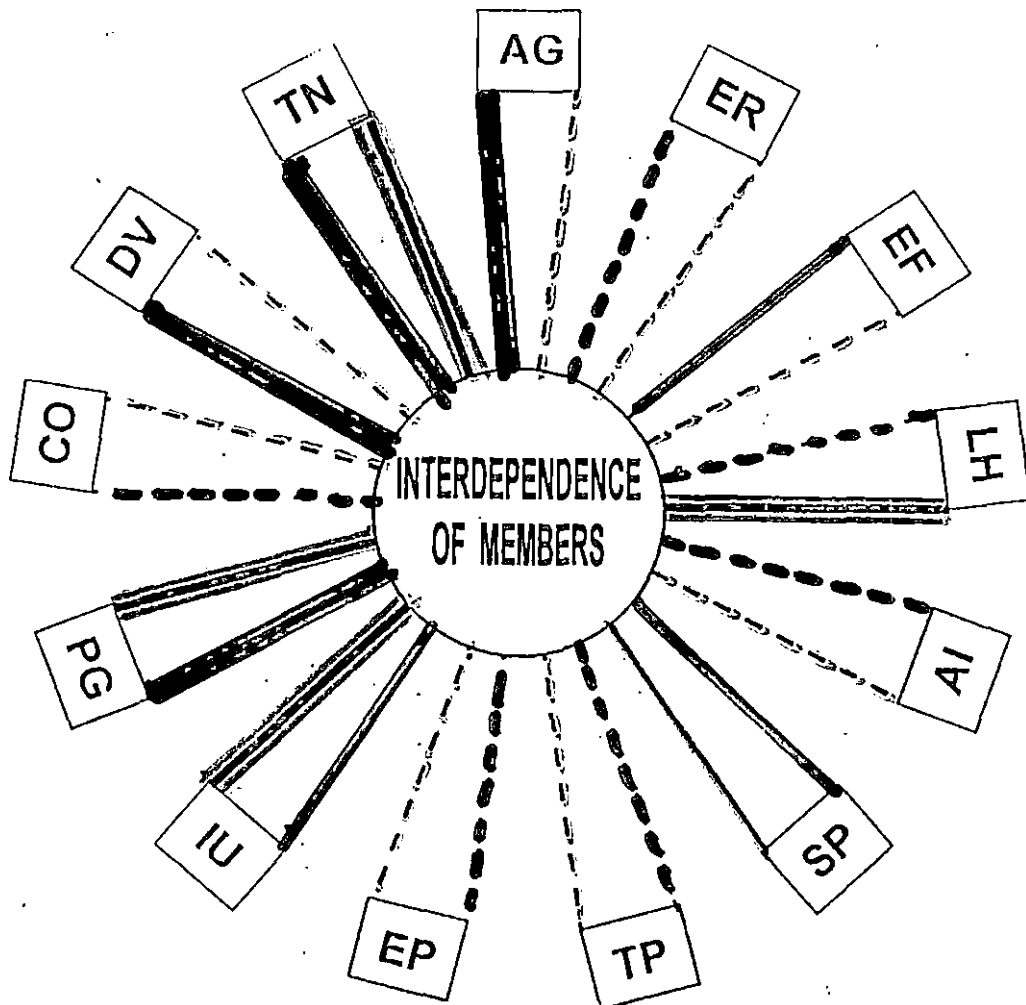
\* Significant at 5% level

\*\* Significant at 1% level

From the table VI it is seen that the variables age, period of group work, DRDA/Block visit and training are significantly correlated with the interdependence of members at 1 per cent level of significance on the effective groups. The variables educational status of family, social participation and information source utilisation showed significant correlation at 5 per cent level of significance. The variables educational status of respondent, land holding, annual income, trade union participation, extension participation and cosmopolitaness showed an in-significant correlation with interdependence of members.

The results of the study shows a positive correlation between social participation, information source utilisation DRDA/Block visit and training with interdependence of members. A negative and significant correlation is seen for age, educational status of family and period of group work with interdependence of members.

From the Table VI it is seen that the variables land holding, extension participation, information source utilisation, period of group work and training is found to be significant in the noneffective groups at 1 per cent level of significance. The variable social participation was found to be significant at 5 per cent level of significance. Among the variables land holding, social participation, extension participation, information source utilisation, and period of group work showed a negative and significant correlation with interdependence of members of the noneffective group. Training showed a positive correlation with interdependence of members in the noneffective group. The variables age, educational status of respondent, educational status of family,



- AG - AGE
  - ER - EDUCATIONAL STATUS OF RESPONDENT
  - EF - EDUCATIONAL STATUS OF FAMILY
  - LH - LAND HOLDING
  - AI - ANNUAL INCOME
  - SP - SOCIAL PARTICIPATION
  - TP - TRADE UNION PARTICIPATION
  - EP - EXTENSION PARTICIPATION
  - IU - INFORMATION SOURCE UTILISATION
  - PG - PERIOD OF GROUP WORK
  - CO - COSMOPOLITENESS
  - DV - DRDA VISIT
  - TN - TRAINING
- 
- Noneffective Group**
  - SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - - NON SIGNIFICANT
- 
- Effective Group**
  - SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - NON SIGNIFICANT

Fig. 4. Correlation between interdependence of members and selected personal and socio-psychological variables in effective and noneffective groups

annual income, trade union participation, cosmopolitaness, DRDA/Block visit showed an in-significant correlation with the interdependence of group members.

From the results of the study we can infer that the variables namely social participation, information source utilisation, DRDA/Block visit and training positively and significantly affected the interdependence of member of effective groups, while in noneffective groups land holding, social participation, extension participation, information source utilization and period of group work affected the interdependence of members in a negative and significant way. We can assume that with increased size of land holding, social participation, extension participation, information source utilization and period of group work, the members of the noneffective groups tends to be more independent. Increased participation in extension activities and social activities ought to have inculcated a confidence in group members that they can work independently. In a similar way the period of group work, as it increased created a confidence in the group members that they are more experienced and can handle their work independently. This created negative correlation in the case of noneffective groups. While in effective groups social participation, information Source utilisation, DRDA/Block visit and training created a better awareness among the group members as to the importance of their group activity. This tends to make them more interdependent on each other and the higher score of interdependence of members led to the success of these effective groups.

In the effective groups age, educational status of family and period of group work had a negative significant relationship with interdependence of

members. As the age, experience in group work and educational status of family increased the members of the group tends to be more independent. They wanted to establish their own industries instead of groups work. The members as they were experienced had more confidence to start their own establishment and hence the negative significant relationship shown in the effective group.

In non effective group, training showed a positive correlation with interdependence of members and through training the members seem to have become more aware of the need of their group activity and hence they had a positive correlation between training and interdependence of members. In both the groups variables like educational status of respondent, annual income, trade union participation, and cosmopolitaness showed a insignificant correlation with interdependence of members. From the results of the study we can infer that the variables like educational status of respondent, annual income, trade union participation and cosmopolitaness had no influence on the interdependence of members in either the effective group or noneffective group. The results are in conformity with the findings of Subramony (1979), Seema (1986) Alex (1994) who found a non-significant relation between educational status of respondent and performance. Alexander (1974) reported no significant association of participation in union activates with role expectation. Lukose (1982) also found no association between satisfaction of labour performance and trade union participation. The results of cosmopolitaness differs from the findings of Badiger (1979) Vinge (1987). The results of the study is found to be logical (Fig. 4).

#### **4.3.2. Correlation between selected personal socio-psychological variables and group interaction of women among the effective and noneffective groups**

The results are presented in Table-VII. From the Table VII it is seen that the personal and socio psychological variables namely age, educational status of family, annual income, social participation, period of group work and cosmopolitaness are showing significant correlation with group interaction in effective groups at 1 % level of significance. Among the variables age, educational status of family, annual income, period of group work and cosmopolitaness showed a negative and significant correlation to group interaction while social participation showed a positive correlation to group interaction in effective groups. The variables namely trade union participation, extension participation and training showed a significant correlation with group interaction in effective groups at 5% level of significance. The variables educational status of respondent, land holding, information source utilisation and DRDA/Block visit showed a non significant correlation with the variable group interaction in the effective groups.

In the noneffective groups the results indicate that the personal and socio-psychological variable namely annual income alone is showing significant correlation with group interaction at 1% level of significance. This variable showed a negative significant correlation with group interaction. All the other variables showed a non significant relationship with group interaction.

Table VII. Correlation coefficient between selected personal and socio-psychological variables and Group interaction of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective groups	Correlation coefficient 'r' Noneffective groups
X <sub>1</sub> Age	-0.1987**	0.0228
X <sub>2</sub> Educational status of respondent	-0.0905	0.0855
X <sub>3</sub> Educational status of family	-0.2092**	-0.1016
X <sub>4</sub> Land holding	0.0011	-0.1167
X <sub>5</sub> Annual income	-0.2005**	-0.3040**
X <sub>6</sub> Social participation	0.2754**	0.0167
X <sub>7</sub> Trade union participation	-0.1681*	0.0337
X <sub>8</sub> Extension participation	-0.1799*	0.0714
X <sub>9</sub> Information source utilisation	-0.0744	0.1164
X <sub>10</sub> Period of group work	-0.2416**	-0.0483
X <sub>11</sub> Cosmopolitaness	-0.2161**	0.1055
X <sub>12</sub> DRDA visit	0.1003	0.0282
X <sub>13</sub> Training	0.1432*	0.0089

\* Significant at 5% level

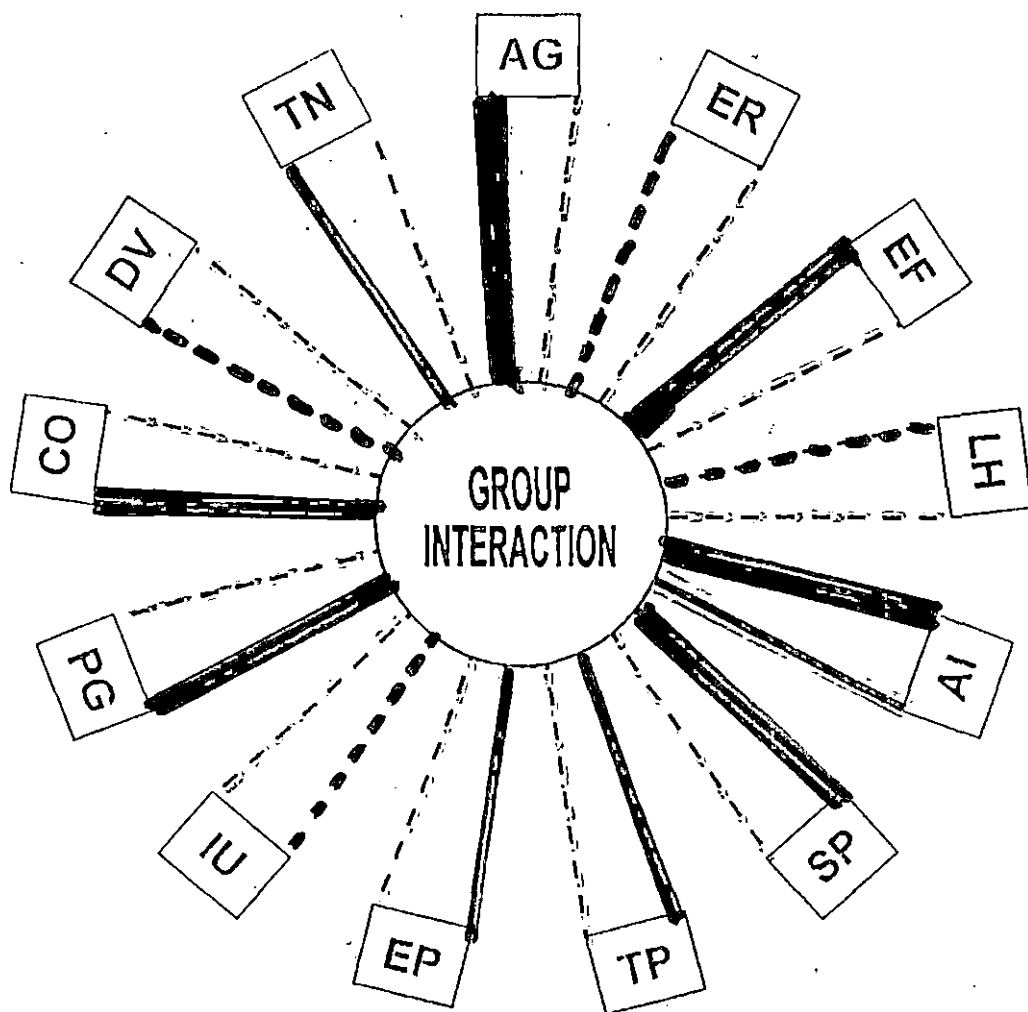
\*\* Significant at 1% level

From the results presented in Table VII it is evident that the variables namely educational status of respondent, land holding, information source utilisation and DRDA/Block visit showed no significant relationship with group interaction in both effective and noneffective groups. In the noneffective group annual income showed a negative significant relationship with group interaction. From this we can infer that as the annual income increased the members of the noneffective groups showed lesser level of group interaction which may be one of the possible reasons for failure of that group. The group members would have developed a dislike to work with other members with a low economic condition which might have led the members to interact less and hence the result is justifiable.

In the case of effective groups, as social participation increased their group interaction also increased. This may be one of the reasons for the success of the effective groups. Age, educational status of family, annual income, period of group work and cosmopolitaness showed a negative significant correlation with group interaction. This is also logical since their educational status, income, experience and cosmopolitaness increased the members started a dislike to work with their poor, illiterate, less cosmopolite and less experienced group members. This tendency is undoubtedly hindering the success of the effective groups which should be overcome.

The results of the findings are in accordance with the findings of the following researchers. Prasad (1995) found that women from the younger age group were more suitable for any self employment non traditional activity





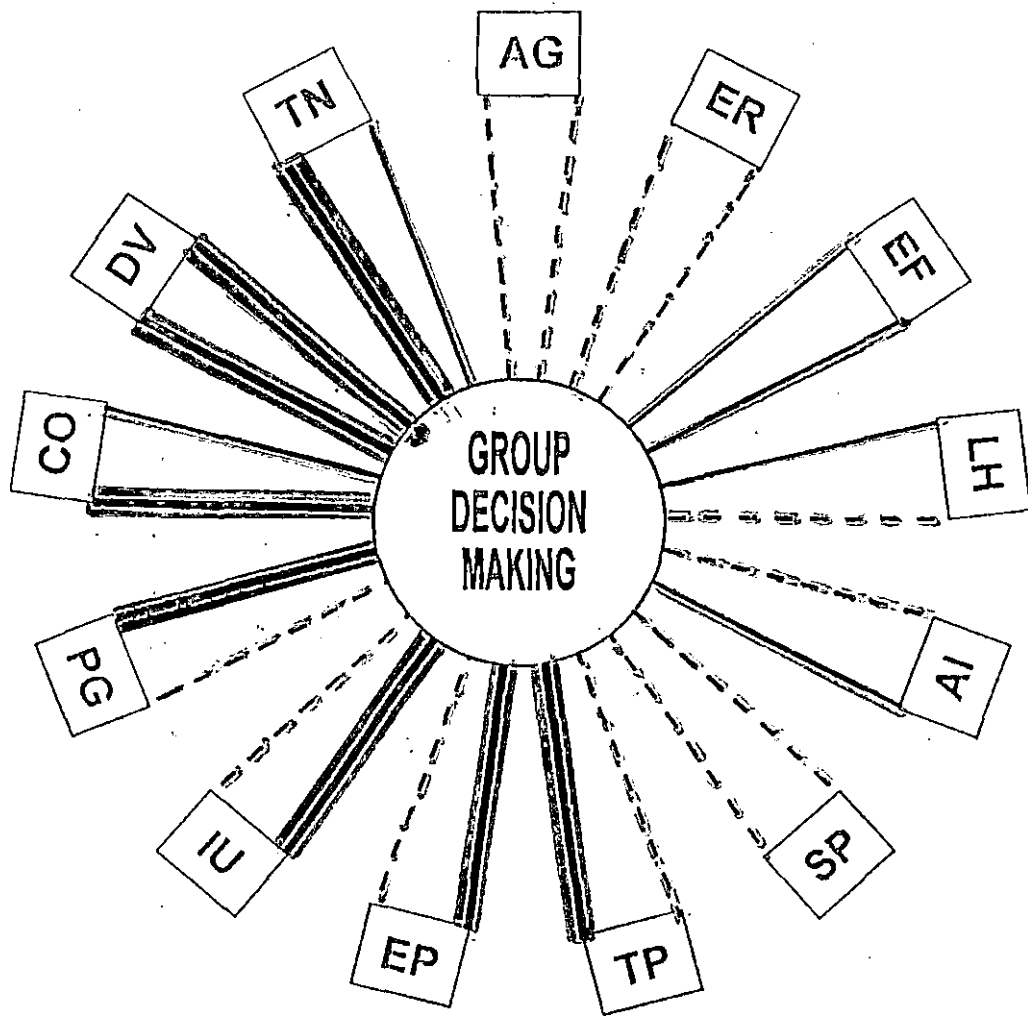
- |                                       |                              |
|---------------------------------------|------------------------------|
| AG - AGE                              |                              |
| ER - EDUCATIONAL STATUS OF RESPONDENT |                              |
| EF - EDUCATIONAL STATUS OF FAMILY     |                              |
| LH - LAND HOLDING                     |                              |
| AI - ANNUAL INCOME                    |                              |
| SP - SOCIAL PARTICIPATION             |                              |
| TP - TRADE UNION PARTICIPATION        |                              |
| EP - EXTENSION PARTICIPATION          |                              |
| IU - INFORMATION SOURCE UTILISATION   |                              |
| PG - PERIOD OF GROUP WORK             |                              |
| CO - COSMOPOLITENESS                  |                              |
| DV - DRDA VISIT                       |                              |
| TN - TRAINING                         |                              |
|                                       | <b>NONEFFECTIVE GROUP</b>    |
|                                       | ——— SIGNIFICANT AT 5% LEVEL  |
|                                       | ———— SIGNIFICANT AT 1% LEVEL |
|                                       | - - - - NON SIGNIFICANT      |
|                                       | <b>EFFECTIVE GROUP</b>       |
|                                       | ——— SIGNIFICANT AT 5% LEVEL  |
|                                       | ———— SIGNIFICANT AT 1% LEVEL |
|                                       | ..... NON SIGNIFICANT        |

Fig. 5. Correlation between group interaction of women and selected personal and socio-psychological variables in effective and noneffective groups

Padmanabhan (1981) found out a negative significant relation between age and labour efficiency. Subramony (1979) reported a negative relationship between experience and successfulness of supervisors in industry Renukaradya (1983) found that majority of the trained farmers were in high social participation category with higher score of economic performance. The results of the present study differs from the findings of the following workers. Agrawal and Bansil (1969) who found that experience was positively related to efficiency of agricultural labourers. Seema (1986) found that annual income is non significantly related with role performance of farm women. The results of the present study seems logical and justifiable. (Fig. 5).

#### **4.3.3. Correlation between selected personal and socio-psychological variables and group Decision making of women among the effective and noneffective groups**

The results are presented in Table VIII. In the effective groups the personal and socio-psychological variables namely extension participation, information source utilisation, cosmopolitaness, DRDA / Block visit and training are significantly correlated with the group characteristic group decision making at 1 % level of significance. The variables educational status of family and land holding is significantly correlated with group decision making at 5% level of significance. The variables extension participation, information source utilisation, cosmopolitaness, DRDA visit, land holding and training showed positive and significant correlation with group decision making while the variable educational status of family showed negative correlation with group



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- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

**NONEFFECTIVE GROUP**  
 ——— SIGNIFICANT AT 5% LEVEL  
 ——— SIGNIFICANT AT 1% LEVEL  
 - - - NON SIGNIFICANT

**EFFECTIVE GROUP**  
 ——— SIGNIFICANT AT 5% LEVEL  
 ——— SIGNIFICANT AT 1% LEVEL  
 - - - NON SIGNIFICANT

Fig. 6. Correlation between group decision making and selected personal and socio-psychological variables in effective and noneffective groups

decision making. The variables namely age, educational status of respondent, annual income, social participation and period of group work showed no significant relationship with group decision making of effective groups.

In the noneffective groups the variables trade union participation, period of group work, DRDA visit showed significant correlation with group decision making at 1 per cent level of significance. The variables namely educational status of family, annual income, cosmopolitaness and training showed a significant correlation with the group decision making at 5 per cent level of significance. The variables namely age, educational status of respondent, social participation, extension participation and information source utilisation showed no significant relationship with group decision making in noneffective groups.

From the results it is seen that the decision making ability of the effective group members were positively influenced by their extension participation, information source utilisation, cosmopolitaness, DRDA visit, land holding and training. This result is in accordance with the findings of Dean *et al.* (1958) who found that rationality in decision making was positively correlated with size of holding. Sarkar and Rajakutty (1994) opined that training of DW CRA functionaries and panchayat pradans have brought better results. John (1991) found that extension participation has positive and significant influence on adoption of pepper cultivation practices. The information source utilisation showed results similar to that of Shilaja (1990) and Kumar (1993). Dean *et al.* (1958) revealed that rationality of farmers in decision making was related to extension contact.

Tables VIII. Correlation coefficient between selected personal and socio-psychological variables and Group decision making of women among the effective and noneffective groups

		N = 98	N = 102
Personal and socio-psychological variables		Correlation coefficient 'r' in Effective group	Correlation coefficient 'r' in Noneffective group
X <sub>1</sub>	Age	-0.0467	0.0031
X <sub>2</sub>	Educational status of respondent	-0.0135	0.0549
X <sub>3</sub>	Educational status of family	-0.1567*	-0.1542*
X <sub>4</sub>	Land holding	0.1538*	-0.0629
X <sub>5</sub>	Annual income	-0.0202	0.1725*
X <sub>6</sub>	Social participation	0.0564	0.0643
X <sub>7</sub>	Trade union participation	-0.0183	0.2332**
X <sub>8</sub>	Extension participation	0.2419**	0.0601
X <sub>9</sub>	Information source utilisation	0.4724**	0.1242
X <sub>10</sub>	Period of group work	0.0252	-0.5916**
X <sub>11</sub>	Cosmopolitaness	0.2446**	-0.1493*
X <sub>12</sub>	DRDA visit	0.6061**	0.2034**
X <sub>13</sub>	Training	0.4930**	0.1788*

\* Significant at 5% level of significance

\*\* Significant at 1% level of significance

In both the groups the variables age, educational status of respondent and social participation showed no significant relationship with group decision making. Sharma and Singh (1970) and Singh and Singh (1970) reported a non-significant relation of education with decision making. Seema (1986) reported that age has no significant relationship with role performance of women in decision making process. The results as per the study is logical (Fig. 6).

#### **4.3.4. Correlation between selected personal and socio-psychological variables and group leadership of women among the effective and noneffective groups**

The results are presented in Table IX shows that in the effective groups the personal and socio psychological variables namely educational status of family, information source utilisation, DRDA/Block visit and training showed significant correlation with group leadership at 1 per cent level of significance. Among these variables information source utilisation, DRDA/Block visit and training were found to have a positive correlation with group leadership and educational status of family showed a negative correlation with group leadership. The variables age, educational status of respondent, land holding, annual income, social participation, trade union participation, extension participation, period of group work and cosmopolitaness showed non-significant relationship with group leadership.

Tables IX. Correlation coefficient between selected personal and socio-psychological variables and Group leadership of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.0962	0.0034
X <sub>2</sub> Educational status of respondent	0.0124	0.1432*
X <sub>3</sub> Educational status of family	-0.2926**	0.0125
X <sub>4</sub> Land holding	0.0730	-0.0245
X <sub>5</sub> Annual income	0.0916	-0.1970**
X <sub>6</sub> Social participation	0.0684	0.0839
X <sub>7</sub> Trade union participation	-0.0420	0.0020
X <sub>8</sub> Extension participation	0.0264	0.0767
X <sub>9</sub> Information source utilisation	0.2877**	0.2395**
X <sub>10</sub> Period of group work	0.0083	-0.2579**
X <sub>11</sub> Cosmopolitaness	0.0479	-0.1278
X <sub>12</sub> DRDA visit	0.5200**	0.2309**
X <sub>13</sub> Training	0.6089**	0.1283

\* Significant at 5% level

\*\* Significant at 1% level

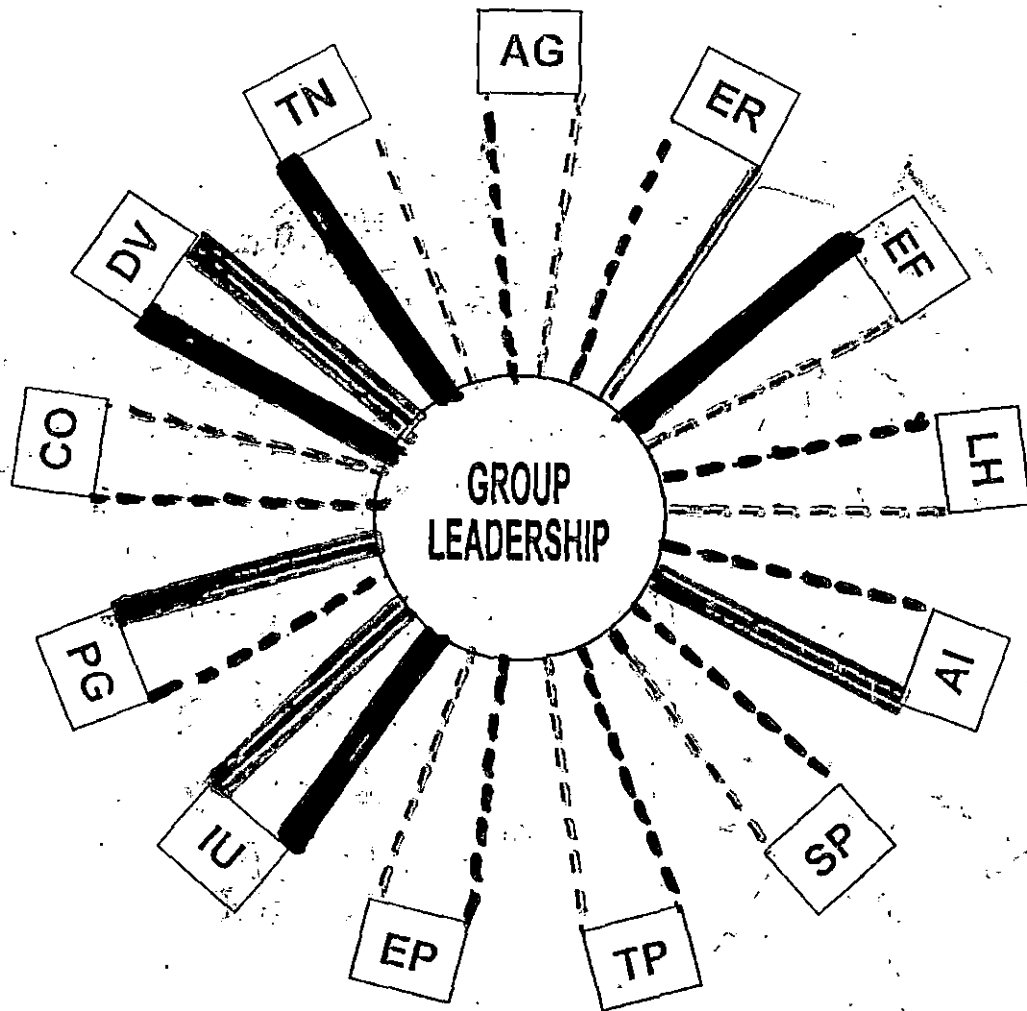
In the noneffective groups the variables namely annual income, information source utilisation, period of group work and DRDA / Block visit showed a significant correlation with group leadership at 1% level of significance. The variable educational status of respondent is showing a significant correlation with group leadership at 5% level of significance. The variables age, educational status of family, land holding, social participation, trade union participation, extension participation, cosmopolitaness, and training are showing an insignificant relation with group leadership in the noneffective groups.

The variables age, land holding, social participation, trade union participation, extension participation, cosmopolitaness showed a non significant relationship with group leadership in both effective and noneffective groups.

The results of the present study is supported by a number of authors. Subramony (1979) reported that age was not a significant factor in differentiating successful supervisors from that of non- successful ones under industrial conditions. Anantharaman (1991) and Alex (1994) reported a non significant relationship between social participation and managerial efficiency of Cassava farmers and role perception/role performance of labourers, respectively. Lukose (1982) found no association of trade union participation and satisfaction of labour performance and nature of relationships

In the effective groups training showed a positive relationship with group leadership. Prasad (1995) suggested that skill training and initial support from





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- TP - TRADE UNION PARTICIPATION.
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

**NONEFFECTIVE GROUP**

- SIGNIFICANT AT 5% LEVEL
- SIGNIFICANT AT 1% LEVEL
- NON SIGNIFICANT

**EFFECTIVE GROUP**

- SIGNIFICANT AT 5% LEVEL
- SIGNIFICANT AT 1% LEVEL
- NON SIGNIFICANT

Fig. 7. Correlation between group leadership and selected personal and socio-psychological variables in effective and noneffective groups

the field functionaries made the women more confident to take up the non-traditional group economic activity in DWCRA groups. As the members were trained they had more proficiency in group leadership. The leaders of these groups become more efficient through the training and they could easily direct the group towards goal achievement. As the information source utilisation increases the group leaders become more effective, so is the case with DRDA/Block visit. With DRDA visit also the leader becomes more informative about the ways and means to manage the group and hence the result of the study is logical. (Fig. 7).

#### **4.3.5. Correlation between selected personal and socio-psychological variables and group co-operation of women among the effective and noneffective groups**

From the results presented in table X, in the effective groups it is evident that the socio-psychological characters namely educational status of respondent, extension participation, information source utilisation, period of group work, cosmopolitaness, DRDA visit and training are showing significant correlation with group co-operation at 1 % level of significance. The variables namely land holding and social participation are showing significant correlation with group co-operation at 5% level of significance. The variables age, annual income and trade union participation showed no-significant relationship with group co-operation in effective groups.

Tables X. Correlation coefficient between selected personal and socio-psychological variables and Group co-operation of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.1001	0.0920
X <sub>2</sub> Educational status of respondent	0.2119**	0.1346
X <sub>3</sub> Educational status of family	-0.0860	0.1140
X <sub>4</sub> Land holding	0.1563*	-0.0129
X <sub>5</sub> Annual income	-0.0458	-0.0906
X <sub>6</sub> Social participation	0.1733*	-0.1667*
X <sub>7</sub> Trade union participation	0.0917	-0.0152
X <sub>8</sub> Extension participation	0.3543**	0.0406
X <sub>9</sub> Information source utilisation	0.5423**	0.0400
X <sub>10</sub> Period of group work	-0.2703**	-0.7435**
X <sub>11</sub> Cosmopolitaness	0.2363**	-0.0721
X <sub>12</sub> DRDA visit	0.5516**	-0.0257
X <sub>13</sub> Training	0.4238**	-0.1684*

\* Significant at 5% level

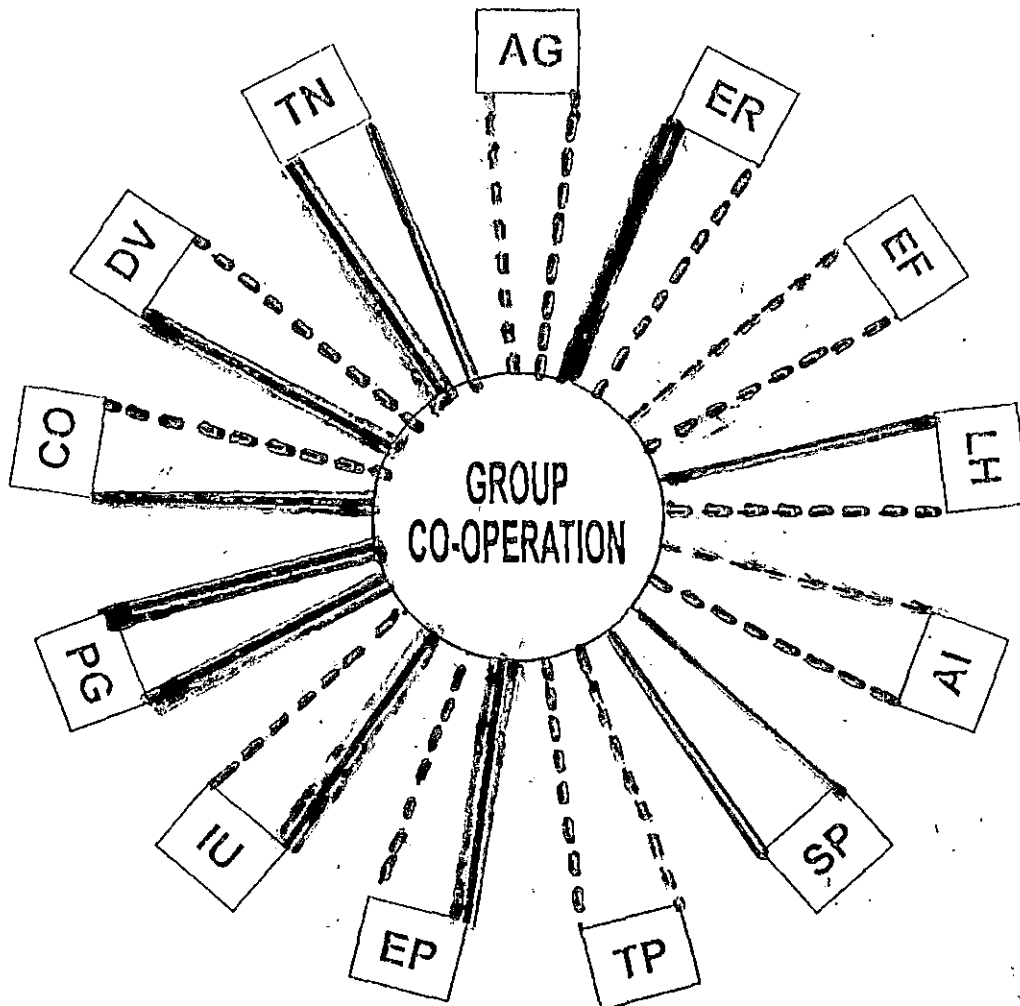
\*\* Significant at 1% level

Among these variables educational status of respondent, land holding, social participation, extension participation, information source utilisation, cosmopolitaness, DRDA visit and training showed a positive correlation with group co-operation while the variable period of group work showed a negative correlation with group co-operation.

The results of the study seems to be logical. As educational status of respondent increases they will co-operate more with the other group members irrespective of of caste and income level. As the information source, cosmopolitaness and DRDA visit and training increased group members showed more co-operation as they identified the importance of this group character. As experience or the period of group work increased co-operation decreased and instead competition and conflicts aroused. This is hindering effective group action.

In the noneffective groups the results from table X indicate that the variables namely social participation and training showed a negative significant correlation with group co-operation at 5% level of significance. The variable period of group work showed a negative significant correlation with group co-operation at 1% level of significance. In the noneffective groups the variable group co-operation is showing negative correlation with period of group work. The reason may be that as experience increased the members wanted to start their own enterprise. The results shown is justifiable.

In both effective groups and noneffective groups, the variables namely age, educational status of family, annual income, trade union participation



- AG - AGE
- ER - EDUCATIONAL STATUS OF RESPONDENT
- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

- NONEFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - - NON SIGNIFICANT
- EFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - - NON SIGNIFICANT

Fig. 8. Correlation between group co-operation and selected personal and socio-psychological variables in effective and noneffective groups

showed no significant relationship with group co-operation in both effective and noneffective groups. The results are supported by Ramanathan (1995) who found no significant association between participation in union activities with farmer - labour relationships Singh and Chander (1983) and Seema (1986) found that family educational status had no significant relation with farm women's participation in decision making process, Singh and Chander (1983) and Seema (1986) found that annual income is non significantly related with women's participation in decision making and role performance of farm women. The results of the present study is logical. (Fig 8.).

#### **4.3.6. Correlation between selected personal socio-psychological variables and group cohesiveness of women among the effective and noneffective groups**

The results are presented in Table XI. From the table it is evident that the variables educational status of family, annual income, extension participation, information source utilisation, and training showed a significant correlation with group cohesiveness in the effective groups at 1% level of significance. The variables period of group work, cosmopolitaness showed a significant correlation with group cohesiveness at 5 % level of significance in the effective groups. The variables age, educational status of respondent, land holding, social participation, trade union participation, DRDA visit showed no significant correlation with group cohesiveness in effective groups.

Tables XI. Correlation coefficient between selected personal and socio-psychological variables and Group cohesiveness of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.0447	0.2154**
X <sub>2</sub> Educational status of respondent	0.0118	0.1016
X <sub>3</sub> Educational status of family	-0.2648**	0.2105**
X <sub>4</sub> Land holding	0.1107	0.0582
X <sub>5</sub> Annual income	-0.2472**	0.0832
X <sub>6</sub> Social participation	-0.0426	0.0267
X <sub>7</sub> Trade union participation	-0.0917	0.0980
X <sub>8</sub> Extension participation	0.3785**	0.1025
X <sub>9</sub> Information source utilisation	0.4363**	0.0617
X <sub>10</sub> Period of group work	-0.1416*	-0.7462**
X <sub>11</sub> Cosmopolitaness	0.1733*	-0.1805*
X <sub>12</sub> DRDA visit	0.0647	0.0456
X <sub>13</sub> Training	0.2962**	-0.0715

\* Significant at 5% level

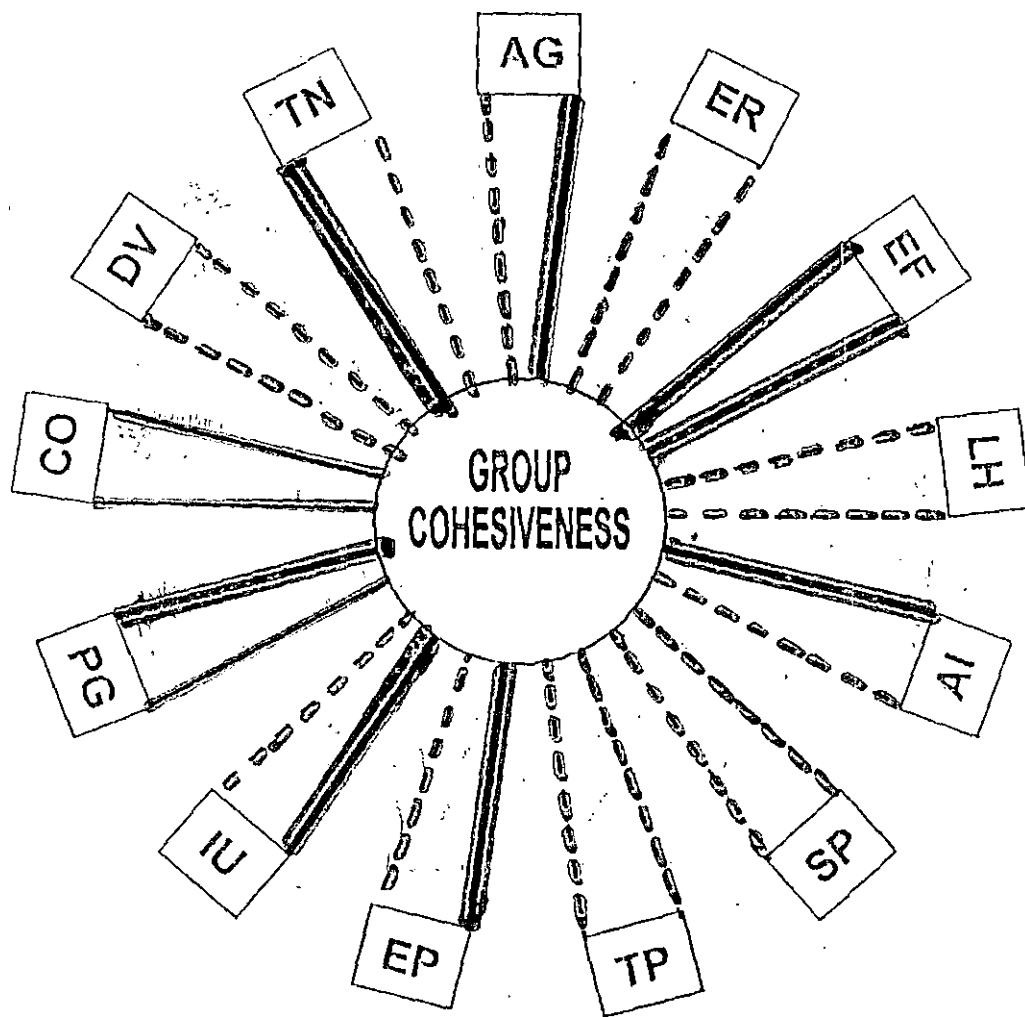
\*\* Significant at 1% level

The results showed that in the noneffective groups the variables age, educational status of family and period of group work showed significant correlation with group Cohesiveness at 1 per cent level of significance. The variable cosmopolitaness showed a significant correlation with group cohesiveness at 5 per cent level of significance. The variables educational status of respondent, trade union participation, DRDA visit, extension participation and training showed no-significant relationship with group cohesiveness in noneffective groups.

The results showed that the variables educational status of respondent, land holding, social participation, trade union participation, and DRDA visit showed no significant relationship with group cohesiveness in both effective and noneffective groups. Sharma and Singh (1970) and Singh and Sinha (1970) reported a non-significant relation of education with decision making. Ramanathan (1995) found no significant association between participation in union activities with farmers - labour relationships. Seema (1986) found that there was no significant relation between role perception, role performance (joint) and extent of participation in implementing the decisions with extension agency contact.

In effective groups the variables extension participation, information source utilisation, training, cosmopolitaness showed a significant positive correlation with group cohesiveness in the effective groups. As cosmopolitaness, extension participation, information source utilisation and training increased the members tend to be more cohesive. The bonds that hold the members of the





- AG - AGE
- ER - EDUCATIONAL STATUS OF RESPONDENT
- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

- NONEFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - NON SIGNIFICANT
- EFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - NON SIGNIFICANT

Fig. 9. Correlation between group cohesiveness and selected personal and socio-psychological variables in effective and noneffective groups

group together increases with increasing extension participation. The variables educational status of family, annual income and period of group work showed a negative significant correlation with group cohesiveness, Like the case of other group characteristics these variables caused the group members to go away from the group and there by start their own enterprises and hence group cohesiveness will be reduced. The results of the study is justifiable (Fig. 9).

#### **4.3.7. Correlation between selected personal and socio-psychological characters and participation in group activities of women among the effective and noneffective groups**

The results are presented in Table XII. From the table it is seen that the Variables age, educational status of respondent, extension participation, period of group work, DRDA visit, and training showed significant correlation with participation in group activities at 1 per cent level of significance. The variable information source utilisation is showing significant correlation with participation in group activities of women in effective groups at 5 per cent level of significance. The variables educational status of family, land holding, annual income, social participation, trade union participation, cosmopolitaness showed no significant relationship with participation in group activities in effective groups. Among the variables, educational status of respondent, extension participation, information source utilisation, DRDA visit and training showed a positive correlation while the variable age and period of group work showed a negative significant correlation with participation in group activities of women among the effective groups.

Tables XII. Correlation coefficient between selected personal and socio psychological variables and Participation in group activities of women among the effective and noneffective groups

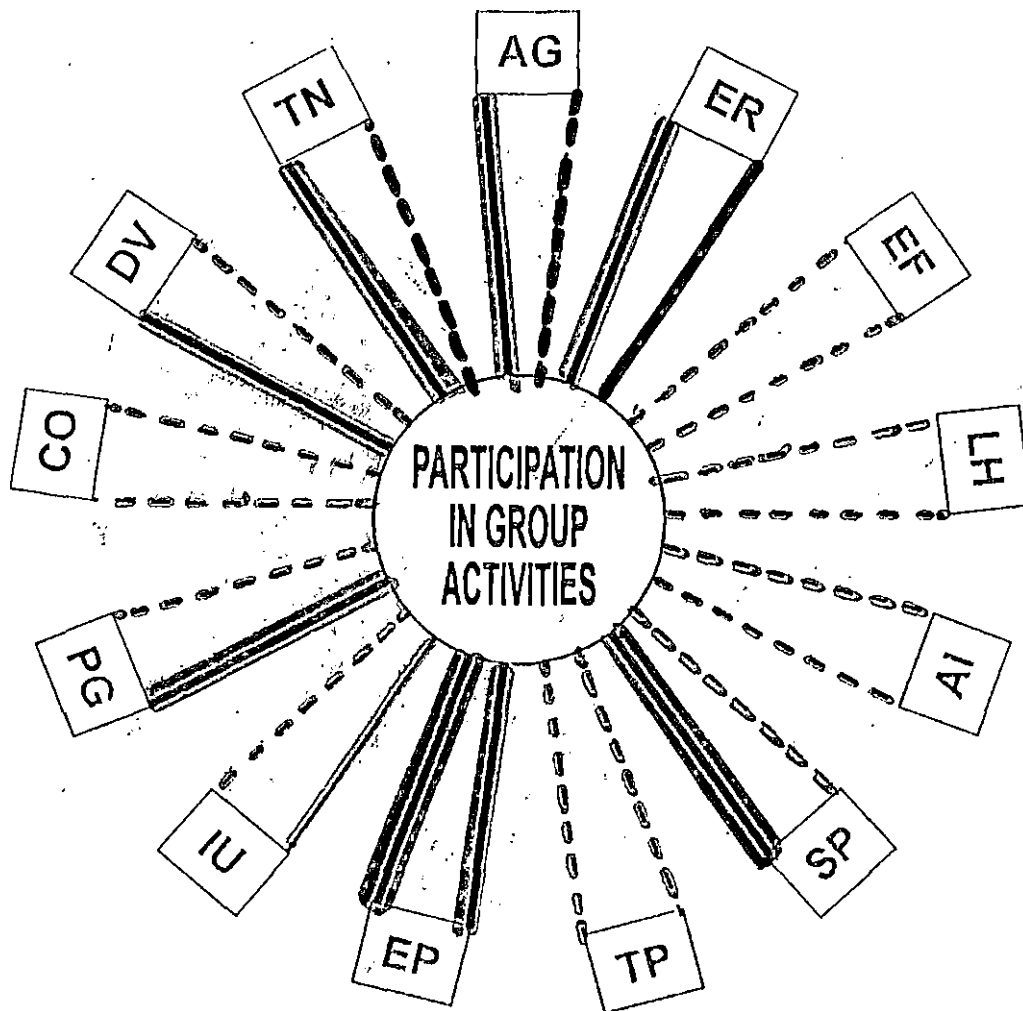
Personal and socio- psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.2182**	-0.0724
X <sub>2</sub> Educational status of respondent	0.2072**	0.1579*
X <sub>3</sub> Educational status of family	-0.1051	-0.0144
X <sub>4</sub> Land holding	-0.0614	-0.1131
X <sub>5</sub> Annual income	0.0735	0.0363
X <sub>6</sub> Social participation	0.0157	-0.2018**
X <sub>7</sub> Trade union participation	0.1023	0.1128
X <sub>8</sub> Extension participation	0.2624**	-0.2419**
X <sub>9</sub> Information source utilisation	0.1584*	-0.0877
X <sub>10</sub> Period of group work	-0.3222**	-0.1336
X <sub>11</sub> Cosmopolitaness	0.0461	0.0103
X <sub>12</sub> DRDA visit	0.2190**	-0.0751
X <sub>13</sub> Training	0.2217**	0.0069

\* Significant at 5% level

\*\* Significant at 1% level

From the table it is seen that ineffective groups the variables social participation and extension participation showed negative and significant correlation with participation in group activities of women at 1% level of significance. The variable Educational status of respondent showed a positive correlation at 5% level of significance. The variables age, educational status of family, land holding, annual income, trade union participation, information source utilisation, period of group work, cosmopolitaness, DRDA visit and training showed no significant relation with participation in group activities.

From the table XII it is evident that the variables namely educational status of family, land holding, annual income, trade union participation, and cosmopolitaness showed no significant relationship with participation in group activities of women in either the effective groups or noneffective groups. This results differ from the findings of Deepali (1979) who found that the family education profile was positively related with the degree of participation of rural women in agricultural operations. But the study is in accordance with the findings of Singh and Chander (1983). The results of the correlation of land holding with participation in group activities of women is seen to differ from the findings of Sharma and Singh (1970) and Sawyer (1973). But annual income showed a non significant correlation which is in accordance with the findings of Singh and Chander (1983) and Seema (1986). Alexander (1974) reported no association of participation in union activities with role expectation. This is in accordance with the results of the present study. Ferreira *et al.* (1983) in their study indicated that Cosmopolite farmers were more inclined to adopt new technology.



- |                                       |                           |
|---------------------------------------|---------------------------|
| AG - AGE                              |                           |
| ER - EDUCATIONAL STATUS OF RESPONDENT |                           |
| EF - EDUCATIONAL STATUS OF FAMILY     |                           |
| LH - LAND HOLDING                     |                           |
| AI - ANNUAL INCOME                    |                           |
| SP - SOCIAL PARTICIPATION             | <b>NONEFFECTIVE GROUP</b> |
| TP - TRADE UNION PARTICIPATION        | — SIGNIFICANT AT 5% LEVEL |
| EP - EXTENSION PARTICIPATION          | — SIGNIFICANT AT 1% LEVEL |
| IU - INFORMATION SOURCE UTILISATION   | - - - NON SIGNIFICANT     |
| PG - PERIOD OF GROUP WORK             |                           |
| CO - COSMOPOLITENESS                  | <b>EFFECTIVE GROUP</b>    |
| DV - DRDA VISIT                       | — SIGNIFICANT AT 5% LEVEL |
| TN - TRAINING                         | — SIGNIFICANT AT 1% LEVEL |
|                                       | - - - NON SIGNIFICANT     |

Fig. 10. Correlation between participation in group activities and selected personal and socio-psychological variables in effective and noneffective groups

From the results of the present study it is evident that as educational status of respondent increased participation in group activities increased in effective groups. Similarly as extension participation, information source utilisation, DRDA visit and training increased the members of the effective group showed more and more participation in group activities. The result is justifiable as the members interest in the group activities is increased by an increased extension participation, information source utilisation, DRDA visit and training. Then only the members could identify the importance of group work in promoting the development of the house holds of the women group members. This increased the participation of the women group members in the effective groups and this promoted the success of the effective groups. (Fig. 10).

#### **4.3.8. Correlation between selected personal and socio-psychological characters and Interpersonal liking of women among the effective and noneffective groups**

The results of the study are presented in Table XIII. The results shows that the variables namely annual income, social participation, trade union participation, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit showed a significant correlation with the group characteristic namely interpersonal liking at 1% level of significance. The variables namely educational status of family and land holding showed significant relationship with interpersonal liking of effective groups at 5% level of significance.

Tables XIII. Correlation coefficient between selected personal and socio-psychological variables and Interpersonal liking of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	0.0025	0.1698*
X <sub>2</sub> Educational status of respondent	-0.0906	0.1260
X <sub>3</sub> Educational status of family	-0.1662*	0.0721
X <sub>4</sub> Land holding	-0.1514*	-0.0539
X <sub>5</sub> Annual income	-0.4050**	-0.1146
X <sub>6</sub> Social participation	0.3476**	-0.0269
X <sub>7</sub> Trade union participation	-0.2080**	0.1006
X <sub>8</sub> Extension participation	-0.2233**	0.1608
X <sub>9</sub> Information source utilisation	-0.1926**	0.0929
X <sub>10</sub> Period of group work	-0.3978**	-0.5231**
X <sub>11</sub> Cosmopolitaness	-0.2721**	-0.0047
X <sub>12</sub> DRDA visit	-0.2201**	-0.0612
X <sub>13</sub> Training	0.0301	-0.1812**

\* Significant at 5% level

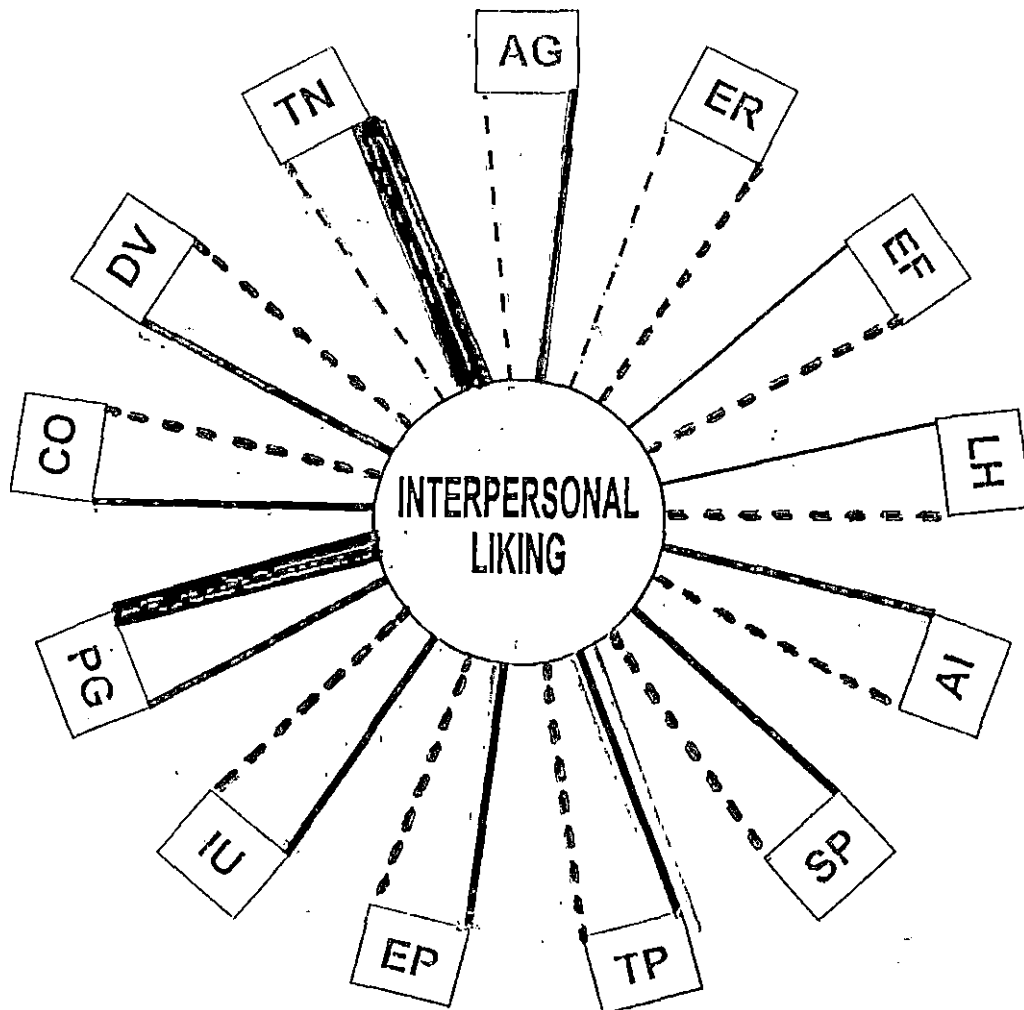
\*\* Significant at 1% level

The variables age, educational status of respondent, and training showed no significant relationship with interpersonal liking in the effective groups. Among the independent variables, social participation alone showed a positive correlation with interpersonal liking while the variables educational status of family, annual income, trade union participation, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit showed a negative correlation with interpersonal liking in the effective groups.

In the noneffective groups, the variables period of group work and training showed a negative significant correlation with interpersonal liking at 1% level of significance. The variable age showed a positive correlation with interpersonal liking at 5% level of significance. All the other personal and socio-psychological variables showed no significant relationship with interpersonal liking. In both the effective and noneffective groups the variable namely educational status of respondent showed no correlation with interpersonal liking. The results are similar to the findings of Subramony (1979) who found a non-significant association between education and successfulness of supervisors.

In the effective groups the variables age, educational status of respondent and training showed no significant correlation with interpersonal liking. From this result it is evident that these variables did not decide the interpersonal liking between group members. Irrespective of their age, educational status and training, members of effective groups showed a great deal of liking among fellow group members. One of the possible reasons for this is that the members had a





- AG - AGE
- ER - EDUCATIONAL STATUS OF RESPONDENT
- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

**NONEFFECTIVE GROUP**

- SIGNIFICANT AT 5% LEVEL
- SIGNIFICANT AT 1% LEVEL
- - - NON SIGNIFICANT

**EFFECTIVE GROUP**

- SIGNIFICANT AT 5% LEVEL
- SIGNIFICANT AT 1% LEVEL
- - - NON SIGNIFICANT

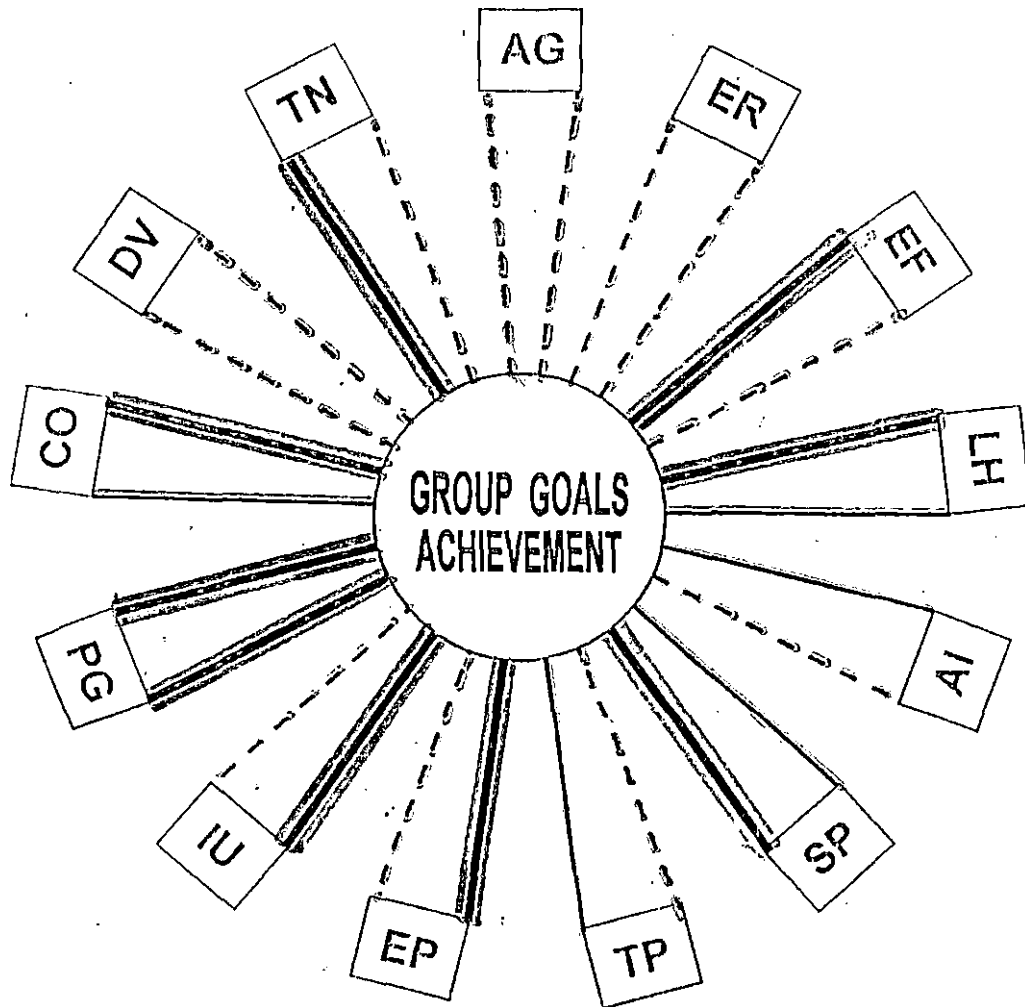
Fig. 11. Correlation between Interpersonal liking and selected personal and socio-psychological variables in effective and noneffective groups

common attitude towards group and all of them were striving towards group goal achievement. This may be one reason for greater interpersonal liking among the group members which led to the success of the effective groups. In effective groups social participation had a positive correlation with the interpersonal liking. As social participation increased members become more oriented towards their fellow group members and hence the increased interpersonal liking is logical.

It should be noted that in effective groups educational status of family, annual income, trade union participation, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit negatively affected interpersonal liking. One reason to attribute is that with increased scores of these variables, the members of the group had developed many interests outside their group. They had new and better contacts with outside which give them enough opportunities to excel in other fields other than the group work in which they are engaged. These trends which hinder with the success of the groups should be minimised. The results of the present study seems logical in this context. (Fig. 11).

#### **4.3.9. Correlation between selected personal and socio-psychological variables and group goals achievement of women among the effective and noneffective groups**

The results presented in Table XIV indicate that in the effective groups the personal and socio-psychological variables namely educational status of



- AG - AGE
- ER - EDUCATIONAL STATUS OF RESPONDENT
- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

- NONEFFECTIVE GROUP**
- (single line) SIGNIFICANT AT 5% LEVEL
  - == (double line) SIGNIFICANT AT 1% LEVEL
  - - - (dashed line) NON SIGNIFICANT
- EFFECTIVE GROUP**
- (single line) SIGNIFICANT AT 5% LEVEL
  - == (double line) SIGNIFICANT AT 1% LEVEL
  - - - (dashed line) NON SIGNIFICANT

Fig. 12. Correlation between group goals achievement and selected personal and socio-psychological variables in effective and noneffective groups

family, land holding, extension participation, information source utilisation period of group work, and training showed a significant correlation with group goals achievement at 1% level of significance. The variables annual income, social participation and cosmopolitaness showed a significant correlation with group goals achievement at 5% level of significance. The variables age, educational status of respondent, trade union participation and DRDA visit showed no significant relationship with group goals achievement.

The results showed that in the noneffective groups the variables social participation, period of group work and cosmopolitaness showed a significant correlation with group goals achievement at 1 % level of significance. The variables land holding and trade union participation is showing significant correlation with group goals achievement at 5% level of significance. The variables land holding and trade union participation showed a positive correlation with group goals achievement in the noneffective groups while the variable period of group work and cosmopolitaness showed a negative correlation with group goals achievement.

In both effective and noneffective groups the variables age, educational status of respondent and DRDA visit showed no significant correlation with group goals achievement. The result clearly showed that age, education and extension agency (DRDA) contact did not have any influence on the group goals achievement.

Tables XIV. Correlation coefficient between selected personal and socio psychological variables and Group goals achievement of women among the effective and noneffective groups

Personal and socio- psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	0.0259	0.1284
X <sub>2</sub> Educational status of respondent	-0.0588	0.0079
X <sub>3</sub> Educational status of family	-0.2222**	0.0708
X <sub>4</sub> Land holding	0.1902**	0.1424*
X <sub>5</sub> Annual income	-0.1680*	0.0418
X <sub>6</sub> Social participation	-0.1570*	0.2080**
X <sub>7</sub> Trade union participation	-0.1291	0.1426*
X <sub>8</sub> Extension participation	0.2727**	0.1343
X <sub>9</sub> Information source utilisation	0.3676**	0.0855
X <sub>10</sub> Period of group work	0.2676**	-0.5699**
X <sub>11</sub> Cosmopolitaness	0.1576*	-0.2126**
X <sub>12</sub> DRDA visit	0.0499	-0.0958
X <sub>13</sub> Training	0.3183**	-0.0014

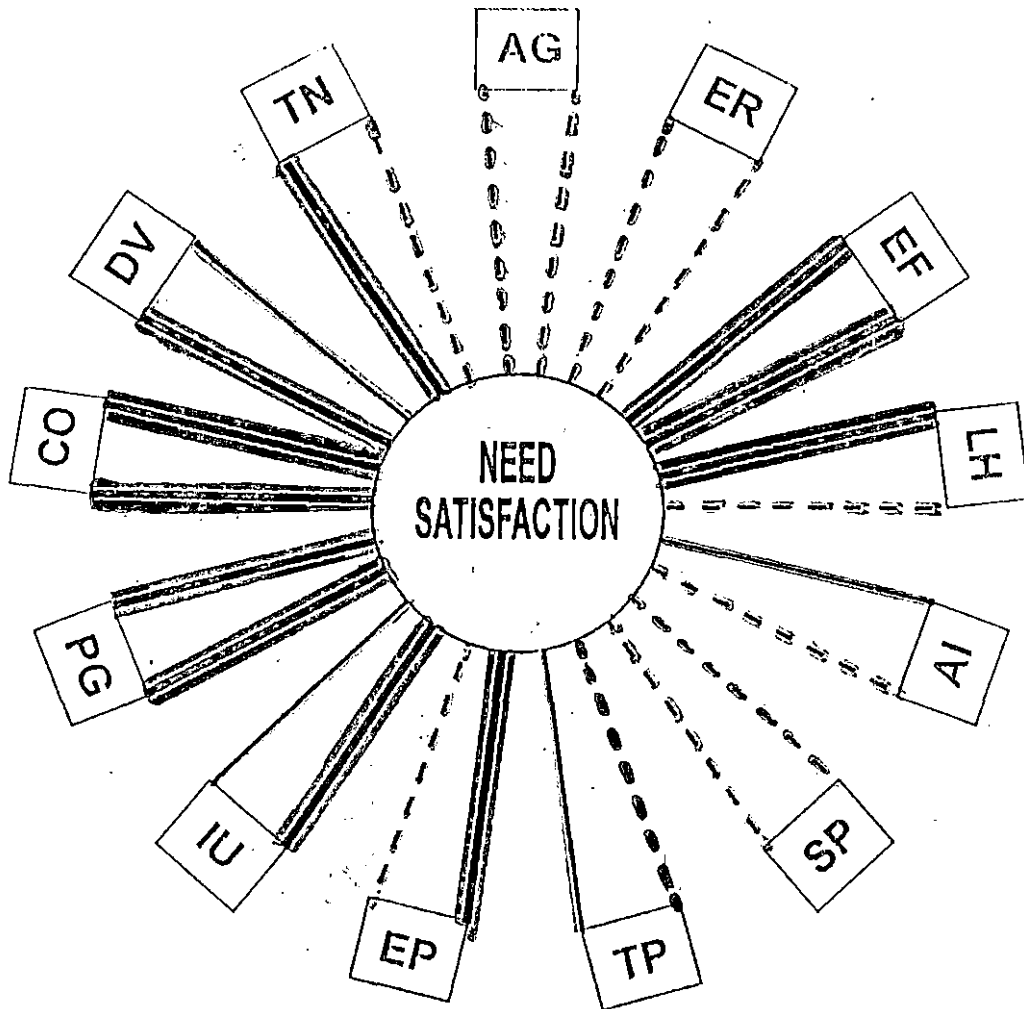
\* Significant at 5% level

\*\* Significant at 1% level

In the effective groups, the variables land holding, extension participation, information source utilisation, period of group work, cosmopolitaness and training showed a positive correlation with group goal achievement. As the group members used more and more information source and with increasing period of group work, increasing level of cosmopolitaness and with each training the members attended, their knowledge level increased with respect to their group work. They gained more information about the ways and means by which group goals can be achieved which helped in achievement of the group goals. Eventually this led to the success of the effective groups. The variables educational status of family, annual income, social participation, showed a negative significant correlation with group goals achievement in the effective groups. The increased scores of these variables would have promoted the group members to feel a state of independence which hinders them from group goal achievement. Such a tendency is detrimental for the group and it should be avoided. The results of the study has no related literature to be cited, but the result seems logical in the present context (Fig. 12).

#### **4.3.10. Correlation between selected personal and socio-psychological variables and need satisfaction of women among the effective and noneffective groups**

The results presented in Table XV shows that in the effective groups the personal and socio-psychological variables namely educational status of family, land holding, extension participation, information source utilisation, period of group work, cosmopolitaness, DRDA visit and training were found to



- AG - AGE
- ER - EDUCATIONAL STATUS OF RESPONDENT
- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

- NONEFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - NON SIGNIFICANT
- EFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - NON SIGNIFICANT

Fig. 13. Correlation between Need satisfaction and selected personal and socio-psychological variables in effective and noneffective groups

have significant correlation with need satisfaction at 1% level of significance. The variables land holding, extension participation, information source utilisation, period of group work, cosmopolitaness, DRDA visit and training showed a positive correlation with need satisfaction while the variables educational status of family and annual income, showed a negative correlation with need satisfaction. The variable annual income is negatively correlated with need satisfaction at 5% level of significance. The variables age, educational status of respondent, social participation and trade union participation showed no significant relationship with need satisfaction.

In the noneffective groups the results given in Table XV shows that the variables educational status of family, period of group work and cosmopolitaness showed a significant correlation with need satisfaction at 1% level of significance while the variables trade union participation, information source utilisation and DRDA visit showed a significant correlation with need satisfaction at 5% level of significance. The variables age, educational status of respondent, land holding, annual income, social participation, extension participation and training showed no significant relationship with need satisfaction.

In both effective and noneffective groups the variables age, educational status of respondent and social participation showed no significant relationship with need satisfaction. Subramony (1979) reported that age was not a significant factor in differentiating successful supervisors from non successful ones under industrial conditions. This study shows that irrespective of their age, education and social participation the members of the groups had certain needs, the satisfaction of which was greatly necessitated for the success of any groups.



Tables XV. Correlation coefficient between selected personal and socio-psychological variables and Need satisfaction of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	0.0265	0.1116
X <sub>2</sub> Educational status of respondent	-0.0236	0.0997
X <sub>3</sub> Educational status of family	-0.2548**	0.2015**
X <sub>4</sub> Land holding	0.2092**	0.1034
X <sub>5</sub> Annual income	-0.1582*	0.1160
X <sub>6</sub> Social participation	-0.1088	0.1372
X <sub>7</sub> Trade union participation	-0.0388	0.1760*
X <sub>8</sub> Extension participation	0.2485**	0.0850
X <sub>9</sub> Information source utilisation	0.4424**	0.1509*
X <sub>10</sub> Period of group work	0.2463**	-0.5513**
X <sub>11</sub> Cosmopolitaness	0.2428**	-0.3067**
X <sub>12</sub> DRDA visit	0.3404**	0.1516*
X <sub>13</sub> Training	0.5444**	-0.0431

\* Significant at 5% level

\*\* Significant at 1% level

In the effective groups the variables annual income and educational status of family showed a negative correlation with need satisfaction. As the annual income level of the group members increased the needs of the members also increased. In a similar manner as educational status of family increased their needs increases and hence satisfaction of needs does not occur. In a future date as the groups works successfully they can put forth new goals in accordance with the needs of the high income and education group members and then need satisfaction will also occur. As training increased the members became more knowledgeable about the ways and means to achieve group goals and hence an increased need satisfaction is seen. Similarly with an increase in land holding, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit, more group goals were achieved ineffective groups. This can be attributed to the high need satisfaction of the group members which led to the success of the effective groups (Fig. 13).

#### **4.3.11. Correlation between selected personal and socio- psychological characters and Interpersonal communication of women among the effective and noneffective groups**

The results presented in Table XVI indicate that in the effective groups the personal and socio-psychological variables namely land holding and training showed a positive and significant correlation with interpersonal communication at 1% level of significance. The variable educational status of respondent showed a positive correlation with interpersonal communication in effective groups at 5% level of significance.

Tables XVI. Correlation coefficient between selected personal and socio-psychological variables and Interpersonal communication of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.0904	0.0490
X <sub>2</sub> Educational status of respondent	0.1514*	0.2536**
X <sub>3</sub> Educational status of family	-0.0360	0.0902
X <sub>4</sub> Land holding	0.2747**	-0.0519
X <sub>5</sub> Annual income	0.0108	0.0399
X <sub>6</sub> Social participation	-0.0278	-0.0490
X <sub>7</sub> Trade union participation	0.1104	0.0965
X <sub>8</sub> Extension participation	-0.0263	-0.0293
X <sub>9</sub> Information source utilisation	-0.0194	0.0335
X <sub>10</sub> Period of group work	-0.0094	-0.3589**
X <sub>11</sub> Cosmopolitaness	0.0964	-0.0341
X <sub>12</sub> DRDA visit	0.0410	-0.1014
X <sub>13</sub> Training	0.1923**	-0.0554

\* Significant at 5% level

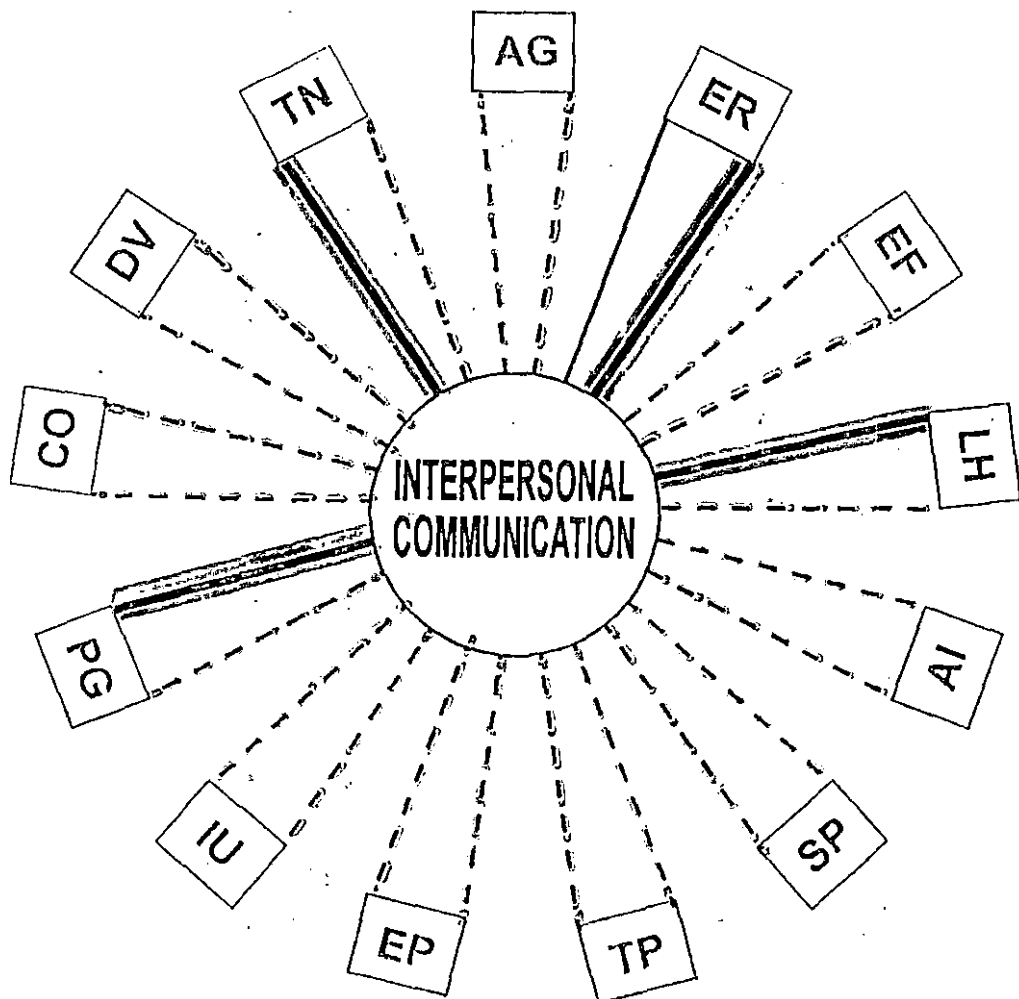
\*\* Significant at 1% level

The variables age, educational status of family, annual income, social participation, trade union participation, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit, showed no significant relationship with interpersonal communication.

The results indicate that in the noneffective groups the variables educational status of respondent and period of group work showed significant correlation with interpersonal communication at 1% level of significance. Educational status of the respondent showed positive relationship with interpersonal communication while period of group work showed a negative significant relationship with interpersonal communication.

From the Table XVI it is seen that the variables age, educational status of family, annual income, social participation, trade union, participation, extension participation, information source utilisation, cosmopolitaness and DRDA visit, showed no significant relationship with interpersonal communication in both the effective and noneffective groups. It is seen that irrespective of age, educational status of family, annual income, social participation, trade union participation, extension participation, information source utilisation, cosmopolitaness and DRDA visit interpersonal communication occurs in groups.

In the effective groups, as training, land holding and educational status of respondent increases interpersonal communication also increases with training and with increased educational status the members gets more communicative



- |                                       |                             |
|---------------------------------------|-----------------------------|
| AG - AGE                              |                             |
| ER - EDUCATIONAL STATUS OF RESPONDENT |                             |
| EF - EDUCATIONAL STATUS OF FAMILY     |                             |
| LH - LAND HOLDING                     |                             |
| AI - ANNUAL INCOME                    |                             |
| SP - SOCIAL PARTICIPATION             | <b>NONEFFECTIVE GROUP</b>   |
| TP - TRADE UNION PARTICIPATION        | ——— SIGNIFICANT AT 5% LEVEL |
| EP - EXTENSION PARTICIPATION          | ——— SIGNIFICANT AT 1% LEVEL |
| IU - INFORMATION SOURCE UTILISATION   | - - - NON SIGNIFICANT       |
| PG - PERIOD OF GROUP WORK             |                             |
| CO - COSMOPOLITENESS                  |                             |
| DV - DRDA VISIT                       |                             |
| TN - TRAINING                         |                             |
|                                       | <b>EFFECTIVE GROUP</b>      |
|                                       | ——— SIGNIFICANT AT 5% LEVEL |
|                                       | ——— SIGNIFICANT AT 1% LEVEL |
|                                       | - - - NON SIGNIFICANT       |

Fig. 14. Correlation between Interpersonal communication and selected personal and socio-psychological variables in effective and noneffective groups

skills. This helps them to have good interpersonal communication. The results of the study seems logical in the present context. Gosh (1995) found a positive and more or less high relationship between the educational status and group cohesiveness. Increased group cohesiveness increases the interpersonal communication also. (Fig. 14).

#### **4.3.12. Correlation between selected personal and socio-psychological variables and group competition of women among the effective and noneffective groups**

The results presented in Table XVII shows that in the effective groups personal and socio-psychological variables namely age and land holding showed negative and significant relationship with group competition at 1% level of significance. The variables extension participation, cosmopolitaness and DRDA visit showed a positive and significant relationship with group competition at 5% level of significance. The variables educational status of respondent, educational status of family, annual income, social participation, trade union participation, information source utilisation period of group work and training showed non significant relationship with group competition in the effective groups.

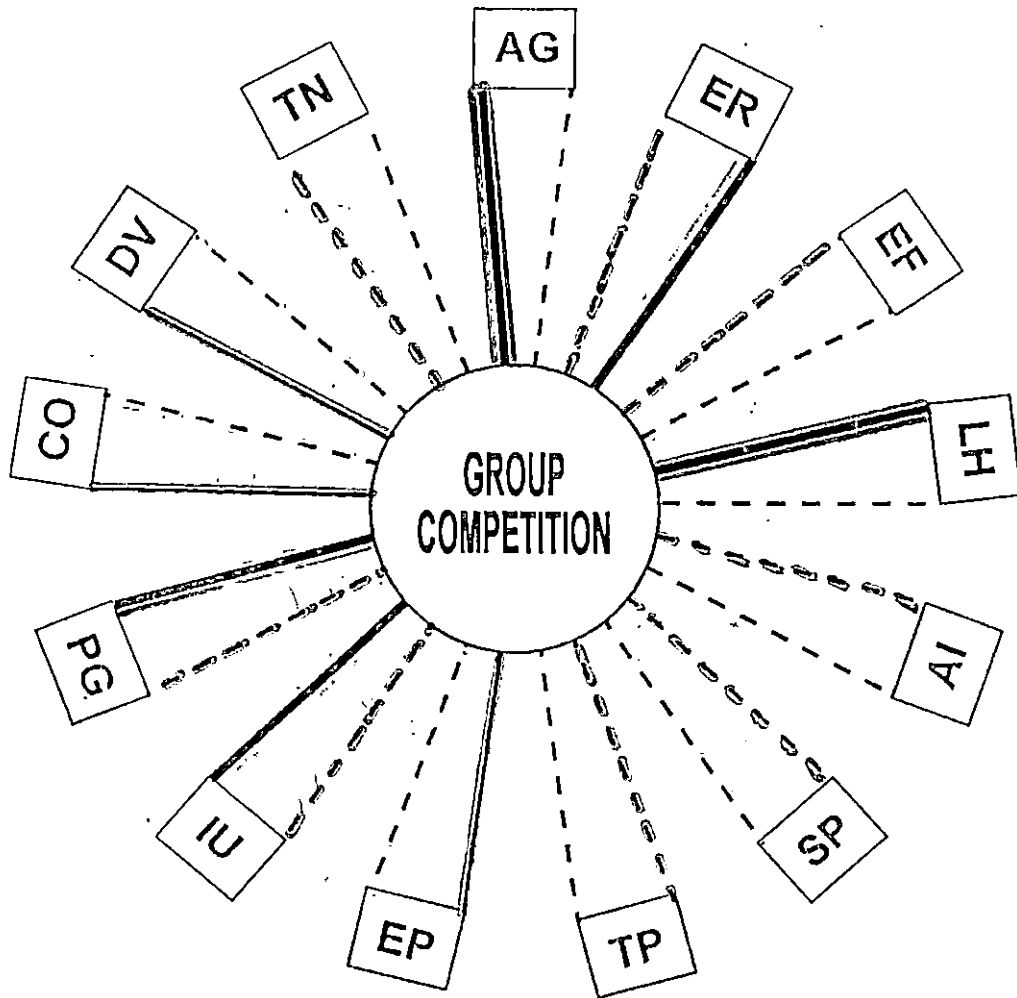
From Table XVII it is seen that in the noneffective groups, the variables educational status of respondent, information source utilisation showed positive correlation with group competition while period of group work showed negative correlation with group competition at 1% level of significance.

Tables XVII. Correlation coefficient between selected personal and socio-psychological variables and Group competition of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.2230**	-0.0734
X <sub>2</sub> Educational status of respondent	0.0441	0.3567**
X <sub>3</sub> Educational status of family	-0.1353	-0.0693
X <sub>4</sub> Land holding	-0.2213**	0.0699
X <sub>5</sub> Annual income	0.1220	-0.0695
X <sub>6</sub> Social participation	-0.0769	0.0408
X <sub>7</sub> Trade union participation	-0.0001	0.0761
X <sub>8</sub> Extension participation	0.1459*	0.1134
X <sub>9</sub> Information source utilisation	0.0387	0.2360**
X <sub>10</sub> Period of group work	-0.0238	-0.2899**
X <sub>11</sub> Cosmopolitaness	0.1541*	-0.0893
X <sub>12</sub> DRDA visit	0.1542*	-0.0039
X <sub>13</sub> Training	0.0993	-0.0848

\* Significant at 5% level

\*\* Significant at 1% level



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- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

- NONEFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - NON SIGNIFICANT
- EFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - - - NON SIGNIFICANT

Fig. 15. Correlation between Group competition and selected personal and socio-psychological variables in effective and noneffective groups



The remaining personal and socio psychological variables showed no significant relationship with group competition in the noneffective groups. The results indicate that the variables educational status of family, annual income, social participation, trade union participation and training showed no significant correlation with group competition in both the effective and noneffective groups.

From the result it is seen that in the effective groups the variables extension participation, cosmopolitaness and DRDA visit showed a positive relationship with group competition. With increased extension participation cosmopolitaness and DRDA visit, group competition increases, the members will have a competitive spirit to work for better performance of this group. This paves the way for success of the effective groups, while the variables age and land holding decreases the group competition level. The results of the study seems to be in accordance with the findings of Sharma and Singh (1970). They found that the size of holding had significantly affected the extent of participation. Sawyer (1973) observed that women's participation in decision making was negatively associated with farm size. Padmanabhan (1981) found out a negative significant relation between age and labour efficiency which is similar to the findings of the present study. The results of the study seems logical (Fig. 15).

#### **4.1.13. Correlation between selected personal and socio- psychological variables and interpersonal trust of women among the effective and noneffective groups**

The results are presented in Table XVIII.

Tables XVIII. Correlation coefficient between selected personal and socio-psychological variables and Interpersonal trust of women among the effective and noneffective groups

Personal and socio-psychological variables	N = 98	N = 102
	Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub> Age	-0.0926	0.0544
X <sub>2</sub> Educational status of respondent	-0.1166	0.0074
X <sub>3</sub> Educational status of family	-0.3488**	0.0013
X <sub>4</sub> Land holding	0.0819	-0.2499**
X <sub>5</sub> Annual income	-0.4001**	0.1876**
X <sub>6</sub> Social participation	0.2243**	-0.2967**
X <sub>7</sub> Trade union participation	-0.1409*	0.1307
X <sub>8</sub> Extension participation	-0.1935**	-0.3176**
X <sub>9</sub> Information source utilisation	-0.1866**	-0.3699**
X <sub>10</sub> Period of group work	-0.1584*	-0.2443**
X <sub>11</sub> Cosmopolitaness	-0.1057	-0.0188
X <sub>12</sub> DRDA visit	0.0402	-0.1145
X <sub>13</sub> Training	0.1023	-0.0077

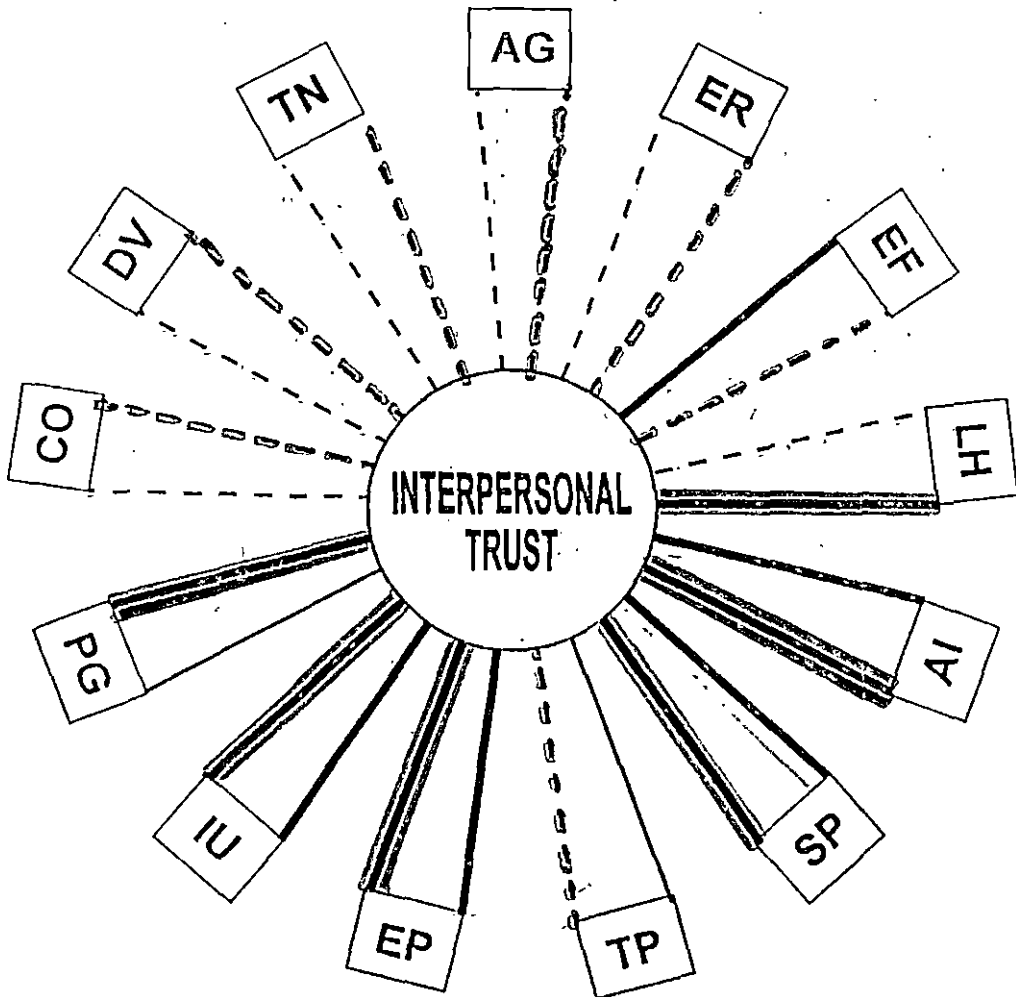
\* Significant at 5% level

\*\* Significant at 1% level

From the table it is seen that in the effective groups, the variables educational status of family, annual income, social participation, extension participation and information source utilisation shows a significant correlation with interpersonal trust of women at 1% level of significance. The variables trade union participation and period of group work showed a significant correlation with interpersonal trust of women at 5% level of significance. Among these variables educational status of family, annual income, trade union participation, extension participation, information source utilisation and period of group work showed a negative significant correlation with interpersonal trust while social participation alone showed a positive and significant relationship with interpersonal trust. The variables age, educational status of respondent, land holding, cosmopolitaness, DRDA visit and training showed no significant relationship with interpersonal trust of women in the effective groups.

The results shows that in the noneffective groups the variables land holding, social participation, extension participation, information source utilisation and period of group work showed a negative significant correlation with interpersonal trust at 1% level of significance, while the variable, annual income seem to influence interpersonal trust positively in the noneffective groups at 1% level of significance.

From the result it is seen that in both effective and noneffective groups the variables extension participation, information source utilisation and period of group work showed significant and negative correlation with interpersonal trust. As the experience in group work increases interpersonal trust decreases.



- AG - AGE
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- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

**NONEFFECTIVE GROUP**

- SIGNIFICANT AT 5% LEVEL
- SIGNIFICANT AT 1% LEVEL
- - - - NON SIGNIFICANT

**EFFECTIVE GROUP**

- SIGNIFICANT AT 5% LEVEL
- SIGNIFICANT AT 1% LEVEL
- - - - NON SIGNIFICANT

Fig. 16. Correlation between Interpersonal trust and selected personal and socio-psychological variables in effective and noneffective groups

Similarly with increased extension participation and increased information source utilisation interpersonal trust decreased. With the increased scores of this variable the group members in both effective and noneffective groups became more independent which resulted in the present result. Similarly in both effective and noneffective groups the variables age, educational status of respondent, cosmopolitaness, DRDA visit and training showed no significant relationship with interpersonal trust.

In the effective groups social participation is the only variable that showed a positive correlation with interpersonal trust. This may be because as social participation increased the interaction with members of the groups increases. This resulted in increased faith and confidence of members in the fellow groups members as a result a past experience with the group members. The result seems logical in this context (Fig. ).

#### **4.3.14. Correlation between selected personal and socio psychological variables and group motivation of women among the effective and noneffective groups**

The results are presented in Table XIX. The results shows that the variables information source utilisation and DRDA / block visit are seen to be positively and significantly correlated with the group motivation of women in the effective groups at 1% level of significance. The variables, age, educational status of respondent, educational status of family, land holding, annual income, social participation, trade union participation, extension participation, period of group work, cosmopolitaness and training showed no significant relationship with group motivation.

Tables XIX. Correlation coefficient between selected personal and socio-psychological variables and Group motivation of women among the effective and noneffective groups

		N = 98	N = 102
Personal and socio-psychological variables		Correlation coefficient 'r' Effective group	Correlation coefficient 'r' Noneffective group
X <sub>1</sub>	Age	0.0971	0.0049
X <sub>2</sub>	Educational status of respondent	0.0169	0.1509*
X <sub>3</sub>	Educational status of family	-0.1037	0.0854
X <sub>4</sub>	Land holding	0.1157	0.0267
X <sub>5</sub>	Annual income	-0.1097	-0.0930
X <sub>6</sub>	Social participation	-0.0934	0.0142
X <sub>7</sub>	Trade union participation	0.0086	0.0989
X <sub>8</sub>	Extension participation	0.0259	0.0726
X <sub>9</sub>	Information source utilisation	0.2970**	0.1219
X <sub>10</sub>	Period of group work	0.1017	-0.5454**
X <sub>11</sub>	Cosmopolitaness	0.1321	-0.0994
X <sub>12</sub>	DRDA visit	0.2594**	0.1306
X <sub>13</sub>	Training	0.2739	0.0123

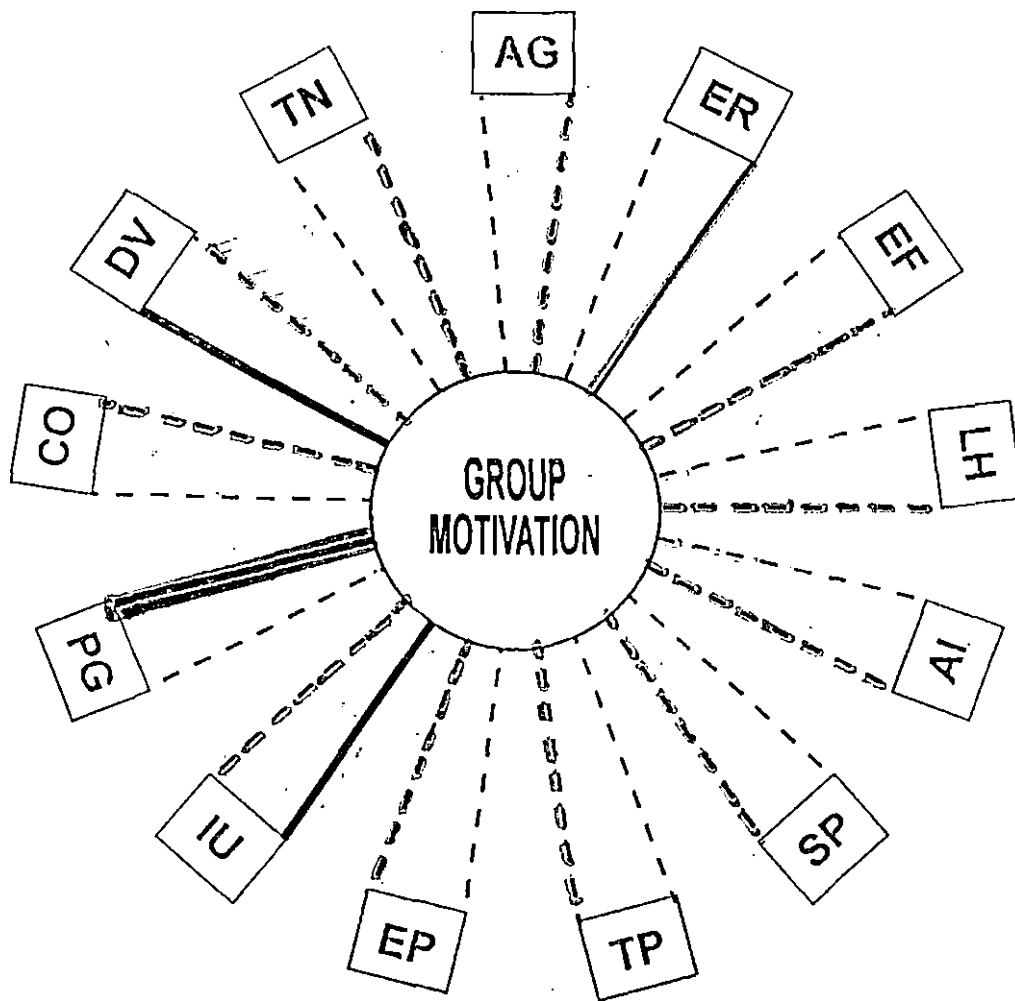
\* Significant at 5% level

\*\* Significant at 1% level

From the results given in Table XIX it is evident that in the noneffective groups the variable period of group work is showing negative and significant correlation with group motivation at 1% level of significance. The variable educational status of respondent is found to have positive and significant correlation with group motivation at 5% level of significance. All the other personal and socio-psychological variables showed no significant relationship with group motivation in the noneffective groups.

The results of the study makes it clear that the personal and socio-psychological variables namely age, educational status of family, land holding, annual income, social participation, trade union participation, extension participation, cosmopolitaness and training showed no significant relationship with group motivation in both the effective and noneffective groups.

In the effective groups, the variables, information source utilisation and DRDA / Block visit are positively correlated with group motivation. As information source utilisation increases, the members gets more motivation to continue in the group. The members becomes more knowledgeable and aware about the importance of the group. They get motivated more to achieve the group goals. They get a feeling that their needs will be achieved by working in these groups. This makes them more motivated to work in the group. With the increased DRDA / Block visit the group members become confident that their economic condition as well as their social status could be improved with their group activity. This also increases the motivation of the group. The results of the study seems logical in the present context (Fig. 17). Bhagat and Mathur



- AG - AGE
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- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
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- TN - TRAINING

- NONEFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - NON SIGNIFICANT
- EFFECTIVE GROUP**
- SIGNIFICANT AT 5% LEVEL
  - SIGNIFICANT AT 1% LEVEL
  - NON SIGNIFICANT

Fig. 17. Correlation between Group motivation and selected personal and socio-psychological variables in effective and noneffective groups



(1989) reported that women's programmes and rural programmes which are educational in nature was preferred by farm women. They opined that radio provide education to them for improving their living, increasing their knowledge and providing information on home improvement. The women group members try to keep close contact with the DRDA / Block officials to discuss their problems, seek advice from them, get the help of these officials for marketing their produce. This helps to improve their group motivation.

#### **4.4. Identification of constraints**

The various constraints identified which affects the effectiveness of the groups are given in Table XX. The results shows that the first constraint identified was the comparative high cost of raw materials.

About 70 per cent of the group members have pointed out this constraint. The high cost of raw materials when compared to the finished product makes it difficult to achieve success. The second constraint which was identified by 69 per cent of group members is the low economic status of members. Their low economic status prevented members from taking up other agriculture allied industries which involved more investments. The next constraint which secured 60 per cent is improper repayment of loans. This is a major constraint of many groups. The poor women will be in debt and improper repayment will lead them to fall more into debt. The bank officials and DRDA officials should see that the groups repay their loans properly. The other high ranking constraint is non-availability of adequate raw materials (59.5%).

Tables XX. Constraints experienced by the DWCRA womens groups

Sl. No.	Constraint	Frequency	Percentage	Rank
1.	Comparatively high cost of raw materials	140	70	1
2.	Low economic status of members	138	69	2
3.	Improper repayment of loans	120	60	3
4.	Non-availability of adequate raw materials	119	59.5	4
5.	Lack of forward and backward linkages for easy availability of raw materials and marketing	104	52	5
6.	Lack of local demand for products produced by group	97	48.5	6
7.	Lack of interest of officials at block/district level	97	48.5	7
8.	Lack of follow up activities by department	93	46.5	8
9.	Inadequacy of lumpsum grant sanctioned for revolving fund	86	43	9
10.	Wrong selection of group activities by groups not based on skill, aptitude and other conditions at initial stage	80	40	10
11.	Lack of team spirit	66	33	11
12.	Drop out of members due to marriage and other reasons	65	32.5	12
13.	Lack of homogeneity among members	63	31.5	13
14.	Competition from big companies/other groups producing same products	59	29.5	14
15.	Lack of effective leadership	58	29	15
16.	Lack of initiative and interest at desired level among members	55	27.5	16
17.	Fear to avail loans	52	26	17
18.	Lack of co-operative zeal among the members in performing tasks	45	22.5	18

Contd...

(Tables XX. Contd...)

Sl. No.	Constraint	Frequency	Percentage	Rank
19.	Lack of quality conciousness among members about their product	45	22.5	19
20.	Lack of group cohesivensss	42	21	20
21.	Lack of advertisement of products	40	20	21
22.	Family problems	31	15.5	22
23.	Illiteracy	28	14	23
24.	Lack of functional division of labour	25	12.5	24
25.	Lack of mutual trust	14	7.0	25
26.	Poor quality of packaging	13	6.5	26
27.	Political interference	13	6.5	27
28.	Rigidity against diversification of products	12	6.0	28
29.	Hesitations to take up innovative scheme	2	1.0	29
30.	Lack of entrepreneurship qualities	2	1	30
31.	Lack of managerial skills	1	0.5	31

This will cause delay in the supply and market of their produce. In rainy seasons it is difficult to get raw materials like bamboo which affects the bamboo mat weaving groups. Lack of forward and backward linkages for easy availability of raw materials and marketing and lack of local demand for the products produced by group are the constraints which are ranked 5<sup>th</sup> and 6<sup>th</sup>. In some groups like coir mat weaving, their was lack of demand for mechanised coir and this made such groups unsuccessful. The members wanted to change their

machines to traditional ratt machines. The seventh constraint identified is lack of interest of officials at block / district level. The next constraint is lack of follow up activities by department. The DRDA officials should show more interest in the activities of the group and regular follow up activities should be undertaken after the start of the group. Inadequacy of revolving fund is another constraint that gained 43 per cent frequency. Wrong selection of group activities by groups not based on skill, aptitude and other conditions at initial stage is the 10<sup>th</sup> constraint ranked. Activities well suited for the group members alone should be selected. The DRDA officials should see to this.

Lack of team spirit (33%), drop out of members due to marriage and other reasons (32.5%), lack of homogeneity among members (31.5%) competition from other groups producing same products (29.5%) were the next high ranking constraints. If there is no team spirit the members of the group cannot work together so is lack of homogeneity which prevents the member from working as a team. Lack of effective leadership is the constraint that gained 29 per cent frequency. A proper group leadership alone can lead a group towards success. The next constraints identified are lack of initiative and interest at desired level among members (27.5%), fear to avail loans (26%), lack of co-operation among members (22.5%), lack of quality consciousness among members about products (22.5%), Lack of group cohesiveness (21%). As identified earlier lack of co-operation and group cohesiveness among members led the groups to failure. These are some of the important constraints. Those constraints which has got a frequency score above 20 per cent was only considered.

Lack of advertisement (20%) family problems (15.5%), Illiteracy (14%), lack of functional division of labour (12.5%), lack of mutual trust (7%), poor packaging (6.5%), political interference (6.5%), rigidity against diversification of products (6%), hesitations to take up innovative schemes (1%), lack of entrepreneurship qualities (1%), lack of management skills (0.5%), lack of training (2%) and lack of a proper work place (1%) were some of the constraints identified, but of minor importance. Steps should be taken to overcome these constraints which are identified as hindering group action.

#### **4.5. Suggestions to overcome constraints as perceived by group members**

The suggestions given by the group members to overcome their constraints are given in Table XXI. From the table it is seen that the first suggestion suggested by 97 per cent of the group members is forming supply and marketing societies to carry out marketing of group produce. In many groups marketing of produce is a major problem. The cost of raw materials is high. But finished products does not get comparable prices. To overcome this problem supply and marketing societies are to be formed then the groups will get reasonable prices. The next suggestion is to impart leadership training to group co-ordinators. It was seen from the study that group leadership is an important group characteristic that determines the success of the group. Lack of effective leadership is a major constraint that affects the success of the group. Through leadership training this group characteristic can be improved which leads to the success of the groups.

Tables XXI. Suggestions to overcome constraints

Sl. No.	Suggestions	Frequency	Percentage	Rank
1.	Form supply and marketing societies to carry our marketing of group produce	194	97	1
2.	Impart leadership training to group co-ordinators	176	88	2
3.	The group members should work to improve their economic status	172	86	3
4.	Make provisions to market the produce of group through melas / fairs etc.	167	83.5	4
5.	Appropriate training should be imparted to the group members for selected activities	156	78	5
6.	Sincere efforts should be made by group members to improve group cohesiveness, team spirit, co-operation among member, mutual trust etc.	142	71	6
7.	Frequent supervision of groups by officials responsible for the implementation of the scheme should be made compulsory	125	62.5	7
8.	Increase the amount sanctioned under the scheme to have economic viability	114	57	8
9.	Involve women extension functionaries at the block level in the selection of beneficiaries, group organisers and identification of group activities suited for the group members	106	53	9
10.	As far as possible form group with homogenous members	98	49	10
11.	The groups should be allowed to choose freely the activities of their own interest	93	46.5	11
12.	Divide the various function in groups into different group members equally	74	37	12
13.	Arrange provisions for easy release of funds into groups through banks	69	34.5	13
14.	The district and block level officials should have the discretion to change the group or its activities which are non-functional	67	33.5	14

Contd...

(Tables XXI. Contd...)

Sl. No.	Suggestions	Frequency	Percentage	Rank
15.	Provide group discussions and group meetings to inculcate the strength in group members to overcome hesitation and impatience to take up innovative schemes	55	27.5	15
16.	Appoint rural managers to have feed back to groups to change the quality of their products as per consumer's satisfaction	55	27.5	16
17.	Eliminate middlemen and supply the produce of groups directly to the market	13	6.5	17
18.	Group co-ordinator should try to see that political interference is avoided	1	0.5	18

The third suggestion is that the group members should work to improve their economic status (86%). The low economic status of members is a major constraint that affected group activities. The investment power of the members is less, whatever loans they acquire cannot be fully utilised for group work. Instead they will be used for household activities. To prevent this the members should work and try to improve their economic status. The next suggestion also overcomes the constraints in marketing. Provisions to market the produce of the group through fair / melas (83.5%) will reduce the problem of marketing and will help them to get reasonable price. The 5<sup>th</sup> suggestion is an important one. The group members should take sincere efforts to improve their group characteristics like group cohesiveness, team spirit, group co-operation among members, mutual trust etc. The members of the group alone can improve these characteristics. Trainings on behavioral attributes to improve such group

characteristics should be given to the group members. An increased group cohesiveness, team spirit, group co-operation and interpersonal trust can definitely lead the group to success.

The 7<sup>th</sup> suggestion is frequent supervision of groups by officials responsible for the implementation of the scheme should be made compulsory. This will help to overcome the 7<sup>th</sup> and 8<sup>th</sup> constraint given in Table XX. The next suggestion is to increase the amount sanctioned under the scheme to have economic viability (57%). Inadequacy of revolving fund is a major constraint which can be overcome by this suggestion. The suggestion given for the 10<sup>th</sup> constraint is to involve women extension functionaries at the block level in the selection of beneficiaries, group organisers and identification of group activities selected to group members. The selection of group activities is a major constraint. Only women extension functionaries who are having close contact with the rural women can identify activities suited to them. The selection of group members based on homogeneity and skill can be undertaken by them. The most proficient member with good leadership qualities alone be selected as their leader / group co-ordinator. The 10<sup>th</sup> suggestion is to form groups with homogeneous member (49%). This alone can solve the problem of non homogeneity among the members. At the initial stage of group formation itself homogenous members have to be selected to overcome this problem in future. The 11<sup>th</sup> constraint with 46.5% score is that the groups should be allowed to choose freely the activities of their own interest. This helps to overcome the wrong selection of activities not based on skill and aptitude of group members.



The 12<sup>th</sup> suggestion given is to divide the various functions on group to different members equally (37%). This functional division of labour creates interest among the members to do the work as they don't have to do all the work but only a part of it. This will help to increase the group competition. Each member will compete with the other member to work faster so as to complete their work earlier and better than the other members. Such a competitive spirit will surely lead the group to success. The 13<sup>th</sup> suggestion is to arrange provisions for easy release of funds to groups through banks. This will account for the shortage of funds for the group which is a major constraint. Availability of funds will provide the members a courage to start new ventures and the other profitable agriculture allied industries which involve more investment. The next suggestion is to change the group or its activities which are nonfunctional (33.5%). This is a very important suggestion. If the groups continue in activities which are not suited to their skill and aptitude then they will always remain as noneffective groups. To prevent this the activities which are non-functional should be changed. So is the case with non interested members. The DRDA / Block officials should take initiative to change the group members or its activities which seems non functional.

The next suggestions are to provide group discussions and group meetings to inculcate the strength in group members to overcome hesitation and impatience to take up innovative schemes (27.5%). Appoint rural managers to have feed back to groups to change the quality of their products as per consumer satisfaction (27.5%), eliminate middle men (6.5%) and group co-ordinator should try to avoid political interference (0.5%).

#### **4.6. Measures to involve the groups more effectively in group action**

From the study it is clear that out of the 15 group characteristics studied 14 of them are significant for effective group action. So in order to involve these groups more effectively these characteristics should be improved in the respective groups some suggestions to improve these group characteristics are cited here.

##### **1. Group interaction**

This is an important group characteristic to improve the interaction among the members frequent meetings and workshops involving the members of a few groups in a village should be organised. Further, monthly workshops for the groups in a block should be organised under the auspicious of the DRDA officials and Blocks officials. This gives the members more chances to interact with members of their group and with members of other groups too. This will help them to share information, discuss common problems and find solutions. The daily attendance in any group should be made compulsory. This also favours group interaction.

##### **2. Group co-operation**

The members of the group themselves should try to improve their co-operation. Selection of homogenous group members will ensure co-operation. Further with functional division of labour in the groups the members will co-operate more. The need and importance of co-operation should be made aware to the group members. Quarterly workshops with demonstrations should be organised by DRDA. In such demonstrations the co-operation of members should be sought in arranging the programmes and conducting the method demonstrations. These steps will help



to improve co-operation. Further the group leader should seek the co-operation of the members in each state of group goal achievement.

### **3. Interpersonal trust**

This character of group can be increased only with time and experience. The leader should give a chance to each group member to keep the account and the earnings. In each month there should be rotation among the group members in acting as treasurer / accountant. When the members feels that she can trust the other member in money matters she is half relieved. In future also she would show a tendency to see the other member with faith and confidence, not only in money matters but in other areas also. In this way interpersonal trust can be improved in a group.

### **4. Group decision making**

This group characteristic can be improved by involving all the members in the decision making process. Every week the members of the group should sit through a discussion. The evaluation of the activities of the group for the past one week should be done. Measures to overcome the shortfalls and strategies for further improvement should be taken. The group activities for the next week should be planned in the discussion. The group leader / co-ordinator should monitor the discussions and see that each individual member freely gives their opinion in the group discussions. Such discussions and evaluations involving women extension functionaries of the village / Block level should also be done on a monthly basis. This will help the groups to increase the rationality in decision making which improves the group decisions.

## **5. Group motivation**

The members of the group should be given achievement motivation training. Further there should be prizes for the best group as well as the best group member and group leader in every year. Such monetary benefits will improve the motivation of members to work in the group. Further the financial assistance to these groups should be increased which helps the members to sustain their lives through this group work. Frequent melas and exhibitions should be conducted by the DRDA. Such melas and exhibitions will motivate members to work in the group. The encouragement provided by the block / DRDA officials during frequent visits to the group also improves group motivation.

## **6. Interpersonal communication**

This can be improved by conducting communications workshop. The members should be taught ways and means to effectively communicate with others. Further within the group, the group leader should give a chance to each member to speak out their problems. Through communication workshops the members will be able to overcome their fear and hesitation and study the ways and means for effective communication. The DRDA should organise such workshops.

## **7. Group cohesiveness**

This increases with efforts on part of each member when the group members are attracted to each other and when their needs are satisfied members will remain in the group. Training is found to improve group cohesiveness. Further the incentives given to the group for the success also acts as a means to improve cohesiveness. Resolution of conflicts in time also improves the cohesiveness of the groups.

### **8. Group goal achievement**

This can be achieved only by earnest efforts on the part of all group members. All members of a group should strive hard to achieve group goals. The participation of all members while formulating the goals will give a clear picture of the goals of the group and it will improve the group goal achievement. The support provided by DRDA / Block officials in solving the problems of the group and by giving them constant encouragement and direction of action also helps in group goals achievement.

### **9. Participation in group activities**

The functional division of labour, trainings and regular attendance in groups helps to improve the participation of members in the group activities. A good leader should co-ordinate the activities of members of the group and the members showing low participation should be directed to involve more in group activities. The melas / fairs organised improves participation of members, so also the material benefits gained by group members including the prizes and awards improves participation of members in group activities. If any member is seen not participating in any group activities that member should be removed from the group and a new member should be inducted in the group.

### **10. Need satisfaction**

This can be improved only by the achievement of group goals. Each and every member should strive hard to achieve the group goals which satisfies the individual needs of member. Better satisfaction occurs if the goals of the groups are formulated keeping in mind the needs of each individual member.

### **11. Interpersonal liking**

This can be improved if homogenous and like minded members join together to form the groups. The conflicts occurring in groups if solved in correct time will help to sustain the interpersonal liking among members. Each and every members should try to increase their interpersonal liking and behave properly in the groups, while dividing the group activities among members, like minded members should be put together to do the activity which improves their performance.

### **12. Interdependence of members**

The functional division of labour helps to improve the interdependence of members. Interdependence of members is the basic quality of any group. If the members feel that they can work independently, they should be removed from the group and members who are willing to work interdependently alone need be retained as members of the group. Activities that need interdependence among members alone need be selected as the group activity which ensures the interdependent participation of all the members in the group activities.

### **13. Group competition**

The fairs / melas and the awards for the group members helps to improve group competition. Frequent monitoring of the activities of the group will improve the competition among the group members. Also setting of targets for achievement of the group in a stipulated time will improve group competition. Monthly review meetings of the activities of the group and the contact with other groups will create a desire in the group members to work harder. Positive rewards given like appreciation, price to best group and best group member will help to improve the

competitive spirit among group members. Care should be taken to see that the group competition will not reach a conflicting level.

#### **14. Group leadership**

Leadership training should be imparted to the group members. The group leader should be changed after a fixed period say 5 years or so or, if the leader seems to be unsuccessful in leading the group towards success. If the leader seems efficient and is approved by the other group members then she can retain the position of group leader / co-ordinator. Leadership training should be given to all group members and the member showing good leadership traits should be chosen as the leader.

Some of the suggestions found relevant by the researcher to improve the group characteristics of group are cited here. There are other methods too to improve these group characteristics but their practical application is limited, so the discussion confirms to selected methods alone. The suggestions to improve selected group characteristics and suggestions to overcome, the constraints of the group will surely lead the groups to success and thereby better rural development will occur.

#### **Role of women in rural development**

The rural development process is depending upon the infrastructural facilities, the eco agronomic and other allied factors as rightly suggested by A.T. Mosher. When the above factors are so blended, naturally the next important connected input should be the right type of farm personnel who are the enablers of this process. In this context the relationship between agricultural production and rural development is evidently proved already. While delineating the farm personnel

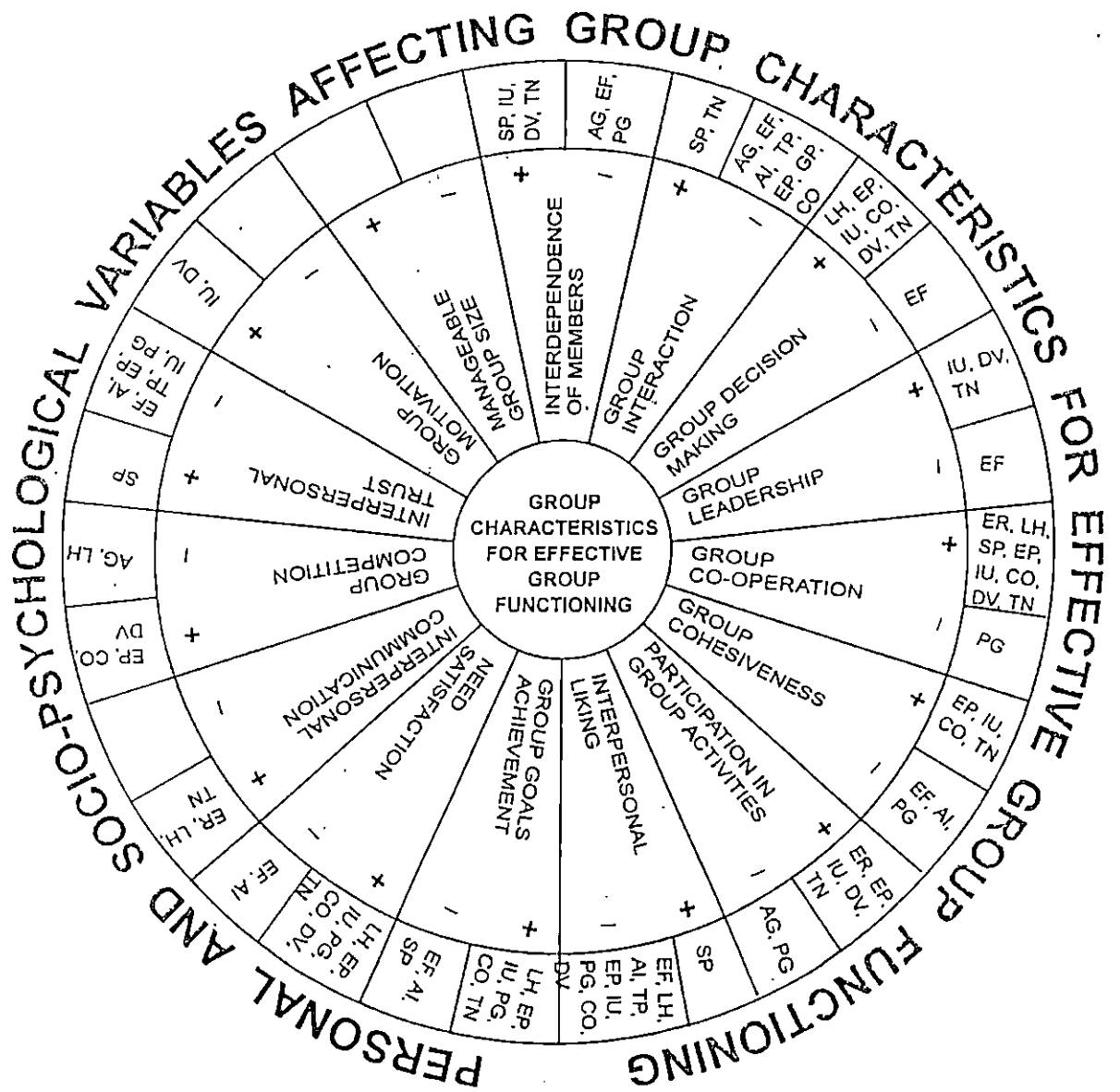
involved in agricultural production process, the role played by rural women is evidenced since they are directly involved in the handling of agricultural products for increasing their per capita income.

Considering their scope of participation in agriculture related vocations, the government had already introduced many such income generating activities through the DRDA's in Kerala State. In order to augment such projects, women's groups are being entrusted with this assignment to bring back their per capita income on par with the state income. It is only in this context, the role of women in rural development is specifically related. Accordingly an effort is made in this study to streamline a sound proof methodology for the involvement of women for rural development.

The present study brings to lime light some of the important women's group characters for conducive group action. By improving these group characters among the women's groups, these groups can improve their functioning and thus they can become successful groups. The success of such groups will help to bring women in to a state of economic stability of the rural area where from they are representing.

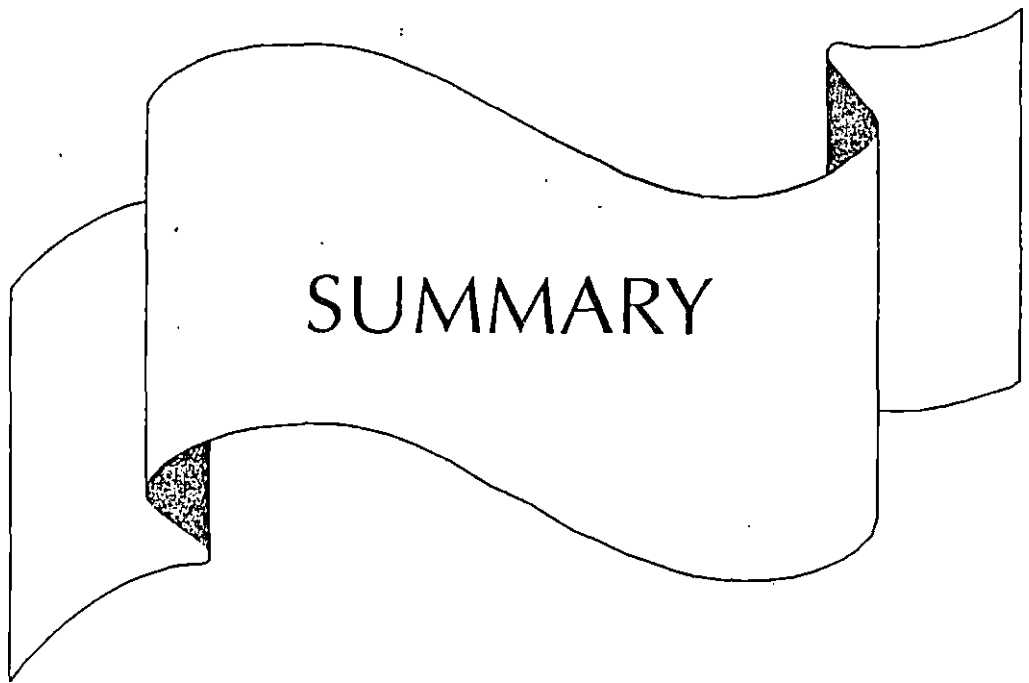
In addition, the study brings out some suggestions also to improve the group characters as the same is found to be the need of the hour for rural development. The suggestions to improve selected group characters and suggestions to overcome the constraints of the group will surely lead the groups to success and thereby the rural development process. Thus it could be concluded that the role played by women for rural development is proved beyond doubt.





- AG - AGE
- ER - EDUCATIONAL STATUS OF RESPONDENT
- EF - EDUCATIONAL STATUS OF FAMILY
- LH - LAND HOLDING
- AI - ANNUAL INCOME
- SP - SOCIAL PARTICIPATION
- TP - TRADE UNION PARTICIPATION
- EP - EXTENSION PARTICIPATION
- IU - INFORMATION SOURCE UTILISATION
- PG - PERIOD OF GROUP WORK
- CO - COSMOPOLITENESS
- DV - DRDA VISIT
- TN - TRAINING

Fig. 18. Empirical model for the study



## SUMMARY

The study was undertaken to investigate the group characteristics of womens group which are conducive for rural development. The objectives of the study are :

1. To identify and study the important characteristics of women's group which are conducive for rural development.
2. To identify the methods for involving these groups more effectively in rural development.

The study was confined to Thiruvananthapuram district of Kerala State. The respondents comprised of 200 women selected from the groups formed for the agricultural and related industries under the DWCRA programme implemented by the District Rural Development Agency (DRDA). The respondents were selected randomly based on proportion to their number in each block. Out of 20 womens groups, 10 groups were identified as effective groups and 10 groups were identified as noneffective groups by the DRDA officials based on their performance appraisal. A sample size of 98 from the

effective groups and 102 from the noneffective groups were derived to from the total sample size of 200 respondents.

The data was collected using an interview schedule. The group characteristics (dependent variable) selected for the study were group interaction, group co-operation, interpersonal trust, group decision making, group motivation, interpersonal communication, group cohesiveness, manageable group size, group goals achievement, participation in group activities, need satisfaction, interpersonal liking, interdependence of members, group competition and group leadership. The personal and socio-psychological variables selected for the study were age, educational status of respondent, educational status of family, land holding, annual income, social participation, participation in trade union activities, participation in extension activities, Information source utilisation, period of engagement in group activities / period of group work, cosmopolitaness, DRDA / Block visit, and training.

Statistical tests namely Mann whitney 'U' test, Percentage analysis, correlation analysis etc. were done.

The results of the study are summarised and presented below.

To identify the group characteristics conducive for rural development, a set of 30 group characteristics were selected after reviewing literature and given to judges who are experts in the field of agricultural extension and DRDA officials for relevancy rating and finally 15 group characteristics were selected.

To identify the group characters that affect success of the groups, these group characteristics were tested in effective and noneffective groups using Mann whitney 'U' test. The results of the test shows that there is significant difference between the effective and noneffective groups with respect to 14 group characteristics studied and it is a clear indication that these 14 group characteristics have contributed to the success of the effective groups. The group characteristics thus identified as conducive for group success (rural development) are interdependence of members, group interaction, group decision making, group leadership, group co-operation, group cohesiveness, participation in group activities, interpersonal liking, group goal achievement, need satisfaction, interpersonal communication, group competition, interpersonal trust and group motivation.

The results of the correlation analysis indicate that interdependence of members is positively and significantly correlated with social participation, information source utilisation, DRDA / Block visit and training and negatively and significantly correlated with age, educational status of family and period of group work in the effective groups. In the noneffective groups the variables land holding, social participation, extension participation, information source utilisation and period of group work showed a negative significant correlation with interdependence of members while training showed a positive correlation.

The correlation results indicate that there is a negative significant correlation shown between the variables age, educational status of family, trade

union participation, extension participation, annual income, period of group work and cosmopolitaness with group interaction while social participation and training showed a positive correlation to group interaction in effective groups. In the noneffective groups annual income showed a negative significant correlation with group interaction.

The group characteristic group decision making in the effective group showed a positive and significant correlation with extension participation, information source utilisation, cosmopolitaness, DRDA visit, land holding and training while a negative significant correlation was shown with the variable educational status of family. In the noneffective groups the variables educational status of family, annual income, trade union participation, DRDA visit and training showed a positive and significant correlation with group decision making while a negative and significant correlation was shown with period of group work and cosmopolitaness.

In the effective groups the variables Information source utilisation, DRDA visit and training showed a positive and significant correlation with group leadership while the variable educational status of family showed a negative significant correlation. In the noneffective groups the variables educational status of respondent, information source utilisation, and DRDA visit showed a positive significant correlation while the variables annual income and period of group work showed a negative significant correlation with the group characteristic namely group leadership.

In effective groups the variables educational status of respondent, land holding, social participation, extension participation, information source utilisation, cosmopolitaness, DRDA visit and training showed a positive correlation with group co-operation while the variable, period of group work showed a negative significant correlation, In the noneffective groups the variables social participation, period of group work and training showed a negative significant correlation with group co-operation.

The variables educational status of family, annual income and period of group work showed a negative significant correlation with group cohesiveness while the variables extension participation, information source utilisation, cosmopolitaness, and training showed a positive significant correlation with group cohesiveness in the effective groups. In the noneffective groups the variables age, educational status of family showed a positive significant correlation while the variables period of group work and cosmopolitaness showed a negative significant correlation with the group characteristic group cohesiveness.

In the effective groups the variables age and period of group work showed a negative significant correlation with participation in group activities while the variables educational status of respondent, extension participation, information source utilisation, DRDA visit and training showed a positive significant correlation. In the noneffective groups the variable educational status of respondent showed a positive significant correlation

while the variables social participation and extension participation showed a negative significant correlation with participation in group activities.

In effective groups the group characteristic namely interpersonal liking is seen to be positively and significantly correlated with social participation, while it is negatively and significantly correlated with the personal and socio-psychological variables namely educational status of family, land holding, annual income, trade union participation, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit. In noneffective groups the variable age is positively and significantly correlated with interpersonal liking while the variables period of group work and training are negatively and significantly correlated.

The group characteristic namely group goal achievement is shown to have a positive and significant correlation with extension participation, information source utilisation, period of group work, cosmopolitaness and training and a negative and significant correlation with educational status of family, annual income and social participation in the effective groups. In the non effective groups the variables, social participation, trade union participation and land holding showed a positive and significant correlation with group goals achievement while the variables period of group work and cosmopolitaness showed a negative and significant correlation with group goals achievement.

In effective groups the variables land holding, extension participation, information source utilisation, period of group work, cosmopolitaness, DRDA



visit and training showed a positive and significant correlation with need satisfaction while the variables educational status of family and annual income showed a negative significant correlation. It is seen that in the noneffective groups the variables educational status of family, trade union participation, information source utilisation and DRDA visit showed a positive and significant relationship with need satisfaction while the variables period of group work and cosmopolitaness showed a negative and significant relationship with need satisfaction.

The group characteristic, interpersonal communication showed a positive and significant correlation with educational status of respondent, land holding and training in the effective groups. In the noneffective groups, the variable educational status of respondent showed a positive significant correlation and the variable period of group work showed a negative and significant correlation with the group characteristic interpersonal communication.

The results of correlation analysis indicate that the variables age and land holding showed a negative and significant correlation while extension participation, cosmopolitaness and DRDA visit showed a positive and significant correlation with group competition in the effective groups. In the noneffective groups the variables educational status of respondent and information source utilisation had positive correlation, while the variable period of group work showed a negative and significant correlation with group competition.

The group characteristic interpersonal trust showed a positive and significant correlation with social participation and a negative and significant correlation with educational status of family, annual income, trade union participation, extension participation, information source utilisation and period of group work in the effective groups. In the noneffective groups land holding, social participation, extension participation, information source utilisation and period of group work showed a negative and significant correlation with interpersonal trust while the variable annual income showed a positive and significant correlation with interpersonal trust.

From the results of the correlation analysis it is seen that the group characteristic, group motivation showed a positive and significant correlation with information source utilisation and DRDA visit in the effective groups. In the noneffective groups, group motivation is positively and significantly correlated with educational status of respondent and negatively and significantly correlated with period of group work.

Comparative high cost of raw materials, low economic status of members, improper repayment of loans, non availability of adequate raw materials, lack of local demand for the products produced, lack of interest of officials at block / district level, lack of follow up activities by department, inadequacy of revolving fund, wrong selection of members, lack of team spirit, drop out of members due to marriage and other reasons, lack of homogeneity among members, lack of effective leadership, lack of initiative and interest at desired level among members, fear to avail loans, lack of co-operation among

members, lack of quality consciousness among members about products, lack of co-operation and lack of group cohesiveness were identified as the major constraints for effective group action.

### **Implications of the study**

The study brings into focus the group characteristics that determine the success of the groups. By improving these group characteristics in the women groups, these groups can improve their functioning and they can become successful groups. The success of such groups will help to bring women into a state of economic stability and thereby to the national mainstream. The long deprived group of women can overcome their weaknesses and reach a commendable position in the society.

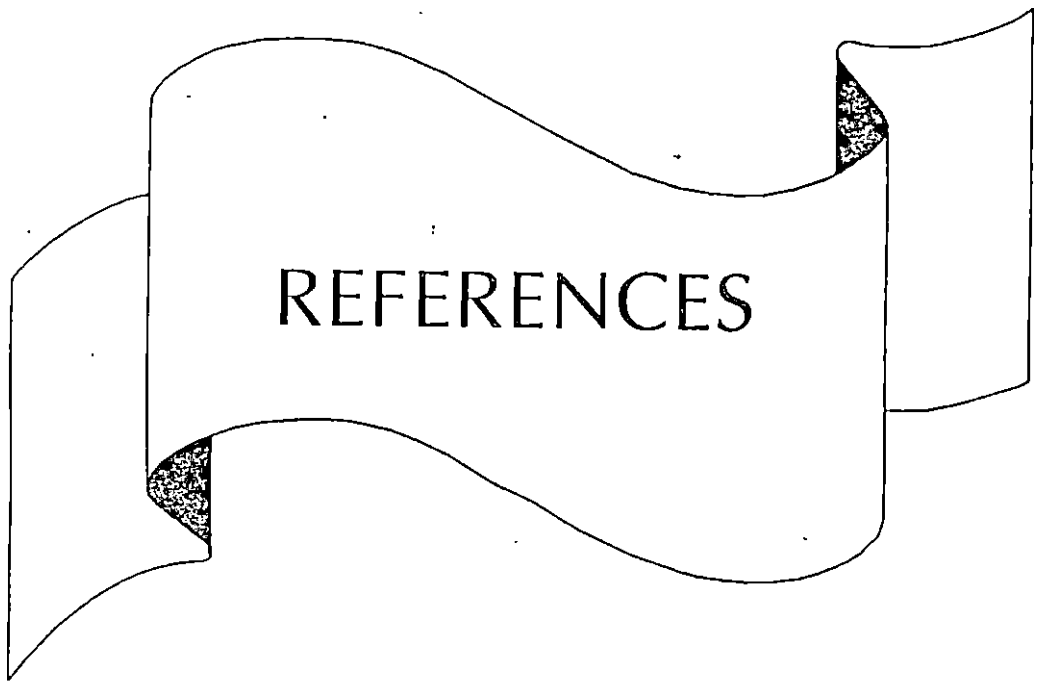
The problems identified helps extension personnel in taking steps to strengthen the extension service in areas where the women's group finds short falls. The relationship established in the study between independent variables and the group characteristics serve as a guideline for the DRDA officials for manipulating these personal and socio-psychological characters so as to improve the group characteristics to lead these groups to success, thereby fostering rural development.

### **Suggestions for further research**

For the present study only the identification of the group characteristics which was conducive for rural development is done and ways and means to

improve these characteristics is dealt with. In depth studies regarding each of these group characteristics can be done which would give more idea to improve the functioning of the women's groups.

To render the generalisations made in the study more applicable, comprehensive studies covering other districts and including more group characteristics should be taken up. Development of an index to measure group effectiveness based on the group characteristics may also be taken up. Since this is an initial attempt in the study of group characteristics many shortcomings have occurred which should be overcome in the succeeding studies.



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A decorative banner with a wavy, ribbon-like shape. The banner is white with a black outline and features a stippled or shaded effect on its left and right edges, giving it a three-dimensional appearance. The word "APPENDICES" is written in a bold, black, sans-serif font across the center of the banner.

APPENDICES

**APPENDIX - I****KERALA AGRICULTURAL UNIVERSITY  
COLLEGE OF AGRICULTURE**

Dr. M. Mohammed Hussain  
Associate Professor

Dept. of. Agrl. Extension  
Vellayani, dt. 20-2-1994

To

Dear Sir/Madam,

Miss. SHERIN MULLER one of the M.Sc. (Ag.) students of this department under my guidance is undertaking a research study titled "An Analysis of the characteristics of women's group and their role in rural development" as a part of her research work. She is trying to identify the group characteristics which are conducive for rural development. In this connection she has collected some group characteristics given in Annexure I. A list of personal and socio-psychological variables which are likely to influence the group characteristics are also given as Annexure II

In view of your professional experience and expertise, you have been identified as a judge for rating the relevancy of a list of group characteristics and personal and socio-psychological variables furnished in the schedule attached. Kindly record your judgement in the five point continuum of 'Most relevant', 'More relevant', 'undecided', 'less relevant' and 'least relevant' by putting a (✓) mark in the appropriate column. If you feel any more important variable (group characteristics and personal and socio-psychological variables) has left out, kindly add the same with your judgement. You are also requested to note down the possible constraints identified in the implementation of group schemes for women.

I request you to kindly spare some of your valuable time to go through these group characteristics and variables and give your valuable responses. Thanking you in advance for your kind contribution for completing this portion of her research work.

With regards

Yours sincerely

Sd/-

Dr. M. Mohammed Hussain,  
Associate Professor,  
Department of Agricultural Extension,  
College of Agriculture, Vellayani

## ANNEXURE - I

## GROUP CHARACTERISTICS FOR EFFECTIVE GROUP FUNCTIONING

Sl. No.	Group characteristics.	Most Relevant	More Relevant	Undecided	Less Relevant	Least Relevant
1.	Group interaction : defined as the tendency of a member to get in touch with other members of her group and freely mix with them without observing any formality and inhibition.					
2.	Feeling of oneness : defined as the feeling existing between members so that they will be considered as one unit.					
3.	Uniform opinion : is defined as the common opinion taken by the members of the group for the development of group					
4.	Group co-operation : defined as the tendency of group members to associate and work with other members of the group in striving towards achievement of group goals.					
5.	Group conformity : defined as a tendency to go along with the group to act in ways consistent with the majority.					
6.	Interpersonal trust : defined as a reflection as to how a member of the group views other members in terms of faith or confidence.					
7.	Group loyalty : defined as the extend to which each members of the group are devoted towards achievement of group goals.					
8.	Group decision making : defined as the process of arriving at an opinion or judgement by the group either by consensus or by a majority vote of the members for the betterment of the group.					
9.	Interpersonal contact : defined as the frequency of contact being maintained by members of group between each other.					

Sl. No.	Group characteristics	Most Relevant	More Relevant	Undecided	Less Relevant	Least Relevant
10.	Group motivation : defined as the goal directing behaviour of individual members so as to influence mutually in achieving group goals.					
11.	Group norms : defined as to adhering the prescribed standards and expected roles of members within the group as prescribed by the group.					
12.	Interpersonal communication : defined as the communication skill of members which helps the members to express their ideas in the group and in turn to know the ideas of other members.					
13.	Group cohesiveness : defined as the closeness exhibited by members in the group and it results by action of forces which act on members to remain in the group.					
14.	Manageable group size : defined as the size of group which a leader can effectively manage for achievement of group goals.					
15.	Group goal achievement : defined as the extend of achievement of the group goals by the members of the group.					
16.	Participation in group activities : defined as the extend of involvement or participation a members is exhibiting towards group activities and in sharing responsibilities so as to achieve effective group functioning.					
17.	Need satisfaction : defined as achieving individual member's need and requirements by the group within a stipulated time.					
18.	Interpersonal liking : defined as the degree of affection of an individual with other members of the group to which she belongs.					
19.	Member's interest : defined as the extend of interest exhibited by the group members in the activities of the group.					



Sl. No.	Group characteristics	Most Relevant	More Relevant	Undecided	Less Relevant	Least Relevant
20.	Interdependence of members : defined as the extent to which members are dependent on each other for the effective functioning of the group.					
21.	Harmonious relationship : defined as the smooth and polished relationship existing between members of the group.					
22.	Awareness of membership : defined as the initial or basic information / details about the role perception and performance of each member.					
23.	Group security : defined ad the tendency exhibited by members for avoiding failure, economic crisis, resource crisis etc. towards the success of the group.					
24.	Group competition : defined as competitive nature exhibited by members of a group in achieving the objective of each task in a better way.					
25.	Group organisation : defined as the network of members organised based on their established relationship with each other for attaining group goals.					
26.	Group leadership : defined as the role and status of one or more individuals in a group which enables the group to meet the group goals.					
27.	Multiplicity of solutions : defined as the nature of supplying so may alternatives for the group problems.					
28.	Group homogeneity : defined as the homogenous or similar nature of the members existing in a group.					
29.	Group attraction : defined as the tendency of attraction prevailing among the members of a group.					
30.	Team spirit : defined as the spirit of unity existing between members of a group which enables the members to work as a team for the successful functioning of the group.					

**ANNEXURE - II**

**PERSONAL AND SOCIO - PSYCHOLOGICAL VARIABLES**

Sl. No.	Group characteristics	Most Relevant	More Relevant	Undecided	Less Relevant	Least Relevant
1.	Age : is defined as the number of calendar years completed by the respondent at the time of interview.					
2.	Religion : refers to the religion in which the group member belongs.					
3.	Caste : refers to the hierarchy of a group member whether belongs to upper/backward/ scheduled caste					
4.	Family Size : defined as the specific number of members in the family living together					
5.	Educational status of respondent : defined as the level of formal education attained by the respondent					
6.	Family type : refers to the single type (nuclear) family or joint family					
7.	Occupation : defined as the position of the group member which acts as a source of income in which she spends major part of her time and attention					
8.	Educational status of the family : refers to the level of formal education attained by the members of the family.					
9.	Land holding : refers to the total land owned by the group member.					
10.	Annual income : defined as the total earnings of the family for one year.					
11.	Material possession : defined as the money value of the materials possessed by the group member					

Sl. No.	Group characteristics	Most Relevant	More Relevant	Undecided	Less Relevant	Least Relevant
12.	Indebtedness : defined as the total debt in terms of money, a group member owes, at the time of the survey, to various money lending sources					
13.	Fatalism : defined as the degree to which a group member perceives a lack of ability to control her future					
14.	Social contact : defined as the frequency with which a group member comes into contact with various agencies like agricultural officers, DRDA officials; officials of various organisations in a specific period of time.					
15.	Occupational mobility : defined as the movement of group members from one job to another and also the movement from one place to another for attending a particular job					
16.	Social participation : defined a the degree of involvement of group member in social organisations as a member or as an office bearer and the regularity in attending the activities of these organisations					
17.	Trade union : participation / political participation : refers to the degree of involvement of the respondent form mere membership to organisational positions and her active participation in the activities of various political organisations (trade unions)					
18.	Extension participation : defined as the extend of participation by a group member in various extension programmes/ activities conducted in the area, during the previous year					
19.	Market perception : is referred to the capacity or tendency of an individual group member to identify the market trend to sell the produce for greater returns					
20.	Information source utilisation : defined as the extend of use of different information sources by a group member with a view to obtain information about ways, and means for improving effectiveness of group					

Sl. No.	Group characteristics	Most Relevant	More Relevant	Undecided	Less Relevant	Least Relevant
21.	Period of engagement in group activities / period of group work : defined as the actual number of years each individual member has engaged in the activities of her group.					
22.	Cosmopolitaness : refers to the extent of contact with outside village such as visiting the nearest \ town, the purpose of visit and the membership in organisations outside the village					
23.	DRDA/ Block visit : defined as the frequency of visit of a group member to the DRDA office/Block office					
24.	Training : defined as the number of trainings which the group member have undergone for the success of their group work.					
25.	Level of aspiration : refers to the group member's overall assessment of her concern for wishes and hopes for the future as for the fears and worries about the future in her own reality world.					

## APPENDIX - II

### Part - A

#### RELEVANCY SCORE OF SELECTED GROUP CHARACTERISTICS THAT ARE CONDUCTIVE FOR RURAL DEVELOPMENT

Sl. No.	Group characteristics	Percent score
1.	Group interacton	92.65
2.	Group co-operation	92.59
3.	Interpersonal trust	81.58
4.	Group decision making	79.92
5.	Group motivation	75.92
6.	Interpersonal communication	88.89
7.	Group cohesiveness	88.75
8.	Group goal achievement	87.62
9.	Manageable group size	85.18
10.	Participation in group activities	84.30
11.	Need satisfaction	77.79
12.	Interpersonal liking	76.77
13.	Interdependence of members	81.48
14.	Group competition	83.52
15.	Group leadeship	90.75

**Part - B**

**RELEVANCY SCORE OF SELECTED INDEPENDENT VARIABLES**

Sl. No.	Variables	Percent score
1.	Age	60.00
2.	Educational status of respondent	61.00
3.	Educational status of family	72.22
4.	Land holding	61.11
5.	Annual income	62.96
6.	Social participation	75.92
7.	Trade union participation	62.96
8.	Extension participation	94.44
9.	Information source utilization	72.77
10.	Period of group work	68.51
11.	Cosmopolitaness	77.77
12.	DRDA / Block visit	61.11
13.	Training	92.59

APPENDIX - III

DEPARTMENT OF AGRICULTURAL EXTENSION  
COLLEGE OF AGRICULTURE, VELLAYANI, THIRUVANANTHAPURAM

An analysis of the characteristic of women's groups  
and their role in rural development

Interview Schedule	Respondent No. Date of Interview
--------------------	-------------------------------------

1. Name and address of the respondent :
2. Name and address of the group / organisation :
3. Type of enterprise / Nature of enterprise :
4. Group size :
5. Date of commencement of the enterprise :
6. Age of the respondent :
7. Educational status of the respondent :
  - a) Illiterate
  - b) Can Read only
  - c) Can Read and Write
  - d) Primary School Education
  - e) Middle School Education
  - f) High School Education
  - g) Collegiate Education
  - h) Professional Education
8. Educational status of the family

Sl. No.	Name	Age	Relation to respondent	Educational Status I/R/R&W/P/M/H/C/P
a)				
b)				
c)				
d)				
e)				
f)				

## 9. Land holding :

Total area of land possessed by the respondent / family

- a) Wet land ..... acres / cents  
 b) Dry land ..... acres / cents  
 c) Garden land ..... acres / cents

## 10. Annual Income (from all the sources)

- a) Respondent  
 b) Family

## 11. Social participation

Please indicate whether you are a member or office bearer in any of the following organisations. If so, indicate the frequency of participation

Sl. No.	Organisation	Nature of Participation		Frequency of participation in meetings / activities		
		Member	Office bearer	Regularly	Sometimes	Never
1.	Panchayat					
2.	Co-operative Society					
3.	Farmer's Club					
4.	Youth Club					
5.	Socio-cultural organisation					
6.	Any other (specify)					

## 12. Participation in trade union activities :

- a) Are you a member of any of the trade unions ?

Yes / No

- b) If yes, name of the union ?

- c) Are you an ordinary member / office bearer ?

- d) Frequency of participation in the trade union activities :

Regularly / Occasionally / Never



13. Participation in Extension activities:

(Please indicate your frequency of participation in the following extension activities)

Sl. No.	Extension activity	Attended whenever conducted	Sometimes attended	Never attended
1.	Campaigns			
2.	Seminars			
3.	Fairs/melas			
4.	Group discussions			
5.	Field day			
6.	Demonstrations			
7.	Any other (specify)			

14. Information source utilisation:

Indicate the frequency of use of the following information sources

Sl. No.	Information source	Frequently (Twice or more in a week)	Most often (once in a week)	Often (once in a fortnight)	Some times (once in a month)	Rarely (once in a year)
1.	Newspaper					
2.	Radio					
3.	Film shows					
4.	Television					
5.	Friends / Relatives					
6.	Officials					
7.	Magazines and other literature on agriculture and allied industries					
8.	Any other (specify)					
9.	None					

15. Period of engagement in group activities (Year)

## 16. Cosmopolitaness

## A. Frequency of visit to the nearest town

- a) Twice or more in a week
- b) Once in a week
- c) Once in a fortnight
- d) Once in a month
- e) Seldom
- f) Never

## B. Purpose of visit

- a) All visits related to her work
- b) Some relating to her work
- c) Domestic purposes
- d) Entertainment
- e) Any other purpose.
- f) No response

## C. Membership in organisations outside the village

- a) Member
- b) No membership

## 17. DRDA / Block visit

Do the DRDA officials / Block officials visit your group or you will go and meet them ?

Yes / No

If yes, please mention the frequency

- a) Twice or more in a week
- b) Once in a week
- c) Once in a fortnight
- d) Once in a month
- e) Once in two months
- f) Very rarely
- g) Never

## 18. Training

Training undergone if any, for the group work :

Yes / No

If yes, indicate the agency and duration of the training

Sl. No.	Agency	Duration
a)	Non-governmental agencies	
b)	Governmental agencies	
c)	Any other (specify)	

### 19. Group interaction

Please indicate the extent of agreement or disagreement with the following statements

SA-Strongly agree, A-Agree, UN-undecided, DA-Disagree, SDA-Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	The members of my group are friendly towards each other					
2.	Agrees with each other					
3.	Gives suggestions freely					
4.	Gives opinion freely					
5.	Gives information freely					
6.	Asks for information freely					
7.	Asks for opinion freely					
8.	Asks for suggestions freely					
9.	Disagree with each other					
10.	Seems unfriendly					

### 20. Group Co-operation

Please indicate the extent of agreement or disagreement with these statements (A-Always, M-Most of the time, S-Sometimes / R-Rarely, N-Never)

Sl. No.	Statements	A	M	S	R	N
	Do your group members co-operate with each other					
1.	In planning group activities					
2.	In sharing information					
3.	In procuring raw materials					
4.	In enhancing production of group					
5.	In marketing produce					
6.	In getting financial aid for the group					
7.	In maintaining books and accounts					
8.	In maintaining a harmonious situation in the group					

## 21. Interpersonal trust

Indicate extent of agreement or disagreement with the following statements  
(SA-Strongly agree, A-Agree, UN-Undecided, DA-Disagree, SDA-Strongly disagree)

Sl. Statements	SA	A	UN	DA	SDA
1. In important matters I never rely on my group members					
2. Much of our tension and anxiety is reduced if we trust our group members					
3. It is impossible to get accurate information from my group members					
4. Discussion of personal matters should be kept out of one's professional relationship					
5. If I don't watch out my group members will invariably take advantage of me					
6. I hesitate to give responsibility to others even if they are willing to take it, because it is difficult to trust them					
7. To have good relations, one should conceal one's dislikes or disagreements with group members					
8. Listening to other group members with genuine interest encourages them to express themselves more freely					
9. The moment you begin to treat the group members in a friendly way, they begin to take advantage of it					
10. One's job is best done by one-self					

22. Group decision making

Indicate the extent of agreement or disagreement on the following statements (SA-Strongly agree, A-Agree, UN-Undecided, DA-Disagree, SDA-Strongly disagree)

Sl. Statements No.	SA	A	UN	DA	SDA
1. The decisions taken by my group are always put to practice					
2. I participate in decision making in the planning of group activities					
3. I participate in decision making regarding procurement of raw materials					
4. I participate in decision making to increase production of our group					
5. I participate in taking decisions regarding price of our produce					
6. I accept fully the decisions taken by our group					
7. I have no say in decision making or my group					
8. I participate in taking decisions about ideal market for our produce					

## 23. Group motivation

Indicate your response to the following statements  
[Put a (✓) mark in appropriate column]

Sl. No.	Statements	Responses				
1.	Success brings relief or further determination and not just pleasant feeling	Strongly agree	Agree	Undecided	Disagree	Strongly agree
2.	How true it is to say that your efforts are directed towards group goal achievement	Not true	Not very true	Not sure	Fairly true	Quite true
3.	A group should work towards larger yields and economic profits	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
4.	How often does your group seek opportunity to excell	Hardly ever	Seldom	About half the time	Frequently	Nearly always
5.	The most successful group is one which makes the maximum profit	Strongly agree	Agree	Undecided	Disagree	Strongly agree
6.	Would your group hesitate to undertake some task	Hardly ever	Seldom	About half the time	Frequently	Nearly always
7.	A group should try any new ideal which may earn them more money	Strongly agree	Agree	Undecided	Disagree	Strongly agree
8.	How many spheres might lead to your group failing	Most	Many	Some	Few	Very few
9.	Does you group avoid situations in which your group may be exposed to evaluation	Most	Many	Some	Few	Very few

24. Interpersonal Communication

Indicate your responses to the following statements in appropriate column

Sl. No.	Statements	Always	Frequently	Nearly half the time	Some times	Never
1.	Listen patiently to what others say					
2.	Encourage others to raise questions					
3.	Initiate discussions					
4.	Illustrate a point by example and anecdote					
5.	Summarises points made					
6.	Analyse and evaluate the problems					
7.	Talk in pervasive tone with moderate pitch and with proper gesture					

25. Group Cohesiveness

Indicate your response to the following statements in appropriate column

Sl. No.	Statements	Always	Most of the time	Some times	Rarely	Never
1.	The women's group in which I am a member functions properly					
2.	Contradictions in opinion are common during the time of a group decision making					
3.	Since the differences in opinions exceeds its limits it becomes difficult to arrive at wise decisions					
4.	All the members of the group use to take part actively during the planning stage of various group activities					

Sl. No.	Statements	Always	Most of the time	Some times	Rarely	Never
5.	When the plans are being implemented, all the group members feel alike and equally important					
6.	When the group activities are being appraised all the members of the group feel alike and equally important					
7.	During the evaluation of various activities of the group, the members used to have a common opinion and common conclusion					
8.	As a member of this group I am fully satisfied with my present conditions					

26. Manageable group size

Indicate your extent of agreement or disagreement to the following statements (SA-Strongly agree, A-Agree, UN-Undecided, DA-Disagree, SDA-Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	A group size of 5-10 is best for effective group action					
2.	A group size of 21-25 is beneficial					
3.	Prefer to work in large groups					
4.	Prefer to work in small groups					
5.	Large groups create tension					



## 27. Group Goals Achievement

Indicate your extent of agreement or disagreement with the following statements (SA-Strongly agree, A-Agree, UN-Undecided, DA-Disagree, SDA-Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	I believe that the group goals are fully achieved in my group					
2.	The group goals are within my reach					
3.	Achievement of group goals inspires me to work in this group.					
4.	I derive satisfaction when our group goals are achieved					
5.	I will strive hardily to achieve our group goals					
6.	Our group goals achievement satisfies all the member's needs					
7.	I feel that our group will be successful in achieving the group goals					

## 28. Participation in Group Activities

Indicate your extent of agreement or disagreement with the following statements (A-Always, F - Frequently, S - Sometimes, R - Rarely, N - Never)

Sl. No.	Statements	A	F	S	R	N
1.	I participate in various group meetings to identify the problems faced by the group					
2.	I participate in deciding what can be done to increase the production of our group					

Sl. No.	Statements	A	F	S	R	N
3.	I help group members to identify the problems faced by the group					
4.	I help in organizing discussions					
5.	I do inform other members about improved methods of production					
6.	I bring the problems faced by group members to the attention of the officials					
7.	I see that good quality raw materials are made available to our group					
8.	I help members to get credit from co-operative societies/co-operative banks					
9.	I help our group in getting good price for our produce					
10.	I help our group in maintaining accounts					

29. Need satisfaction

Indicate your extent of agreement or disagreement with the following statements (SA=Strongly agree, A=Agree, UN=Undecided, DA=Disagree, SDA=Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	I am fully satisfied with the working of my group					
2.	I get a security feeling while working in this group					
3.	The working in this group provides means for my livelihood					
4.	I feel satisfaction in working in this group					

Sl. No.	Statements	SA	A	UN	DA	SDA
5.	My need for love and affection is satisfied by members of this group					
6.	I feel that my social status is improved being a member of this group					
7.	I feel proud to work in this group					
8.	I am dissatisfied with functioning of my group					
9.	I feel satisfied with the attainment being a member of this group					
10.	I feel that my life's aim is fulfilled being a member of this group					
11.	I wish to quit <del>from</del> this group as my needs are not achieved by group activities					

### 30. Interpersonal Liking

Indicate your extent of agreement or disagreement with the following statements (SA-Strongly agree, A-Agree, UN-Undecided, DA-Disagree, SDA-Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	I like to work with the members of my group					
2.	The members of my group are friendly towards me.					
3.	It gives me great satisfaction to be in the company of my group members					
4.	I dislike to work with my group members					

Sl. No.	Statements	SA	A	UN	DA	SDA
5.	I like to spend my leisure time in the company of my group members					
6.	I am liked by my group members					
7.	I feel that my group members are hostile towards me					
8.	I am ready to take any risk for my group members					
9.	Working with my group members is a happy experience					

### 31. Interdependence of Members

Indicate your extent of agreement or disagreement with the following statements (SA-Strongly agree, A-Agree, UN-Uncertain, DA-Disagree, SDA-Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	The members of my group are interdependent to each other in providing valuable information for the group					
2.	The inter-dependence of members of my group is inevitable for our group's success					
3.	Our group goals cannot be achieved independently					
4.	The members of my group are interdependent in achieving each ones needs					
5.	I cannot achieve desired goals if I work independently					
6.	I can work successfully in isolation from my group members					
7.	Members of my group work interdependently for effective group performance					
8.	The members of my group are dependent on each other for accomplishment of group tasks					

## 32. Group Competition

Indicate your response to the following statements in appropriate column (SA-Strongly agree, A-Agree, UN-Undecided, DA-Disagree, SDA-Strongly disagree)

Sl. No.	Statements	SA	A	UN	DA	SDA
1.	There exists competition among members of my group in achieving effective group functioning					
2.	The competition prevailing in my group is injurious to the group					
3.	Healthy group competition is always good for effective functioning of the group					
4.	The competition prevalent in my group is healthy and promising to the group					
5.	Each member of my group compete with each other for achieving group goals					
6.	The group competition prevalent in my group never leads to a conflicting situation					

## 33. Group Leadership

Indicate your response to the following statements in the appropriate column

Sl. No.	Statements	Always	Frequently	About half the time	Sometimes	Never
1.	Does your leader motivate other members to practice the decisions which the group has taken					
2.	Does your leader try to get more and more information for effective group action					
3.	Does your leader create interest in other members in various group activities					

Sl. No.	Statements	Always	Frequently	About half the time	Sometimes	Never
4.	Does the members of your group accept your leaders opinion					
5.	After acceptance of the leader's opinion does the members put them into practice					
6.	Does your leader try to co-ordinate the opinions and activities of the members of the group to achieve group action					
7.	Does your leader take active part in the group activities in order to make it successful					
8.	Does your leader take active part in solving the problems faced by the members of your group					
9.	Does your leader take active part in bringing the expectation of the members to action					

#### 34. Constraints

In your opinion what are the constraints for effective group performance ? Indicate your agreement or disagreement to the constraints listed below. Add any other constraints which you find hindering group action

Sl. No.	Constraints	Agree	Disagree
1.	Lack of group cohesiveness		
2.	Lack of effective leadership		
3.	Lack of team sprit		
4.	Lack of functional division of labour		
5.	Lack of Entrepreneurship qualities		
6.	Lack of managerial skills		
7.	Improper repayment of loans		
8.	Low economic status of members		

Sl. Constraints No.	Agree	Disagree
9. Illiteracy		
10. Lack of mutual trust		
11. Hesitations to take up innovative schemes		
12. Fear to avail loans		
13. Political interference		
14. Lack of homogeneity among members		
15. Family problems		
16. Lack of initiative and interest at desired level among members		
17. Drop out of members due to marriage and other reasons		
18. Lack of forward and backward linkage for easy availability of raw materials and marketing		
19. Lack of follow up activities by department		
20. Wrong selection of group activities by groups not based on skill, aptitude and other conditions at initial stage		
21. Lack of co-operative zeal among the members in performing tasks		
22. Non-availability of adequate raw materials		
23. Comparatively high cost of raw materials		
24. Lack of local demand for the different products produced by group members		
25. Lack of quality consciousness among the members of the group about the products produced by them		
26. Competition from big companies / other groups engaged in the production of same products		
27. Rigidity against the diversification of the products		
28. Poor quality of packaging		
29. Lack of advertisement of products		
30. Lack of interest of officials at block / district level		
31. Inadequacy of lumpsum grant sanctioned for revolving fund		
32. Any other constraints experienced		

## 35. Suggestions to overcome the constraints

Please indicate your agreement or disagreement to the following suggestion, Add suggestions, if any

Sl. Constraints No.	Agree	Disagree
<ol style="list-style-type: none"> <li>1. Involve women extension functionaries at the block level in the selection of beneficiaries, group organisers and identification of group activities suited for the group members</li> <li>2. The groups should be allowed by choose freely the activities of their own interest</li> <li>3. Make provisions to market the produce of group through <del>meals</del> <sup>melas</sup> / fairs etc.</li> <li>4. Appropriate training should be imparted to the group members for selected activities</li> <li>5. Increase the amount sanctioned under the scheme to have economic viability</li> <li>6. Arrange provisions for easy release of funds to groups through banks</li> <li>7. Form supply and marketing societies to carry out marketing of group produce</li> <li>8. Eliminate middlemen and supply the produce of groups directly to the market</li> <li>9. Appointment <sup>of</sup> rural managers to have feed back to groups so that they can change the quality of their products as per consumers satisfaction</li> <li>10. Sincere efforts should be made by group members to improve group cohesiveness, team spirit, co-operation among members, mutual trust etc.</li> <li>11. Impart leadership training to group co-ordinators</li> <li>12. Divide the various functions in group to different group members equally</li> <li>13. The group members should work to improve their economic status</li> <li>14. The district and block level officials should have the discretion to change the group or its activities which are non-functional</li> </ol>		



Sl. Constraints No.	Agree	Disagree
15. Frequent supervision of groups by officials responsible for the implementation of the scheme should be made compulsory		
16. As far as possible form group with homogeneous members		
17. Group co-ordinator should try to see that political interference is avoided		
18. Provide group discussions and group meetings to inculcate the strength in group members to overcome hesitation and impatience to take up innovative schemes		
19. Add any other suggestions		
20. Change the convenor		
21. Involve them more in functions		

**AN ANALYSIS OF THE CHARACTERISTICS  
OF WOMEN'S GROUPS AND THEIR  
ROLE IN RURAL DEVELOPMENT**

By

**SHERIN MULLER**

**ABSTRACT OF A THESIS  
SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENT FOR THE DEGREE OF  
MASTER OF SCIENCE IN AGRICULTURE  
FACULTY OF AGRICULTURE  
KERALA AGRICULTURAL UNIVERSITY**

**DEPARTMENT OF AGRICULTURAL EXTENSION  
COLLEGE OF AGRICULTURE  
VELLAYANI, THIRUVANANTHAPURAM**

**1997**

## **ABSTRACT**

The present study under the title "An analysis of the characteristics of women's group and their role in rural development" was undertaken to assess the group characteristics of women's group which were conducive for rural development and also to find out means to improve these group characteristics. 20 women's groups were selected based on their proportion from 12 NES blocks of Thiruvananthapuram district. Among these 20 groups 10 groups selected were effective groups comprising 98 members and 10 were non effective groups comprising 102 members selected based on a performance appraisal by the DRDA officials. Thus the total sample comprised of 200 women selected from the women's groups started under the DWCRA (Development of Women and Children in Rural Areas) programme of DRDA. Data was collected using an interview schedule and suitable statistical technique was employed in the analysis of data.

The group characteristics found conducive for rural development are interdependence of members, group interaction, group decision making, group leadership, group co-operation, group cohesiveness, participation in group activities, interpersonal liking, group goal achievement, need satisfaction, interpersonal communication, group competition, interpersonal trust and group motivation.

The results of the correlation analysis indicate that interdependence of members is positively and significantly correlated with social participation, information source utilisation, DRDA / Block visit and training and negatively and significantly correlated with age, educational status of family and period of group work in the effective groups. In the noneffective groups the variables land holding, social participation, extension participation, information source utilisation and period of group work showed a negative significant correlation with interdependence of members while training showed a positive correlation.

There is a negative significant correlation shown between the variables age, educational status of family, trade union participation, extension participation, annual income, period of group work and cosmopolitanism with group interaction, while social participation and training showed a positive correlation to group interaction in effective groups. In the noneffective groups annual income showed a negative significant correlation with group interaction.

The group characteristic group decision making in the effective group showed a positive and significant correlation with extension participation, information source utilisation, cosmopolitanism, DRDA visit, land holding and training while a negative significant correlation was shown with the variable educational status of family. In the noneffective groups the variables educational status of family, annual income, trade union participation, DRDA visit and training showed a positive and significant correlation with group decision making while a negative and significant correlation was shown with period of group work and cosmopolitanism.

In the effective groups the variables information source utilisation, DRDA visit and training showed a positive and significant correlation with group leadership while the variable educational status of family showed a negative significant correlation. In the noneffective groups the variables educational status of respondent, information source utilisation, and DRDA visit showed a positive significant correlation while the variable annual income and period of group work showed a negative significant correlation with the group characteristic, group leadership.

In effective groups the variables educational status of respondent, land holding, social participation, extension participation, information source utilisation, cosmopolitaness, DRDA visit and training showed a positive correlation with group co-operation while the variable, period of group work showed a negative significant correlation. In the noneffective groups the variable social participation, period of group work and training showed a negative significant correlation with group co-operation.

The variables educational status of family, annual income and period of group work showed a negative significant correlation while the variables extension participation, information source utilisation, cosmopolitaness, and training showed a positive significant correlation with group cohesiveness in the effective groups. In the noneffective groups the variables age and educational status of family, showed a positive significant correlation while the variables period of group work and cosmopolitaness showed a negative significant correlation with the group characteristic, group cohesiveness.

In the effective groups the variables age and period of group work showed a negative significant correlation with participation in group activities while the variables educational status of respondent, extension participation, information source utilisation, DRDA visit and training showed a positive significant correlation. In the noneffective groups the variable educational status of respondent showed a positive significant correlation while the variables social participation, and extension participation showed a negative significant correlation with participation in group activities.

In effective groups the group characteristic namely interpersonal liking is seen to be positively and significantly correlated with social participation, while it is negatively and significantly correlated with the personal and socio-psychological variables namely educational status of family, land holding, annual income, trade union participation, extension participation, information source utilisation, period of group work, cosmopolitaness and DRDA visit. In noneffective groups the variable age is positively and significantly correlated with interpersonal liking while the variables period of group work and training are negatively and significantly correlated.

The group characteristic namely group goal achievement is shown to have a positive and significant correlation with extension participation, information source utilisation, period of group work, cosmopolitaness and training and a negative and significant correlation with educational status of family, annual income and social participation in the effective groups. In the non effective groups the variables, social participation, trade union

participation and land holding showed a positive and significant correlation with group goals achievement while the variables period of group work and cosmopolitaness showed a negative and significant correlation with group goals achievement.

In effective groups the variables land holding, extension participation, information source utilisation, period of group work, cosmopolitaness, DRDA visit and training showed a positive and significant correlation with need satisfaction while the variables educational status of family and annual income showed a negative significant correlation. It is seen that in the noneffective group the variable educational status of family, trade union participation, information source utilisation and DRDA visit showed a positive and significant relationship with need satisfaction while the variables period of group work and cosmopolitaness showed a negative and significant relationship with need satisfaction.

The group characteristic, interpersonal communication showed a positive and significant correlation with educational status of respondent, land holding and training in the effective groups. In the noneffective groups, the variable educational status of respondent showed a positive significant correlation and the variable period of group work showed a negative and significant correlation with the group characteristic interpersonal communication.

The variables age and land holding showed a negative and significant correlation while extension participation, cosmopolitaness and DRDA visit

showed a positive and significant correlation with group competition in the effective groups. In the noneffective groups the variables educational status of respondent and information source utilisation showed a positive and significant correlation while the variable period of group work showed a negative and significant correlation with group competition.

The group characteristic interpersonal trust showed a positive and significant correlation with social participation and a negative and significant correlation with educational status of family, annual income, trade union participation, extension participation, information source utilisation and period of group work in the effective groups. In the noneffective groups land holding, social participation, extension participation, information source utilisation and period of group work showed a negative and significant correlation with interpersonal trust while the variable annual income showed a positive and significant correlation with interpersonal trust.

The group characteristic, group motivation showed a positive and significant correlation with information source utilisation and DRDA visit in the effective groups. In the noneffective groups, group motivation is positively and significantly correlated with educational status of respondent and negatively and significantly correlated with period of group work.

With regards to the constraints experienced by the women's group comparative high cost of raw materials, low economic status of members, improper repayment of loans, non availability of adequate raw materials, lack



of local demand for the products produced, lack of interest of officials at block / district level, lack of follow up activities by department, inadequacy of revolving fund, wrong selection of members, lack of team spirit, drop out of members due to marriage and other reasons, lack of homogeneity among members, lack of effective leadership, lack of initiative and interest at desired level among members, fear to avail loans, lack of co-operation among members, lack of quality consciousness among members about products, lack of co-operation and lack of group cohesiveness were identified as the major constraints for effective group action.

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