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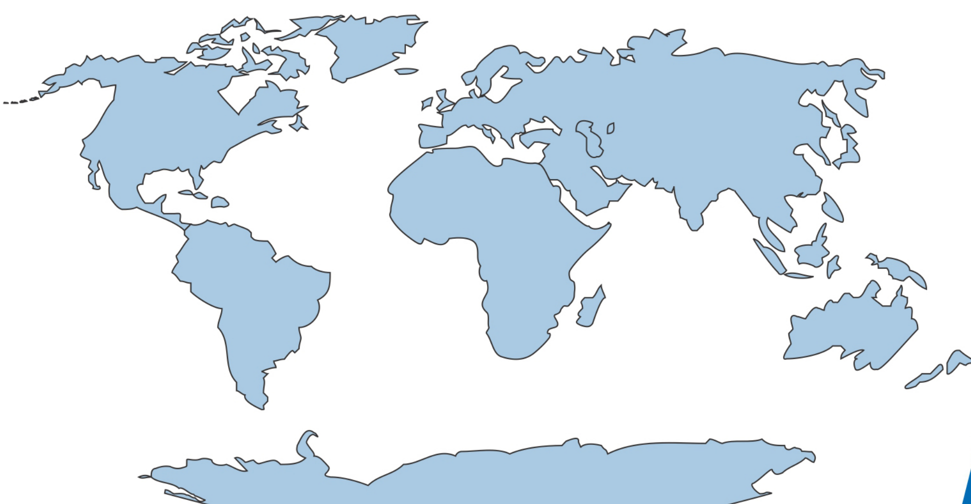

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# CONTENTS

## *Research Papers*

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# IMPACT OF INTERNET ADDICTION ON ACADEMIC PERFORMANCE: A STUDY OF UNDER GRADUATE STUDENTS

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## ABSTRACT
*Internet had bought revolutionary change worldwide. Every information is available on a single click of a button. Internet has delimit the world and made a man able to access every information anytime, anywhere. It is a well known fact that excess of everything is bad, same way excess use of internet has also become a problem, especially among the teenagers. The researcher in the present study has tried to establish the relationship between internet usage and academic performance among the undergraduate students of professional institutions. The under graduate students studying in different professional institutions of Faridabad city (Industrial Hub of Haryana and growing education city) has selected as population for study. The research was conducted on 150 students including girls and boys both. Results of the study clearly indicated that internet usage among the students has been rising very fast also have negative impact on their studies if using uncontrollably. The study also shows that internet usage pattern of boys are quite high in comparison to girls. It was found that average to high use of internet positively influenced the academic achievement while no use and extremely high usage had a negative impact on academic performance of the students.*

*Key words: Internet addiction, academic performance, internet addiction disorder (IAD), virtual world, psychological effects.*

## INTRODUCTION
The Internet is a system of interrelated computer networks that use the Standard Internet Protocol suit to serve billions of users worldwide, which consist of public, private, academic institutions-schools, colleges and business units. The main target of internet has always been the creation of connect and communication and no doubt internet has excelled beyond the expectations of the users. Any kind of information on any subject is available on the internet with a single click of a button. As per the available literature Students (irrespective of age group) are among the top users who surf internet for making notes, assignments, research and entertainment. The internet increasingly becomes part of our day to day lives resultant most of the students are becoming internet addicted and suffering with internet addiction disorder. This disorder has received much attention over a period of time. Internet addicted person withdraw itself from society and family. Their social relationships, academic or occupational functioning may go down. Psychologists have identified several withdrawal Symptoms like depression, anxiety, confrontation, and belligerence along with various other addiction syndromes. Researches mentioned that more than 60% of people seeking treatment for Internet Addiction Disorder (IAD) claimed their involvement with sexual activities online. More than half are also addicted to alcohol, drugs; tobacco etc. people who develop problems with their internet use may start using internet on casual basis. Many of the institutes have also started restricting use of internet in hostels during night hours.

## RATIONALE OF THE STUDY
Now days, students find that the internet and computers are necessities. They need internet and computers to do their projects as part of their assignments. They feel that If they don't have computer they will get behind in this information age, even children in lower grades need computer with an internet connection to search their assignments. After all, today's teens have literally grown up with the internet and what may be considered "too much time online." Internet addiction disorder is a general term used to describe and obsession with the online world in which a user spends an excessive amount of time engaged in computer related activities. These activities may include chatting with friends, web surfing, social networking via Facebook or Linked In, online shopping, and playing video games. Internet addiction disorder (IAD) is a condition where an individual compulsively and almost always on productivity uses the internet and finds any attempt to limit its use distressing. No age group is unaffected to this addiction from teenage students to adults, can develop video game addictions. But it is more dangerous for teenagers, as they are not mature to understand the right and wrong of it. It is much obvious that when the children will spend much time on internet and busy in uncreative activities, their academic achievement may be adversely affected. The investigator wants to determine the degree or extent to which internet addiction is common among college graduates so that it can be controlled to ensure their good academic performance. Secondly, the research on internet addiction in college students has remained mostly limited to developed countries but in developing countries particularly in India studies on internet addiction is not showing healthy sign.

## OBJECTIVE OF THE STUDY

The researcher in the present study determine the impact of internet addiction on academic achievement of the college under graduate students.

## RESEARCH METHODOLOGY

The research methodology adopted for this study was descriptive and statistical in nature. The under graduate students of various professional colleges of Faridabad was taken as sample for conducting this study. A stratified random sampling design was applied to target population. The investigation was conducted on 150 boys and girls students from different colleges of Faridabad. To access the level of internet usage among students, The Young's Internet Addiction Test (YIAT), an instrument developed by Dr. Kimberly Young in 1998 was applied. The split half reliability of this tool is 0.859 and Cronbach's Alpha is 0.902. In order to determine the impact of internet on academic achievement of the students a self administered questionnaire was used. To analyze data SPSS 17.0 version was used. The mean, standard deviation and T test were the required statistics to determine and to test the hypothesis.

## ANALYSIS AND FINDINGS

### Demographic Analysis

The present study makes extensive use of primary data gathered through 150 undergraduate students (both boys and girls), studying in six professional colleges of Faridabad. The respondents were between 18- 21 years of age. Out of the total sample the respondents were found to be in the ratio of 43: 32 percent on gender basis i.e. the majority of the respondents were male.

**Table 1: Demographic Analysis of students**

| S.No. | Name of the College | Number of students | No. of Boys | No. of Girls |
|---|---|---|---|---|
| 1 | DAV Institute of Management | 26 | 15 | 11 |
| 2 | MR College of Engg. and Technology | 21 | 13 | 8 |
| 3 | Aggarwal College | 20 | 11 | 9 |
| 4 | Linguiya University of Science and Technology | 21 | 11 | 10 |
| 5 | Echelon Institute of Mgmt. ad Technology | 33 | 19 | 14 |
| 6 | JB Knowledge Park | 29 | 17 | 12 |
| | Total | 150 | 86 | 64 |

### Descriptive Analysis

**Extent of Internet addiction among Under Graduate Students:**

The results shown in Table 2 states that 46 students score less than 20 points in Young's Internet Addiction Test which is 30.6% of the total sample and have never or rarely use of internet. 48 students are average user (32%) scoring 20-49 points. 40 students use internet at very high rate and their score is between 50-79 showing highly usage pattern. Only 16 students (10.7%) had extremely high usage of internet, are actually internet addicted.

**Table 2: Extent of Internet Addiction among students**

| S.No | Level of Usage | No. of students | Percentage (%) | Score as per YIAT |
|---|---|---|---|---|
| 1 | Rare | 46 | 30.6 | 3-17 |
| 2 | Average | 48 | 32.0 | 20-49 |
| 3 | High Usage | 40 | 26.7 | 50-79 |
| 4 | Internet Addiction | 16 | 10.7 | 82-91 |

The above results clearly indicate that internet use is becoming a problem today though results shows that out of 150 students only 16 students are internet addicted which is not a good sign for future generations.

## COMPARISON OF USAGE PATTERN AMONG MALE AND FEMALE STUDENTS

The table – 3 reveals that there were 86 boys and 64 girl students. The mean score of the internet usage pattern of male students is 46.54 and that of female is 26.99.

ISSN 2322 - 0899

**Table 3: Comparison of Usage Pattern among on the basis of Gender**

| Gender | Number | Mean | S.D | t value | Sig. value |
|---|---|---|---|---|---|
| Male | 86 | 46.54 | 27.08 | 5.967 | 0.01 |
| Female | 54 | 26.99 | 29.13 | | |

The Standard Deviation score of boys is 27.08 which is more than the S.D of girls i.e. 29.13. t- values is 5.967 which is significant at 0.05 and 0.01 level. As per the results internet usage pattern of boys is quite higher than girl students. Results clearly show that boys are more addicted to internet than girls or the boys may have more access to internet facility.

## IMPACT OF INTERNET ON ACADEMIC ACHIEVEMENT OF STUDENTS

It is noted that percentage marks obtained by students with average use i.e. 48 students (32%) were between 65-70% and that of the students with internet addiction (10%) was between 45-57% thus showing that average to high use of internet, positively influenced the academic achievement while no addiction and high usage had a negative impact on academic achievement. Statistically, this association was significant. It also verifies the fact that extreme usage of internet affects the academic performance of the students.

## CONCLUSION

For youth, the Internet posses a number of risks along with a massive amount of opportunities. The research explored that some of the internet risks facing youth are addiction, exposure to inappropriate material, cyber bullying and sexual solicitation. Despite these risks, the research also suggests that the Internet can be beneficial for college goers. It provides a vehicle to promote cognitive, social, and physical development. Although there are limits to which the Internet can be used as a means of learning, health promotion, and intervention delivery, nonetheless the Internet can be used to match more traditional methods of delivering information. Overall, research suggests that specific efforts are needed to counter online risks in order for youth to benefit from the many opportunities offered by the Internet. The research study found that out of 150 undergraduate students, internet usage pattern of 40 students is extremely high. Only 10 percent students are addicted to internet, though this is a small figure, but has a growing tendency. Results of t-test reveal that male and female students significantly differ in their internet usage pattern. Male students are more addicted to internet usage. This further mentioned that male students have more access to internet than the female students. In reality, virtual world is dominated by teenagers who log in early and forget to log out of the World Wide Web. They have Easy accessibility of internet even on their phones. Literature also mentions that 90% of the children in the age group of 14-20 are internet addicts and suffer from Compulsive Internet Usage (CIU). The usual behavior issues are lack of attention in studies and misbehaving with teachers as well as parents. It was observed that they are suffering from cyber addiction, which makes a child irritable and affects his academics and social relations.

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 ISSN 2322 - 0899


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# EXPLORING THE SRI LANKAN ADOLESCENTS' RELATIONSHIPS WITH THEIR PARENTS, SIBLINGS AND PEERS: AN EXPLORATORY STUDY

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## ABSTRACT

*The aim of the present study is to explore Sri Lankan adolescents' relationships with their parents, siblings and peers. To investigate this aspect a semi-structured interview schedule was used to interview 10 adolescents (6 girls and 4 boys aged at 15 to 18 years) from varied socioeconomic backgrounds, belonging to varied communities (sports clubs, plantation sector, urban, rural) . The results conveyed that parents, siblings and peers had an impact on the psychosocial wellbeing of the studied adolescents. However, positive relationships with parents, siblings and peers did not seem to be the only influence on adolescent wellbeing. Adolescents in the study who reported abusive and neglecting experiences from parents also reported well-being and attributed it to multitude of other factors.*

*Key Words: Sri Lanka, Adolescents, Relationships, Parents, Siblings, Peers*

## INTRODUCTION

As an intricate part of adolescents' personal and social lives, relationships fundamentally influence not only how they perceive themselves but also their perceptions of value or worthwhileness to society. Adolescent relationships are varied and may include parents, step-parents, siblings, peers, adult relatives, and other significant adults (i.e., teachers, mentors, religious figures). However, since adolescents are considered to be a time transition, relationships can become extremely complex during adolescence, making adolescents comparatively differing in their relationship needs compared to adults and younger children (Hauser, 1991; Jackson & Rodriguez-Tome, 1993).

## ADOLESCENT AND THEIR PARENTS

Parents have an effect on the development of adolescents' social competence and their ability to form and maintain satisfying and supportive relationships (Berk, 2010). During early and middle adolescent years, there may be more frequent conflict between adolescents and their parents (Holmbeck& Hill, 1991), signalling parents and adolescents that relationship structures and processes require attention and redefinition. Often, this is due to the fact that they are trying to assert their individuality and are exercising their independence. Hence they may rebel against their parents' rules and values as part of their identity development process. Therefore, literature conveys that adolescents relationships with their parents may become distant and aloof (Berk, 2010).

However, literature convey that pre-existing parenting styles, and family structures has dynamic impact on the parent-adolescent relationship to a great extent, with intact or stable families reported of having strong relationship with adolescence psychosocial wellbeing (Falci, 2006; Apel&Kaukinen, 2008). Compared to their intact family peers, adolescents with parental divorceor living in single-mother families tend to experience more psychological and socio-emotional challenges in a variety of areas including: scholastic achievement (Manning, &Lamb, 2003), conduct (Demuth, &Brown, 2004), substance abuse (Dube, 2003), psychological adjustment, self-esteem, social competence, and relationships with parents(Amato & Keith, 1991).

Literature conveys the family seemed to have a strong influence on Sri Lankan adolescent (both in school as well as out of school) in promoting their psychosocial wellbeing. The majority of school going Sri Lankan adolescents perceived their families as intimate and close (60 %) unit, as a refuge (52%) for their problems and indicated their preference to spend their free time (40%) with their families (UNICEF, 2004). A significant proportion was proud of their families while for large proportion of adolescents considered their family member as the figure they could looked up to or a 'hero'. Mothers were identified as themost trusted, liked and the personal confidantes of adolescents irrespective of age and sex andsocio-economic status. About three fourths of the school going Sri Lankan adolescents thought they could depend on theirfamilies and reported that they would love to spend time with their families (UNICEF, 2004). However, the bond reported between out-of-school adolescents and their families seemed to be relativelyloose when compared to that of school going adolescents. Only 32 % of out-of-schooladolescents saw their family as caring and warm while 40 % perceived it to be good. However, the proportion of out of school adolescents who wanted to leave the family was only 1 %. Nearly, 40 % of out-of-school adolescents were distressed by parental concerns abouttheir current status.

ISSN 2322 - 0899

**ADOLESCENTS' RELATIONSHIP WITH THEIR SIBLINGS**

Investigations of specific processes involved insibling relationships across all age groups, as wellas adolescent siblings more generally, have beenlimited until the last few decades (Feinberg, McHale,Crouter, &Cumsille, 2003; Kim, McHale, Osgood,&Crouter, 2006). Research suggeststhat siblings continue to be important influences,even as adolescents begin spending less timewith family members as they enter young adulthood(Carbery&Buhrmester; D'Amico &Fromme, 1997).Research on sibling relationships in early and middle childhood has examined someaspects of sibling relationships such as sibling conflicts(McGuire,Manke, Eftekhari, & Dunn, 2000) and conflict resolution strategies(Howe, Rinaldi, Jennings, & Petrakos,2002), and parental intervention (Ross, Filyer, Lollis,Perlman, & Martin, 1994).

Despitethe many potential benefits of positive socialrelationships, sibling relationshipscan also involve conflict (Berry, Willingham,& Thayer, 2000; Herrera & Dunn, 1997). Furman and Buhrmester (1985) found thatof six major relationships (mothers, fathers, siblings,grandparents, friends, and teachers), earlyadolescents perceived conflict as occurring mostfrequently with siblings. They also found that conflict with siblings was greatest during early adolescent. This may be attributed to increases in autonomy seeking.Hence, Buhrmester and Furman(1990) concludes that sibling relationships become less intense, both positively and negatively, as children move into adolescence with same-sex sibling dyads feeling closer than opposite-sex dyads.

McGuire et al.(2000) found that for sibling pairs in middle childhood,the most common issues of conflict involvedsharing of personal possessions, and these issueswere more common than conflicts over householditems.When Campione-Barr, and Smetana(2010) explored the sibling conflict and association over the quality of adolescent relationships they found that early-adolescentolder siblings reported having more conflicts overthings such as borrowing things belonging to their siblings. However, Campione-Barr, and Smetana (2010) also found that for both older and youngersiblings, more frequent and intense conflicts overinvasion of the personal domain were associatedwith poorer relationships between siblings. However, they were not clear whether this is due to more conflicts over personalissues make it difficult to be in a close, trustingrelationship, or whether siblings who have poorquality relationships feel free to more frequentlyinvade one another's personal domain.

**ADOLESCENTS' RELATIONSHIP WITH THEIR FRIENDS AND PEERS**

As adolescents become more independent from their families, relationships with their peers become increasingly important, emotionally intimate, and strong (Berk, 2010) leading to greater trust among peers. Peers function as important sources of information; serving to expose youth to values and behaviors that differ from their families; provide opportunities to develop interpersonal skills; and act as references as adolescents explore their identity.

Conformity to peer pressure becomes increasingly important to adolescents providing them a sense security sense of, interpersonal safety and protection and affirming their acceptance into their chosen peer group. However, it is also often associated with negative outcomes such as conduct problems or substance abuse and social exclusion of adolescents who do not confirm with the group norms.For example, nearly one fifth of school going Sri Lankan adolescents strongly felt that they missed a close friend thoughthis proportion declined with age (UNICEF, 2004). Nearly half of the respondents seemed to prefer thecompany of peers during their free times indicating the significant possibility of peer influence in their lives (UNICEF, 2004). Peer pressure can also exert a positive influence. Due to advanced cognitive and emotional maturity, adolescents have the capacity to encourage each other to make wise decisions, and discourage peers/ friends from making harmful choices.

Considerable research evidence suggests that peer relationships contributestrongly to adolescents' psychosocial adjustment (Doyle,Markiewicz, & Hardy, 1994). Research findings have also consistently documented that friendships, as well as successful adaptation in the peer group,play an important role in children's social and cognitive development, protect them from feelings of loneliness and social dissatisfaction, minimize stress derivingfrom major changes in children's lives and work as "emotional supports" (Dunn, 2004).

The present study explores the Sri Lankan adolescence relationships with parents, siblings, and peers on their psychosocial ' wellbeing. The existent literature revealed that different types of relationships play significant roles in adolescents' wellbeing. However, it has not been explored whether these relationships are also important in the wellbeing of Sri Lankan adolescents. It is expected that these relationships impact the psychosocial wellbeing of the Sri Lankan adolescence.

ISSN 2322 - 0899

## METHOD

### Participants

When recruiting participants, diversity in their socio-economic back grounds as well as their varied experiences (e.g. experiencing abuse/neglect) was also considered in order to optimize the results of the study. Maximum variation, which allowed the space to gather different types of information pertaining to this topic, was utilized during participant selection. Before the participant selection, experts in the areas of psychology, educational psychology and research methodology were consulted in order to compile a diverse list of participants. Redundancy was reached with 10 (Girls = 06; Boys = 04) participants. Participants were selected from various back grounds such as plantation sector, rural and urban areas and coming from different socio-economic backgrounds and demographic contexts in Sri Lanka.

### Instrument

The primary data source of the study was an open ended, semi–structured interview schedule comprising of 19 open-ended questions,addressing three main areas: the participants' relationships with their parents (e.g. tell me about the relationship between you and your parents, when you are unhappy what do your parents do?), siblings (e.g. tell me about your brothers and sisters) and peers (Tell me about your friends, Are you in a romantic relationship). This interview schedule was developed based on experts in the field of psychology and sociology whose expertise lies in working with Sri Lankan adolescents reviewed the questionnaire. Based on their feedback the revisions were made. Subsequently, the interview schedule was pilot-tested with a girl and a boy (15-18 years) representing the sample.

## PROCEDURE

*To ensure integrity and trustworthiness, all the interview questions were reviewed by a panel of experts. Based on the suggestions, revisions were carried out. Before conducting the actual interview, a pilot study was conducted to test the interview design with two participants (An adolescent girls and a boy). After the pilot interview interviews participants were asked whether there were questions that made them uncomfortable or whether they were offended when certain questions were asked. Questions were re-worded or eliminated based on participant feedback; during the pilot if it was noticed that they were irrelevant or offensive to the participants.*

The interviews were conducted by a graduate student in psychology who had been trained to conduct semi-structured interviews with adolescents. Before the interviews the researcher and her assistant contacted the potential participants via telephone or visits, and the purpose of the study was explained. These visits/contacts consisted of a brief introduction including the detailed purpose of the study, and decision on when to meet. If they agreed to be interviewed, during the initial contact, time and place for the interviews were arranged with the adolescents. Then authorization from the parent/s was received, if the adolescent was below 18 only their consent was taken. If the adolescent was 18 years their consent was taken. They all understood that the participation was voluntary and could leave the interview whenever they wanted.

The participants were allowed to choose the time and place of the interviews. When selecting the place, a location and place familiar to the participants was chosen. The interviews took place in homes of the adolescents and in the university. The duration of the adolescent interviews varied from 90 to 60 minutes. The researcher and her assistant used a tape recorder along with a notebook to keep records of each interview.

## RESULTS

The present research focuses on several questions when addressing issues pertaining to adolescents' relationship with their parents, siblings and peers as well as the impact of such relationships on their wellbeing. It primarily focused on the nature and quality of the these relationship on the psychosocial wellbeing of adolescents. However, it also explored specific issues pertaining to each relationship. For instance, in the context of parents, the present study reconnoitered questions such as: 'Are sometypes of parenting "better" for the adolescent than others?' and 'Are therefactors in the nonfamily environment that impinge on the parent–adolescent relationship in ways that enhance or attenuate parental influence?' Therefore, relationships that adolescents in the study reported pertaining to each relationship would be discussed under separate section.

## ADOLESCENTS' RELATIONSHIP WITH THEIR PARENTS

Results conveyed that variation in parent-adolescent relationship to a great extent affect the development of the adolescents. If parents were perceived to be supportive and attentive adolescents in the study seem to find great comfort in their relationship with the parents. On the other hand if parents were perceived to be distant, aloof, uncaring or abusive, the parent-child relationship seemed to be perceived as negative. Those who perceived

ISSN 2322 - 0899

close bond with their parents felt that '*they could tell anything to their parents'* and were seemed to be of the opinion that their parents accepted and supported them unconditionally.

Participants reported distant deteriorating and conflictual relationships with parents displaying highly controlling, restrictive, punitive styles. As a result, adolescents seemed to have shifted their attachments towards peers than those who reported having positive relationships with their parents. Moreover, patterns of low or even decreasing decision making opportunities created by the parents also seemed to have resulted in adolescents having comparatively close bonds with their friends or romantic partners. Those who had parents with high parental control also seemed to rely more on their peers, specially their romantic partners (girlfriends or boyfriends). They study also conveyed that girls experienced high parental control if they were in a romantic relationship than boys, in turn feeling more distance in their relationships with the parents.

*Earlier I used to come from school alone or go to tuition classes (extra help classes outside school) alone, at times come late even after 8pm…in spite of the fact that we lived near an inner-city area known for its crime and violence…but when they found out that I am having an affair they chaperon me everywhere. They drop me to my classes and come to pick me up…follow me everywhere. I though let them come after me as long they want…till they get tired of it. I know in my mind that I do not do anything wrong…more than my mother my father is always coming after me (meaning chaperoning)…the scold me a lot and compare me with others ….so even though Sometimes we have great fun…even me and my mother dance together…but the relationship is not close…I cannot say that she is like a friend to me…(8/F/18)*

However, even the participants who perceived close relationships with their parents reported of incidents of corporal punishment or severe verbal reprimands. Unlike the participants who reported distant relationship they seemed to have perceived such behaviors as disciplinary actions of the parents carried out for their own good'.

*My mother scolds me for small mistakes that I commit, for large wrong doing/ mistakes she hit me…I feel I am able remedy them because of it… when I do something wrong my mother hit me…my father goes to work at 5 and come back in the night…during holidays when he is at home and sees some wrong doing of mine he hit me (4/M/16)*

Adolescents who reported of having neglecting/abusive parenting styles also reported deteriorating or severed relationships with their parents. As a result, parents adolescent bond seemed to be even less intimate than those who perceived high demanding and controlling parenting styles.

Below is an excerpt taken from an interview of a 17 year old adolescent girl. She reported of having experienced psychological abuse and physical/psychological neglect from her mother and psychological neglect from her father. The results convey that the abuse and neglect of the mother was more severe and intense.

*I have brother, sister, mother and father…but I live with my grandmother…from childhood…since the time I was in year 3 (about 8 years) my mother did not speak to me…therefore, my grandmother took me… (meaning that her grandmother had been caring for her since then)…my father provides for me and love me…my mother does allow my younger brother and sister to talk to me…my mother and father stay in the same house…often my father's job keeps him away from home…Now I do not think of my mother so much…when I went to worship my mother on the new year day, she looked away…however, I love my father…but I love my boyfriend the most because he looks after me as both my mother and father (6/F/17)*

*My father used give money to me…but when he came to know about my affair he stopped giving…earlier also we had been caught…(meaning that her affair was known-----)but when my mother came to know about it she told my father…my mother wanted to stop my father from giving me money anyway…because she knows that I study…somehow my father stopped giving money to me (6/F/17)*

Results convey that she seemed to question the severing relationship and negative affection of her parents towards her and attributed them to varied causes such as being the first born of the family, or being in romantic relationships as the cause of the parental abuse and neglect.

**ADOLESCENTS' RELATIONSHIP WITH THEIR SIBLINGS**

The nature of the sibling relationship described by adolescents varied in the continuum of being extremely friendly to less intimate or not at all intimate. The bond between the siblings seemed to be close when the age gap was less between the adolescent and the sibling. Adolescents in the study also perceived conflict as occurring mostfrequently with siblings, over personal issues, and sharing personal items.

*My younger sister is only one year younger to me, sometimes we hit each other…for fun…we are very close…I tell all things which happen in my school…we don't have secrets from each other…she is like my friend…her*

ISSN 2322 - 0899

*ideas are mature (meaning the younger sister is mature enough to share things with) Yes, I can speak to my sister anytime…yes we fight with each other all the time…about four or five times per day…for small issues (1/F/17)*

*Yes, we fight…when they take things belonging to me or when I take something belonging to them…then they scold me saying do not take out things and I scold back asking 'Then why do you take things belonging to me?'…That's how fights begin…we do not fight everyday (2/M/16).*

However, when the adolescents have sibling who are young adults they mentioned less conflicts.

*Earlier me and my elder brother were not so close…now he understands and understand (meaning more mature). He is completing his training in the army, he hears whatever I do…since I do not do anything wrong, it does not really matter…he calls my mother because I do not have a phone and asks about the them, he has many friends here…all I have to do is answer in monosyllables to the questions that he asks from me…he is also like a friend…*

*When we were small we used to fight so often…when we were older fights did not last for long time…maybe five minutes…after that no more (meaning they did not keep grudges)*

*Since he is the eldest…he is given priority and importance…for example…if my mother serves rice…he is served first…I understand that, but when on occasion I am so hungry, I feel bit angry about it…when I do something which does not like, I get a tokka (being hit on the head using the knuckles of the hand) from him, I think it is okay because he is my elder brother (3/M/17)*

However, the girl who reported neglecting/ abusive parenting from her mother and father also reported abusive and conflictual relationships with her siblings (younger sister and brother who were close to her in age). She attributed it to the guidance and advice of the mother.

*I have a younger brother and sister, my younger sister is in year nine (about 15 years) and my younger brother is in year 6 (about 12 years), recently she hit me with a 'idala' (sweeping stick made of coconut which is used to sweep the garden)…one day I was wearing a clip which my boyfriend had given me as a present and my sister thought it was hers and she asked my younger brother to get it from me and I refused…then she told me 'don't lie' and kept on scolding me…when I tried to go way from her, she picked idala and hit me…my younger brother is good…he understands…he does not take a side…he is the one who came for help…when I had a severe gastric attack…and when my grandmother called for help (she lives with grandmother next door to her family because her mother does not care or talk to her)…*

*My younger sister is like my mother…earlier we had a good relationship…she could not stay without me…before my mother put things into their heads (meaning, that her mother say bad, vicious things about her to her sister and brother)…she does not allow them to talk to me…I do not like to watch television, but on my way to my older aunt's house I saw a television commercial…though I do not usually watch television it was something related to music…so I climbed on to their window sill to watch it…only for a short time I watched it through the window standing outside the house that my parents and siblings live…my younger sister saw it…the next day I noticed that someone has nailed the window…so I could not climb and watch the television…I think…it was from that day she became spiteful and vicious…it is okay (meaning she does not care, but it appears as she does) (6/F/17).*

**ADOLESCENTS' RELATIONSHIP WITH THEIR FRIENDS AND PEERS**

Adolescents who took part in the study described peer relationships as important, and comforting. Friends were described as individuals sharing a close bond, with similar interests. All the participants reported of having at least one close friend to whom they can confide. Even though fights/ conflicts with friends were reported they seemed to be short lived.

*We share a close bond. We are like sisters. I can tell anything to them…we help each other in studies…we always try to be happy (1/F/17).*

*We have similar interests…earlier we used play Cricket a lot…but now my mother does not allow it (2/M/16).*

*I have three close friends in my class…earlier I was harassed a lot by some of my class mates. They did not even allow my desk to touch theirs…then last year…these friends asked me to come and sit near them…I like to be with them…we tell funny stories during free periods…which makes us very happy…I always read books when in the company of my friends…they are like my teachers…they take dictation…by doing so they try to improve my level of achievement…they never discriminate…we eat together (4/M/16).*

However, conflicts were also reported due to ethnicity (4/M/16), economic deprivation (6/F/17) experienced by some participants in the study.

**DISCUSSION**

The aim of the present study was to explore the relationships between parent-adolescent, sibling-adolescent and peer/friends-adolescent relationships using a semi-structured interview schedule. The perceived quality of the relationships with parents, siblings, friends, peers and dating partners wereindicated as sources of stress/ support by the participants; either promoting their wellbeing or creating distress. The findings are discusses under each theme explored.

**PARENTS**

Contrary to the popular psychological perspective on family relationships of adolescents, majority of the participants who took part in the present study reported a happy, pleasant relationship, close bond and a non-conflictive parent-child relationship. These results do not seem to support the theory and global research findings which claim that familial storm and stress emerged in adolescence in most families (Berk, 2010). The explanation for the discrepancy between these studies and findings of the present study could be found in the fact that majority of the research on adolescents come from clinical samples carried out in the Euro-American milieu while the findings of the present study is based on a community sample from a collective culture. Hence while storm and stress maybe the norm in families of adolescents with depression and conduct disorders, conflict may not be normative in average Sri Lankan families. In fact a study carried out by UNICEF (2004) conveys that 60% of Sri Lankan adolescents positively concluded that their life is generally happy, their families as intimate and close (60%), considered the family as a refuge for a problem, thought they could depend on their families and said that they would love to spend time with their families.

Those adolescents showing high leadership skills and responsibility described their parentsas being more affectionate and supportivethan did adolescents low on these characteristics.Murphy and Moriarty (1976)found that the availability of family supportsincreased children's resilience in the face ofstress. Sandier (1980) found significant relationsbetween stress and social support, onthe one hand, and children’s maladjustments on the other. In a 30-year longitudinal studyof Harvard University male undergraduates,Vaillant (1974, 1977) found that a supportiveearly family environment was correlated withpositive adult adjustment and lack of psychiatricdisorder.

Again, majority of the reviewed studies have been conducted in western cultures which emphasize on individuality and independence. However, the Sri Lankan milieu, which values collectivism, may consider the bond between parent child relationships as constancy. Hence, the findings may have to be interpreted differently. However, these findings pertaining to parents are consistent with the studies carried out in Sri Lanka (UNICEF, 2004).

The study conveys that adolescents were affected by the constant scolding and ‘naggings’ of their parents and seemed to be held on to the affect after these negative interactions with their parents. However, the past research reports different results (i.e. parents are more affected by the parents-child conflicts than the adolescents) (Sternberg, 1990). Hence, it is suggested that future studies in the Sri Lankan context also need to look into the parental perspective of the parent-adolescent conflicts.

However, the present study finds that when in severed relationships, adolescents reported storm and stress between them and their parents. However, adolescence in the study seemed to convey a remarkably resilience when in the face of abuse and neglect and mentioned the support of caring adults, friends or boyfriends as a source of comfort.

**SIBLINGS**

The study conveyed that majority of the adolescent in the study reported of having a positive social relationship with their siblings in spite of the minor conflicts which occurred over borrowing belongings and sharing personal space. Contrary to previous research (Campione-Barr, &Smetana, 2010) findings also conveyed that adolescents reported respect for older siblings. However, findings were consistent with the previous research conveying that (Buhrmester&Furman, 1990) sibling relationshipswere more unrestricted among older adolescents,with same-sex sibling dyads feeling closer thanopposite-sex dyads.

However, this research came up with finding which are somewhat inconsistent with the previous studies (Buhrmester&Furman, 1990) pertaining to companionship and affection between adolescents and their older siblings, which is reported to be lower. Investigations of specific processes involved insibling relationships across all age groups, as wellas adolescent siblings more generally, have beenlimited until recently (Feinberg,

ISSN 2322 - 0899

McHale,Crouter, &Cumsille, 2003; Kim, McHale, Osgood,&Crouter, 2006). The research (Buhrmester& Furman, 1990; McGuire et al., 2000) suggests that conflicts between siblings also occur pertaining to personal issues and adolescents' perceptions that their sibling has infringed on their personal domain (e.g., one's personal space or friends). Campione-Barr and Smetana (2010) came up with the finding that conflicts of adolescent-sibling conflicts could be differentiated into personal domain conflicts or moral conflicts over equality and fairness of shared resources.

Research on adolescent-sibling relationships in the Sri Lankan context is almost non-existent. Since this study came up with interesting cultural differences in sibling relationship such as adolescent-sibling relationship dyad across different age groups, conflict resolution strategies used by adolescents with their siblings; a further investigation in this area seems to be warranted.

**PEERS**

The study finds that friends, and peer relationships as important factors, which correlated strongly with adolescents' psychosocial wellbeing. As the results conveyed, absence of loving/caring relationships with parents seemed to generate more intimate relationships with peers and dating partners. When nurturing positive relationships with the parents were absent, peers and dating partners appears to fill that vacuum.

Research findings have constantly conveyed that friendships and successful adaptations on the peer group, play an important role in adolescents' social and cognitive development (Bedford, 1996; Hartup& Stevens, 1997). Research also suggests that peer relationships minimize stress and protects adolescents from feeling lonely/ socially dissatisfied (Doyle, Markiewicz, & Hardy, 1994), which the present study also confirmed.

There are several limitations to this study. First, inclusion of more variables such as dispositional factors (sense of identity, self-esteem, perceived mastery and other personalitycharacteristics) could give a greater understanding of aspects that influence adolescents' relationships with their parents, siblings, peers, friends and dating partners. Second, the groups in the study could have been more homogenous regardingrace, language and socio-economic status. Third, the findings of the present study are based on a small sample and could only be described as a pilot/preliminary study. Therefore, future studies should explore this factor with a representative sample of Sri Lankan adolescents.

Based on the outcomes of the study, following suggestion can be presented: 1. Conduct the study with preadolescents as the present study included adolescents Conduct the study with parent and siblings of adolescents to explore how they perceive the relationship with the adolescents and the stressors which they experience and ways that psychosocial support to be provided to them, 3. Conduct a study to explore ways that more timeand energy be devoted help adolescents to cope with specificstressors if they experience difficulties in their relationships with parents, friends and peers.

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# ENVIRONMENTAL EDUCATION AT THE ELEMENTARY LEVEL IN ASSAM: AN ANALYSIS

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## ABSTRACT

*The researches on environmental education focused more on teaching and learning in complementary secondary schools and on the perception of stakeholders as to their participation in environmental education. Although these studies can be related to teaching and learning of environmental education in the elementary level, there is still a need to specifically focus on elementary level, because the context of the learners, age and even the content is different. In addition, there is still need to develop a strong environmental education base among the learners at an early age. At the elementary level there is need for research into how environmental education has been incorporated into the curriculum, contents on environmental education integrated in different textbooks at the elementary level, status of co-curricular activities environmental education, evaluation procedures on environmental education at elementary level and status of teacher training on environmental education .The findings from this research can help in rethinking the way in which environmental education can be integrated into the school curriculum and teachers can be supported in its implementation.*

## INTRODUCTION

The State Council of Educational Research and Training (SCERT), Assam has been taking up the task of preparing the curriculum on environmental education and contents on environmental education to be integrated in subjects like – General Science, Social Science and Language for elementary level in Assam. The Government of Assam tried best to provide training to the teachers on environmental education through SCERT, DIET, SSA and other teacher training institutes of Assam. The Government of Assam also tried to provide necessary facilities along with the trained teachers to the elementary level schools of Assam. But, how far these efforts have been successful yet to be analysed and evaluated. Recent evidences of environmental problems prevailing in our society indicate that the teaching of environmental education needs some changes based on research works. Evidences of environmental degradation in the form of soil erosion, poor waste management, water pollution and many other problems can still be observed in many schools and also in the communities around the schools. The school is part of the community surrounding the school, therefore it is expected that what the pupils learn in school should be reflected in society. This situation opens a door for a comprehensive study to anayse the Curriculum on Environmental Education at the elementary level in Assam. But till now no comprehensive study has been made to appraise the effectiveness of Environmental Education Curriculum at the elementary level in Assam. It has been felt that if a research study could be carried out on environmental education curriculum, contents on environmental education integrated in different subjects, status of teacher training, co curricular activities and evaluation procedures on environmental education at the elementary level, it might help to know both the strong and weak points associated with it which would definitely help in future development of Environmental Education Curriculum. The purpose of this is to find out the problems involved in implementing the Environmental Education Curriculum and to suggest suitable measures for the solution and for teaching of environmental education effectively.

## OBJECTIVES OF THE STUDY

The study was conducted to analyze the curriculum of environmental education at elementary level in Assam in terms of

(a) Objectives of teaching environmental education,

(b) Selection of content Material,

(c) Organization of content,

(d) Instructional procedure, and

(e) Evaluation procedure.

## OPERATIONAL DEFINITION OF THE TERMS USED

**(a) Environmental Education**: Environmental Education as used in this study refers to a subject taught in the elementary schools in Assam with a view to prepare young minds for appreciating the importance of environment in a holistic manner for human survival and welfare and to inculcate a positive attitude to respect nature.

 ISSN 2322 - 0899

**(b) Environmental Education Curriculum**: The term 'environmental education curriculum' has been accepted as a plan of teaching learning for environmental education prepared by State Council of Educational Research and Training (SCERT), Assam in 2004 and published in 2010. This includes fulfillment of objectives of teaching environmental education, instructional strategies, class wise distribution of course contents, time allocation, and evaluation, feedback including remedial teaching.

**REVIEW OF RELATED STUDIES**

Some of the important researches reviewed for this study have been mentioned below:

These are- Jain and Ragunathan (2001) Bhawalkar (2003), Bhuyan (2004**),** Singh (2004,**)** Rickinson and Sanders (2005), Barnett M. (2006), DiEnno and Hilton (2007), Mtaita (2007), Spiropoulou et. al. (2007), Toili (2007), Dey (2008), Gislason (2009),Malhotra (2009), Mueller et. al.(2009), Conde and Sanchez (2010), Kimaryo (2011), Yadav (2011), Halder (2012), Karimzadegan et.al.(2012) and Borthakur (2013).

**POPULATION:** The population of the study comprises all the elementary school teachers who teach environmental education in elementary schools in four districts (Jorhat, Lakhimpur, Kamrup and Cachar) of Assam. Total number of elementary schools in Jorhat, Lakhimpur, Kamrup and Cachar districts are- 476, 744, 574 and 460 respectively. The number of teachers who teaches environmental education in the four districts are - 2270, 4856, 3445 and 2777 respectively. Thus, in this study the population consisted of 13348 assistant teachers of elementary schools who deal with environmental education.

**SAMPLE**

To make the sample is a representative one, fifty assistant teachers from each districts was selected purposively. Thus, total 200 teachers constituted teachers sample.

**TOOL USED IN THE STUDY**

A three point Curriculum Evaluation Scale on environmental education meant for the assistant teachers prepared by the investigator.

**CONSTRUCTION OF ENVIRONMENTAL EDUCATION CURRICULUM EVALUATION SCALE**

It is a three point scale consisting of 35 statements. Initially the researcher had gone through the available scale for curriculum evaluation. Based on the idea gained in reviewing literature, investigator constructed the statements and some of the statements were collected from available scale of curriculum evaluation. The statements were edited carefully with the help of fellow research scholars. The draft so prepared was given to 15 experts in the field of teaching profession. They were requested to examine the contents of the tool and their views were invited. Based on experts' opinion, necessary modifications were made to ensure content validity.

For the study of the first objective**, a three point curriculum rating scale** was prepared by the investigator. It consisted of thirty five statements in five dimensions. The dimensions are- Objectives of Environmental Education Curriculum

(i) Objectives of teaching Environmental Education

(ii) Content of Environmental Education Curriculum

(iii) Organization of contents in the Environmental Education Curriculum

(iv) Teaching – Learning Strategies

(v) Evaluation Procedures

The scale was named as "**Environmental Education Curriculum Evaluation Scale"**. The distribution of statements in five dimensions is given below.

**Table No.1**
**Distribution of Statements in five dimensions of Environmental Education Curriculum Evaluation Scale**

| Dimensions | Statement Nos. | Total No. of Statement |
|---|---|---|
| Objective of teaching Environmental Education | 1,2,3,4,5,6,7,8 | 8 |
| Selection of Content material | 9,10,11,12,13,14,15,16,17 | 9 |
| Organization of Contents | 18,19,20,21,22,23 | 6 |
| Instructional Strategy | 24,25,26,27,28,29 | 6 |
| Evaluation procedure | 30,31,32,33,34,35 | 6 |

 ISSN 2322 - 0899

A copy of Environmental Education Curriculum Evaluation Scale and a copy of Environmental Education Curriculum which has been followed at the elementary level were provided to the selected teachers. They were requested to study the curriculum carefully and rate each statement on the following three points.

A – that quality is present in the curriculum

B **-** that quality is partially present in the curriculum

C - that quality is not present in the curriculum

**Scoring Procedure of Environmental Education Curriculum Evaluation Scale**: All the statements of the rating scale are positive. Therefore, assigned scores for A, B, C were 3, 2, and 1 respectively. Therefore, maximum possible score in this scale is 105 and minimum score is 35. The scores were organized systematically in tabular form to calculate mean, median, mode, standard deviation, skewness and kurtosis.

**Reliability of Environmental Education Curriculum Evaluation Scale:** To establish reliability of the scale, split-half method was followed and co- efficient co-relation was calculated by product moment method. The calculated value of r is 0.73

**CALCULATION OF MEAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS OF ENVIRONMENTAL EDUCATION CURRICULUM EVALUATION SCALE**

The purpose of using the Environmental Education Curriculum Evaluation Scale was to de how far the environmental education curriculum prepared by SCERT is effective and relevant for elementary level in Assam. The first objective of this study was to analyze the curriculum of environmental education at the elementary level in terms of (a) Objectives of teaching environmental education, (b) selection of content material in the environmental education curriculum, (iii) Organization of the content, (d) Instructional procedure and (e) Evaluation procedure. So, this tool was administered to a group of 200 elementary school teachers who teach environmental education in the elementary schools of Assam. The maximum possible score in the scale was 105 and minimum was 35. The value of mean and standard deviation are the indicators of appropriateness and relevancy of environmental education curriculum prepared by SCERT, Assam. The calculated value of skewness and kurtosis are the indicators of how far it deviates from normality. In order to estimate these statistics, the collected data were arranged in frequency distribution table and finally SPSS 13 was used. These have been given in the table below.

**Table -2**

**Mean, Standard Deviation, Skewness and Kurtosis of Environmental Education Curriculum prepared by SCERT, Assam for elementary level.**

| Dimension | Mean | Standard Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Whole Scale | 78.52 | 6.015 | 2.226 | 4.9609 |

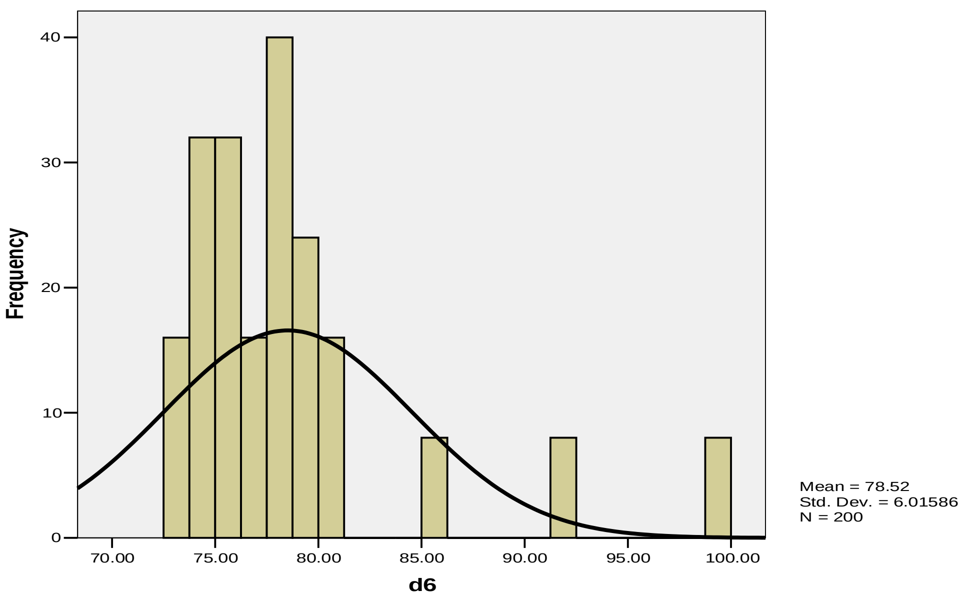


Fig. 1 Graphical representation of mean, standard deviation, skewness and kurtosis of environmental education curriculum evaluation scale.

 ISSN 2322 - 0899

The calculated values of mean, standard deviation, kurtosis and skewness for the scale were 78.52, 6.015, 4.9609, and 2.226 respectively. The positive skewness indicated that the scores were massed at lower end of the scale and gradually spread out towards higher end. The value of kurtosis was 4.9609 which was greater than 3. Therefore, it was platykurtic. It means that scores were scattered more evenly than the normal distribution. The calculated measure of mean as measured by the Environmental Education Curriculum Evaluation Scale was lower than the mean of equal probability. It indicates the curriculum of environmental education prepared by SCERT, Assam at the elementary level was found to be below the average standard.

**CALCULATION OF MEAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS FOR OBJECTIVE OF TEACHING ENVIRONMENTAL EDUCATION IN THE ENVIRONMENTAL EDUCATION CURRICULUM PREPARED BY SCERT, ASSAM FOR ELEMENTARY LEVEL**

For the first dimension i.e. Objective of teaching environmental education curriculum in the environmental education curriculum evaluation scale the maximum possible score was 24 and minimum was 8. The calculated values of mean, standard deviation, kurtosis and skewness were 19.40, 2.338, 0.928, and -0.339 respectively. The negative skewness indicated that the scores were massed at higher end of the scale and gradually spread out towards lower end of the distribution. The value of kurtosis was 0.9983 which was lower than 3. Therefore, it was leptokurtic. It means that scores were more peaked than the normal distribution. The calculated mean was almost same with the mean of equal probability for the first dimension i.e. Objectives of teaching environmental education in the environmental education curriculum prepared by SCERT, Assam. It indicated that the objectives stated in the curriculum of environmental education at the elementary level needs further observation regarding their suitability and practicability.

**Table-3**

**Mean Standard Deviation, Skewness and Kurtosis of Objectives of teaching environmental education in the environmental education curriculum prepared by SCERT, Assam for elementary level.**

| Dimensions | Mean | Standard Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Objectives | 19.4 | 2.338 | 0.928 | 0.339 |

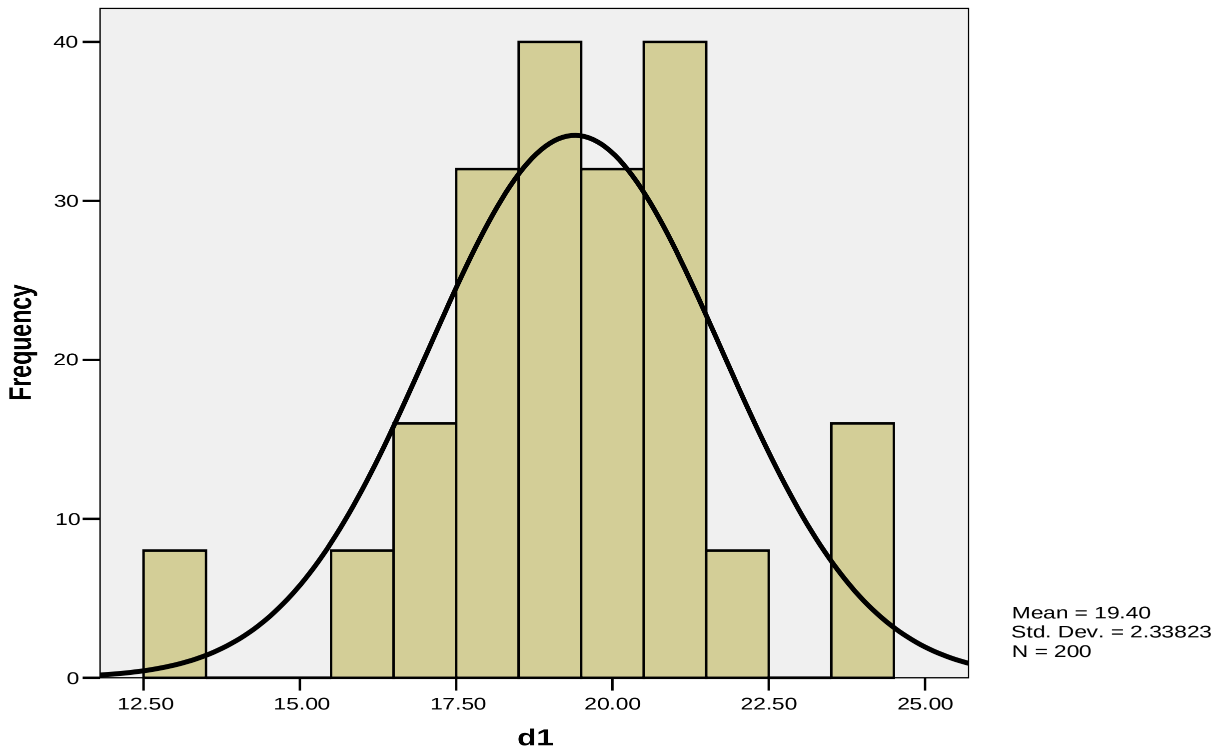


Fig. 2 Graphical representation of mean, standard deviation, skewness kurtosis for Objectives of teaching environmental education in the Environmental Education Curriculum prepared by SCERT, Assam for elementary Level.

 ISSN 2322 - 0899

**CALCULATION OF MEAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS FOR SELECTION OF CONTENT IN THE ENVIRONMENTAL EDUCATION CURRICULUM PREPARED BY SCERT, ASSAM FOR ELEMENTARY LEVEL**

The second dimension in the Environmental Education curriculum Evaluation Scale was contents of the curriculum. It had nine items. Maximum possible score was 27 and minimum was 9.The calculated values of mean, standard deviation, kurtosis and skewness for the scale were 21.52, 2.808, - 0.279, and 0.929 respectively. The negative skewness indicated that the scores were massed at higher end of the scale. This means this quality has been reflected to a large extent in the curriculum. The value of kurtosis was 0.9983 which was greater than 3. It means that scores were more peaked than the normal distribution. Therefore, it was leptokurtic. The calculated mean was higher than the mean of equal probability for the second dimension i.e. content of curriculum in the Environmental Education Curriculum. It indicated that the contents selected in the curriculum of environmental education at the elementary level were above average level.

**Table-4**
**Mean, Standard Deviation, Skewness and Kurtosis for Selection of content in the environmental education curriculum prepared by SCERT, Assam for elementary level.**

| Dimensions | Mean | Standard Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Objectives | 21.52 | 2.808 | -0.279 | 0.929 |

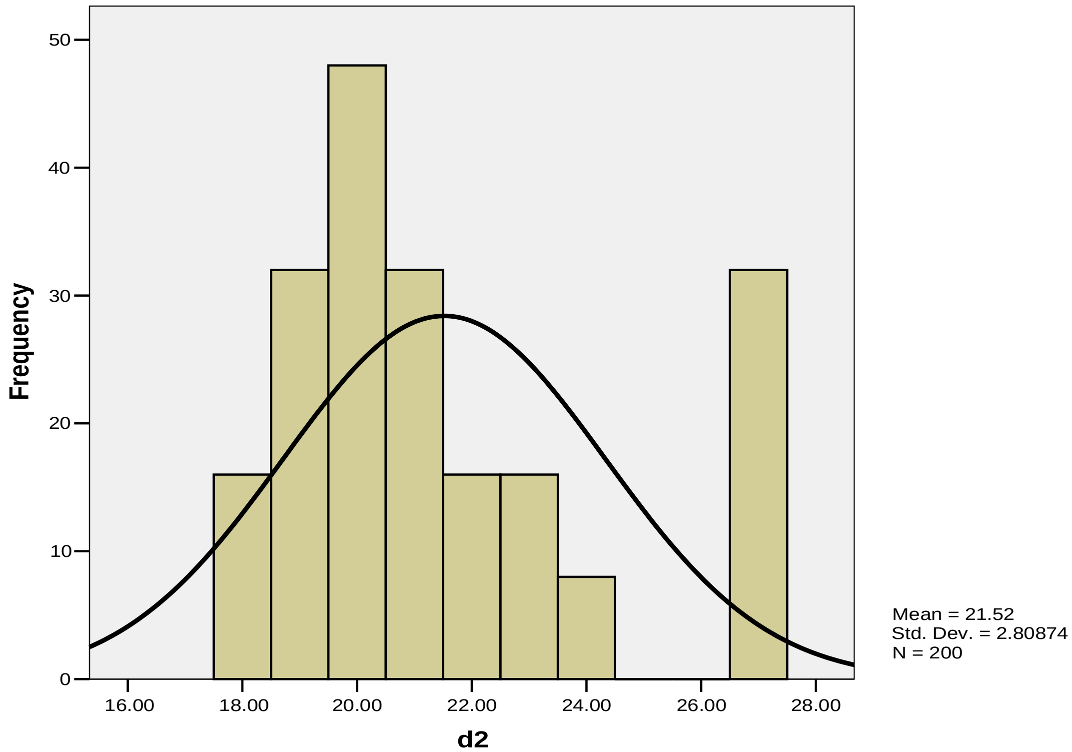


Fig. 3 Graphical representation of mean, standard deviation, skewness kurtosis for selection of content in the environmental education curriculum prepared by SCERT, Assam for elementary level.

**CALCULATION OF MEAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS ORGANIZATION OF CONTENTS IN THE ENVIRONMENTAL EDUCATION CURRICULUM PREPARED BY SCERT, ASSAM FOR ELEMENTARY LEVEL**

The third dimension in the Environmental Education Curriculum Evaluation Scale was organisation of contents. It had six items. Maximum possible score was 18 and minimum was 6.The calculated values of mean, standard deviation, skewness and kurtosis for this dimension were 13.6, 2.083, -0.482, and 0.7594 respectively. The negative skewness indicated that the scores were massed at higher end of the scale. Therefore, this quality was found to be reflected to a large extent in the curriculum. The value of kurtosis was 0.9983 which was lower than 3. Therefore, it was leptokurtic. It means that scores were peaked more than the normal distribution. The calculated mean was higher than the mean of equal probability for the third dimension i.e organization of contents in the curriculum in the Environmental Education Curriculum. It indicated that the organization of the contents stated in the curriculum of environmental education at the elementary level were above average level.

**Table-5**
**Mean, Standard Deviation, Skewness and Kurtosis for Organization of content in the environmental education curriculum prepared by SCERT, Assam for elementary level.**

| Dimension | Mean | Standard Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Objectives | 13.6 | 2.083 | -0.482 | 0.7594 |

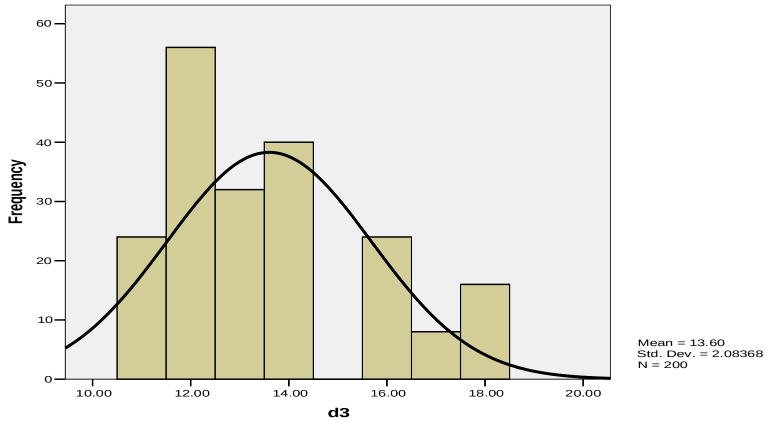


Fig. 4 Graphical representation of mean, standard deviation, skewness kurtosis for organization of content in the environmental education curriculum prepared by SCERT, Assam for elementary level.

**CALCULATION OF MEAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS TEACHING LEARNING STRATEGIES IN THE ENVIRONMENTAL EDUCATION CURRICULUM PREPARED BY SCERT, ASSAM FOR ELEMENTARY LEVEL**

The fourth dimension in the Environmental Education curriculum Evaluation Scale was instructional strategy in the curriculum. The total number of items in this dimension was 6. Maximum possible score was 18 and minimum was 6.The calculated values of mean, standard deviation, kurtosis and skewness for the scale were 13.4, 2.024, 0.1187, and 0.792 respectively. The positive skewness indicated that the scores were massed at lower end of the scale and spread out gradually toward higher scale end of the distribution. The value of kurtosis was 0.9983 which was greater than 3. Therefore, it was leptokurtic. It means that scores were scattered more evenly than the normal distribution. The calculated mean was higher than the mean of equal probability for the fourth dimension in the Environmental Education curriculum Evaluation Scale i.e. instructional strategy in the curriculum. It indicated that the instructional strategy stated in the curriculum of environmental education at the elementary level needs revision.

**Table-6**
**Mean, Standard Deviation, Skewness and Kurtosis for Teaching Learning Strategies in the environmental education curriculum prepared by SCERT, Assam for elementary level.**

| Dimensions | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
|---|---|---|---|---|---|---|
| Objectives | 13.4 | 13 | 13 | 2.024 | 0.1187 | 0.792 |

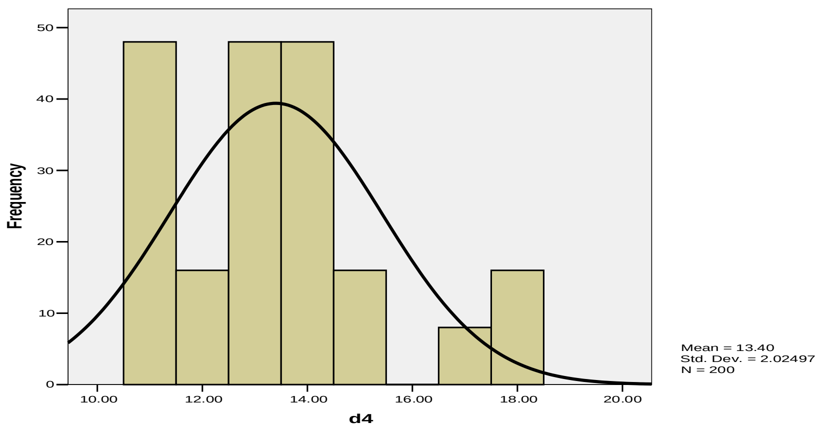


Fig. 5 Graphical representation of mean, standard deviation, skewness for Teaching Learning Strategies in the environmental education curriculum prepared by SCERT, Assam for elementary level.

**TEACHING LEARNING STRATEGIES IN THE ENVIRONMENTAL EDUCATION CURRICULUM PREPARED BY SCERT, ASSAM FOR ELEMENTARY LEVEL**

The fifth dimension in the Environmental Education Curriculum Evaluation Scale was evaluation procedure. The number of items in this dimension was 6. Maximum possible score was 18 and minimum was 6.The calculated values of mean, standard deviation, kurtosis and skewness for the scale were 10.2, 1.268, 1.4099 and 1.7405 respectively. The positive skewness indicates that the scores were massed at lower end of the scale and gradually spread out towards higher scale end. The value of kurtosis was 0.9983 which is greater than 3. Therefore, it was leptokurtic. It means that scores more peaked than the normal distribution. The calculated mean was lower than the mean of equal probability for the fifth dimension in the Environmental Education Curriculum Evaluation Scale i.e evaluation in the curriculum. It indicated that the evaluation procedures stated in the curriculum of environmental education at the elementary level were below average level.

**Table-7**

**The level of evaluation Environmental Education Curriculum Evaluation Scale**

| Dimensions | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
|---|---|---|---|---|---|---|
| Objectives | 10.2 | 10 | 10 | 1.268 | 1.7405 | 1.4099 |

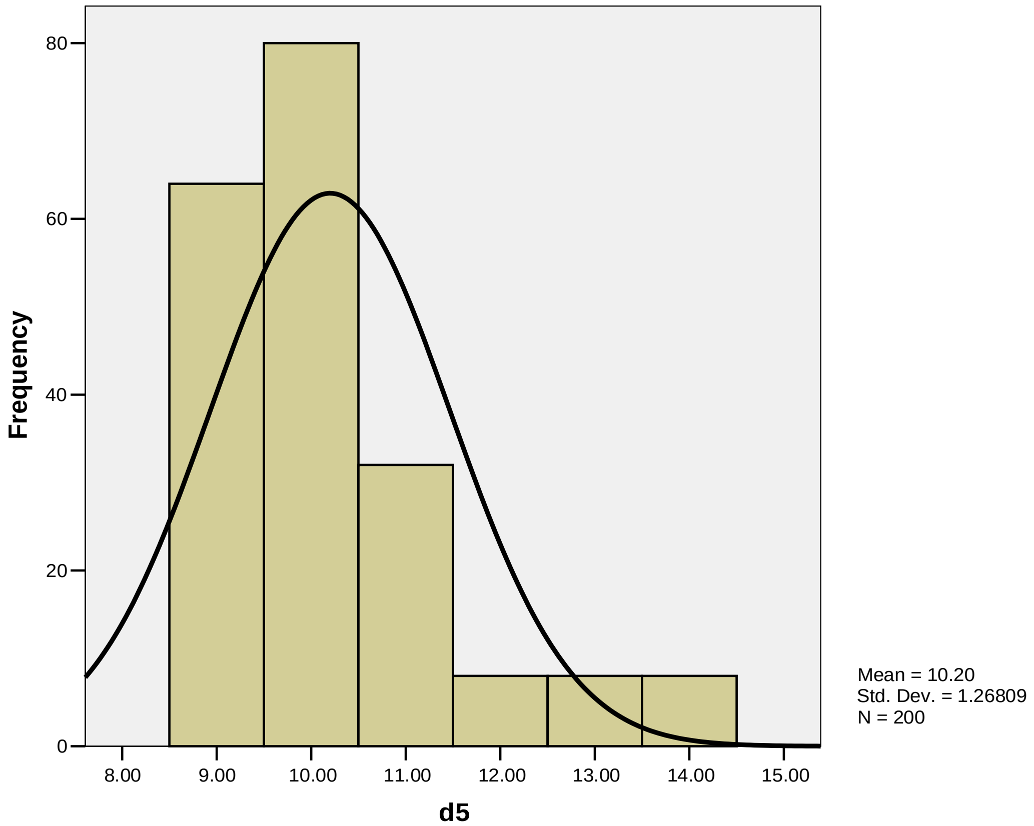


Fig. 6 Graphical representation of mean, standard deviation, skewness for evaluation procedure in the environmental education curriculum prepared by SCERT, Assam for elementary level.

**CONCLUSION**

- The objectives stated in the curriculum of environmental education at the elementary level needs further observation regarding their suitability and practicability.
- The contents selected in the curriculum of environmental education at the elementary level were above average level.
- The organization of the contents in the curriculum of environmental education at the elementary level was above average level.
- The instructional strategy mentioned in the curriculum of environmental education at the elementary level needs revision.
- The evaluation procedures stated in the curriculum of environmental education at the elementary level were below average level.

ISSN 2322 - 0899

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# COMPETENCY MAPPING AND TRAINING - AN ESSENTIAL FOR RETAIL OUTLETS

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**ABSTRACT**
*Competency mapping is a procedure through which one assess and determines one's strength as an individual operative and in some cases, as part of organization. Competency mapping helps in analyzing the blend of strengths of different workers to produce the most effective teams and highest quality work. Competency framework serves as the bedrock for all HR representatives. Identifying and providing training enables better performance management. Competency mapping is the base system for recruitments, promotions, training and Career Development , performance analysis. It also helps in analyzing the strengths and weakness of the employees. This study explains the relevance of competency mapping in a retail outlet for the purpose of Training and effective results.*

*Key Words: Performance Management , Training and Career Development*

## I- COMPETENCY MAPPING - AN OVERVIEW

Employees today are the organizations biggest assets. They are responsible for the success of the organization. Organizations believe it is better to develop a core competency so that they would passes through any emergency. The success of the employees depend on their skills, level of knowledge, and ability of the employee.

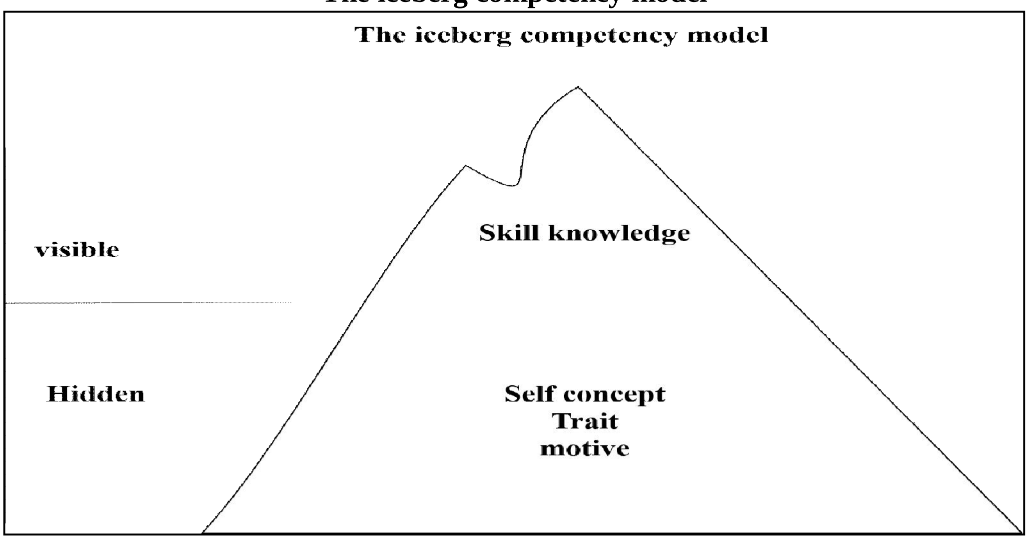
Chankya's book Arthashastra is considered as the initial book of competency mapping. It is the ancient management book that provides excellent guidance to professionals. The book contains theories, practices, competency mapping model, suggestions, methods and techniques for effective management.

**According to Boyatzis (1982)**"A capacity that exists in a person that leads to behavior that meets the job demand within the parameters of the organizational environment, and that, in turn brings about desired results". **According to Hogg B (1989)**"Competencies are the characteristics of the manager that lead to the demonstration of the skills and abilities, which result in effective performance within an occupational area. Competency also embodies the capacity to transfer skills and abilities from one area to another".

Competencies help the employee's in multi-tasking. The employee skills can be improved by many other skills instead of just restricting him for only one skill. The various organizations have their own competency model. HR plays the major role in identifying and nurturing the competencies of employees. The skills, knowledge and attitude are the attributes of the competencies.

Competency mapping can be categorized into technical, managerial and behavioral. By using correct methods talents of employee's are identified, it also improves employee's engagement and retention. The study helps in understanding the strengths and weakness of employees and helping them to improve it.

**The iceberg competency model**




In iceberg competency model only skill and knowledge is visible characteristic of the humans. But self-concept, trait and motive are not known to others, it is hidden.

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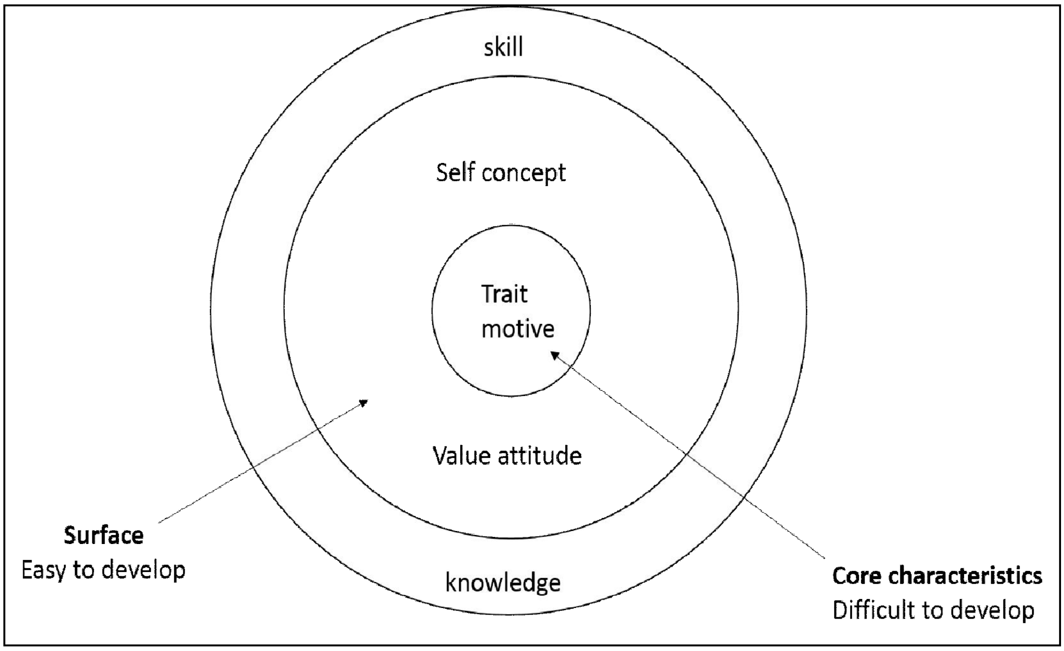
**SURFACE AND CENTRAL COMPETENCIES**

The surface competencies are easy to identify, develop and to give effective training to improve the employee's performance and confidence. The central or core competencies are difficult to identify, train and develop.it takes lots of money and time to develop the core competencies. But many of the organizations invest in developing the core competency of the employee.




**DIA 3.2: Surface and core competencies**

**II Statement of the Problem**

Problems faced by retail outlets in identifying the skills and competencies of employees and to map them effectively for Organizational effectiveness.

Competency mapping is a process which identifies an individual's strength and weakness in order to help them to better recognize themselves. Here, the competencies are mapped according to the individual's skill, ability and talent in the working condition. It leads to increased capacity by achieving a more holistic view of the accumulated competence of the entire organization. At this juncture the study has been conducted to identify the benefits of competency mapping.

**III REVIEW OF LITERATURE**

This study has improved the organizations capacity and has positive impact on the private manufacturing ltd. **Orooj Siddiqui (2014)** ***competency mapping: an HR practice enhancing the employee productivity and growth.*** In this research the author talks about McClelland Occupational Competency movement which was initiated by David McClelland. He describes competency in terms of knowledge, skills and attitude. Based on employee's requirement, training and development is provided to them. Explains that the capability of employees can be increased by providing career and succession planning programs. In this programs employee's skills are identified and groomed. All the HR practices like management development, performance appraisal, training and development, career development has positive and improving results with competency mapping. **R.Yuvaraj (2011)** ***A drive for Indian industries.*** Different industries have different competencies requirement for their employee's. Based on the industry the competency mapping has to be performed. The survey was conducted and comparison was made between competencies found by survey to the required competency of employee's to perform a particular job. **Sawant B.S and Avinash Dhavan**( 2012) The employee's satisfaction level was high due to competency mapping performed in organization. If the training is increased in the organization then the competency level of the employee's also increases thus increasing the employee potential and their productivity.

**(IV) OBJECTIVE OF THE STUDY**

- To identify and describe the factors which are crucial for the functioning of a particular job.
- To understand job allocation and growth of the employee (career development).
- To study and analyse impact of training for building competency pool in the organization.

ISSN 2322 - 0899

## (V) RESEARCH METHODOLOGY

Retail outlet of Future Group (Big Bazar) has e been taken as sampling unit for the study. The study being analytical nature, 100 respondents of such outlets has been selected as sample respondents by using convenient sampling technique. Interview schedule has been used as an instrument to conduct this research. A well structured close ended interview schedule with questionnaire relating to – level of competencies of personnel, Training effectiveness , aims of competency mapping and the benefits of competency mapping have been framed to obtain primary data from the respondent group. The secondary data for the review were sourced from Journals , Article on Retail outlets in India . The study period extended for about 4 months from December 2015 to March 2016 In order to analyze the objectives of the study, statistical techniques viz., Chi square test, ANOVA have been used to test the relationship among the variables taken for study.

Big Bazaar is the consumer goods retail chain of future group Pvt Ltd. It is the leading hypermarket chain in India. Big Bazaar deals wide range of merchandise such as home furnishings, utensils, crockery, cutlery, sports goods, electronics, toys, footwear, men's and women appeals, accessories such as sunglasses, watches, handbag, luggage, fruits, vegetables and stationary products. This company has its stores all across India. This stores was the concept of Walmart USA.

Future group also has brand factory, pantaloons, central hypermarket, eZone, home town, futurebazaarcom, KB's price, tasty treat, fresh & pure and ektaa. Future group provides services like supermarkets, hypermarkets, discount stores, insurance, logistics and media. There are more than 35,000 employees working under the future group. Big bazaar successfully completes 10 year in retail industry in 2011. In 2012, big bazaar signed a multi-million dollar deal with cognizant technology solutions for the development of an IT infrastructure which consists of future group warehouses, stores etc.

## (VI) ANALYSIS

**Is skills and efficiency important for better performance .Does competency mapping help in performing better?**

The view of the table makes one to understand 77% of employees have admitted that skills and efficiency is important for better performance. The 43% of employees have given maximum rating of score 4 while 7% of employees have given the least rating of score 1.

**Crosstab**

Count

| | | Rating for competency mapping will help to perform better | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** | **5** | |
| Is skills and efficiency important for better performance | yes | 6 | 8 | 25 | 33 | 5 | 77 |
| | no | 1 | 5 | 4 | 10 | 3 | 23 |
| Total | | 7 | 13 | 29 | 43 | 8 | 100 |

**Hypothesis**

**$H_o$:** Opinion on if skills and efficiency helps in better performance independent of rating for competency mapping will helps to perform better.

**Chi-Square Tests**

| | **Value** | **Df** | **Asymp. Sig. (2-sided)** |
|---|---|---|---|
| Pearson Chi-Square | 4.394[a] | 4 | .355 |
| Likelihood Ratio | 4.294 | 4 | .368 |
| Linear-by-Linear Association | .142 | 1 | .706 |
| N of Valid Cases | 100 | | |

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.61.

**INTERPRETATION:** the chi-square test has shown that the hypothesis is accepted. Since the significant (0.355) value is less than 0.05 hypothesis is accepted. Concludes that employees have agreed that skills and efficiency is important for better performance and competency mapping will help employees to perform better.

ISSN 2322 - 0899

**Are for current positions allocated and based on Competency mapping by Organization , irrespective of the years of experience**

Cross tabulation of response on rating for current position years of experience has been tabulated under. From the glimpse of table 42% of staff have given rating 4 for current position and minimum rating is given as 9%.51% of employees are fresher, while only 3% had 5-10 years of experience.

**Crosstab**

Count

| | | Years of experience | | | | Total |
|---|---|---|---|---|---|---|
| | | Fresher | 1-3yrs | 4-5yrs | 5-10yrs | |
| to determine rating given for current position | 1 | 7 | 1 | 1 | 0 | 9 |
| | 2 | 3 | 5 | 2 | 1 | 11 |
| | 3 | 10 | 2 | 2 | 0 | 14 |
| | 4 | 19 | 12 | 9 | 2 | 42 |
| | 5 | 12 | 9 | 3 | 0 | 24 |
| Total | | 51 | 29 | 17 | 3 | 100 |

**Hypothesis:**

**$H_o$:** Opinion on rating on current position is independent of years of experience.

**Chi-Square Tests**

| | **Value** | **df** | **Asymp. Sig. (2-sided)** |
|---|---|---|---|
| Pearson Chi-Square | 11.798[a] | 12 | .462 |
| Likelihood Ratio | 12.982 | 12 | .370 |
| Linear-by-Linear Association | .155 | 1 | .694 |
| N of Valid Cases | 100 | | |

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .27.

**INTERPRETATION:** the chi-square test has shown that the hypothesis is accepted. Since the significant (0.462) value is less than 0.05 hypothesis is accepted. It also shows that employees are happy with their current position in the organization when it is based on competency mapping .

**Interpretation of the current position handled by the employee and promotions in the organization based on skills**

Cross tabulation of response on rating for current position across promotion received based on skill has been tabulated under. The look from the table makes one to understand 42% of employees have given the rating 4, 9% of staff have given rating 1. 47% of the employees have given rating 1 for promotions received based on skills, 2% have given rating 5.

**Crosstab**

Count

| | | Promotion received based on skill give rating | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| to determine rating given for current position | 1 | 3 | 4 | 0 | 2 | 0 | 9 |
| | 2 | 6 | 4 | 1 | 0 | 0 | 11 |
| | 3 | 8 | 5 | 1 | 0 | 0 | 14 |
| | 4 | 15 | 11 | 10 | 4 | 2 | 42 |
| | 5 | 15 | 7 | 1 | 1 | 0 | 24 |
| Total | | 47 | 31 | 13 | 7 | 2 | 100 |

**Hypothesis:**

**$H_o$:** Opinion on rating on current position is independent of promotions received.

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 19.262[a] | 16 | .255 |
| Likelihood Ratio | 21.606 | 16 | .156 |
| Linear-by-Linear Association | .077 | 1 | .781 |
| N of Valid Cases | 100 | | |

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .18.

**INTERPRETATION:** the chi-square test has shown that the hypothesis is accepted. Since the significant (0.255) value is less than 0.05 hypothesis is accepted. It also shows that employees are happy with their current position in the organization and only few employees have agreed that they get promotions based on their skills.

Cross tabulation below makes one to understand 93% of employees have admitted that training has helped them to perform better .62 % of the employees have agreed that training has helped them to enhance their skill. 7% of the employees can't say if the training undergone has helped them to enhance skills or not.

**Training helps to perform better = employee skill enhancement**

**Crosstab**

**To show the training effectiveness of the employees.**

| | | Training under gone has helped employee to enhance skill | | | Total |
|---|---|---|---|---|---|
| | | Agree | Disagree | Can't say | |
| Training helps to perform better | Yes | 57 | 29 | 7 | 93 |
| | No | 5 | 2 | 0 | 7 |
| Total | | 62 | 31 | 7 | 100 |

**Hypothesis:**

**$H_o$:** Opinion on effect of training is independent of enhancement of their skills.

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | .649[a] | 2 | .723 |
| Likelihood Ratio | 1.134 | 2 | .567 |
| Linear-by-Linear Association | .519 | 1 | .471 |
| N of Valid Cases | 100 | | |

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .49.

**INTERPRETATION:** the chi-square test has shown that the hypothesis is accepted. Since the significant (0.723) value is greater than 0.05 hypothesis is accepted. From this it can be concluded that training helps to perform better as well as to enhance skill of employees.

**Hypothesis:**

**$H_o$:** Opinion on effect of training is independent of satisfaction with training provided for improving competency level.

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | 2.645[a] | 1 | .104 | | |
| Continuity Correction[b] | 1.391 | 1 | .238 | | |
| Likelihood Ratio | 4.398 | 1 | .036 | | |
| Fisher's Exact Test | | | | .185 | .112 |

ISSN 2322 - 0899

| | | | | | |
|---|---|---|---|---|---|
| Linear-by-Linear Association | 2.618 | 1 | .106 | | |
| N of Valid Cases | 100 | | | | |

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.82.

b. Computed only for a 2x2 table

**INTERPRETATION:** the chi-square test has shown that the hypothesis is accepted. Since the significant (0.104) value is greater than 0.05 hypothesis is accepted. The conclusion can be given from this analysis as training helps to perform better and employees are satisfied with the training for competency level.

## (VII) SUGGESTIONS

- Employees in Retail units are fresher's and they require training to enhance skills. Employees have agreed that their roles and responsibilities are clearly defined to them.
- And training is helping them to enhance their skill and contribute towards career development.47% of workforce have agreed that organization uses the competency mapping for conducting performance appraisal.74% of workforce thinks that training is effective way to increase employee's competency level.
- It is important for Organizations to map competency before allocation of Jobs .
- The chi square analysis shows that employees have agreed that skills and efficiency is important for better performance and competency mapping will help employees to perform better and allocation is done based on the competency mapping.

## (VIII) CONCLUSION

By this study we can understand the importance of competency mapping. The work force is the backbone for excellence in performance. The organization has many potential employees who are very skillful. From this study employees deficiencies was found and training was given to improve it. Competency mapping in the organization has helped in increasing performance and potential of employees.

The organization is implemented a new model based on the study conducted which has helped the staff to overcome many difficulties. Proper training is given to employees based on their skills, efficiency and requirement.

It is responsibility of manager to ensure right skillful person is appointed to the right job and to ensure employees are happy with the training and facilities provided.

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# USE OF CELEBRITY SOURCES IN ENDORSEMENTS AND ITS IMPACT ON BRAND PERCEPTION: A REVIEW OF SELECT LITERATURES

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**ABSTRACT**
*Use of Celebrities in advertisements give effective results in promotion of the Brand because of the most important reason that consumers follow these celebrities and they want to look, appear, feel and act the way their favourite celebrity does. This study is set to explore the usage of celebrity-sources (Attractiveness, Expertise and Trustworthiness) in endorsements for making a positive impact on brand perception among the consumers. While reviewing select literature, celebrity-source models were reviewed in special context to brand perception among the consumers where the effect of the sources of celebrities are studied for various product categories. The primary purpose of this study is to list out the factors of brand value perception which are affected by the celebrity endorsements. All these factors are analysed separately for their individual contribution for creating a customer based brand value perception. Also, Customer-based brand value perception can be studied in the context of brand equity concept as a combination of both attitudinal and behavioural factors.*

*Based on the discussion it has been found out that individual sources/traits of celebrities have distinct effects on the value perception of brand. This research being qualitative in nature analyses various aspects, such as functional and non-functional benefits, of brand value performance and thus concludes that perceived value plays an important role in consumers' attitudinal and behavioural outcomes.*

*Keywords: Celebrity Endorsement, Celebrity-Source Model, Brand Perception, Brand Equity, Consumer Attitude.*

## 1. INTRODUCTION

Recent trends in the field of marketing give a clear picture that marketers are spending a lot for advertisements of the products and offerings. Moreover, it has been observed that marketers are inclined towards building a better and stronger brand-names for a deeper effect amongst the target consumers. Such initiatives have led to hiring appropriate celebrity or celebrities, who act as spokesperson for that brand name. Celebrity brand endorsements give effective advertisement, because of the most important reason that people follow their favourite celebrity and they want to look, appear, feel and act the way their favourite celebrity does. Not only can celebrity endorsements attract consumers to purchase products, but the appeal of statements by celebrities can also affect consumer product image. Different appeal methods result in different advertising effects.

By pairing a brand with a celebrity, a brand is able to leverage unique and positive secondary brand associations from a celebrity and gain consumer awareness, transfer positive associations tied to the celebrity onto the brand, build brand image, provide a better perception among the consumers and ultimately enhance the endorsed brand's equity (Keller, 2008).

## 2. LITERATURE REVIEW

### Celebrity and Celebrity Endorsements

Schiffman (2012) defines celebrities as film stars, television personalities and popular entertainers and sports icons who give a common type of reference group appeal. The concept of celebrity endorsement is recognized by marketers because it has an effect that influences the message the company is trying to send from someone that the consumers feel a sense of similarity with. Consumers tend to evaluate information from a communicator (celebrity), whom they seem to have a similar goal, interest or lifestyle (Erdogan, 1999). Celebrities are viewed as more credible, expert and trustworthy than non-celebrities (Ohanian, 1990). Therefore, most companies even large or small use celebrity endorsers to promote their brands and products. The newer or smaller organization gains higher awareness in a short time by using well-known celebrities (Wheeler, 2003). According to Dickenson (1996) as cited in Hunter (2009), celebrities turn an unknown product into a recognized product by persuading positive feelings toward advertising. Belch & Belch (2003, p.168) stated that the characteristics of the celebrity affect the sales and advertising message of the company. As a result, the company has to select celebrity whose characteristics maximize the sending message to target customers. When a company decides to use celebrity endorsement, they need to carefully selecting with three source factors which are source credibility, source attractiveness, and source expertise. This research will be focussing on source credibility, source expertise and source attractiveness of Ohanian (1990) measurement scale. Ohanian (1990) has described the construction and validation of a scale to measure celebrity endorsers´ perceived expertise, trustworthiness and attractiveness.

The role of celebrity endorsers is to transfer consumer feelings regarding a celebrity to a product and thus increase consumer intention to purchase the product, as well as brand awareness and sales. Miciak and Shanklin (1994) also believed that using celebrity endorsement to advertise a product can immediately boost awareness and advertising appeal. Moreover, media exposure of celebrities can enhance consumer familiarity with the product. The greater the familiarity of consumers with the product, the greater their confidence in choosing the product, and the more likely they are to change their preferences and attitude toward the product. Freiden (1984) proposed that celebrity endorsement is the most commonly used method and that will surely attract public attention because celebrities possess certain characteristics, particularly cultural characteristics, and a certain reputation. Intensively endorsing a product in several mass media can promote the attraction of the endorsed product and enhance its reputation. Celebrities benefit through being paid, as well as through additional exposure to their fans. The advertising spokesperson approach can quickly build brand awareness and brand image. This approach can also rapidly promote the brand name and products and help them become part of the memory of consumers.

**CELEBRITY SOURCE MODELS**

In order to obtain a deeper insight on the topic, there are two main models observed which are relevant to this study. Firstly, there is Source Credibility Model (Hovland, 1953) which emphasizes on the importance of Expertise and Trustworthiness of the celebrity. And secondly, the Source Attractiveness Model (McGuire, 1985) which explains the response of a customer towards the physical and/or the appeal related to traits of a celebrity.

The Source Credibility Model and Source Attractiveness Model are categorized under the generic name of "*Source Models*" since these two models basically show and reflect research of the Social Influence Theory/Source Effect Theory, which argues that various characteristics of a perceived communication source may have a beneficial effect on message receptivity (Kelman, 1961; Meenaghan, 1995).

The source credibility model is based on research in social psychology (Hovland and Weiss, 1951-1952; Hovland, Jani, and Kelley, 1953). The Hovland version of model present that a message depends for its effectiveness on the 'expertness' and 'trustworthiness' of the source (Hovland, 1953, Dholakia and Sternthal, 1977; Sternthal, Dholakia, and Leavitt, 1978), which means that information from a credible source (e.g. celebrity) can influence beliefs, opinions, attitudes, and/or behavior via a process called internalization, which occurs when receivers accept a source influence in terms of their personal attitude and value structures (Erdogan, 1999).

*Expertise* is defined as the extent to which a communicator is perceived to be a source of valid assertions and refers to the knowledge, experience or skills possessed by an endorser. Hovland et al (1953) and Ohanian (1991) believed that it does not really matter whether an endorser is an expert, but all that matters is how the target audience perceives the endorser. Aaker and Myers (1987) advocated a source/celebrity that is more expert to be more persuasive and to generate more intentions to buy the brand (Ohanian, 1991).

*Trustworthiness* refers to the honesty, integrity and believability of an endorser depending on target audience perceptions (Erdogan, 1999). Advertisers capitalize on the value of trustworthiness by selecting endorsers, who are widely regarded as honest, believable, and dependable (Shimp, 1997).

Physical attractiveness has been an important topic of research in social science (Bersheid and Walster 1974), including attitude change research. Most studies have shown that a physically attractive source facilitates attitude change (Baker and Gilbert 1977; Caballero and Price 1984; Chaiken 1979; Horai et al. 1974; Joseph 1982; Kulka and Kessler 1978; Mills and Aronson 1965; Mills and Harvey 1972; Petty and Cacioppo 1980). A considerable body of research in advertising and communication suggests that physical attractiveness is an important cue in an individual's initial judgment of another person (Baker and Churchill 1977; Chaiken 1979; Joseph 1982; Kahle and Homer 1985; Mills and Aronson 1965; Widgery and Ruch 1981).

**BRAND VALUE PERCEPTION**

Brand perception can be described as a series of interwoven network framework, including description, evaluation and other information associated with the brand held in the memory of consumers (Keller, 2001). According to the associated network memory model and activated spreading theory (John R. Anderson, 1983; Robert S, Wyer Jr. & Thomas K. Srull, 1989), the brand perception is the understanding and information of the brand formed by the interaction of active association node in network when it comes to a brand name, thus

ISSN 2322 - 0899

affecting the final consumer behaviour, i.e., the formation of brand equity (Keller, 1993). In this study, the brand perception is defined as the consumer cognition of a particular brand, which is held in human brains in the forms of hierarchical network structure from concreteness to abstract (cognitive structure). According to the concept of brand equity based on consumer perspective, the brand perception includes brand awareness and brand image (Keller, 1993). Brand awareness involves the memory node strength of the brand in the minds of consumers, such as easy or difficult recall of the brand. Brand image is a complex and multidimensional concept that refers to the aggregation of multiple brand associations in the minds of consumers. Biel (1996) put forward that the brand image is constituted by three aspects: company image, product image and user image.

Based on Biel (1996) brand image model and Keller (1993) brand equity model, and the previous qualitative research findings as well, the study categorized the brand perception into five dimensions: brand awareness, corporate perception, brand personality perception, benefit perception, subjective popularity.

Christina Schlecht (2003) examines the relationship between celebrity endorsements and brands, by applying a selection of widely accepted principles of how consumers' brand attitudes and preferences can be positively influenced. Thereby the concepts of source credibility and attractiveness, the match-up hypothesis, the meaning transfer model and the principles of multiple product and celebrity endorsement were used. A brief assessment of the current market situation indicates, that celebrity endorsement advertising strategies can under the right circumstances indeed justify the high costs associated with this form of advertising. Several failures show, it is essential for advertisers to be aware of the complex processes underlying celebrity endorsement.

## 3. DISCUSSION

A possible exception to the belief that the more credible a source is, the more persuasive the source is likely to be, has been pointed out by Karlins and Abelson (1970) in terms of the cognitive response theory which claims that a message recipient's initial opinion is an important determinant of influence. Findings in source credibility studies are equivocal. What factors construct source credibility and what factors are more important than others in certain situations is still ambivalent. As source credibility research regards the celebrity endorsement process as uni-dimensional, it is unable to provide a well-grounded explanation of important factors. Although source credibility is an important factor for advertisers in selecting endorsers, since credibility has been proved to have a significant and direct effect on attitudes and behavioural intentions, it is not the only factor that should be considered in selecting celebrity endorsers.

Smith (1973) argues that consumers view untrustworthy celebrity endorsers as questionable message sources regardless of their qualities. Friedman, et al (1978) addressed that trustworthiness is the major determinant of source credibility and then tried to discover that likability was the most important attribute of trust. Thus, they recommended advertisers to select personalities who are well liked when a trustworthy celebrity is desired to endorse brands. Their findings implied that when targeting particular ethnic groups such as Africans and Asians, ethnic background should be carefully evaluated. A celebrity like Amir Khan who is considered to be a perfectionist is likely to be considered as trustworthy and his endorsements will be valued by the consumers.

Expert sources influence perceptions of the product's quality (Erdogan, 1999). Meanwhile; Speck et al (1988) found that expert celebrities produced higher recall of product information than non-expert celebrities, even though the difference was not statistically significant. Moreover, celebrities' professional accomplishments and expertise may serve as a logical connection with the products, and consequently make the endorsement more believable to consumers (Till and Brusler, 2000). A celebrity's presence in the television commercial should be contextual. For example; Sachin Tendulkar, the cricket legend, endorsing sports apparel made by Adidas.

Patzer (1985) asserted that "physical attractiveness is an informational cue involves effects that are subtle, pervasive, and inescapable; produces a definite pattern of verifiable differences; and transcends culture in its effects" Patzer criticises the use of average looking endorsers and also the reasoning behind this strategy - likes attract - which states that consumers react positively to communicators who look like them. Even if, Patzer argues, the "likes-attract" hypothesis is correct people usually inflate their own attractiveness so that attractive endorsers should be more effective than average looking counterparts.

Kahle and Homer (1985) manipulated celebrity physical attractiveness, and likability, and then measured attitude and purchase intentions on the same product; Edge razors. Findings showed that participants exposed to an attractive celebrity liked the product more than participants exposed to an unattractive celebrity. The same interaction was not statistically significant for likeable endorsers. Recall for the brand was greater both in attractive and likeable celebrity conditions.

ISSN 2322 - 0899

Looking at the concept of consumer-based brand equity in more detail leads to the question of how a brand's value can be conceptualized. According to the existing brand equity literature, consumer-based brand value perceptions contain aspects such as brand associations, attitudes, and perceived quality (Aaker, 1991; Farquhar, 1989; Keller, 1993; Silverman et al., 1999; Washburn and Plank, 2002) as well as aspects of consumer behavior such as purchase intentions and willingness to pay (Agarwal and Rao, 1996; Cobb-Walgren et al., 1995; Faircloth et al., 2001; Yoo et al., 2000). Several authors suggest conceptualizing brand value perceptions in the context of the brand equity concept as a combination of both attitudinal and behavioural factors (Agarwal and Rao, 1996; Dawar and Pillutla, 2000; Yoo and Donthu, 2001).

## 4. CONCLUSION

Besides attracting consumer attention and interest in the appeal of a product, using the reputation of celebrities to recommend a product can also rapidly improve the visibility of the advertisement. Celebrity endorsements cause consumers to notice the message transmitted by the product and also cause consumers to trust the product endorsed by the celebrity. Results from this study provides a relationship between strong consumer attachment to a celebrity and brand perception. Based on the discussion it has been found out that individual sources/traits of celebrities have distinct effects on the value perception of brand. Brand perception and hence attitude is highly positive when a celebrity is seen as an Expert with the brand and product usage and also source expertise can act as a central cue under certain conditions i.e., print media (Kahle & Homer, 1990). Purchase intent is strengthened among consumers when that celebrity has a Trustworthy association with the consumers. Credible (Expert and Trustworthy) endorsers can indirectly impact brand equity enhancement via affecting consumer perceptions of brand trust and brand relationship commitment (Dwivedi & Johnson, 2013). Perceptions about certain dimensions of a celebrity endorser's credibility (e.g. trustworthiness and expertise) and even purchase intentions vary depending on whether the endorsed product or service is utilitarian or hedonistic (Stafford et al., 2003).

With an interaction effect, the findings for purchase intention require further investigation. Future research also is needed to explore the relationship between consumer strong and weak attachment to celebrities and their purchase intentions for the multiple brands they endorse. Similarly, a consumer will go with the choice of Attractive celebrity when looks, personal grooming and fashion is concerned. Consumers prefer to see an attractive celebrity rather than a celebrity who is not attractive. (Kahle & Homer, 1985; Patzer, 1985).

Hedonic and Utilitarian benefits have been found more important dimensions over Social benefit of overall attitude toward the brand. Hedonic and Utilitarian benefits successfully measured attitudes toward both product categories and brands in different product categories, though more research is needed before strong generalizations in this area are possible (Voss, et. al, 2003).

## MAJOR FINDINGS

- The popularity of the celebrities and their experience in using the product, the information provided by celebrity endorsements can affect overall consumer image of the product. Thus, the information provided by celebrity endorsements can affect overall consumer image of the product.
- This study advocates that distinct sources of celebrities influence customers' perception about the brand. An attractive celebrity enhances the charm of product, a trustworthy celebrity provides a positive appeal for the product among consumers and a celebrity who is an expert about the usage of the product definitely adds value to the brand.
- This study also found that brand value perception among consumers and their attitude somehow mediate the relationship between celebrity endorsements and purchase intention.

## 5. LIMITATIONS

One of the major limitations of this study is that the only focus was on the source models of celebrity endorsements whereas the brand perception of the consumers may also be studied based on the Meaning Transfer Model, Match-Up Hypothesis, Celebrity v/s Non-celebrity Endorsements and Negative Effects of Celebrity Endorsements.

Subsequent researches in the future should expand industry selection to cover more categories of products, such as apparel industry and fast moving consumer goods. Selection of celebrities for various product categories may also be studied for the purpose of analysing perception of consumers about the product and brand. Such studies may also be elaborated for studying the attitude towards brand based on the persuasion made by the endorser.

Various functional and non-functional benefit dimensions may also be studied in future with special reference to final purchase decisions of the consumers. As, in this study Social benefit dimension has not got enough

ISSN 2322 - 0899

support from various literatures, thus this dimension may be studied to explore those industries (Luxury brands) where social benefits are given attention by the consumers.

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# ROLE OF PRICE AS A CHOICE BEHAVIOUR

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## ABSTRACT
*Price is no doubt one of the significant marketplace cues. Price represents the amount of money that must be given up in order to engage in a given purchase transaction. The role of the present study in to find out the various roles price in making product choice.*

*Keywords: Price, purchase, product choice.*

## ROLE OF PRICE IN CHOICE BEHAVIOUR
Price plays very important role in evaluating product choice for customers. Consumer pay for any product and reduce their wealth. This explains the concept of "Price as a constraint" in economic terms(Lancaster 1971) . Price is conceived as predicting product quality and hence gives the character of a product "attribute". Product attribute and price are considered as a decision variable by marketers in product evaluation and purchase behaviour of customers. Link between product attribute and price and the intention to purchase also considered as a decision variable.

The role of the present study in to find out the various roles price in making product choice. Although many studies are considered with the relationship between price and perceived quality of the product. Consumer perception of price , quality are considered as pivotal determinants in determining the choice behaviour (Bishop 1984;Doyle 1984; Jacoby and Olson 1985 , Sawyer and Dickson 1984 , Schlechter 1984 ).

## ROLE OF PRICE – A STIMULUS DIMENSION
Several studies suggests that price acts a stimulus in comprehending an individual's information processing and choice behaviour ( e.g., Rappaport and Wallsten 1972 , Lawrence 1963 , Egeth 1967 , and Garner 1970).consumer's perception of price is based on the actual price and consumer preference price (Winer 1986 , Ericckson and Johansson 1985). In consumer behaviour very little importance is given on how an individual interprets , categorizes and utilizes stimuli in making a choice.

## PRICES AS SIGNALS OF PRODUCT QUALITY
The price is regarded as an indicator of quality . It depends on the availability of other signals . Szybillo and Jacoby (1974) stated that cues for physical differences and store image render price as not very important indicator of product quality. Also , it can it understood that price that is used as a quality signal depends on the availability of alternative information, where information related to quality of product attributes is easily available , importance of price tends to lose its significance. Prices may serve as signals which exactly differentiate the available quality signals Asher Wolinsky (1983) .

## SEGMENTATION IN RELATION TO PRICING STRATEGY
As market segmentation is an integral part of an organization's pricing strategies, it is crucial for one to understand the concept of segmentation. Ranchhod (2004) defined segmentation as part of the process of planning and executing activities that satisfied individual, psychological and social needs ethically and sincerely. Customer segmentation is one of the ways to differentiate a customer (Strauss & Frost, 1999, p. 10), for example, corporate versus leisure customer. Each segment has significant differences in needs. Hence, an organization can focus specifically on identifying those variables that customers are most likely to consider when evaluating the inherent value of a product or service offer. Once the segments are identified and their characteristics determined, the firm can implement segmented pricing or differential pricing.

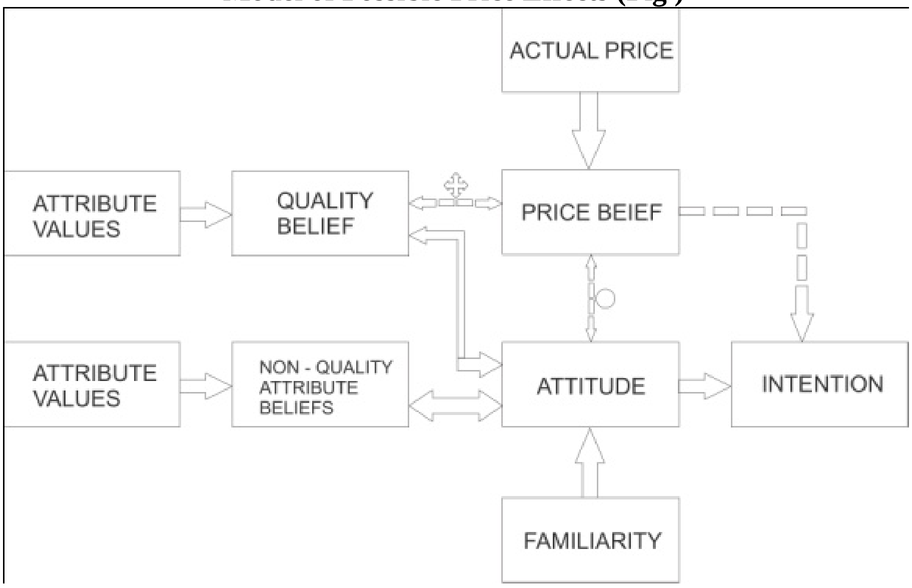
## PERCEPTION OF PRICE
Price –quality relationships evolved direct control of price and complete information on price. As a result , the relation between price and quality can proceed in one direction only i.e., from price to quality .Price is regarded as only stimulus confronting a buyer; i.e., the buyer responds to brand, colour , as well as price. In case of automobiles, perceived variables between dealers or across options and negotiation skills make anticipated price difference from final prices. High quality cars are expected to cost more and vice versa. According to economic theory , it is assumed that price influences buyer choice as it serves as an indicator of purchase cost. Assuming that buyer has correct information concerning prices and wants satisfaction of comparable product alternatives , a product mix can be determined that will maximize the satisfaction for the budget constraint. Erickson and Johansson (1985) explained the dual role of the price and found that price-level perception had a negative effect on purchase intention and positive effect on product quality perception.

ISSN 2322 - 0899

## MODEL

Price effects model evaluating product incorporates attitude , belief and intentions. The attitude requires the identification of how attitude influences and is influenced by other factors. A two-way relationship attribute beliefs and attitude is required to identify halo effects (Beckwith and Lehmann 1975; Holbrook 1983; Erickson, Johansson, and Chao 1984). Fishbein's extended model assumes one-way influence of attitude intention (Fishbein and Ajzen 1975). It may be noted that attribute values, price and familiarity are believed to have apt effects and acts as an identifiers. The dotted lines show theorized relationships involving price. The "+" look forward that price and quality beliefs possibly influence each other in a positive manner, the "0" predicts direct relationship between attitude and price is weak, and the "-" price sometimes acts as a role of budget constraint role in intention.

**Model of Possible Price Effects (Fig )**




## PRICE AND BEHAVIOURAL INTENT

According to Fishbein's extended model, intention is a function of subjective norms . Behavioural intention has been used as dependent variable in many studies (Boulding et al., 1993; Zeithaml et al., 1996) perhaps because of its robust ability to predict behaviour which is the central goal of behavioural intention models (Westaby, 2005; Ibrahim & Najjar, 2008). Behavioural intention of customers is either favourable or unfavourable (Zeithalm, 1996; Ladhari, 2009). Favourable behavioural intention results into bonding with the services provider, increased volume of business, expressing positive praise for the service provider, and a willingness to pay price premiums. On the contrary, unfavourable behavioural intention leads customers to display higher probability of brand switching, plan to reduce their volume of business, engage in negative word of mouth, and display an unwillingness to pay premium prices (Zeithalm, 1996).

## SUMMARY AND CONCLUSION

The intent of the study was to investigate the evaluation process of consumer. It can be concluded that Higher priced cars are perceived to possess unwarranted high quality . after going through various studies I analysed that consumers perceive that high quality cars are highly perceived. It was also concluded that sometimes budget is also a constraint and price tends to have a negative perception.

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# CORPORATE EXPECTATIONS AND GAP ANALYSIS: AN EMPIRICAL STUDY

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## ABSTRACT
*The gap between the sills desired by the industry and those imparted by the business schools needs to be closely examined to understand whether business education is congruent with the needs of business. Perspectives from Deans, Directors and select faculty members of business schools in India offering MBA degree programs and select members of the business community recruiting MBA graduates are obtained for an in depth and critical analysis. The views from both the groups concerning the importance of certain business skills to these organizations and how well MBA programs prepare students in these desired skills are analyzed from the responses. There is a gap between industry and B-schools with regard to understanding the knowledge, skills and attitude required of MBA graduates. In addition tothis a comparative study on the growth of management education in USA and India highlights the lack of focused policy level decision making that characterizes the growth of MBA programs in India. Inputs from industry and senior B-school academics and administrators are obtained through a qualitative data collection method and are used to critically analyse various issues that confront Indian MBA education. Suitable recommendations for the improvement of the Indian management education system are suggested to the B-schools, Industry and Policy makers.*

## INTRODUCTION
Management education needs to be changing rapidly with changing theories of management. A hundred years ago, academic management education hardly existed since management as a subject of study was never popular. It took many years for the academic world to realize the importance of various management practices and evolve a formal system of management education. For the system to evolve and grow, understanding various theories of management became essential. Management as a concept underwent a number of changes from the very beginning and is still subject to various interpretations and discussions. The most notable theories are being highlighted in this introduction section which traces the history of management and terminates it to the exploding management issues due to globalisation.

Management education has been traditionally focusing on analytical models and theoretical frameworks. It is constantly under pressure to make it relevant & suited to handle the rate at which industry is changing today. Academic rigour is not always practically relevant and hence there is a need to balance scientific enquiry and professional practice. Rakesh Kuhrana in his book “From Higher Aims to Hired Hands” argues that B-schools have failed to live to their lofty ideals of educating far-sighted moral business leaders and are producing myopic career technocrats. One of the main reasons for this is the gap between the academics & industry. The growing gap between management education and industry practice is due to the lack of mutual understanding between the two. Quantitatively, management education is growing at a very fast rate but the quality of a substantial proportion of the graduates lies far behind unable to cope with changing industry patterns.

One of the main reasons for this is the disconnect between the industry & the institutes and with the addition of more and more institutions combined with the limited efforts to close the gap, the situation only worsens. Across the globe, faculty members of various B-schools realise this growing disconnect between the practice of managing and what is taught in class. Mintzberg (2005) explains from his vast experience that there is too much of a disconnect between the practice of managing and what happens in classrooms intended to develop those managers. Many faculty around the globe also share the same experience.

One common issue that confronts management education worldwide is the misunderstanding of it. It is only business education and not management that has always taken the upper-hand in all B-school academic discussions. The result of such a distorted understanding of management education often results in producing stereotype MBA graduates and not professional managers. This most wanted, but unprepared, B-school MBA product hence disappoints businesses who have very high expectation on the product. Business schools generally do not question their own assumptions on their own productions just as medical or science schools do (W.H.Gijselaers et al, 2006).

There is a growing disconnect between B-schools’ and businesses’ understanding of management as a profession. It is time to realize that conventional MBA programs are specialized in training in the function of business and not in the practice of management. Using the class room to help people already practicing is a fine idea. But using class room under the pretext of creating managers out of people who have never managed is a

 ISSN 2322 - 0899

sham and hence there is an urgent need to pay proper attention to management (Mintzberg, 2005).B-schools must blend a good deal of knowledge, skills and attitudes to create a good balance in the art of managing business. It is the extent to which distinctions are made between these three entities and the extent to which they are handled in a MBA class room creates the difference between a successful and an un-successful manager. Management education is an important tool that carries out management development and it is very essential that such education in B-schools are relevant and in tune with the needs of the business. Globally, around 3 Million MBAs descend on the economy. A majority of them have little firsthand knowledge of customers, workplace, products, processes and people. Considered as education for management, conventional MBA programs train the wrong people in the wrong ways with the wrong consequences (Mintzberg, 2005). The fundamental reason for this is a wrong understanding of the needs of the stakeholders, in this case businesses, utilizing the MBA graduates.

Globally, since management is regarded as a key for business success, modern management education needs to change with changes in business environment. Management education also represents the fastest growing area within higher education and this has taken place in the same time as the discipline of management has been striving to define its own identity. The dynamics of these two phenomena periodically alters expectations from management institutions. As a result, some of the fundamental questions about management education cause much discussion. Questions range from Can management education understand needs of business and provide suitable inputs in the MBA programme? to is MBA degree a requirement to become a successful manager? There is plenty if literature support on the various wrong ways followed in a MBA program. Wrong ways need to be identified, made right and used to develop right people. Such an identification process is essential in the business of management education that awards MBA degrees. The danger of ignoring the 'signals to change' will be reflected in the mediocrity that results from the dysfunctional consequences of management education on management practice. There needs to be a conscious attempt to capture signals emanating from industry and use them as inputs to provide management education which is relevant. It is extremely difficult for all B-schools to do this exercise but essential for all of them to develop sufficient empirical and theoretical underpinnings of one of their primary processes – teaching business (W.H.Gijselaers et al, 2006). This engagement with reality is essential for the top B-schools, if not for all, and it is these top B-schools that should take leadership positions in defining the emerging management education landscape and ensuring that all the others understand. The top B-schools need not train competition but can enlighten them. It is about business education and not competition in business education.

## STATEMENT OF THE PROBLEM

Indian businesses will need managers who are capable of leading and managing organizations which need to be competitive in the global architecture of business. They also need to continuously innovate and improve and absorb the dynamic changes in business and balance the same with the increasingly conflicting needs of business & society. The development of a country not only lies in its availability of natural resources but also in the managerial talent pool. Since management education is bestowed with the critical role of developing managerial talent, it is necessary for management education to understand the needs of business and offer a high quality MBA programme that is relevant to business. In addition to this the environment that surrounds management education must also be a source of support and act as positive enablers to improve the quality of MBA graduates that come out of the management education system.

It is hence imperative that B-schools understand the needs of the businesses that ultimately engage the B-school graduates and innovate their management education process. Any innovation in a tightly regulated environment is difficult and hence there is a need to understand the policy issues associated with such changes. The growing need of managerial talent in India and the falling quality of management education system is a combination that is worrisome. To ensure that there is a coercive effort from all the stake holders involved, it is necessary to understand the policy issues that confront B-schools and also understand the type of MBA graduates that businesses need. Producing qualified managers in line with the expectations of the industry will definitely improve the Indian economy in the context of global trade and commerce. The central question that arises out of this impending need is whether the management education system is aware of the needs of the business and whether the policy environment that governs the management education system enables B-schools to improve their quality and in the process meet industry requirements?

## OBJECTIVE OF THIS STUDY

The introduction section provides inputs on the changing perspectives of management practices and the need for management education to accommodate such changes. The role of B-schools in popularizing management as a

ISSN 2322 - 0899

subject of study cannot be underestimated. B schools have taken the responsibility to perform the following tasks:

a. Improve the quality and effectiveness of individuals, the organizations they represent and their national economies by promoting best practices

b. Promote management as an academic discipline to be taught with rigour and relevance and support management as a profession

c. To create new knowledge in the field of management

The first two tasks are about managerial effectiveness which is dependent on the type of management education that MBA graduates receive in their B-schools. An exploration along the contours of management education seeking inputs from both the industry and B schools Provides vital inputs that can address issues confronting management education in general.

This study within the geographical contours of India seeks to understand, interpret and provide crucial inputs to improve the quality of MBA education in India. The industry desires certain levels of requirement in the knowledge, attitude and skills that MBA graduates need to possess. The B-schools must understand industry requirements and meet the expectations of the industry. This research attempts to analyse gaps between the industry's and B-schools' understanding levels and also compares industry desired levels with their satisfaction levels on the key requirements of knowledge, skills and attitudes. The study also aims to understand from senior industry recruiters and B-school deans and directors on the emerging role of B-schools and the role of MBA graduates in the changing business landscape and how all stakeholders must react to make the MBA education relevant.

Any educational environment is subject to reasonable regulations that are needed to ensure quality. To what extent are these regulations serving the purpose of improving quality is becoming a subject matter of intense debate. This study also identifies critical issues concerning the role of regulators of management education based on the views of business school deans & directors. Based on the findings, the study attempts to suggest policy reforms that can improve the quality of management education in India. It must be borne in mind that the study does not make an attempt to analyse management as a profession but analyses management education that create management professionals by conducting a reality check with the critical stakeholders – B-schools & Industry recruiting MBA graduates. The scope of this study includes analysis of skills, attitude and knowledge of MBA graduates, curriculum development, pedagogy and other policy issues that govern management education in India. Based on the findings, suitable recommendations will be made to the stakeholders concerned to improve the quality of managerial education.

## SIGNIFICANCE OF THE STUDY

The demand for employable management graduates in India is estimated to be 3,00,000 in the next 10 to 15 years. A study done by MeriTrac estimates that only 16% of the management graduates are employable every year and this is of serious concern to business and business schools. The reasons for the lack of quality in the MBA graduates could be many, but definitely includes the growing gap between business and business education, lack of innovation in curriculum reforms, rigid policy environment, lack of qualified faculty and synergy between industry & B-school. This study will explore these issues to provide significant findings through an analytical and qualitative approach. The study assumes significance as it will throw light on the various constraints that cripple qualitative growth of management education in India and provide key recommendations on the following issues:

a. Purpose of MBA Education

b. Gap between industry and B-schools in understanding various issues related to MBA education

c. Need for curriculum review and appropriate pedagogy

d. Collaboration between Industry & B-schools

e. Role of Policy makers and premier B-schools

## RESEARCH METHODOLOGY

This study follows a mixed-method of research using both quantitative and qualitative techniques. A survey based research is adopted for the quantitative study which is based on an open ended questionnaire. For the qualitative part, one to one interviews and participant observation studies have been made. The findings from both the quantitative and qualitative studies provide key inputs for further discussions and recommendations.

## REVIEW OF LITERATURE

### Global Management Education Landscape

The rate at which the world is getting economically integrated has several important implications for management education. For the purpose of this study, attention is given to two important implications: the increased demand for management education and the need for greater emphasis on global perspectives in education and skills development. Any commitment of present resources to future expectations depends entirely on the demographics (Drucker, 1999). The world population will increase from 6.5 Billion in 2005 to 8.1 Billion by 2030. This was the same rate during a comparable period between 1980 and 2005. However, if geography is looked along with this growth, then the analysis becomes interesting. More than 90% of the future growth will occur in developing countries (World Bank, 2007). Asian and African countries already account for 73.4 percent of the world's total population and that percentage is expected to grow. In contrast, the United States, Canada, and all of Western Europe currently combine for only 11.2 percent, and that percentage is expected to decrease (U.S. Census, 2007). This trend will become informative when combined with age.

### Business vs B-schools

The business literature is flooded with articles that center on the issue of whether business schools are producing MBAs in line with the needs of the business community. Some authors have expressed deep concerns on the mismatch between industry needs and business schools' programs (McLeod & Cotter, 1999; Elliot, Clifford, Goodwin & Goodwin, 1994; Porter & McKibbin, 1988; Cheit, 1985), some have taken a serious view on the curriculum and teaching in the MBA programs (Bigelow, 1996; Capon, 1996) and some have highlighted the skill requirements (Bigelow, 1996, Cheit, 1985) as areas of concerns.

The world of business has always been undergoing changes and restructuring itself over the last two decades. Such change in business organizations has necessitated change in the skills required of leaders. Universities will be doomed in the 21st century unless drastic changes to their strategies and structures are made to accommodate the needs of a changing world (Friga, Bettis, Sullivan, 2003). Business schools, one of the areas of greatest growth in the last 50 years, are not isolated from the pressures for change affecting Universities. Given the relationship between management education and business world, market forces like globalisation, technology revolution and new workplace requirements may affect business education more than any other branch of academia. The stakes are huge given that corporations and education institutions spend a combined USD 2.2 Trillion on management education and training worldwide. In addition to financial aspects, the effect business education has on society through trained managers, leaders and consultants is tremendous. The tremendous impact that management education can create is true in an Indian context as India is becoming an integral part of a globalised business agenda. Hence it is extremely important to provide the right direction for management education in India for B-schools in India to remain relevant.Business educators feel the challenge to meet industry's need for a workforce that has the ability to adapt and address issues in the ever-changing business world yet also have the knowledge to master changing technological and organizational innovations. Industry not only desires individuals with a generalist breadth of knowledge to handle any business situation but also look to Universities to provide specialists who have a mastery level of training (Gordon and Howell, 1959).

Grimbly (1993) stated that many MBAs are "dimmer" than the gloss of their pedigree. They are slaves to formulas and maddeningly dogmatic. They enter the real world and find that their book learning weighs them down like cement shoes. Grimbly (1993) added that MBAs are generally very slick; they give you the right answers but they are not original thinkers. Linder and Smith (1992) indicated that companies' biggest concern is the extent to which they have to retrain the MBAs they hire. According to Linder and Smith (1992), businesses have gone from an average of 41 hours of training a year in 1981, to 241 hours in 1991. Other areas of business dissatisfaction include lack of even a rudimentary understanding of information technology, lack of supervisory skills, and lack of management techniques (Linder & Smith, 1992). Businesses wind up putting recruits in a corporate classroom to teach them things they should have learned in business school (Linder & Smith, 1992).

Today, business organizations are undergoing a tremendous metamorphosis. Recent trends in globalisation and technology drive and reflect the prevalent demands of employers' workplace skills (Bennis, 1997). While there are numerous explanations for the change in criteria for workplace skills, the impact of globalisation appears to be one of the most significant causes that appear in many analyses (Rhinesmith, 1996). In response to such increased global competition and expansion in world economy, businesses are seeking workers highly skilled in soft skills. New sets of skills have evolved in response to changing needs of the organization. Gone are the days of relying on a single set of technical skills to ensure highly quality performance for employees (Reid, 1996).

ISSN 2322 - 0899

**RESEARCH QUESTION**

Is there a significant difference in the perception of desired skills in MBA graduates between B-schools and Industry recruiting MBA graduates? The purpose of this research question is to understand the extent to which B-schools and Industry recruiting MBA graduates agree with respect to skills required from MBA graduates.

**HYPOTHESIS**

**Null Hypothesis (Ho) –** There is no significant difference in the perception between B-schools and Industry recruiting MBA graduates in the understanding of the desired skills in MBA graduates.

**TABLE 1 - DIFFERENCE IN PERCEPTIONS OF DESIRED SKILLS IN MBA GRADUATES BETWEEN B-SCHOOL AND INDUSTRY**

**Hypothesis (Ho)** : There is no significant difference between B-schools and Industry recruiting MBA graduates in the understanding of a MBA graduate's desired skill set

| S. No | Skills | B-SCHOOL (N = 117) | | | INDUSTRY (N = 63) | | | t-Value |
|---|---|---|---|---|---|---|---|---|
| | | N | % | Rank | N | % | Rank | |
| 1 | Global outlook | 45 | 38.46 | 7 | 47 | 74.60 | 5 | 4.63** |
| 2 | Interpersonal skills | 70 | 59.83 | 5 | 43 | 68.25 | 9 | 1.12 NS |
| 3 | Analytical Ability | 89 | 76.07 | 3 | 56 | 88.89 | 1 | 2.07* |
| 4 | Risk taking | 26 | 22.22 | 10 | 34 | 53.97 | 11 | 4.31** |
| 5 | Self-confidence | 30 | 25.64 | 8 | 46 | 73.02 | 8 | 6.14** |
| 6 | Decision making | 80 | 68.38 | 4 | 35 | 55.56 | 10 | 1.71 NS |
| 7 | Negotiation | 48 | 41.03 | 6 | 21 | 33.33 | 15 | 1.01 NS |
| 8 | Independent thinking | 22 | 18.80 | 13 | 19 | 30.16 | 16 | 1.73 NS |
| 9 | Strategic thinking | 29 | 24.79 | 9 | 27 | 42.86 | 12 | 2.50* |
| 10 | Teamwork | 14 | 11.97 | 14 | 56 | 88.89 | 1 | 10.10** |
| 11 | Leadership | 26 | 22.22 | 10 | 56 | 88.89 | 1 | 8.57** |
| 12 | Communication & Presentation | 117 | 100.0 | 1 | 25 | 39.68 | 13 | 9.46** |
| 13 | Technology skills / Computer | 98 | 83.76 | 2 | 23 | 36.51 | 14 | 6.44** |
| 14 | Planning & Organizing | 9 | 7.69 | 15 | 51 | 80.95 | 4 | 9.94** |
| 15 | Creative & problem solving | 25 | 21.37 | 12 | 47 | 74.60 | 5 | 6.95** |
| 16 | Execution in ambiguity and complexity | 9 | 7.69 | 15 | 47 | 74.60 | 5 | 9.25** |
| Spearman Rank Correlation | | | | -0.3570 | | | | |
| t-Value | | | | -1.43 | | | | |
| p-Value | | | | 0.1746 (not significant) | | | | |

*Significant at 5% level; **Significant at 1% level; NS – Not Significant

Table 1 presents the percentage distribution of B-school and Industry respondents in respect of their understanding of the required skills of MBA graduates. The t-values for difference in percentage values (proportions) between B-School and Industry are worked out in order to elicit the statistical significance of the difference between two groups and obtained t-values are presented in the table. The table further provides the rank values based on the group percentages revealing the mostly desired skills of by B-school and Industry groups. The spearman rank correlation based on rank scores for ascertaining the similarity / dissimilarity in preferred skill areas between two groups are computed and the results of the same are given at the end of the table.

From the observation of the table, it is evident that the percentage values is higher for industry groups in desired skill areas except Decision making (55.56%), Negotiation (33.33%), Communication and presentation (39.68%) and Technology skills / computer (36.51%). The t-values, which are significant for all skills except Interpersonal skills ($t = 1.12$, $p > 0.05$, ns), Decision making ($t = 1.71$, $p > 0.05$, ns), Negotiation ($t = 1.01$, $p > 0.05$, ns) and Independent thinking ($t = 1.73$, $p > 0.05$, ns), indicate that there is no difference in understanding skill area between two groups in respect of these areas. However, the significant t-values for 12 out of 16 skills in the measurement scale have provided evidence for rejecting the **null hypothesis (Ho)** that **there is no significant difference in understanding desired skills between B-school and Industry groups of MBA Graduates.**

From the ranking by percentage values, it is understood that B-school respondents perceive communication and presentation (Rank = 1) as the mostly desired skill followed by understanding in technology skill / computer (Rank = 2) and in Analytical ability (Rank = 3).

On the other hand, understanding in Analytical ability, Decision making and Global outlook are equally preferred as the mostly desired skills (Rank = 1) prior to strategic thinking by Industry group. Moreover, there is no similarity in rank values across all 16 skills between B school and Industry group, as the Spearman rank correlation coefficient, -0.3570 ($t = -1.43$, p 0.05, ns) is insignificant.

On the whole, it is found that the perception of the desired skills among MBA students vary significantly between B-schools and Industry. Also, there is dissimilarity in the preferred skill areas between two respondent groups.

## FINDINGS & RECOMMENDATIONS

### Key Findings

The purpose of this study is to address various areas of concerns that confront Indian MBA education and provide key inputs ti improve its quality and make it relevant to industry needs. The previous sections of the study provided an in depth analysis on various issues based on the responses from B-school faculty and corporates recruiting MBA graduates. Following are the key findings drawn from the interview discussions and survey analysis done in the previous sections:

1. There is a growing demand for management education in Asia and India & China in particular, will feel most of the growth and corporates are willing to spend for management training and also prepared to establish own facilities for management training
2. Only a few B-schools understand the purpose of MBA education. There is lack of clarity amongst a majority of B-schools in the approach towards the purpose of MBA education and the quality of MBA graduates is not in consonance with industry requirements. Knowledge, Skills and Attitude (KSA) are the key elements required from MBA graduates and there is no alignment between the industry & majority of B schools in understand the priorities of the KSA.
3. B-schools need to understand the importance of interdisciplinary integration of functional knowledge with the right mix of managerial skills and attitudes. The purpose of MBA education, as identified by a majority, is to enhance synergy between business functions.
4. In the area of managerial knowledge, majority of the industry is satisfied with economics knowledge and not satisfied with the expertise in handling human relations and organizational behaviour. This is amongst the knowledge areas that B-schools feel is essential and industry feels is lacking. However, there are other weak areas that industry have felt that B-schools should train students to become cross-functional experts. There is development of the cognitive mind which is also reflected in the analytical ability of the MBA graduates. Cognitive inputs make them knowledgeable but result in poor managers. Good managers need more emotive inputs however much the cognitive mind is developed.
5. There is significant difference in the understanding of the skills required from MBA graduates between Industry and B-schools and this difference is reflected in the skills acquired by the graduates. There is mutual understanding that analytical skills of MBA graduates is important. Apart from this there is significant difference between industry & B-school in their perceptions of desired skills of MBA graduates. On the satisfaction side, there is mutual satisfaction again on the analytical skills only. Also, there is no significant relationship to establish that the efforts taken by B-schools in certain satisfied skill areas are due to their conscious understanding of industry requirement.

ISSN 2322 - 0899

## RECOMMENDATIONS

One of the main challenges of management education is to understand its purpose. Peter Drucker in one of his definitions for management terms management as an art of getting tasks done through people. Management is an art, hence not a structured profession, which mandates the practising manager to be capable of completing the task undertaken through proper allocation of resources (mainly people). It hence requires critical and creative thinking, proper delegation of responsibilities and people management skills. The vast majority of the MBA programmes are designed to produce functional experts with theoretical
knowledge on the chosen field of specialisation.

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# BREAKING THE GLASS CEILING

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**ABSTRACT**

*"Glass Ceiling" is a metaphor used for barriers which enable women to see the top positions in management, but not reach them. While the phenomenon is globally relevant, the effects are more prevalent in developing economies whereas it continues to exist as an implicit barrier which stops women from acquiring prestigious and elite positions within the workforce.*

*Traditionally women were assumed to take care of the family and men were the breadwinners. However with changing times as more women have started working, they are now expected to fulfill the roles of both the breadwinner and the home maker. A life time of conditioning results in the women feeling guilty for having career aspirations and spending time away from home. The only way to change this mindset is to introduce the emphasis on gender neutral education from school level and ensure that each child gets equal opportunity to pursue the field of interest irrespective of their gender*

*This paper discusses the various factors which are known to contribute to the glass ceiling effect and possible solutions such as transformation in policies, environment, gender –neutral culture adaptability from local to global.*

*Key words: Glass ceiling, wage differences, equal opportunity, internal business factors*

"Glass Ceiling" is a metaphor used for barriers which enable women to see the top positions in management, but not reach them. While the phenomenon is globally relevant, the effects are more prevalent in developing economies where It continues to exist as an implicit barrier which stops women from acquiring prestigious and elite positions within the workforce. The reasons and extent of the glass ceiling are varied across geographies and cultures, but the strongly patriarchal mindset is prevalent even in the most unlikely scenarios.

A study titled 'Understanding the Levels of Women Empowerment in the Workplace', released on by the Confederation of Indian Industry (CII), reveals that in medium and large industries, women constitute almost half the workforce, and are represented by only 16% women in the junior management level and 4% in middle and senior management positions respectively. The study also states that 25% of women participants reported gender bias at work and interestingly, 56% of the companies surveyed did not have a formal system to address sexual harassment at work.

An ILO (International Labor Organization) report says "wage differences in male and female managerial jobs all over the world stem from the reality that even when women hold management jobs, they are often in less strategic, lower-paying areas of a company's operations". A report submitted by Organization for Economic Cooperation and Development (OECD) says: "Investment in gender equality yields the highest returns of all development investments". On average, the women in industry earn 17% less than the males with similar educational background and profile, this divide widens as we go up the corporate ladder. A top earning female, on an average, earns 21% less than her male counterpart.

The various factors which are known to contribute to the glass ceiling effect are implicit and include internal business factors such as lack of mentors and sponsorship, different standards of performance evaluation for genders, and little access to informal communication systems. While more women have mentors at a junior level, they are unable to get sponsors. One of the main reasons for it is not having access to the informal networks of communication. Men instinctively network with other men and hence the male employees often find it easier to find a sponsor. Sponsors can push the career of the employees as well as provide informal career advice about which projects to take and how to approach problems etc.

The societal barriers also play an important role, while more women are getting college education; the number of women in professional courses such as management, engineering, law and chartered accountancy are very low and range from 10-20% of total students at these courses. The female doctors tend to stay with the female-centric streams of pediatrics, and gynecology which fetch a lower pay as compared to venturing out to streams like surgery which pay much higher. In an independent study where career of 18 women from the '82 batch of IIM Ahmedabad was tracked, only 5% were working, 70% were resting with no intention of joining the workforce again and 25% had turned entrepreneurs.

Traditionally women were assumed to take care of the family and men were the breadwinners. However with changing times as more women have started working, they are now expected to fulfill the roles of both the breadwinner and the home maker. A life time of conditioning results in the women feeling guilty for having career aspirations and spending time away from home. The only way to change this mindset is to introduce the emphasis on gender neutral education from school level and ensure that each child gets equal opportunity to pursue the field of interest irrespective of their gender. Also providing better after-school care to the children of working women, will allow them to work more efficiently.

As cited by Lyness and Thompson in 1997, “One consequence of sex stereotypes is that women's achievements tend to be devalued or attributed to luck or effort rather than ability or skill, and therefore this stereotype has the potential to reduce the organizational awards that they receive.” To escape the glass ceiling, a lot of women are turning entrepreneurs after the middle management level.

A recent study by Catalyst shows that the “Fortune 500 companies with the highest number of women corporate officers yielded, on average 35.1% higher return on equity as compared to companies with lowest number of women corporate officers.”

Transformation will happen in the Indian context with regulation in policies which celebrate gender diversity and allow gender-neutral cultures to flourish. As aptly put by Hema Krishnan, Professor, Xavier University “Organizations are competing in an increasingly global environment which calls for greater adaptability and a superior combination of technical and survival skills. The challenges that women face when climbing the corporate ladder equip them with the skills to cope with uncertainty and to adapt. Second, having an increased representation of women in top positions sends a positive signal to the rest of the organization and augurs well for the treatment of other women. Third, a woman’s leadership style, often perceived to be nurturing, inspires confidence among her peers and subordinates, and especially among the other women. Fourth, women play multiple roles in their personal lives which sharpen their interpersonal, conflict resolution ability and other leadership skills. This combination of adaptability, interaction with peers and subordinates, and an ability to nurture and inspire can help an organization to succeed”

# E-HRM SYSTEM AT HOSPITALS A NEW APPROACH TOWARDS EFFECTIVENESS

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**ABSTRACT**
*Human Resource Information system can be of different kinds such as : Operational, Relational and Transformational. Operational electronic HRM is intensive on management features - workforce and individual data. Relational electronic HRM engrossed on assisting organization techniques through coaching and career. Life changing electronic HRM focused on ideal human resource actions like information administration. The establishment can select any of above kind towards attaining organizational human resources objectives.*

*Key Words : Ehrm ,Operational , Relational and Transformational.*

## I E-HRM – An Overview

Electronic-Human Resource Management system is a method of planning, implementing and applying the technology for collective working and networking of any two individual while performing the HR activities in the shared platform.

The prime errands related to Human Resource Management consist of: job analysis and recruitment, assessment of work force performance and measurement, utilization of work force and organization, expert training of workers, enactment of reward systems for employee, and conservation of workers.

This study mainly attempts to suggest an e-HRM system to KIMS hospital in Bangalore.

In general, the main aim of Human Resource is collecting and reporting data about activities and outcomes. Human resource in the past has been one of the major areas/department in streamlining the administrative activities in any organization. This may not be true with respect to few institutions mainly the Healthcare. Human Resource Management along with Information Technology has helped streamlining many processes efficiently across department spread over several countries. Thus there was a requirement to study the importance of Human Resource and its implementation in the healthcare system and to look into the adoption of e-HRM in this field.

## II STATEMENT OF THE PROBLEM

e-HRM system is not currently the part of KIMS Hospital. In absence of e-HRM a fair practice of Job allocation, appraisal , recruitment , selection can not be maintained.

## III REVIEW OF LITERATURE

**Geetha R (2014 "Multi-dimensional Viewpoint of e-HRM"** the E-HRM practices followed in the Auto-component sector. Studied the following objectives – to examine the implications of E-HRM on HR operational costs, to evaluate E-HRM as a strategic tool for quality enhancement as well to appraise the effectiveness of digitalized personnel management practices on process simplification and to assess the efficiency gains due to HR automation. The factors which are not covered under the scope of this research are HRIS, E-surveillance, E-time management, ESS, MSS and others. *Yadav and Anshu (2014)* examined in the research paper entitled *"HRM, Strategic Climate and Employee Outcome in Max Hospital"* The objective of these studies is to check out relation between HRM techniques and worker up shot by means of ideal climate as the arbitrator. *Hernandez, et al examined in the research paper entitled "Inventive personnel Resource practice at United States Hospitals: A Practical learning"* analysed the level to which human resource management techniques were a part of business ideal preparing and the organization connecting the participation of mature HR experts in ideal planning & using impressive HR techniques at US health centres enforcing ideal HRM idea.

## IV OBJECTIVES OF THE STUDY

To examine the relevance of e-HRM system .

To visualize few future advances through e-HRM system.

To understand a HR policy framework.

## V RESEARCH METHODOLOGY

A random sampling method was used for the purpose of this study considering the availability and approachability to respondents. The respondents have been selected from KIMS hospital, Bangalore. The research is based mostly on **primary data**. **Secondary data** is collected through journals, books, websites and brochures.

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A minimum of 100 respondents are considered as sample size (n=100). Structured Questionnaires are served to the respondents for deriving the necessary primary data.

## VI ANALYSIS

**Hypothesis**

- Opinion of employees on HR policy is based on satisfaction of current reward and recognition system.
- Fair system of selection is based on bringing the employee grievances to the notice of top management.

**Assessment to examine the relevance of e-HRM system in KIMS**

**Hypothesis**

Fair system of selection is based on bringing the employee grievances to the notice of top management.

**Chi-Square Test**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 14.670[a] | 16 | .549 |
| Likelihood Ratio | 14.345 | 16 | .573 |
| Linear-by-Linear Association | .048 | 1 | .827 |
| N of Valid Cases | 100 | | |

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .16.

Chi- Square Test showing fair system of selection with respect to bringing the employee grievances to the notice of top management through e-HRM

**INTERPRETATION**

As the significant (0.549) value of Chi-Square test is more than 0.05, hypothesis is accepted. This leads to the conclusion that fair system of selection is based on bringing the employee grievances to the notice of top management.

**Cross tabulation showing fair system of selection and possibility of proper job allocation through e-HRM**

**Hypothesis**

Fair system of selection is depended on proper job allocation.

**Chi-Square Test**

| | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 18.051[a] | 16 | .321 |
| Likelihood Ratio | 19.990 | 16 | .221 |
| Linear-by-Linear Association | 1.806 | 1 | .179 |
| N of Valid Cases | 100 | | |

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .08.

**INTERPRETATION:** As the significant (0.321) value of Chi-Square test is more than 0.05, hypothesis is accepted. This leads to the conclusion that Fair system of selection is depended on proper job allocation.

**Hypothesis**

Fair system of selection is based on providing effective and proper online training**.**

**Chi-Square Test**

| | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 16.560[a] | 16 | .415 |
| Likelihood Ratio | 19.314 | 16 | .253 |
| Linear-by-Linear Association | 1.018 | 1 | .313 |
| N of Valid Cases | 100 | | |

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .16.

ISSN 2322 - 0899

**INTERPRETATION**

As the significant (0.415) value of Chi-Square test is more than 0.05, hypothesis is accepted. This leads to the conclusion that Fair system of selection is based on providing effective and proper online training.

**Cross tabulation showing fair system of selection and facilitating appropriate staffing decisions through e-HRM**

**Hypothesis**

Fair system of selection is depended on facilitating appropriate staffing decisions.

**Chi-Square Test**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 26.119[a] | 16 | .052 |
| Likelihood Ratio | 26.056 | 16 | .053 |
| Linear-by-Linear Association | 6.749 | 1 | .009 |
| N of Valid Cases | 100 | | |

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .16.

## VII SUGGESTIONS

1) There was found significant connection amid implementation of e- HRM system and its impact on reporting standards, staffing decisions etc.
2) From the study it is observed that 56% of employees are satisfied with the current reward and recognition system.
3) From the study it is observed that implementation of e-HRM system at KIMS helps to handle most of the HR activities and functions easily.
4) From the study, we can infer that implementation of e-HRM system though is an idea for implementation should be considered seriously as we have found enough evidence to prove that implementation would bring in significant changes in time, cost and reporting standards.
5) Though it is observed that the staffs are less reluctant on e-HRM system implementation but definitely the system if put in place would bring in significant integration of departments and more cohesion among the staffs when it comes to Human Resource practices.
6) The requirement for the e- Human Resource Practices is essential which would in future implement the Information Technology into streamlining Human Resource activities.
7) e-HRM will help to take strategic decisions on various aspects within the department and between the departments.

## VIII CONCLUSION

The study was initially considered as a feasible study to research on whether adoption of e-HRM would be acceptable to the company and it can be vertically integrated to what extent. The research deals in depth, the implementation of e- HRM at various levels, and the various hurdles which can possible be foreseen before implementation and after the implementation. From the literature it was inferred that, many healthcare related companies in developed countries have adopted this system, to make the HR decision making process to be highly efficient in nature with less paper work and time factor.

In the study, from the findings we can conclude that, e-HRM can be initially introduced as a healthcare system for reducing the process and streamlining the decision making process which at present goes through several levels. e-HRM implementation would be useful in two ways, namely, at first, in reducing cost and time factor and secondly, in avoiding lack of communication between the departments. The study finds reluctance of the staffs in implementation of the e-HRM systems, though they are all aware of the benefits of the e-HRM systems implementation. Thus, more awareness has to be created in this regard before implementation of the e-HRM system for the entire organization.

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# DEVELOPING S. Q. (SPIRITUAL QUOTIENT) ,FOR SUSTAINABLE DEVELOPMENT OF CHILD: NEED OF THE HOUR

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***"Helping, fixing, and serving represent three different ways of seeing life. When you help, you see life as weak. When you fix, you see life as broken. When you serve, you see life as whole. Fixing and helping may be the work of the ego, and service the work of the soul"***

In the present era, we see that moral values and belief in God of children is continuously decreasing. As a result of which we see violence in our schools and society, which is caused by children against to children and it is deeply disturbing. They are becoming ill mannered, behave badly with their elders. They are forgettinsg to give respect to others, to pay regards, to talk in civilized way and to follow the tree path of God. There are many causes behind it, especially that we have lost our connection to one another and to God. Our communications have broken down. Children often grow up without any sense of connection to adult other than their parents. If our children don't grow up with a strong sense of higher purpose, a strong connection to people and to God, they are easy prey for the darkness of our world.

So, as parents and teachers, it is our duty to connect only them, first of ourselves, than to God and community. And it can be possible only by developing S.I. & S.Q. in children & Students.

Now here, first of all question arise what is S.Q.---

**S.Q.-THE SPIRITUAL QUOTIENT**

IQ and EQ are the integral part of Spiritual Quotient (SQ) Spiritual Intelligence is not necessarily related to religion. S.Q. posses' transformative power. The transformative power of SQ distinguishes it from I.Q. and E.Q. IQ allows us to judge the situation in which we are surviving and behave appropriately. SQ allows us to ask if we want to be in that situation us to create a new one. DQ has little connection to formal religion. Atheists and humanists may have high SQ, while some one actively religious may not. S.I. also addresses the need to place one's life in a shared of value. S.Q.

***Finer* Is Stronger**

- We think muscles are powerful because with them we can lift heavy weights.
- But come to think of it, they are not because it is the tiny thread like structures called neurons that give power to muscles. The moment we disconnect the neurons in the brain from muscles, the muscles just can't function.
- These neurons actually bring the power from something still finer- *thoughts* and perhaps, something more fine.
- So, the greatest power lies in fine and not in coarse.
- SQ and SI are those finer things.

**........ Now It Is SQ**

- All along it was IQ that was thought to be supreme- the cognitive and rational intelligence.
- Then came the concept of emotional intelligence (EI) and emotional quotient (EQ) some time during mid 1990s. It was thought that our emotions and those of others and how to manage them were as important or even more important. EQ was thought to be the basic requirement for better use of IQ.
- It is known that if the brain areas with which we feel get damaged, we would think less effectively.
- And lately, we have added a new dimension to human intelligence- the SQ. It is considered to be the ultimate intelligence.
- It is believed that it is through SQ that we are in a position to solve the issues related with meaning and value.
- Some examples of the issues related to meaning and value are the constant search of human beings for answers to the fundamental and ultimate questions like: Why was I born? What is the meaning of my life? Does my work give me the satisfaction I need? Do I relate to myself and to the other people well? What way am I contributing to my and others' happiness? Should I go on even when I am tired or depressed? What makes it all worthwhile?

ISSN 2322 - 0899

- Answers to such questions lead us to happiness and SQ helps to answer these questions better than what IQ and EQ in their separate capacities are capable of.

**SCIENTIFIC BACKGROUND OF S Q IN RELATION TO I Q AND E Q**

The outer layer of our being is the layer of negative, positive, and neutral thoughts. This is the periphery of our being. This is the mind of our being. The quality of the thoughts determines the quality of the mind. This is an intellectual layer. This is a layer of intellectual energy. This layer determines our Intellectual Quotient (IQ). A layer below this is a layer of negative, positive, and neutral emotions. This layer is below the intellectual layer. This is an emotional layer. This is the heart of the being. This is a layer of emotional energy. The emotional energy is more subtle than the intellectual energy. The quality of the emotions determines the quality of the heart. There is a layer further deeper. This layer is that of silence. This is more like a field. The thoughts and emotions are like particles. The thoughts and emotions are continuously interacting with this field of silence. And in a silent state of the mind we can experience the soul. The silent state is neither positive nor negative. It is a neutral state. It transcends the negative state and the positive state. The silent state helps us to know the utility and futility of both the states, that is, the positive state and the negative state. As we move deeper in our being the power increases. The positive thoughts are more powerful than the negative thoughts. The neutral thoughts are more powerful than the positive and negative thoughts. The ATMA or soul is the centre of our being. It is the most powerful place in our being. It is a centre of infinite empathy. It is a centre of infinite love and bliss. This is our happiness quotient. And this state determines our Spiritual Quotient (SQ).

- The Spiritual Quotient (SQ) is the sum of our Intellectual Quotient (IQ) and Emotional Quotient (EQ).
- And mathematically, Spiritual Quotient (SQ) = Intellectual Quotient (IQ) + Emotional Quotient (EQ).
- Human beings are different from animals and computers because of SQ. Animals can have EQ and computers can have IQ but they won't have SQ.
- SQ is all about holistic approach to life: the wholesomeness, self-awareness, compassion, creativity, ability to think, ability to reason out etc; all of this together.
- SI equips us to look at and solve the problems of meaning and value and then we begin to direct our thoughts, actions and so, our lives towards wider and meaningful horizons.
- With SI or SQ, we can distinguish more clearly the right from the wrong. It empowers us to compare various life paths.
- SQ is the foundation on which should lie our IQ and EQ.
- S I is ultimate intelligence.
  1. Primary process EQ: based on associative neural wiring in the brain.
  2. Secondary process IQ: based on serial neural wiring in the brain.
  3. Tertiary process SQ: based on third neural system in the brain, the synchronous neural oscillations that unify and integrate the data across the brain. The process facilitates interactions between emotions and logic. Thus it provides a meaning giving center.

**SQ SHOULD NOT BE CONFUSED WITH RELIGION**

- There is no correlation that religious people have to have high SQ or non-religious people have to have low SQ.
- While conventional religion is set of beliefs, rules and guidelines imposed from external environment, SI (SQ) is the intelligence that rests internally and if used, provides us that wisdom which is beyond any ego and which recognizes the existing values and empowers us with creativity to discover even new values.

**SOME EARLY SCIENTIFIC EVIDENCE**

After early 1990s, some research has been carried out by neuropsychologists and neurologists. They propagate existence of "God spot" in the human brain. This built-in spiritual centre is located among neural connections in the temporal lobes of the brain. Taking scans using positron emission topography, it was found that these neural areas light up whenever the research subjects were drawn to the discussions on spiritual topics. However, "God spot" has nothing to do with proving the existence or non-existence of God.


Thus psychologist analyze, that high level of SQ is necessary for the development of all stages of child and human being when child start to learn, specially SQ is very useful for those. who are more active at educational level. **S**piritual growth occurs in all developmental stages and in all aspects of life—mental, physical, social and emotional. But what are those growth stages? And how can we encourage the development of faith in children during these crucial periods? Below you'll find a sketch of the stages, and tips for ministering effectively to children in each of these stages.

**INFANCY-3 YEARS: SENSING SECURITY**

**Development and Need**

The greatest need for children from infancy to three is to feel that the world is a safe place and that the people in it are dependable. This sense of security and trust usually comes from the family and provides a foundation for children to trust God.

The primary development during this time is mimicking. Babies mimic the movements of those around them—smiling, clapping, making sounds. By age 2-3 children are walking, running, and exploring everything around them; they can dress and feed themselves. They have learned the basics of language and can carry on conversations using a limited vocabulary. In church we encourage children to mimic actions such as praying, and repeating Bible words.

**Ministry Implications**

- Talk, read, play, sing, and pray with children.
- Involve children in activities with other children and adults.
- Begin family faith traditions and holiday rituals.
- Provide parenting classes and support groups for parents.
- Consider baby dedication or baptism ceremonies.

**THREE TO SEVEN YEARS: EXPERIENCING FAITH**

**Development and Need**

During the preschool and early childhood years, children typically act with "experienced faith." For the most part children respond to the actions of parents and adults, while learning to initiate actions. They explore and test, imagine and create, observe and copy, experience and react. Their acts provide a mirror and a test within the family and faith community context. In this context they are experiencing the faith of their family.

**Ministry Implications**

- Continue the activities begun in infancy, but with increasing involvement of the children.
- Add to the reading and playing, Bible stories with exciting narration, and encourage active use of imagination on the part of the children.
- Involve the children in creative telling and dramatizing of Bible stories.
- Encourage children to ask questions about the Bible reading, and imagine what Biblical characters might say if they could be there.

ISSN 2322 - 0899

- Provide a worship readiness opportunity to help children understand what it means to worship and why the church participates in the various aspects of the worship service.

**SEVEN TO 12 YEARS: RELATIONAL FAITH**

**Development and Need**

During these years, children have developed the ability to see themselves as a separate individual, and have begun to form friendships, mostly with members of the same gender. It becomes increasingly important to belong to groups, to do things with their peers. They have broadened their relationships outside the home, but the family is still the central influence. Children are beginning to take responsibility for their actions, realizing that freedom requires accountability.

**Ministry Implications**

- Offer times when parents and teachers can talk with and listen to the children. Plan family times when parents can be involved in the program so they can share the church experience with their children.
- Give children opportunities to lead the Bible reading, discussion, and prayer.Providing informal times when children can do something while discussing issues that are sensitive or important to them.
- Plan service projects that could include the family, such as helping to feed the homeless, food or toy drives, church clean-up days. e.g. as we know briefly, SI is all about man's connection to his creator. It is his ability to-
  - **(A).** Recognize life principles (Naturals & spirituals laws)
  - **(B).** Build his life in accordance with these laws.

| Thus SQ is useful for- | Criteria of high SQ for child's development |
|---|---|
| **1.** For concentration | **1.** Flexibility |
| **2.** For Deep learning | **2.** Self awareness |
| **3.** For Quick learning | **3.** An ability to face and use sufferings |
| **4.** For Control on situation | **4.** The ability to be inspired by vision |
| **5.** For Rescue fatigue | **5.** The ability to see connection between |
| **6.** For be tension free | **6.** A desire and capacity to cause as little harm as possible. |
| **7.** For increase working efficiency | **7.** A tendency to probe and ask fundamental questions. |
| **8.** For adjustment | **8.** An ability to work against convention. |
| **9.** For flexibility | |
| **10.** For Retention of humanity | |
| **11.** For enhance Honesty | |
| **12.** For to know presence of God | |

**Our RESPONSIBILITIES AS PARENTS/ TEACHERS TO DEVELOP S Q IN OUR CHILD**

We can develop SI of SQ in children through share own beliefs with our child about why we are here and who we really are as well as by following ways

- **Open the doors for this own explorations in to spirit**. Let them express their ideas.
- **Get outside-**Enjoy nature with your child sleep under the stars, get simple. Let nature imprint a feeling of sacredness, spiritually and sense of wonders.
- **Respect and value your child's spirit-** Listen to their most thoughts and insights and let than know you value those insights. Help then learn so listen to their inner voice.
- **Creation a bad time spiritual ritual-** It can be talking to God about your day, saying progress meditating or chanting together. Let your child see that this routine, which is part of everyday life, is enjoyable and inspiring.

ISSN 2322 - 0899

- **Be an example-** Mother is the child's first Guru. Let your child see you practicing devotion to God, in whatever from you chooses from Christianity to Buddhism. You are the best example to your child of how to relate to God and make God a part of everyday life.
- **Emphasize compassion and tolerance-** Show your child that everyone has good things and bad things about them. When your child points out something bad about a friend. You can listen and then say that's true. But you know 'your friend' also makes you laugh a lot and is very fun to be with.
- **Visit spiritual place-** From ashrams to church, foster a sense of wonders fro these divine and sacred places. Hear to cherish prayer in all its forms and in many different places.
- **Allow your child to be your spiritual teacher-** Ask him questions about the big issues of life and listen to his answers help to develop a thoughtful and respectful dialogue with him.
- **Remember you are awakening your child's divinity not creating it-** Child has come to you as a gift from God and is already very connected to God. You need not to impose you're as much as nurture her relationship with God.
- **Teach them the power of prayer-** When you see an accident and some one is hurt, rather that becoming afraid, pray with your child, Ask god to send love and light to the injured person and relieve suffering

## EPILOUGE

This spiritual intelligence and S.Q. is complementary aspect of holistic development of child. This makes him valuable and really meaningful human being and helps him for getting success in every area of life.

" *To meet the world crisis the co-ordination of science and spirituality is inevitable. If science and spirituality go hand in hand I am sure that one can create heaven on this earth. There is enough in this world for everyone's need but there is not enough in this world for anybody's greed. All is right with the world if there is proper combination of the two. Sustainable development is the need of the hour and that is possible with the co-ordination of science and spirituality. Many know science but few live with the scientific point of view. Science cleans the outer self and spirituality cleans the inner self both of which are essential to keep the world at peace."..............................................................M.K. GANDHI*

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# A DIFFERENTIAL STUDY OF ANXIETY AMONG PUPIL - TEACHERS DURING TEACHING PREPARATION

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## ABSTRACT

*This study investigated changes in (P.T.A.) "Pupil Teacher's Anxiety and confidence about becoming a Teacher during Teacher Training. The subjects were groups of Pupil-Teachers, Non Scheduled Castes (Generall Category) and Reserved Castes (Category) of S.C. & OBC's Grour, at two stages of their teacher-preparation: beginning their first stage, just prior to Pupil teaching, and at the end of Pupil Teaching Practice outcome. Significant Changes in Anxiety and confidence about teaching were identified.*

## RATIONALE AND MAGNITUTE OF THE STUDY

Teacher's Teaching Anxiety, Conceptualized preservice teachers, as passing through developmental stage of concerns about becoming a Teacher. "The prosoective Teachers have little concern about teaching until their first contact with actual teaching, when they experience intense concerns about their own survival (self-survival concerns) as a teacher". In that next stage, concerns and anxieties about the varied demands in the Teaching situation (Task-Anxiety Concerns) such as (1) Preparation of Lessons Plans (ii) too many students (iii) too little time to meet these demands (iv) prospective Teachers are unable to act upon these impact concerns and anxieties (impact concerns), the urgent situational demands (Task concerns) & their own feelings of inadequacy. (Self-Survival Concerns assistive Anxiety,

## PARTICIPANTS : SAMPLE

Participants for this study were drawn from C.C.S. University, Meerut, SelfFinanced Institutes of B.Ed. Classes specifically, who were admitted for the B.Ed. Class The participants had volunteered to participate in the study. This was done in accordance with accidental non-probability sampling' Design (ANPSD) as well as the Distribution of Participants in a cordance with their caste (SC. Vis Non-SC) variable (N=75) the study was conducted during practice Teaching Sept.& Oct. - 2015 in different practice Teaching schools of C.C.S. Univ. Meerut.

## MEASURES

RESEARCH INSTRUMENTS : TECHNIQUES The research instrument consisted of two sections, covering the aims of study. (i) The first section consisted of Pupil Teacher's biographical information, namely Gender, Type of Caste Category they were enrolled for. The second section consisted of the (STAS) student Teacher Anxiety Scale (STAS).

The STAS consists of 26 items. The Highest possible score on this scale is 26 x 4 = 104 and the lowest possible score is 26 x 0 = 0 The continuous 0-104 was arbitrarily divided into three categories namely : 0-34 indicating low anxiety, 35-69, Moderate and 70-104 high anxiety. This procedure yielded data to fulfill the first aim. "The original Instrument, STAS used by Hart (1987) was retained by the Researchers but the instrument was modified in two ways. First the wording was changed where necessary to make it amenable to C.C.S. University Meerut B.Ed. Pupil Teachers Situation Second a five point Likert type scale rather than a seven point scale was used."

Respondents were asked to circle number which best described, how they perceived each of the statements with regard to practice Teaching. The Rating were: Very much (4) Moderately (3) Some what (2) Rarely (1) Never (0). The work of Morton (1997) and Hart (1987) provided a frame work for the construction of the instrument used in the present study of C.C.S. University, Meerut. A principal components "Factor-Analysis" was run on the STAS using Varimax Rotation Method Items were assigned to their respective factors on the basis of factor loadings equal to and greater than 0040. Emergent factors were termed : (1) Evaluation Anxiety (ii) class control Anxiety (iii) Professional Preparation (iv) School Staff Relations Anxiety (v) Unsuccessful Lessons Anxiety (vi) Class control Anxiety (Vii) Professional Material Aid + Psychological Testing preparations respectively.

## PROCEDURES

In this study, the Instrument was administered, during three stages of skill in teaching, practice teaching programme in different practice teaching schools (i) That is during the Practice Teaching Period (ii) During and after Practice Teaching (iii) Three-Four weeks of Lessons observations in schools preceded practice Teaching.

## RESULTS - RETROSPECTS - PROSPECTS

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- The Chi-square test indicated that significant differences do exist and was found among scheduled castes & OBC's (Reserved Category) Pupil Teachers Anxiety, High Anxiety in Comarison to Non-Scheduled castes Pupil Teachers low & Moderate Anxiety.
- These findings showed that student-Teachers differ in the way they experience anxiety from practice Teaching related factors in different schools.
- In this study students-Teachers who manifest caste personality are prone to anxiety caused by professional preparation and an unsuccessful lesson, respectively.
- The Research findings indicate that student Teachers do differ in the extent to which they experience anxiety from factors related practice teaching. Non the less a higher percentage of Student Teachers 44% reported a low level of Anxiety because they are not serious to Teaching but simply interested to obtain the degree by unfair means.
- It is heartning that pupil-Teacher. Teaching quality is day by day detoriating, may be due to lack of Demonstration lessons, needed during practice teaching by the Teachers Training staff members and proper supervision of Teaching Lesson Pians adequately.

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# A STUDY OF THE PERSONALCHARACTERISTICS AND ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE AND BACKWARD CLASS STUDENTS AND ITS IMPLICATIONS FOR ADMINISTRATORS

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**ABSTRACT**

*The main objectives of the study were: (i) to study, evaluate and differentiate the personality needs and self concepts of the Scheduled Caste, Backward Class and Non-Scheduled Caste students; and (ii) to study, evaluate and differentiate the cognitive characterics such as Intelligence and also the level of Academic Achievement of the two groups.*

## METHODOLOGY

Population for the present research study conducted in 2015 had been defined as the total number of Scheduled Caste and Backward Class students of Graduate and Post Graduate classes of the six affiliated colleges of C.C.S. University, Meerut research survey was confined to only male university students, consisting 144 of Scheduled (14 Castes and Backward Classes and equal number of Non-Scheduled Caste students for comparison between the two groups. The data for the study were collected with the help of the scientific research tools measuring variables like ten personality needs, five aspects of self concept, intelligence and academic achievement, involved in the study, The tools of research employed in the present investigation were: Raven's Progressive Matrices Test, Bhatnagar's Self Concept Inventory and Meenakshi Personality Inventory.

## MAJOR FINDINGS

### 1. Personality Needs

The Scheduled Caste and Backward Class graduate and postgraduate students were found to have significantly higher mean scores as compared to the Non-Scheduled "Caste students on Need affiliation, N-Succourance, N-Abasement, N-Nurturance, N-Achievement and N-Endurance. This means that the Scheduled Caste and Backward Class students, are more affiliative, more nurturant, more achievementoriented, more enduring and feel more inferior as compared to Non- Scheduled Caste students.

The Scheduled Caste and Backward Class students harbour in their heart a lower level of Need-Autonomy, N-Dominance and N-Aggression. This means they are less aggressive, less dominant and less in need of autonomy as compared to their Non-Scheduled Caste counterparts. These are the qualities of personality which are called for to push ahead in the modern complex and competitive society.

### 2. Self Concept

As regards the structure and organization of Self Concept, the two groups of students were found to be very different from each other. It was observed that the Scheduled Caste and Backward Class students perceived themselves to be more inadequate and inferior and suffered more from feelings of emotional instability as compared to Non-Scheduled, Caste students.

### 3. Intelligence

So far intelligence is concerned the Scheduled Caste and Backward Class students, both graduates as well as post-graduates were found to be inferior to their Non-Scheduled Caste counterparts. The difference between them was significant at 0.01 level.

### 4. Academic Achievement

The graduate and post-graduate students of Scheduled Caste and Backward Class were found to be poor academic achievers, as the mean academic achievement index of these students was significantly lower than that of the Non-Scheduled Caste students. In view of lower level of intelligence and poor self concept characterising these Scheduled Caste students, their poor academic achievement is not surprising. They have not yet come at par with the Non-Scheduled Caste students.

### Implication for Educational Planners and Administrators

These findings have significant and critical implications for the various welfare schemes for Scheduled Caste and Backward Class students. These schemes need to be extended and intensified and the policies need to be implemented properly for which revision of existing policies may be imperative as mere lip service would not help solving the problems of Scheduled Caste and Backward -Class students.

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One thing that is cleariy brought out by the study is that the Scheduled Caste and Backward Class students of graduate and postgraduate classes are inferior to their Non-Scheduled Caste class counterparts, with regard to intelligence and academic achievement. In spite of the protections provided to them by the government, they have not yet come at par with ·the higher castes. Further probe is called for to confirm this fact for preparing welfare policies for the Scheduled Caste and the Backward Class students. However, if further research shows that the levels of intelligence and academic achievement of the students of Scheduled Caste and Backward Class are not raised in spite of the facilities provided, revision of existing policies may be required.

The subject of the study is of vital concern to educators and policy planners, The study has, atleast, reaffirmed the importance of personality characteristics in academic performance. The need for such a study was voiced by the high degree of academic under achievement shown by the Scheduled Caste arid Backward Class students as compared to non-scheduled Caste students. In this background, the study had the following other significant implications:

The Scheduled Caste and Backward Class students as a separate group did not fully avail of the opportunities and facilities provided by the government. . Even ·after 60 years, their differences on cognitive and personality characteristics as compared to Non-Scheduled Caste students have not reduced, It is quite clear that either the implementation of the welfare scheme for opportunities and facilities to these Scheduled Caste and .Backward Class students is defective or they need still more facilities to reduce these differences while the concept of equalization of opportunities in this context is reconsidered. The fact remains that these backward Class students have not generally been able to derive the benefits of the facilities and opportunities. The government should face the challenge and make some realistic efforts to minimize the· existing gap between these two groups.

The information about the level of their mental ability, the way these students feel about themselves and the woild around, and the way their psychological needs influence various other aspects of their life is uttefly needed and it would be highly significant

**RESEARCH ABSTRACTS**

To educationists, policy planners and administrators One's actions and achievements in life are largely determined by what one feels, needs, aspires and thinks of himself In the life of an individual his capability and potentialities, the conception of self the pattern of need structure and inteIligence play a vital role. Both under and over evaluation of one's self can indeed be very harmful. The very idea that these backward class students are regarded as low by birth is psychologically disturbing. In this background Information obtained on the basis of this study may be useful for the Educational Planners, in order to help students to solve their problems, the planners need to have thorough understanding of various characteristics of students. This is much more needed in case of Scheduled Caste and Backward Class students and understanding of personal characteristics of these Scheduled Caste students constitutes the foundation on which the edifice of their welfare programmes and plans has to be built up and raised to fill the gap, so that simply paper benefits and oral sympathy could be materialised practicaIly. This study may enable the planners and educationists to understand what is urgently needed to be done for these students and how that could be done in a more effective manner. Introducing, simply, reservation, in jobs either 26 percent or even more as in the case of Bihar may not be the answer to the problem. Unless the root of the problem remains untouched the agitations cannot be prevented.

Further, the study may provided impetus to the administrators to make efforts right from the early stages in the direction of helping these Backward Class students to enhance their academic achievement.

The study may be useful to curriculum framers and researchers working in the field of educational technology and methodology of research in understanding theneeds of the society - based predominantly on caste tensions and conflicts, in reconstructing the whole educational programme for effective implementation after delving deep by reason and search and not simply by bowled emotions coloured by dirty party politics and in eradicating the discriminations, inequalities, dispartities and disabilities of these Backward Class students.

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International Journal of Research in Management & Social Science is a quarterly double blind reviewed research journal of Empyreal Institute of Higher Education, Guwahati, India. It seeks to provide a platform to research scholars, practicing managers, and academicians in business management, commerce and allied fields, to present their research findings and share their views and experiences. Its aim is to promote research education worldwide and to establish acquaintances between management and Information Technology. The journal focuses on issues related to the development and implementation of new methodologies and technologies, which improve the operational objectives of an organization. These include, Project management, logistics, production management, e-commerce, quality management, financial planning, risk management, General Management, Banking, Insurance, International Business, Health Care Administration, Human Resource Management , Non-Profit Organizations, Operations Research/Statistics, Operations Management, Organizational Behavior and Theory, Organizational Development, Organizational Management, Production/Operations, Public Administration, Purchasing/Materials Management, Entrepreneurship, Strategic Management Policy, Technology/Innovation, Tourism and Hospitality, Supply Chain Management, Rural Management, Public Management, Knowledge Management, Business Ethics, Corporate Social Responsibility , Negotiations and Competitive Decision Making, Data Analysis, Hotel Management and emerging trends in allied subjects. The journal provides a forum for researchers and practitioners for the publication of innovative scholarly research, which contributes to the adoption of a new holistic managerial approach that ensures a technologically, economically, socially and ecologically acceptable deployment of new technologies in today’s business practices.

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