



BVIMSR's
JOURNAL OF MANAGEMENT RESEARCH

ISSN: 0976 - 4739

I2OR-PIF(2019)=5.434

VOLUME -12

NUMBER -1

April 2020

In This Issue:

Factors Responsible for Poor Attendance of Students in Higher Education with respect to Undergraduate - Commerce Colleges in Mumbai

Dr. Khyati Vora, Dr. Kuldeep Sharma, Dr. Poonam Kakkad

An Analytical Study Of Executive Stress, Coping strategies & Its Impact On Their Performance In Selected Industries Of Thane District.

Saili Satyendra Narvekar

A Study of Factors related to Placement in Affecting the Perception of Undergraduate Students towards Selection of Post Graduate Management Courses under Mumbai University

Dr. Anjali Kalse and Dr. Purvi Pujari

Motivational Factors Requirements and Managerial Behaviour Achievement: A Study On The Employees Of Aligarh Muslim University

Rifa Nadeem and Prof. Ayesha Farooq

A Survey On The Impact Of “Punishing Signal: Honk More And Wait More”

Dr. Veena Tripathi, Manoj Jagdish Choudhary and Harshitha Potharapu

BVIMSR's JOURNAL OF MANAGEMENT RESEARCH

Patron:

Hon'ble Dr. Patangraoji Kadam

Founder Bharati Vidyapeeth and
Chancellor, Bharati Vidyapeeth University, Pune.

Advisory Board

Dr. Shivajirao Kadam	: Pro Vice-Chancellor, Bharati Vidyapeeth University, Pune
Dr. Vishwajit Kadam	: Secretary, Bharati Vidyapeeth, Pune
Dr. Uttamrao Bhoite	: Executive Director, Bharati Vidyapeeth, Pune
Dr. S.F.Patil	: Former Vice Chancellor, Bharati Vidyapeeth University, Pune
Dr. Vilasrao Kadam	: Regional Director, Bharati Vidyapeeth's Educational Complex, Navi Mumbai
Padmashri Dr. Pritam Singh	: Director General, International Management Institute, New Delhi
Prof. G. M. Chowdhury	: Director, Institute of Business Administration, University of Dhaka, Bangladesh
Dr. Y.K.Bhushan	: Sr. Advisor, ICAI Business School, Mumbai
Dr. B.R.Singh	: Former Director- HR, Ispat Industries Ltd.
Dr. A.B.Rao	: Former Director, BVIMSR, Navi Mumbai
Dr. D.Y. Patil	: Former Director, BVIMSR, Navi Mumbai
Dr. Anjali Kalse	: I/C Director, BVIMSR, Navi Mumbai

Editorial Board

Dr. Anjali Kalse	: I/C Director, BVIMSR, Navi Mumbai
Dr. D.Y.Patil	: Former Director, BVIMSR, Navi Mumbai
Dr. R.K. Hebsur	: Former Deputy Director, TATA Institute of Social Sciences, Mumbai
Dr. Upinder Dhar	: Vice Chancellor, Shri Vaishnav Vishwavidyalaya, Indore
Dr. Satish C. Sharma	: Professor and CMD, Maharaja Group of Colleges, Udaipur
Dr. S. Prakash	: Professor, Department of Management Studies, SNS College of Technology, Coimbatore, Tamil Nadu
Dr. V. Mahalakshmi	: Dean, Panimalar Engineering College, Chennai
Prof. J. C. Sharma	: Former Professor, BVIMSR, Navi Mumbai
Dr. Dick Oluku Mukoro	: Senior Lecturer Department of Accounting, Covenant University, Ota Nigeria
Dr. Emmanuel Amoo	: Lecturer-1 School of Social Sciences, Covenant University, Ota, Nigeria

Editor

Dr. Anjali Kalse	: Editor-in-Chief
Dr. Manisha Shukla	: Executive Editor
Dr. Manisha L. Waghmode	: Co-Editor

Editorial Members

Dr. Veena Tripathi	Prof. Kuldeep Bhalerao
Dr. Purvi Pujari	Dr. Asmat Ara Shaikh

Review Committee (Internal)

Prof. Deepak Jakate	Dr. Veena Tripathi	Dr. Uma Durgude
Dr. Manisha Shukla	Dr. Purvi Pujari	Dr. Manisha L. Waghmode
Dr. Vijay V. Bidnur	Dr. Asmat Ara Shaikh	Dr. R. D. Patil

External Reviewers

Experts from Teaching and Research Institutes and Industry.

The views expressed in the journal by the authors are of their own and not of the editors nor of the publisher.

It is the sole responsibility of the authors that the article submitted by them is their original work and that the article has not been published anywhere else.

The legal jurisdiction for any dispute arising from this publication will be Navi Mumbai.

Copyright © BVIMSR's Journal of Management Research. All rights reserved.

FROM THE EDITOR'S DESK

This is the twelfth year of publication of our journal. This Volume 12 No. 1 of April 2020 includes five papers covering various subjects.

The first paper is titled “Factors Responsible for Poor Attendance of Students in Higher Education with respect to Undergraduate -Commerce Colleges in Mumbai”. This study explores the attendance of the students in higher education is substantially decreasing in undergraduate – commerce colleges in Mumbai. Students’ active participation in the class is necessary for their academic growth. The most effective innovative teaching methods will be of no meaning if there is low or poor attendance of students in the class. There is a need to identify the causes for the poor attendance of the students and suggest the measures to improve the students’ participation in the class. Researchers have thus attempt to understand the factors responsible for poor attendance of students in undergraduate programs of commerce colleges in Mumbai. Exploratory factor analysis was conducted on 33 variables to identify the factors responsible for poor attendance. Total 8 factors were derived i.e., Students' Approach Factor; Quality of Teaching and Teacher Factor; College Environment Factor; Career Oriented Factor; Family and Health Problems Factor; Social Factor; Curriculum and Examination Factor and Miscellaneous Factors.

The second paper is titled “An Analytical Study Of Executive Stress, Coping strategies & Its Impact On Their Performance In Selected Industries Of Thane District”. The paper focuses on relationship between performance and the coping strategies of Executive. The result shows a positive correlation between performance and coping strategies in Manufacturing & Service sector in Thane district as both the sectors contributes majorly to the growth and development of the economy

The third paper titled “A Study of Factors related to Placement in Affecting the Perception of Undergraduate Students towards Selection of Post Graduate Management Courses under Mumbai University” studies. This research paper was written as a part of Minor Research Project grant by Mumbai University. It attempts to understand the factors related to placement in affecting the perception of undergraduate students towards selection of post graduate management courses under Mumbai University.

The fourth paper titled Motivational Factors Requirements and Managerial Behaviour Achievement: A Study On The Employees Of Aligarh Muslim University

The study is an attempt to study the dimensions of Motivation and Managerial Behaviour Achievement among the employees of Aligarh Muslim University, and also to understand their relationship with other demographic variables such as work experience, gender. The relationship of motivational factors and Managerial Behaviour Achievement are also analysed.

The fifth paper titled “A SURVEY ON THE IMPACT OF “PUNISHING SIGNAL: Honk more and Wait more”. The paper is an attempt to understand the idea and the strategy behind the new traffic rule. The research is exploratory in nature. The study found the support of honkers to the traffic police in controlling the accidents and sound pollution. The study would be an insightful for Mumbai traffic police in conducting their pilot study. The research has also suggested the parameters to develop the traffic rules. Though Mumbai Police is still at its experiment stage, the study could be helpful in serving and finalizing the implementation of punishing signal.

CONTENTS

Title and Author	Page
Factors Responsible for Poor Attendance of Students in Higher Education with respect to Undergraduate - Commerce Colleges in Mumbai <i>Dr. Khyati Vora, Dr. Kuldeep Sharma, Dr. Poonam Kakkad</i>	01
An Analytical Study Of Executive Stress, Coping strategies & Its Impact On Their Performance In Selected Industries Of Thane District. <i>Saili Satyendra Narvekar</i>	10
A Study of Factors related to Placement in Affecting the Perception of Undergraduate Students towards Selection of Post Graduate Management Courses under Mumbai University <i>Dr. Anjali Kalse and Dr. Purvi Pujari</i>	17
Motivational Factors Requirements and Managerial Behaviour Achievement: A Study On The Employees Of Aligarh Muslim University <i>Rifa Nadeem and Prof. Ayesha Farooq</i>	25
A Survey On The Impact Of “Punishing Signal: Honk More And Wait More” <i>Dr. Veena Tripathi, Manoj Jagdish Choudhary and Harshitha Potharapu</i>	38

Factors Responsible for Poor Attendance of Students in Higher Education with respect to Undergraduate - Commerce Colleges in Mumbai

Dr. Khyati Vora

Assistant Professor at Hinduja College of Commerce, University of Mumbai

Dr. Kuldeep Sharma

Assistant Professor at Hinduja College of Commerce, University of Mumbai

Dr. Poonam Kakkad

Assistant Professor at Nirmala Memorial Foundation College of Commerce and Science, University of Mumbai

ABSTRACT: *The attendance of the students in higher education is substantially decreasing in undergraduate – commerce colleges in Mumbai. Students' active participation in the class is necessary for their academic growth. The most effective innovative teaching methods will be of no meaning if there is low or poor attendance of students in the class. There is a need to identify the causes for the poor attendance of the students and suggest the measures to improve the students' participation in the class. Researchers have thus attempt to understand the factors responsible for poor attendance of students in undergraduate programs of commerce colleges in Mumbai. Exploratory factor analysis was conducted on 33 variables to identify the factors responsible for poor attendance. Total 8 factors were derived i.e., Students' Approach Factor; Quality of Teaching and Teacher Factor; College Environment Factor; Career Oriented Factor; Family and Health Problems Factor; Social Factor; Curriculum and Examination Factor and Miscellaneous Factors.*

Keywords: Poor Attendance, Absenteeism, Higher Education

1. Introduction

Working on such topic is never a pleasant job for any academician. Many researches has been undertaken to understand relationship between attendance of students and their academic performance. Many strategies have been adopted at university and college level to enhance the quality of higher education. The well-developed strategies and methods for improving the quality in higher education will not be meaningful if the students do not regularly attend the college. The strategies and methods will be effective only with the active participation of students. Students with less attendance will not have a pleasant experience of classroom environment and will also affect the teachers for planning their lectures well. (Marburger,2001). In the terms of quality absenteeism will result in waste of educational resources, time and human resources. (S. Mahnoud 2017). Fayombo (2012) highlighted factors that leads to student absenteeism such as lack of subject interest, poor teaching strategies by lecturers, unfavourable learning environment, too much socialization, job to support family and poor relations

with the lecturers. Student misses the important discussion that happens in the class and relies more on the information provided by peer and does not get the benefits of the examples used by lecturer to clarify any important topics. (Williams LL 2000)

Poor and low attendance poses great challenge for the lecturer. The poor attendance in the class not only demotivates the lecturer but also adversely affects the morale of the other students present in the class. In such situation it is difficult to implement the innovative Teaching - Learning Techniques such as Group Discussion, Case Study Methods, Management Games, Flip Classrooms, etc.

The colleges in Mumbai are facing a chronic problem of low attendance especially in regular B. Com. Program. The present study is an attempt to understand the highly influencing factors for poor attendance and absenteeism in commerce colleges in Mumbai.

1.1. Purpose of the Study

- The main purpose of the study is to identify factors responsible for poor attendance of students in

higher education with reference to under-graduate students studying in commerce-colleges in Mumbai – India.

- The study also attempts to develop the scale to measure factors responsible for poor attendance of the students in higher education.

1.2. Significance of the Study:

The study will help universities, colleges, teachers and parents to understand the causes for poor attendance of students in higher education. This study will help in finding the possible solution to increase the attendance of students. It further helps in improving the performance of students in higher education.

1.3. Limitation of the Study:

To understand the causes of poor attendance data was collected from the students with very low attendance (0-11%) to very good attendance (75 – 100 %). The limitation of the study is that the responses may vary between students with very low and students with good attendance. Another limitation is that ‘frequency of attendance per week’ was collected from students which may be not be factual. Hence it gives tentative idea and not actual data.

2. Research Methodology

For conducting the present study both primary and secondary data was collected. Secondary data was collected through books, journals, articles and reports. Primary data was collected through self-structured questionnaire method. Convenient Non-Probability Sampling method was used to choose the sample from the population.

To identify the factor responsible for poor attendance in commerce colleges in Mumbai, Exploratory Factor Analysis was used. Through review of literature available, 33 variables were identified and questionnaire was formed. These variables were measured in the scale of 5 to 1 i.e., 5 being Highly Applicable to 1 Not Applicable. In EFA, Principal Component Analysis was used to reduce these variables into smaller group of variables to form factors. SPSS software was used to run the EFA.

3. Review of Literature

- Wadesango&Machingambi(2011) studied the

factors responsible for the poor attendance of students in higher education. The major factors identified were poor teaching strategies by lecturers; unfavourable learning environments; poor socio-economic background and peer influence as well as non-conducive interpersonal relations between students and lecturers.

- Crespo& et. la. (2012) stated that students’ regular attendance is required for the quality teaching and good academic performance of students. The study found that physical, motivational, emotional factors; the nearness of examinations; the professor’s teaching methodology and the social commitments are prime factors causing absenteeism of students in the class.

- Massingham& Herrington(2006) attempted to study the reasons for poor attendance of students in the faculty of commerce at the University of Wollongong. Findings highlighted the prime reasons for students’ absenteeism such as student is either busy, sick, at work or bored; students must be having technology alternatives (eduStream), and the teacherstudents relationship is not healthy.

- Fayombo(2012) undertook cross institutional study to identify the causes for absenteeism of students in Barbados and Nigeria. The analysis showed that the major factors that causes students absenteeism were student-centred (personal), home related, school related and society related.

- Demir&Akman (2015) conducted investigation to understand the effect of individual, family and school factors on students’ attendance and absenteeism in high school. The study concluded that students’ commitment towards school, family’s monitoring level and students’ perceptions of the school environment are the factors causing absenteeism of the students in the class. Among these factors students’ commitment towards school and parental control were the major factors causing students’ absenteeism. It was also found that students’ commitment was the moderating variable between perceived school environment and students’ absenteeism.

- Kottasz(2005) reviewed literature to understand the factors causing poor attendance of students in the class. Author also conducted primary survey of students to identify the factors responsible for non-attendance of students in the class. Findings showed that extrinsic and

intrinsic motivational factor is majorly responsible for students' attendance. Few more factors such as illness of the student; transportation problem; inconvenient lectures timing; stress level of the student and easy availability of notes or study materials were responsible for non-attendance of the students in the class.

- Mahmoud(2017)conducted a study to find the reasons for the frequent absence of the studnets in higher education institutions in Saudi Arabia. The study revealed that university related factors, social factors, preparation for exams; lack of confidence; lack of interest and excess of homework are the highest causes of absence of the students in the lectures.

From the review of literature, the prominent causes for poor attendance of the students in higher education institutions are found as follows:

- Poor teaching strategies by teachers
- Unfavourable learning environmentin colleges
- Peer influence
- Poor interpersonal relations between students and lecturers
- Learning alternatives due to technology (MOOC)
- Family related issues
- Health related issues of Students
- Transportation problem
- Inconvenient lectures timing
- Availability of notes or study materials.
- Lack of interest among the students

4. Factor Analysis

An exploratory factor analysis (EFA) was performed to examine the factors responsible for poor attendance of students in colleges with 33 items. In order to determine the structure of the scale factor, Varimax Rotation Method was used. Principal Components Factor Analysis method was applied to scores obtained from answers given by 343 students to the scale.

The Correlation Matrix showed the determinant score above the thumb rule of .00001. Furthermore, the correlation value of all the variables was less than .90 i.e., (r < 0.90), which shows that data is free from multicollinearity.

Table No. 1: KMO and Bartlett's Test

Kaiser -Meyer -Olkin Measure of Sampling Adequacy.		.865
Bartlett's Test of Sphericity	Approx. Chi - Square	4481.614
	Df	528
	Sig.	.000

In Bartlett's Test of Sphericity, the p value was less than 0.05 (p = .000) which showed that the data had patterned relationship. The suitability of the data for factor analysis was tested by Kaiser-Mayer-Olkin (KMO) coefficient and Barlett Sphericity Test (Ugulu, 2011). KMO value was found to be 0.865which is acceptable in Principal Component Factor Analysis.

EFA on the variables extracted eight factors with eigenvalues exceeding 1.0. These factors altogether explained 62.86% of variance of results. Scree plot shows that four factors were in sharp descent and then started to level off. This was evidence that rotation was necessary for eight factors. Varimax rotation was used.

Eight factors derived from the EFA accounted for 62.86% of total variance and these factors were named according to the common characteristics of the items loaded on the same factor. Eigenvalues of the factors are 9.38, 2.58, 2.10, 1.75, 1.40, 1.33, 1.20 & 1.04 6.588, 2.528 and 1.575, respectively. The proportion of explained variance by the prime factor in valid scales should be at least 20% (Reckase, 1979). As the 1stFactor accounted for 28.45% of total variance, these results are considered satisfactory. This suggests the presence of one major factor and thus reinforces the prior evidence concerning the internal consistency of the study.

Table No. 2: Rotated Factor Matrixa

	Factor							
	1	2	3	4	5	6	7	8
Quality of Teaching and Teacher Factor								
Poor and monotonous teaching methods adopted by a teacher	.835							
Lack of motivation / zeal from teachers	.791							
Lack of favorable or healthy relationship with teachers	.745							
Very low classroom enthusiasm during lecture	.558							
No benefits in attending lectures	.446							
Family and Health Problems Factor								
Problems in family		.871						
Lack of motivation from family		.607						
Working to support family		.565						
Health Problems		.551						
College Environment Factor								
Poor college infrastructure			.855					
Poor classroom facilities			.823					
Irregular conduct of lecture or too many free lectures			.463					
College does not take any action against defaulters			.338					
Less or no students in class demotivates me to attend lectures			.280					

Quality of Curriculum and Examination Factor								
Syllabus is not challenging and too simple				.776				
Examination (question paper & assessment) is so easy that I can pass without attending lectures				.650				
Syllabus does not include contemporary issues				.562				
Notes and study materials are available hence no need to attend the lectures				.454				
I find no benefits in attending lectures				.362				
Students' Personal Approach Factor								
I always go to bed too late (active on social media, playing games or surfing over internet) and hence cannot wake up early in morning					.599			
I cannot learn in classroom environment					.474			
I am just interested in degree and not interested in learning					.446			
I find timings of the lectures are too early					.420			
My friends influences me to bunk my lectures for movies, outing or other activities					.318			
Social Factor								
Conflict with classmates						.750		
Ragging						.578		
No or less friends in college						.375		
Career Oriented Factor								
Pursuing articleship or internship to gain industry experience							.926	
Pursuing professional program or certification like CA /CS / Interior designing / Fashion Designing etc.							.511	

Miscellaneous factors								
Stress due to love affair or relationship issue								.687
I am a outstation student and keep visiting my home								.653
Too busy in participation extra-curricular and co-curricular activities NCC/ NSS / Sports etc.								.467
There are no extra-curricular activities in college and hence you are demotivated to attend lectures								.396
Extraction Method: Principal Component								
Rotation Method: Varimax with Kaiser Normalization.								

- 4.1. From the literature review and Exploratory factor Analysis following:**
1. Quality of Teaching and Teacher Factor Family and Health Related
 2. College Environment Factor
 3. Family and Health Problems Factor
 4. Curriculum and Examination Factor

5. Students' Approach Factor
6. Social Factor
7. Career Oriented Factor
8. Miscellaneous Factors

4.2. Reliability Test

Further to test the reliability of the factors to be used for measuring causes for poor attendance Cronbach’s Alpha statistics measure was used.

Table No. 3: Factor-Wise Reliability Test

Particulars	Cronbach’s Alpha
All factors together	.910
Quality of Teaching and Teacher Factor	.818
Family and Health Problems Factor	.793
College Environment Factor	.789
Quality of Curriculum and Examination Factor	.773
Students' Personal Approach Factor	.705
Social Factor	.706
Career Oriented Factor	.741
Miscellaneous factors	.732

From the above table it is seen that the alpha coefficient value of all the items together and each factor separately is more than .7 thresholds. This shows that the scale

passes the test of reliability. Thus, this scale can be used to measure the factors responsible for poor attendance of students in higher education.

5. Result Analysis and Interpretation

Table No. 4: Respondents Profile

Sr. No.	Profile	Percentage
1.	Gender	
	Girls	46.1
	Boys	53.9
	College Environment Factor	.789
2.	Nature of Program Pursuing	
	Regular B. Com.	24.5
	Specialised Program of B. Com.	75.5
3.	Class	
	First Year	13.4
	Second Year	30.0
	Third Year	56.6
4.	Percentage of lectures attended per week	
	0 - 10 %	12.8
	11 - 24 %	14.3
	25 - 50 %	17.5
	51 - 74 %	27.1
	75 - 100 %	28.3

Source: Primary Data

The above table shows the profile of respondents. Out of 343 respondents, 46.1% was female and 53.9 % was male. 24.5 % of respondents were from regular B. Com. Whereas, 75.5% was from specialised program of B. Com. 13.4 % respondents were from first year, 30% from second year and 56.6 % from third year. Out of total respondents 12.8 % respondents attended less than 10% of lectures per week, 14.3 % attended 11 – 14%, 17.5 % of students attended 25 to 50 % of lectures, 27.1 %

attended lectures between 51-74% and 28.3 % of respondents attended more than 75% attendance. This shows that the responses collected highly reflects the approach of students from specialized programs. As the 56.6 % of respondents were from third year it will help to get the better responses as these students are more experienced then students from first year and second year.

Table No. 5: Mean Score of Factors Responsible for Poor Attendance

Sr. No.	Factors	Mean	Rank
1.	Students' Approach Factor	2.79	I
2.	Quality of Teaching and Teacher Factor	2.78	II
3.	College Environment Factor	2.59	III
4.	Career Oriented Factor	2.59	III

5.	Family and Health Problems Factor	2.55	IV
6.	Social Factor	2.15	V
7.	Curriculum and Examination Factor	2.09	VI
8.	Miscellaneous Factors	2.02	VII

Source: Primary Data

From the above table it is seen that the highest responsible factor for poor attendance was students' approach (mean-2.79), followed by quality of teachers and teaching method used (mean-2.78). Third

influencing factor was college environment and career oriented factor (mean – 2.59). It was found that curriculum and examination factor was least influencing factor in poor attendance of students.

Table No. 6: Five most influencing variables Responsible for Poor Attendance

Sr. No.	Variables	Mean	Rank
1.	Timing of lectures (either too early or too late)	3.95	I
2.	Less or no students in class demotivates me to attend lecture	3.11	II
3.	Poor and monotonous teaching methods adopted by a teacher	2.90	III
4.	No or less friends in college	2.92	IV
5.	Very low classroom enthusiasm during lecture	2.85	V

Source: Primary Data

The above table highlights the first five responsible factors for poor attendance of students. It is seen that timing of lectures is highly responsible for poor attendance with mean score of 3.95. Less or no students also demotivates students to attend lecture was second most influencing variable responsible for poor

attendance. Poor and monotonous teaching method was sometimes applicable variable for poor attendance. Less number of friends in college further was responsible for poor attendance and the fifth influencing variable was very low classroom enthusiasm during lecture.

Table No. 7: Five least influencing variables Responsible for Poor Attendance

Sr. No.	Variables	Mean	Rank
1.	Ragging	1.47	I
3.	Stress due to love affair or relationship issue	1.53	II
2.	I am a outstation student and keep visiting my home	1.64	III
5.	Lack of motivation from family	1.69	IV
4.	Conflict with classmates	1.89	V

Source: Primary Data

Table no. 6 shows the five least influencing variables responsible for poor attendance of students in commerce colleges in Mumbai. Ragging was the least factor

responsible for poor attendance, followed by stress die to love affairs, outstation students, and lack of motivation from family and conflict with classmates.

6. Conclusion

Exploratory Factor Analysis was used to extract the factors responsible for poor attendance of students in colleges. Total eight factors were extracted such as Students' Approach Factor, Quality of Teaching and Teacher Factor, College Environment Factor, Career Oriented Factor, Family and Health Problems Factor, Social Factor, Curriculum and Examination Factor and Miscellaneous Factors. Further to check the reliability of the factors formed Cronbach's Alpha was used. All eight factors passed the test of reliability. Hence, these factors can be used to analyse the factors responsible for poor attendance of students in higher education.

The present study shows that 'students' approach' and 'quality of teaching and teachers' are main cause of poor attendance of students in under-graduate commerce colleges in Mumbai. Whereas, 'social factor' and 'curriculum factor' was the least responsible factor for poor attendance of students.

References

1. Crespo, N &Palomo, M & Mendez, Mariano. (2012) Causes of Absenteeism in University Students and its effects in the academic performance. Proceedings of ICERI 2012, 638-646.
2. Demir, K. & Akman Karabeyoglu, Y. (2015). Factors associated with absenteeism in high schools. Eurasian Journal of Educational Research, 62, 37-56 <http://dx.doi.org/10.14689/ejer.2016.62.4>
3. Fayombo, G. A. and et al (2012) Cross Institutional Study of the Causes of Absenteeism among University Students in Barbados and Nigeria. Journal of Educational and Developmental Psychology Vol. 2, No. 1, 122-136.
4. Fayombo, G.A. (2012). Cross Institutional Study of the Causes of Absenteeism among University Students in Barbados and Nigeria, Journal of Educational and Developmental Psychology, Vol. 2, No. 1; May 2012.
5. Kottasz R 2005. Reasons for non-attendance at lectures and tutorials. University Teaching and Learning, 2: 5-16.
6. Mahmoud, S. S. (2017). An Analytical Study into Absenteeism in Saudi Higher Education Institutions: Causes and Possible Solutions. IOSR Journal of Research & Method in Education (IOSR-JRME) , 7(5), 20-31.
7. Marburger DR 2001. Absenteeism and Undergraduate Exam Performance. The Journal of Economic Education, 32:2, 99-109, DOI: 10.1080/00220480109595176
8. Daniel R. Marburger (2001) Absenteeism and Undergraduate Exam Performance, The Journal of Economic Education, 32:2, 99-109, DOI: 10.1080/00220480109595176
9. Massingham, P. and Herrington, T., Does Attendance Matter? An Examination of Student Attitudes, Participation, Performance and Attendance, Journal of University Teaching & Learning Practice, 3(2), 2006.
10. Wadesango, N., & Machingambi, S. (2011). Causes and Structural Effects of Student Absenteeism: A Case Study of Three South African Universities. Journal of Social Sciences, 26(2), 89-97. doi:10.1080/09718923.2011.11892885
11. Williams LL 2000. Student absenteeism and truancy. Technologies and interventions to reduce chronic problems among school-age. Journal of Children, 7: 23-34.



An Analytical Study Of Executive Stress, Coping strategies & Its Impact On Their Performance In Selected Industries Of Thane District

Ms. Sali Satyendra Narvekar

Research Student of Bharati Vidyapeeth, Pune (IMED)

ABSTRACT : *Today's executive is continuously subjected to depression, frustration and stress. Adverse effects of stress on the overall holistic wellbeing of executive have been affecting on individuals performance and output of the organization also. So organization should give enough attention to understand the causes of organizational stress & try to ameliorate the stressful situation. Apart from that individual effort of employee to manage stress at personal level is also important. The paper focuses on relationship between performance and the coping strategies of Executive. The result shows a positive correlation between performance and coping strategies in Manufacturing & Service sector in Thane district as both the sectors contributes majorly to the growth and development of the economy.*

Keywords: Performance, Coping strategies, Executive Stress

Introduction

Nowadays stress has become inseparable part in every sector. Stress on the job is a chronic disease caused by conditions in the workplace that negatively affect an individual's performance and overall well-being of his body, mind and tax on one's coping abilities. The ability to deal with stress can mean the difference between failure or success so it is necessary to understand the causes and effects of stress, as well to identify own stressors and ways to properly manage the stress.[1]

The Manufacturing sectors is increasingly contribution towards employment generation in India. Apart from that India's Service sector is the 12th largest in the world. It provides employment to 27 % of work force and it is growing quickly. Our Indian economy is mostly depending on these both sector for its growth, generation of foreign currency and for providing job opportunity. (Ref. Economic Survey Of Maharashtra -2012-2013) A recent study by ASSOCHAM (Report 2013 Google revealed that Bank, Retail Outlet, IT companies top the chart of stress prone business. This research study is done in selected industries of Thane district, Maharashtra.

Objectives:

1. To assess the impact of Coping strategies on Executive performance in Manufacturing & Service sectors.
2. To suggest some interventions to relieve the stress.

Literature Review

According to Luthar (1999) studies he asserted that Meditation training can lower the health care cost, reduce job & psychological stress, reduce in absenteeism and keep the workers rejuvenated.

Briner (2000) has suggested seven interventions as technique of stress management viz. Stress management training, employee assistant programs, job redesigning, stress audits, risk management, health improvement & establishment of standard management practices.

In the year 2001 The Economic Times specified that, as per the prediction of WHO by 2020 'depression' is expected to emerge as the second largest global factor contributing the increase in the number of unproductive years in an individual's life. So it has become much important for organization to develop approaches & policies that foster the health of their employees and keep the occupational stress level in optimum one.

Messmer (2002) has claimed that one can not eliminate work stress but it is not impossible also, assess your priorities, delegate effectively, keep a positive outlook, if need take an assistance.

Talib & Aziz (2008) stated that fatal effect of stress on individuals & organization is widely recognized. Stress is troublesome as well as costly; so organization should give enough attention to understand the causes of

organizational stress. For managing organizational stress two aspects are very important , first is the individual effort of the employee to manage stress on their personal level and second which is most important aspect is the efforts of the organization to manage stress among employees which is called interventions of organization.

Pestonjee (1999) recommended stress audit to being one of the most successful proactive techniques to handle stress amongst employees. He opined that when firms chose to scientifically probe into the mental and physical well-being of its core group (executives), the process is referred to as a stress audit. This encompasses an endeavour that firms make to analyse, identify and control different kinds of stresses that executives face. Counselling is another dynamic tactic adopted by many firms to handle stress.

According to Panchanathan (1998), counselling personnel in issues pertaining to career growth helps them become clear about the work they need to do; it assists in recognising their strengths and drawbacks by which they can handle stress easily. Spreading of details to workers on how to handle stressors in the firm and outside the firm offers constructive help to workers handling stress. Providing counselling services to the employees through the APS provision of an organization is one of the ways to get a ride from stress.

Agarwal (1984) indicated that one of the most suitable easy to beat stress is ensuring a balance amongst the personnel and his work setting. This similarity can be achieved by correlating the employee to the work attributes for higher intrinsic drive, superior performance, higher work contentment, less number of leaves and reduced turnover ratio. The association amongst approach and avoidance methods of handling stress and the mental well-being of 300 LIC employees was analysed by Srivastava and Krishna (1997). The study revealed that workers who chiefly used the avoidance tactic of dealing with stress showed more acute signs of neuroticism and worry in contrast to the employees who commonly employed coping tactics.

The stress level of managers in contrast to supervisors was proven by Grover and Sen (1994).

Results that reiterated the same were proved by Pattnayak (1993). Pattnayak, Panda and Mohapatra (1999) proved that non-executives employed in a big public sector enterprise were more stressed compared to the executives employed in the same enterprise.

Murphy (1988) has suggested three different forms of stress management techniques viz. Stress management program through its organization designs training courses to improve coping skills and also provide training in technique like meditation, muscle relaxation etc. There is direct relationship between performance and job stress. Pressure of higher productivity, quality of work, deadlines etc. brings high stress amongst the Executives.

In the article 'Burnout' published in Indian Journal of Occupational and Medicine 2006, Kulkarni(2006) suggests that rapid change of the modern working life is associated with increasing demands of learning new skills, need to adopt to new types of work , pressure of higher productivity and quality of work, time pressure and hectic jobs thus elevating the stress.

A similar view is noted in the study on Executive stress by Malhotra (1996).He has reported that unreasonable performance pressure and demanding life styles of executives often cause health problems. The author has analyzed the impact of techniques such as meditation, yoga, aerobics etc. for a stress free culture.

Babak et al,(2010) says "With excessive pressures, the job demands cannot be met, relaxation turns to exhaustion and a sense of satisfaction replaces with the feelings of stress, motivation sheds away and the workers start losing interest in the work and hence performance chart shows a negative trend."

Upadhyay and Singh (1999)noted that the executives experienced more stress than teachers did. He also concluded that the factors like role overload, intrinsic impoverishment and status also contrasted in these cases.

Stress management is about being able to manage one's own stress at an individual or organizational level. A study involving stress management focused on Indian I. T. scenario suggests planning an effective time management surely helps through the stress. (R.Dhanpal, V.Ranjithkumar)

Hypothesis

H0: Coping strategy does not impact on performance of Executives in both the sectors.

RESEARCH METHODOLOGY

A. PRIMARY DATA

The primary data is collected through questionnaire (Job stress scale was borrowed from ‘Releasing your potential’ Multi –Dimensional Perfectionism Scale , Performance Rating Scale of Dr.D.M.Pestonjee, Perceived Stress Scale, Coping Strategies Scale) method and interviews. Data has been collected through the questionnaire method by distributing and collecting data from executives of manufacturing and service sector in Thane district.

Level Of Stress :

(Scoring 16+ Low stress, 10-15 Moderate, Less than 10 High stress) this tool has Cronbach Alpha Value of .615. The scale has content validity and it has 20 statements. Perceived Stress Scale – Sheldon Cohen who had been given how to figure out PSS score: 0-13 =low stress , from 14-26 =moderate stress, from 27-40 =high perceived stress. (Cronbach Alpha Value .731) It has 10 statements.

Job Performance :

This five- point Likert scale has been developed by Dr.D.M.Pestonjee which has Cronbach Alpha Value of .710. The scale has content validity and it has 14 statements.

Coping Strategies :

It had a total of eleven statements and the executives were

asked to fill up the same. The researcher intended to find out which technique would be more useful among Yoga, Zen mediation, or natural therapy [such as panchakarma]. that can help the executives cope up with their stress levels. This tool has Cronbach Alpha Value of .802

B. SECONDARY DATA

It is collected through Research papers available on Internet and other relevant articles and papers published in various business magazines like Journal of General Management, Management Today, International Journal for Human Resource Management Harvard Business Review, Journal for Industrial psychology, Human Resource Management Journal, Journal of Business Excellence, Management Review etc.

SAMPLE

The industries were selected on random basis in Thane district. Industries taken for the analysis were from Chemical, Pharmaceutical and power station industry. And from service sector the samples were taken from Bank sector, I.T sector and Hotel Industries.

SAMPLE SIZE:

The sample size of 500 respondents from the said sectors were taken for the analysis. equal number of females and males were chosen i.e. 125 females & 125 males were selected from manufacturing units and 125 males and 125 females were selected from Service sector.

Multiple regression analysis stepwise method was applied to test the hypothesis relationship between independent variable (Personal Strategies, Organizational coping strategies) & dependent variables (Performance)

Table -1 SAMPLE UNIT

		Manufacturing			Service Sector		
	No	Name of Co.	No. Of Respondents		No	No. of Company	No. Of Respondents
Chemical	1	BSF (I) LTD	17	I.T	1	Reliance I.T.	23
	2	SHRADHA INDUS.	20		2	Tata Consult.	30
	3	PRATAP ORGANIC PVT.LTD	16	Bank	3	Capegemini	30
	4	LUBRIZOL	18		1	Dena	20
	5	S.I. GROUP	16		2	SBI	13
Power station		Tarapur Atomic Power stat.	80		3	HDFC	13
Pharma	1	Gelnova Lab.	29	Hotel	4	ICICI	13
		Zydus	24		5,6	Vijaya& Axis	25
		Glenmark	30		1	Tunga	35
				2	Navratna	3	
				3	Rajdhani	5	
				4	Amol	10	
				5	Solitaire	13	
				6	Yogi Executive	10	

LIMITATIONS AND SCOPE OF THE STUDY

The study is limited to Thane district only as researcher has considered Thane district for the said study. So conclusion drawn cannot be generalized and scope of the

study is vast as such kind of studies can be replicated considering growth in the said sector, which contribute largely in the development of the economy.

Analysis:

Coping strategy impact on performance of executive in both sectors.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.658 ^a	.433	.424	.44688
a. Predictors: (Constant), Organisation coping strategy, Personal coping strategy				
b. Sector = Manufacturing				

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	18.640	2	9.320	46.671	.000 ^a
	Residual	24.364	122	.200		
	Total	43.004	124			
a. Predictors: (Constant), Organisation coping strategy, Personal coping strategy						
b. Sector = Manufacturing						
c. Dependent Variable : Performance						

The coefficient of determination was (R square =0.433) which explains that variables accounted 41.3% of variance. The relation is positive and significant at

(p<0.001). Thus, the two factors significantly account for 43.2% performance of executives in the Manufacturing sector.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	.943	.278		3.399	.001
	Personal coping strategy	.333	.037	.621	9.105	.000
	Organisation coping strategy	.278	.083	.228	3.346	.001
a. Sector = Manufacturing						
b. Dependent Variable: Performance						

The result shows that Personal coping strategy (= 0.621, t=9.105, p=0.000), Organisation coping strategy

(= .228; t = 3.346, p = 0.000), have positive impact on performance of executives in manufacturing sector.

**Hence as per finding Null hypothesis rejected and alternate hypothesis accepted
Sector = Service**

Model summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.620 ^a	.384	.375	.55222		
a. Predictors: (Constant), Organisation coping strategy, Personal coping strategy						
b. Sector = Service						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.943	2	12.471	40.897	.000 ^a
	Residual	39.948	131	.305		
	Total	64.891	133			
a. Predictors: (Constant), Organisation coping strategy, Personal coping strategy						
b. Sector = Service						
c. Dependent Variable: Performance						

The coefficient of determination was (R square =0.384) which explains that variables accounted 38.4.3% of variance. The relation is positive and significant at

(p<0.001). Thus, the two factors significantly account for 43.2% performance of executives in the service sector

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.455	.322		1.415	.159
	Personal coping strategy	.294	.044	.474	6.670	.000
	Organisation coping strategy	.425	.102	.294	4.145	.000
a. Sector = Service b. Dependent Variable: Performance						

The result shows that Personal coping strategy (=0.474, t = 6.670, p = 0.000), Organisation coping strategy (= 0.294; t = 4.145, p = 0.000), have positive impact on performance of executives in service sector.

$$Y = a + b_1x_1 + b_2x_2$$

Hence as per finding Null hypothesis rejected and alternate hypothesis accepted.

Result:

During the study it found that Manufacturing as well as Service sector are exhibiting clear sign of job related stress.

From the following table -2we can see the major causes of job stress of both the sectors.

Table-2 Major causes of Stress

No.	Major causes of Stress	Manufacturing %	Service %
1.	Inadequate staff	55.2	51.6
2.	Heavy Workload	58.4	55.2
3.	Poor working condition	56.8	49.2
4.	Mismatch between a bilities of respondents & demand of work	58.8	49.6
5.	Improper Training	56.4	50.4

- Inadequate staff, heavy workload, Mismatch between ability & work demand, Inadequate training and unfavorable working condition were seen the major causes of job stress in both the sectors. Percentage wise has been showed in the table-2
- Result also shows that Coping strategy is positively impacted on performance of executive in both sectors.

Conclusion:

It is evident from the study that Performance of employees (Manufacturing as well as Service sector) is influenced by job stress. If employee is highly stressed then there is a negative outcome, which reflects in the performance. Executives of both the sectors are cautious regarding to their health care because overall their personal coping strategy is too good comparatively to their organizational coping strategies so organization should develop strategies for the development of their human resources. It is need to provide guidelines for designing better personnel policies and mitigate the health hazard anticipated by the stressful lives of the executives.

Suggestions:

- For enhancing performance organization should periodically review whether there is need of any stress management for executive or not. Apart from that frequent ESLS (Employee Stress Level Survey) can be carried out.
- While assessing the stressor in the work environment, it is necessary to understand the 'stress- health' dynamics. Organization should implements various stress intervention program for their employees with respect to work environment.
- Anxiety, depression and stress can make us feel tired. It is advisable to take vitamins, mineral supplements to deal but it's long term use can harm to the body, so try alternative medicines like Ayurveda, homeopathy.
- Organization should maintain an appropriate level of stress by providing optimal environment and should do good job in areas like work design, performance planning and role analysis.

Scope for Further Research

- ❖ Area of present study can be increased from district to state level.
- ❖ Research can be conducted in other sectors also.

REFERENCES:

1. Agarwal, N.M., 1984. Application of job characteristics in management of organizational stress. Unpublished manuscript. IIM, Ahmedabad.
2. BabakMemood ,SabirHussain&NiazMuhmmad (2010) – The relationship between stress and work performance in an industrial Environment of Faisalabad district Pakistan Journal of life & Social Science ,8(1) pp 68-72
3. Briner R. Stress management : Effectiveness of interventions, IRS Employment Review, No.717 December, Employee Health Bulletin (2000), 18, pp 12-17
4. Dhanpal R, et al(2011). HRM- Stress Management on Indian IT scenario Vol. IWCE, July 6-8 London UK.
5. Kulkarni p. v.(2013) "Work life balance: A myth" Journal of Commerce and Management Thoughts Vol.4 No.3.
6. Kumar, S.C., & Murthy, S. 1998. Stressors, strain and coping strategies among women managers. In D.M Pestonjee, U. Pareek& R. Agarwal (Eds.) Studies in stress and its management. (pp. 73-80) New Delhi: Oxford and IBH Publishing Co.
7. Luthar H.K. "Learning the Tao of meditation training work force," HR real impact supplementary, Feb 1999, pp 10-11
8. Messmer, M "Avoiding Stress & Burnout" Strategic finance, Vol.83(7), Jan.2000, pp 15-16
9. Panchanathan, N. 1998. Effects of stress reduction on the creative personality of the executives through counseling. Sankalpa. Vol. 6(1): 8-15.
10. Parvaiz Talib&Moshin Aziz The ICFAI Journal of Organizational behaviour (2008) Jan.pp101-103
11. Pattanayak, B. 1993. Role stress in special groups. In D.M Pestonjee (Ed.) Stress and Coping: The Indian Experience (2nd Ed.) New Delhi: Sage Publications.

12. Pattnayak, B., Panda, K.P., & Mohapatra, K.J. 1999. Job stress and organizational commitment. In D.M Pestonjee, U. Pareek & R. Agarwal (Eds.) Studies in stress and its management (pp. 61-71). New Delhi: Oxford and IBH Publishing Co.
13. Petrovsky A.V. Yoroshavsky M.G., A Concise psychological Dictionary , Edited by, progress publishers, Moscow, 1987, pp 303)
14. Pestonjee, D.M. 1999. Stress and coping: The Indian experience. 2nd ed. New Delhi: Sage Publications.
15. Srivastava and Krishna Coping styles or strategies., In D.M Pestonjee (Ed.), Stress and Coping: The Indian Experience, 2nd ed., pp-216-229). New Delhi: Sage Publications, 1997.
16. Upadhyay and Singh (1999) "Occupational stress: comparative study on Teachers and Executives"
17. <http://www.cdc.gov/niosh/topics/stress>
18. <http://www.workhealth.org> <http://www.hazards.org/getalife>
19. <http://www.stress.org.uk>
20. <http://www.workstress.net/costs.htm>
21. <http://www.pef.org>
22. <http://ezinearticles.com?International-Journal-of-stress-Management&lid=505556>
23. <http://www.nlm.nih.gov/medlineplus/stress.html>
24. http://www.helpguide.org/mental/work_stress_management.htm
25. <http://www.worklifebalance.com/stressManagement.html>
26. The Economic Times "Are you losing it?" Corporate Dossiers, April 6-12 (2001)



A Study of Factors related to Placement in Affecting the Perception of Undergraduate Students towards Selection of Post Graduate Management Courses under Mumbai University

Dr. Anjali Kalse

Director, BVIMSR

Dr. Purvi Pujari

Associate Professor, BVIMSR

ABSTRACT : *The academia today is struggling on one side to keep up with increased requirements of an ever-evolving global industry on one side and on the other side; it has to be on its toes to keep up with the ever-increasing expectations of the new generation students. The students today expect from the University to provide them with courses with a global curriculum, pertaining to the needs of the industry. Their selection choices differ as per their perceptions about the priority of the parameters and views of their immediate family, friends and acquaintances. From the institutional point-of-view, understanding and analyzing the students' perception regarding the Post-Graduate Courses becomes very important as it has repercussions on viability, economic feasibility and popularity of the course. These factors create a need for such a study which can bring to the front the important factors which have a major role in shaping students' perceptions regarding Post-Graduate courses in Mumbai University. This research paper was written as a part of Minor Research Project grant by Mumbai University. It attempts to understand the factors related to placement in affecting the perception of undergraduate students towards selection of post graduate management courses under Mumbai University.*

Keywords: Placement, Undergraduate Students, Mumbai University, Selection of Post Graduate Management Courses

I. Introduction

The volatile environment around any economy creates a pressure on various sectors. This creates a need for every industry to understand the factors which have an impact on the demand for its products from its consumers. Education industry is no exception. With an increase in numbers of institutes providing management, the race to attract more and more number of students is getting tougher. The number of students looking for admission to a particular course constitutes the demand for any University. With the increased financial stake and employability relevance, demand for any Post-Graduate course becomes more significant. Demand for any Post-graduate Course depends on many factors like its relevance to the industry, job prospects in the field, financial requirement of that course, its employability relevance etc. For any University to regularly look into the factors which create or shape the demand for its offered courses, is an unavoidable exercise. There is a need for the Indian higher education to keep pace with the global education. With the increasing competition from the national as well as international universities, a

review of the demand determining patterns becomes more crucial. Out of the various demand impacting factors, placement is attaining more and more significance for a post graduate course. The shrinking job market also adds to the pressure. This paper has made a sincere attempt to identify the various factors related to placement which impact the demand.

2. Literature Review

Education is something which is seen as a passport to better life by most of the students as well as their parents. With the amount of financial input which goes into the decision, the stakes go high. The involvement of all the related parties is very high and resembles the customer buying behavior. All the stakeholders must understand the factors impacting such kind of decisions of students and parents as customers. Customers' vouch for Branded Institution because they benefit from improved curriculum, pedagogy, technology and faculty quality (Lee and Tai, 2008). Berman and Evans (2001) point out that it is important for organizations to get an idea of the purchasing patterns of consumers in terms of when and how they purchase. This will enable higher education

institutions to ensure that they have the necessary facilities, processes, resources and services in place to ensure a convenient purchasing process for their students. According to Schiffman and Kanuk (2004), consumers try to lessen dissonance by rationalising their decisions as being wise, returning the purchase (cancelling a course) or turning to satisfied owners (alumni) to be reassured, seeking information to support their choice (organization's brochures, open days or advertisements) and avoiding information of competitive brands (ignoring brochures, open days or advertisements of other higher education institutions). Quality of an institution of higher education is determined by its outputs – efficient use of resources, producing uniquely educated, highly satisfied and employable graduates, for example. This view is popularly termed the value added (Astin, 1991) approach to determining quality in higher education. This approach stresses agreeing upon, teaching, and measuring a set of student competencies that should be gained through a baccalaureate education (Bennett, 2001). Increased competition and consumer choice are the biggest catalysts to adopting the customer orientation in higher education. Academic leaders especially should consider the context of quality and assessment as more than an account of things, past or present, but as a guide to planning, leading, and ultimately assessing future calls for reform (Jagdish, 2001).

Johnson, Thomas and Peck (2010) called the shift from traditional MBA programs to specialized programs a trend, saying these specialized programs are tailored to fit the individual student's needs rather than a one-size-fits-all. Heslop and Nadeau (2010) then looked at the factors most often cited as critical for applicants in selecting a particular school in which to study. They found that reputation, quality (of both the faculty and the university as a whole), location convenience, personal fit of program style or goals, scheduling and programmatic flexibility (as well as ease of navigation), cost, and the ability to gain entry into the program were most important (Heslop & Nadeau, 2010). In discussing reputation as a critical factor, it was noted that applicants who were confused or overwhelmed by into the program were most important (Heslop & Nadeau, 2010).

3. Research Methodology

3.1 Research Design-

The design of the proposed study is a survey of the Undergraduate students regarding their perception about the infrastructure, teaching and placement in the Institutions. The present research work is based on a diagnostic research design, because we believed that this is the major problem faced by many institutions across Mumbai and we will try to point out to the solution

➤ **Objectives of the Study**

1. To understand the importance of Placement towards Selection of Post Graduate Management Courses under Mumbai University
2. To understand the importance of Placement Package towards Selection of Post Graduate Management Courses under Mumbai University.

➤ **Hypothesis**

1. H10= Placement Package is of equal importance to male candidates as well as female candidates.
H11= Placement Package is more important to male candidates as compared to female candidates.
2. H20= Placement Package is of equal importance to students as compared to Location of the Placement.
H21= Placement Package is more important to students as compared to Location of the Placement.
3. H31= Placement Package is more important to students as compared to Brand Image of the Placement Company
H30= Placement Package is more important to students as compared to Brand Image of the Placement Company.

3.2. Sources of Data

Universe and Sample -The universe of the study is the Graduate students and Institutes in Mumbai Region. The study sample has been selected by using random sampling technique for collecting the information from the students from various graduation backgrounds regarding the factors that contribute to their selection.

3.3 Method and Tool of Data Collection

Both secondary and primary data as given below has been collected and was used in the study to arrive at the conclusion. Primary Data has been collected from the Graduate students in Mumbai Regions, by using survey method and by conducting interview with the students with the help of a structured questionnaire.

➤ Data Analysis -

The data analysis was done by using SPSS Version-23 which is available in the Institute. The analysis involved ANOVA, t-test and correlation between various dimensions etc.

In order to identify the sources of information influencing the students' selection of an MBA program the following criteria was established and identified perception was assessed on following parameters:

DATAANALYSIS

The data collected through questionnaire brought to light many parameters on which students' fraternity gives lots of importance. In this chapter, we have studied each hypothesis and understanding the students' view about the concerned issue.

1. Gender

The first distribution parameter of students has been taken as Gender, i.e., Male and Female. We can see that Female respondents are more than the males. The main reason behind this is basically more number of female students in the education system. There can be one more reason that female respondents are more sincere in filling up of forms.

Table 1. Distribution of Students for Gender

Gender	Number of students	Percent
Male	38	38.8
Female	60	61.2
Total	98	100.0

2. Educational Background:

The second classification parameter has been taken as Educational Background. A serious attempt has been made by the researchers to collect information from the students coming from diverse backgrounds.

Table 2. Distribution of Students for Educational Background

Educational Background	Number of students	Percent
BBA	41	41.8
BCA	1	1.0
BSc	11	11.2
BCom	22	22.4
BA	2	2.0
BE	13	13.3
Others	8	8.2
Total	98	100.0

Testing of Hypotheses

1. H_{10} = Placement Package is of equal importance to male candidates as well as female candidates

H_{11} = Placement Package is more important to male candidates as compared to female candidates. The first hypothesis was about the relation between Placement Package and the gender of the students. The null hypothesis was taken as Placement Package is equally important to male candidates (mean=4.37) as well as female candidates (mean=4.25). This was to underline the Gender differentiation, if any, regarding Placement Package from the respondents. Placement Package is of high importance to the students in general. This study attempts to investigate further and tries to sort out male and female students preferences for the management institutes as per their importance to the placement package.

To test this hypothesis t-test was applied to test the mean significance of difference between mean importance given by male and female students.

Question		Mean	N	Std. Deviation
Pair 1	Placement Package	4.30	98	1.096
	Location of the Placement	3.80	98	1.210

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Placement Package & Location of the Placement	98	.676	.000

Independent Samples Test

Question	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
	How important is Placement Package for your selection of the Institute?	.519	96

The test shows that the P-value (Sig.)= .605 is higher than .05 meaning that there is no difference in the importance given to placement package on the basis of Gender. Both male and female candidates prefer institutes with high Placement package and hence, this parameter is of equal importance to both the genders.

This clearly shows that we can accept our null hypothesis and accept the hypothesis that Placement Package is of equal importance to male candidates as well as female candidates.

- Our third hypothesis deals with the parameters concerning Placement. It tries to study the relative importance of Placement Package with

respect to Location of the Placement. Our first hypothesis states that students have more preference to Placement Package in comparison to Location of the Placement. Our third hypothesis is as follows.

H₂₀= Placement Package is of equal importance to students as compared to Location of the Placement

H₂₁= Placement Package is more important to students as compared to Location of the Placement

T-Test - How important are the following Placement parameters of the Institute for your selection?

		Mean	N	Std. Deviation
Pair 1	Placement Package	4.30	98	1.096
	Brand Image of the Company	4.17	98	1.094

Paired Samples Test

		t	df	Sig. (2 tailed)
Pair 1	Placement Package- Brand Image of the Company	2.318	97	.023

Students give more importance to Placement package (Mean=4.30) than to Location of Placement (mean=3.80), $P=0.000$ i.e. <0.001 . The result of the t-test and paired samples test confirm our alternate hypothesis that Placement Package is more important to students as compared to Location of the Placement. Hence, we can reject our null hypothesis stating that the Placement Package is of equal importance to students as compared to Location of the Placement.

3. The next hypothesis deals with the preference between Placement package and Brand Image. The null and alternate hypothesis are as follows:
 H_{0} = Placement Package is of equal importance to students as compared to Brand Image of the Placement Company.
 H_{1} = Placement Package is more important to students as compared to Brand Image of the Placement Company.
 How important are the following Placement parameters of the Institute for your selection? –

T-Test

	Mean	N	Std. Deviation
Placement Package	4.30	98	1.096
Brand Image of the Company	4.17	98	1.094

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Placement Package - Brand Image of the Company	2.318	97	.023

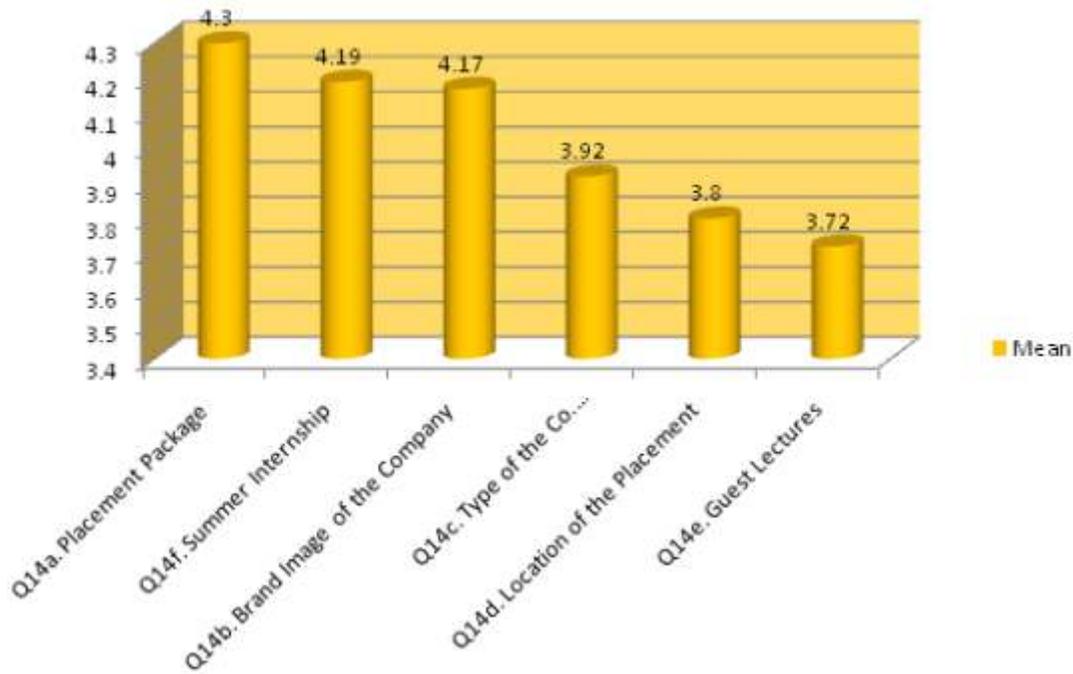
Students give more importance to Placement Package (Mean=4.30) than to Brand Image of the Company (mean=4.17), $P=0.023$. The results of the above test clearly signify that students give higher preference to the Placement Package as compared to the Brand Image of the Placement Company. This clearly mean that we can reject the null hypothesis that Placement Package is of equal importance to

students as compared to Brand Image of the Placement Company and accept the alternate hypothesis that Placement Package is more important to students as compared to Brand Image of the Placement Company. alternate hypothesis that Placement Package is more important to students as compared to Brand Image of the Placement Company.

Descriptive Statistics

	N	Mean	Std. Deviation
Placement Package	98	4.30	1.096
Summer Internship	98	4.19	1.128
Brand Image of the Company	98	4.17	1.094
Type of the Co. (Pvt/MNC/GOvt./ Start-ups)	98	3.92	1.190
Location of the Placement	98	3.80	1.210
Guest Lectures	98	3.72	1.199

Graph 2. Importance given to Placement Parameters



This question deals with the Placement parameters as per preference given by the Students while selecting their post-graduate management Institute. The highest preference has been given to the Placement package. This option was clearly the first choice of the students as expected. With the rising cost of higher education in the country, the students as well as parents view Placement package as their return on the investment. The fees which the graduate students are expected to pay while taking admission in the post-graduate course have increased exponentially over the last few years. This is the very basic reason for this parameter being at the first rank. Second preference parameter is Summer Internship. Summer Internship is usually the Graduate students' first exposure to the Industry. This underlines the importance of this factor in the overall ranking. The two months of Internship which is usually done in the month of May and June are a compulsory part of the curriculum, as per Mumbai University. This internship provides an excellent opportunity for the students to give much needed learning and experience in the corporate.

The third parameter as per preference is Brand Image of the company. This is basically the market reputation and goodwill of the company which come for the Placement. The students now a days are very particular about the Brand Image i.e the market standing of the placement company. Companies which are well-known and have been respected for their being a front runner amongst the competitors are preferred by the students. Hence, they give preference to the management institutes which get such reputed companies with good brand image for the placement. Type of the Company (Pvt/MNC/Govt./Start-ups) is the fourth parameter as per the preference of the students. The new generation gives lots of weightage to the type of the company for the placement purpose. Students have clear preference for companies depending on whether they are from Private sector, Multi-nationals, Government or Start-ups. All of these categories have their separate features. The graduate students seem to have very clear preference in this matter.

The Location of the Placement is the fifth parameter as per students' preferences. Location preference can differ because of transport

availability and requirement, proximity to the hometown and also, proximity to other amenities. Location may have an impact on the choice of the Institute by the students as this being the final placement has a long term implication. The students everyday commute and time factor punctuality might get affected, if they don't give preference to this parameter.

Guest lectures, provided by the institute, get the sixth ranking. This is also an important parameter, though not as important as Placement package or location. These Guest lectures are usually taken by the experts from the industry as well as the alumni. These guest lectures provide an excellent opportunity to the students to get an insight from the corporate world.

FINDINGS

This research has been a very learning experience. This provided clarity on the parameters which are important to the Graduate students while making a selection of their post graduate institute.

The above data analysis brings the researchers to the following findings:

1. Placement Package is of equal importance to male candidates as well as female candidates.
2. Placement Package is more important to students as compared to Location of the Placement.
3. The highest preference has been given to the Placement package amongst all Placement Parameters.

CONCLUSION

Higher education in general, and professional education in particular, plays a vital role in the economic and social development of a country. The Indian youths are now looking for education that would be of quality and immediate utility. This study brought to the light the most important parameters which shape the perception of Graduate students while selecting their Post Graduate Management Institute. This

research has been a very learning experience. This provided clarity on the parameters which are important to the Graduate students while making a selection of their post graduate institute. The above data analysis brings the researchers to the following findings: Placement Package is of equal importance to male candidates as well as female candidates..Computer lab Infrastructure is of equal important to students with technical background as well as Arts and Commerce Students.Placement Package is more important to students as compared to Location of the Placement.The interventions suggested by the study can be implemented by the University at a large scale to enhance the perceptions of the students about the courses offered by the University.

BIBLIOGRAPHY

1. Astin, A.W., Keup, J.R. and Lindholm, J.A. (1991,2002), A Decade of Changes in Undergraduate Education: A National Study of System Transformation, The Review of Higher Education, Vol. 25, No. 2, pp. 141-62.
2. Bennett, D.C. (2001), Assessing Quality in Higher Education, Liberal Education, Vol.87No.2
3. Chandra, S. &Patkar, V. (2007), 'ICTS: A catalyst for enriching the learning process and library services in India', The International Information & Library Review 39(1), 1-11
4. Chapman, R. G. (1979). Pricing policy and the college choice process. Research in Higher Education. 10(1), 35-57.
5. Chapman, R. G. (1984) . Toward a -theory of college choice; A model of college search and choice behavior. Edmonton: University of Alberta.
6. Chapman, R. G., & Jackson, R. (1987). College choices of academically able students: The influence of no-need financial aid and other factors (Research Monograph No. 10). New York: College Entrance Examination Board.

7. Eldon L. Wegner, William H. Sewell," Selection and Context as Factors Affecting the Probability of Graduation from College", American Journal of Sociology, Volume 75, Issue 4, Part 2: Status and Achievement in the U.S.: 1969 (Jan., 1970), 665-679.
8. Emad M. Wajeeh& Ted Micceri (1997)," Factors Influencing Students' College Choice at Traditional and Metropolitan Universities", in proceeding of 37th Annual Forum of the Association for Institutional Research Orlando, Held on May 18-21, 1997, Florida
9. Evans, J.R. & B. Berman (2001). Marketing; Chinese Edition, Prentice-Hall, 700pages
10. Jagdeesh R, (2001), Assuring Quality in Management Education: Indian Context, Quality Assurance in India, Vol. 9. IMRB International BSchool Ranking, 2007, Indian Management, The Journal of The All India Management Association, Vol 46 Issue 9.
11. Joseph SiaKee Ming (2010)," Institutional Factors Influencing Students' College Choice Decision in Malaysia: A Conceptual Framework:, International Journal of Business and Social Science, Vol. 1 No. 3; December 2010,pp.53-58
12. Lee, J-W. and Tai, S.W. (2008) 'Critical factors affecting customer satisfaction and higher education in Kazakhstan', Int. J. Management in Education, Vol. 2, No. 1, pp.46-59.
13. Litten, L. H., Sullivan, D., & Brodigan, D. L. (1983). Applying market research in college admissions. New York: College Entrance Examination Board.
14. Schiffman, L.G. and L.L. Kanuk. 2004. Consumer behaviour (8th edition). Upper Saddle River, NJ:Prentice Hall Z



Motivational Factors Requirements and Managerial Behaviour Achievement: A Study On The Employees Of Aligarh Muslim University

Rifa Nadeem

Master of Business Administration, Faculty of Management Studies and Research,
Aligarh Muslim University, Aligarh, India.
Email-Rifanadeem129@gmail.com

Prof. Ayesha Farooq

Professor at Faculty of Management Studies and Research,
Aligarh Muslim University, Aligarh, India.

ABSTRACT:

Purpose - The study is an attempt to study the dimensions of Motivation and Managerial Behaviour Achievement among the employees of Aligarh Muslim University, and also to understand their relationship with other demographic variables such as work experience, gender. The relationship of motivational factors and Managerial Behaviour Achievement are also analysed.

Design/Methodology/Approach - This study aims to explore the relationship between Motivational factors and managerial behaviour achievement. It is an attempt to study the dimensions of motivation and its effect on achievement among the employees, working as teaching and non-teaching staff at Aligarh Muslim University, also how motivational factors gives achievement feeling to employees. A questionnaire was developed and responses were collected from the teaching and non-teaching staff of Aligarh Muslim University, having different year of work experiences. Statistical tools such as t-test, ANOVA and correlation were applied to achieve the objectives.

Findings - The results obtained indicated that there is significantly positive correlation between extrinsic and intrinsic factors and extrinsic and Achievement approach. The study found that employee's motivation as well as their achievement is not affected by the gender except that in Intrinsic Motivational Factors. The feeling of Achievement approach rises if it is backed-up by fulfilled extrinsic motivational requirements. Providing the intrinsic motivation will reduce the fear of failure. More in-depth studies will unveil more knowledge on these aspects and others.

Research limitations/implications - The results indicated that the Motivation may be an important component in Employee Achievement. By changing the motivational factors (intrinsic and extrinsic factors) one can see the change the achievement feeling among the employees.

Key Words: Motivational Factors, Intrinsic Factors, Extrinsic Factors, Managerial Behaviour- Achievement, Achievement Approach and Achievement Avoidance.

Article Type – Research Paper

1. INTRODUCTION-MOTIVATIONAL FACTORS AND ACHIEVEMENT

1.1. Definition Motivation-

The word “motivation” is driven from a Latin word “movere”. “Movere” means to move. It creates a reflection of something going up, keeping us working and helping us to achieve our goals. (Korth, 2007).

Jeffrey S. Nevid, a professor of psychology, defined “motivation” as “The term motivation refers to factors that activate, direct, and sustain goal directed behaviour. Motives are the ‘whys’

of behaviour. The needs and wants that drive behaviour and explain what we do. We don't actually observe motives rather we infer that one exists based on the behaviour we observe.” (Nevid, 2013)

The definition of “motivation” is broad, and there are many ways to define the term depending on different perspectives. The finest definition it expresses is something that motivates (Merriam-Webster Dictionary 1873). It is an act or a process that gives a person a reason to do something in a particular way, or an

explanation for the repeated behaviours, needs, and desires (Elliot2001). In brief, it describes why a person does something.

In an organizational aspect the motivation is defined as the sum of processes which influence the arousal, direction and maintenance of behaviours that are relevant to work settings. Employee motivation at work is considered to be an essential drive as it generates effort and action towards work-related activities, For example, employee's willingness to spend energy to achieve a common goal or reward. When an employee is motivated, he or she shows enthusiasm and eagerness towards the work and a strong determination to implement and accomplish the work tasks.

1.2. Herzberg's Motivation Theory model

It is also known as Two Factor Theory, Herzberg's Motivation-Hygiene Theory, and Dual Structure Theory. The Two Factor Theory suggests that there are two factors that an organization can adjust to influence motivation in the workplace.

The two factors are as follows-

➤ **Motivators:**

The factors which can encourage employees to work harder. Motivators are found within the actual job itself.

➤ **Hygiene factors:**

They won't encourage employees to work harder but they will cause them to become unmotivated if they are not present. These factors are not present in the actual job itself but surround the job.

In the year 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to F Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to F Herzberg, the opposite of "Satisfaction" is "No satisfaction" and opposite of "Dissatisfaction" is "No Dissatisfaction".

1.3. Motivating factors include:

- **Achievement:** A job must give an employee a sense of achievement. This provides a proud feeling of having done something difficult but worthwhile.
- **Recognition:** A job must provide an employee and recognition of their successes with praise. The recognition should come from both their superiors and their peers.
- **The work itself:** The job itself must be interesting, dynamic, varied, and provide enough of challenges to keep employees motivated.
- **Responsibility:** Employees should "own" their work. They themselves should be responsible for this completion and not feel as though they are being micromanaged.
- **Advancement:** On time promotion opportunities should exist for the employee.
- **Growth:** The job should give employees the opportunity to learn new skills. This can happen on the job or through more formal training.

1.4. Hygiene factors include:

- **Company policies:** These should be clear and fair to every employee. They must also be equivalent to the competitors.
- **Supervision:** Supervision must be fair and appropriate. The employee should be given reasonable autonomy.
- **Relationships:** There should be no tolerance for bullying or cliques. A friendly, amiable, and appropriate relationship should exist between colleagues, superiors, and subordinates.
- **Work conditions:** Equipment and the working environment should be safe, fit for purpose, and hygienic.
- **Salary:** The pay structure should be fair and reasonable. Salary should also be competitive with other organizations in the same industry line.
- **Status:** The organization should maintain the status of all employees within

the organization. Performing meaningful work provides a sense of status.

- Security: It is important that employees feel that their job is secure and they are not under the constant threat of being laid-off.

2. Managerial Behaviour Achievement

2.1. Definition

‘Achievement motivation’ is the need for success or attainment of excellence. Individuals have to satisfy their needs through different means, and are driven to succeed for different reasons both internal and external. Motivation is the basic drive for our all actions.’

Managerial Behaviour Achievement:

The feeling or need of achievement as the name itself suggests is the urge to achieve something in what you do. To become a recognized a lawyer you need to win cases, if you are a painter you need to paint a famous painting. It is the need of achievement that drives a person to work and even struggle for the objective that he wants to achieve. People who possess high achievement needs are those people who always work to excel by particularly avoiding low reward low risk situations and difficult to achieve high risk situations.

Such people avoid low risk situations because they lack the ability to face real challenge and their understanding that such achievement is not genuine. They also avoid risky situations because they perceive and understand it to be more about luck and chance and not about one’s own effort. The more achievements they make the higher their performance because of higher levels of motivation. Such people find innovative clever ways to achieve goals and consider their achievement a better reward than financial ones. Such people take very calculated decision and always appreciate feedback and usually works alone.

The individuals motivated by needs for achievement usually hold a strong desire of setting up difficult objectives and accomplishing them. Their preference is to work in result

oriented work environment and always appreciate any feedback on their work. Achievement based individuals take calculated risks to achieve their goals and may circumvent both high-risk and low-risk situations. They might also prefer working alone. This personality type believes in a hierarchical and structure derived primarily by work based achievements.

2.2 Types of Motivation-

I) Intrinsic

Individuals are commonly influenced by intrinsic motives, which is based on the desire to perform well and based on the incentives. Such intrinsic incentives include a sense of self satisfaction achieved by the exhilaration of having completed a challenge, by doing a good job, and a sense of mastery.

ii) Extrinsic

Extrinsic motives are quite common and come from outside the individual. It is very often seen that they are the result of a desire to meet society's standards rather than their own. Explicit motives are built around a person's self-image. Task completion is motivated by the individual's desire either to prove that he/she can do it, or to secure a favourable impression. Individuals influenced by extrinsic factors usually place emphasis on how others have perceived them.

Motivational Factors

<i>INTRINSIC FACTORS</i>	<i>EXTRINSIC FACTORS</i>
ADVANCEMENT	SECURITY
INTERESTING WORK	ADEQUATE EARNINGS
RESPECT AND RECOGNATION	FRINGE BENEFITS
ACHIEVEMENT	COMFORTABLE WORKING CONDITIONS
RESPONSIBILITY & INDEPENDENCE	SOUND COMPANY POLICY
EQUITABLE PAY	CONSIDERATE AND SYMPATHETIC SUPERVISOR
TECHNICALLY COMPETENT SUPERVISOR	RESTRICTED HOURS OF WORK

2.3. The McClelland Motivation Theory

The American psychologist, David McClelland researched the way in which people satisfy their needs. What motivates people and what motivators have learned, According to David McClelland, people have motivating drivers that are directly linked with the need regardless of age, gender, culture and race. As a result of the McClelland's Motivation Theory, David McClelland has identified need for achievement.

Need for achievement

Individuals need to achieve something in life. This may be a cruel beginning of an expansive family for a few and a well-paid work and a famous career for others. David Mcllelland studied what drives individuals to attain achievement. What spurs them and how they can make a commitment to society. Upon completing his think about, he gave recognition to four characteristics that are steady with the requirement for accomplishment endeavouring for a normal assignment complexity, obligation for claim execution and the requirement for input and the utilize of innovation/creativity.

2.4. Intrinsic Motivation and Achievement Goals-

Intrinsic motivation is defined as the enjoyment of interest in an activity for its own sake. Fundamentally viewed as an approach form of motivation, intrinsic motivation is identified as a really important component of achievement goal theory. Most achievement goals and intrinsic motivational theorists argue that the mastery goals are facilitative of intrinsic motivation and related mental processes and performance goals which creates negative effects. Mastery goals are said to push intrinsic motivation by encouraging the perceptions of challenge, , generating excitement, fostering task involvement and supporting self-determination while performance goals are the opposite. Performance goals are portrayed as undermining intrinsic motivation by instilling perceptions of threat, creating anxiety pressure and disrupting task involvement. (Elliot & Harackiewicz, 1996).

An alternative set of these predictions may be derived from the approach-avoidance framework. Both performance-approach and mastery goals are focused on achieving competence and foster intrinsic motivation. More specifically, in performance-approach or mastery orientations, individuals perceive the achievement setting as a challenge, and this likely will generate excitement, encourage cognitive functioning, increase concentration and task absorption, and direct the person towards success and mastery of information which facilitates intrinsic motivation. The performance-avoidance goal is entirely focused on avoiding incompetence, where individuals consider the achievement setting as a threat and seek to escape it (Elliot & Harackiewicz, 1996). This kind of orientation is likely to elicit anxiety and withdrawal of effort and cognitive resources while disrupting concentration and motivation.

3. LITERATURE REVIEW

3.1. Studies based on motivation

“Motivation is psychological forces that determine the direction of a person's behaviour in an organization, a person's level of effort and a individual's level of persistence.”(Jones & George, 2008).The concept of motivation could be broad however, there are three major components of motivation which are direction, intensity, and persistency.

A goal is something that an individual chooses consciously or unconsciously. There are factors that influence a person in selecting the goal, including both internal and external factors, and the final goal is the best one chosen among potential alternatives. The intensity is the level of determination or any effort put by an individual in the process of achieving the goal like how hard an individual has tried, and how much energy, time, money or any other mental, physical things have been used during the process to achieve the goal. Persistence is the ability of an individual to maintain the motivation through times even though obstacles may exist (Stephen P. Robbins, 2013).

3.2. Studies based on Achievement

Many motivational researchers share the view that achievement behaviour is an interaction between situational variables and individual subject's motivation to achieve. These two motives are directly involved in the prediction of behaviour, implicit and explicit. Implicit motives are spontaneous impulses to act, also called task performances and are aroused through incentives inherent to the task. Explicit motives are expressed through some deliberate choices and more often stimulated for extrinsic reasons. Individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to firmly stick to the norms of society. These two motives often work together to determine behaviour of the individual in direction and passion. (Brunstein & Maier, 2005)

3.3. The Hierarchical Model of Achievement Motivation

Achievement motivation has already been conceptualized in many different ways. In our understanding of achievement-relevant effects, behaviour and cognition has improved. Despite all concepts being similar in nature, many achievement motivation approaches have been developed separately and suggests that most achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchical model of achievement approach and avoidance achievement motivation by incorporating the two prominent theories: the achievement motive approach and the achievement goal approach. Achievement motives talk about the need for achievement and the fear of failure. These are more predominant motives which are responsible for directing our behaviour toward positive and negative outcomes. Achievement goals are viewed as more solid and cognitive representations pointing individuals toward a specific end. There are three types of these

achievement goals first one is a performance-approach goal second is a performance-avoidance goal, and third is a mastery goal. A performance-approach goal is focused on attaining competence relative to others whereas a performance-avoidance goal is focused on avoiding incompetence relative to others, and a mastery goal is focused on the development of competence itself and of task mastery.. Achievement motives are often seen as direct predictors of achievement-relevant circumstances. Thus, achievement motives are said to have an indirect and distal influence whereas achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes. (Elliot & McGregor, 1999).

Theorists have recently introduced an achievement goal approach to achievement motivation. These theorists have defined achievement goals as a reason for activities related to competence. Initially, these theorists followed in the footsteps of Lewin, McClelland, and Atkinson by including the distinction between approach and avoidance motivation into the structure of their assumptions. Three types of achievement goals were created, two of which are approach orientations and the third is avoidance type. One approach type was a task involvement goal focused on the development of competence and task mastery, and the other being a performance or ego involvement goal directed toward attaining favourable judgments of competence. The avoidance orientation involved an ego or performance goal aimed at avoiding unfavourable judgments of competence. These new theories received low level of attention at first and some theorists bypassed them with little regard. Motivational theorists shifted away and devised other conceptualizations such as Dweck's performance-learning goal dichotomy with approach and avoidance components or Nicholls' ego and task orientations, which he characterized as two forms of approach motivation (Elliot & Harackiewicz, 1996).

4. METHODOLOGY

4.1. Significance of the study

This study aims to explore the relationship between Motivational factors and Managerial Behaviour -Achievement. It is an attempt to study the dimensions of motivation and its effect on achievement among the employees, working as teaching and non-teaching staff at Aligarh Muslim University, also how motivational factors gives achievement feeling to employees.

4.2. Objectives of the study

This study is an attempt to explore the dimensions of motivation and achievement with respect to various demographic variables among the employees of Aligarh Muslim University. The following are the specific objectives of the study:

- To study the concepts of Motivation and Managerial Behaviour Achievement.
- To study the level of motivation required to attain Managerial Behaviour Achievement.
- To study the level of motivation and achievement between genders.
- To study the effect of intrinsic and extrinsic motivational factors on managerial behaviour achievement among A.M.U employees.
- To analyse the relationship between Motivational factors and Achievement behaviour.
- To study the level of motivation and achievement between teaching and non-teaching staff members.

4.3. RESEARCH HYPOTHESES:

- H01- There is no significant difference in the extrinsic factors vis-à-vis gender of the employees.
- H02- There is no significant difference in the intrinsic factors vis-à-vis gender of the employees.
- H03- There is no significant difference in the Achievement Approach vis-à-vis gender of the employees.

- H04- There is no significant difference in the Achievement Avoidance vis-à-vis gender of the employees.
- H05- There is no significant difference in the extrinsic factors vis-à-vis teaching and non-teaching staff employees
- H06- There is no significant difference in the intrinsic factors vis-à-vis teaching and non-teaching staff employees.
- H07 There is no significant difference in the Achievement Approach vis-à-vis teaching and non-teaching staff employees.
- H08-. There is no significant difference in the Achievement Avoidance vis-à-vis teaching and non-teaching staff employees.
- H09- There is no significant difference in the extrinsic factors vis-à-vis work experience of employees.
- H010-- There is no significant difference in the intrinsic factors vis-à-vis work experience of employees.
- H011-- There is no significant difference in the Achievement Approach vis-à-vis work experience of employees.
- H012-- There is no significant difference in the Achievement Avoidance vis-à-vis work experience of employees.
- H014- There is no significant connect between extrinsic and achievement approach.
- H015- There is no significant connect between extrinsic and achievement avoidance.
- H016- There is no significant connect between intrinsic and achievement approach.
- H017- There is no significant connect between intrinsic and achievement avoidance.
- H018- There is no significant connect between achievement approach and achievement avoidance.

4.4. DATA COLLECTION

Primary Data: Structured questionnaires of motivational factor and managerial behaviour-achievement. Scale given by Udai Pareek were

used for the collection of primary data,

Secondary Data: To get better insight of the topic, secondary data has been collected from text books, online sources, research papers, journals, etc.

Research Design- The research design is descriptive and quantitative in nature. It is based on questionnaire survey technique

Population-The population of interest was the employees of Aligarh Muslim University working as teaching and non-teaching staff.

Sample Size-A sample size of total 100 respondents was taken for this study. Aligarh Muslim University (Teaching and Non-Teaching Staff)

Sampling Technique - The sampling technique used was convenience sampling.

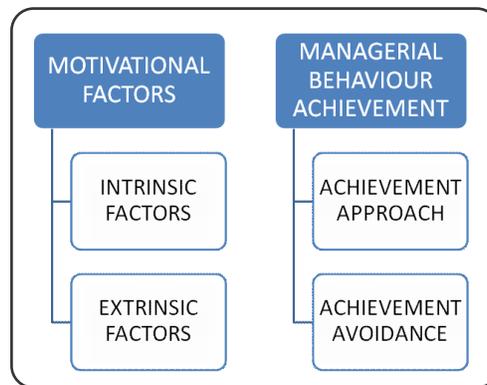
Statistical Tool used-

- ANOVA
 - Independent sample T-test
 - Correlation
- Sample for the study

Sample of the respondents is classified on the basis of the following dimensions:

1. **Employment status:** Sample is divided into two groups on the basis of nature of employment, i.e., teaching (N= 52) and non-teaching (N=47).
2. **Gender:** Total number of male respondents is 65 and females are 35
3. **Years of work experience:** Sample is divided into four groups on the basis of years of work experience.

RESEARCH MODEL



5 DATA ANALYSIS AND INTERPRETATION

5.1. Item Statistics

	Mean	Std.Deviation	N
Job security	.52	.822	100
Adequate salary	.70	.937	100
Fringe benefits	.79	.743	100
Opportunities for promotion	.70	.785	100
Comfortable conditions	1.08	.825	100
Interesting work	1.04	.984	100
Sound company policies and practices	1.08	.813	100
Respect and recognition	.93	.782	100
Responsibility and independence	.91	.740	100

Doing something worthwhile	1.13	1.125	100
Considerate and sympathetic supervisor	1.55	1.167	100
Technically competent supervisor	1.25	1.095	100
Restricted hours of work	1.67	1.264	100
Pay according to the ability and competence	1.00	1.092	100
I enjoy working on moderately difficult tasks	1.14	1.005	100
I strive to exceed performance/targets	1.12	.844	100
I search for new ways to overcome my difficulties	1.08	1.116	100
I want to know how well I have been doing and I use feedback to improve myself	.99	.904	100
I work effectively under pressure deadlines	1.63	1.152	100
I set easy goals and achieve them	1.95	1.274	100
I am afraid of making mistakes	1.82	1.201	100
I am more conscious of my limitations or weaknesses than of my strengths	1.91	1.045	100
I show low self confidence	2.98	1.025	100
I complain about difficulties and problems	2.09	1.240	100

5.2. Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.06	67.895	8.240	24

Motivational instrument was administered through Herzberg’s motivational factor scale and UdaiPareek’s Managerial Behaviour Achievement scale was administered to measure Managerial Behaviour Achievement among the respondents. The response format was scored as below:

- Strongly Disagree -1point
- Disagree -2 point
- Neither Agree Nor Disagree- 3point
- Agree -4 point
- Strongly Agree - 5point

5.3. T test (Analysis on the basis of Gender)

The scores of both Motivational Factors and Managerial Behaviour Achievement were recorded and analysed through SPSS.

	Gender	N	Mean	Standard. Deviation	T value	Sig (2 tailed)
Extrinsic score	Male	65	1.0637	.43230	.226	
	Female	35	1.0408	.56887	.208	.836
Intrinsic score	Male	65	1.1407	.58385	3.604	.000
	Female	35	.7224	.49115	3.796	
Achievement Approach score	Male	65	1.2246	.51540	.826	.411
	Female	35	1.1314	.57791	.798	
Achievement Avoidance score	Male	65	2.1785	.95008	.488	
	Female	35	2.0971	.34427	.619	.538

Interpretation: The above table shows the results of mean scores and T-test. It was found that that the male respondents obtained higher mean scores on the all four dimensions while the female respondents have lower mean scores. However, the results of T-test on **extrinsic score** gives **Sig.= .836** which is not significant, as it is greater than 0.05. Hence the null hypothesis **H0₁** is **NOT-REJECTED**.

The results of T-test on **intrinsic score** gives **Sig.= .000** which is significant, as it is lesser than

0.05. Hence the null hypothesis **H0₂** is **REJECTED**.

The results of T-test on **Achievement Approach** gives **Sig.= .411** which is significant, as it is greater than 0.05. Hence the null hypothesis **H0₃** is **NOT-REJECTED**.

The results of T-test on **Achievement Avoidance** gives **Sig.= .538** which is significant, as it is greater than 0.05. Hence the null hypothesis **H0₄** is **NOT-REJECTED**.

5.4. T Test (Analysis on the basis of employment status)

	Employment status	N	Mean	Std. Deviation	Tvalue	Sig(2tailed)
Extrinsic score	Teaching	52	.9808	.48344	-1.614	.110
	Non Teaching	48	1.1368	.47656	-1.615	
Intrinsic score	Teaching	52	.7830	.56331	-4.146	.000
	Non Teaching	48	1.2371	.52216	-4.162	
Achap score	Teaching	52	1.1269	.55169	-1.225	.224
	Non Teaching	48	1.2596	.52239	-1.228	
Achav score	Teaching	52	2.3654	.63211	3.054	.003
	Non Teaching	48	1.8979	.88157	3.004	

Interpretation: The above table shows the results of mean scores and T-test to assess the significant differences on the dimension of motivation and managerial behaviour achievement between teaching and non-teaching staff employees. It was found that that respondents belonging to Non-teaching staff obtained higher mean scores on the dimension of Extrinsic factors, Intrinsic factors and Achievement Approach while those belonging to Teaching staff have higher mean score on the dimension of Achievement Avoidance. However, the results of T-test on **extrinsic score** gives **Sig.= .110** which is not significant, as it is greater than 0.05. Hence the null hypothesis **H05 is NOT-REJECTED.**

The results of T-test on **intrinsic score** gives **Sig.= .000** which is significant, as it is lesser than 0.05. Hence the null hypothesis **H06 is REJECTED.**

The results of T-test on **Achievement Approach** gives **Sig.= .224** which is not significant, as it is greater than 0.05. Hence the null hypothesis **H07 is NOT-REJECTED.**

The results of T-test on **Achievement Avoidance** gives **Sig.= .003** which is not significant, as it is lesser than 0.05. Hence the null hypothesis **H08 is REJECTED.**

5.5. ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Extrinsic_score	Between Groups	.299	3	.100	.421	.738
	Within Groups	22.677	97	.236		
	Total	22.975	100			
Intrinsic_score	Between Groups	3.957	3	1.319	4.215	.008
	Within Groups	30.040	97	.313		
	Total	33.997	100			
Achap_score	Between Groups	4.936	3	1.645	6.689	.000
	Within Groups	23.617	97	.246		
	Total	28.554	100			
Achav_score	Between Groups	5.884	3	1.961	3.358	.022
	Within Groups	56.066	97	.584		
	Total	61.950	100			

Interpretation -The above table shows the results of mean scores and ANOVA to assess the significant differences on the dimension of motivation and managerial behaviour achievement between the employees of different year work experience. However, the results of ANOVA on **extrinsic score** gives **Sig.= .738** which is not significant, as it is greater than 0.05. Hence the null hypothesis **H09 is NOT-REJECTED**.

The results of ANOVA on **intrinsic score** gives **Sig.=**

.008 which is significant, as it is lesser than 0.05. Hence the null hypothesis **H10 is REJECTED**.

The results of ANOVA on **Achievement Approach** gives **Sig.= 0.000** which is not significant, as it is lesser than 0.05. Hence the null hypothesis **H11 is REJECTED**.

The results of ANOVA on **Achievement Avoidance** gives **Sig.= 0.022** which is not significant, as it is lesser than 0.05. Hence the null hypothesis **H12 is REJECTED**.

5.6. Correlations

Correlations					
		Extrinsic score	Intrinsic score	Achap score	Achav_score
Extrinsic score	Pearson Correlation	1	.571**	.503**	-.161
	Sig. (2-tailed)		.000	.000	.108
	N		100	100	100

Correlations					
		Extrinsic score	Intrinsic score	Achap score	Achav _score
Intrinsic score	Pearson Correlation		1	.256*	-.339**
	Sig. (2-tailed)			.010	.001
	N			100	100
Achapscore	Pearson Correlation			1	.076
	Sig. (2-tailed)				.452
	N				100
Achavscore	Pearson Correlation				1
	Sig. (2-tailed)				
	N				
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

5.7. Interpretation

- The results of correlation show significant relationship between Extrinsic Score and Intrinsic Score with the Pearson correlation of **0.571** and significance of 0.000. Thus, the hypothesis **H13 has been rejected** as there is **significant positive correlation**.
- The results of correlation show significant relationship between Extrinsic Score and Achievement Approach with the Pearson correlation of **0.503** and significance of **0.000**. Thus, the hypothesis **H14 has been rejected** as there is **significant positive correlation**.
- The results of correlation show significant relationship between Extrinsic Score and Achievement Avoidance with the Pearson correlation of **-0.161** and significance of **0.1018**. Thus, the hypothesis **H15 is NOT REJECTED** as there is **not significant**
- The results of correlation show significant relationship between Intrinsic Score and Achievement Approach with the Pearson correlation of **0.256** and significance of **0.010**. Thus, the hypothesis **H16 has been rejected** as there is **significant positive correlation**.
- The results of correlation show significant relationship between Intrinsic Score and Achievement Avoidance with the Pearson correlation of **-0.339** and significance of **0.001**. Thus, the hypothesis **H17 has been rejected** as there is **significant negative correlation**.
- The results of correlation show significant relationship between Achievement Avoidance and Achievement Approach with the Pearson correlation of **0.076** and significance of **0.452**. Thus, the hypothesis **H18 NOT REJECTED** as there is **not significant positive correlation**.

6. CONCLUSION

On the basis of gender

The results of the Independent sample t-test shows, that there is no significant difference in Extrinsic Motivational Factors as well as Achievement Approach and Achievement Avoidance of the employees with respect to their gender. On the other hand male and female have significant difference in their intrinsic motivation. The study found that employee's motivation as well as their achievement is not affected by the gender except that in Intrinsic Motivational Factors. It implies that gender of the employees does not play much role in their motivation requirements and achievement behaviours.

On the basis of Employment Status

The results of the independent sample t-test show that teaching staff differs from the non-teaching staff towards their intrinsic motivation requirements and Achievement Avoidance Behaviours. While in case of Extrinsic Motivational requirements and Achievement Approach behaviour, there is no significant difference with respect to their employment statuses.

On the basis of years of Work

Experience

The results of the ANOVA shows that there is significant difference among the employees with different years of work experiences in their intrinsic motivation requirements and in Achievement approach Achievement Avoidance behaviours. But year of experience does not bring any significant difference in their extrinsic motivation requirements.

Correlation

Shows there is significantly positive correlation between extrinsic and intrinsic factors and extrinsic and Achievement approach. extrinsic and achievement avoidance there is no significant negative correlation but Achievement Avoidance has significant negative correlation with intrinsic motivational factors whereas in

Achievement Approach behaviour and Achievement Avoidance behaviour there is no significant positive correlation

References

- Stephen P. Robbins, T. A. J. (2013). Organizational Behaviour. In Pearson (Vol. 15).
- Elliot, A. J., & Harackiewicz, J. M. (1996). Approach and avoidance achievement goals and intrinsic motivation: A Mediation analysis. *Journal of Personality and Social Psychology*.
- Elliot, A. J., & McGregor, H. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*,
- Brunstein, J. C., & Maier, G. W. (2005). Implicit and self-attributed motives to achieve: Two separate but interacting needs. *Journal of Personality and Social Psychology*,
- Nevid, J. (2013). *Psychology: Concepts and applications*. Belmont, CA: Wadworth.
- Herzberg, F. (1987). *One More Time: How Do You Motivate Employees?* Harvard Business Review.
- Merriam-Webster Dictionary (1873). Motivation. Accessed 3.9.2017.
<https://www.merriam-webster.com/dictionary/motivation>
- Robbins, S. P. & Judge, T. A. (2013). *Organizational Behaviour*. Boston. Pearson Education, Inc.
- Ryan, R. M. & Deci, E. L (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*.
- Weiner, B. (2012). *An attributional theory of motivation and emotion*. Springer Science & Business Media.



SURVEY ON THE IMPACT OF “PUNISHING SIGNAL: Honk more and Wait more”

Dr. Veena Tripathi

Associate Professor

Bharati Vidyapeeth's Institute Of Management Studies And Research

Manoj Jagdish Choudhary

Harshitha Potharapu

PGDBM Final Year Students

Bharati Vidyapeeth's Institute Of Management Studies And Research

ABSTRACT : *The new “honk more and wait more” strategy of Mumbai traffic police to control the traffic congestion is at its nascent and pilot stage. The paper is an attempt to understand the idea and the strategy behind the new traffic rule. The research is exploratory in nature. The study found the support of honkers to the traffic police in controlling the accidents and sound pollution. The study would be an insightful for Mumbai traffic police in conducting their pilot study. The research has also suggested the parameters to develop the traffic rules. Though Mumbai Police is still at its experiment stage, the study could be helpful in serving and finalizing the implementation of punishing signal.*

Keywords: Punishing signal, honk more, Mumbai police, Traffic noise, and decibel.

INTRODUCTION

In context of increasing traffic noise in urban India, the objective of this research is to see the impact of the “PUNISHING SIGNAL” on the citizens of Mumbai and to see whether it is able to reduce the honking at traffic signals.

The citizens of Mumbai are dealing at traffic signals becomes leathery in daily routine life. Several instances have been recorded at a traffic on honking repeatedly. Instances of signal on and honk on is also found at various places in Mumbai. Mumbai honks nearly 18 million times in one hour and a Mumbai driver alone honks 48 times in a day. In an attempt to stop unnecessary honking at signals, the Mumbai police introduced a genius initiative called 'The Punishing Signal'.

As per Mumbai police, the new signal system, “Honk more, wait more.” is defined as the new punishment signal to control the traffic congestion of incautious honkers. As per the new signal system, the red traffic signal is directly proportional to the sound of car horns. Every time the sound of car goes above 85 decibels, the duration of waiting time of red signal would get increase. This would particularly raise the long wait at the lights and could control the situation of honking.

Mumbai traffic police addressed the Mumbai as the honking capital of the world which leads to huge traffic congestion. As per their quote “Citizens here honk even when the signal is red. Maybe they think they will turn the signal green faster. We, the Mumbai police, were itching to do something about this.”

Mumbai was recently ranked as the fourth most congested city in the world, according to the TomTom traffic index, with 65% congestion and drivers spending an average of eight days and 17 hours in traffic each year.

Speaking to local media, Mumbai traffic police commissioner Madhukar Pandey said: “Sadly, many Mumbaikars indulge in reckless honking which not only causes noise pollution, but hurts eardrums, increases heart rate, causes stress and adds to traffic chaos. He also added: All recognize it, but do little to curb it. With this, hopefully we may create better road discipline and ensure honk-less, noise-free and stress-free travel on Mumbai roads.”

The Concept of New Signal System is: As per the pilot testing, in some parts of the Mumbai, the Mumbai Police is monitoring noise pollution levels by mounting decibel meters on top of the signal poles. To control the honking situation, in Mumbai, once the decibel levels hit 85db mark, the red signal will restart.

LITERATURE REVIEW

SumairaAbdulali, Awaaz Foundation, 23rd May 2017, compared in their report on noise levels outside six major London hospitals with noise levels outside six Mumbai hospitals. In their study they found the noise levels outside Mumbai hospitals are louder than outside London hospitals. The report mentioned in both cities the hospitals are located on roads carrying huge volumes of traffic. Though the important reason for the more noise level is honking in Mumbai. In the report, the decibel level of ambulances in London is (94dB) while in Mumbai the decibel level of is (100dB) of ambulance sirens.

The New Motor Vehicle Act 2019 has been implemented by the Government of India applicable from 1st September 2019. In 2019 when the New Traffic Rules bill was passed in the Lok Sabha and the Rajya Sabha which reflects the implementation of the new Traffic Rules for the Citizens of India.

As per the Financial Express, "the new punishment signal to control the endless honking at traffic signals has been introduced by Mumbai with the concept of certain mentioned decibel level will automatically increase the waiting time of traffic signal. The reported mentioned details of the new punishing signal where for a 90 second red light, if the decibel meter detects the sound of honking going over 85 dB, the timing will be reset to 90 seconds again no matter at what time it detects it".

SCOPE OF THE STUDY

The study is limited to certain traffic signals in Mumbai and the results are specific to the new punishing signal limited to Mumbai region. 59 questionnaires were adequately filled and returned by the target audience to find certain variables impacting the new traffic rule. The data was inadequate.

RESEARCH METHODOLOGY:

Objective of the Study:

- I. The objective of the research study is to see the impact of the "PUNISHING SIGNAL" on the citizens of Mumbai and to see whether it is able to reduce the honking in traffic jams and in overall Mumbai.

- II. To discipline the city's perpetual honkers.
- III. To reduce the noise pollution across the whole India.

RESEARCH DESIGN

This study is Descriptive research in nature, involving gathering of data. The study describes events and organizes, tabulates and describes the data collection. Data has been collected by doing an online survey and by conducting interviews with the citizens and by submitting questionnaires.

Hypothesis:

- I. Honking is significantly related to Traffic jams in Mumbai.
- II. Honking is significantly related to types of vehicles.
- III. The new Punishment Signal is significantly related in controlling the traffic jams of Mumbai.

Qualitative Research

"Data collected from qualitative research methods are descriptive. Therefore, it is easy to draw inferences from it. Qualitative research methods are widely used in the social and behavioural sciences. The sources of data are survey, internet and newspapers".

Quantitative Research

"A systematic approach is used to collect quantifiable of data by performing computational, mathematical, or statistical techniques. The data collected through quantitative research methods are usually in numerical form".

Limitations of the study

1. Insufficient sample size for statistical measurement
2. Lack of previous research studies on the topic
3. Issues with sample and selection
4. Limited access to data
5. Time constraint

DATA ANALYSIS AND INTERPRETATION

Table 1: showing the age of the respondents

Serial No.	Age Groups	No of Respondents	Percentages %
1	18-25	30	50.8 %
2	26-45	19	32.2 %
3	46-55	08	13.6 %
4	56-66	02	03.4 %
TOTAL		59	100

INFERENCE

In the survey, more than 50.8% of the respondents comes under the age limit of 18-25 years, nearly 32.2% of the

respondents are having the age limit of 26-45 years, around 13.6% of the respondents are having the age limit of 46 – 55 years and the remaining 03.4% of respondents falls between the age limit of 56 – 66 years.

Table 2: showing the Genders of the respondents

Serial No.	Gender	No of Respondents	Percentages %
1	Male	32	54.2 %
2	Female	27	45.8 %
Total		59	100

INFERENCE

In this survey, more than 54% citizens who have filled

this survey are male and more than 45 % are Female.

Table 3: showing that, whether the respondents are aware about the honking without any reason is illegal in India or not.

Serial No.	Awareness	No of Respondents	Percentages %
1	YES	43	72.9 %
2	NO	16	27.1 %
		59	100

INFERENCE

In this survey, around 72.9% are aware that the honking without any reason is illegal in India and 27.1% are

unaware regarding this honking rule in India. Table 4 showing, whether the respondents are aware about the new Punishing Signals implemented on the streets of Mumbai or not.

Table 4: showing, the no, of respondents aware about the new Punishing Signals implemented on the streets of Mumbai.

Serial No.	Responses	No of Respondents	Percentages %
1	Yes, I know about it completely.	22	36.2 %
2	I have heard about it but, I don't know completely what it is.	33	56.9 %
3	No, I have never heard about it.	04	06.9 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 36.2% (22) are completely aware about the new Punishing Signals

implemented on the streets of Mumbai, while 56.9% (32) have heard about it, but don't know completely what it is and only 06.9% (4) have never about the new Punishing Signals implemented on the streets of Mumbai.

Table 5: showing, the different kind of motorist the respondents are:-

Serial No.	Types of Motorists	No of Respondents	Percentages %
1	2 wheelers	39	66.1 %
2	3 wheelers	05	08.5 %
3	4 wheelers	15	25.4 %
4	Truckers	00	00
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 66.1% (39)

are 2 wheeler riders, while 8.5% (5) are 3 wheeler drivers and around 25% (15) are 4 wheeler drivers.

Table 6: showing, how often respondents honk while they drive or ride:-

Serial No.	Honking Frequency	No of Respondents	Percentages %
1	00-03	45	76.3 %
2	04-07	10	16.9 %
3	08-10	04	06.8 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 76% (45) honks around 00-03 times while they drive or ride,

around 17% (10) honks 04-07 times while driving or riding and around 07% (4) honks between 08-10 times while driving or riding.

Table 7: showing, respondents view on the effect of honking on citizens-

Serial No.	Responses	No of Respondents	Percentages %
1	Yes	45	76.3 %
2	Maybe	12	20.3 %
3	No	2	03.4 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 76% (45) believes that citizens mentally get affected by honking,

while around 20% (12) citizens are not sure whether honking affects citizens or not and around 03.4% (2) citizens believe that citizens don't get affected at all from honking.

Table 8: showing, respondent's views on who honks the most among the following motorists: -

Serial No.	Types of Motorists	No of Respondents	Percentages%
1	Car Drivers	14	23.7
2	Truckers	03	05.1
3	Bikers	23	39.0
4	Scoters	04	06.8
5	Auto Rickshaw Drivers	15	25.4
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 39% (23) believes that bikers honk the most, while around 25% (15) citizens believe that auto rickshaw drivers are the one who honk the most on roads, around 23% (15) respondents have said that car drivers are the main

citizens who honk the most on roads and around 6% (4) and 5% (3) respondents say it is scooters and truckers simultaneously who is creating this mess.

The survey identified that motorist having bikers honk most on the road.

Table 9: showing, the number of respondents who have ever experienced unnecessary honking.

Serial No.	Responses	No of Respondents	Percentages%
1	Yes	52	88.1 %
2	No	01	01.7 %
3	Maybe	06	10.2 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 88% (52) respondents have experienced unnecessary honking,

around 10% (6) citizens are not sure whether they have experienced unnecessary honking or not, and around 1% (1) have never experienced unnecessary honking.

Table 10: showing, the number of respondents who have ever experienced unnecessary honking.

Serial No.	Responses	No of Respondents	Percentages%
1	Never	31	52.5 %
2	Once/twice	13	22 %
3	Sometimes (3-10)	13	22 %
4	Many times (more than 10)	02	02 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 52% (31) said that they have never honked during red light, around 22%

(13) said they honks once or twice and sometimes between (3-10) and around 3% (2) have admitted that they honk more than 10 times during red signal.

Table 11: showing, the views of respondents on implementing punishment signals all over Mumbai.

Serial No.	Responses	No of Respondents	Percentages%
1	Agree	12	20.3 %
2	Strongly agree	36	61.0 %
3	Neutral	09	15.3 %
4	Strongly Disagree	01	01.7 %
5	Disagree	01	01.7 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents 61% (36) strongly agree that it is necessary to implement punishment

signals all over Mumbai, while around 20% (12) simply agree on this, around 15% (9) preferred to be neutral and while 1% say that it is not at all necessary to implement punishment signals all over Mumbai.

Table 12: Showing, the views of respondents on implementing punishment signals all over Mumbai.

Serial No.	Responses	No of Respondents	Percentages%
1	Agree	21	35.6 %
2	Strongly agree	30	50.8 %
3	Neutral	06	10.2 %
4	Strongly Disagree	00	-
5	Disagree	02	03.4 %
Total		59	100

INFERENCE

In this survey, out of 59 respondents around 50% (30) strongly agree that it will benefit everyone if punishment signals were implemented all over Mumbai, while around

35% (21) simply agree on this, around 10% (6) preferred to be neutral and while 3% (2) say that it will not benefits anyone by implementing punishment signals all over Mumbai.

Table 13: showing, according to respondents, whether punishing signal will reduce the unnecessary honking or not:-

Serial No.	Responses	No of Respondents	Percentages%
1	Agree	15	25.4
2	Strongly agree	33	55.9
3	Neutral	09	15.3
4	Strongly Disagree	-	-
5	Disagree	02	03.4
Total			

INFERENCE

In this survey, out of 59 respondents around 56% (33) strongly agree that punishing signal will reduce the unnecessary honking, while around 25% (15) simply agree on this, around 15% (9) preferred to be neutral and around 3% (2) say that it will not it will not be able to reduce the unnecessary honking in Mumbai.

FINDINGS:

The potential of controlling traffic jams through new Punishment Signal is yet to be exploited to its full potential in Mumbai. The survey found that Honing is significantly related to traffic jams in Mumbai and the citizens of Mumbai strongly recommend to apply the new punishment signal.

The research found that the vehicle type is significantly related to the honking, as the bikers found to do most perpetual honking compared to the rest of the vehicles. The results identified that the new Punishment Signal: "Honk more, wait more" is significantly related to the safety of traffic accidents, jams and sound pollution. The study found that:

- I. Majority of citizens are aware that honking without any reason is illegal in India.
- II. Majority of respondents believes that citizens gets affected by honking.

- III. Bikers, auto rickshaw drivers and car drivers are the one who honks the most on red lights.
- IV. Out of 59 respondents around 88% (52) respondents have experienced unnecessary honking.
- V. Around 81% respondents believe that punishing signal will reduce the unnecessary honking.

CONCLUSION

According to the respondents the punishing signals will work effectively to control the unwanted honking and will help the city to rid of from noise pollution as well, Mumbai traffic should implement few more punishing signals on heavy traffic roads to reduce the honking in traffic jams and slowly this new signal can be implement in other major cities of India like Delhi, Ahmedabad, Hyderabad, etc. Few important points to be considered are:

- Many citizens lack discipline while driving or riding their vehicles.
- They use their horns in anger, frustration, sometimes for no reason.
- Motorists don't follow many traffic rules and regulations.

- Honking poses threat to life to pedestrians, cyclists and bikers.
- The reason: In the anatomy of the middle ear, there is a bone called stapes which transmits external sound to the internal ear.
- To execute its function, the stapes moves inward and outward. However, on being exposed to a sudden loud sound, like use of pressure horns, the bone goes far inside the internal ear. This stimulates the balance organ, causing vertigo.
- If this happens with a pedestrian or a two-wheeler rider, he may fall on the road or meet with a fatal accident.

SUGGESTIONS AND RECOMMENDATIONS:

- I. The decibel levels of horns and Silencers of vehicles need to be checked while undergoing registration formalities and through enforcement drives.
- II. Drivers need training to drive without honking and enforcement of anti-honking rules needs priority.

BIBLIOGRAPHY

1. Motor vehicle Act 2019
2. New traffic rule in India, 2020
3. <https://timesofindia.indiatimes.com/life-style/health-fitness/health-news/how-bad-is-honking-for-you/articleshow/53766523.cms>, accessed date 14 May 2020
4. <https://www.earthsaviours.in/do-not-honk>, accessed date 13th May 2020
5. <https://weather.com/en-IN/india/new/news2020-02-01-honk-more-wait-more-mumbai-traffic-police-punishing-signal>, accessed date 4May 2020
6. <https://timesofindia.indiatimes.com/city/pune/pune-no-honkinh-day-on-december-12-to-provide-relief-from-loud-horns/articleshow/72359666.cms>, accessed date 13 May 2020.

7. <https://www.mumbai.com/city/3985/travel/rules-for-vehicle-honking>, accessed date 7th June 2020
8. <https://www.financialexpress.com/auto/car-news/what-is-honk-more-wait-more-all-about-this-brilliant-initiative-by-mumbai-police-horn-traffic-signal-exercise/1841794>, accessed date 10th June 2020
9. <https://www.theguardian.com/world/2020/feb/05>, accessed date 2nd May 2020

ANNEXURE

QUESTIONNAIRE

01. What is your age?

- 18-25
- 26-45
- 46-55
- 56-66

02. What is your Gender?

- Female
- Male
- Transgender

03. Are you aware that honking without any reason is illegal in India?

- Yes, I'm Aware about it.
- No, I don't know.

04. Are you aware about the new Punishing Signals implemented on the streets of Mumbai?

- Yes, I know about it completely.
- I have heard about it but, I don't know completely what it is.
- No, I have never heard about it.

05. What kind of motorist are you?

- 2 Wheeler
- 3 wheeler
- 4 Wheeler
- Trucker

- 06. How often do you honk while driving?**
- 00 - 03
 - 04 - 07
 - 08 - 10
- 07. Do you think citizens get affected by honking?**
- Yes
 - No
 - Maybe
- 08. According to you, who honks more?**
- Car Drivers
 - Truckers
 - Bikers
 - Scooter
 - Auto Rickshaw Drivers
- 09. Have you ever experienced unnecessary honking?**
- Yes
 - No
 - Maybe
- 10. How often do you honk during Red light?**
- Once/Twice
 - Sometimes (3 - 10)
 - Many times (more than 10)
 - Never
- 11. Implementing punishment signals all over Mumbai is necessary.**
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
- 12. By Implementing punishing signals all over Mumbai, it will benefit everyone.**
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 13. Do you think that punishing signal will reduce the unnecessary honking?**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree



GUIDELINES FOR CONTRIBUTORS

1. For submission :

- ▶ **Covering Letter :** Title of the paper, Author's Name, Designation, Organization, Official Address, Personal Address, Contact Number (Official & Personal) and e-mail address.
- ▶ **Abstract:** Should contain in brief – Objective, Research Questions/ Hypothesis, Methodology, Findings and 5-6 keywords. Word Limit: 250-500 words
- ▶ **Full Paper**
 - o Copies: Softcopy by e-mail
 - o Format: A-4 Size, MS-Word
 - o Word Limit : Not to exceed 5000 words
 - o Font : Times New Roman
 - o Font Size : Heading-14, Text-12
 - o Margin : 1.5-inch on all four sides
 - o Line Spacing : 1.5

2. Format of the paper :

- ▶ **Title:** Title should not be more than 6-8 words.
- ▶ **Sections:** Introduction, Review of Literature, Definitions of specialized terms Objectives, Research, Questions / Hypothesis, Methodology, Findings / Results, Conclusions/Recommendations and Limitations.
- ▶ **Annexure:** Tables, Charts, Graphs, Quotations, Equations, Articles, should be numbered, cited and referenced properly.
- ▶ **Abbreviations:** Any Abbreviations used should be written in full at first followed by the abbreviations in the parenthesis.
- ▶ **Referencing:** The Harvard System should be used in referencing.
- ▶ **Foot Notes:** Should be numbered consecutively in the text and should be typed on the same page they are denoted.

- 3. **Declaration:** Author must declare originality of work. The article should not have been published or submitted for publication elsewhere.
- 4. The Journal neither charges any processing fee nor pays any honorarium to the authors.
- 5. Author will receive one complementary copy of the journal.
- 6. Editorial Board's decision will be final.
- 7. The copyright of all accepted papers will vest with BJMR.

Address For Correspondence: e-mail ID: editor_bjmr@bvimsr.com

The Editor, BJMR

Bharati Vidyapeeth's

Institute Of Management Studies & Research

Sector-8, CBD Belapur, Navi Mumbai-400614

Ph. 022-27572433/27562582

Website: www.bvimsr.com

Journal Listed in



EBSCO



Proquest



Google Scholar



Indian Citation Index

Indian Citation Index



Academia



**Bharati Vidyapeeth's
Institute of Management Studies & Research**

Sector-8, CBD Belapur, Navi Mumbai-400614

☎ 022-27572433/27562582, email: editor_bjmr@bvimsr.com

Website: www.bvimsr.com