Chapter - I

Chapter - I

INTRODUCTION

Education aims at making us civilized human beings, conscious of our moral and social responsibilities, which lead to all round development of students. Educational system has to be increasingly accountable to the society and by its proper management, we can upgrade the whole system of education and fulfil its aim and national needs.

The management of education has two aspects - i) Internal Management and ii) External Management.

Internal management covers physical and material resources while external management covers relations with community, government and other agencies of education and persons connected to functioning of institute.

Management of education is a co-operative human endeavour. As billions of children are being educated in various educational institutions with thousands of teachers and other persons work with them. Huge amount of money being spent on education, it is necessary to evolve an efficient system of educational management. It is the human element, which lies behind all effective managements.

In educational system Colleges of Education can be considered as crucial agents for bringing out desirable changes. The teacher educators and student teachers are called as human resources of B. Ed. colleges.

A head of American Corporation once said, "We do not build automobiles, airplanes, we build men, the men build products. If peoples are properly shown right direction they will build high quality products." In same way teacher educator gear all activities of student teachers in positive direction. For this purpose teacher educators must have various qualities such as good teaching aptitude and job satisfaction are some of them.

Section - I

1.1 Aptitude

Members of the same species resemble each other in so many aspects i. e. why when observed superficially all ants or rats or hens of cows look alike to us. We also as a human being have no many common characteristics and are alike in so many respects. These common properties and characteristics distinguish and separate living species from one another.

But by above discussion it should not be concluded that members of the same species are alike in all aspects. No two members of the same species are exactly alike in all aspects. All the living

organisms whether human beings or others differ in size, shape, appearance and other aspects of behaviour.

The people differ from one another and within themselves in their performance in one or other field e.g. activity such as leadership, music, art, mechanical work, teaching etc.

Ramesh goes to a computer institute in order to learn software programming. He progresses rapidly and gets degree. Later on when he get job he carries it out satisfactorily. Suresh although not in any way inferior to Ramesh in general intelligence, who also takes admission in same institute but he progress very slowly and after getting degree, he carries out his job unsatisfactorily.

Similarly, Radha profits from musical training while Sunita having almost same intelligence makes little or no progress.

From 1911, after application of intelligence test by Binet and Simon, measurement of intelligence starts. Later on this tests points out measurement of certain abilities along with intelligence. It helps in finding out individual differences. This gives motivation for creation of aptitude tests.

Intelligence test helps to measure Intelligent Quotient. It is observed that there are various persons having same I. Q. but they show different potentials in same or different fields.

e. g.   Some people show superiority in mathematics field, while some show superiority in music field.

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In this way in many spheres of life, we usually come across the individuals who under similar circumstances exceed than other persons by acquiring certain knowledge or skills and prove themselves more suitable and efficient in certain jobs. Such persons are said to possess certain specific abilities or aptitudes besides general intellectual abilities or intelligence. Which help them in achieving success in some specific occupations or activities.

Therefore, in a simple way aptitude may be considered as a special ability or special capacity besides general intelligence, which helps an individual to acquire a required degree of proficiency or achievement in a special field. However, for having a clear understanding of term aptitude considers the following definitions.

1. Aptitude refers to those qualities characterized persons ways of behaviour, which serve to indicate how well he can learn to meet and solve certain specified kinds of problems (Bingham)

2. Aptitude is a condition a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge understanding and skill such as ability to contribute to art or music, mechanical ability, mathematical ability or abi ity to read and speak foreign language. (Traxler)

3.   An aptitude is a combination of characteristics indicative of an individuals capacity to acquire (with training) some specific knowledge, skill, or set of organised responses such as the ability to speak a language, to become a musician, to do mechanical work.   (Freeman)

4.   Aptitudes are latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievement.   (Hahn and MacLean)

The total concept can perhaps be summarized by regarding aptitude as simply a capacity to learn. When we refer to stenographic aptitude, we mean the capacity to learn those skills, which make for a successful stenographer. The measurement of aptitude then is the assessment of knowledge, Skill and any other characteristics, which serves to predict learning success.

All above discussion reveal the predictive nature of aptitudes. Then we say that Ram or Radha has an aptitude for teaching, mean that he or she has the capacity or ability to acquire proficiency in teaching under appropriate conditions.

Similarly when we say Mohan has an aptitude for music we mean that his present condition or ability reveals that if he is to learn music he will succeed in this line, In this way the knowledge of aptitude helps as in predicting the future success of an individual, under suitable training or experiences in particular area or activity.

1.2 Assumptions Related to Aptitude

1. Set of qualities or qualities in an individual differ from each other.

2. Two different peoples have different aptitude e.g. one may be good in maths while another may be good in language.

3. Aptitude does not increase along with increase in age; it requires favourable chances and conditions.

1.3 Nature of Aptitude

Like so many other personality traits or characteristics; it is difficult to say for one or other aptitude that it is an absolute product of heredity or environment. Certain aspects of many aptitudes may be inbora e. g. A person showing musical aptitude may have a musical be the result of his living in the company of good musicians.

Therefore, it is safer to conclude that the aptitude of an individual at a particular moment is in all probability, dependent upon both heredity and environment.

1.4 Difference between Ability and Achievement

Aptitude and present ability do not mean the same thing. You may have no present ability to drive a car but you may have a high aptitude for driving- which means that your chances of being a successful driver are good provided to receive the proper training. In this way while aptitude has future reference and tries to predict the

degree of attainment or success of an individual in an area or activity after adequate training; the ability concerns itself only with the present condition- the potentiality or capability which one possesses at the present moment irrespective of its past and does not try to make any estimate of ones future success or failure.

Country to the forward- looking nature of aptitude and present oriented characteristics of ability, achievement is past oriented. It looks to the past and indicates what an individual has learned or acquired in a particular field.

But by this differentiation, it should not be concluded that we can measure an individuals future accomplishment in any area of activity with the help of aptitude measurements. Aptitude tests, in all their forms, measure only the present ability or capacity of an individual, which can be exploited for making prediction about the future attainments.

1.5 Difference between Intelligence and Aptitude

Intelligence tests as usually test the general mental ability of an individual but aptitudes as discussed, are concerned with specific abilities. Hence, with the knowledge of intelligence of an individual we can predict his success in a number of situations involving mental function or activity, the knowledge of aptitudes. On the other hand, aptitude acquaints as with those specific abilities and capacities of an individual which gives an indication of his ability or capacity to succeed in a specific field or activity. Therefore, predicting

achievement in some particular job, training, courses, or specialized instruction. We need to know more about ones aptitude and specific abilities rather than of is intelligence or general ability.

1.6   Difference between Aptitude and Interest

To get desirable success in a given activity, a person must have both an aptitude for activity and an interest in it. Therefore, usually interest and aptitude go hand in hand. But by this co-ordination, we should never mean that interests aptitudes are one and the same thing.

A person may be interested in a particular activity, job, training but may o not have aptitude for that. In such cases, the interest shown in a particular occupation or course of study is often the result of some other temptation or persuasion like ambition of the parents, probability of getting job, provision of stipend or financial help, the prestige associated with the work- rather than the personal aptitude.

Similarly a person may have long and dexterous fingers and can show a good performance on mechanical aptitude test yet he may show little o no interest in becoming a watchmaker. Therefore a guidance or selection programme must give due weightage to the measure of aptitude as well as of interest. Both are essential for the prediction of the success of an individual in a given activity, job or course of instruction.

1.7   Aptitude Test

First, one must analyse the field or activity for which aptitude test is to be prepared. Then find out different types of qualities required for that field or activity. Then by the observation of successful persons in respected field one has to prepare list of qualities required for success in that field, and with respect to that list and details of data collection aptitude test is to be prepared. Such kind of aptitude test helps in finding correct candidate for specific field or activity.

Interest of each individual differs from subject to subject. One may be fast and other may be slow. One that fastly progresses has special ability in that field or activity. This is called as aptitude.

To scrutinize new candidates aptitude test can be used for grading of candidates. Aptitude measures specific skills, specific knowledge and specific attitude with respect to specific field. Generally these tests can be classified into the following types according to the specific nature of the aptitude tested by them.

1.   Mechanical Aptitude Tests

2.   Musical Aptitude Tests

3.   Art Judgement Test

4.   Professional Aptitude Tests

1.   Mechanical Aptitude Tests

Like intelligence, mechanical aptitude is also made up of many components. While explaining its meaning Freeman writes -

"The capacity designed by the term mechanical aptitude is not single, unitary function". It is a combination of sensory and motor capacities plus perception of spatial relations, the capacity to acquire information about mechanical matters and the capacity to comprehend mechanical relationships.

Therefore mechanical aptitude tests try to test the above mentioned qualities and capacities of an individual in order to know a mechanical aptitude, same of well known mechanical aptitude tests are-

1. Minnesota Mechanical Assembly Test

2. S. R. A. Mechanical Aptitude Test

3. Stenquist Mechanical Aptitude Tests (part I and II)

4. A Battery of Mechanical Aptitude Tests (Hindi) prepared by Mano-Vigyanshala, Allahabad.

Usually these tests contain the items of the following nature.

a) Asking the subject to put together the parts of mechanical devices.

b) Asking to replace cut-outs of various shapes in their correct holes in the board.

c) Requiring the ability to solve problems in geometric terms.

d) Asking questions concerning the basic information about tools and their uses.

e) Questions relating to the comprehension of physical and mechanical principles.

2. Musical Aptitude tests

These tests have been devised for discovering musical talent with respect to rhythm, pitch, Finger movements during playing of musical instruments, knowledge of fine differences between tones. This test is useful for music teachers. Some of the important musical aptitude tests are as below-

Seashore Measure of Musical Talent

It gives consideration to the following musical components -

1. Discrimination of pitch

2. Discrimination of intensity of loudness

3. Determination of time interval

4. Discrimination of timbre

5. Judgement of rhythm

6. Tonal memory

Test items in this battery are presented on phonograph records. The subject sets, listens and attempts to discriminate. He is required to mark his responses on an answer from supplied to him by the examiner. The instructions in these tests are of the following nature.

"You will hear two tones which differ in pitch. You are to judge whether the second is higher or lower than the first. If the second is higher, record H : if lower, record L."

3.   Aptitude for Graphic Art

These tests are devised to discover the talent for graphic art. The two important tests of this nature.

   i)   The Meier Art Judgement Test

   ii)   Horne Art Aptitude Inventory

In Meier Art Judgement Test, there are 100 pairs of representational pictures in black and white. One member of each pair is an acknowledged art master piece. While the other slight distortion of the master piece. It is usually altered from the original so as to violate some important principle, of art. Testees are informed regarding which aspect has been altered and are asked to choose from each pair the one that is better, more pleasing, more artistic, more satisfying, shape of that piece. The examinees are required to select the original and aesthetically superior work on the basis of artistic views. The number of correct responses is taken as a measure of art judgement or aptitude for graphic art.

Another important test of measuring aptitude for graphic art is the Horne Art Aptitude Inventory. It requires from the subject to produce sketches from given patterns of lines and figure.

The created sketches of the subject are then evaluated according to the standard given by the author of this test.

4. Professional Aptitude Tests

It includes tests to measure the aptitudes for the profession like teaching, clerical, medical, legal engineering, salesmanship, research work etc, this tests are used for helping in the proper selection of students for specific courses or professions like Engineering, Medicine, Law, Business, Management, Teaching etc.

The various examples of this test are -

I) Clerical Aptitude Tests

Like mechanical, clerical aptitude is also a composite function, it involves several specific abilities like-

a) Perceptual Ability

Ability to perceive words and numbers with speed and accuracy.

b) Intellectual Ability

Ability to grasp the meaning of words and symbols.

c) Motor Ability

Ability to use various types of machines and tools like typewriter, computer, internet etc.

Some of the popular clerical aptitude tests are –

i)   Detroit Clerical Aptitude Examination.

ii)   The Clerical Ability Test prepared by Department of Psychology, University of Mysore, Mysore.

iii)   Test of clerical Aptitude prepared by the Parsee Panchayat Guidance Bureau, Bombay.

Other examples of professional aptitude tests are-

i)   Standard Scientific Aptitude test by Dr. D. Zyave.

ii)   Science Aptitude Test Caffer Higher Sec. Stages; N. I. E., Delhi.

iii)   Moss Scholastic Aptitude Test for Medical students.

iv)   Ferguson and Stoddard's Law Aptitude Examination .

v)   Pre. Engineering Ability Test (Education Testing service, U. S. A.)

vi)   Teaching Aptitude Test by Tai Prakash and R. P. Shrivastav.

vii)   Shah's Teaching Aptitude test.

viii)   Teaching Aptitude Test Battery by R. P. Singh and Sharma.

Here we should have little more emphasis on Teaching Aptitude Test as if is directly concerned with Teacher training programme.

1.8   Teaching Aptitude

After independence number of schools increased in our country, number of students also increased leading to increase in number of schools, finally leading to increase in number of teachers. Those who don't have any educational background also entered in educational field. However such quantitative increase neglects qualitative development. Those who don't have any interest in educational field also become teacher causing negligence towards student development. Before entering in any field if the corresponding persons aptitude for that field can be assessed than only that person can do well in that particular field. Otherwise that person unwillingly causing damage to the field throughout his life. Recently teachers training colleges increased a lot. Thousands of teachers are being created by giving them such kind of training. We can't say that all these teachers have necessary set of qualities. The person who is going to create future citizens of country need to have necessary teaching abilities. He needs to know how teachers profession is different from other profession. We must avoid persons that prefer teaching because they can't do any other business.

Teacher needs to be social, he needs to know necessary teaching skills, psychological conditions of students, along with this he should know teaching technologies, administration, organization, and management. He needs to have co-operative behaviour. He should know that he will have to play roles of a guide and

counsellor; All his acts are for students. He should have philosophical foundation. His decisions should not be biased, he should be always studious. His evaluation must be continuous and transparent, for this purpose he should have statistical knowledge. He needs to know different kind of activities of teachers. He should be innovative. He should be optimistic and enhance hidden qualities of students. His behaviour should be polite, disciplined and social, he should always remember that the whole society is assessing his behaviour. Hence his behaviour should be ideal. There are different students with different backgrounds in the class and teacher has responsibility of making good citizens.

The teacher should always remember that many of his students follow him. He needs to create an idol through his behaviour.

In order to satisfy all these responsibilities the teacher should have higher quality of teaching aptitude. If person having minimum set of necessary teaching qualities will enter in teaching field then only there will be qualitative development to educational field.

1.9   Fields of Teaching Aptitude

   1.   Subject Knowledge

   2.   Leadership

   3.   Awareness about change in Education and society

   4.   Communication

   5.   Professional ethics

1.   **Subject Knowledge**

Minimum educational qualification for teacher educator is M. A./ M. Sc. and M. Ed. and SET or NET. By obtaining these two degrees, the teacher educator has deep knowledge of basic school subject as well as education.

But "Every one can not be a good teacher because teaching is not everybody's cup of tea". In the world of liberalization, privatization and globalisation and in grey evolution teacher educator should update his subject knowledge by using various sources such as, library, Internet. Along with subject knowledge he must know pedagogical knowledge also.

Along with these teacher educator should have research view. He should have his personal library, own computer with internet connection to utilise leisure time for updating knowledge.

2.   **Leadership**

Some individuals consider it as a power where as certain means it as personal charisma. According to Robbins - "The leadership is the ability to influence a group towards the achievement of goals".

Paul Harsey and Kenneth Blanchard define leadership as the "Process of influencing group activities towards the accomplishment of goals in a given situation".

Teacher is the representative of the class, school and society in which he lives. Hence, he must have leadership quality to represent his school or community; that is why leadership is an important quality of teacher.

Only dominating nature does not mean leadership. Leadership is considered as all important interaction between two or more persons. Leadership is natural ability, all persons does not have leadership ability. Leader has following characteristics-

1.   Leader accepts whole responsibility of the work.

2.   Leader discuss freely with other persons.

3.   Leader is good in doing his work.

4.   Leader is ideal for the peoples in his community.

5.   Leader show sympathy for workers.

6.   Leader have good decision power.

7.   Leader guides the another people for achievement of goal.

8.   Leader enhances group work and team building process.

Types of Leadership

Different authors have adopted different modes for the classification of leaders into various types. Some have classified them as political leaders, social leaders, religious leaders and intellectual leaders depending on the field of their activities. Pasricha and

Kuppaswamy assert to classify them into the following four different types.

1. Institutional Leaders

Like head of school, District Collector, President of the factory etc. Their orders are obeyed through the hierarchies of ranks and the decisions are based on the established precedents.

2. Dominant Leaders

Like Nepolean, Stalin, etc. They lead the group due to an urge to dominate. They are autocrats and dictators.

3. Persuasive Leaders

Like Gandhi, Lincoln and Nehru etc. They do not aim to dominate and dictate the group but to persuade the members to help them and follow them.

4. Experts

They lead the group an account of their acquired proficiency and skill in science, art or any other sphere. They are recognised as the authorities in their respective fields and have a line of followers among the people who are interested in that type of work.

According to crutch field the leaders can be classified as authoritarian and democratic.

1. Authoritarian Leaders

They are very dominant and aggressive. They determine policy without consulting their followers and dictate every step and assign duties. They do not tolerate any debate and believe action rather than planning and thinking. They typically forbid direct communication or interaction among their followers. All communication and directions must flow through them. In this way they become indispensable to the followers and the group they lead.

In their absence the group cannot function. All the autocrats and dictators belong to this category. It has been found that such type of leadership does not care for the wishes and ambitions of the members of the group or followers. It makes the members either submissive or secretly aggressive to it. Either they depend on him entirely and lose all initiative; they feel frustrated and aggressive to the leader. When practised in class-room by the teacher or headmaster such type of leadership makes the children quite dependent and submissive. In some cases it leads to problematic behaviour and maladjustment of children.

2. Democratic Leaders

On the other hand, they are very co-operative and accommodating. They do not dominate or dictate but persuade the members to follow them and share the power with other individuals in the groups. They win the hearts of their followers and identify themselves completely with the group they lead. They encourage

group discussion and collective decision on matters of policy, allow members to choose their own work and also themselves actively participate in their work. They encourage freedom of thought and action and thus cultivate democratic values in their groups. Unlike the authoritarian leaders the democratic leaders are flexible. They bring desirable change in their ideas in the light of the needed group changes. They encourage interpersonal relationships and communications among the members and thus create a healthy group climate. They are able to generate maximum we feeling and co-operation among the members and make them shrine hard to achieve the desired objectives. Such type of leadership, if practised in school may be very conductive and helpful in the proper growth and development of students.

Qualities of Leadership

Attempts have been made to discover the essential qualities or traits that different types of leaders passes. On this data, various mental, physical, emotional. Social and moral qualities are generalized. But such generalization, however it may not be does fit for all types of leaders. There is no single kind of skills and personality traits that will make a man always a leader, leadership, besides the important trait of ones personality, it is a function of situation. Specific situations require specific qualities of a leader. However the following few characteristics or traits are essential for becoming a successful leader.

1.   **Identification with the Group**

The leader must belong to the group he heads. He should have membership character in the group; and should be able to make the members feel that he is one of them. He must share the values, attitudes, and interests of the group and thus try to identify completely with the group.

2.   **Superiority over the Members of the Group**

The leader while identifying himself completely with group and perceiving the group members as one of them, must be able to show his superiority to the group members in the qualities esteemed by them on account of his superior qualities and virtues, he can be able to exercise reflective control and coordination of the members of the group. Moreover he can win confidence and cooperation of members of the group if he is perceived as ' best of them' by the group members. But he apparently must not be too much superior or talented. In such case group member do not consider him as one of them and thus do not accept his leadership.

3.   **Knowing the Psychology of the Group**

The leader must have an adequate knowledge of group psychology. He should have a functional knowledge of a group mind or group behaviour. Moreover, he should be able to utilize his knowledge of group psychology for proper organisation and working of his group.

4. Dynamic and Flexible

The leader should be dynamic and flexible in his attitude, interests and other behaviour patterns. In every case, he must fit his followers, expectations. He must be able to play democratic or authoritarian role depending upon the need of the situation. He should be able to bring change and lines of action according to the demands of situation and common wishes of his followers.

Training for Leadership

Every class has the students with leadership abilities. Teacher must point out such students and develop their leadership abilities, to do such things, the teacher should-

1. Arrange workshops of leadership training programmes. In that workshop, there must seminars on life history of good leaders, discussions to related topics etc.

2. Teacher should try to develop good leadership qualities via N. C. C., N. S. S. Scout Guide etc. extra curricular activities.

3. The teacher should establish school assembly and related programmes; maximum part of work of this assembly should be student centred.

4. Social services, gathering, annual prize distribution etc. in this events teacher should give special training of leadership to students.

In case of classroom teaching teacher should arrange discussions. He should create suitable environment for participation of maximum students in group discussions; for that purpose, he should be able to present any social issue in front of students and ask students to represent their opinions for solving that social issue. This opinion representation later on converts into discussion; Teacher should give student experience by role playing.

Teacher should arrange various extra curricular activities and should enhance maximum participation of students in planning and performance of these activities. Through this student realize power of groups, and qualities like homogeneity, attention, binding are going to be increased.

For all above purposes teacher should be innovative, student centered, and of democratic view, then he will be good leader of students.

3.   **Awareness about Change in Education and Society**

Change is the law of human life. As the time and condition changes or goes there is change in society. Sometimes these changes are fast and sometimes these are slow. However there is no stability or continuous stability in society forever. If change in society takes place in positive direction then future generation will be well cultured via education and this is the responsibility of teachers. For this purpose the teacher needs to know various problems in the society. School reflects small model of our society. Various thing happens

in the society affect the school. The future citizens needed by the society are being created by the teacher.

Education is the tool for creation of new society. The teacher needs to properly use if. e. g.

After independence we needed engineers a lot for nation building, we also needed to import food and grains, but with the help of education we overcome all these problems and now we have engineers available in all fields and we are independent about food and grains. Of course all these has not happened in a single night, throughout many years we have taken effort on this with the help of education and this has been done by teachers.

At the time when the school does the work of community change. It is done with the help of curriculum, teaching methods and strategies and teachers. Hence the teacher needs to know different technologies in educational field. If he knows new techniques researches in educational field then he can use them for effective teaching and make future generation more capable.

4. Communication

According to New man and summer "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."

Communication means the process of passing information and understanding from one person to another. A proper understanding of information is one very important aspect of communication. If there is not proper communication, this may result in confusion, and organizational inefficiency.

In short, communication is not merely transmission of information from one person to another but also correct interpretation and understanding of the information.

Keith Davis defines communication as "The transfer of information and understanding from one person to another person. It is a way of reaching others with facts, ideas, thoughts and values. It is a bridge of meaning among people so that they can share what they feel and know. By using this bridge a person can cross safely the river of misunderstanding that sometimes separate people".
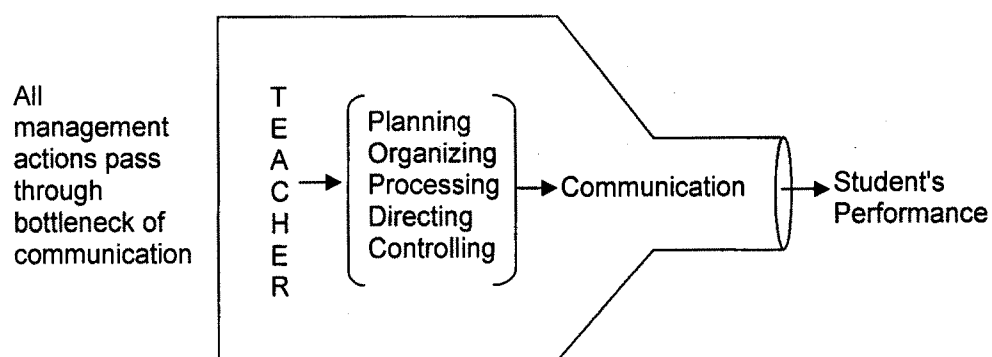
Importance of Communication

Fig. No. 1 : Importance of Communication

Objectives of Communication

A good communication system not only ensures the transmission of information and understanding among individuals and groups but unities group behaviour which provides the basis for continuing group co-operation, this is essentially in line with two major objectives of communication.

i) To develop information and understanding required for effective group functioning.

ii) To faster positive attitudes required for motivation, co-operation and job satisfaction.

These two objectives have been summarized by Davis as "the skill to work" and "the will to work" which jointly show the way towards increased productivity and high job satisfaction through from work.

iii) To decrease the spread of misinformation, rumours, gossip and to release the emotional tension of employers.

iv) To prepare employers for change by giving them the necessary information in advance.

v) To encourage ideas, suggestions from subordinates for an important in the product and work conditions.

vi)   To ensure such free exchange of information and ideas as will assist all the employers in understanding accepting the reasonableness of the status and authority of everyone in the organization.

vii)   To improve labour management relations by keeping both in contact with each other.

viii) To satisfy such basic human needs as the needs for recognition, self importance and a sense of belonging.

ix)   To serve auxiliary functions such as entertainment, maintenance of social relations among human beings.

The Communication Process Model

Although there is no total agreement on the exact number and precise labelling of the steps involved in a communication process, a generally accepted model is as shown below.-

Communication Process

Communication process is the method by which a sender reaches a receiver with a message. The communication process involves three basic elements.

a)   Sender (Communicator)

b)   Receiver (Communicatee)

c)   Message (Communication Contents)

These elements can be summarized as, thus, communication always involves two people a sender and a receiver. A person cannot communicate alone. There must be a receiver on the other end to receive the transmission.
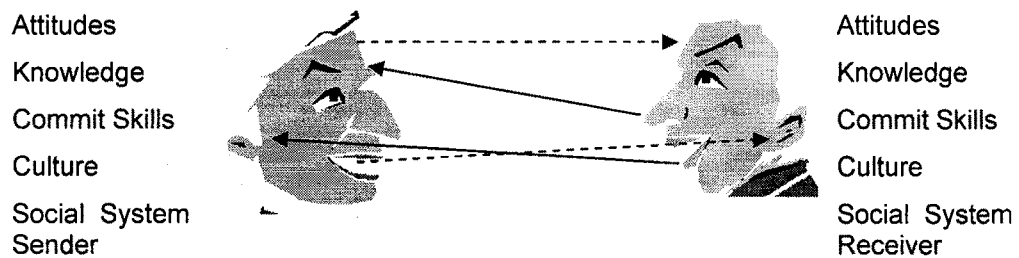
Attitudes		Attitudes
Knowledge		Knowledge
Commit Skills		Commit Skills
Culture		Culture
Social System		Social System
Sender		Receiver

Fig. No. 2 : Who?..... says What?.... to whom

Transmission of a message by a sender is only a beginning of the process. Until the message is received communication remains incomplete. Thus, for example, there will be no communication when a manager sends out bulletins until they have been received and read by targeted party.

Simply stated the communication process involves the sender, the transmission of a message through selected channel and the receiver.

Thus there are five basic questions, (according to lass well model) involved in understanding communication process.

Who? ---- says what? ---to whom?---through which channel? With what effort?

Communication Process Model

i)   Senders Thought or Idea

Under this step, the sender realized the need to transfer something to someone since he has a thought of idea.

ii)   Encoding

The sender puts the ideas and thoughts into some form of logical and coded message.

iii)   Message and its Transmission

Message contains what actually the sender intends to transfer. It is the content of communication. For sending this message some channel or the medium has to be selected, channel is the medium through which communication message travels. It is the pathway through which the message is physically transmitted.
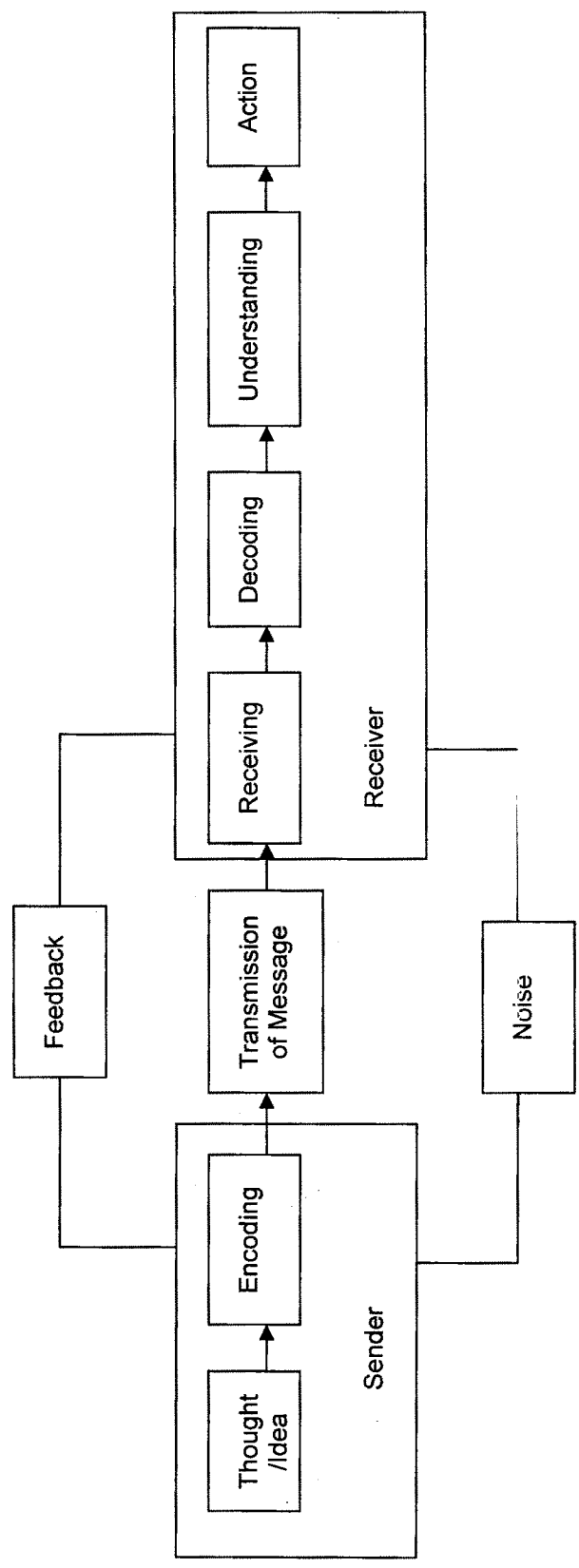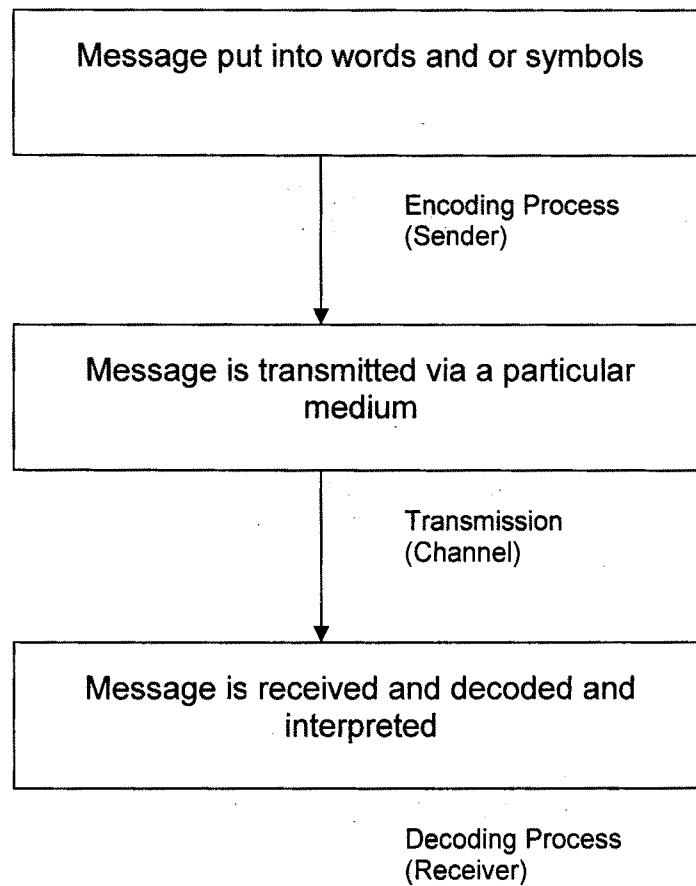
Fig. No. 3 : Communication Process Mode

The Communication Process in action

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┌─────────────────────────────────────────────┐
│                                               │
│       Message put into words and or symbols   │
│                                               │
└─────────────────────────────────────────────┘
                        │
                        │     Encoding Process
                        │     (Sender)
                        ▼
┌─────────────────────────────────────────────┐
│                                               │
│       Message is transmitted via a particular │
│                    medium                     │
│                                               │
└─────────────────────────────────────────────┘
                        │
                        │     Transmission
                        │     (Channel)
                        ▼
┌─────────────────────────────────────────────┐
│                                               │
│       Message is received and decoded and     │
│                 interpreted                   │
│                                               │
└─────────────────────────────────────────────┘

                              Decoding Process
                              (Receiver)
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Fig. No. 4 : Communication Process

Essential Elements

- The sender

- The message being transmitted

- The medium used to carry the message

- The receiver of the message

- The interpretation given to the message

iv) Reception of the Message

It is the next step where message is received, heard or read by person for whom it was meant.

v) Decoding

Under this step the receiver converts the message into thoughts. Decoding is the translation of received stimuli into an interpreted meaning, Receiver thus decodes the message by changing the symbols into a meaning.

vi) Understanding

Communication is not complete unless it is understand.

vii) Action

Under this step, the receiver acts or reacts to the message he has interpreted. Thus he puts into action the intention of the message.

viii) Feedback Loop

The final link in the communication process is a feedback loop. It puts the message back into a system as a check against misunderstandings. Feedback indicates whether communication has attained its goal.

ix) Noise

The process of communication is susceptible to 'Noise', which is anything - whether in the sender, the transmission, or the receiver -

that hinders communication. Communication noise may be defined as any distortion or distraction, preventing accurate transmission of the idea in the mind of the sender, to the mind of the receiver.

In the process of communication, "Noise" is most important interfering element that surrounds the various steps of the process and acts as a major obstacle that hinders effective communication.

Patterns of Communication in Organizations

An organizations has external and internal communications.

1.   External

a)   Outward

All communications that go out of an organization to customers, banks, suppliers, insurance companies, government departments, the mass media and the general public are outward communication. They may be in the form of letters, telephone calls, telegrams, reports, advertisements, press handouts, speeches, visits etc. outward communications have an important effect on the public image and public relations of an organization.

b)   Inward

Whatever communications an organisation receives from individuals or groups outside are inward communications. Letters, telegrams, telephone messages, telex messages, visits, reports, broachers, circulars from government departments, journals and magazines that come in all these are inward communications.

They have to be registered, attended to, studied, acted upon, replied to and stored.

2. Internal

The communications within an organization between managers, supervisors and workers are varied, complex and numbers. They have to move up and down the ladder of authority as well as sideways between persons at the same level of authority.

Basically, within an organization, the communication process carries messages in four directions, downward, upward, lateral and diagonal.

a) Downward Communication

Downward Communication provides direction and control. It travels from the superior to the subordinate. The most common purpose of downward communication is to transmit information and to instruct employees in the performance of their jobs. Some of the most typical downward communication channels include written directives, face-to-face conversations, use of public address system, bulletin boards and company in-house journals. Effective downward communication can prevent confusion and distortion.

b) Upward Communication

Upward Communication provides feedback. It travels from subordinate to superior. The most common purpose of this information flow is to provide feedback on how well things are going. It also

provides the subordinates superior with the opportunity to represent the subordinates to his own boss.

Traditionally, there used to be very little upward communication and employees used to give required reports in much less proportion than in modern times. Now, with changes in management philosophy, organizations encourage upward communication.

Suggestion schemes, grievance committees, group meetings, interviews, etc. act as parallel or alternate upward channels.

It is interesting to role that downward communication tends to be expanded in terms of interpretation and impact. However, upward communication tends to be contracted. As information flows up the l ne, it is complied, examined, reduced and passed on.

Usually, good news tends to rise, but bad news is filtered out. This is particularly true when managers do not like to hear bad news from their subordinates. Realizing this, the subordinates simply screen out of reduce the amount of bad news they pass on. This often leads to the top manager, who makes erroneous decisions as a result. Hence, it is essential to convey upward all information, good and bad.

Again, there may be a deliberate suppression of information out of self-interest and jealousy - e.g. a supervisor may not pass up a good suggestion from a subordinate, or may change it so as to get the credit for himself. Even a high officer may prevent information about

discontent in his department. The resulting consequences can be harmful since trade state of affairs remains unknown until it is too late.

Effective upward communication requires an environment in which subordinates feel free to communicate. The responsibility for a free flow of upward communication rests with superiors to a large extent. "Upward" and "Downward" communication constitutes "Internal vertical communication".

c)   Lateral Communication

Lateral communication provides from work. It takes place between people on the same level of the hierarchy. The most common reason for the communication flow is to promote co-ordination and team work. This is also known as horizontal flow of communication.

Usually this is carried on through face-to face discussions, telephonic talks, periodic meetings, memos etc. Effective lateral communication promotes understanding.

"Lateral" and "Diagonal" communication constitute "Internal Horizontal Communication"

d)   Diagonal Communication

Diagonal Communication facilitates efficiency. It occurs between people who are neither in the same department nor on the same level of hierarchy. The diagonal flow among persons at different levels who have no direct reporting relationships with one another; is used to exchange information speedily for the sake of efficiency.

The diagonal communication as well as lateral communication both carry messages horizontally from one department to another.

The amount of "criss-cross" or "horizontal" communication that occurs through formal channels depends on the degree of interdependence among departments. If the business requires co-ordinated action by its organizational units, horizontal communication may be frequent and intense. But if each department operates independently, official horizontal communication is minimal.

There are a number of potential problems with diagonal and lateral communication. One is that they involve communication outside one's department or unit and can cause internal friction or misunderstanding. Secondly, these communications may underline the authority of one's own boss by making promises of commitments that involve the department or unit. In the same way they can underline the authority of a manager in the other unit.

Hence, three simple rules should be observed -

a)   Obtaining permission from one's direct supervisor before undertaking the communications.

b)   Refraining from making commitments beyond one's authority.

c)   Informing the direct supervisor of any significant results of the cross communication, while also keeping them informed of important interdepartmental activities.

Non-Verbal Communication

The must basic form of communication is non- verbal Anthropologists proves that long before human beings used words to talk things over, our ancestors communicated with one another by using their bodies. They gritted their teeth to show anger. They smiled and touched one another to indicate affection. Although we have come a long way since those primitive times, we still use non- verbal clues to express superiority, dependence, dislike, respect, love and other feelings.

Difference between Verbal and Non-Verbal Communication

Non- verbal Communication is less structured, which makes it more difficult to study. No one teaches a baby to cry or smile, yet these forms of self-expression are almost universal. Other type of non-verbal communication such as meaning of colours and certain gestures, very from culture to culture.

Non- verbal communication also differs from verbal communication in terms of intent and spontaneity. Non-verbal communication has few rules and often occurs unconsciously. Non-verbal signals are usually sent involuntarily and received subconsciously. When girl blushes, if comes naturally, with her consent, her emotions are written all over her face.

Importance of Non-Verbal Communication

Non- verbal communication is fascinating are of interpersonal relations in which people receive no formal training. People learn it, painfully or joyfully, form their day to day living.

Non-verbal communication creates more impact than verbal communication. Non-verbal clues are especially important in converging feelings, accounting for 93% of the emotional meaning that is exchanged in any interaction (according to Hickson Mark and Don Stocks in "Non-verbal communication" book)

Non-verbal communication has a great advantages that people consider it as reliable. People can deceive others more easily with wards than they can with their bodies. Wards are relatively easy to control; but facial expressions, body language, and vocal characteristics are not. Obviously, by paying careful attention to non- verbal clues, people can defect deception or affairs honesty in an individuals message.

No wonder, people have more faith in non-verbal clues than they have in verbal messages. It an individual says one thing but transmits a conflicting message non-verbally, people almost invariably believe the non- verbal signal. Thus, an individuals credibility as a communicator is significantly dependent on non- verbal messages.

Functions of Non-Verbal Communication

Non- verbal communication is vital and complex. It frequently works with speech. People use non-verbal signals to support and clarify verbal communication. Both verbal and non- verbal modes of expression make a powerful team, complementing, reinforcing and clarifying each other.

Non- verbal communication performs at least six functions

1. To provide information, either consciously

   or unconsciously

2. To regulate the flow of conversation

3. To express emotions

4. To quality, complement, contradict or expand verbal

   message

5. To control or influence others

6. To facilitate tasks

Major categories of Non-Verbal Language

There are three major categories of non-verbal language –

i)   Polemics - or use of the environment or space, It involves

      How one arrange it.

ii)   Paralanguage - or characteristics of voice

iii) Kinesics- or body language

Barriers in Communication

There are various problems and difficulties in the process of communication, which often result in the occurrence of barriers to communication. Communication barriers are the obstacles, which limit the receivers understanding of messages, barriers to communication, giving it an incorrect meaning.

1)   Badly Expressed Message

People may talk too fast or slowly. They may lack coherence. They may organize their ideas poorly or may omit certain essential details. They may structure their sentences confusingly. All of these may distort a message.

2)   Faulty Organization

In a large scale enterprises where the chain of command is too long or the span of control too big; communication will be poor. This is because successive transmissions of the same message are decreasingly accurate.

3)   Distrust of Communicator

Some executives are noted for their habits of modifying their original communication. Such executives invariably lose the trust and confidence of their subordinates.

4)   Restricting Communication

In downward communication a superior may withhold a part of the information from his subordinates under the belief that they do

not need it similarly in upward communication the subordinate may omit unfavourable part of the information which he thinks will not be liked his superiors.

5) Poor Retention

Studies show that employees retain only 50% of communicated information because of blocked mind and negative attitude.

6) Different Backgrounds

One reason for distortion of meanings is that different individuals often interpret the same communication differently; each individual uses his own frame of reference. This frame of reference is based on particular experience and knowledge. Thus when people with different knowledge and experience try to communicate the often have trouble getting their meaning across.

7) In Group Language

Often occupational or social develop their own terminology or in- group language. This special language through provides a means for precise and quick communication within the group, creates severe communication breakdown when outsiders or other groups are involved.

8) Inattention

Another common barrier is that many receivers simply do not pay attention to the message. One reason people do not pay attention

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is selective listening. Selective listening results from a common tendency to block out information that conflicts with what we believe.

9) Physical Barriers

These are environmental factors which prevent or reduce the sending or receiving of communication. They include physical distance, distasting noises and similar interference.

10) Poor Understanding

In downward communication a superior may not have full understanding of the information to be able to interpret it to workers.

Ten Commandments of Effective Communication (Given by American Management Association)

1) Seek to clarify your ideas before communicating.

2) Examine the true purpose of each communication

3) Consider the total physical and human setting whenever you communicate (e. g. Sense of timing, privacy or otherwise, social climate pervading work relationships, custom and past practice)

4) Consult with others, (where appropriate) in planning communication.

5) Be mindful, while you communicate, of the overtones as well as the basic content of your message.

6)   Take the opportunity, when it arises, to convey something of help or value to the receiver.

7)   Follow up your communication

8)   Communicate for tomorrow as well as for today.

9)   Be sure your actions support your communication.

10) Last, but no means least: seek not only to be understood but to understand - be a good listener.

Interclass Communication

Teaching - learning is one kind of communication. Teacher is a sender who collects and encodes data. Transmit it through various audio- visual mediums and send message/data to student i. e. receiver. Student accepts, decodes, understands data and give suitable reply for it to teacher it is feedback. Barriers are present in each step of this communication e. g. - Noise.

Hence teacher should know communication process in detail; and he should be able to over come the barriers in communication for better understanding of students.

1.10   Teaching Aptitude Testing

Along with these 5 elements of teaching aptitude, in teaching aptitude test the questions related to mental ability are preferencely asked.

Mental ability is a complex capability, having a number of interrelated elements. The interrelationship between different elements can be pictured as follows
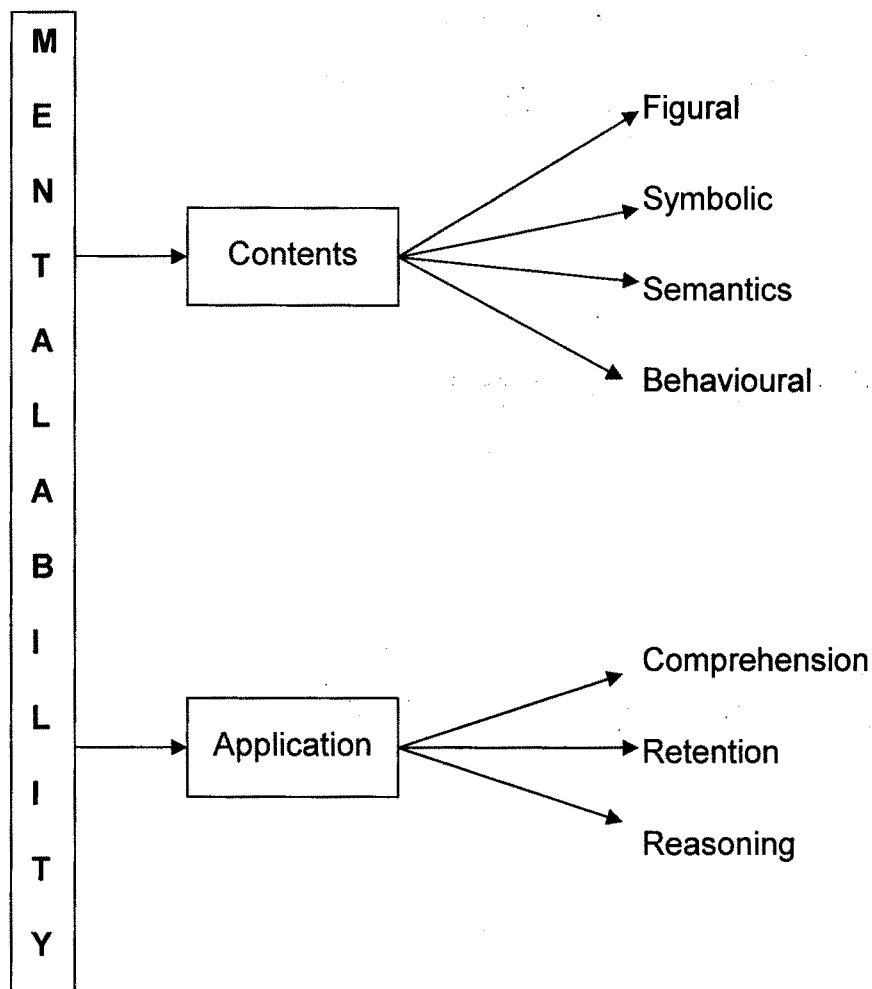
```
M
E
N
T ──→ ┌──────────┐ ──→ Figural
A      │ Contents │ ──→ Symbolic
L      └──────────┘ ──→ Semantics
A                   ──→ Behavioural
B
I
L ──→ ┌─────────────┐ ──→ Comprehension
I      │ Application │ ──→ Retention
T      └─────────────┘ ──→ Reasoning
Y
```

Fig. No. 5 : Mental Ability Elements

(By Dr. B. K. Sawlashwa in Principles of Educational Psychology book)

Individuals differ in their styles of application of intellect. The styles, of course can be polished and upgraded. It is with this view that a comprehensive section on mental ability is being presented here.

A)   Logical Diagrams

Two types of questions are set in this category.

Type-I : Venn Diagrams

Two type of questions are set in this category. One is to pick up a figure that represent logical relation among three items and second is to pin point a portion that represents a particular statement.

e.g. i) Q: Which figure represents the relation among lawyers, teachers, educated.
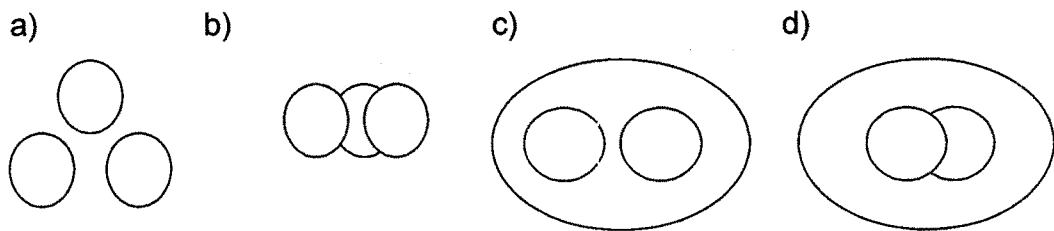
ii)   What is the minimum no. of the colours required to fill the spaces in the following diagram without the adjacent sides having same colour.
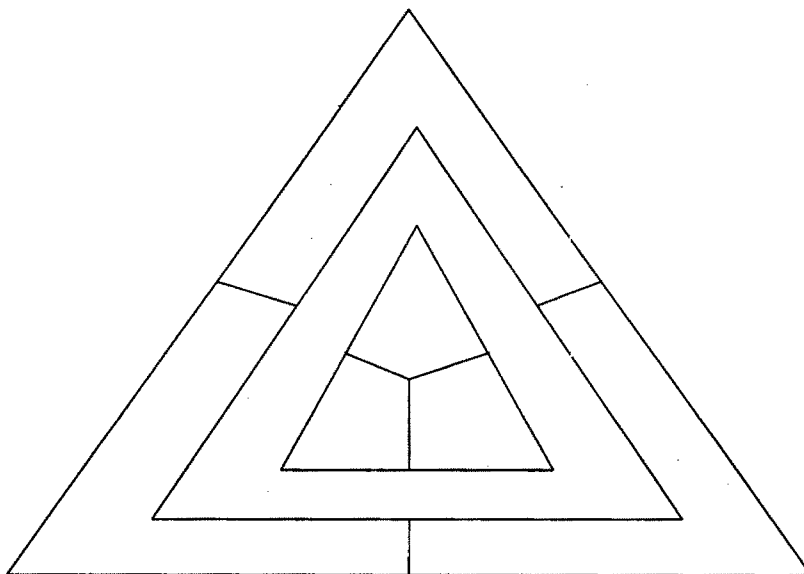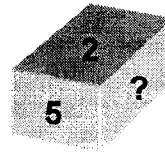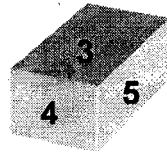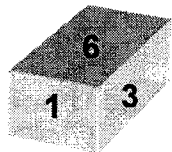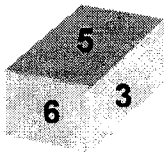

a) 3
b) 4
c) 6
d) 8

Type-II : Cube and Dice Sense Fest

Cube is a geometric figure, which has same length, breadth and height. It is having and sides. Dice is also an cube it has 6 surfaces, each surface has some points or signs. All the points or signs on six surfaces are different but serially from one to six.

What letter is missing from cube No. 4.

a) 1   b) 4   c) 3   d) 6

B)   Letter and Number Series

It is very difficult to lay down a list of the patterns according to which letter or number series are framed. Some of the patterns may be as follows.

a)   Letter Series

1.   Equal number of letter are missed

e. g. In ACG two following letters are missed.

2)   One following and the other preceding the letter may be organised.

e. g. In BCA one letter C is following and A is preceding.

3) Pattern may be according to the position of the letters in alphabets.

4) When numbers are mixed with letters, the number may refer to the position of the letters in the alphabets.

5) One or two letter of each unit may be same .

6) Remember after 'Z' there will come 'A' in the sequence because counting is circular.

b) **Number Series**

1) Each number may be the multiple of the other.

2) In each number something may be added or deducted to get the second number and so on.

3) The numbers may be divided to get the next number.

4) The square root of numbers may be taken to get next number.

5) The number may be squared to get next one. In this respect remember square of '1' is one and zero does not undergo any change when multiplied or divided or squared.

6) In more difficult series something is added to get the next number and subtracted or divided or multiplied to get next one.

7) Sometimes odd numbers are followed of preceded by even numbers and vice versa.

8) Sometimes one number is squared, the others multiplied, thrice, fourth multiplied four times etc. In order to complicate it something is added or subtracted.

e. g.

A) Letter Series

i) XYZCBAUVWFED-------------?

a) S   b) E   c) M   d) R

B) Number Series

i) 17, 19, ? , 20, 15

a) 18 b) 20 c) 16 d) 14

C) Analogy Tests

Ward analogy:- The analogy questions make you to see a relationship between wards and to apply it to other wards some may consider it to be a test of vocabulary but actually it judges the ability to think clearly and to side-step confusion.

Types of Analogy Tests

1) First Type

It is the type in which two wards which have some relationships with each other are given. These are followed by another word and

a number of choices. One ward from the choices is to be picked upto establish the same relation with the third ward as the first two have -

e. g.

Day is to Night as cold is to?

a) Ice   b) Wet   c) Warms   d) Snow

Day and night bear the relationship of opposites. As cold is opposite of warm so (c) is correct answer.

2)   Second Type : Part Relationship

In this type of relationship the two wards represents parts of a bigger thing.

e. g.   Lyric is to ode as -?

     a) Head to legs   b) Sky to earth

     c) Bomb to science   d) Newspaper to journalist

As lyric and ode are two types of poem, similarly head and legs are two parts of human body.

3)   Third Type

It is in which one of four relationship element is not given. One out of the choices is selected.

     e.g. Ship is to fish as bird is to -------

     a) kite   b) feather   c) Tree   d) chirp

Both ship and fish are found in water. This is the relationship between two wards, for bird we will have to pick up kite because both are seen in air.

How to attempt this question

Step one : Establish relationship between first two wards.

Step two : Find the same relationship among choices, which follow the pattern of two words.

Kinds of Relationships

1) Purpose Relationship

e. g. Glove: Ball as ?

a) Hook: fish   b) Winter: Weather

c) Game : peanut   d) stadium: seats

The purpose of glove is to help in catching ball and purpose of hook is to catch fish so it is (a)

2) Cause and Effect Relationship

e. g. Race : fatigue as -

a) French : Athlete   b) Fast : Hunger

c) Art : Bug   d) Walking : Running

Answer (b) is correct because fatigue is the effect of race and hunger is effect of fast.

3) Part whole Relationship

e.g. Snake : Reptile   as - ?

a) patch : Thread b) Removal : Snow

c) Struggle : Wrestle   d) Hand : Clock

Answer (d) is correct , Reptile constitutes a class of snake is one of them. Similarly hand of clock are part cf it.

4) Action to Object and Object to Action Relationship

e. g. Kick : Football as ?

a) Kill : Bomb   b) Break : Pieces

c) Question : Team d) Snake : Pipe

Kick shows action and football the object of action. This very relationship is represented in (d) i. e. smoking is action and pipe is the object.

5) Synonym Relationship

e. g. Enormous : Huge as ?

a) rough : rock b) muddy : unclear

c) purse : kitchen d) black : white

(b) is correct answer because muddy and unclear are synonymous.

6) Antonym Relation

e. g. Purity: Evil as ?

a) suavity : Bluntness   b) North : Climate

c) Angle : Horns d) Boldness: Victory

(a) is correct answer because two wards are antonymous.

7)   Place Relation

e.g. Red Fort : Delhi as ?

a) Red Square : Moscow   b) Albany : New York

c) India: Madras d) Pakistan : Nepal.

Red fort is situated in Delhi so answer (b) is Albany in New York.

8)   Degree Relationship

e.g. Warm : Hot as ?

a) Glue: Paste B) Climate: Weather

c) Bright: Genius d) Frown: Anger.

Answer is (d) because warms is less hot and frown is less anger.

9)   Sequence Relationship

e.g. spring: summer as ?

a) Thursday: Wednesday   b) Wednesday: Monday

c) Monday: Wednesday   e) Wednesday : Thursday.

As summer comes after spring so does Thursday after Wednesday.

10)   Association Relationship

e.g. Devil : wrong as ?

a) colour : side walk   b) slipper : state

c) Ink : writing   d) picture : Bed

As devil is associated with wrong so ink is associated with writing.

11)   Grammatical Relationship

e.g. Restore : climb as ?

a) Segregation: seen   b) Nymph : In

c) Room : Although   d) Run : see

Restore and climb are verbs so answer is run and see.

Type 4 : Alphabet Analogies

In this type of questions some analogies among the different pair of groups of letter exist. By learning that analogy in mind we are required to pick up a group of letter, which may bear the same analogy with which that in the third.

Types of Relations in Alphabet Analogies

Some of them are :

a)   Some letters in each group may have the same number of intervening letter.

b)   Some letters may be consonants and other vowels.

c) Some letters may follow the others.

d) Some letters may precede others and others may follow.

e. g.

DRIVEN : ETDRVN : BEGUM : ?

a) EUBGM   b) MGBEU   c) BGMEU   d) UEBGM

Answer is (d).

Sub Type I

Alphabet Oddman Out

In this type of questions important thing is to know the types of similarities, which can possibly exist among the groups of letters. These can be following the type of similarities.

1) In similar groups number of small or capital letters is the same.

e.g. CaB, eFD in these the one letter is small and two letters are capital.

2) The intervening letters between the first and last letter of each group (intervening letters are missing) will be the same in each similar group.

e.g. Missing letters in EH (missing letters are F and G), JM (Missing letters are K and L) are two so they are similar.

3)   One letter in each group may follow the other or precede the other.

e. g. LM, PQ, ST, etc. In each case the second letter follows the first in alphabet.

4)   Two similar letters and other two in particular sequence may be taken.

5)   Some relation be exist between the first and the third and the second and fourth.

e. g.

In each of following questions there are five groups of letters. Three of these groups are alike in same way while one is different. Find out the one, which is different.

a) MMPQ   b) NNRS   c) QQXY   d) PQVW.

a) EVFU   b) AZBZ   c) CXDW   d) GTHS

Sub Type 2

In this type of questions some groups of things creatures, buildings, cities even English words may be given . One of them will not belong to the group.

e. g. Four may be religious places and may be an office place.

In case of words there may be vowels one may be consonant or four may be verbs, nouns and so on.

Q.   Find the odd one

i)   Miotge, bee, moth, spider, ant

Answer is spider because it has 4 legs.

ii)   7, 5, 1, 11, 16, 17

Answer is 16 because it is prime number.

Type 5 Non-Verbal Analogies

In this type of questions instead of words or alphabets or numbers figures are used.

1)   Out of 4 figures 3 are related with each other and fourth from one same relation one is to be selected from alternatives given.

2)   Out of four figures 3 form one group and one is different. You have to pick up that.

e. g.

1)   △   □   ⬠   ?

a) ○ b) ⬠ c) □ d) ⬡

D)   Common Sense Tests

In this tests some questions testing common sense of the candidates are checked. This test does not need any previous preparations ; it needs general awareness and quickness to grasp the meaning.

e. g. 1) If an electric train is moving from north to south in which direction will snake from the engine go-

a) South East   b) According to flow of mind

c) All directions   d) No smoke

2)   How much is the stamp duty

a) According to money value of the agreement

b) Nothing

c) $1/4^{th}$ value of agreement

d) According to fee of lawyers

E)   Coding, Decoding

Type I : Letter Coding

Questions are based on code language. In each question, the capital letters in column I are written in a code in small letters in column II stands for some capital letters in column I You have to find out the small letter or code which stands for the underlined capital letter in each question in column I.

e.g.

Column I	Column II
1) E<u>H</u>ATR	i) c ii) f iii) m iv) p v) r
2) A<u>F</u>SEL	i) h ii) m iii) r iv) u v)c

Type II : Letter Coding

e. g.

In a certain code language I) kew xas human like means 'she is eating apples' ii) kew tepo gua means 'she sells toys' iii) sut lim deko means 'I like apples' which codes stands for she and apples.

a) deko & tepo   b) xas & deko

c) kew & deko   d) xas & kew.

Type III : Number Coding

In this type of questions letters are coded with numbers according to some system. Generally the system is connected with the position number of the letter in alphabets. So we must keep their positions numbers in our mind i. e.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Q	R	S	T	U	Y	W	X	Y	Z
17	18	19	20	21	22	23	24	25	26

i) Sometimes they add the position number of the letters in a word to get the code number e. g. food may be coded as 40 (f = 6, 0 – 15, 0 = 15, d = 4).

ii) In other cases something is added or subtracted from their position numbers.

iii) Sometimes the added up position numbers may be divided by a particular number.

Other variations of this type may be three.

F) Relationship Test

Type – I : Symbol Relationship Interpretation

In these type of questions some relationships have been expressed through symbols, which are explained below :

e. g. If;
÷ → equalto
χ → not greater than
+ → less than
Δ → not equal to then

a+b+c implies .....

a) a + bφc   b) a x b+c   c) a x bΔc   d) All incorrect

Type II

In this type of questions you are asked to work out the relationship of two persons from the information given in the question. If data are tabulated it can help you in working out the relationship.

e. g.

Atul is the son of Zamir. Alka is daughter of Aman. Sheela is wife of Aman. Mohan is the son of Sheela. How is Alka related to Mohan.

a) Sister   b) Uncle   c) Mother   d) Wife

Type III : Classification

In this type of questions 3 words are given. They are followed by 4 words one of which stands for the class to which 3 words belong. You have to identify that word.

e.g.   Navy, Air Force, Army

a) Defence   b) Attack   c) War   d) Military

G)   Mathematical Problems

These problems can be solved by using following formulae and general mathematical sense.

Formulae

1)   Let 'a' & 'b' be any two numbers then.

i) $(a+b)^2 = a^2 + b^2 + 2ab$

ii) $(a - b)^2 = a^2 + b^2 - 2ab$

iii) $(a - b)(a + b) = a^2 - b^2$

i) $(a + b)^3 = a^3 + b^3 + 3a^2b + 3ab^2$

ii) $(a - b)^3 = a^3 - b^3 - 3a^2b + 3ab^2$

iii) If a & b are two numbers then the product of their

L. C. M. and H. C. F. = a x b.

2) Law of Indices

i) $a^x \times a^y = a^{x+y}$

ii) $(a^x)^y = a^{xy}$

iii) $a^x + a^y = a^{x-y}$

3) Surds

i) $\sqrt{a} \times \sqrt{a} = a$

ii) $\sqrt{a} \times \sqrt{b} = \sqrt{ab}$

iii) $\left(\sqrt{a} + \sqrt{a}\right)^2 = a + b + 2\sqrt{ab}$

iv) $\left(\sqrt{a} - \sqrt{a}\right)^2 = a + b + 2\sqrt{ab}$

v) $\left(\sqrt{a} + \sqrt{a}\right)\left(\sqrt{a} - \sqrt{b}\right) = a - b$

4) Averages

i) Simple Average $= \dfrac{\text{Sum of Observation}}{\text{Number of Observation}} = X$

ii) Compound Average $= \dfrac{ax \times by}{x + y}$

when average of x number of items is a and average of y number of items is b.

5) Population

i) $$P_a = P(1 + \frac{r}{100})^n$$

where

P_a = population after 'n' years

P = present population

r = rate of increase per year

n = number of years

ii) For 'n' years ago.

$$P_n = \frac{P}{(1 + \frac{r}{100})^n}$$

where

P_n = population after 'n' years ago

P = present population

r = rate of increase per year

n = number of years

6) Profit and Loss

If C. P. = Cost Price and S. P. = Selling Price then

i) S. P. – C. P. = Profit

ii) C. P. – S. P. = Loss

iii) $\dfrac{\text{Loss}}{\text{C.P.}} \times 100\,\% = \text{Loss}\,\%$

iv) $\dfrac{\text{Profit}}{\text{C.P.}} \times 100\,\% = \text{Profit}\,\%$

7) Simple Interest

i) $I = \dfrac{P \times R \times T}{100}$

where

I = Simple interest

P = Principal

R = Rate percent per year

T = Time (years)

8) Compound Interest

i) $A = P\left(1 + \dfrac{r}{100}\right)^n$

where

A = Amount

P = Principal

r = Rate percent

n = Number of times interest is compounded

ii) $\quad$ C. I. = P $\left(1+\dfrac{r}{100}\right)^n - 1$

where

C. I. = Compound interest

9) Time and Distance

i) $\quad$ Average Speed $= \dfrac{\text{Distance Travelled}}{\text{Time Taken}}$

ii) $\quad$ Distance Travelled = Average Speed x Time Taken

iii) $\quad$ 1 km/hr $= \dfrac{5}{18}$ m/s

10) Areas

i) $\quad$ Area of rectangle = Length x Breadth

ii) $\quad$ Area of Square = $(\text{Side})^2$

iii) $\quad$ Area of Triangle = ½ x base x height

iv) $\quad$ Area of Circle = π x $(\text{redius})^2$

where $\pi = \dfrac{22}{7} = 3.14$

11) Percentage

Perimeter of rectangle = 2 (length + Breadth)

Perimeter of square = 4 x side

Perimeter of triangle = sum of all three sides

Circumference of circle = 2 π x radius

12)   Diagonal

Diagonal of rectangle = $\sqrt{\text{Length}^2 + \text{Breadth}^2}$

Diagonal of square = $\sqrt{2}$ x side

13)   Volume

i)   Volume of cube = $(\text{side})^2$

ii)   Volume of cuboids = Length x Breadth x Height

iii)   Volume of Cylinder = $\pi r^2 h$

v)   Volume of Cone = 1/3 $\pi r^2 h$

vi)   Volume of Sphere = 4/3 $\pi r^2 h$

14)   Surface Area

i)   Surface area of a cube = 6 side^2

ii)   Surface area of a cuboids = 2 x (Length x Breadth + breadth x height + length x height)

iii)   Surface area of a cylinder = $\pi r^2 h$ &

       Total surface area including top bottom = $2\pi r (h + r)$

iv)   Surface area of cone = $\pi r (L + r)$ (including base area)

       where L is slant height

       surface area of sphere = 4/3 $2\pi r^3$

e.g.   The width of a rectangular plot is two third its length. If the area of the park is 54000 sq. m. what is its length in meters.

a) 90 m   b) 60 m   c) 80 m   d) 110 m

H)   Analytical Reasoning - Logical Interpretation of Data

No out and dried rule can be laid down for working out these questions. Simple arithmetic calculations can help. It is necessary to tabulate the data in a convenient form so that questions are worked out quickly.

Co - Relating Information

Logic means, if we take its original meaning, the science of valid reasoning. By reasoning, we mean the mental processes of drawing an inference from two or more than two statements or going from the inference to the statements, which yield that inference. So logical reasoning covers those types of questions, which imply drawing an inference from the statements. It you tell a person that you have missed the bus, he may draw two inferences: either you were late in reaching the bus stop or the bus reached earlier than its scheduled time.

Clearly, for understanding arguments and for drawing the inference correctly it is necessary that we should understand the statement first. As logic and language were one and the same subject in the earlier times, proper understanding of language is necessary for drawing inferences. Apart from this you should also be able to correlate

the different statements in a proper manner. In the process of correlating them we may have to add some information or subtract some information from the statements. Many times the new information which is given may modify the information which has been given earlier, so while correlating the different statements; we will have to take 3 things into consideration -

1) Whether the new statements add some information to the given statement or.

2) Whether the new statements deduce information or

3) Whether the new statements modify the given information.

Another thing which will borne in mind with regard to this type of question is that we should understand each sentence in its correct context. If we try to give some imaginative meanings, it would not be possible to understand their relationship. By understanding the meaning, we mean that we must know the obvious meaning as well as the implied meaning. But generally, it is the obvious meaning which are important for our purpose.

After correlating the information and eliminating the previous information with the help of substitutions we can come to the net result e. g. Some one says, "Politics is a dirty game and if a person in this game does not have mentality as bad as the game demands, it is not possible to get success". The first sentence gives us relationship

between politics and dirty game, it implies politics is a game and this game is dirty. In case of second statement, it is given that this dirty game can be played by those who have dirty mentality that means the relation between dirty games and dirty morality has been given. So if we add the information given in the two statements, we will come to the conclusion that the dirty game of politics is played by those who have dirty mentality.

Similarly, the information may be deduced from the previous statements e.g. it we say that almost all the students were present, but John was not present from these two statements. We can gather that all except John were present. In other words, the first statement tell us some thing about all; the second modifies "all" and we can get the result through deduction or modification.

Solved Example

Newspapers are read every day by almost every educated person and we hope that people must have developed political consciousness through this consciousness has not been evident during the 10th General Elections in India. So we can say that the political consciousness is necessary ingredient of democratic set up.

a)   The inference necessarily follows.

b)   The inference does not follow

c)   The inference is a 'far drawn conclusion'

d)   The inference is irrelevant.

Solution

In first and second statement, we are simply telling that educated people may have developed political consciousness but it does not mean that they have definitely developed political consciousness because of the word 'hope' has been used. If we correlate this information with third sentence it imply that educated people study newspapers but they have not developed political consciousness. So no sentence or no information brings us to conclusion that political consciousness is necessary for democratic set up. It has not been exhibited during the elections and this does not mean that it is necessary. So the inference does not follow from the information. It is not for fetched conclusion because for fetched conclusions must be the implication of the inference.

Forcefulness of the Argument

This type of question concerns with the forcefulness of the arguments. A question is followed by two arguments, generally one begins with 'yes' and other with 'No'. You are asked to determine which argument is forceful.

Rules

In this type of reasoning, following rules are to be kept in mind.

1. The argument should not be an assumption.

2. The argument should not be generalized it should be specific.

3.　　The argument should not be ambiguous.

4.　　It should not be implication of the statement which serves as an argument.

5.　　The argument should be in conformity with the prevailing ideal and truth.

6.　　There should not be fallacy of composition, fallacy of division or uncritical analogy.

e. g.　Is childhood the best period of one's life

(M)　Yes, because one has to face no wrong.

(N)　No, because child is considered to be childish and foolish.

a)　　Only argument M is forceful.

b)　　Only argument N is forceful.

c)　　Both M and N are forceful.

d)　　Neither M nor N is forceful.

Solution d) First is not correct factually whereas second is based on an assumption that if one is neither childish nor foolish one can enjoy the best period.

Section – I

B)   Job Satisfaction

The terms 'employee attitude', job satisfaction' and 'industrial moral' are in many instances used interchangeably, however they are not synonymous. An attitude may contribute to job satisfaction since the latter is comprised of a number of attitudes. Similarly, job satisfaction is not the same as industrial morale, although it may contribute to morale.

Job attitude is the feeling the employee has about his job, his readiness to react in one way or another to specific factors related to job. Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors, and towards life in general. Industrial morale is generated by the group. For the individual it is a feeling of being accepted by and belonging to a group of employees through adherence to common goals.

Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and one concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer and other similar items.

However, a more comprehensive approach requires that many additional factors be included before a complete understanding of job satisfaction can be obtained. Such factors as employees age, health, temperament, desires and level of aspiration should be considered. Further his family relationships, social status, recreational outlets, activity in organizations - labour, political or purely social contribute ultimately to job satisfaction.

In short, job satisfaction is a general attitude which is the result of many specific attitudes in three areas namely specific job factors, individual characteristics and group relationships outside the job.

Job satisfaction is an integral component of organizational climate and an important element in management- employee relationship. Job satisfaction is a positive emotional state that occurs when a persons job seems to fulfil important job values provided these values are compatible with one's needs. Job satisfaction in simple words is an individuals emotional reaction to the job itself. It is a person's attitude towards job.
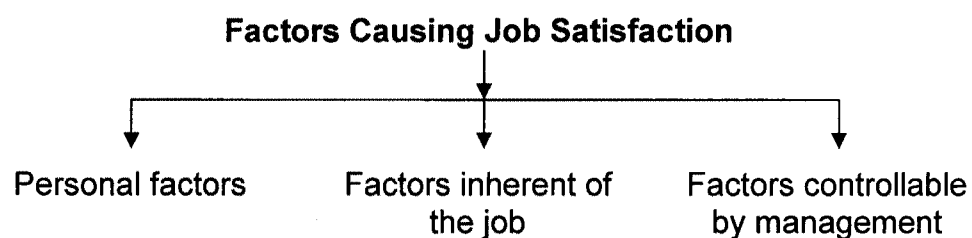
1.11 Definitions of Job Satisfaction

1   Job Satisfaction is the persistent feeling towards distrainable aspects of the job situation.

Dr. P. C. Smith.

2   Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

3   Job satisfaction is a set of favourable or unfavourable feelings with which employees view their work.

Job satisfaction may be general or specific. Sometimes it is referred to as overall feeling of satisfaction i. e. satisfaction with the situation as a whole. Job satisfaction is the amount of pleasure or contentment associated with a job.

Job satisfaction is derived from and is caused by many interrelated factors which from basic three categories.

Factors Causing Job Satisfaction

Personal factors   Factors inherent of the job   Factors controllable by management

i)   **Personal Factors**

It includes -

a)   **Number of Dependents**

Results of a study of workers indicate that the more dependent one has, the less satisfaction he has with his job. Perhaps the stress of greater financial need brings about greater dissatisfaction with one's job.

b)   Age

Studies have found different results in different groups on the relationship of age to job satisfaction. There was higher intrinsic job satisfaction among older white- colour employee's but lower financial and job status satisfaction among this group. From the consensus of other studies, age has little relationship to job satisfaction but it is higher with increasing age, in other groups it is lower.

c)   Time on Job

Several investigations have indicated that job satisfaction is relatively high at the start, drops slowly to the fifth or eighth year, then rises again with more time on job. The highest satisfaction is reached after twentieth year.

d)   Intelligence

Relation of intelligence to job satisfaction depends on the level and range of intelligence and the challenge of the job.

e)   Education

There is a great deal of conflicting evidence on the relationship between education and job satisfaction so no generalization can be made. Organizational policies on advancement in relation to education are important.

f)   Personality Exclusive of Intelligence

One criterion of personality is the existence of neurotic behaviour. Neurotic tendency lends to job dissatisfaction only when the job itself is one of a 'greater' strain.

Another possible criterion of personality is general satisfaction with non- job conditions. Very high correlation between personality and job satisfaction is shown. Some job dissatisfaction is caused by the personality traits that made these employees unhappy off the job.

In yet another study, it was found that persons who were rated high in interpersonal desirability by their fellow employees were the most satisfied with their jobs. Again, there is an implication of general personality patterns of happiness. It is likely that personality maladjustment is the source of some job dissatisfaction, but it is not clear how strong the relationship is.

ii)   Factors Inherent in the Job

These factors are important for management to plan and administer jobs more advantageously for its workers.

a)   Type of Work

This factor is very important . Several studies have shown that varied work brings about more job satisfaction than routine work.

b)   Skills Required

Skills in relation to job has bearing on several other factors such as kind of work, occupational status, responsibility etc. Where skill

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exists to a considerable degree, it tends to become the first source of satisfaction.

c)   Occupational Status

Occupational status is related to, but not identical with, job satisfaction. It has been observed that employees are more dissatisfied in jobs that have less social status and prestige.

d)   Geography

It is general observation that workers in larger cities are less satisfied with their jobs than are those in smaller cities and towns.

e)   Size of Plant

In small plants, individuals know each other better and are therefore more cooperative. The favourable attitudes in small plants are based specifically on optimism about advancement, opportunity for making suggestions, treatment of employees and respect for the ability of management.

c)   Factors controllable by Management

1)   Wages

Wages play a significant role in influencing job - satisfaction. This is because of two reasons. First money is an important instrument in fulfilling one's needs and two employees often see pay as a reflection of management concern for them.

Employees want pay system which is simple, fair and inline with their expectations. When pay is seen as fair based on job demands, individual skill level and community pay standards, satisfaction is likely to result.

2)   Nature of Work

Most employees crave intellectual challenges on jobs. They tend to prefer being given opportunities to use their skills and abilities and being offered a variety of tasks, freedom and feedback on how well they are doing. These characteristics make jobs mentally challenging. Jobs that have too little challenge create boredom. But too much challenge creates frustration and feeling of failure, under condition of moderate challenge, employees, experience, pleasure and satisfaction.

3)   Promotions

Promotional opportunities affect job -satisfaction considerable. The desire for locomotion is generally story among employees as it involves change in job content, pay responsibility, independence, status and the like. An average employee in a typical government organization can hope to get two or three promotions in his entire service, though chances of promotion are better in the private sector. It is not surprise that the employee takes promotions as the ultimate achievement in his career and when if is realized , he feels extremely satisfied.

4) Supervision

There is a positive relationship between the quality of supervision and job satisfaction. Supervisors who establish a supportive personal relationship with subordinates and take a personal interest in them contribute to their employee satisfaction. On realizing the role of supervision in creating satisfaction, a number of supervisory roles have been suggested for the purpose.

Supervisory Actions for Maintaining Satisfaction

1. Maintain open lines of communication.

2. Create a good physical environment.

3. Remedy sub - standard conditions.

4. Transfer discontented employees.

5. Change the perception of dissatisfied employees.

6. Display concern for employees.

7. Give recognition

8. Allow for participative management.

9. Practice good management.

10. Conduct morale building programmes.

5) Work group

The work group does serve as a source of satisfaction to individual employees. It does so primarily by providing group members, with opportunities for interactions with each other. It is well known that for many employees work fills the need for social interaction.

The work group is an even stronger source of satisfaction when members have similar attitudes and values. Having people around with similar attitudes and values can also provide some confirmation of a persons self concept. We are all correct and you are also all correct.

6)   Working Conditions

Working conditions that are compatible with an employee's physical comfort and that facilitate doing a good job contribute to job satisfaction. temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the work place and adequate tools and equipments are the features which affect job satisfaction .

7)   Security

Security also plays important role in job satisfaction. Security is provided by management. It is of mainly 3 types namely physical security, emotional security. and payment security. payment security is discussed briefly earlier. While various industries give physical security to the employees which works in a dangerous chemical or other plants such as mask, special dresses, fire stopping devices etc. If it is not given no. of accidents, absenteeism increases finally leads to job dissatisfaction. In the some way, emotional security also affects job satisfaction. emotionally unstable person cant do the job with his all intention. and abilities which leads to his personal as well as company less.

8) Downward Flow of Communication and Information

Communication which flow from superiors to the subordinates are known as downward communications. These communications are the medium through which the supervisor –

- Defines the goal of the organization and sub group.

- Tells the subordinates what is expected from them what resources are available, how well they are doing.

- Administers reward and punishment.

If this downward flow of communication is good then job satisfaction seems to be increased.

1.12 Theoretical Views of Job Satisfaction

Often job satisfaction and work motivation are treated as same. However, job satisfaction is concerned with feelings one has towards the job, and work motivation is concerned with the behaviour that occur on the job.

Satisfaction is hedonistic (considering pleasure or happiness as the chief goal) response of liking or disliking the attitude object. Also, individuals tend to approach those things with which they are satisfied and avoid those things with which they are dissatisfied. As a result, job satisfaction is frequently associated with job behaviour such as work motivation.

Most theories of motivation have an underlying hedonistic assumption that individuals are motivated to seek that which is pleasant to them. As a result, many theories of motivation are also considered at least in part, theories of job satisfaction.

Theories of Job Satisfaction

A)   Maslows Need Hierarchy

Abraham Maslow (1908-1970), an American psychologist, viewed the motivation of needs. as arising from levels of a hierarchy of needs. According to him, the needs underlying human motivation can be organized on five general levels, from lowest to highest. He regards these needs as prepotent i. e. as one need is satisfied, the next need level comes into play. The hierarchy of five needs is as follows

Self actualization
need
(realizing one's full
potential as
a creative productive person)

Esteem Needs
(Self esteem and esteem from others)

Belongingness and love needs
(acceptance, friendship)

Safety and Security Needs

Physiological Needs
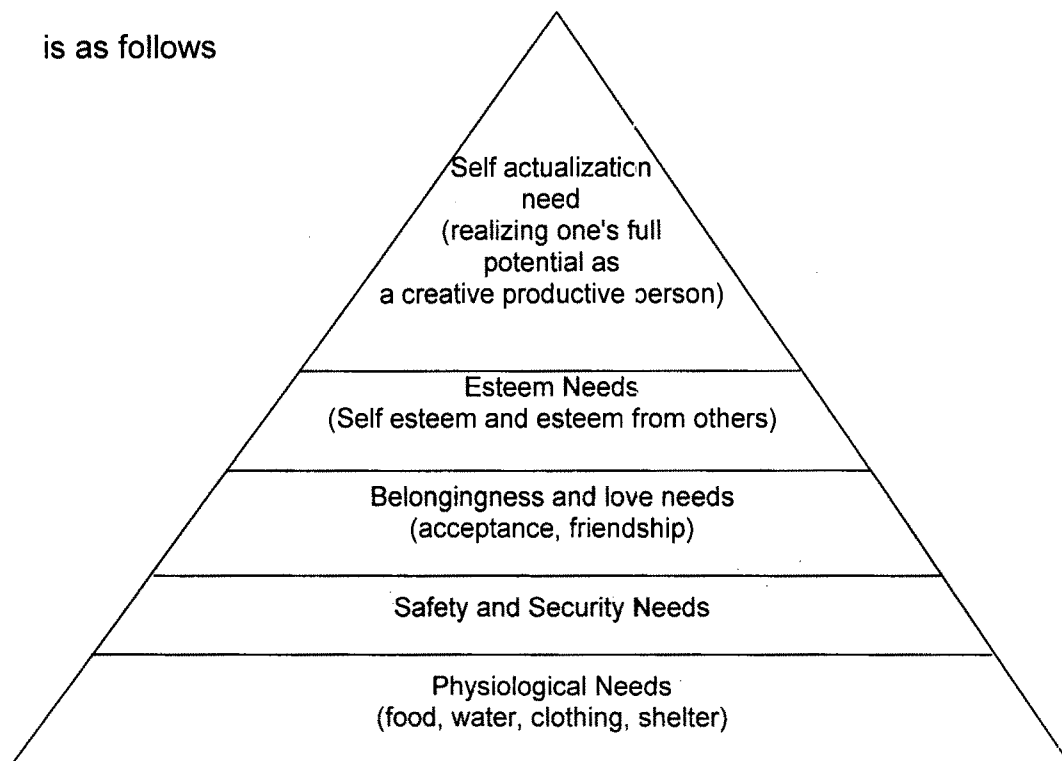(food, water, clothing, shelter)

Fig. No. 6 : Maslow's Hierarchy of Needs

1)   Physiological Needs

This includes need for food, shelter, clothing, relief from pain and the like. In short, all bodily needs that are basic for survival.

2)   Safety and Security Needs

This includes need for protection from physical and emotional harm and the need for job security.

3)   Social or Belongingness Needs

This includes the need for affection, friendship, acceptance and for identification with a group or an organization.

4)   Esteem Needs

This includes internal esteem factors such as self- respect, autonomy, achievement; as well as external esteem factors such as status, recognitions, attention and appreciation.

5)   Self Actualization Needs

This is the highest level need Maslow defines this as the tendency for a person to become every thing that he is capable of becoming. It includes growth, achieving one's potential and self- fulfilment. It is a growth need.

Maslow considers man as a "wanting animal". As one need is substantially satisfied, the next need becomes dominant. Thus, needs are satisfied in a sequence.

Maslow believes that although no need is ever fully gratified, a substantially satisfied need no longer motivates. So if a manager wants to motivate his subordinate, according to Maslow, he needs to understand what level of the hierarchy that subordinate is currently on and focus on satisfying those needs at or above that level.

Maslow has separated the five needs into higher and lower orders. Physiological and safety/ security needs are described as lower order ; and social, esteem and self-actualization as higher-order needs are satisfied internally (within the person), where as lower order needs are predominantly satisfied externally (by such things as money, union contracts, and tenure). Lower order needs are primarily satisfied through economic rewards where as higher order needs are primarily satisfied through psychological and social rewards.

Maslows need hierarchy model essentially says that gratified needs are not as strongly motivating as unmet needs. That is, employees are more enthusiastically motivated by what they are seeking than by what they already have.

Maslows Theory Related to Job Satisfaction

The need hierarchy theory is relevant to job satisfaction - jobs which are able to satisfy more of the hierarchal needs would be job which would result in greater satisfaction on the part of the employee.

As Maslow propounded, all employees have a series of needs which should ideally be satisfied at work. He also found that usually as one need was fulfilled. The next need level tends to become the prime motivator, hence the idea of a hierarchy of five steps.

1) Physiological needs like food, warmth. Shelter may be mainly satisfied at work by salary/wages.

2) Safety/security needs like safe conditions, job security may be mainly satisfied at work by good working condition and benefits.

3) Social needs like belongingness and acceptance and appreciation may be mainly satisfied at work by harmonious teams.

4) Esteem needs like need for status/power may be mainly satisfied at work by promotion and respect for position or experience.

5) Self-actualization needs like need for self- fulfilment may be mainly satisfied at work by challenging work, which realizes an individuals potential.

Critical Appreciation of Maslows Model

Maslow's need hierarchy model is a land mark in the field of motivation. It presents nature and priority of needs. This hierarchical concept of needs helps the management in understanding human

behaviour of people at work. Maslow's approach is very simple and direct. However, it has limitations.

The model may not apply at all times in all places and in all circumstances. It may not follow the sequence as postulated by Maslow. Maslow himself realized that there would be some exceptions to his general theory of human development. Some creative artists are so immersed in their work that they fail to satisfy their lower-level needs for food, health and safety, although they are obviously self- actualized.

Maslow's theory has received wide recognition due to its intuitive logic and ease of understanding. However, research does not validate this theory. Maslow provided no empirical substantiation, and several studies that sought to validate the theory found no support for it. Researches face some practical problems like how to measure self-actualization to test this theory.

Maslows model does not take into account the individual difference in the intensity of various needs. Cultural, religious, environmental influences play a major role in determining the need priority in various countries. Educated employees usually like challenging jobs where as less educated people prefer routine and standardized jobs. In India, the economic conditions of workers are not satisfactory, so they prefer to satisfy their lower order needs i. e. physiological and safety needs.

In spite of these limitations. Maslow's theory has useful practical implications for managers. It offers them a good conceptual scheme to understand and deal with issue of employee.

People are motivated by unfulfilled needs and simply giving them, more of something of which they already have enough is likely to be unproductive. To follow through Maslows ideas, management must motivate the workforce by establishing the level at which unfulfilled needs and operating and gear their incentive schemes to that point. For instance, developing autonomous workgroups or even giving a job a new title to increase the prestige of the job holder can work well.

B)   Hertzberg's Two Factor Theory or Motivation-Hygiene Theory

Frederick Hertzberg (1959) extended the work of Maslow and developed a specific content theory of work motivation. He conducted a widely reported study on about 200 accountants and engineers from eleven industries in the Pittsburgh area. He used the critical incident method of obtaining data for analysis. He asked them two questions

1.   When did you feel particularly good about your job- what turned you on?

2.   When did you feel exceptionally bad about your job- what turned you off?

He then asked them to describe the conditions that led to these feelings.

Hertzberg found that employee's named different types of conditions for good and bad feelings. His study revealed that the factors responsible for job satisfaction are quite different from the factors that led to dissatisfaction. Reported good feelings were generally associated with the surroundings or peripheral aspects of the job context. These two feelings were not obverse of each other. If a person was satisfied with his job in particular condition, the absence of such condition would not mean job dissatisfaction, but it might be called no job satisfaction.

Similarly, opposite of job dissatisfaction is not job satisfaction but it might be no job dissatisfaction. Thus, Hertzberg suggests that the opposite of satisfaction is not dissatisfaction, as was traditionally believed. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying.

Hertzberg theory is based on a twc-factor hypothesis i. e. factors leading to job dissatisfaction. the factors so identified were classified by him into two categories.

1. Motivational Factors

2. Hygiene or Maintenance Factors

1. Motivational Factors

These factors are related directly to the job itself,. The presence of such factors creates a highly motivating situation. But their absence does not cause dissatisfaction. People always respond positively with the presence of such factors. Hertzberg mentioned six motivational factors as:

i)   Recognition

ii)   Advancement

iii)   Responsibility

iv)   Achievement

v)   Possibility of growth

vi)   Work itself

Factors like achievement and responsibility are related to job itself and others are secured from it. This set of factors has been designated as motivators or satisfiers and they are job centered factors related to job contents.

2. Maintains Factors

This set of factors is such that their presence did not significantly motivate the employees but the absence of these factors caused serious dissatisfaction. The presence of such factors prevents dissatisfaction and maintains a certain level of motivation but any reduction in the availabilities of these factors is likely to affect motivation and bring down the level of performance. For instance, an increase of Rs. 10 in the salary of Rs. 10 from his salary may upset him

and is likely to cause dissatisfaction. Maintenance factors mostly are related to environment outside the job.

Hertzberg named ten maintenance factors as,

i)   Company Policy and administration

ii)   Technical supervision

iii)   Interpersonal relations with subordinates

iv)   Salary

v)   Job security

vi)   Personal life

vii)   Working conditions

viii) Status

ix)   Interpersonal relations with supervisors

x)   Interpersonal relations with peers or colleagues

Hygiene or maintenance factors are the context factors. They provide a background on which people work. They create an atmosphere for doing work, but there is nothing in them that would motivate them. According to Hertzberg, they can dissatisfy by their absence but they cannot satisfy by their presence.

Critical Appreciation of Hertzberg's Model

Hertzberg has made an important contribution in the field of work motivation and job satisfaction. He has extended the applicability of Maslows theory into the actual organizational setting. His major contribution is that of drawing attention of the management to the fact that for ensuring efficiency on the part of the employees,

motivators also have to be paid attention to, in addition to the hygiene factors. Implications of this theory are far reaching as they insist that the key to motivation lies in structuring meaningful jobs, jobs that are challenging and rewarding, if the possibility of growth exists in them, if they provide sense of achievements, recognition and responsibility. Thus, this theory make the managers responsive to the intrinsic factors instead of extrinsic factors of motivation.

Hertzberg work has been very influential. It played an important part in encouraging organizations to enrich jobs, to make them more complex, more demanding in skill and to increase the degree of control the worker has over his environment and work activities.

Hygiene Factors	Motivators
When present, help in preventing Dissatisfaction but do not increase Satisfaction or motivation	When present, lead to satisfaction and motivation
When absent, increase dissatisfaction with the job	When absent, prevent both satisfaction and motivation

The relevance of this theory in the present context is that it is interesting work and achievement that sustains high commitment and performance. Pay may get people to work but excitement turns them on once they are there.

Criticism

Hertzberg is criticized on the grounds of the limitations of critical incident method which be followed. When things are going well, people tend to take credit themselves. Contrarily, they blame failure on the external environment.

Critics also claim that this theory is method-bound. Results are not similar by using other method. Also, using the critical incidents method may cause people to recall only the most recent experiences. The "recovery of events" bias is embedded in the methodology.

Unfortunately, neither model (Maslow and Hertzberg) provides an appropriate link between organizational goals individual need satisfaction. Both fail to handle the question of individual differences in motivation.

However, Hertzberg can be said to be a father of job design theory which got developed more completely by Hack man and his associates. Hack man and Oldham job characteristic model is important since it insists that good job design will lead to internal motivation of the workers and result in good job performance and employee satisfaction.

c)   **Hackman –Oldham Job Characteristics Model**

Richard Hack man and Grog Oldham have shown that there are five job characteristics, which lead to three psychological status, which in turn affect the motivation and satisfaction of the employees.

They also emphasize the fact that this entire cycle of relationship is moderated by the strength of the growth need on the part of an employee.

The five job characteristics which are control to provide potential motivation to workers are skill variety, task identify, task significance, autonomy and feed back from the job itself, According to Hack man and Oldham, skill variety, task identify and task significance influence 'experienced meaningfulness'. Autonomy affects the 'experienced responsibility' or the feeling of being in control and being responsible for outcomes. Feedback influences 'experienced knowledge of results' or the satisfaction of knowing how well one is performing on the job.

Skill variety notes the extent to which any particular job utilizes a range of skills, abilities and talents of employees. Obviously, if many different skills are used by the employee on the job, the job is going to provide challenge and growth experience to the employee.

1. Task identify indicates the extent to which the job involves a "Whole" and identifiable piece of work. If the job involves beginning an assignment and completing it then the individual can identify with the ultimate creation turned out by him and derive pride and satisfaction from having done a worthwhile job.

2. Task significance refers to the meaningfulness or significance of the impact that a job has on the lives of others-both inside and outside the organization. If what

one does has an impact on the well being of others, the job becomes psychologically rewarding to the person who performs it.

3. Autonomy reflects the extent to which the job provides an employee the freedom, independence and discretion to schedule the work and make decisions, and formulae the procedures to get the job done without interference from others. The greater the degree of autonomy, the more the person feels "in control". Since the employee has more freedom to perform the job, this autonomy will provide him with both the motivation to do the job and the satisfaction from doing it.

4. Feedback indicates the extent to which the persons who are working on the job can assess whether they are doing thing right or wrong even as they are performing the job. The job itself provides them feedback on how well they are performing.

Thus, all these experienced psychological status emanate from the intrinsic work rewards experienced by the employee which then will result in high intrinsic motivation, high quality of work performance, high levels of job satisfaction, high job involvement, and low absenteeism and turnover.

Hack man and Oldham state that only those who have a high growth need strength (i. e. the need to learn, develop and grow on the job) will experience the critical psychological states when the five one job characteristics are embedded in their work and then experience the positive outcomes. Those who do not have a high growth need will not be affected by the one job characteristics, That is, even if the job is enriched, involvement, satisfaction and performance levels will not change.

Motivating Potential Score

According to Hack man and Oldham, the propensity of each job to be motivating can be assessed by using the formula.

$$MPS = \frac{SkillVariety + TaskIdentify + TaskSignificance}{3} \times (Autonomy) \times (Feedback)$$

According to this model, the first three characteristics have an additive relationship. Thus, they may compensate for each other. More in one may compensate for deficit in the other. However, autonomy and feedback have multiplicative relationship with the other three characteristics.

D) Social Influence Theory

Salancik and Pfeiffer (1977) suggested that perhaps people decide how satisfied they are within their job not by processing all kinds of information about it but by observing others on similar jobs and making inferences about others satisfaction. Weis and Show (1979)

suggest that an individual simply inters a level of his own satisfaction from observing others. People indeed are influenced by their perceptions of others satisfaction.

Social influence theory of job satisfaction is interesting because it recognizes the social nature of work and suggests a way of defer mining job satisfaction that has been ignored in the past.

E) Instrumentality Theory

This theory believes that individuals calculate the degree to which the job is satisfying by considering the extent to which the job leads to valued outcomes. It is assumed that individuals have a set of judgments about how much they value certain outcomes such as pay. Promotion or good working conditions. They then estimate the extent to which holding the job leads to each of these outcomes. Finally, by weighing the perceived value or attractiveness of each outcome by considering all outcomes in the set, the individual arrives at an estimate of the satisfaction he feels will come from the job.

F) Equity Theory

Advance Equity theory also contains a social element in which the individual compares his inputs and outcomes to those of others. It argues that a major input into job performance and job satisfaction, is the degree of equity (or inequity) that people perceive in their work situation.

Equity occurs when,

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} = \frac{\text{Other's Outcome}}{\text{Other's Inputs}}$$

The details of this theory are as below James Stacy Adams (1965) proposed the equity theory which was based on his belief that an individuals motivation is influenced by his perception of how equitably is treated at work. Advance believed that an individual compares the ratio of his inputs and outcomes to the input-outcomes ratio of another individual whom he believes as comparable to him. For instance, an individual looks at the amount of work he puts in and how the rewards are dispensed for that effort, and compares it with the efforts and rewards of another person in a similar position. If there is perceived equity or fairness then the person feels ok! However, if there is inequity, then the person feels tense, unhappy, distressed and restless due to the discrepancy. This tension and restlessness motivates the individual to take some type of action and try to create a condition of equity. Since felt inequity propels an individual into action, it is a motivator.

Inequity exists under two conditions

1)   When the person feels that in comparison, he offers a negative inequity, i. e. he has been rewarded less for his efforts than another.

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} < \frac{\text{Other's Outcome}}{\text{Other's Inputs}}$$

2) When the person experiences a positive inequity, i. e. through comparison he finds himself rewarded more than the other person for a similar degree of effort.

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} > \frac{\text{Other's Outcome}}{\text{Other's Inputs}}$$

Thus, individuals consider their job inputs such as effort, experience, education, seniority, skill and competence and compare outcomes such as salary level, status, pay raises, recognition, promotion and other factors and then they compare this ratio with those of other comparable persons and then respond so as to eliminate any inequities. Individuals are concerned with the state of equity and strive hard to relieve the perceived inequity.

In order to restore equity, individuals can make one of the six choices-

1. Change their inputs

    e. g. reduce their efforts

2. Change their outputs/ outcomes

    e.g. earning more on a piece-rate basis by producing higher quantity of units of lower quality.

3. Distort perceptions of self

    e.g. "I used to think, I worked at a moderate pace but now I realize that I work a lot harder than everyone else."

4.   Distort perceptions of others

e.g. "His job is not as desirable as I previously thought it was".

5.   Choose a different referent.

e. g. "I may not make as much as him (brother in law), but I am doing a lot better than (my dad) others when he was my age.

6.   Leave the field

e. g. "Quit the job".

Equity theory essentially holds the view that it is the perceived equity of the situation that stimulates behaviour and job satisfaction. Individuals perception of the situation is more important concept is that an individual uses his own perception about others as his frame of reference in identifying the degree to which he is satisfied. While comparing himself with others, the grass may or may not be greener elsewhere, but it is quite common for an individual to think that is when he uses others as a frame of reference. Thus, as the weakest elements of equity theory is its analysis of the process by which individuals choose a comparison other. Therefore, although easily understood the theory is complex and difficult in application.

Equity theory is indeed a promising theory of motivation as well as job satisfaction and has direct relevance for compensation practice.

G)   Vroom's Expectancy Theory

Expectancy theory essentially emphasizes that satisfaction is increased if the individual perceives that.

i)   His effect will result in successful performance and

ii)   Successful performance leads to desired rewards.

The expectancy theory of job satisfaction has its roots in the cognitive concepts of pioneering psychologists' Kurt Lewin' and Edward Tolman., and in the choice behaviour and utility concepts from classical economic theory. However, the first one to formulate an expectancy theory directly aimed at work motivation and satisfaction was Victor H. Vroom (1964). He proposed the expectancy theory as an alternative to the content models, which he felt were inadequate expiations of the complex process of work motivation. Expectancy theory represents a comprehensive, valid and useful approach to understanding motivation and the decision processes that people use to determine how much effort they will expend on their jobs.

Vroom's Expectancy Theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual vroom explains that motivation is a product of how much one wants something and one's estimate of the probability that a certain action will lead to it. This relationship is stated in the following formula.

$$V \times E = M$$

Valence (Strength of one's   X Expectancy (Probability   = Motivation (Strength of
desire for something)   of getting it with a   drive towards an action_
                                                    certain action)

Valence

Valence refers to the strength of a person preference for a particular outcome. It is a relative strength or importance a factor has for the employee. Valence is an expression of the amount of one's desire for a goal. For example, if an employee strongly wants a promotion, it is said that promotion has high valance for that employee. Salary, security benefits, recognition, responsibility, work itself etc. are the outcomes with different valence for different people. These factors differ from individual to individual. The valence arises out of each employees internal self as conditioned by experience, so if will very substantially from person to person.

Since people may have positive or negative preference for an outcome. Valence may be negative or positive. A person may desire certain outcome or he may even be indifferent to it. The valence of an outcome is positive if it is desired, negative if he prefers not to have it and zero if he is indifferent to it. People have their own preference among various outcomes.
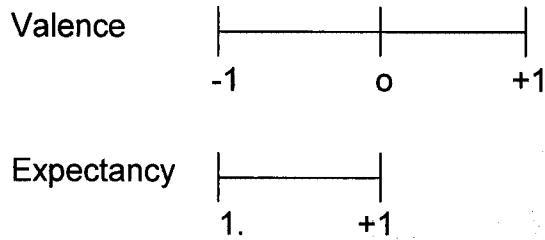
Expectancy

People have expectations about the likelihood of probability that an action on their part will lead to a particular outcome. Expectancy is the strength of belief that an act will be followed by particular outcomes. It is an expectation that if efforts are made the result would follow. Expectancy represents employee judgment of the probability that achieving one result will lead to another result.

Individuals normally base their predictions of what will happen in the future on what has occurred in the past. Expectancy is the sum total of past experience.

In an industrial organization, rewards like promotion, pay rise, recognition, are supposed to be contingent upon superior performance. But sometimes it so happens that the employees learn from their experience that inspite of superior performance, rewards do not follow. Thus, in terms of expectancy model it can be said that the expectancy of the reward for the employee is low.

Since expectancy is an action- outcome, associations it may range from zero to one. If an employee sees no probability of an outcome from an action, the expectancy would be zero. At the other extreme, if the action –outcome relationship indicates certainty. Then expectancy has a value of one. Normally employee expectancy is some where between these two extremes.

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Valence |———————|———————|
        -1   o   +1

Expectancy |———————|
           1.   +1

According to vroom, motivational force is a product of valence and expectancy. However, he adds another concept : Instrumentality (usefulness).

Instrumentality is the feeling on the part of an individual that the first level outcome would lead to the second level outcome. First level outcomes are the primary outcomes resulting directly from outcomes which follow from the primary ones. For instance, promotion brings more status and recognition from associates. Thus, first level outcome is instrumental in obtaining a desired second- level outcome. The person would be motivated toward superior performance because to the desire to be promoted. The superior performance (first level outcome) is seen as being instrumental in obtaining promotion (second level outcome).

Expectancy relates efforts to first-level outcomes where as instrumentality relates first-level outcomes and second level outcomes. In other words, instrumentality refers to the degree to which a first- level outcome will lead to a desired second- level outcome.

In summary, the strength of motivation to perform a certain act will depend on the algebraic sum of the products of valences for the outcomes (which include instrumentality) times the expectancies.

∴ F = ∑ VxIxE

In the work situations, this means that people will choose to perform at the level that results in the greatest pay off or benefit. They will work hard if they expect this effort to lead to desirable rewards such as higher pay or promotion or status.

Main them of the expectancy theory is that people will be motivated to increase their effort if they believe that this would lead to their obtaining some goal or reward which they see as worth having. An expanded diagram of vroom VIE model is as follows:
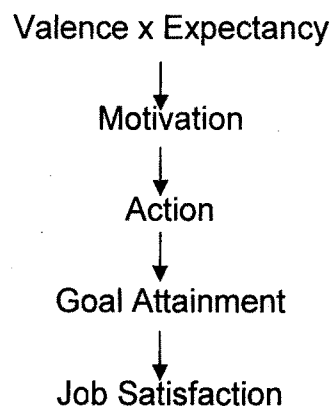
Valence x Expectancy

↓

Motivation

↓

Action

↓

Goal Attainment

↓

Job Satisfaction

Fig No. 7: Expended Vroom's VIE Model

Theoretically, according to this model, the motivation of an individual in work settings can be enhanced by two ways.

i)   The positive values of outcomes can be increased by increasing rewards.

ii)   The connection between work and outcomes can be strengthened by increasing expectancy that the work will actually lead to the intended outcome.

However, practically it is difficult to achieve. Crucial point of this theory is that individual differences are built into the prediction of motivated behaviour. The theory suggests that people may be doing the same type of job for different views about the instrumentalities which exist or different feelings in respect of outcomes. But the motivation process which propels their behaviour is the same. Therefore, proper channeling of motivation in right direction is extremely crucial.

Critical Appreciation of Room's Model

This model brings to the notice of the managements the importance of expectancy in the organizational behaviour. It employees are to be properly motivated , they should develop confidence that they will get the desired outcome if they work hard. They join the reorganization with certain expectations, for which they work hard. If through their own experience or through the experience of others, they come to know that their efforts are not suitably rewarded, their expectancy would be low, resulting in reduced motivation. Thus, the managements should take care to see that the employees do not loose confidence in management. This theory does not help in solving actual motivational problems facing a manager.

H)   Job Fit Theory

John Holland's personality- job fit theory is based on the motion of fit between an individuals personality characteristics and his occupational environment.

Holland presents six personality types and proposes that satisfaction and the propensity to leave a job depend on the degree to which individuals successfully match their personalities to a congruent occupational environment. The following table describes the six types and their personality characteristics and gives examples of congruent occupations.

Holland's Typology of Personality and Congruent Occupations

Sr. No.	Type	Personality Characteristics	Congruent Occupations
1	Realistic: Prefers physical activities that require skill, strength and co-ordination	Shy, genuine, persistent, stable, conforming, practical	Mechanic, drill press operator, assembly line worker, farmer.
2	Investigative: prefers activities that involve thinking, organizing and understanding	Analytical, original, curious, independent.	Biologist, economist, mathematician, news reporter
3	Social: Prefers activities that involve helping and developing others.	Sociable, friendly, co-operative, understanding.	Social worker, teacher, counsellor, clinical psychologist.
4	Conventional: prefers rule, regulated, orderly and unambiguous activities	Conforming, efficient practical, unimaginative, flexible	Accountant bank-teller, file Clark, corporate manager
5	Enterprising: Prefers verbal activities where there are opportunities to influence others and attain power.	Self- confident, ambitions, energetic, domineering.	Lawyer, real- estate agent, public- relations specialist, small- business manager.
6	Artistic: Prefers ambiguous and unsystematic activities that allow creative expression.	Imaginative, disorderly, idealistic, emotional, impractical.	Painter, musician, writer, interior, decorator.

1.13 Job Enrichment and Job Satisfaction

Job enrichment and job satisfaction both are related to Hertzberg's theory of motivation, where factors such as challenge, achievement, recognition and responsibility are seen as real motivators. Even though, it has not gone unchallenged it has led to a widespread interest in both the united states and overseas in developing countries.

Job enrichment should be distinguished from job enlargement. Job enlargement attempts to make job more varied by removing dullness associated with performing repetitive operations. It means enhancing responsibility.

e. g.

A production line worker may install not only the bumper on a car but also the front hood critics would say that this is simply adding one dull job to another but it does not increase the workers responsibility. In job enrichment, the attempt is to build into jobs a higher sense of challenge and achievement. A job may be enriched by variety. But it also may be enriched by –

i) Giving workers more freedom in deciding about such things as work methods, sequence, and pace or the acceptance or rejection of materials.

ii) Encouraging participation of subordinates and interaction between workers.

iii)   Giving workers a feeling of personal responsibility for their tasks.

iv)   Tasking steps to make sure that workers can see how their tasks contribute to a finished product and the welfare of an enterprise.

v)   Giving people feedback on their job performance, preferably before their supervisors get it.

vi)   Involving workers in analysis and change of physical aspects of the work environment such as layout of office or plant, temperature, lighting and cleanliness.

vii)   In this way, we say that job enrichment is one way of increasing job satisfaction.

The Claims of Job Enrichment

A no of companies have introduced programs of job enrichment. The first company to do so on a fairly large scale was 'Texas Instruments' and other companies such as AT and T, Proctor and Gamble and General Foods, all they had considerable experiences with it. In all these companies, claims have been made that productivity was increased; and turnover were reduced and that morale improved leads to increase in job satisfaction of the employees.

1.14 Consequences of Job Dissatisfaction

1) Absenteeism

There exists a relationship between job satisfaction and frequency of absence of employees whether unexcused absence due to minor aliments or total long absence. Absenteeism is inversely related to the level of job satisfaction. Job satisfaction produces a lack of will to work and this forces the employee to alienate from work as far as possible.

2 Turnover

Research has clearly established that the satisfied worker is less likely than his dissatisfied counterpart to quit the job over time. In other words, satisfied worker tends to stay and dissatisfied tends to leave. It is infinitively reasonable that since workers derive levels of satisfactions from their roles, job dissatisfaction forces an individual to leave the job and seek satisfaction else where.

3. Negative Publicity

Another frequency noticeable consequence of job dissatisfaction is bad mouthing the organization. That is disgruntled employee verbalizes his discontent to others in the community and makes the organization unpopular. Such negative publicity can lead to difficulty in recruiting new employees. It may also results in loss of business to a certain extent.

4.   Unionization

It is proved that job dissatisfaction is a major cause for unionization. Dissatisfaction with wages, job security, fringe benefits, chances for promotion and treatment by superiors are reasons which make employees join unions.

5   Job Stress

Job stress is the body's response to any job- related factor that threatens to disturb the person's equilibrium.

Cooper and Marshall have identified six sources of stress for employees at work.

i)   Factors intrinsic to the job

These factors usually include working conditions, work overload and work under load both qualitative as well as quantitative, long hours, excessive travel, too many decisions, deadlines and time pressures.

ii)   Role in the Organization

Sources of stress in organizational role include role ambiguity, role-conflict, responsibility for people, and things and other stressors. Role ambiguity involves lack of clarity about goals, expectations of peers and about the nature, scope and responsibilities of the job.

Role conflict arises where the individual is exposed to conflicting demands and conflicting expectations or required to do things which he does not want to do. Responsibility for things (i. e. equipment, plans,

materials etc.) other role stressors include lack of participation in decision-making, lack of managerial support and need for maintaining and improving standards of performance.

iii) Relationships at Work

Interpersonal relationship with colleagues, superiors and subordinates form a major source of stress. Poor interactions generate poor human relations as a result of which people experience low trust, low co-operation, low supportiveness and low interest in listening to others. Lack of adequate social support and lack of group cohesion generate job-stress too often.

iv) Career Development

Feeling of getting stagnated in one's carrier is highly frustrating and stressful. Again if there is under or over promotion; status incongruity results. Another factor is lack of job security, fear of redundancy or early retirement. Lack of proper career planning and career development can be a source of considerable uncertainty and stress.

v) Organizational Structure and Climate

This source of stress include factors like line-staff conflicts, little opportunity for advancement, high degree of specialization and centralization.

Similarly, there is lack of participation in decision making, lack of mutual trust, lack of belongingness, lack of effective consultation,

absence of helping relations and co- operation. Poor organizational climate is linked to poor communications, which results from inability as well as unwillingness to communicate. Factors like inadequate information, inaccurate assessment of performance and poor feedback are also included in this category.

Vi)   Extra Organizational Sources of Stress

These sources of stress include varying factors like social change, technological change , family problems, life strains, financial difficulties, relocation, residential conditions, conflict in work home interface and life crises.

It can be seen that most stressors revolve around self expectations and other human relationships, large amount of stress in organizations comes from the inability or unwillingness to maintain healthy interpersonal relations and communications "Bad Boss" is generally considered to be a great source of stress as he is unpredictable , as he erode self esteem of subordinates, as he grabs the credit for work done by others, as he makes unwarranted or unjust criticism and ridicules win/ lose situation and the bass must win necessarily. Those who lose, feel down and the atmosphere becomes destructing.

Job stress has become an important topic for study of organizational behaviour since it adversely affects the physical and mental health of employees and their contribution to the efficiency and effectiveness of organizations. There is now enough knowledge and

understanding of stress and work adjustments to indicate that much of the stress experienced by today's employee's is unnecessary and can be managed.

Stress Response

For successful stress management we should be aware about sources of stress in one lives and our physical and psychological responses to them. Some people develop stress and tension at the very thought of appearing for an interview where as for others it is the result of continuous pressures, conflicts, and frustrations.

People respond to stress in different ways. They use different adaptive resources and develop their own coping methods. Some individuals are more capable of coping with stressors than others. Some individuals are more prone to stress that others. They are unable to cope with stress- causing situations. How we respond to stressors is determined by our characters, by our perceptions of "what is" and "what should be", by our personality, motivation, problem solving capacity and ability for self-introspection. An individuals make up and overall physical and mental health are of great significance in how he will react to a particular stressor in his environment various environmental factors interact with individual make-up , for instance, disease, diet, drugs, occupation, family and social situation, location, physical and mental fitness, emotional stability and the ability to relax. All these, determine the individual's response to particular stressors.

1.15 Importance of Job Satisfaction

1. Job satisfaction has some relation with the mental health of the employee. Dissatisfaction with one's job may have especially volatile spill over effects. For instance, people feel bad about many other things. Such as family life leisure activities sometimes even life itself. Many unresolved personality problems and maladjustment arise out of a person's inability to find satisfaction in his life. Both scientific study and casual observation provide sample evidence that job satisfaction is important for the psychological adjustment and happy living of an individual.

2. Job satisfaction has some degree of positive correlation with physical health of individuals. It was contended that chronic dissatisfaction with work represents stress which in turn eventually takes its toll on the organization. Emotional stress as physicians contend has been hypertension, digestive aliments and even some kind of cancer. Therefore job satisfaction is essential to maintain physical health also.

3. Job satisfaction spreads goodwill about the organization from the point of view of organization. People who feel positively about their work life are more favourable

sentiments about the organization to the community at large.

4. Individuals can live with the organization when they have job satisfaction. A happy and satisfied individuals can find it easy to live with organization. On the contrary a chronically upset individual makes organizational life vexations for others with whom he interacts.

5. Job satisfaction reduces absenteeism and turn over these calculable cost-employee turnover and absenteeism are sufficient to accept the importance of the job satisfaction. Higher job satisfaction reduces labour turnover and absenteeism and the managers are compelled, if they are unconvinced about the merits of job satisfaction to give priority, adequate weight ages to job satisfaction.

How to Improve Job Satisfaction

To mitigate dissatisfaction or to improve job satisfaction a number of inventions can be undertaken some of the most important of them are –

1. Improving the working conditions

One simple prescribed solution to increase job satisfaction is to improve those conditions, which are organizational part. Job enrichment raised the morale of employees. Thus by identifying

the root cause of job dissatisfaction, the management can evolve a strategy for remedial action.

2.   Transferring Discontented Workers

In some cases it is also possible to mitigate dissatisfaction by transferring the disgruntled employee to another job matching his tastes and performers. This transfer achieves a better fit between individual job characteristics and promotes job satisfaction. This kind of transfer may not be without certain constraints. The dissatisfaction person may be unwilling to move from the existing position or he may be incompetent to hold other challenging job.

3.   Changing the Perceptions of Dissatisfied Employees

Employees sometimes have misconceptions about many aspects of job. Dissatisfaction stem from the misperceptions about the organization. Employees may be misinformed about certain issues. The management can change the perceptions of dissatisfaction of employees and vesture job satisfaction by furnishing the correct information, and because of this discontent gets subsided over a time.

4.   Effective Job Stress Management

i)   Emotional climate control- Providing a climate of esteem and regard to employees and by allowing them to participate in all decision-making involving change in their work environment.

ii)   Provision of supportive organizational climate

iii)   Elimination of work overload and under load.

iv)   Reduce conflict and clarity organizational goals

v)   Redefinition of employee roles

vi)   Planning and developing career paths

vii) Provision of assistance and consoling to stressed employees

viii) Participation, organization Development and Training to improve morale and job motivation and interpersonal competence of employees.

ix)   Effective communication flow in the organization to improve performance and quality of work life.

x)   Programmes for prevention of job- stress in areas like organizational structure and climate, job design, personnel selection, placement and training.

Thus, a number of strategies to prevent stress can be used successfully at both individual as well as organizational level. Management of stress is a joint responsibility of the organization and an individual. Both must take steps to diagnose, reduce and prevent stress induced problems.

5.   **Initiating Morale Building Programmes**

Organization conducts programmes of development where in morale building becomes a major part. Even the successful

organizations also conduct new programmes to keep the morale and job satisfaction of higher level. For instance, Govt. of India as well as Govt. of Maharashtra offered 'Ideal teacher award' for morale.

Section II

1.16 Statement of the Problem

A Study of the Relationship between Job Satisfaction and Teaching Aptitude of Teacher Educators in B=Ed. Colleges. of education.

1.17 Definitions of Terms Used in the Statement of the Study

Job Satisfaction

1. Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their work.

    (J. Newstovm)

2. Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job experience.

    (Dr. P. S. Rao)

Operational Definition

For the purpose of this study, standardized job satisfaction scale prepared by Mudgil, Muhar and Bhatia was used to measure job satisfaction of B. Ed. college teacher educators.

Aptitude

An individuals capacity to learn and attain a level of achievement in a specific field.

(Good, C. V.)

Teaching Aptitude

An aptitude related to teaching field is called as teaching aptitude.

(Dr. S. K. Mangal)

Operational Definition

For the purpose of this study standardized Teaching Aptitude Test Battery developed by Dr. R. P. Singh; Dr. S. N. Sharma was used to measure teaching aptitude of B. Ed. college teacher educators.

Teacher Educators

Teacher who train and educate student teachers in D. T. Ed., B. Ed. and M. Ed. teacher education programmes.

Operational Definition

For the purpose of this study, teacher-educators of B. Ed. Colleges affiliated to Shivaji University, Kolhapur were considered.

B. Ed. Colleges

Educational Institutions, which conduct pre-service and/or in-service training and education of present or future secondary school teachers.

Operational Definition

For the purpose of this study the B. Ed. colleges affiliated to Shivaji University Kolhapur were considered.

1.18 Significance of the Study

Present age is the age of competition. Each and every student is struggling for better living. Student as well as teachers who have ability, quality, proper guidance and knowledge can stand in this competitive age.

To stand firmly in this age teaching aptitude study of teacher educators must be studied because right choice is first step of job success.

After get entry in job , satisfaction comes front , job satisfaction depends on many variables such as salary, climate of institute promotion, etc. only satisfied teacher educator does his job more efficiently. Unsatisfied teacher educator may cause problem to educational system. To avoided these conditions and to see recent conditions of teacher educator, with respect to job satisfaction and teaching aptitude above study is necessary. The conclusion of the research will be useful for the teacher educators in B. Ed. college and for the whole educational management.

1.19 Objectives of the Study

Objectives

1. To study the job satisfaction of teacher educators in B. Ed. colleges.

2. To study teaching aptitude of teacher educators in B. Ed. colleges.

3. To study the relationship between job satisfaction and teaching aptitude of teacher educators in B. Ed. colleges.

Assumption

Job satisfaction of teacher educators depends on their teaching aptitude.

Research Hypothesis

1. There is relation between job satisfaction and teaching aptitude of teacher educators.

2. Job satisfaction and teaching aptitude of teacher educators depends on types of management of B. Ed. colleges.

3. Job satisfaction and teaching aptitude of teacher educators depends on their sex.

Null Hypotheses

1.   There is no significant relationship between job satisfaction and teaching aptitude of teacher educators in B. Ed. colleges.

2.   There is no significant relationship of job satisfaction of teacher educators between aided and non-aided B. Ed. colleges.

3.   There is no significant relationship of job satisfaction between male and female teacher educators of B. Ed. colleges.

1.20 Limitation of Study

1.   The study is limited to Shivaji University Kolhapur of Maharashtra state.

2.   The study is limited to teacher educators of B. Ed. colleges.

3.   The study is limited to Teaching Aptitude Test Battery developed by Dr. R. P. Singh and Dr. S. N. Sharma and Teacher's Job satisfaction scale by Mudgil, Muhar and Bhatia.

4.   The study is limited for academic years 2007-2010.

1.21 Scope of Study

1. The study includes B. Ed. colleges affiliated to Shivaji University, Kolhapur only.

2. The Teaching Aptitude Test Battery includes mental ability, attitude towards children, adaptability, professional information, interest in profession etc. five sub areas.

3. Job Satisfaction Scale includes salary, promotions, age, experience, primary and secondary needs, opportunities, congenial working conditions, supervision, degree of participation in goal setting etc. nine sub areas.

1.22 Chapterization of the Dissertation

1. Chapter – I : Introduction

Chapter I Introduction includes brief information about teaching aptitude testing and job satisfaction (theories and importance) and about the study.

2. Chapter – II : Review of Related Literature and Researches

Chapter – II Review of Related Literature and Researches includes the articles and researches related to the present study and difference of this study.

3.   **Chapter – III : Plan and Procedure**

Chapter – III Plan and Procedure includes description about methodology, sample, tools, data collection and analysis used in the study.

4.   **Chapter – IV : Analysis and Interpretation of Data**

Chapter – IV Analysis and Interpretation of Data includes tabulation, analysis and interpretation of data obtained.

5.   **Chapter – V : Summary and Conclusions**

Chapter – V Summary and Conclusions includes summary of the study, results of the study, and recommendations with problems for future research.