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From the Patron's Desk



Dear Readers,

It is a matter of immense pleasure that we are back with the August issue of our journal. Journal has received quality contributions from India and Romania. We have miles to go as integrating quality research is very important for a nation's growth. I extend my greetings to the experts of ideas, researchers and scholars to contribute papers. I appreciate the work of the editorial board of Anusandhan.

I am pleased to announce that all issues of the Anusandhan were also published online well within the time and also available on Google scholar.

There are six papers selected, first paper is by Editha, Coarbă, from Aurel Vlaicu" University of Arad, Romania, on The Perception of High School Students about Managerial Style of Teaching showed the authoritarian managerial style, from the point of view of holistic perception. second paper is on Issues of Internal Migration in India: An Overview by Deepak , from Indira Gandhi National Open University (IGNOU), New Delhi and Preksha Dassani from Andhra University, Visakhapatnam, Andhra Pradesh, India attempt to present an overview about migration, issues of Internal migration, IMPEX as a tool to understand the inter-state migrant policies and the way ahead for migrant workers to augment in reaching the Sustainable Development Goals designed by the United Nations. third paper is on A Study on Analyzing the Status of Women's Skill Development on Digital Platforms by Dr. Anamika Srivastava from Amity University Mumbai (M) highlights challenges being faced by women and enhancement of their socioeconomic condition after digital advancement. fourth paper is on Impact of employee motivation on work performance by Chintalapti Neelima Rani, from Guru Kashi University and Laxmi Rani from Dr. A P J Abdul Kalam Technical University, Lucknow shows the influence on employees psychology and its high influence on employee work efficiency and effectiveness. The fifth paper is on Managing Time in Classroom and During Outdoor Education, at Core Procurement Cycle by Dr. Torkos Henrietta and Dr. Egerău Anca Manuela from University of Aurel Vlaicu from Arad showed what teachers can do, in order to have better time management, using outdoor learning activities. Sixth paper is from Alina Costin,, Alina Felicia Roman and Anca Egerau from Faculty of Educational Science, Psychology and Social Work of Aurel Vlaicu University of Arad-Romania, which is about implications for drawing new working models and providing services that ensure a climate conducive to performance in Focused Assessment of students' perception of online education in the pandemic

Bindu Kumar

Mrs. Bindu Kumar
Chairperson, NDIM

Editorial Note



Dear Readers,

I am pleased to introduce the August Issue of Anusandhan, a peer reviewed journal known for rapid dissemination of original research. This Journal offers an open access platform to the authors in academia and industry to publish their novel research.

Readers from India and other countries visit our journal domain to learn about the ongoing research activities in this field. I take this opportunity to acknowledge the contribution of our authors, reviewers, to contribute and review papers on time.

I also thank Dr. Niraj Saxena, Principal, NDIM, without his efforts this issue was unable to come into existence at time.

Calls for Papers for next issue of February, 2022 are invited. We hope to come with new issue with novel papers. Any suggestions, views, recommendation can be mailed at editor@ndimdelhi.in

A handwritten signature in blue ink that reads "Madhu". The signature is written in a cursive style and is underlined.

Dr. Madhu Arora
Editor



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The Perception of High School Students About Managerial Style of Teachers

Editha Cosarbă

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Abstract:

From the point of view of education, management is a system of concepts, methods, tools of orientation and leadership, coordination, used in achieving the objectives of education, at the level of expected performance. Management, in its current approach, finds a specific application in the field of education management, as a complex action of directing, designing and evaluating the training, development of the personality of each individual, according to formulated goals. The present study aims to identify the managerial style of teachers in an Arad high school, respectively which is the predominant managerial style, agreed by students. In this sense, the main tool used to identify the managerial style of secondary school teachers was a questionnaire consisting of 35 items in 5 steps of response on a likert scale. The results showed that although the authoritarian managerial style, from the point of view of holistic perception, is less agreed by students, when they relate to their favorite teacher, there is a weighted increase of 10 percent of this style.

Keywords: managerial style, educational management, education, teacher

Introduction

Management activity is defined in the literature as "a set of actions of planning, organizing, guiding, controlling, deciding on a system (organization, institution, group of people, process, technology) actions likely to ensure the achievement the goal set, under the conditions of respecting the laws, general and special objectives, of satisfying the concrete social needs and of promoting social development ". (Stan, 2003)

In the social system of education and teaching, teachers must relate to those they educate, establish cooperative relationships with their parents, and other stakeholders in society. They educate not only at the department, in the classroom, but in every interaction or relational contact with students, carrying out a work of growth and development, leadership and direction (Iucu, 2006). The school structure imprints the same formal structure on the students' class, with well-defined positions and roles. The student class, as an organization, must be sustainable and innovative at the same time. Kriekemans (La Pedagogie generale, PUF, Paris, 1989) shows that the universe of the class "does not constitute a static domain, but a dynamic field, in which the game of multiple forces takes place: attraction, rejection, self-affirmation, ascension, retreat, suspicion, pretensions, esteem. The class is a group that has its own secret ".

The teacher should not limit himself to the role of source of knowledge and controller of how they were acquired by students. The complexity of the profession comes from assuming the responsibility of managers: organizer, coordinator, evaluator of the resources necessary to achieve the instructive-educational objectives. The need to look at the teacher as a class manager comes from the following studies:

According to Antonesei (2002, p.116-117), the teacher can become a model again if we are willing to accept that the profession involves the authentic manifestation of five types of competence:

- Cultural competence - consisting of specialized professional training;
- Psycho-pedagogical competence - which ensures the quality of a good transmitter to the beneficiaries of education;
- Psycho-affective and communication competence - including structural features of the teacher's personality;
- Moral competence;
- The managerial competence meant to ensure the efficiency of the organization and management of the activities, processes, collectives and educational institutions. The author argues that this competence has been neglected in recent decades, but is beginning to emerge as a "vital resource for the success of education".

In another paper, Andre de Peretti (1996, p.142) proposes new approaches to the role of contemporary teachers, identifying ten functions, more or less aware, organized into five categories: resource person (expert and methodologist, consultant on method, documentation guidance, defining objectives), responsible for relationships (meeting leader, group organizer, negotiator of study contracts, facilitator of initiatives, guide), technician (director, machine creator, internship preparer, handler of devices, computer scientist, audiovisual specialist), evaluator (needs prospector, program supervisor), researcher (creator of learning situations, teacher, observer). The main functions or managerial roles of the teacher can be grouped in the following components (Iucu, 2000): planning, organization, control and guidance, evaluation, counseling, educational decision.

Being a teacher - manager means a reformulation, at a higher qualitative level, of the old role of leader of the action of training - development of students, through teaching, learning and evaluation of the specialized discipline, through instructive - educational activities. According to E. Joița (2010) the educational process, as an instructive-educational process, represents a managerial process.

The managerial behavior of the teacher as educational manager is extended from the global, institutional, to the class level, of solving the different situations specific to the concrete instructive-educational process; teacher-student relations appear as a barometer of the application of the principles of educational management.

The roles of the manager teacher can be deduced mainly by reference to the general attributions of the manager (managerial functions) and then operationalized in specific management tasks (planning, organization, decision, coordination, control, guidance, assessment and regulation), ensuring the conditions of basis (communication, information system on the activity, student participation and management of specific resources).

According to the opinion of the pedagogue D`Hainaut (1981), the general roles in carrying out any activity are the following: receiver of different messages; sender of various messages, participant in specific activities; director, organizer and action manager; designer of actions, strategies, programs and plans; initiator of ideas, hypotheses and models; solutions agent, counselor, mediator of situations and conflicts; agent of progress as a researcher, creator and innovator; user as a practitioner in the application of ideas and models; source of information, model of behavior and bearer of values; counselor and guide.

The management style groups developed by Lewin, Lippit & White comprise three categories: authoritarian style, democratic style and permissive style (*laissez - faire*).

The authoritarian style is peculiar to those managers who refuse to accept the participation of subordinates in the performance of managerial duties. Authoritarian-style managers make decisions on the objectives and means of achieving these objectives in a personal way. They will be concerned with the performance of tasks, the control of how distributed tasks are performed. These leaders give unlimited confidence to the organizational measures in the direction of achieving the objectives. In terms of the consequences, the authoritarian style will trigger the unexpressed resistance of subordinates.

Such a managerial style reduces the opportunities for professional development of subordinates. The restriction of these possibilities derives from the limitation to the exclusion of subordinates from the adoption of decisions. The impossibility to participate in the decision diminishes the sense of responsibility, hinders the creative-participatory interest. This style opens the way to exaggerate the critical attitude or to erase the professional interest (professional alienation) of subordinates.

Likewise, the exaggeration of the control will have the effect of disorienting the executors in the absence of the manager, which induces, causes the need for control. The reduction of the work efficiency in the absence of the manager will determine him to intensify the control. So, by extending the time allotted to control, authoritarian-style managers simultaneously reduce the time allotted to creation, innovation.

The dysfunctional effects of exaggerated control are:

- shifting the interest of subordinates from the objective to be achieved to the observance of norms (rules);
- creating an increased need for control.

The authoritarian style is also characterized by the selection and promotion of techniques, learning procedures, ways of working, and the stages of the activity actually directed by the teacher. He structures time, does not encourage initiatives, sanctions the attitudes and results of students' training, and maintains a certain distance from the group. From a pedagogical point of view, it unbalances the correlation between the subject and the object of the action, by emphasizing the role of the educator to the detriment of the educated one, which blocks the external inverse connection channels. Characteristics: the general objectives of the group are established by the teacher; the working methods and the stages of the activity are established or decided by the teacher, so that the members of the group will not know in advance what is to be achieved, the teacher is the one who decides and imposes on each task and the collaborators with whom he will carry out this activity. is characterized by the decision and promotion by the teacher of all teaching tactics, working methods, techniques and stages of activity that are effectively communicated and directed by him; the teacher structures the time, the initiatives are not encouraged or admitted; the teacher assumes a great responsibility in teaching and directing the learning process, praises or criticizes him; he rewards or sanctions the attitudes and results of the students' training, and keeps himself at a certain distance from the group.

The democratic style is characteristic of managers who ensure the participation of subordinates in the leadership process. Managers with this style use the collaboration of subordinates both to set goals and to distribute tasks.

In terms of consequences, it is appreciated that the democratic style determines a reduction of tensions, conflicts, and strong participation.

The efficiency of the group is the presence or absence of the manager. The orientation of managers with this style towards reduced control generates reserves for innovative work.

The teacher encourages the active involvement of students in the learning process, initiative, their creative potential; enhances students' cognitive experience, cooperates and works with students in organizing the learning situation; presents the common criteria of appreciation, of positive / negative reinforcement that they respect together with the students; behaves like a member of the group. The democratic style fully capitalizes on the resources of the correlation between the subject and the object of the educational action. Characteristics: the manager encourages the active participation of all members in the debate of the general objectives of the group; the development of activities is the result of collective decisions; the distribution of tasks is decided by the group, and the choice of collaborators is made freely; the manager tries to behave like a regular member and equal to the other members of the group. The teacher conditions the use of the students' participation possibilities, of their initiative and experience; the perspective and the lines of development of the teaching-learning activity are defined and decided through cooperation and collaboration with the students; this means that the teacher's style is distinguished by the fact that he elaborates and proposes several teaching-learning variants, the students having the possibility to choose; students have the freedom to partner with whomever they want to solve certain learning tasks and problems. The teacher presents the common criteria of appreciation, praise, criticism that he respects in common with the students; he behaves, in a way, as a member of the group;

The permissive style (*laissez-faire*) is characterized by avoiding any intervention in the organization and leadership of the group, emphasizing spontaneous organization and leadership. The presence or absence of the manager has no effect on performance. The difference between a permissive style and a democratic style is the state of morale. In the case of the democratic manager, morale is high because the leader supports the group. In the case of the permissive manager, the morale is a bit lower, because the leader does not support the group in carrying out the task.

This style reveals the passive role of the educator, indifference, minimization of significant phenomena in the training process; accepts students' decisions, common or individual; does not make evaluations to the students' behaviors, manifests a low level of aspirations and pedagogical exigencies of teaching; let the didactic approach go by itself; favors the obtaining of poor results of the students at the learning and the manifestation of the deviant behaviors. The permissive style unbalances the educator-educated correlation by emphasizing the role of the educated, which leads to the blocking of internal reverse connection channels. The style defined by "*laissez-faire*" expresses a teacher who believes that it is always enough what he teaches, how much he teaches and how he teaches, being sure that students understand, but giving them help at their request; they have a minimum of initiative in terms of making suggestions.

Alternatives to this classification system are known in the sociological literature. These alternatives target the categories of authoritarian style and democratic style, keeping the same essential distinctions between the two categories of stimuli. Thus, Brown subdivides democratic-style managers into "genuine democrats" and "pseudo-democrats," and those

with an authoritarian style into "strictly authoritarian," "benevolent," "incompetent authoritarians."

Petrescu & Mirinian (2002), develops the three-dimensional theory of management, based on three defining dimensions of the managerial style: focus on task, human relations and efficiency. Depending on how these three dimensions are combined, the following types of teaching styles can be distinguished:

- Achievement style - possesses all three characteristics; he is a true leaderis receptive to the new, accepting innovations and proposals; knows how to mobilize students; aims to create a positive work climate; resolve conflicts within the group of students;
- Negative teacher style - does not possess any of the stated characteristics; it is uninteresting; avoids problems; it is refractory to any change, it does not accept innovations or proposals; demoralizes subordinates.
- Promoter style - emphasizes performance and human relationships; stimulates the staff and attracts them in the activity.
- The style of the benevolent autocrat - emphasizes efficiency and tasks; neglects human relationships.
- Hesitant style - shows interest in tasks and human relationships; is not very interested in results; make decisions under pressure; make compromises.
- Bureaucratic style - the manager aims to fulfill his role, to respect the administrative regulations, being more attentive to what his hierarchical superiors say, than to what his subordinates say.
- The altruistic style - is concerned only with human relationships, leads to poor performance, disorganization.

Material and methods

The present study aims to identify the managerial style of teachers in an Arad high school, respectively which is the predominant managerial style, agreed by students. In this sense, the main tool used to identify the managerial style of secondary school teachers was a questionnaire consisting of 35 items in 5 levels of response on a likert scale: always, often, occasionally, rarely, never. This questionnaire was applied to the 43 teachers who teach in the gymnasium institution. The nominal variables of the questionnaire showed that 11 respondents are male and 32 are female (see table 2).

A large part of the teachers participated in a focus group that had as its first objective the sedimentation of the notions of "student class management", "educational management", "managerial style".

Compared to the age category of teachers who completed the questionnaire, there was a significant variation, so 3 percent of teachers are at most 25 years old, 18 percent are between 26-35 years, 42 percent are between 36-45 years, 32 percent between 46-55 years, and 5 percent between 56-61 years (see table 2).

A fast questionnaire was applied to the 392 students in the gymnasium cycle, containing several nominal reference variables, respectively three items regarding the managerial style of the teachers. In this sense, out of the total number of respondents among students, 236 are female and 157 male. Compared to the age category, 24 percent are students in the fifth grade, 27 percent in the sixth grade, 25 percent in the seventh grade and 24 percent in the final grade. There is a certain similarity in the distribution of students by class, taking into

account that for each level of study, there are three parallel classes. As a time to apply the questionnaires, we note that they lasted for a period of about 3 months. Obviously, the application of the questionnaires among the teachers was carried out in a much more organized, rigorous way, while the opinion poll applied among the students required a longer period of time.

Results

Following the analysis and interpretation of the questionnaires applied to teachers regarding the determination of the managerial style, the following data emerged: out of the number of 43 teachers, 8 teachers were identified who agree with an authoritarian managerial style, 13 teachers manifest the characteristics of a permissive managerial style. 22 teachers manifest a democratic managerial style.

Trying to find out what the teachers think about the deepening of specialized courses in educational management, we organized a focus group in the form of interactive discussions. Out of the 43 teachers employed in the school, 37 teachers participated. All the teachers interviewed had the quality of leader of the class of students. The discussion started around the scientific terms of "student class management", "educational management" "managerial style". The results were not at all surprising, and highlighted the fact that about 100 percent of teachers came into contact with these terms. Significant differences were found in the correct use of the concepts. The term "education management" has been associated with management activity, which specifically refers to the director of the institution. What was noticed after this focus group was the fact that 21 percent of the number of participating teachers consider that the management of the student class is limited only to the activity of the leader of the student class.

The survey of the 392 students regarding the managerial style of the teachers was carried out with the help of a questionnaire applied online. In the first phase, a short presentation of the 3 managerial styles of Lippit & White (Scheidlinger) was offered, in order to give an overview of the choice of the agreed managerial style, followed by 3 specific questions: "What is the managerial style you agree with□", "Think of your favorite teacher. In your opinion, what is the managerial style that he adopts in class□", "What managerial style of the teacher would be appropriate for the leader of the class of students you belong to□".

Reported to the first question, the respondent students answered in 41 percent that they agree with the democratic managerial style, 37 percent appreciate the passive managerial style, and 22 percent consider that an authoritarian managerial style of the teacher is best appreciated. It is noted here that the two extremes of styles are mostly appreciated by students. However, if we refer to the second question applied in the questionnaire, in which students must identify their favorite teacher and associate a managerial style with him, the authoritarian style of the teacher gains ground. Although only 22 percent of respondent students like authoritarian style when it comes to identifying their favorite teacher and style, 31 percent of students believe that their favorite teacher has an authoritarian managerial style. The results that obtained similar shares in the answers given by the students, are those that refer to the democratic managerial style. This style is the most liked by the students, the most appreciated, and the students expressed through the answers given the desire to continue to have such teachers.

Discussions

The question therefore arises as to whether the students were truly mature in perceiving, understanding and mastering the terms. Another aspect would be the torch of sincerity. If the students really chose their favorite teacher knowingly, they chose a series of qualities of other teachers that he associated with a single managerial style. Another aspect that would be worth analyzing would be the correlation of the chronological age of the students, their family back-ground from which they come, if all these are associated with the chosen managerial style.

The answers given by the students showed that they most liked the managerial style of the democratic teacher, and would still prefer to learn from teachers who have mastered this style. However, the question arises as to whether the students' desire could materialize. That is, to what extent teachers who have developed a certain managerial style would be willing to undergo change (see table 3).

Conclusion

The teacher's role as an educator is influenced by role expectations and pressures, formulated by organizational and personality factors (motivations, feelings, expectations), by factors in the field of interpersonal relationships, etc.

The teacher only has to be aware, to analyze and balance these categories of expectations, to harmonize the normative requirements of the school with the pedagogical ones of the concrete realization of the educational process; and here comes the new role, that of teacher-manager.

Teachers participating in this study agree that they can positively influence the relationships between students in the class or school. The way they manage to do this depends on their quality as trainers. From the experiences shared within the focus group, the teachers consider that by placing students in benches, lasting friendships can be created.

In conclusion, the managerial competence of the teacher confirms the assertion that not only individual skills matter most, but also the attitude manifested in actions specific to educational management, certain regulatory abilities in terms of motivation and volition, to paint the portrait of what we like to call the ideal teacher!

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Appenendix

No.	If I were in charge of a class of students	I	A	O	R	N
1	I would try to be the spokesperson for the group					
2	I would encourage the group of students to work outside of class hours					
3	I would give each student the freedom to express themselves					
4	I would standardize as much as possible the working procedures of the group					
5	I would avoid asking members closed-ended questions					
6	I would encourage the spirit of competition between the group of students					
7	I would try to control everything, in order to avoid the group making mistakes					
8	I would judge each student by the results obtained, giving secondary importance to the efforts he made to achieve them.					
9	I would rarely ask the students in the group what they think about the decisions I intend to make					
10	I would agree to work with high potential students					
11	I would work hard to get a trial					
12	I would make an effort to listen to those who present me with ideas even if they clash with my beliefs.					
13	I would speak on behalf of the group in some situations					
14	The group's objectives would be chosen in direct collaboration with group members					
15	I would ask the members of the group to carry out my tasks quickly					
16	I would be sensitive to compliments even if they were said by people I would know were manipulating					
17	I would give a lot of importance to all the details					
18	I would suffer from the fact that the other members of the group are able to perform better than me					
19	I would accept without any difficulty that the members of the group put their personal motivations before the interests of the group					
20	I would decide what to do and how to do it					
21	I would have a hard time keeping calm in front of those who do not share my ideas					
22	I would try to keep the minimum of responsibilities in order to give the maximum of the group members					
23	Things would go as planned					

24	I would devote a lot of time to listening to everyone in order to better understand their personality					
25	I would give each member of the group a well-defined task					
26	I would leave everyone the opportunity to make changes in the group					
27	I would ask each member of the group to work harder					
28	I would gladly accept the idea that an individual should find satisfaction in his personal life rather than in his professional life.					
29	I would devote a lot of time to planning everyone's work					
30	I would take some time to explain to the group members the reasons for my decisions					
31	I would try to convince others that my ideas serve their interests					
32	I would leave it to the group to determine the pace of work					
33	I would encourage the group to go beyond their own potential					
34	I would act without consulting the group					
35	I would ask everyone to follow pre-established rules					

Table 1. Questionnaire

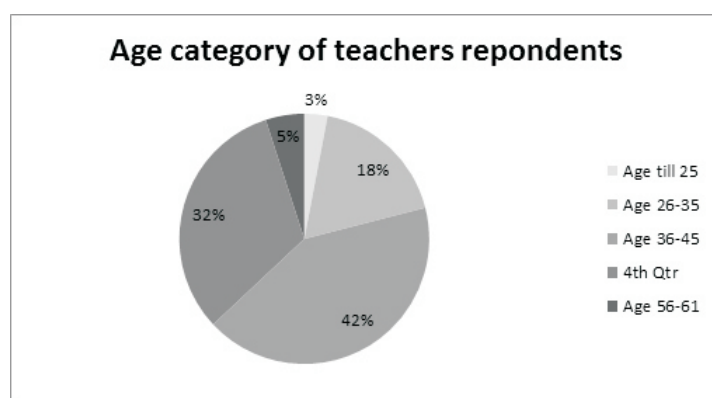


Table 2. Age category of respondent teachers

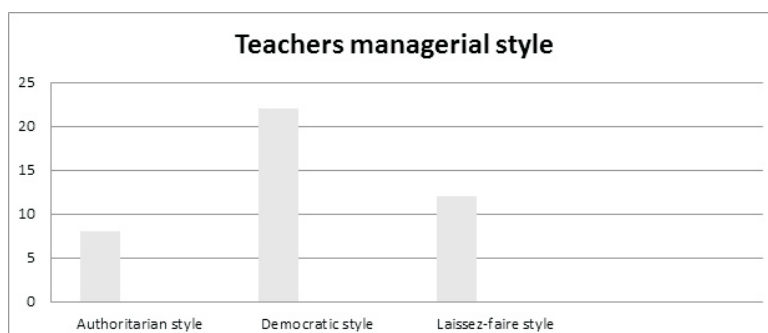


Table 3. Teachers managerial style following the answers of the questionnaire

Issues of Internal Migration in India: An Overview

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Abstract

Migration arises due to socio-economic, political reasons. It is the movement of individuals for better opportunities and growth in terms of economic strength, access to medical facilities, education, or political stability. Migrant workers are widespread across the country and often engage themselves in the informal sector due to their weak education background and economic backwardness. These informal sector workers are engaged in works of low-paying or perilous jobs in crucial sectors in urban areas like the manufacturing industries, construction, hotel industry, textiles, transportation, domestic workers, etc. According to the Economic Survey of India, 2017, India's inter-state migration during 2011-16 was about 9 million annually and as per the Census 2011 report, the internal migrants (including intra and interstate migrants) was around 139 million.

This paper is an attempt to present an overview about migration, issues of Internal migration, IMPEX as a tool to understand the inter-state migrant policies and the way ahead for migrant workers to augment in reaching the Sustainable Development Goals designed by the United Nations.

Keywords : Migration, Inter-state Migrants, Informal Sector, SDG, IMPEX,

Introduction

India's informal economy still contributes to more than 80 percent of the non-agricultural employment. The less creation of employment in the formal sector has paved the way for people to seek employment in the informal economy. Informality is seen in the traditional informal economy as well as due to growing informality in the formal sector. The informality in the formal sector is rising because of the increase in the use of contractual labour and outsourcing of production (ILO, n.d.). The informal sector workers are more prone to poverty because they mostly work without formal contracts and are subject to less social security. Their poor educational background and ignorance cause such exploitations. The high rate of informal labour, especially in developing economies has been identified as an impediment to sustainable development (Deléchat & Medina, 2020). Migration is a long-standing phenomenon and is prevalent across the world. Migration arises due to socio-economic, political reasons. It is the movement of individuals for better opportunities and growth in terms of economic strength, access to medical facilities, education, or political stability. India is home to people with diverse backgrounds and displays internal migration i.e., either from rural-urban, rural-rural and also urban-urban. These workers form a part of the unorganized sector and experience severe distress at the workplace and residence, majorly because of their identity as migrant workers and also because of the informal nature of their employment. In an unorganized market, the workers often encounter conflicts at the

workplace. They commonly experience issues such as physical abuse, mental agony, sexual harassment, non-payment of wages, poor safety norms, ill-hygiene, accidents and at times even death.

Review of Literature

Most of the migrants enter the labour market at a young age and end up stuck in this vicious circle with hazardous jobs, insecurity and bleak growth prospects for the rest of their lives. The migrant workers' accessibility to good healthcare services is limited and adversely impacts their quality of life. Their strained work environment and inhospitable living spaces make it even more difficult for them. According to the Economic Survey of India, 2017, India's inter-state migration during 2011-2016 was about 9 million annually while the Census, 2011 showed the internal migrants (including intra and interstate migrants) to be around 139 million. Based upon the amenities provided by the destination states, individuals are attracted to such states and move out from their native states. Moreover, it was observed that the states of Bihar and Uttar Pradesh are the out-source states for migration followed by Madhya Pradesh, Punjab, Rajasthan, Uttarakhand, Jammu and Kashmir and West Bengal. The attractive destination states for the migrants were found to be Kerala, Delhi, Tamil Nadu, Maharashtra, Andhra Pradesh and Gujarat (Sharma, 2017). During the pandemic, the migrant workers have been exposed to extreme indifference and suffering due to their poor economic background, informal nature of work and lack of education. Many workers were laid off and so many remained homeless. It is disappointing to note that there is no proper mechanism to check if the employers or contractors are paying the migrant workers their dues timely and in full.

Coronavirus caused jitters and instability across all sections of society. This virus has made the informal sector workers fall deeper into the vicious circle of hunger, discrimination, poverty, and poor health conditions. A downtrend in economic activities has led to a drop in income of migrant workers and their limited skills have restricted their exposure to exploring possibilities. This has exacerbated their vulnerability to exclusion, inequality, and unemployment (Dassani & Behera, 2020). The COVID-19 pandemic situation in 2020 saw a reverse migration pattern among the migrant workers where they left the urban areas and went back to their native places. This scenario was known to be a reason for urban to the rural transmission of coronavirus cases (Singh, Patel, Chaudhary, & Mishra, 2020). The fear of job loss, distress about the coronavirus situation, worry about access to general services led to reverse migration across the country. The panicked migrant workers rushed back to their villages in huge numbers which resulted in a spike in the working population in the rural areas. The authors identified that the lack of credible data regarding the migrant workforce is a major lacuna that hinders effective policymaking. The database available is obsolete. The authors insisted to create an updated database of migrant workers and suggested that registration of the migrant workers at the panchayat level should be created as an aid to the Government for assisting the workers in this crisis (Behera, Mishra, & Behera, 2021).

Objective

With this background, the purpose of this paper is to present an overview about migration, issues of Internal migration, difficulties of migrant workers, IMPEX as a tool to understand the inter-state migrant policies and the way ahead for migrant workers to augment in reaching the Sustainable Development Goals designed by the United Nations (UN). This paper is entirely based on secondary sources. The sources include government reports, several research papers and websites.

Internal Migration and its issues

In the year 2015, the UN presented 17 Sustainable Development Goals aimed to be reached by 2030. Goal 8 and Goal 10 focuses on “Decent Work and Economic Growth” and “Reduce inequalities” respectively. Out of the many targets, the former aims to protect labour rights and attempts to promote a safe working environment for workers including migrant workers, particularly women and workers who work in the perilous work environment. The latter targets to facilitate an “orderly, safe, regular and responsible migration and mobility of people” via the effective implementation of migration policies (United Nations, n.d.). The lives of migrant workers are stuck in despondency as they yearn for a quality life and continue to remain underpaid and unable to be fully productive. The migrant workers are recruited via a network of contractors and eventually, these workers find themselves subjugated in a docile manner. This system has shaped to be so exploitative because of which the workers experience difficulty in working in their states when compared to other states. This migrant job market does not have a proper monitoring mechanism which has resultantly strengthened the unfair methods and practices. The migrant workers live in cramped spaces and inhospitable places. They are also forced to live in open spaces, slums, pavements or at worksites. Urbanisation is a result of the labour of migrant workers but they are considered to be problematic and aliens to the cities. The inter-state migrant workers do not have the privilege of voting which keeps them at a backdrop and remains to be one of the reasons why they are ignored by the political section. They are kept aloof or find a minor place in trade unions that keeps their voices unheard. Their mobile nature deprives them of having a place in the manifestos of trade unions. This makes it necessary that to ensure that policies are more migrant workers friendly, it is essential to have the data profile of these workers (Sharma, 2017).

The trend of internal migration in the country by default calls for a vital role of the government to eliminate the exploitations faced by migrant workers and also keeping in view that the human rights and labour laws related to migrant workers are not breached. This is needed so that migration empowers them with the opportunity to progress and not live in fear or insecurity. One major law which is related to internal migration is the Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979 (Remesh & Agarwal, 2020). This Act was passed “to regulate the employment of inter-State migrant workmen and to provide for their conditions of service and matters connected therewith”. Under this law, it is necessary for the establishments that have employed five or more five migrant workers to be registered with the local authority. On similar lines, this law is also applicable to the contractors who have employed five or more five inter-state workers. This system of registration helps to create accountability and record to formalise the labour workforce in the informal sector. Such a record will help the government to deliver a legal framework for refining the lives of migrants. This law also provides the terms and conditions regarding recruitment of workers including details about the pay, working hours, number of holidays, other amenities etc. It also mentions that the wages given to a migrant worker shall not be below the wages stated in the Minimum Wages Act (Chief Labour Commissioner (Central), n.d.).

IMPEX: A tool to measure the integration of inter-state migrant workers

The IMPEX (Inter-State Migrant Policy Index) is a newly developed index by a Mumbai based non-profit organisation that is used to measure the integration of inter-state migrant workers (Bhattacharya, 2020). Interstate migration is an avenue for the workers in developing countries to improve their income levels. The country has a high rate of internal migration but still encounters barriers in the integration of migrants in the destination states. This highlights the role of the policies at the state level for helping in the integration of

inter-state migrants in developing countries. This index helps to identify the state which has migrant-friendly policies and those which do not have. This index has been adapted from the Migration Policy Index (MIPEX) which is one of the most popular indices to measure migrant integration policies. Based on the MIPEX, eight areas were identified based on which India's migration integration can be evaluated i.e. children's rights, education, identity registration, labour market, housing, social benefits, political participation and health and sanitation (India Migration Now, 2019)

Discussion

This IMPEX index also measures if the state provides ad-hoc or additional policy measures for the migrant workers, wherever needed so that they have equality on par with the state residents. The results of IMPEX,2019 revealed that there is immense apathy and discriminatory behaviour towards the migrant from the state-level policymakers. Out of all the states, Kerala (IMPEX score 62) was identified to have migrant-friendly policies and was more considerate towards these workers when compared to the other destination states. Kerala's labour-friendly policy for migrants includes health policies, child policies and welfare schemes. Apart from this, the state issues alternative identity cards to this workforce to provide benefits of welfare schemes and education facilities. These workers are also referred to as 'guest workers'. Despite Kerala leading the scoreboard, there is scope for more improvement. There is a need to expand the political inclusion of migrant workers and also reduce the discriminatory behaviour towards migrants while accessing the housing facilities. Despite Delhi, Haryana, Punjab, Gujarat, Maharashtra, Kerala and Tamil Nadu being the popular destination states for migrants, they experience severe challenges as the agencies in these states are constrained and are forced to depend their livelihoods on the mercy of their networks and employers. Moreover, Punjab, Maharashtra, and Haryana have slightly fared better in their migrant policies when compared to Delhi, Tamil Nadu, and Gujarat. In the areas of housing policy, unlike Gujarat (score 17), Punjab (score 42) induces contractors to provide the migrant workers with accommodation. Additionally, the Shehri Awas Yojana also offers accommodation to slum residents which also benefits the migrant workers. In the state of Gujarat, migrant workers only receive assistance in building rest sheds and permanent residential housing with no measures for facilitating and ensuring the outcomes of this assistance. Sadly, the housing provisions remain unavailable for the migrants (Aggarwal, Singh, & Mitra, 2019) The results of IMPEX,2020 showed the average score for 28 states and NCT Delhi was 37 out of 100 which reveals that less attention is shown towards integration of efforts in destination states. The last year showed Kerala, Goa, Rajasthan and Andhra Pradesh were found to be better off in integrating migrant workers when compared to other states. On the contrary, it is disappointing to note that Delhi, which is a major migrant-receiving state, has performed poorly. Kerala, Goa, and Rajasthan scored 57,51 and 51 respectively and were the only three states to cross the 50 mark. The state of Kerala exhibited high scores in three aspects i.e. education, child rights and health and sanitation (Mitra, Singh, & Rawat, 2020) . The analysis of the results over the last two years shows that Kerala is the most inclusive and welcoming state for migrant workers but the other states have a long way to go to ensure that they favour the inter-state migrants.

Possibilities

It is essential to spread the stories of these migrant workers with the intent to sensitize the public that there is a need to have a behavioural change among the general population. People need to unlearn their biased opinions and rote thoughts with adaptive nature.(Rao, Narain, Chakraborty, Bhanjedo, & Pattnaik, 2020) cited the work of (Srivastava &

Sasikumar, 2003) that the Inter-state Migrant Workmen Act is inapplicable to establishments or contractors with less than five migrant workers which leave behind a large number of workers from exercising the law.

The present legal mechanism is not sensitive to disputes of the unorganised sector. The local authorities must stand in support of these workers as their intervention will help to voice their views and bridge the gap between the migrant workers and others. Issues of migrant workers are countless but to begin with, empathy needs to be imbibed in people so that they take charge of their power and position to work for the welfare of this section and act in line with the laws framed. Moreover, due to lack of awareness of laws and evidence in some cases, the migrant workers' issues seldom find their way to courts.

Summary

There exists an ample amount of literature on the topic of Migration. This research paper is an addition to the existing literature with its focus on the inter-state migration policies and the IMPEX which is a newly adapted index in India. The states must actively and effectively adopt the successful policies and schemes of other states to ensure that their policies are migrant-friendly. With the prevailing hardships of the migrant workers, it is the need of the hour to urgently address the issues of inter-state migrant workers as their pains are often undermined. A united effort from all segments of people is needed i.e. collaborations from the corporates, NGOs, local bodies, state government, contractors, employers, public and the central government to dedicatedly work for the upliftment of migrant workers.

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A Study on Analyzing the Status of Women's Skill Development on Digital Platforms

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Abstract

The growing engagement of women in all fields has ushered in a new era for women's socioeconomic advancement. Increased exposure to digital media has resulted, the adequate representation of women in the digital era. The growing engagement of women in all fields has ushered in a new era for women's socioeconomic advancement. This paper examines the status of women's skill development after enormous digital innovation; a survey was conducted amongst the digitally educated women of rural and urban areas, those who are performing through digital forums for obtaining information relevant to a specific study. Though the findings show that though the involvement of women on digital platforms is growing, they must walk on a long road to leave an impression. Thus, this paper clearly highlights challenges being faced by women and enhancement of their socioeconomic condition after digital advancement.

Keywords: Digital, Development, Entrepreneurship, Skill

1.1 Introduction

The Digital India campaign is launched by the Government to make its services available for citizens electronically. This is done by empowering the country digitally.

Digital India is a flagship program by the government of India and is aimed at transforming India into a global digitized hub through digital connectivity and ability enhancement, as well as various other opportunities to empower the country in the technology field.

More than 343 million internet users are involved in the e-commerce growth of the country. People have started setting up their business on the online platform and even those who have their physical set-up are moving to the digital platform. In the era of digital technology, women are on the front as well. They are no less in the pursuit of digitalization. Digital innovation also helps in the production of skills and is a key tool for linking women in local and global contexts to feminism.

Considering successful nation-wide growth, empowerment of women is a very effective tool and technique. The goal of developing women's skills is not to provide them job opportunities; but also to improve their efficiency by bringing the quality in their work or any other event they participate in. Digital media helps women motivate themselves by giving them the opportunity to showcase their skills to the world. This paper specifically illustrates the skill development status of women and compares the challenges faced by women across various digital platforms.

In order to shape up the overall personality of women and to raise their status within the society, the basic need to empower women is still required. Despite, considering women as the weaker gender, they have to do both domestic as well as official work.

The Digital landscape is shaping female influencers from all walks of life and is also a bridge between the lower, middle and upper class in content consumption as well as for acquiring

name and fame. Upper-class women are meant to be famous and they usually inherited income and fame, but the noticeable thing in this context is the change digital media has brought in the life of the middle class or even women of rural areas. Some aged women of rural areas are getting recognized on YouTube and other social media platforms where they are showcasing different traditional approaches for living a healthy lifestyle such as through cooking via traditional means or using earthen pots, roof plantation, techniques of agriculture, etc. There are many women who are now successful entrepreneurs through the opportunities offered to them by digital media.

Digital Technology is acting as the game changer for establishing women as entrepreneurs. It has the potential to have a bigger influence on the lives of rural and semi-urban women who manage various types of micro, small, and medium companies or business, which helps women to manage all the barriers. It is allowing them to access authority and is providing them with the right and relevant information for their start ups. The mobile phones penetration could be wisely used to connect the women with the stakeholders in their business ecosystems. Now, the voices of females have become stronger and Digital space has empowered females to be heard globally.

Tata Trusts and Google partnered in 2015 to launch a digital literacy program, based on a "train the trainer" methodology to investigate the entrepreneurial character of rural women and their desire to effect positive change. In rural India at the time, barely one out of every ten Internet users was a woman. The women of remote areas are digitally educated on how to use the Internet and given data-enabled gadgets. These women are known as "Internet Saathis," and they serve as trainers to assist other women in the community in getting started with the Internet and reaping its benefits.

As of April 2019, there are over 81,500 Internet Saathis in 289,000 communities who have helped over 28 million women learn about the Internet.

The researcher has also used secondary data for the study so here are some contents which have been taken from different sources (Websites and Newspaper) to supplement this study.

1.2 The Women Entrepreneurs who have Taken Over the Digital Spcae

A Delhi University graduate, Ms. Suchita Salwan has founded a digital platform for local discovery, named Little Black Book (LBB). It makes available an online guide that covers a wide spectrum of interests such as lifestyle, travelling, event celebration, food, shopping, etc.

The former Managing Director of Kotak Mahindra, Ms. Falguni, an IIM Ahmedabad alumni, resigned from Kotak Mahindra and initiated her own e-commerce business as 'nykaa.com'. It has captured the market of beauty and made it available at the doorsteps of Indians.

For rural women, Internet Saathi is bridging the online gender divide in India and it is connecting women with the online world. In this initiative, women ambassadors have trained and educated women across 300,000 villages about the benefits of the Internet in their daily life.

Chetna, a lady from Alwar, Rajasthan, trained other women on how to use the internet and gave an idea for looking up home remedies to cure stomach pains on the internet. Now, she is known as 'Internet Saathi'.

28 years old Bujji from Vijayawada had never used a smartphone but she was determined to become an Internet Saathi and help others. She trained her neighbor, who was a seamstress, to research sari blouse designs, and learn how to stitch more intricate clothing.

In this series, a lady named Phoolwati whose family didn't believe that the women needed internet service; started as an Internet Saathi. Now, she has been recognized for transforming the lives of thousands of women in several villages. She also trains school going girls to use the Internet and get informed regarding their exam related queries.

1.3 Gender Inequalities Preventions

Gender equality may be conceptualized as the end point of a journey that leads to women's empowerment. It refers to a state of “Equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources” (World Bank 2001a, cited in Malhotra, Schuler, and Boender 2002).

In a country like India, gender inequality is preventing women from fully benefiting from opportunities, but during the research and after doing content analysis of several digital platforms, it has been found that digitalization has given equal opportunity to women and men. Also, it creates a variety of opportunities for women entrepreneurs to ensure an equal participation by the female population in the growth of the nation. Women often find themselves encircled with nasty gender gaps which prove to be a hindrance in improving their situation but digital media has varied prospects for each woman, ensuring everyone's participation. The previously deterred women are now realizing that they may also be getting a chance to enhance their skills through digitalization. The lower female enrollment rates are increasing in higher education. Through the introduction of new digital technologies women are able to understand their ability in addressing the issue of gender imbalances.

Digitalization offers a variety of opportunities to both empower women and provide equitable representation in labor, financial and entrepreneurial markets. Women's superior social skills with advanced digital literacy are a complement. Such compliments could open a way for better pay management and can help to enhance their leadership skill for job's prospects. Due to the digital revolution, the participation of women in economic life has improved. Digital technology made it possible for women to go beyond the traditional cultural and mobility barriers. It appears to be extremely promising to provide women with greater access to new digital technologies in order to achieve the objectives.

1.4 The Area of Women Empowerment in India

- 1.4.1. Politics of women
- 1.4.2. Social empowerment
- 1.4.3. Economic empowerment
- 1.4.4. Academically empowerment
- 1.4.5. Food security awareness

1.5 Enhancement of Capital

Women need to be educated to use their technological abilities to renegotiate their socio-economic status instead of just 'functioning' with them. (Pearce and Rice 2017, cited in Broadband Commission 2017). In order to encourage the inclusion of girls and women in advanced technology work policies involving integration of virtual skills in technical and

open education programs should be encouraged.

In this context, the Mahila eHaat initiative aims to become an effective instrument of public policy for widening the economic choices of women.

2.1. Literature Review

The literature review examines women's empowerment on the digital landscape as discourse. Methodologically, the review surveys published articles and books.

Unni, Jeemol & Uma (2004) have observed that not only does society's attitude toward women need to alter, but so does women's position and image. There is a need to raise knowledge among jobless rural women so that they might acquire self-esteem and confidence.

Dhruba Hazarika (2011) concluded that women are the country's future growth. In this competitive environment, empowering women will be the best strategy for success.

Vijaya & Lokhandha (2013) suggested that women's empowerment will be boosted by increased productivity and incomes as a result of skill development. They get the confidence to be more inventive as a result of their skills.

Kittur Praveen (2014) concluded, in order to encourage women to create businesses, a specific training program for women entrepreneurs should be established to help them develop their abilities

Mamta Mokta (2014) found that in this male-dominated world, women must forge their own path. Self-help organizations, NGOs, government programs, and microfinance institutions should all work to inspire them to expand and empower them.

Prasanna Kumar (2014) added that we must identify the areas where women continue to face challenges and lack access to resources, institutional knowledge, and basic education. Alina Sorgner & Christiane Krieger-Boden (2017) argued that a lack of sophisticated digital literacy can hinder women's present development (in G20 countries) and prevent them from taking advantage of numerous positive opportunities in the digital age.

2.2 Objectives

The objectives of the paper are:

1. To know the status of women's participation on digital platform
2. To determine the impact of skill development on women empowerment
3. To know the skills radius for women's digital platform growth
4. To identify the obstructions for women's advancement or women entrepreneurs

2.3 Hypothesis

There is no hypothesis without conducting research.

2.3 Research Methodology

The study is carried out on the basis of existing literature as secondary and data collection of primary methods. The research is based on secondary data from various research papers, journals, media reports, articles and websites. In addition, the primary method of data collection is following:

1. Researchers have selected 300 respondents from different professions, college girls and homemakers of Noida on the basis of a number of variables that are age, caste, education, occupation and monthly income.
2. The research is done among the women involved in the virtual world directly or indirectly. They are posed close-ended questions.
3. Content analysis of My Gov portal and data.gov.in portal.
4. Key informant interviews with government officials, and civil society practitioners working on women's rights, livelihoods, and gender and governance, and researchers studying gender and digital economy. A list of important informants who were interviewed for this study is provided at Annexure 1.

Having passed through as my study, there was not enough work on my subject. So worked on the basis of grounded theory i.e. academic, content analysis, and face to face interview. After the study, researchers concluded the topic of status of women's skill development in the era of digital innovation.

2.4 Data Analysis

Following are the findings of the survey conducted among 300 respondents from different professions, college girls and homemakers of Noida on the basis of a number of variables that are age, caste, education, occupation and monthly income to understand their views on the Status of Women's Skill Development on Digital Platforms.

Social media encourages female participation in various business sectors.

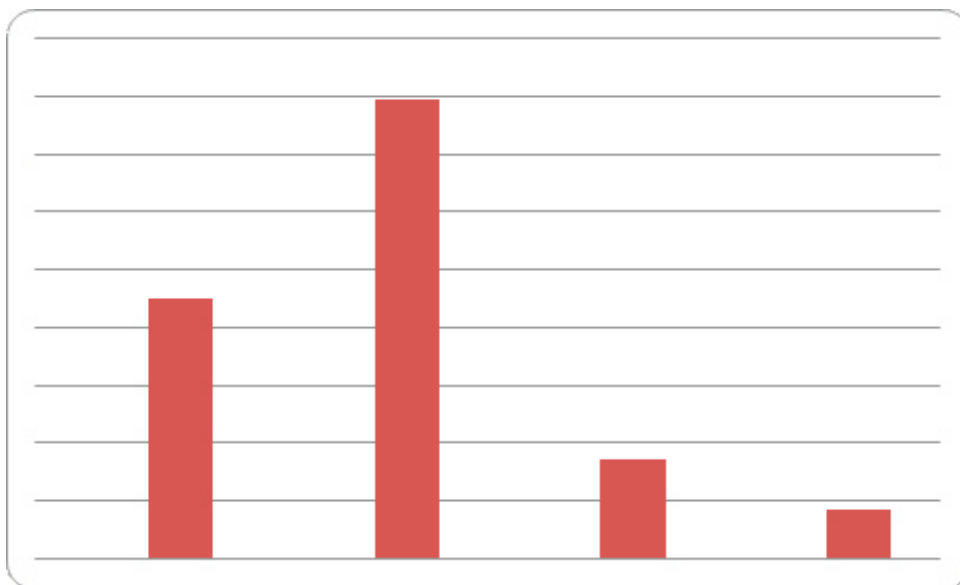


Diagram 2.1

The researcher decided to work on the status of women's skill development on a digital platform and has taken the area around in Noida (National Capital Region) for the purpose. The study on "Analyzing the status of women's skill development on digital platform" were selected for the study with help of purposive sampling from the total respondents, college girls where 100, 100 home makers 100 an 100 working women, selected for the study. To find out Social media encourages female participation in various business sectors, 90 respondents strongly agree, 159 are agree, 34 are Disagree and 17 are strongly agree. The total number of respondents is 300.

Social media impacts women across all financial spectrums in a similar manner.

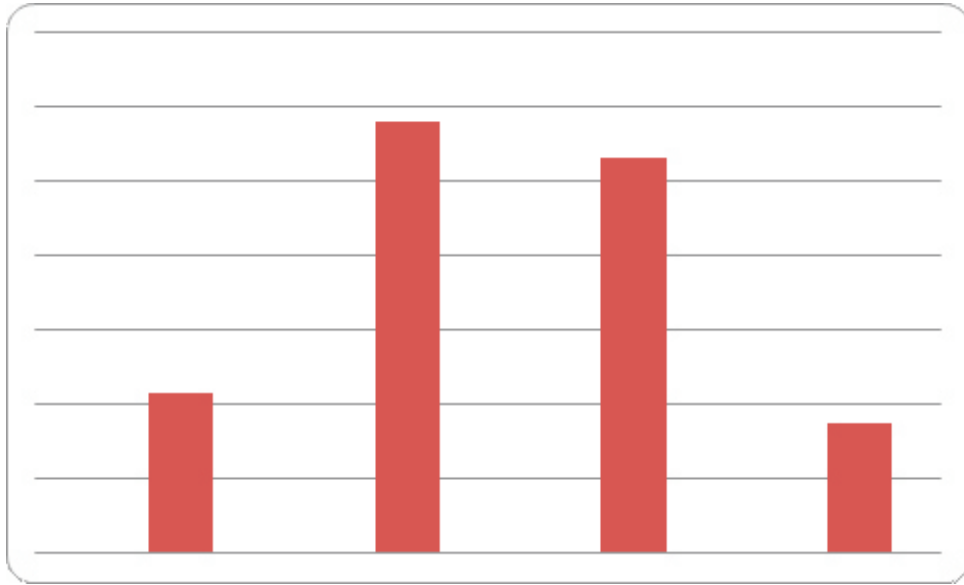


Diagram 2.2

To find out Social media impacts women across all financial spectrums in a similar manner, out of 300 respondents, 43 respondents strongly agree, 116 are agree, 106 are Disagree and 34 are strongly disagree.

Social media offers opportunities for skill development in women.

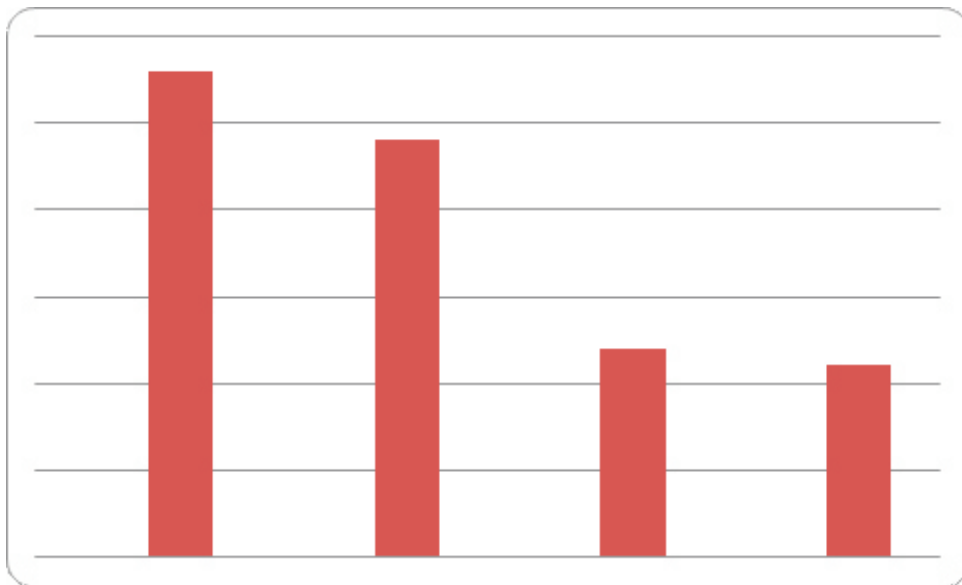


Diagram 2.3

To find out that Social media offers opportunities for skill development in women, out of 300 respondents, 102 respondents strongly agree, 112 are agree, 47 are Disagree and 39 are strongly disagree.

The status of women has increased with the advent of social media.

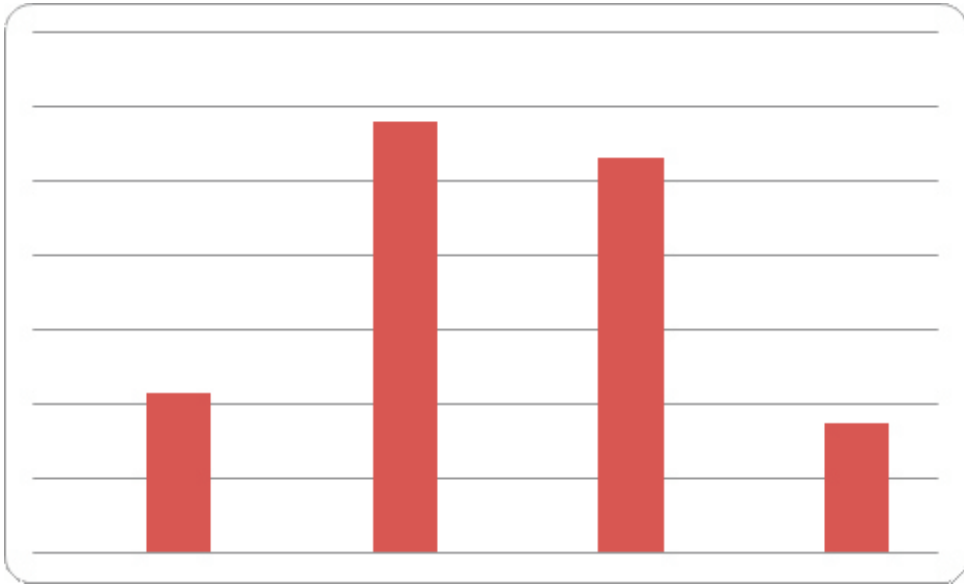


Diagram 2.4

To find out the status of women has increased with the advent of social media, out of 300 respondents, 112 respondents strongly agree, 96 are agree, 48 are Disagree and 44 are strongly agree.

Social media widens the social disparity between men and women.

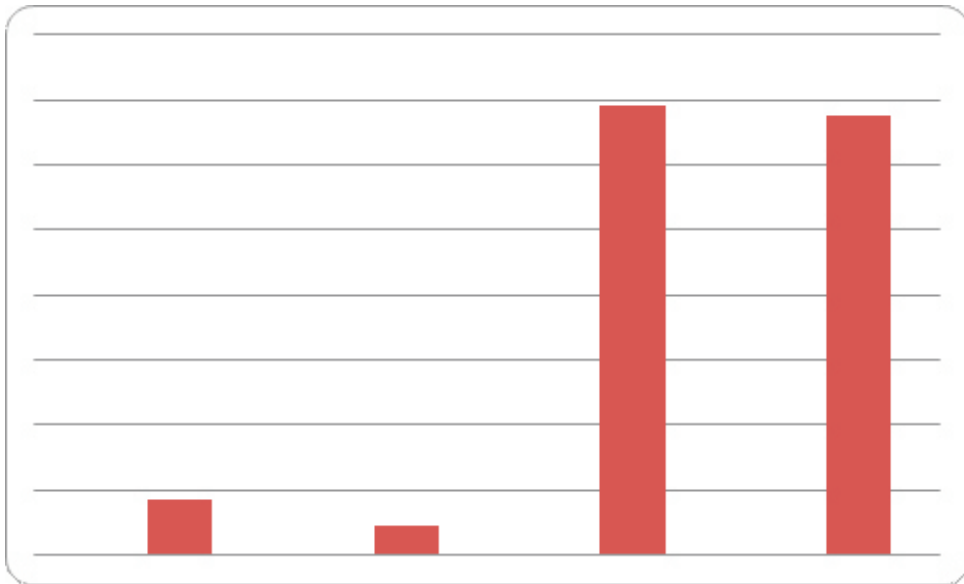


Diagram 2.5

To find out, Social media widens the social disparity between men and women, out of 300 respondents, 17 respondents strongly agree, 9 are agree, 138 are Disagree and 135 are strongly agree.

3.1 Findings

The study found that the government has taken various initiatives and initiated various development programs for women's skill development. Now, skill development has been highly impacted by women and it has changed the image of women in employment.

The results of the research are:

There is a need to improve the status of women.

- Women should have been supported to take more participation in labour markets, financial markets, and entrepreneurship.
- Digital platforms can be a very effective platform for empowering women.
- Rural women should equally get advanced with digital literacy. Ince they live in rural areas, they should not be ignored. There should be expansion of training institutes.
- Digital media can be a platform where the gender disparity doesn't exist.
- There is a need to develop an understanding of local traditions & customs.
- The women of urban areas are still facing lots of challenges, so they need more attention.
- As all the sectors are being digitized, there are various fields where women can explore their skills for nation's development such as banking & financial services, Media industry, Telecom industry, Information Technology, Travel & Tourism, etc.

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ANNEXURE 1.

List of Key Informants:

1. Ms. Mohini Srivastava, Child Protection Officer and Children, Govt of NCT, Department of Women, Delhi Govt.
2. Ms. Pallavi Tyagi, News Anchor, ABP News Channel, Noida
3. Ms. Babita Pant, Deputy Editor, NDTV,
4. Dr. Asma Shora, PROGRAM LEAD - IT (MODI GROUP - JV PARTNER STRATFORD VIRGINIA, USA)
5. Preeti Teotia, 8+ years of total work experience in software development for Web based applications
6. Riddhi Srivastava, Associate Business Analyst at Conduent
7. Deepshikha Rai, Entrepreneur (Digital)
8. Srishti Jain, Entrepreneur, E-haat

ANNEXURE 2 .



Impact of employee motivation on work performance

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Laxmi Rani

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Technical University, Lucknow*

Abstract

This paper endeavors to understand how an employee work performance could be influenced by the motivation, as the employee work performance excel or fail depends upon the motivation. The research aims to define and understand the role of motivation on employees performance. To determine the motivation's root cause in employee's efficiency various theories of motivations are studied and their correlation with employee performance are detailed. The findings justified the influence on employees psychology and its high influence on employee work efficiency and effectiveness. The research will prove beneficial for researchers to understand the concept of motivation in organization behavior.

KeyWords: Motivation, Employee, Work Performance, Maslow Hierarchy of Needs, Herzberg Two Factor Theory And Vroom Expectancy.

Introduction

In the present globalized era, business entities bulls eye on to earn massive revenue in each financial year. In that prospect those organizations set different kinds of agendas to get the competitive advantage in the fierce market competition. Business organizations establish good corporate governance to reach their every financial and nonfinancial goal. In order to reach that target those companies are now taking the initiative to keep motivated their skillful employees. Employee motivation brings success to any type of business enterprise, whether that is midsize organization or a multinational company. In order to run the functional process in a smooth manner the companies are preparing some outstanding strategies to maintain the corporate governance and get the competitive advantage in a certain way. Any type of company consists of various departments, such as the finance department, administrative department, public relation department, sales department and human resource department. The human resource department is responsible to manage the employees and to extract Excellencies from the skillful employees; based on the employee performance report Authorities take the decision to promote or demote the employees. Presently the human resource department has a major impact to bring large scale productivity for any organization by managing the employees. According to various researchers of this specific title that is the impact of the motivation of employees on work performance they have stated that if the employees of any companies need to be motivated then their psychological factors need to be assessed by the authority of an organization. In other words some scholars said that employees can not engage with their assigned task until and unless they are pursuing the positive mentality. Interpersonal communication's intended purpose only can be fulfilled if the intrapersonal communication goes in a systematic and satisfied manner. In the subject of communication interpersonal communication is such a factor which helps people to communicate with themselves. If they are able to understand their needs transparently they can plan in a systematic manner in their professional field. This paper highlights the different factors associated with the employee motivation process. In many companies there have been assigned some trainers and personality developers to motivate the employees but all those factors are willing to

enhance the capacity of the employees not to motivate the employees from their inner perspective indeed. If workers do understand about the importance of the work and the professionalism then they automatically will be involved in their assigned work.

Employee satisfaction: Whether employees are happy and satisfied and pleasing their desires & need sat work. Many measures claim that employee satisfaction is a factor in employee motivation, employee goal. Achievement and positive employee confidence in the workplace. Employee satisfaction, while normally a positive in your organization, can also be a disappointment if ordinary employees continue because they are satisfied with your work environment.

Employee Performance: The activity of performance of doing something fruitfully by knowledge as famous from simply possessing it. A performance Comprises an event in which normally one group of people the performer or Performers act in a particular way for another group of people.

Productivity: Productivity is that which people can produce with the smallest amount effort, Productivity is a ratio to calculate how well an organization or individual, industry, country converts input belongings, labor, materials, machines etc. into goods and services.

Working Environment: Stresses, influences, and competitive situation, civilizing, demographic, profitable, usual, political, regulatory, and environmental factors that affect the survival, operations, and development of an organization.

Theories of motivation

1. Maslow's Hierarchy of Needs

The Hierarchy of Needs theory was coined by psychologist Abraham Maslow in his 1943 paper "A Theory of Human Motivation".

The crux of the theory is that individuals' most basic needs must be met before they become motivated to achieve higher level needs.

The hierarchy is made up of 5 levels:

1. Physiological – these needs must be met in order for a person to survive, such as food, water and shelter.
2. Safety – including personal and financial security and health and wellbeing.
3. Love/belonging – the need for friendships, relationships and family.
4. Esteem – the need to feel confident and be respected by others.
5. Self-actualisation – the desire to achieve everything you possibly can and become the most that you can be.

According to the hierarchy of needs, you must be in good health, safe and secure with meaningful relationships and confidence before you are able to be the most that you can be.

How to apply it to the workplace

Chip Conley, founder of the Joie de Vivre hotel chain and Head of Hospitality at Airbnb, used the Hierarchy of Needs pyramid to transform his business. According to Chip, many managers struggle with the abstract concept of self actualization and so focus on lower levels of the pyramid instead.

Conley found one way of helping with higher levels was to help his employees understand the meaning of their roles during a staff retreat...

Conley's team were able to realise the importance of their job to the company and to the people they were helping. By showing them the value of their roles, the team were able to feel respected and motivated to work harder.

In order to get the most out of your team, you should also make sure you support them in other aspects of their lives outside work. Perhaps you could offer flexible working hours to give employees time to focus on their families and make sure they are paid fairly to help them feel financially stable.



(source: <https://inspiredtraitcom.files.wordpress.com>, maslow motivation theory)

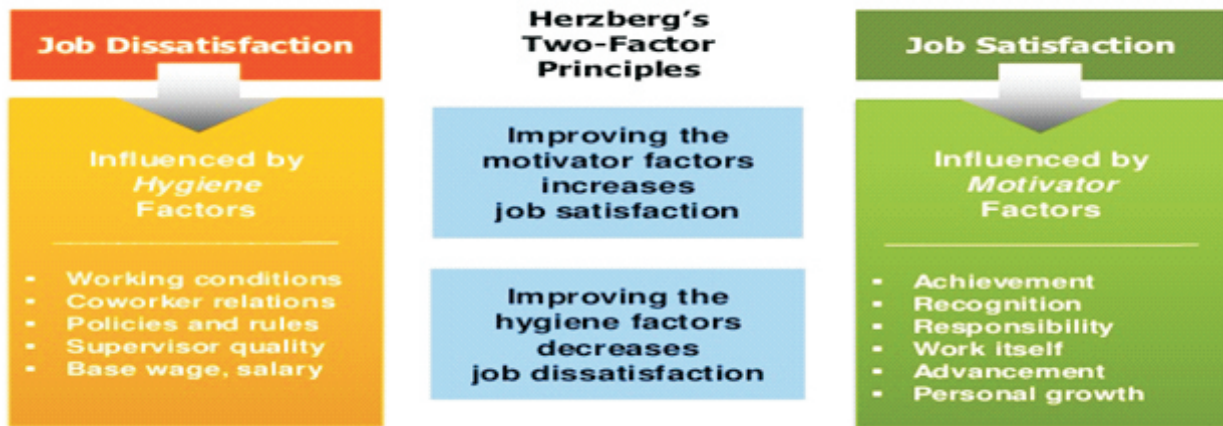
2. Herzberg's Two-Factor Theory

The Two-Factor Theory of motivation (otherwise known as dual-factor theory or motivation-hygiene theory) was developed by psychologist Frederick Herzberg in the 1950s.

Analysing the responses of 200 accountants and engineers who were asked about their positive and negative feelings about their work, Herzberg found 2 factors that influence employee motivation and satisfaction.

1. Motivator factors – Simply put, these are factors that lead to satisfaction and motivate employees to work harder. Examples might include enjoying your work, feeling recognized and career progression.
2. Hygiene factors – These factors can lead to dissatisfaction and a lack of motivation if they are absent. Examples include salary, company policies, benefits, relationships with managers and co-workers.

According to Herzberg's findings, while motivator and hygiene factors both influenced motivation, they appeared to work completely independently of each other...



(source:<https://s3-us-west-2.amazonaws.com/.png>, Herzberg two factor motivation theory)

3. Vroom Expectancy Theory

Expectancy Theory proposes that people will choose how to behave depending on the outcomes they expect as a result of their behaviour. In other words, we decide what to do based on what we expect the outcome to be. At work, it might be that we work longer hours because we expect a pay rise.

However, Expectancy Theory also suggests that the process by which we decide our behaviours is also influenced by how likely we perceive those rewards to be. In this instance, workers may be more likely to work harder if they had been promised a pay rise (and thus perceived that outcome as very likely) than if they had only assumed they might get one (and perceived the outcome as possible but not likely)

Expectancy Theory is based on three elements:

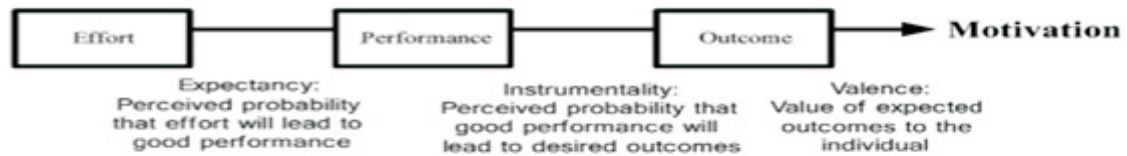
1. Expectancy – the belief that your effort will result in your desired goal. This is based on your past experience, your self confidence and how difficult you think the goal is to achieve.
2. Instrumentality – the belief that you will receive a reward if you meet performance expectations.
3. Valence – the value you place on the reward.

Therefore, according to Expectancy Theory, people are most motivated if they believe that they will receive a desired reward if they hit an achievable target. They are least motivated if they don't want the reward or they don't believe that their efforts will result in the reward.

How to apply it to the workplace

The key here is to set achievable goals for your employees and provide rewards that they actually want. Rewards don't have to come in the form of pay rises, bonuses or all-expenses paid nights out (although I find these are usually welcomed!) Praise, opportunities for progression and “employee of the month” style rewards can all go a long way in motivating your employees.

Vroom's theory



(Source: <https://image.slidesharecdn.com/vroom-expectancy-theory-of-motivation>)

Although all these theories will be used as a base for empirical research, the focus will be on Herzberg's Two-Factor theory of motivation. This model will be used to identify and analyse different motivational factors, and find out what has the most influence on employees' motivation in the workplace. The link between employees' motivation and its effect on organizational effectiveness will also be discussed.

Review of Literature

Nasud believes that the assessment structure is a first-class tool to recover the worth and magnitude of the manpower's performance. At the present time, performance assessment is well thought-out as an imperative feature in human capital administration and an element of the control process in management (Nasud 1999). According to Ali the effectual instrument of assessment in the supervision of recruits if it works acceptably and sensibly. Generally worker's concert, pass on to conduct with the aim of appropriate in the direction of secretarial aspiration as well as below the clench of solitary recruits (J.P et al. 1993). Development of the evaluation progression is an imperative topic in the government administrator structure which is once a year conducted in the governmental organization, spend a great amount of moments as well as disbursement route for accomplishing the intention similar to: individuals augmentation, as well as improvement, promotions and assignments in administrative position, urging and penalty, revenue amplify, recruits presentation reaction as well as influential for instructive requirements. During the genus for accomplishing intention for an association, each individual be required to have adequate alertness for her/his position among reminiscent of wakefulness, workforce's determination perceive the sturdy and puny points for their concert and manners, so that they will most likely determine the troubles along with paucity to rotate recruits addicted in the direction for further aptitude as well as assessment. (Najafi et al. 2010). According to Fox In spite of the enduring hard work in setting up more efficient structure for performance assessment, there is persuasive proof of the authorities displeasure of the appraisal methods (Fox 1987). Numerous tribulations in the midst for the recruits to affirm organization apprehension be straight for the consequences regarding manager's inability for assessment course of action. Solving many work-related troubles in a range of fields, such as: job task, promotion, relocate, removal from office, instruction as well as remuneration in actual fact upon the deficiency of judgment structure (Zavvarzadeh & Mahrpkh 1997). As Mirsepassi at hand judgment structure be a window-dressing furthermore may perhaps doesn't direct for anticipated consequences. That fritter away the administrator's moment at the same time meager custom. Suppose with the purpose of regardless of the responsibility and logical importance judgment, have frequently futile within diverse associations for the consequences of absolute apathy along with disparage by employees as well as the director (Mirsepassi, 1998). Several administrators satisfying verdict appearances highlight the recruits' supremacy. For the purpose set conclusion for subsidiary recruits for potency, ingenuity, determination and seriousness. Predetermined critics pragmatic quite a lot of period dazzling evaluation be interrupted, for this activity

administrator award position by means of the difficulty "who go round by moment", prior to packing out appearance. During accumulation, Personnel management transforms the judgment position with the technique, with the intention of giving towering position for permitted personnel. On the other hand, yet specifications of a worker's towering position, it would not be prop up the least amount prerogative. Respond to query "Either concert assessment is obligatory" A number of supervisors utter like pursue: "They frequently notify personnel management never rank the workforce in a sense so as to subsist rundown from assembly upgrading as well as they mark the rank structure either they notify toward segregate ultimate rank among appraisal factors, so that the worker can acquire the projected position." (Naser 1999). Typically contingent starting of arithmetical relations with the intention of personnel management structure to augment concert aptitude for workforce, capability which are not merely the outcomes for proficiency although for the inspiration as well as chances for the attainment of these proficiencies. Although point out the assurance positioned within the contingent relative associations, entitled interested in query. Initially, significant observed problems elevate regarding probable prejudice consequential as of dimension blunder, growing, as well as gone astray patchy innate hooked on assessment. (Becker & B 1996) Subsequent as well as mainly outstandingly, presumption regarding accidentally contained principally support the supposition, no confirmation, that personnel management strategies along with procedures encourage projected sway reaction commencing workforce, by way of ensuing possessions regarding actions along with presentation. The capacity for depict precise supposition regarding spot on possession's personnel management for concert conclusion's necessitate, consequently, they supplementary eloquent along with authenticate several fundamental postulations regarding worker influencing reaction toward human resource' strategies as well as procedures. (D.E & C 2004)

Employees Motivation

Motivation represents an employee's yearning and obligation, which is marked as exertion. Some people want to complete an assignment but are effortlessly diverted or discouraged. They have elevated aspiration but stumpy assurance. Others plod along with imposing determination, but their work is unimaginative. These people have high commitment but low desire (KAMAL et al. 2005). The motivation has as many classifications as the word supervision. The following are several definitions that begin to help us in considering this elusive concept. Motivation is a predilection to act in an unambiguous goal intended for manner. (Hellriegel and Slocum) Motivation might be distinct as the circumstances of an individual's perception, which represents the European Journal of potency of his or her tendency to put forth an attempt toward some fastidious manners. (Gibson) The term enthusiasm refers to goal heading for actions. Ambition aimed at behavior, are characterized by the progression of selecting and directing convinced actions amongst deliberate behavior to achieve goals. (Chung) Motives are expressions of a person's needs: hence, they are individual and interior. (Davis) From these definitions we obtain quite a lot of frequent characteristics to assist us in the conversation of enthusiasm experience: An internal need strengthen that activates human behavior. Drive is the interior force that boosts deeds in a definite direction. Goals are the inducement or payoffs that strengthen confidential contentment, that in turn strengthen the continuation of needs. It is useful to know the postulation of Herzberg's assumption known as two-factor conjecture is anxious with the inspiration of workers through needs, and judge money and service reimbursement to be sanitation aspect or dissatisfies. That is, if the pay and benefits are adequate, the employee will be content but not motivated. If they are subjected, by the employee, to be insufficient, the employee will be dissatisfied (R 1999). Motivation through financial incentives is based on the more recognized view that currency is the lashing force

(the motivator). When the remuneration is greater, the employee is more prolific. (L & Byers 1989). An objective of training emerges to optimistic transform for an apprentice, ensuring an enhanced feat of their career. For the attainment of the objective instruction bound for imperative achievement rudiments (acquaintance, expertise, manner) for the career, when training makes available for apprentice to require support during the enhancement of performance, furthermore the training programs are measured carefully for the improvement of consequences about the achievement of apprentice. For this purpose the prime worth for assessing conclusion as stipulation the instructions are victorious for achieving that ambition (E.F 2005). According to several biographer the fundamental plunder offer according to the carrier as well as organizations purpose. Possibly the assessments resolve moreover the dispense achievement of objectives that are crucial for the workers by means to offer appropriate extrinsic plunder for the accomplishment of objectives (Klein, 1991; Mowen, Middlemist, & Luther, 1981; Wright, 1989). In lawyers view the category is not merely the quantity to recompense imperative, however the extrinsic plunder ought to be deputation for achievement conditions advancing at the same time to the support of the realization (Lawler, 1994).

Objective of Study

- To study the impact of employee motivation on work performance.
- Identifying the most motivating factors, and the linkage of employee motivation with an organization's productivity and effectiveness.
- Suggestions to increase employee level of motivation and direction for further study and to gain deeper understanding.

Research Methodology

In this study descriptive -correlational research design to describe the motivation and performance of the employees working in various industries. Purposive sampling technique is used for this research. The respondents of the study were the professionals working in NCR. A total of 80 professionals were used as a sample and standardized questionnaires on motivation were used for data collection.

Results and Analysis

Table 1 : Ranking of Factors of motivation

	Indicators	Mean	Rank
1	Reward system	3.1	2 nd
2	Trust	3.25	1 st
3	Recognition	3.08	3 rd
4	Working condition	3.01	6 th
5	Supervision	3	7 th
6	Co-workers relation	2.9	8 th
7	Happiness	3.02	5 th
8	Career advancement	3.04	4 th
	Average	3.05	

Table 1 shows ranking of factors of motivation. Trust has the highest mean of 3.25, reward system was second with a mean of 3.10, recognition was third with a mean of 3.08, career advancement was fourth with a mean of 3.04, and happiness was fifth with a mean of 3.02.

Table 3: Correlation between motivation and job performance

Dimensions of Spiritual	r_{xy}	p value
Leadership		
Reward system	0.197*	0.017
Recognition	0.231*	0.005
Supervision	0.163*	0.049
Happiness	0.123	0.138
Career advancement	0.208*	0.011
Trust	0.216*	0.009
Working condition	0.241*	0.003
Co-workers relation	0.235*	0.004

* significant at 0.05 level of significance (two-tailed)

Table 2 shows that the reward system ($p=0.017$), recognition ($p=0.005$), supervision ($p=0.049$), happiness ($p=0.138$), career advancement ($p=0.011$), trust ($p=0.009$), working condition ($p=0.003$) and co-worker relations ($p=.004$) were found out to have positive direct correlation between motivation and job performance at 5% significance level.

Findings and Discussion

Upon studying different motivational theories my findings are as follows:

- A great indication of a successful manager is one who has employees who are motivated to perform their jobs at a high level.
- It is easy to see that higher employee motivation leads to more productivity and therefore more profitable business growth. Therefore, it is important for a manager to understand motivation and how to garner it from their employees.
- Motivation, and what triggers it, has been studied for decades and workplace leaders have used assessments to determine an employee's personality and better anticipate their behaviours. But assessment scores alone will not show you all you need to know, it is important for managers to get to know their staff and learn how to be more specific in their approach to motivating them and understanding their goals and aspirations.

Apart from the different motivational strategies, We have compiled a list of motivational strategies for managers to apply in order to harness the most productivity and results from their staff, and to provide a happy, thriving working environment.

1. Trust

This is one of the most important aspects in any organisation and it is a two way street. Employees want to know that their manager is looking out for their best interests, which

motivates them to succeed. In turn, leaders also want to know that they can trust their staff to do their jobs properly. It is up to the manager to ensure this trust is built with their employees and to be able to communicate effectively with each individual and foster positive relationships.

2 Reward System

Incentives are a great way to promote motivation. Employers can use many types of incentives or reward programs to increase productivity and motivation among staff. Incentives can come in many forms, whether it be bonuses, paid time off, travel perks, or vouchers. It offers employees something to strive for and gives them a bit of healthy competition.

3 . Recognition

The simple act of letting an employee know they are doing a great job and recognising their efforts can do wonders for their motivation. As humans, we like to hear when what we are doing is appreciated and it creates a sense of accomplishment. In turn, this motivates us to keep achieving and keep receiving recognition. Of course, there is no need to recognise everything someone does, but make sure you take the time to congratulate a job well done

4 . Career Advancement

Employees are much more likely to achieve if it means that a career advancement lies ahead of them. As a manager, you can sustain this motivation by ensuring there are avenues and opportunities for your employees to advance in their positions. You can also provide them with opportunities for further qualifications or on the job workshops. It lets them know they are valued and makes them more committed to their positions. In fact, LMA's L.E.A.D Survey 2013 showed that 79% of employees said that opportunities for training and development is 'Quite' or 'Very Important' to their decision to stay in their current organisations. Visit LMA's Principles of Learning to establish the best direction for implementing learning in your organisat

5 Happiness

At the end of the day, if employees are happy in their jobs they are more motivated to do the best job they can. As a manager, you need to be aware of whether your employees are satisfied or not. Don't assume that simply having a conversation with them regarding their happiness will be enough, they may smile and say yes if they think it is what you want to hear or if they are worried their job is on the line. The process to happiness and job satisfaction can be influenced by ensuring the previous factors are evident in your company and letting happiness be an organic process.

As a manager, it is important that you are focused on ways to continuously improve your business and staff. Finding ways to keep your staff motivated to perform at their best is a key part of any managerial role. If managers can understand the factors that lead to employees performing at higher levels, they can increase the performance of entire departments.

Finally my findings through this research is to endeavor to understand that As great as it would be, there is no one method to motivate your employees. Your employees are all very different from one another, so different factors affect their motivation. Some people are motivated by money, others by rewards, some prefer recognition, and some people just motivate themselves to achieve. Supervisors and managers need to utilize a number of different strategies and techniques to increase their employee's motivation and productivity.

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Managing Time in Classroom and During Outdoor Education, at Core Procurement Cycle

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Abstract:

Time is one of the most important aspects, when it comes to education, because in most of the situations, teachers find it difficult to adjust it to the multiple chores that have to be done. This has also become a problem, because children have got so busy regarding their schedule, that it has become almost impossible to engage in other activities than those that are educational: learning, homework and extra studying. There is no time left for socializing, playing or just hanging around and discovering the world. The present brief study, presents an introduction of the theoretical frame regarding the management of time in educational organizations, and a research about how core procurement cycle teachers from Arad County Romania, manage time during outdoor educational activities. There were 30 teachers in the study, and the preliminary results show that most of them find it difficult to manage time dedicated to learning during school hours, indoor and outdoor, and they tend to give too much homework, never letting enough time for pupils to socialize and to develop besides study time. There are also some conclusions and ideas on what teachers can do, in order to have better time management, using outdoor learning activities.

Key words: outdoor, education, management, time, learning.

Introduction

Time is the most important resource we have today. You've probably heard the "I don't have time" sentence many times. At some point, we get to say it frequently either at work or at home. There are people for whom 24 hours are never enough, while others manage to perform their daily tasks effectively. The difference between the first category and the second lies in efficient time management. We live in the century of speed and we only have 24 hours to solve many tasks both professionally and in personal life. In the current situation, many habits have changed because we live in a new reality. In the work-from-home context, there are several distractions. Thus, the ability to manage your time effectively makes the transition from failure to success. (Cuco, 2020).

Time management refers to a set of habits, skills, systems and principles, used to manage the time spent performing specific activities, in order to increase work efficiency and productivity. In short, it refers to the way we organize and manage our time and involves control and organization.

Recent perspectives

We cannot talk about time management without talking about self-discipline, perseverance and punctuality. There are qualities that if you do not have, it is mandatory to develop them throughout your life, if you want to have remarkable results. Therefore, it is useful to know how you spend your time during the day. If you haven't done this before, you can start keeping a diary for a week or even a month, in which you write down each activity - absolutely everything you do. In addition, for each activity, write down the time spent and the mood - energetic, lethargic, etc. Perseverance means knowing your dream or goal and working for it

every day, even a little, and never giving up on it, even when you don't see immediate results. Not being punctual can cost you dearly. First of all, you lose your credibility and respect for others, and those you meet will ask some questions from the start, more precisely whether or not they can trust you. And as we know, trust is the basis of any interpersonal relationship. So you can lose people, business, or you can miss a show, you can miss the train, the plane, etc. (Menard, 2002)

In time management, setting goals is a valuable tool because it helps you give direction to your actions. This way you will be able to assess your progress along the way. For this you need to think about the things that are really important for you in the long run, to know where you want to go and to motivate yourself to do everything possible to reach your goal. Without establishing these things, you are like a drifting boat that gets nowhere. Once you have set your goal, another equally important step is to plan and prioritize the activities and tasks you have to solve to get to where you set out to be. Time management is important in our lives especially if we want to have a balance on all levels. Even if we choose to be well organized and to plan as many things and activities as possible, it is good not to forget about relaxation and unwinding. Specialists recommend that sometimes we be surprised by life, because otherwise we lose the joy of what life really means. (Schreiber, 2000)

Defining time is one of the most difficult tasks, not only philosophically or psychologically, but also physically. Time is one of the dimensions from the Universe, different from the spatial dimensions in that it orders events in an irreversible succession. Time has always been an important subject of philosophy, art, poetry and science. There are numerous divergences as to its significance, from this is why it is difficult to provide a definition of time that does not lead to controversy. (Cojocaru, 2018)

The family creates the children's first-time horizons through orientation through the quality of the activities proposed for the child and the way in which it symbolizes time and makes the child responsible from an early age for appreciation of time. Like the family, the school has the competence of a learning framework and the significance of temporality. This in comparison with the family decants a perimeter strictly temporal, much more autonomous and less negotiable with its actors. The school has formed a specific group of time management procedures:

- School year (semesters, quarters)
- Educational sequences (structured by teaching hours)
- Teaching activities are planned and designed

Both teachers and students are subject to durations called school hours. (Moldovan, 2006) Within school institutions the student learns that time is delimited, structured, that time is worthwhile, costly and profitable. At the same time students are required to do one's own agenda, to be as autonomous as possible in the efficient use of time, to plan self-learning activities at home, to correlate their preparation time with the free one, etc. School time is a pedagogical resource of a material nature, trained at the level of the education system through some variables that are completed reciprocally: school year, school week, school day. It is addictive but also hijacked by social time. It appears to be an artificial time, formalized but which is precisely constructed to achieve and ensure order and efficiency. (Steel, 2013) The efficient organization of time can provide:

- better perspective on daily activities and priorities
- new opportunities and advantages in terms of creativity
- ability to cope ,reduce and avoid stress
- more free time
- chances of achieving the proposed goals . (Melnic ,2015)

Time management is described as an action to control events .Therefore ,in order to ensure a good control over the time we have in each class hour ,we must apply and respect a series of rules . In particular ,we emphasize the limited nature of time - the most severe constraint that forces the teacher to operate with priority and to fall within the given time limits those students and teacher have .The quality of the analysis and administration of time resources is certainly at the origin of most of the phenomena of school success /failure ,of efficiency /inefficiency of the educational process . (Voiteanu ,2011)

Institutionalized learning time is that part of the student's total available time that is allocated to school learning ,regulated and institutionally scheduled ,based on official documents regarding the duration ,structure ,and content of learning activities related to the study program that the student is studying .Institutionalized learning time is a time standardized at the level of the education system and programmed at the level of the school institution ,constituting the main basis of the social recognition of studies and the status of pupil ,or student . (Zlate ,2004)In turn ,institutionalized learning time is divided into two categories of learning activities :

- collective activities (nvolving the student's presence in class
- individual (ndependent)activities .

However ,learning is achieved in various ways and at various times .No matter if the student learns indoors or out of the walls of the classroom ,he is learning by participating in lessons or courses ,learning in the school workshop ,in the computer lab or on the sports field , learning through individual study at home or at the library ,learning by "playing " at computer etc .In addition to explicit learning activities ,the student learns through other activities ,which they do not pursue explicit learning goals :through work ,through play , through entertainment .Under another aspect ,some learning activities are compulsory , imposed and scheduled ,while others are optional ,optional or occasional .Under these conditions ,to be useful in the rational distribution of temporal resources ,the analysis of learning time must allow the most precise delimitation the different ways of learning ,the time allotted or allocable to each and the position each occupies it in the chronology of daily , weekly ,quarterly ,etc activities .carried out by the student .

Material and method

The present research was made on a number of core procurement cycle teachers from Arad County Romania ,willing to find out how they manage time during indoor and outdoor educational activities .There were 30 teachers in the study ,28 females and 2 males ,with ages between 23 and 57 years .They work in the educational field from 2 to 32 years ,and the preliminary results show that most of them find it difficult to manage time dedicated to learning during school hours ,indoor and outdoor ,and they tend to give too much homework ,never letting enough time to pupils to socialize and to develop besides study time .

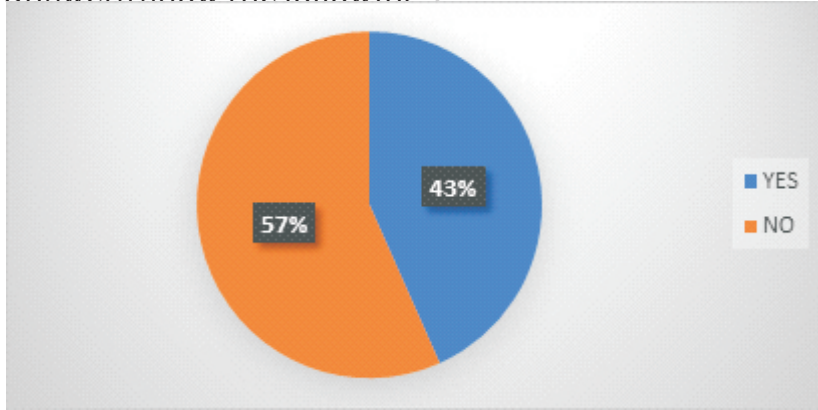
There was a questionnaire ,using 12 questions ,about how teachers use to organize time for pupils ,when they manage to do it more successfully ,using indoor or outdoor learning

situations and so on .

Results and directions

Below are graphically presented the results of all questions asked by the questionnaire to the core procurement cycle teachers and their answers revealed the following .

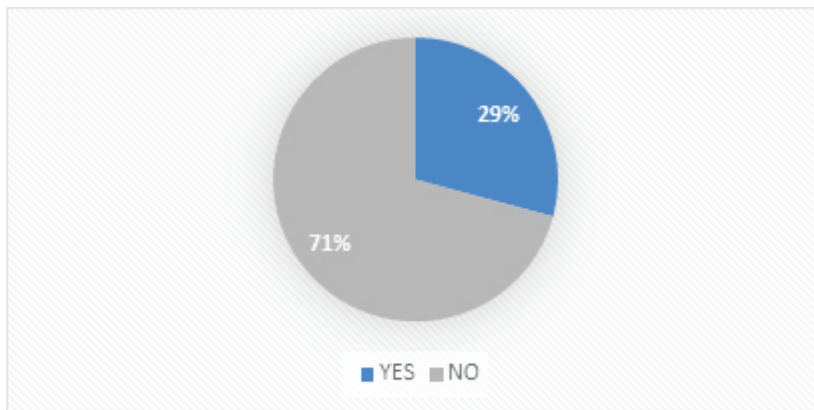
At the question :at the end of the day ,I know for sure how I managed the time of pupils during classes the answers show the following :



Graphic no 1. Time management of teachers for pupils

This response shows that the self-satisfaction level of teachers that have participated is very low, only 43 percent of them say that they are happy and sure about the right ways of managing pupils' time.

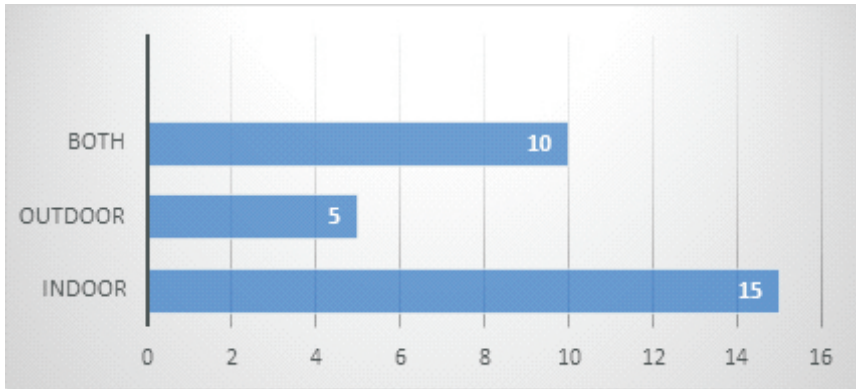
The second question that we are going to include in the study is rather they managed to have their objectives achieved or not, educationally:



Graphic no 2. Degree of objective achievement

The results show that only a number of 7 teachers that have participated in the study, have achieved their educational objectives, which definitely shows that they need time management strategies.

At the question that wanted to find out rather they use both indoor and outdoor activities, the results show the following:

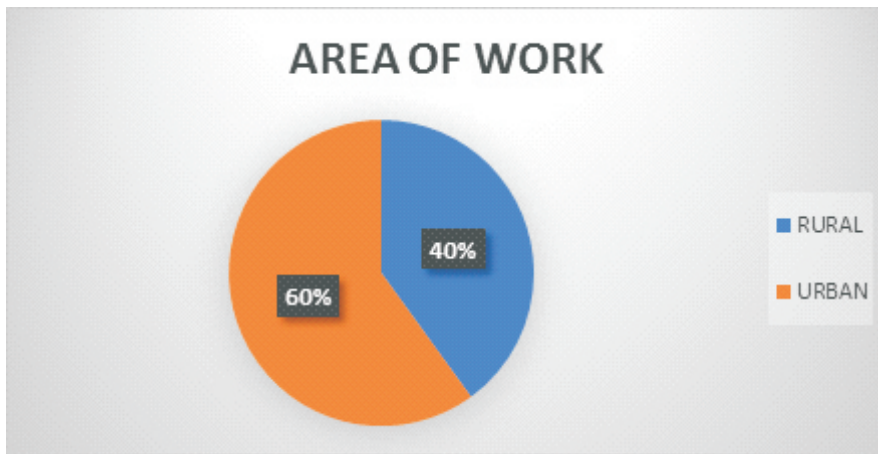


Graphic no 3. The use of outdoor and indoor educational activities

The results show that half of the participant teachers use only indoor education in the classroom, 5 teachers use mostly outdoor education, and 10 teachers combine indoor and outdoor learning.

From those who answered that they use outdoor education and those who combine the two educational types, most of them have responded that they achieve their objectives every day. This can show the fact that outdoor education can bring better time management in education.

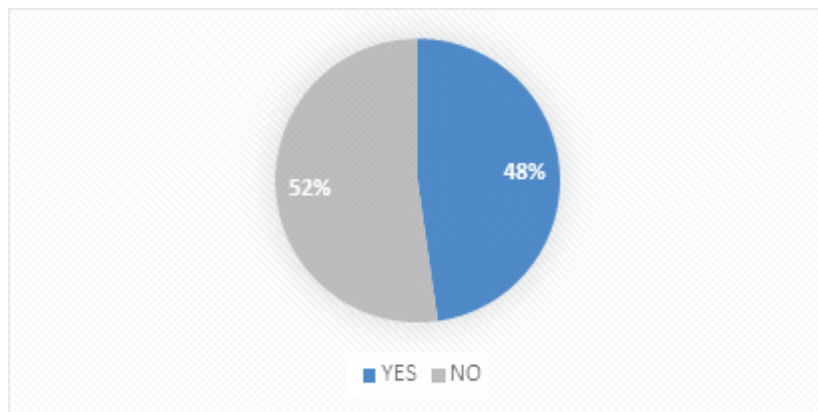
When the participants were asked, where they teach, in which area, the responses came in as it follows:



Graphic no 4. The area participants work

As it can be seen in the image above, 60 percent work in the urban area, and 40 percent, represented by 12 teachers, work in the rural area. After further research, we have noticed that those that work in rural situated schools, are those that have answered positively at the questions above. This can mean that teachers in the rural area can manage time better, due to the life pace of the local community and due to the space that they use for outdoor educational activities.

The next question was whether teachers have or don't have a list of tasks in their offices. The answers show the following:



Graphic no 5. Making lists with tasks for teachers and pupils

We can say that only a number of 9 teachers don't use lists, and that the great majority do use lists with tasks in order to achieve their educational objectives. After a deeper analysis, we have noticed that all those that have lists were able to manage their time well.

Another question was regarding the combination of similar tasks in order to finish them faster. The teachers that use outdoor education have all answered positively to this question. This means that outdoor education can combine lots of tasks and contains from the curriculum, and save up time, in order for pupils to have more time to socialise and develop transversal competencies.

The last question that we are going to present in this study is rather teachers stop at least 3 times daily, in order to think of new strategies about how to use the remaining time more efficiently. The answers show that those teachers that combine indoor learning with outdoor one, stop at least 3 times daily in order to think of efficient management techniques of time.

All the results show that outdoor education can save up time for other activities in the formal educational frame, and teachers that use outdoor education are more prepared in terms of objectives and tasks and time management.

Conclusions

Outdoor education is a modern learning strategy, within the new disciplines, which can significantly develop students' transversal competence. It is also a way to make learning acquisitions in an organized but enjoyable way, in a free, unconstrained environment. Benefits of outdoor education are recognized in educational systems, on several levels: physical, emotional, cognitive and psycho-social. In the century of speed and overcrowded school content, a didactic strategy is needed to facilitate the instructive-educational process. Outdoor education comes to the aid of teachers through the various forms and environments of development, through activities they offer with the help of unlimited resources that are found in natural environments. Also, outdoor education is a great tool to help time management of teachers that struggle with this issue. Organising outdoor educational activities can help save up time for other activities in kids' lives. (Torkos & Roman, 2019)

Working as a teacher necessitates superior time management abilities. Teachers must strike a balance between the classroom's long-term goals, students' current educational

requirements, and the vast amount of paperwork that comes with each assignment. Teachers frequently believe that it is impossible to fit everything into the allocated time period between drafting lesson plans, marking tests, and actually teaching. (Petroi, 2004)

Setting priorities and structuring the day around the most critical tasks is the first step in teacher time management. Setting priorities can assist teachers in staying on track throughout the day, especially when unexpected events arise and the workload appears to be overwhelming. Prioritizing effectively entails allocating workload based on the significance of tasks as well as the consequence of accomplished tasks.

Assignments that require repeated practice may be better suited for the home environment for both teachers and students. While in-class practice is beneficial for framing and structuring problems, repetitive practice during class may not be the most efficient use of time. Assignments that simply ask students to solve a fixed number of problems for practice waste time in the classroom. (Egerău, 2019)

It is preferable to plan ahead for potential difficulties before they arise in the classroom, as last-minute emergencies can cause teachers to lose focus on their objectives. Although some crises, such as natural disasters, have limited solutions, teachers can organize around the requirements of their children. To prevent wasting time and money, it is preferable to avert or handle a crisis involving student conduct before it reaches its height.

A teacher is responsible for a variety of responsibilities and is frequently focused on the requirements of pupils and their parents. Although it may be tempting to devote more time to grading, feedback, and student needs management, it is equally necessary to set out personal time in order to maintain priorities in appropriate perspective. Prioritizing time for personal needs is essential for successfully implementing and executing the strategies for the project. (Roman, 2014)

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Focused Assessment of Students' Perception of Online Education in the Pandemic

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Abstract

The COVID-19 pandemic brought with it a lot of challenges at the managerial level but not only; The entire academic community has experienced change in all its dimensions. The transition to online education involved an update that we did not expect in terms of improving digital skills, teaching methods and student acquisition, etc. How do students appreciate the university's efforts, what criticisms do they bring and what suggestions do they have? We conducted a quick survey of 101 students from four study programs in the field of socio-human sciences and education. Students appreciate that the management of the university is student-centred, feeling concerned about access to online education and creating an assertive communication framework, but they feel assailed by work tasks and suggest the provision of counselling services. They expressed their preference for the hybrid version of the classes. The study had implications for drawing new working models and providing services that ensure a climate conducive to performance.

Key words: pandemic, academic environment, stress, suggestions, difficulties, students

Introduction

The concern for maintaining the quality of teaching performance during the pandemic has provoked countless discussions and debates. How teachers have adapted to the online environment, how they have acquired digital skills but especially how students perceived educational services has become of major interest. The literature in the field is very rich; a short search on Google Scholar provided over 500,000 results. The managerial strategy was adapted to the new online format but the focus on the student always had to be maintained. Three simple questions for students aimed to scan their perception of "how well we have managed to adapt as an institution to the new challenges." The result of this rapid scan will be included in a future study compared to the results obtained in scanning the perception from the engineering study program. It is possible that the perception of students from the two fields of engineering / science of education, psychology and social work may differ given the different specifics of professional skills.

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Literature Review

There is no doubt that the pandemic has upset the balance in all areas of activity; in higher education it imposed a reshuffle, readjustment and rethinking of all dimensions involved in the educational process, starting from the digital skills of the actors involved, teachers and students, to the institutional context and tools that facilitate online dialogue, embodied in different work platforms. (Vigil, Marian, Szabo, 2020; Morgan, H., 2020; Nania, et al., 2020) For the most part, adapting to the online school involved focusing on the technological, medical dimension of compliance. To what extent have managers focused on the well-being of students and teachers. This objective involves investigating the literature, using

keywords, school management, pandemic and well-being. To what extent have leaders been concerned with emotional management. The unique experience we have gained in the pandemic in all dimensions of our lives, new updates and recurring adjustments have facilitated the introduction of a new vision of life and the introduction of the phrase New normal that resulted from technological and social changes (Hitt et al., 2020). The authors talk about the hybrid character of organizations due to the mix of strategies and structural forms used by managers in order to increase resilience and implement innovative thinking. A concern in the field of school management is the environment frequently described by tensions and fatigue in the pandemic; (Netolicki, 2020) identifies a balance of leaders in this period that oscillates between autonomy and freedom, equity and excellence. Basilaia, Kvavadze (2020) analyzes the transition to education in online format, focusing on the investigation of different platforms and chosen tools; the study identifies countries that have not found effective ways to adapt to the new context. Niemi, Kousa (2020) are interested in the perception of students and teachers of the changes that have been implemented: discover lack of motivation, fatigue, overwork, worry, stress.

Alves, R., Lopes, T., & Precioso, J. (2020) identify several predictors of pandemic well-being in school organizations in Portugal: sex, perception of teaching difficulties. Saher Al-Sabbah et al. (2020) completes the list with other variables such as effects on the family regarding depression, achievement of goals, increased nutrition, physical comfort, etc. Anderson et al (2021), Keywords: creative self-efficacy, creative growth mentality, creative anxiety, secondary traumatic stress, teacher well-being, teacher buoyancy. Of course, in healthcare organizations, management has focused mainly on the implementation of non-pharmacological measures of community hygiene in the control of a pandemic (Hui et al., 2010)

Budhwar, P., & Cumming, D. (2020) identify several acute challenges the management of any institution faced during the pandemic, challenges that led to the formation of new skills, adaptations, flexibilities (work platforms, online meetings, diversification communication methods and techniques). A study of the National Alliance of Student Organizations in Romania / ANOSR) in which the most recognized universities in Romania participated identifies some suggestions of participating students: digitization of course materials and access to online library resources, developing partnerships with other institutions, improving skills digital, emotional support. Wang (2004) shows that there is a correlation between student performance and online visibility, in the sense that it negatively affects the time spent outside social networks. This fact also leaves its mark on the cohesion of the group.

In the table below we have selected a short summary of the reference works on the topic of the most stringent managerial concerns.

Table 1. Synthesis

Strategie Management	Wellbeing
Hitt, M. A., Arregle, J. L., & Holmes, R. M., Jr. (2020). Dynamic managerial capacity, organizational hybridity, non-ergodic world	Niemi, H M & Kousa, P (2020)- Key words stress, less of motivation, ingrijorare
Basilaia, G., & Kvavadze, D. (2020). Netolicky, DM (2020)	Alves, R., Lopes, T., & Precioso, J. (2020), predictor of well-being
Web Based Instruction, Educational Technology, Private Schools, Outcomes of Education,	Saher Al-Sabbah et al. (2020) predictor of well-being
Anderson et al (2021), Keywords: creative self-efficacy, creative growth mentality, creative anxiety, secondary traumatic stress, teacher well-being, teacher buoyancy	
Hui, DS., Lee, N., Chan,PKS., (2010). Clinical management, strategies to control,	Covid Impact: Budhwar, P., & Cumming, D. (2020)

2. Research methodology

This study does not use complicated statistical calculations, but aims to quickly scan the perception of university students regarding the focus of management in ensuring well-being and facilitating access to online education during the pandemic. The specialized literature in the field was consulted, and some guidelines were identified regarding the researchers' concern towards ensuring an efficient dynamics and organizational hybridity during the pandemic, towards ensuring well-being, concerns for limiting stress and others towards teachers' well-being, identification of methods. creative work and reducing stress and anxiety. Starting from these guidelines, we followed the survey of students from the Faculty of Education, Psychology and Social Work on how they perceive the interest / reoccupation that the management structure has to ensure the necessary conditions for the educational act in pandemic. Given the humanistic specificity of study programs we are inclined to believe that students who follow these programs are rather interested in facilitating less formal meetings, some that encourage debriefing, "close" contact between students, teamwork, possibilities to interact with the beneficiary (the client in social assistance, the student in primary and preschool education, the student with disabilities for psych educators and the client in psychological interventions).

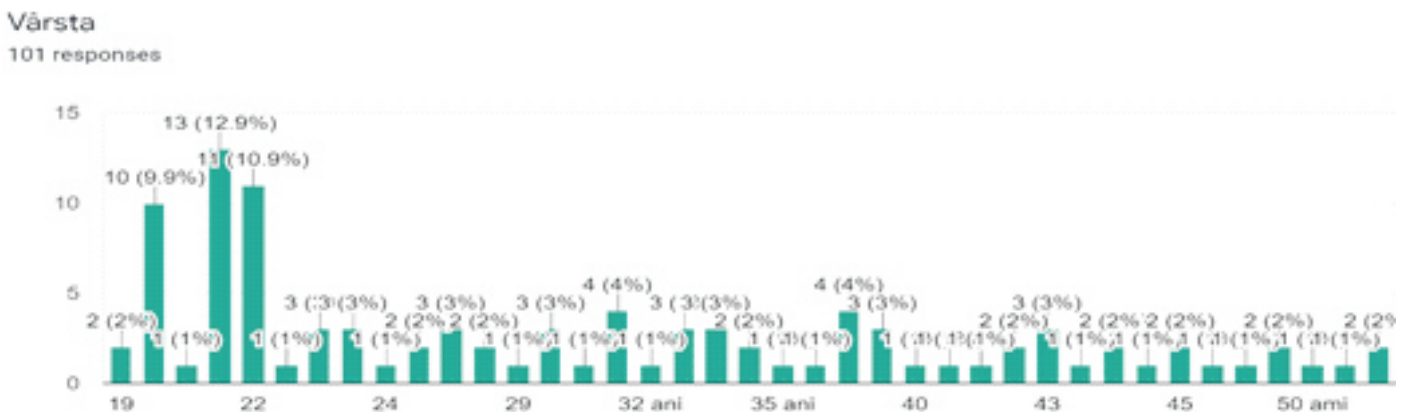
Objectives and hypothesis

The purpose of this study is to analyze the students' perception regarding the interest regarding the student focus and the creation by the university of some support services for students (access to the platform, net, counselling).

Participants

The sample consisted of 101 respondents, of which 95% were women and the rest were men. The participants in the study are students from the four programs 25 respondents from the psychology psych pedagogy and social assistance programs and 26 from the preschool and school pedagogy program.

Figure 1: Sociodemographic characteristics of the sample: age



Instruments

A sociological survey was conducted based on a questionnaire and interview. 101 questionnaires were applied and 4 focus group meetings were held with 6 participants each. The study period was January 18-February 25, 2021, the period corresponding to the end of the first semester of the academic year 2020-2021, the period preceding the first exam session for all 4 study programs.

Results

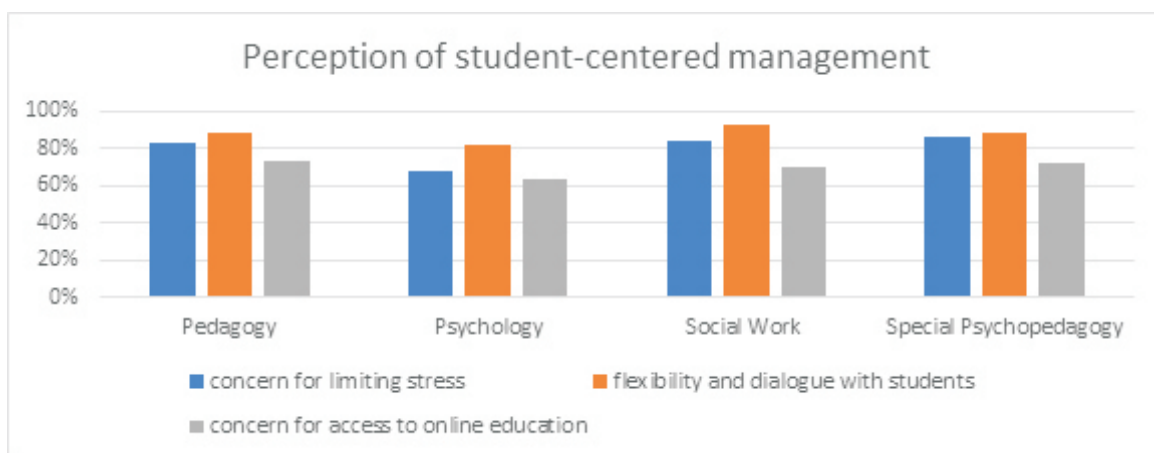
1. Within the organized focus groups, several thematic units were highlighted:

- students' perception of student-centred management
- the difficulties they face during the pandemic
- proposals / suggestions that would improve or streamline the educational process

FG participants highlighted three important indicators for student-centred management in online learning, namely: perceived concern to limit isolation stress, flexibility in adapting teaching methods and willingness of teachers to remain in dialogue with them to explain or brings additions and the concern of the management structures (dean's office) to ensure access to online education.

Students participating in the study (over 60% of all study programs) perceived the management of the university as student-centred, interested in their access to online education; Within the focus groups, the students appreciated the national program that allowed the distribution of some PCs to the students who did not have one and the availability of the professionals to support the classes on different online platforms: google meet, WebEx, zoom, university platform. The concern for access to online education also involved providing students with course materials in electronic format and the use of the Moodle platform or other tools to facilitate learning. Students appreciate that teachers have significantly improved their online teaching skills since the beginning of the pandemic

Figure 2: Perception of student-centered management

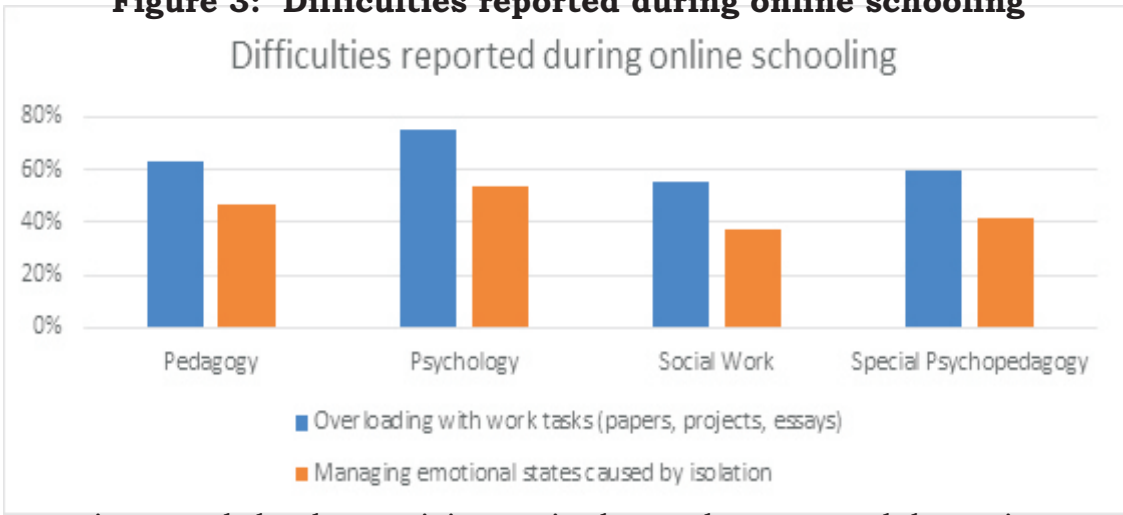


The most mentioned / recognized specified difficulties that students face are too large amounts of work tasks, management of loneliness caused by isolation.

2. The negative aspects reported by the students largely included the overwhelming amount of individual work tasks they receive, which would replace the seminar activities. They suggest carrying out practical activities in an asynchronous format and support the efficiency of solving teamwork tasks and maintaining collaboration / fraternization with colleagues (Khan et al., 2021). Even though the differences between the 4 programmes are almost imperceptible, the students of the psychology programme reported their tasks most frequently as too hard, which can be due to the diversity of the tasks and homework provided in the analytical programs.

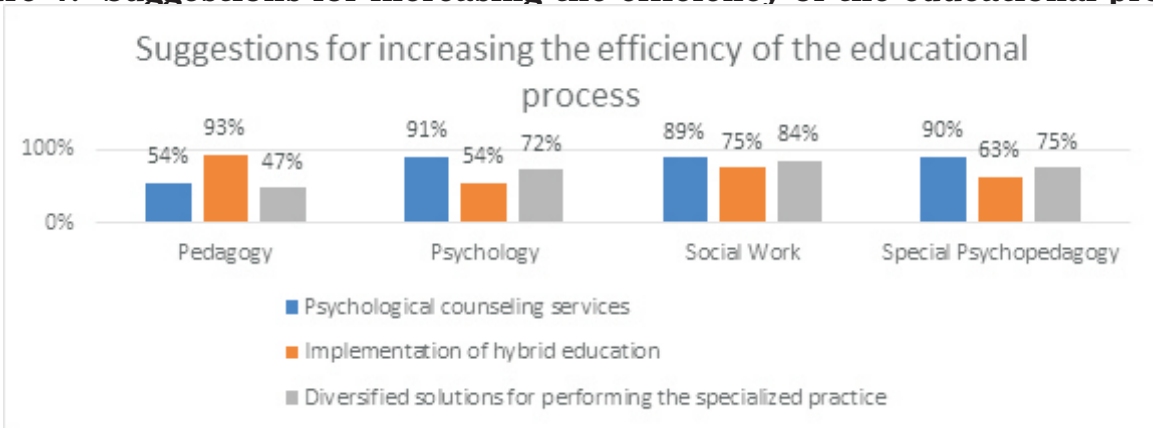
According to the psychology students this fact can be explained through the fact that the psychology domain requires a rather complex set of knowledge, and acquiring those competences requires a very rigorous documentation. Students reported fatigue, overwork, decreased motivation caused by constant effort, feelings of loneliness, relational inconsistency, etc. The lack of emotional support services organized by the university maintained the state of discomfort and distress, occasionally improved by applying spontaneous techniques to courses. There are obvious similarities in the way students in the 4 study programs react to educational practices and the context imposed by the pandemic.

Figure 3: Difficulties reported during online schooling



3. The suggestions made by the participants in the study expressed the major concerns that related to the way in which the possibility to carry out the specialized practice in several fields is limited; in this item the specialization of social assistance is the most affected because within it there is a very rich palette of fields of intervention. This explains the 84% of students concerned with this topic. Their suggestion therefore refers to facilitating online practice in different fields (child protection, case management, prevention, specialized services, etc., primary care, etc.). Most of the respondents (93% of pedagogical students, 75% social workers and 63%) expressed their preference for the hybrid version of the way of conducting the classes (conducting courses in online format and face-to-face seminars). Availability for conducting physical courses of these categories of students can be justified by experiential culture (Biasin, Clerici, Finotti, 2012) deeper awareness of the importance and effectiveness of face-to-face meeting that they themselves practice in their profession (Christie, Kruk, 1998; Tham, Lynch, 2019).

Figure 4: Suggestions for increasing the efficiency of the educational process



It is not surprising that 91% of psychology students have requested permanent counseling services given the profile of the program they follow; interesting is their option for hybrid education expressed by only half of them. On the other hand, as expected, students in the school pedagogy program (93%) and social work (75%) are those who have expressed their availability for hybrid courses (including face-to-face classes). It may be due to the specifics of the personality of social workers and educators to act predominantly face to face in their activities, the way to relate to the other with empathy, risk taking, willingness to intervene in special cases.

Conclusions

Although they made consistent positive assessments of how the academic environment in which they found themselves handled the pandemic situation, Romanian students, like other students in other parts of the world, believe that online education has produced a state of stress for them, affected emotional state and obviously social life (Chakraborty et al., 2020; Essadek, Rabeyron, 2020). Respondents appreciate the availability and interest in limiting the distress induced by online activities but suggest emotional support services. They explained the contradiction by the fact that teachers, individually try to implement interactive methods, debriefing activities, application of experiential education (Christian et al., 2021; Kaplan-Rakowski, 2021; Newcomb M. 2021; Romeo et al., 2021), but they believe that emotional support services should be constantly organized and made available to students on a daily basis. In this context, the need for personal development courses was also discussed. There are no significant differences in perception between study programs in any of the three dimensions evaluated. The specialized practice seems to be a vulnerable point, reported by students from different fields, specializations and geographical areas (Byrnes et al., 2020). The educational implications of this short research are important in terms of adapting and implementing solutions to improve student performance.

We would like to thank the managerial team of the Faculty of Education Sciences, Psychology and Social Work of Aurel Vlaicu University of Arad for all the support provided and for facilitating the implementation of this evaluation.

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Submission Guidelines

Submission and Overall Format

The manuscript should have a Title Page, Abstract with Key Words, Introduction, Material and Method, Results and Discussions, Conclusions and Acknowledgment followed by references.

- Manuscript length should be between 4000-5000 words including figures and tables, typed in double – space and printed in 12 point Times New Roman font on 8.5” x 11” (A-4) size paper with 1.5 inch margin on all four sides. All pages should be numbered consecutively.
- The cover page should contain title of the paper, name of the author(s), official address, contact address, phone number and e-mail address.
- Papers are processed through a blind referral system by experts in the subject areas. To ensure anonymity, the writer's name, designation and other details should appear only on the first page along with the title of the paper and should not be repeated anywhere else.
- Abstract of not more than 200 words outlining the purpose and scope of the paper in a single paragraph should be submitted. The abstract should explain why the reader should consider these results important. Key words are to be mentioned at the end of the abstract.
- Number (in Roman Letters) and caption all exhibits, charts and tables. The number of tables and figures should be kept to essentials, recommended number is 2- 3. Sources of the data should be given below each table.

Content Guidelines

- Use British spellings (rather than American): universal “z” in 'ize' and 'ization' words.
- Use 'twentieth century', '1980'. Spell out numbers from one to nine, 10 and above to remain in figures. However, for exact measurements use only figures (3km, nine per cent not %). Use thousands and millions (e.g., not lakhs and crores)
- Use single quotes throughout. Double quotes only to be used within single quotes. Spellings of words in quotations should not be changed.
- Quotations of 45 words or more should be separated from the text and indented with one space with a line space above and below.
- Notes should be numbered serially and presented at the end of the article.
- Always use internationally accepted signs and symbols for units, SI units.
- Genus and species names should be in italics.

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It is the author's obligation to provide complete references with the necessary information. References should appear in the text as: “Bollen and Busse (2011) reported that” and the list of all the references must be placed at the end of the manuscript in the following style:

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In- text citations (as per APA, 6TH edition):

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