

SERVICE QUALITY AND ITS CONCEPTUAL ADVANCEMENT: A HOLISTIC REVIEW

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ABSTRACT

The entire gambit of business performance in the last decade-and-a-half has faced a paradigm shift, with quality consistently being considered as one of management's top-most competitive priorities and a prerequisite for sustenance and growth. Quality is proposed as the most potent tool for enhanced business performance. In today's world of fierce competition, rendering quality service is a key for subsistence and success in any organisation, more so in a service organisation in the airline sector.

The cardinal accent of both academia and business focused essentially on ascertaining the customers' perceptions of service quality and subsequently contriving strategies to meet and surmount customer expectancies. The study aims to contribute to the research on service quality via discussion of the principal literature relating to the evolution of service quality by analysing almost 35 years' research on the subject.

Major international academic databases have been consulted. The paper summarises some theoretical-conceptual and methodological-operational critical aspects identified by various scholars within the existing mass of knowledge of the theme of study. The study primarily intends to present a conceptual overview of service quality, its applicability, and benefits together with understanding the various facets of service components. The paper sums up by discussing the conclusions of this study along with scope for future research.

KEYWORDS

Services, Services Marketing, Service Quality, Servqual, Customer Satisfaction etc.

INTRODUCTION: THE GENESIS

In the present age and times, the hair-splitting demarcation between manufacturing and the service sectors is getting blurred by the day since the existence and survival of the one entails the other. There cannot be one without the other as they are interlaced as supplementary and complimentary aspects of modern businesses.

The focal point of initial corporate attention in the 1970s was directed towards the manufacturing sector – found to be effective in improving production and lowering manufacturing costs as well as gaining competitive advantage (Garvin, 1983). The role of quality has always been an important issue in the products and services. With the environment becoming more competitive and turbulent, service industries are increasingly concerned with obtaining a sustainable competitive edge (Collins, 1996).

Services marketing was the precursor leading to the study of service quality. It was beginning to be recognised as an industry function in the early- to mid-1970s. Empirical research was limited in the early days as marketing struggled with the differences between this new service sector and the conventional marketing methods for the marketing of manufactured goods.

George and Barksdale (1974) pioneered research in this area by identifying several distinct differences between the marketing of service firms and manufacturing firms and found an unusual concept in the service firms in that the marketing effort was not confined to a formal marketing department, but was shared across organisational lines. The manufacturing firm, by contrast, operated with a more clearly delineated marketing department.

Services are intangible, rendered, experienced, and unable to be stored and services should be marketed differently from tangible

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products (Shostack, 1977). This research brought to the fore the distinct nature of services marketing and gave equal weight to the components of *service* as it did to *product*. Her research concluded that service marketing strategies should deal with specific issues related to distinct elements within each product. Further, changes in any single element could impact other elements within the function, and as such, services marketing should consider products more holistically, implying to look at each item on its merits alone.

Lovelock (1983) took the intangible services marketing function and broke it down to the specific service function, and then established service classifications that emphasised the fact that service oriented organisations could be quite different from each other.

The limited research that followed viewed marketing management as a function/task, and did not embrace the services marketing approach across the organisation. However, subsequent research provided evidence that suggested organisational culture has a significant influence on organisational behaviour.

SERVICE QUALITY: ETYMOLOGY, DEFINITION, AND BEYOND

Etymology: The etymological origin and derivation of service quality could be attributed thus:

Service

Literally, comes from the Latin verb *servire* which means to “be a servant, be in service, be enslaved;” *Figuratively*, it purports to “be devoted; be governed by; comply with; conform; flatter;” *Originally*, it connoted “be a slave,” branching from the Latin verb *servus* “slave.”

Quality

Stemming from the Latin *qualitatem* (nominative *qualitas*), it signifies “a quality, property; nature, state, condition;” from Latin *qualis* “of what sort?/what kind of a?”

Definition: Services have been defined in many ways but with no general agreement as to what really constitute services. But before drawing attention towards the varieties of definitions on services, it is important to draw distinction on different categories of services. Service could be categorised into four distinct clusters (Zeithaml et al., 1996) (see Table-1):

Service Industries and Companies

Whose core product is a service, e.g. hotels (lodging), airlines/railways (transportation), banks (financial services), universities (education), etc.

Services as Product

Range of intangible product offerings that customers value and pay for in the marketplace, e.g. information technology (IT) consulting services offered by professional/technical entities.

Customer Service

Service provided in support of a company’s core product, e.g. maintenance of equipment, installation of machine (air conditioner) or e-gadget (laptop software), on- and off-site services, customer care centres, etc.

Derived Service

Value derived from physical goods, e.g. razor provides barbering services, computer provides information and data manipulation services, drugs and medicines provide medical services, etc.

Table-1: Dissimilar Definitions of Service

Author(s)	Definition
Cowell (1984)	Activities, benefits, or satisfactions, which are offered for sale or are provided in connection with the sale of goods.
Stanton (1986)	Those separately identified, and essentially intangible, activities that provide want of

	satisfaction and that are not necessarily tied to the sale of a product or another service.
Gummersson (1987)	Something that can be bought and sold, but which you cannot drop on your foot.
Quinn et al. (1987)	All economic activities whose output is not physical product or construction, is generally consumed at the time it is produced and provides benefit in forms that are essentially intangible.
Kotler & Turner (1993)	Any kind of performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything.
Zeithaml et al. (1996)	Services are deeds, processes, and performances.
Lovelock & Wirtz (2004)	An economic activity that creates value and provides benefits for customers at specific times and places by bringing about a desired change in, or on behalf of, recipient of the service.
Edvardsson et al. (2005)	A value co-creating processes with customers.
Karwan & Markland (2006)	A package made up of a set of tangible and intangible elements.
Bygstad & Lanestedt (2009)	Services are a non-material equivalent of goods.

Sources: Authors Compilation

DISTINCTIVE CHARACTERISTICS OF SERVICES

Services have basically six innate characteristics that greatly affect the design of marketing programmes (Hope & Muhlemann, 1997).

Intangibility

Unlike physical products, service has no physical attributes, and, hence, cannot be seen, tasted, felt, heard, or smelled before they are bought. To reduce uncertainty, buyers will look for signs or evidence of the service quality e.g. the reputation of a service organisation and its representatives to judge quality (Dotchin & Oakland, 1994). They will draw inferences about quality from the place, people, equipment, communication material, symbols, and price that they see. Therefore, the service provider's task is to "manage the evidence," to "tangibilise the intangible" (Levitt, 1981). Product marketers are challenged to add abstract ideas, whereas service marketers are challenged to add physical evidence and imagery to abstract offers. In general, service marketers must be able to transform intangible services into concrete benefits.

Inseparability

Services have the hallmark of simultaneity as they are typically produced and consumed at the same time, unlike physical goods, which are manufactured, put into inventory, distributed through resellers, and consumed later. If a person renders the service, then the provider is part of the service. Because the client is also present as the service is produced, provider-client interaction is a special feature of services marketing – both provider and client affect the outcome. The provider of service must first diagnose individual customer expectations then customise the service on the basis of the diagnosis (Morris & Johnston, 1987). Often, buyers of services have strong provider preferences and several strategies exist for getting around this limitation. *One* is higher pricing in line with the provider's limited time. *Another* is having the provider work with larger groups or work faster. A *third* alternative is to train more service providers and build up client confidence.

Inconsistency

Also called *variability/heterogeneity*, because services depend on who provides them, when, and where they are provided, they are highly variable. Knowing this, service firms can take three steps towards quality control. *First*, recruiting the right service employees and providing them with excellent training – this is crucial regardless of whether employees are highly skilled professionals or low-skilled workers. *Second*, standardise the service-performance process throughout the organisation – could be done by preparing a flowchart depicting every service event and process. Using this flowchart, management can identify potential fail points and then plan improvements. *Third*, monitor customer satisfaction through suggestion and complaint systems, customer surveys, and comparison shopping. Sasser et al. (1978) point out that there exist differences in the outputs of service provider producing the same service over a time within the same organisation – the interaction between customer and provider may vary by customer making it all the more difficult to set precise quantifiable standards for all of the elements of service.

Inventory

Also known as *perishability*, services are produced and consumed simultaneously which prompt the elimination of inventory implying services cannot be saved, stored, resold, or returned. Once an airplane takes off or a movie starts, any unsold seats cannot be held for future sale. Perishability is not a problem when demand for a service is steady, but fluctuating demand can cause problems. Public transportation companies owning much more equipment because of higher rush-hour demand is a case in point. Thus, perishability coerces the simultaneity of service production and service delivery.

Customer Participation

Service production is not a one-sided activity. Customers are co-producers of service. The production quality of the service greatly depends upon the ability, skill, and performance of the employees as well as the ability and performance of the customer. In the service interaction, although the employee and the customers are not equal part of production, the role of the customer cannot be overemphasised. Service firms should make the customers aware of the service package and the production process through proper communication media. They should take necessary steps to train customers, if necessary, to provide quality experience of the service. Perfection from the organisation's side alone in service production cannot ensure positive results unless the consumers are involved with the process. Therefore, specific and special orientation to different groups of customers is necessary.

Non-Ownership

Service consumers will have experiences, but not ownership. Since the services are intangible and perishable, the question of ownership does not arise. But these characteristics will make the job of the service marketer more problematic. Convincing the customer with tangible goods on which s/he will have ownership through transfer of title is much easier than selling an experience where nothing remains after consumption, except the memory of it.

The characteristics described above distinguish services marketing from goods marketing approach. Their marketing challenges are over and above the scope of goods marketing. This needs to be addressed by the service firms with a different strategic approach. This does not mean that traditional marketing philosophies, methods, and techniques are totally irrelevant to the service sector.

In fact, the fundamentals of marketing are the same to both the sectors. What is required is the development of an adaptable mechanism to a different environment, keeping in view the service characteristics. Thus, services marketing is nothing but the application of traditional marketing philosophies to the service sector with changes wherever required.

SECTORAL CLASSIFICATION OF AN ECONOMY

The value-driven pillars of an economy are the tri-sectors viz.: the primary (agriculture and allied businesses: fisheries, forestry, mining, and quarrying), the secondary (manufacturing and industry), and the tertiary (service). Of these, the agricultural sector has been overlooked due to the charisma of the industrial sector in the eighteenth and nineteenth centuries, while it was once again ignored owing to the intellectual chutzpah of the service sector.

All the same, the power of the primary sector could not be overlooked for long, as it is the sector, which feeds all the others. For the curious mind, the taxonomic nomenclature of the sectors is thus long-established for the simple reason that in Latin the ordinal numbers *primus* means "first", *secundus* means "second", and *tertius* means "third" (Harish, 2016).

The economic development of a country is assessed based on the gross domestic product (GDP), at nominal value, contributions of these sectors. Archetypically, the contribution of the primary sector overwhelms the other two in case of underdeveloped countries; secondary sector, through its exports, predominates the other two in the developing countries; and the tertiary sector were in charge over the other sectors in a developed economy (see Figure-1).

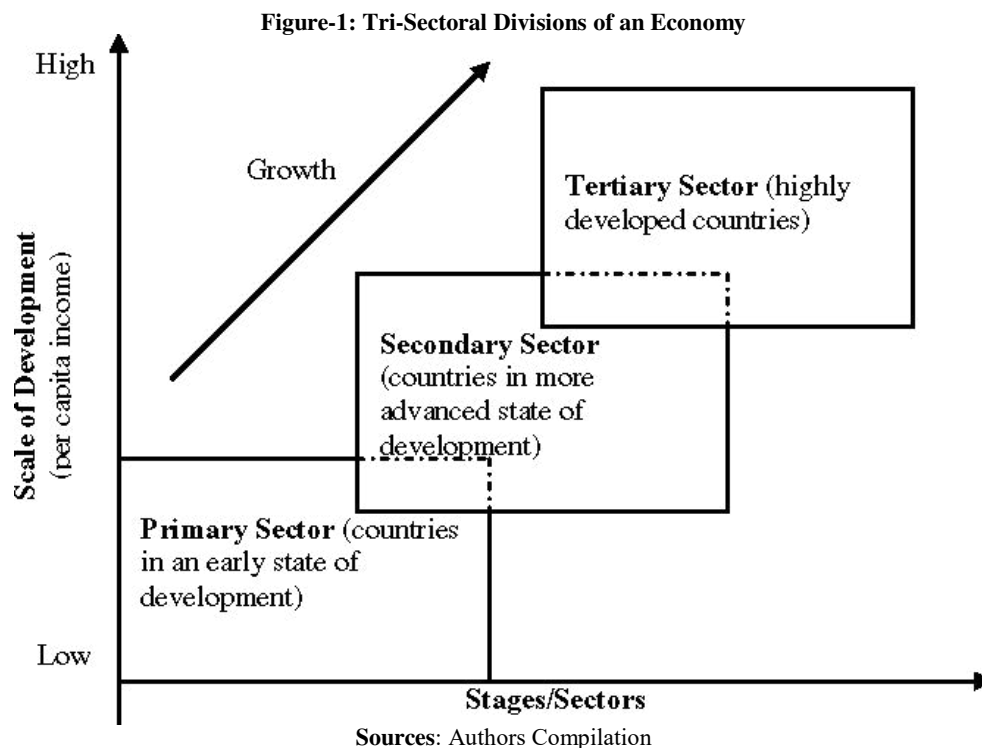
SERVICES: AN OVERVIEW

The evolutionary philosophy of service quality which stands as a testimony today is due to the pioneering contributions made by many a thinker, scholar, and practitioner. A review of the extant literature on service quality has been undertaken.

Since the early 1980s various service systems have been emerging based on different criteria; four of these are truly worth mentioning:

- (i) Chase (1978) segments by the extent of customer contact in the delivery of the service;
- (ii) Schmenner (1986) classifies services using two dimensions – the degrees of interaction and customisation on one axis and the degree of labour intensity on the other;
- (iii) Lovelock (1983) proposes classification of services into five distinctive categories – nature of service, relationships, judgement, demand pattern, and delivery method – based on what a service organisation is actually processing and how does it perform that task; and
- (iv) Wemmerlov (1990) presents the variables of differentiation as the degree of routinisation of the process, the 'object' of the service process and customer contact.

Besides the four aforementioned service system schemes, Liu & Wang (2008) classify the structures of the previous classifications of services based on the schemes concepts, i.e. discrete item scheme, continuum scheme, and matrix scheme.



Lusch & Vargo (2008) perceive services as supplements to physical goods and referred as good-dominant logic, where tangible goods are the primary focus of economic exchange. While Lovelock & Wirtz (2007) formulated non-ownership-based service paradigm underlying in it the marketing exchanges, not resulting in a transfer of ownership from seller to buyer are different from those that do.

Another study by Gebaver et al. (2008) suggested a comparable classification for business services, where services are divided into three groups: customer services, product-related services, and customer support services.

Katzan (2008) speaks about information services – a resource capable of supporting a service event based on information. Aside from the above, other studies on service system schemes and classification are by Mayer et al. (2003), Schmenner (2004), and Edvardsson et al. (2005). Selected schemes for service classifications are summarised in Table-2.

Table-2: Schemes for Service Classifications

Reference(s)	Dimension(s) of Classification
Chase (1978)	Extent of customer contact in the delivery of service
Lovelock (1983)	Nature of service, relationships, judgement, demand pattern, and delivery method
Schmenner (1986)	Degree of interaction/customisation and labour intensity
Wemmerlov (1990)	Degree of routinisation of the process, the object of the service process, and customer contact
Mayer et al. (2003)	A two-dimensional model comprising of: fixed (structural) descriptors and variable (situational) descriptors
Schmenner (2004)	Degree of variation of customisation and interaction, relative throughput time
Lovelock & Wirtz (2007)	Distinction between marketing through services or service marketing, product-related services and service as a product
Gebaver et al. (2008)	Business services for growth of product, customer services, product-related, services and customer support services
Liu & Wang (2008)	Discrete item scheme, continuum scheme, and matrix scheme
Lusch & Vargo (2008)	Service-dominant logic, where tangible goods are the primary focus of economic exchange
Godlevskaja et al. (2011)	Services categorisation schemes are grouped under eight service paradigms: Goods/Manufacturing vs. Services, Contemporary Service Industries, Non-Ownership Service, Goods-Focused, Services-for-Growth, Service-Focused, Relationship, and Service in Automated Environment

Sources: Authors Compilation

CHRONOLOGY OF SERVICE QUALITY RESEARCH

Service quality has been the subject of considerable interest by both practioners and researchers in recent years (Parasuraman et al 1985). An important reason for the interest in service quality by practitioners results from the belief that this has a beneficial effect on bottom line performance for the firm.

Only within the last few years has there been much research conducted in the area of determining whether customer satisfaction influences behavioural tendencies more than service quality does or the opposite prevails. Perhaps, the issue revolves around the ongoing debate as to whether satisfaction precedes service quality or vice versa?

Customers, over the years, have felt some level of comfort by an adequate amount of attention. The earliest concern for what has come to be known as service quality appeared in 1976. Marketing researchers did not share their need for substantial research of the quality issue until the early 1980s. However, the study of service quality did not come into its own as an area of marketing importance until research in the early 1980s established that attitude was a significant part of service quality.

Table-3 describes the general chronology of service quality research encompassing the list of eminent researchers and the research issues they raised over the time.

Table-3: Chronology of Service Quality Research

Year	Researcher(s)	Research Issue(s)
1976	Anderson et al.	Recognised importance of selection as priority for obtaining and retaining customers.
1982	Churchill & Surprenant	Service satisfaction is similar to attitude.
1982	Gronroos	Significance of processes and outcomes in defining service quality. Alluded to satisfaction as being similar to attitude.
1983	Lewis & Booms	Also noted significance of processes and outcomes in defining service quality. Difference in service quality and attitude is seen as general, comprehensive appraisal of some specific product or service.

1985	Holbrook & Corfman	Defined perceived quality as a global value judgement.
1985	Maynes	Viewed service quality as the extent to which a product offers the characteristics that individual desires.
1985	Parasuraman et al.	Established ten service quality determinates known as SERVQUAL: tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding / knowing the customer, and access.
1988	Parasuraman et al.	After substantial factor analysis and testing, reduced the ten service quality determinates in SERVQUAL to five: reliability, assurance, tangibles, empathy, and responsiveness.
1988	Zeithaml et al.	Noted that firms not only have a difficult time delivering a consistent level of quality service, but had difficulty understanding what service quality really entails. Perceived service quality as an attitude. Found through focus groups that good service quality as meeting customer expectations.
1990	Bitner	Noted research yielded service quality as being similar to attitude.
1991	Babakus & Mangold	Developed serious reservations about SERVQUAL's scales: reliability and discriminant validity.
1992	Cronin & Taylor	Found that perceptions of service quality more closely approach customer evaluations of services provided.
1992	Howcroft	Noted customer preferences of service quality based upon comparison between expectations and actual service performance.
1993	Teas	Found interpretation of SERVQUAL expectations was flawed.
1993	Brown et al.	Questioned whether five key dimensions capture all possible determinants of service quality.
1993	Parasuraman et al.	Disagreed with Brown et al. Research supports disconfirmation as valid since it allows service providers to establish gaps in provided service.
1994	Cronin & Taylor	Found fault with SERVQUAL and developed SERVPERF based upon consumer satisfaction exerts stronger influence on purchase intentions that does service quality.
1994 1996 1996	Taylor & Baker Dabholkar et al. Spreng & Mackoy	All used multi-item measures to ascertain overall service quality with factors as antecedents.
1996	Buttle	Questioned face validity and construct validity of SERVQUAL.
2000	Dabholkar et al.	Found perceptions and measured disconfirmation are more advantageous than computed disconfirmation.
2000	Bahia & Nantel	Devised measurement system modifying SERVQUAL to examine specific service context on a 6-dimension scale called BSQ. Researchers admitted BSQ had limitations.
2000	Beckett et al.	Developed consumer behaviour matrix to determine impact of electronic-based delivery systems on service/service quality.
2000	Oppewal & Vriens	Used integrated conjoint experiments to measure perceived level of service quality to avoid measurement pitfalls of SERVQUAL.
2001	Newman	Acknowledged acceptance of SERVQUAL, but questioned composition of sample and insensitivity to customer.

Sources: Authors Compilation

Churchill & Suprenant (1982) were among the earliest to hold the view later shared by others and were the first researchers to see the significance of attitude as a principal factor leading to superior service quality.

Lewis & Booms (1983) concluded that satisfaction was similar to attitude, and consequently noted the significance of processes and outcomes in defining service quality. In addition, they did not directly state, rather they alluded to satisfaction as being similar

to attitude. The difference between service quality and attitude is that service quality is seen as a general, comprehensive appraisal of some product or service.

By contrast it was noted by Gronroos (1982) that service marketing had followed two distinctly different paths. In his view, based on empirically reliable research, service when taken alone is indeed physically intangible. It does not matter if it is an airline service or a restaurant service; service occurs when someone does something for the customer in either case. He concluded that the act of something being done for the customer was the significant element in satisfying the customer, and this act did not have to involve a person performing the act rather it was simply a matter of the *firm* relying upon physical or technical resources doing something for the customer with the customer cooperating by consuming the *service*.

Holbrook & Corfman (1985) expanded on the concept of an act being performed and defined perceived quality as a global value judgement. They indicated that quality does by its nature seem to express general approval.

Maynes (1985) took a different approach by bringing service quality back to the earliest held views that service quality was the extent to which a product offers the characteristics that the individual desires. He differed from the earlier views in that he saw quality as a normative concept that could equip the consumer function effectively in the marketplace. Additionally, he felt that quality could best be measured and defined using quality as a weighted average of characteristics. This added element of mathematical measurement of quality was the earliest attempt to quantify service quality.

Maynes' attempt to quantify service quality paved the way for the development of some of the most significant measurement techniques.

Parasuraman et al. (1985) sought to improve the previously developed methods by developing a set of firm characteristics that could be measured by providing the first complete set of ten service quality determinants, which after substantial factor analysis and testing were reduced to five: reliability, assurance, tangibles, empathy, and responsiveness (Parasuraman et al., 1988).

Zeithaml et al. (1988) noted that firms not only have a difficult time delivering a consistent level of quality service even though it improves the profit level for firms providing services, but also understanding specifically what service quality really entails.

Bitner (1990) held the view that perceived service quality was similar to attitude. She noted that customer focus groups universally found good service quality as meeting the expectations of the customer.

CONCLUSION

The common element that can be derived from the numerous researchers is that various methodologies exist which allows service quality to be measured. Additionally, it could be measured from several perspectives. The greatest area for dispute is what constitutes the best and most accurate method for measurement of service quality. While the issue is sometimes clouded, it is reasonable to conclude that there is a consensus among the various researchers with regard to service quality.

The article is a conceptual paper whose main objective is to understand the state of art of the research studies on service quality evolution identifying future paths of study. The success or failure of service systems largely depends on the initiatives and enthusiasm of members constituting the service organisation. Consequently, the implementing organisations must have patience since it is a long-term process and requires major changes in the cultural aspects as well as the employee mindset; thus, the more rigorous the implementation, the better the business performance paving the path for achieving better results. Be that as it may, the following initiatives need to be taken:

- Identify – Key Areas of Service and Key Practices.
- Commitment (Top Management) – for Continuous Improvement.
- Vision – for Change.
- Management – Structure.
- Focus – Human Resource; Customer-Orientation; Environment; and Innovation.

LIMITATIONS AND FUTURE RESEARCH

As with many research studies, there is a risk additional relevant literature has not been considered or included in this review. Thus, this literature survey is only limited to the included research work used in this study. During the literature review, empirical studies dealing with different issues of SERVQUAL appear to be lagging behind, as most of them examined were not empirical in nature.

More conceptual, case studies, and empirical research is needed to clarify and validate relationships among theoretical constructs, which can be integrated into practical managerial frameworks. Overall, from an implementation perspective, service industries are in need of systematic and dynamic performance management approach. Such approaches should be able to measure, monitor, track, and continuously improve the different aspects of organisational performance.

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QUALITATIVE STUDY OF THE MENTORING INITIATIVE FOR MID-CAREER FACULTY IN HIGHER EDUCATION

Dr. Anjali Joshi³

ABSTRACT

Mentoring in education field has been always attracted attention of the researchers. The present study describes the nature and outcome of mentoring initiative for mid-career faculty in higher education field. The Mentoring programme chosen was a part of Strategic HR Leadership Journey (SHRLJ) programme initiated by National HRD Network (NHRDN). Purposeful sampling method and the critical case sample was used for data collection. The engagement of mentor and protégé's was measured for duration of twelve months. Total ten mentoring sessions were analyzed. Qualitative analysis of the present study emphasized the participant observation method and complete participation' method. Analysis shows that Five Cs model of mentoring used by the mentor was helpful to the protégé to identify her developmental areas and to progress sufficiently in the line of achievement of professional goals. Protégé's reflective notes revealed that three phases of mentoring were achieved successfully. Researchers hope that the present study will stimulate more such initiatives for mid-career faculty in the area of higher education and more number of mid-career faculty members will benefit in near future.

KEYWORDS

Mentoring, Higher Education, Mid-Career Faculty, Qualitative Analysis etc.

1. INTRODUCTION

The origin of the word 'Mentor' was derived from the Greek Mythology where 'Mentor' was the name denoted to the character who was a wise and trusted advisor or counsellor. (Parsole & Leedham, 2010). Other meaning of the word 'Mentor' refers to a "father figure" who sponsors, guides and develops a younger person (Ehrich, Hansford & Ehrich, 2011). Mentoring is a learning and development partnership between someone with vast experience and someone who wants to learn. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged." (Fagenson-Eland et al 1997).

Mentoring has become widespread in last two to three decades. Many organizations aim to encourage mentoring programmes for the employees, and therefore today mentoring is considered a mainstream activity at workplace. Studies indicated that the employees who had been mentored and that those who received such assistance reported a quicker path to achievement, and more job satisfaction than those who did not (Roche, 1979). Mentoring was found to play a significant role in positive learning process for mentors and protégé. (Hansford, Tennent & Ehrich, 2002). Meta-analysis of 112 individual research studies found mentoring has significant behavioral, attitudinal, health-related, relational, motivational, and career benefits (Eby et al 2008).

2. MENTORING IN EDUCATION

Mentoring in education field has been always attracted attention of the researchers. Traditionally, the teachers provided mentoring to students (protégés) informally, as the role of the teacher was considered synonymous as the mentor's. Much secondary research has been conducted on importance of mentoring in higher education. Most of these studies signify the scope for mentorship for students in the field of higher education (Balu, 2014). In the last two to three decades, formal mentoring programmes were introduced in corporates and in the educational institutes where the mentors are formally assigned to the protégés. These formal mentoring programmes were found to be beneficial for development of the protégés ((Ehrich & Hansford, 1999). In 21st century, few of the Electronic mentoring programmes also provide 'Global Mentors' to the protégés by the use of technology. However, one-on-one mentoring is the most preferred programme by the maximum number of protégés. (Management Mentors, 2013).

One-on-one mentoring initiative in the field of higher education has various different mentoring contexts as follows:

Teachers to students, where faculty members guide, advise or counsel at various stages of their career journey. (Traditional Mentoring).

Graduate or undergraduate mentoring, where senior graduates guide undergraduates through different stages of learning.

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Business-to-education, where industry professionals volunteer to mentor students.

Senior to early career faculty mentoring, where senior educationists or faculty members mentor early career faculty members.

Veteran to mid-career faculty mentoring, where veteran educationalist or industry professional mentor mid-career faculty members.

Mentoring in first three contexts is commonly held practice in the field of higher education. In recent years, the fourth context, i.e. the practice of mentoring to new faculty members who are at the early stage of their career, provided by senior faculty members is also started catching up in higher education field. Mentoring programmes for new faculty members focus on their professional development, emotional support, intellectual community, role models, safe space, accountability, sponsorship, access to opportunities, and substantive feedback (Rockquomore, 2013). Studies have found a number of positive career outcomes correlated with healthy mentorships, including increases in salary, promotions, job satisfaction, learning, organizational commitment, work productivity, and retention rates (Nick, et al. 2012). However, the fifth context of one-on-one counselling is rarely in the practice and has not been adequately researched in the previous studies. The researcher of the present study took into consideration this fact and researched the fifth context of one-on-one counselling with the aim to bring the light into its nature and outcome.

3. MENTORING FOR MID-CAREER FACULTY

Mentoring provided to mid-career professional is comparatively recent practice not only in the education field but in organizations too. Though there is no single definition of mid-career professionals, Cotter (2006) stated that midcareer is a flexible category, defined partly by age, partly by time on the job. The U.S. Office of Personnel Management (2006) indicated that mid-career professionals have more than ten years' work experience and are looking for opportunities that will capitalize on their expertise. Kokemullar (n.d.) suggested considering a mid-career professional as being in years 10 through 25. To remain relevant and retain their competitive edge, it is crucial for mid-career professionals to upgrade, refresh, and grow and most importantly to break out personal comfort zones. Since mentoring is typically about changing mindsets and behavior, it will help mid-career professionals to achieve above goals. Mentoring at this level could be transformational in nature- in other words, having a lasting, positive effect.

Mentoring for faculty at mid-career is very important if not more so, than early career mentoring. It has not been paid much attention to in higher education field and very little research is done to measure the outcomes. However, mentoring needs of mid-career faculty members are different from early career faculty members. At mid-career level, there is an alignment and commitment to the organizational goals. Hence, they would stay in their positions for longer period compared to early career faculty members. They have well-defined performance goals and hold leadership position in their respective discipline, area or institute. Mentoring programs for mid-career faculty focus on different areas than early career faculty members such as advancement in their personal and professional development, strategic leadership development, and organizational transformation and so on. Their holistic development is a pathway to their academic leadership development, which requires more intentional and strategic thinking. (Fountain & Newcomer, 2016). Mid-Career mentoring offers professional stimulation to senior faculty. Creating a culture of supportive faculty development is vital for the future of higher education (Bland, Taylor, Shollen, Weber- Main, & Mulcahy, 2009; Cowin, Cohen, Ciechanowski, Orozco, 2012; Gazza, 2004).

Academic leaders should leverage the commitment of mid-career talent by creating a strategic roadmap for their careers that includes mentoring opportunities. Research shows that this form of support as particularly important for the professional development of women and minority faculty (Hanover Research, 2014 a).

Some higher education institutions have adopted various different models for faculty mentorship programmes and they address specific development needs. The School of Medicine at Wake Forest University sponsors seven different models of mentoring programs for faculty development. (Hanover Research, 2014b) Similar mentorship programs support faculty development at the Rochester Institute of Technology and the School of Medicine at Indiana University (Hanover Research, 2014 c). The Center for Teaching and Faculty Development (CTFD) at the University of Massachusetts at Amherst has a mutual mentoring model, which encourages faculty members to engage with multiple 'mentoring partners' in non-hierarchical, collaborative partnerships to address specific areas of knowledge and expertise (Hanover Research, 2014 d). Other models used for faculty mentoring are reverse mentoring, peer mentoring or team mentoring or E-mentoring. These models generally apply non-traditional approaches. They are primarily designed for early career faculty members and exclusive one-to-one interaction is not focused in these models. Furthermore, they lack Indian context of higher education. In sum, Mentorship programme for mid-career faculty in Indian higher education is less known phenomenon.

Higher educational institutes need to move at high speed towards more effective implementation of mentoring practices. The purpose of this paper is to throw light on one of the mentoring initiative implemented for mid-career faculty and to encourage them for its implementation to other faculty members of higher education.

4. PRESENT STUDY

The Mentoring programme chosen for the present study was a part of Strategic HR Leadership Journey (SHRLJ) programme initiated by National HRD Network (NHRDN). It provided high-potentials HR practitioners the opportunity into a leadership journey with a view to building themselves for the future. The participants were mid-career HR practitioners from various organizations. They participated in the nine days residential training programme at first phase from December 4 to 12, 2015. This program consisted of sessions by subject matter experts and leading practitioners, day sessions, activities, interactive sessions, apps through an intricately planned syllabus that would be delivered by some of the biggest HR leaders in India. All the participants were provided with the opportunity with the support of the respective organization, to be mentored by a senior HR leader for a period of up to six months to one year after completion of residential programme. The period would have extended upon mutual agreement with the mentor and protégé.

5. SAMPLE

Purposeful sampling method was used to select the sample for the present study. Following were the pre-selected criteria for the purposeful sampling:

- Participant should be a mid-career faculty in higher education field.
- Participant should be a part of Strategic HR Leadership Journey (SHRLJ) programme initiated by NHRDN.
- Participant should be mentored by veteran educationalist or industry professional for a period of minimum six months.

As only single case that fulfilled all the above criteria, the critical case sample was used for the present study.

6. DESIGN

The aspect of mentoring has been integrated into the design of SHRLJ 2015 to enable interested participants take guidance of senior HR professionals for reinforcement of their learnings and to help actualize their professional and personal development plans.

6.1 Outline: This Mentoring initiative and the process facilitated by the Mentors had been envisaged to broadly enable the following for the Protégés:

- Serve as a mirror for reflection.
- Sounding board for insights / ideas.
- Opportunity to be challenged and pushed.
- Broadening of perspectives / alternative perspectives.
- Enhance clarity of thinking.

6.2 The initiative did not envisage the following:

- Outsourcing of decision-making.
- Placement or out-placement.
- Coaching.
- Counseling on personal issues.
- Replacement or Substitution of existing organizational processes or relationships.

6.3 Expectations from Protégés were:

- Protégés takes the lead and initiative.
- Openness and Willingness to share.
- Respect and Appreciate Mentor's time and space.
- Deliver on commitments made during the mentoring sessions.
- Participate in any feedback processes aimed at strengthening the initiative.
- Keep the NHRD Code of Conduct as an anchor that defines the nature of relationship and engagement.

6.4 Expectations from Mentors

- Respect confidentiality.
- Provide space and time for the initiative.
- Leverage their experiences to help mentees in their development journey.
- Participate in any feedback processes aimed at strengthening the initiative.
- Keep the NHRD Code of Conduct as an anchor that defines the nature of relationship and engagement.

6.5 Duration

April 2016 to March 2017.
 Mentors and protégés were expected to engage for at least about 1 hour every month for a meaningful engagement. The first engagement could be longer. However, the quality of engagement was more important.

6.6 Suggested approach for Mentor- Protégé Relationship

- Protégés keep their organization informed of their participation in this intervention and who are mentoring them.
- Protégés establishes the first contact with the Mentor.
- Ideally, the first detailed meeting to be face to face. However, in case it is being delayed, then it could be virtual.
- The frequency, nature, duration, details of engagement to be mutually agreed in the first meeting between the Mentor and the Mentee.
- Mentor and Protégé maintain a diary / log of their interactions.
- Have an action plan post every interaction and try adhering to the action plan.
- Do not attempt too many things during the engagement, but try prioritizing with the help of the mentor.

6.7 Mentor-Protégé Match

The protégé were given opportunity to convey their preferences of three suitable mentors. Suitable mentor was chosen for each protégé by mentoring administrator of NHRDN consisted of senior members from the human resources field. The administrators reviewed the mentors' profiles and the mentoring goals sought out by the protégé and made matches based on a mix of factors that include geographical/location ease, mentor's and protégés' preferences and needs (to the extent possible) and mentor's expertise.

7. METHODOLOGY

The fifth context mentioned in the section 'Mentoring in Education' i.e. 'Veteran to mid-career faculty mentoring, where veteran educationalist or industry professional mentor mid-career faculty members for professional development' was chosen for the present research.

Qualitative analysis has been incorporated in the present research in order to enrich the researcher deep understanding of mentor-protégé process. The researcher used holistic qualitative analysis in the context of the whole mentoring process. Qualitative analysis of the present study emphasized the participant observation method. The researcher to gather data used 'Complete participation' method. Researcher was completely integrated in the mentoring process and played the role of protégé in the mentorship programme. Protégé in the present study was a mid-career HR faculty from leading Business school from Mumbai and a mentor was a well-known industry leader in HR having more than 40 years leadership experience in International Corporate world.

As this was the unique and perhaps standalone initiative in the field of education for mid-career faculty, the research was limited to the qualitative analysis of mentoring process of the above selected context.

8. INITIAL PROCEDURE

8.1 Protégé's Objectives of Joining Mentoring Intervention

At the beginning, the researcher checked the objectives of the protégé for joining mentoring intervention. They were as follows:

- Leadership Development.
- To reach for higher goals and take educated risks.
- Wider perspectives while facing challenges.

Insights on the business truths that could never be attained without personal time and experience invested.
 Increased competencies and stronger interpersonal skills.
 Assistance in identifying my improvement areas and how to address them.

8.2 Formalization of the Engagements

A mentor-protégé match was accepted by both which was followed by acknowledgment. The time for the first meeting was decided. Both believed that mentor-protégé relationship is highly valued, strategic partnership. The first step to engagement between mentor and protégé is to have both parties on the same page, believing in the viable success of the partnership. This step was achieved and both proceeded to the first engagement.

8.3 Nature of the Sessions

First mentoring session was held on 13th June, 2016 at Corporate Office, Mumbai. Though it was expected to have a session for an hour, the first session lasted for three hours. The duration of three to four hours per session remained same throughout all ten sessions. The venue also remained the same for all ten sessions. Frequency of the sessions was non-uniformed, some sessions were held twice in a month while some others were held once in two months. Mode of the interaction was face-to face meeting and social media received the variety of inputs. Total ten mentoring sessions were analyzed.

8.4 Recording Observations and Data

8.4.1 Field Notes: Researcher took the field notes of every mentoring session. Field notes consisted of two components: descriptive information and reflective information.

8.4.2 Descriptive Information was factual data that was discussed during the session. Protégé's kept the record of all session log sheets. They provided the descriptive information about the sessions.

8.4.3 Reflective Information was the protégé's reflections about the observation being conducted. These reflections were ideas, questions, concerns, and other related thoughts. Protégé's kept the record of all reflections of post sessions. They provided the reflective information about the sessions.

8.4.4 Reflexivity Journals: Researcher recorded protégé's personal thoughts and feelings about the subject of study. She was aware of how her experiences, ethnicity, race, gender and other factors might influence the research. She entered the study with no misconceptions about not bringing in any subjectivity into the data collection process (Ambert et al., 1995; Richardson, 2000).

9. ANALYSIS OF DATA

9.1 Thematic Analysis

9.1.1 Themes

Data was organized according to recurrent themes found in sessions. Table-1 shows the representative themes discussed during the sessions.

Table-1: Analysis of the Themes Discussed During Mentoring Sessions

No.	Date	Inputs during the sessions	Inputs by social media in the form of inspiring stories, quotes, examples, cases, articles, reports, interviews-Continuous
1	13-6-16	Intrinsic & Extrinsic objectives, Creation of knowledge, Social skills Development.	Entrepreneurship, Change management, Samsung story, teachers' Differences between guru & teacher, Millennial, Stretch assignments, Effectiveness of leadership, innovations, philosophy of life, coaching & mentoring, pliable workforce, HR metrics, automation, creativity, working hours, great manager, Psychology, Kodak story, job cuts, thoughtful ruthlessness, Banking & Financial markets, Secret justice system, world's business landscape, Indian education system, art of negotiation, happiness, women
2	21-6-16	Mental models, Best HR practices, Idealism & Pragmatism, Networking.	
3	22-7-16	Small talk, Truth & Fact, Work Ethics, Perfectionism, Mental models, Diversity & inclusion.	
4	29-8-16	Ethical dilemmas, Compassion, Perfectionism, Competency management	

		in organizations.	leaders, great HR leaders, Successful leaders, HR influencers, MBA programs, Introverts, contingent workforce management, Future of work, different learning styles, Design thinking, Emotional intelligence, sustainable growth, bad loan crisis, dark side of HR, Gender bias, Work relationships, organizational politics, passion, employee turnover, Wipro, Tata motors, Infosys, Tech Mahindra-current affairs, Indian IT, Onboarding, digital economy, best leadership practices, uberisation of workforce, impact of GST, Myers- Briggs, talent strategies, employee engagement, minimum wage code bill, grit, memories, comply 4HR, meaningfulness of job, Artificial intelligence, creative industries, block chain technology, early retirement, motivation, telecommunication sector, sexual harassment, spiritual maturity, unusual management styles, Positive psychology and many more.
5	25-10-16	Current role, time management & prioritization, leadership, Negotiation skills.	
6	23-10-16	Strengths and weaknesses, Mentorship, Wise & expert, Art of conversation, experiences and discoveries of the corporate world.	
7	27-2-17	Work-life balance, Goal-setting, role of HR, leadership, Coaching & mentoring.	
8	28-4-17	Personal & professional goals, Excellence, Good teacher, Growth, mental models.	
9	15-6-17	Excellence in teaching, Psychology & HR, Leadership, Excellence models, core values & practices, research topics.	
10	24-8-17	Characteristics of Protégés, Personality testing in recruitment, Culture & values, Society and corporate culture, Emerging challenges in leadership.	

Sources: Authors Compilation

Figure-1: Mentor-Protégé Relationship



Sources: Setty, R. (2017). Characteristics of Good Mentoring Relationship. Retrieved from https://www.huffingtonpost.com/rajesh-setty/9-characteristics-of-a-good-mentoring-relationship_b_6674602.html

Following were key characteristics of our mentor-protégé relationship:

An environment of trust and mutuality was established.
 Role sand responsibilities were defined.
 Short and long-term goals were established.
 Collaborative approach was used to identify potential solutions.

Following were the Key Characteristics of Mentor and Protégé.

Mentor

He facilitated exploration of needs, motivations, skills, thought processes.
 He facilitated real, lasting positive change.
 He used questioning techniques to identify solutions.
 He helped in identifying my professional goals and supported goal setting and assessment.
 He shared information about his background and experience.
 He maintained positive, supportive, non-judgmental point of view.
 He did not allow a dependency to build, but rather encouraged personal and professional development.
 He worked within my area of personal competence and built upon my strengths, needs, and goals throughout the mentoring period.
 He set high standards, constantly challenged my mental models.
 He set aside his personal preferences or likings.

Protégé

Experimented with different behaviors.

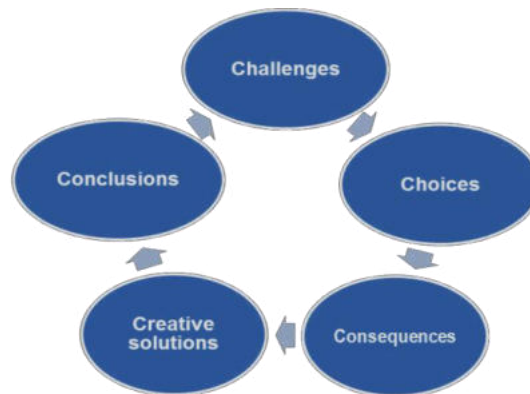
She set an agenda for each meeting ahead of time and conveyed in advance.
 She kept journal of the learnings of each session and sent the session log-sheets to the mentor.
 She stuck to the allotted time and made the time meaningful.
 She took responsibility for learning.
 She listened carefully, always focused on the present.

9.2 Analysis of Mentoring Interactions

9.2.1 The Five Cs Model of Mentoring

The Five Cs Model of Mentoring (Pegg, 2003) was used to analyze interactions occurred in the mentoring sessions. This model promotes structured mentoring session and describes the steps of mentoring sessions in detail. The model is a guidebook and it can be used during a session where the mentor wants to help the protégé explore different options.

Figure-2: Five Cs model of Mentoring



Sources: Authors Compilation

This model has five different stages that may be followed in sequence. However, protégé deviated from the sequence multiple times, or skipped few stages during a mentoring discussion. However, mentor directed the discussion to provide appropriate degree of structure to the sessions.

According to this model, the Mentoring works well if the mentor is:

- 10 Maintaining the right balance between 'Pulling' and 'Pushing'.
- 11 Doing practical and mental preparation for a session.
- 12 Providing a structured approach to the mentoring session.

The model states that the learning is facilitated by two main methods: Pulling and Pushing.

In **Pulling**, the mentor provides:

- 13 A sanctuary – a space for reflection, outside of the normal working environment.
- 14 A secure place where the protégé is able to share his or her objectives and goals.
- 15 Support by active listening, asking the right questions and helping the protégé to come up with his or her own responses and reflections.

In **Pushing** the mentor provides:

- 16 A stimulation to the protégé to reflect more deeply, and to explore alternative views or perspectives.
- 17 Self-disclosure, creative ideas, knowledge sharing, success stories, models, tools, leading edge thinking and wisdom.
- 18 'Take away' value, which is relevant and valuable to protégé.

Effective mentors balance these two methods, but, if needed, they Pull rather than Push, so that the protégé does not go out of control and is able to fulfil his or her goals.

9.3 Analysis of Each Stage of the Five Cs Model

As 5Cs model of mentoring advocates structured approach, Mentor in the present study used number of questions appropriate to each stage. In the first step, he asked the protégé to come up with some general information about what she might like to discuss at the next session. This allowed him to prepare in advance of a mentoring session, and helped to ensure that she had thought through what she would like to gain from the session.


9.3.1 Preparation for Mentoring Session

Table 9.3.1 Sample of Questions Asked During Preparation Stage

Preparing for a mentoring session
Sample of questions Mentor asked the protégé before the session
<p>What are the specific areas for focused discussion?</p> <p>Which topic would you like to discuss in the next meet?</p> <p>What issues would you like to discuss?</p>


9.3.2 First Stage - Challenges

Table 9.3.2 Sample of questions asked during the challenges stage

 <p>Sample of questions Mentor asked the protégé during challenges stage</p>
<p>Opening Questions:</p> <p>What are your goals for the session?</p> <p>What are your professional goals?</p> <p>What outcomes would you like to achieve?</p> <p>What are your goals you need to focus on in the next week / month / year?</p> <p>Exploratory Questions:</p> <p>Which is the first goal you would like to tackle?</p> <p>What do you mean by productive working relationship?</p> <p>How do you gain excellence?</p> <p>What are the obstacles you face in getting into small conversations?</p> <p>How do you use collective wisdom in ethical dilemmas?</p> <p>Before exploring this challenge more deeply, Mentor revisited protégé s individual contribution to her work.</p> <p>What is the difference between being emotional and being compassionate? Which one would you prefer to?</p> <p>What do you do best?</p> <p>What is your picture of 'perfection'?</p> <p>How do I make correct deployment of my strengths?</p>


9.3.3 Second Stage - Choices

Table 9.3.3 Sample of questions asked during the choices stage

<div style="text-align: center;">  <p>Choices</p> </div> <p style="text-align: center; color: #A52A2A;">Sample of questions Mentor asked the protégé during choices stage</p> <p>Looking at the life goals:</p> <ul style="list-style-type: none"> How do you decide your life goals? How do you keep your life goals in harmony with professional goals? How do you create enablers to balance between personal and professional goals? What do you see the possible options you have to achieve life goals? What is Option A? What are the steps you would need to take if you followed this option? What do you see as Option B? What are the steps you would need to take if you followed this option? What do you see as Option C? Option D? Option E? Can you think of any other options? What else have you tried before? What were the consequences? Do you see any of these as possible options? Is there anything we haven't thought about so far? If so, is there anything else you would like to add to the list of possibilities?


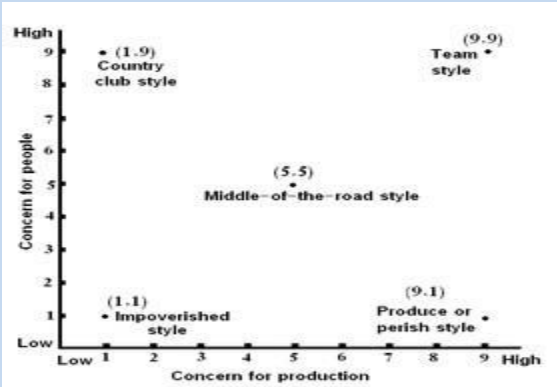
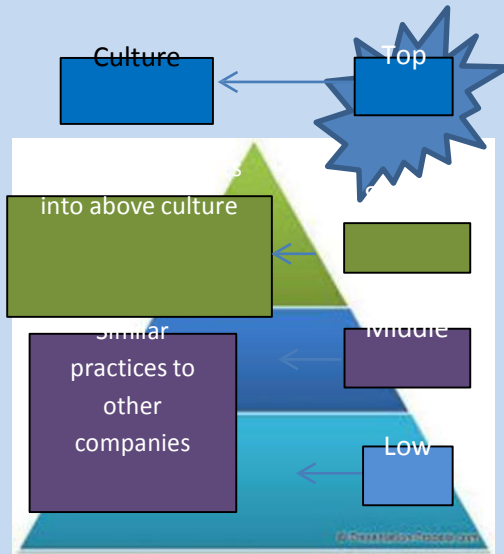
9.3.4 Third Stage - Consequences

Table 9.3.4 Sample of questions asked during the consequences stage

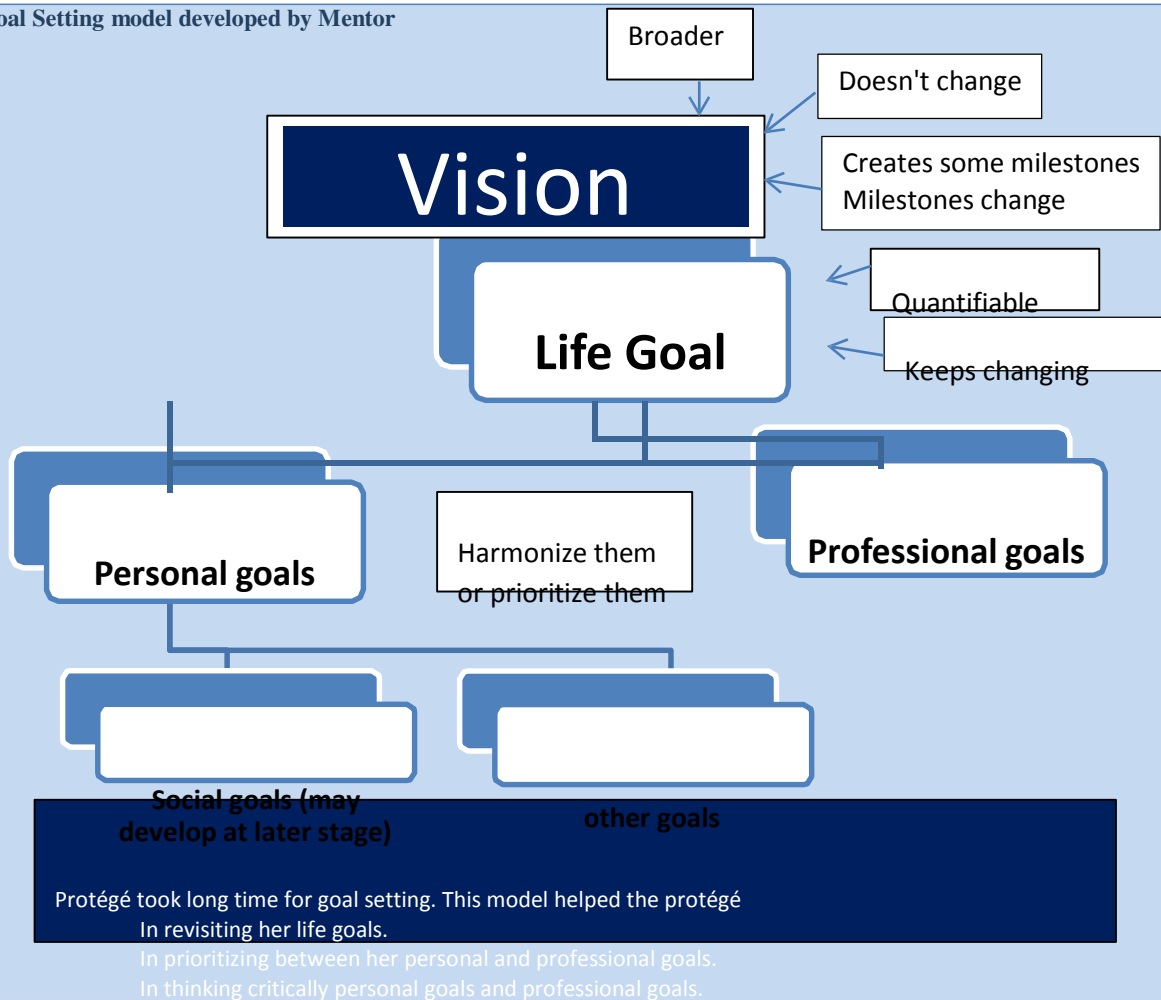
<div style="text-align: center;">  <p>Consequences</p> </div> <p style="text-align: center; color: #A52A2A;">Sample of questions Mentor asked the protégé during consequences stage</p> <p>Looking at the leadership</p> <ul style="list-style-type: none"> Have you taken tough decisions or taken a risk? What were the consequences? Were there any positives? Were there any benefits that aren't immediately obvious? Do you consider yourself helpless? Can helpless person become leader? What would be the consequences of aligning with right power centres? Did you try to align with them? What were the consequences? Have you tried to influence circle of influencers?

9.3.5 Fourth Stage - Creative Solutions

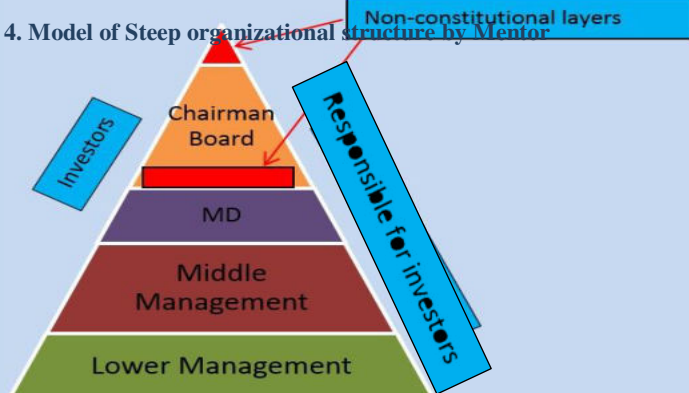
Table 9.3.5 Sample of questions asked during the consequences stage

<div style="text-align: center;">  <p>Creative Solutions</p> <p>Four creative models developed during creative solutions stage</p> </div>	
<p>1. Blake & Mouton's managerial grid model on leadership style.</p> 	<div style="background-color: #002060; color: white; padding: 10px;"> <p>I have learnt</p> <ul style="list-style-type: none"> How to apply this model in teaching-learning environment How to change leadership styles according to the students. How to deal effectively with different students with the help of this model. </div>
<p>2. Corporate culture model developed by Mentor</p> 	<div style="background-color: #002060; color: white; padding: 10px;"> <p>At this level, only 50-60 (1%) people work. (Top) They are entrepreneurs. They are opportunists.</p> <p>Values it but strategies different. Visible culture.</p> <p>Management of cluster of processes. Functions - Improve productivity, process improvement, quality and standards.</p> <p>Lower - Bottom 50% are process workers.</p> </div>
<div style="background-color: #002060; color: white; padding: 10px;"> <p>This model helped the protégé</p> <ul style="list-style-type: none"> To understand how the culture is developed in the corporate. While teaching ethics in the class, ideals and goals have to be taught in realistic balance. How to keep ideals in front of them, so that they will know these are the goals to achieve in long term. Culture and ethics Ethics should be taught in completeness and not idealistically. </div>	

3. Goal Setting model developed by Mentor



4. Model of Steep organizational structure by Mentor



This model helped the protégé in understanding
 How do extra constitutional layers in the organizational structure affect leadership pattern.
 Causes of non-constitutional layers.
 Revisiting the concept of collaborative leadership.
 Concept of Vanaprasthashram.

9.3.6 Fifth Stage- Conclusion

Table 9.3.5 Sample of questions asked during the conclusion stage

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<p>Some questions Mentor asked the protégé during the conclusions stage:</p> <p>Looking at the action plan:</p> <ul style="list-style-type: none"> What steps must you take to reach your goals / outcomes? How can you take these steps? When do you want to begin? What can you do to get some early successes? How do you list down personal and professional goals? What is the next challenge you would like to discuss?

10. OUTCOME

10.1 Usefulness of Mentoring

In subsequent decades, as mentoring became a widely valued phenomenon across the world, protégés continued to develop mentoring relationships consciously as they sought professional advancement. The mentoring journey of the protégé of the present study was no exception to this. It not only helped her in her personal and professional development but it offered her multiple development opportunities. A mentoring relationship provided her with:

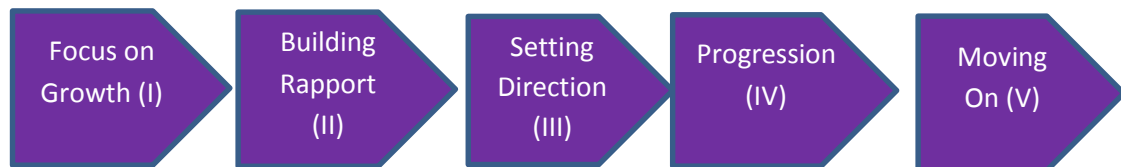
- Greater clarity on life, personal and professional goals.
- New insights on the corporate reality.
- Different perspectives on ethics, culture and values.
- Access to new resources.
- Greater career satisfaction and increased likelihood of career success.
- Development in areas not typically addressed through training or on the job.

Through the mentoring relationship, protégé had the opportunity to enhance leadership skills and expand her perspectives by:

- Seeing the business world through different eyes,
- Being challenged on perceived mental models,
- Increasing her awareness of issues at other levels of the organization.

10.2 Completion of Mentoring Phases

There are 5 phases of mentoring relationship.



Sources: https://www.aaps.org/uploadedFiles/Content/Career_Center/Professional_Development/What_is_Mentoring.pdf

10.2.1 Phase I: Focus on Growth

Mentoring process began with the examination of protégé's long-term development objectives. Mentor and protégé discussed her life goals, personal and professional goals and their alignment with organizational goals at length and depth. All the discussions during mentoring sessions were focused and revolved around specific goals development.

Table 10.2.1- Protégé's Reflection on Stage I

Phase I- Focus on Growth	Protégé's reflection on Phase I
Second Session (21-6-16)	The discussion enlightened me on very important insight that ' Any person can be shaped, groomed and developed on any of the capabilities. This can be done by systematic, planned efforts and keeping concrete objectives ahead.

10.2.3 Phase II: Building Rapport

Good rapport was present in the mentoring relationship from the first session. There was a sharing of career history, interests outside work, values, life goals, the areas in which protégé wants to develop for her current and future roles. There was a recognition and appreciation of individual style differences too.

Table 10.2.3 Protégé's Reflection on Phase II

Phase II- Building Rapport	Protégé's reflection on Phase II
Third Session (22-7-16)	The session is not only limited to my professional growth but it is about life. It is about 'the whole person' in me. The experiences, examples, stories, anecdotes that you share during the session are truly insightful.

10.2.4 Phase III: Setting Direction

This phase took longest time in the mentoring process. During initial sessions, short term and long term objectives in the career path were discussed. As these objectives were not drawn in the bigger picture of the life goals, the discussion was redirected towards life goals in the eighth session. After getting clarity on life, personal and professional goals, in the ninth session, the direction was set to focus on professional goals achievement. In the tenth session, tools were identified to accelerate professional growth.

Table 10.2.4 Protégé's Reflection on Phase III

Phase III- Setting Direction	Protégé's reflection on Phase III
Ninth (15-6-17) and Tenth Session (24-8-17)	It facilitated my deeper thought processes to ponder upon and boosted my drive to accelerate the action plans. I am concentrating on 2 agendas: 1) Knowledge creation 2) To connect more with industry professionals.

10.2.5 Phase IV and V: Progression and Moving On

At the end of the tenth session, the three mentoring phases, namely focus on growth, building rapport and setting direction were completed successfully. Discussion in the tenth session moved towards phase IV namely progression. Hence, this phase had been initiated but was not completed. If mentoring session would progress further, this phase would progress in further sessions. Phase V, namely moving on, would also be achieved in subsequent sessions.

11. CONCLUSION

The qualitative study of Mentoring Initiative for Mid-Career Faculty in Higher Education had a fruitful outcome. Five Cs model of mentoring used by the mentor was helpful to the protégé to identify her developmental areas and to progress sufficiently in the line of achievement of professional goals. Protégé's reflective notes revealed that three phases of mentoring were achieved successfully. Researchers hope that the present study will stimulate more such initiatives for mid-career faculty in the area of higher education and more number of mid-career faculty member will benefit in near future.

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THE IMPACT OF USING SOCIAL MEDIA AND INTERNET ON ACADEMIC PERFORMANCE: A CASE STUDY OF BENGALURU CITY

Leelavathy A. M.⁴

ABSTRACT

The internet and social media provide students with a range of academic benefits and opportunities to enhance their learning process. The main goal of this research is to examine the impact of using the social media on the academic performance. The new social networks, such as Instagram, Facebook, Twitter, etc., can affect the behavior and academic performance of the college students. The sample was (150) students distributed among the colleges. The results show that the social media has a positive impact on academic performance and 89% of students prefer the mobile application. WhatsApp as a social media for their academic purpose.

INTRODUCTION

In the revolutionize world of technology, social media is used as a mode of communication channel. The worldwide phenomenon new social networks can affect the behavior and academic performance of the students. In today's society, especially our generation, social media has become a part of our everyday lives.

We have access to all types of information in the palm of our hands through our cell phones, iPads and other handheld devices. They can provide us with a weather forecast in ten seconds or less, e-mails, banking, and most importantly, social media. Social media, such as Facebook, Twitter, etc., has taken the technology world to a completely new level. Although we see how it can serve as a positive thing by being a good source of communication, it can also serve as a negative thing such as cyber bullying and the new phrase "cat fishing." But what happens when social media use comes in to play with academics on an undergraduate level?

The research questions:

- What is the evolution of ICTs and the Internet in the World?
- What is the impact caused by ICT in education?
- What are the effects of social media on the academic performance of students at colleges?
- What are the social networking sites that are more popular among students at colleges?

LITERATURE REVIEW

The ICT technologies play great role in developing many fields in the world since its beginning three decades ago. The author (Bates, 2008) describing how the increasing in ICT demands has results in computer functionality and the related services or software. However, these ICT evaluations affect the quality of services and encourage business for development their working processes it in order to provide the best services for end user. (Bates, 2008).

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The modern technologies lead to improve different fields in our life which named as per some authors as new social revolution. This revolution affects also the field of IT. (Harper, 2010). However, the social dimension of ICT is seen in response to the power and influences it in the different areas and new social structures that are emerging, producing a constant and two-way interaction between technology and society.

According to creator (Norazah et. al., 2015), referenced that to energize the procedure of instruction, it's critical starts to create from casual (family, leisure...) instructive conditions, the school should likewise coordinate the new culture: computerized proficiency, data source efficiency device for work, showing materials, psychological instrument.

The creator (Jarvis, 2006) characterized learning as a generally lasting change in conduct, mirroring the procurement of information or abilities through experience, and may incorporate the examination, guidance, perception or practice. While learning is a gathering the idea in distinctive way.

The author (Jarvis, 2006) characterizes the agreeable learning as it depends on the association between different understudies in gatherings of (4-6) coordinate in taking in various issues from shifted sources. This learning dependent on the assistance of instructor, who can drives this gathering into the correct procedure.

In the instance of the utilization of these assets to the universe of instruction, we should perceive that the web 2.0 and its accentuation on social elements, it has favored the production of virtual learning networks and a large number of systems peer joint effort, structured by the standards of correspondence and participation that exploit the draw with administrations like Face book, Twitter and other online life. In any case, the Web-based social networking can be characterized as relationship of people connected by heterogeneous reasons and make a system made out of hubs associated together by more than one kind of relationship structure. (Flad, 2010)

In the present context, the social networking services would come to realize this general definition allowing people with common interests to contact through the network, and jointly exploit resources such as the establishment of subgroups, public messaging or private or chat, among others. (Montrieux, Hannelore et. al., 2015)

The origin of these software is so heterogeneous as themselves: some, like Face book, born to support various congregations of students on American campuses, while others are more professional cut, as LinkedIn, aimed at establishing contacts job type and trade through what we call networking.

As cited above, social networks have modified the manner we speak with our friends, our co-workers or maybe with our teachers and classmates. Social media and ICT are modes of appropriation of fact, the arena and knowledge. Their languages are shaping new cognitive patterns and intellectual structures as different kinds of expertise and perception of fact.

According to study of (Carreño et. al., 2015), the Web has revolutionized in the field of training in current years. In latest years of closing century, the laptop has been used as aid for the educational manner. The sizeable use of the network has allowed this to be the principle source of transmitting statistics and understanding, in addition to its academic use.

The author (Montrieux, Hannelore et. al., 2015) cited that the ICT is a method reachable to all, which promotes identical possibilities.

The authors (Phiri, Acheson et. al., 2014) claimed that teaching has been a pioneer inside the use of technologies. Education through ICT can establish meaningful relationships with people from one of kind countries. It also can accommodate the needs, interests and learning techniques of various college students. Similarly, it helps educational practice in actual contexts through the community. Education through ICT permits engage with people from other nations at a time whilst the distances are not an impediment that hinders verbal exchange.

The author (Al-Alwani, 2014) also notes that Internet permits drawing close other languages and cultures while not having to bodily circulate.

Twitter

Twitter is one of the social media sorts, which launched at 2006; it is introduced to be one the educational tools. (Tur et. al., 2015) There are many examples of using Twitter to beautify the academic performance. The alternatives for teachers can be as per the under points:

Share educational resources with college students and co-workers, ex. Images, movies, documents, presentation and other types.

Teacher can create digital businesses those percentage common pastimes amongst students to discuss precise topics or subject matter.

Create lists for grouping students with the aid of grade and accordingly facilitate monitoring all who make up a diploma. In addition, teachers will have a URL for every listing or topic of hobby and percentage with students.

Class projects increase out of doors of area and time at college. Allow students to get admission to a wider universe where the ubiquity expresses its real cost.

Before beginning a subject, instructor can ask students questions on a topic. Twitter is right for determining earlier expertise of that topic, so the trainer could have a concept about their expertise level before attending the class.

Before a check, trainer can ship some inquiries to students for discussing and answering them. This manner will help to fix principles and build, together, a collaborative summary of the maximum essential ideas of the situation to be evaluated.

Teacher can monitoring scholar on Twitter to discover the level of collaborating within the Twitter discussion or to realize his degree in a subject.

However, this sort of social media (Twitter) has been discussed in many of research papers that look at how this social media improved in elegance previously recommended proportion with scholar's primary information at the operation of the tool. Teacher can outline which subjects and that are excluded. Set after the revel in components of Twitter, which ran for sophistication and what no longer.

(Wang, 2014) For more advanced courses college students can use Twitter to analyze a topic, and proportion with the opposite students exciting hyperlinks, points of view, amongst different things associated with the topic. It can also be used as a device for brainstorming, wherein each pupil to proportion applicable ideas on a topic that is being handled. (Junco et. al., 2010).

Facebook

Moreover, Facebook is a social community that has certain characteristics that make it unique and leading social networks, more than 400 million users international, making it a mass medium to attain now not most effective humans with laptop skills but common in popular.

Facebook is most famous in the institution of social community (Seaman, 2013) that is considered one of the best environments for learning and coaching purposes at educational group. (Junco, 2015).

The author (Manca, 2013) states wide variety of advantages of the use of the Facebook inside the educational surroundings, some of those benefits are:

Facebook offer the discussion among students, which could inspire them for depth expertise.

Improve the discussions concept to be extra related to truth.

Facebook offer gear that enable users for sharing sources.

One of the examples of using Facebook in schooling is the Facebook challenge, born from the idea of a collaborative paintings wherein a device or platform that permits work amongst friends, due to this work is studied were generated written texts and audio-visual works.

Among the objectives of the work is highlighted experimenting with new coaching and learning equipment aimed at collaborative work collaboratively generate information, encourage technical and social competencies of the contributors, which might be vital in cutting-edge society (Rouis, 2011)

Some researchers centered their study at the Facebook and its functions on instructional overall performance, and located that the teachers need to convert some of their teaching technique into Facebook to be supplying extra interactive manner and more dialogue among students in place of discussion on a restricted time at elegance. (C. Rojas-Kramer, 2015)

WhatsApp

The effect of Smartphone's in our lives opened parallel to the bodily coexistence in a change truth full of emotions and social area. This increase inside the adoption of cellular phones (smartphones) as a conversation channel tends to restriction personal meetings because the euphoria over the digital international dilutes the opposite planes of life.

According to the (Statista, 2016), the variety of WhatsApp customers are increasing. As consistent with proven within the Figure No.1, there is 900 million customers until Sept 2015.

The mobile application (WhatsApp) is one of the current communiqué technologies. The Smartphone's advanced consequently the textual content messaging has been included in those phone after which WhatsApp grow to be greater popular utility for these gadgets. The best advantages of WhatsApp software is that it is freed from fee and fast in conversation, which is taken into consideration the satisfactory utility among many users.

The observation of (Johnson Y., 2014) examines how the WhatsApp software can influences the students at Tertiary Institutions, Ghana in the area of educational overall performance. The sample of the have a look at became (418) students (Male: 142, Female: 276). The researcher used the questionnaire to collect the records from (418) students and interview (50) college students amongst them. The look at concludes that the WhatsApp application is necessary for clean conversation between students and speedy with an effective because of its capability to proportion records and sources among students.

Another author in his study (Tulika B., 2014) aimed at how the WhatsApp application can have an effect on the training on the B.Ed. Students at Maharshi Dayanand University, Haryana, India. The look at used two gear of the records series, in the first device they used questionnaire from (37) college students, at the same time as inside the 2nd device they used interview as qualitative technique. The outcomes of the observe observed that seventy three% of the scholars considering the WhatsApp at a device that allow them for studying whenever, whilst 56% of college students agreed that the WhatsApp software has educational benefits. In the opposite hand, 64% of the students agreed that the WhatsApp utility permits them for extra interactive and extra discussions. The study concludes that the WhatsApp utility has brilliant benefits in getting to know due to flexibility for college students' conversation.

The impact of smartphones in our lives opened parallel to the physical coexistence in an alternate reality full of emotions and social space. This boom in the adoption of mobile phones (smartphones) as a communication channel tends to restrict personal meetings as the euphoria over the virtual world dilutes the other planes of existence. According to the (Statista, 2016), the number of WhatsApp users are increasing.

The mobile application (WhatsApp) is one of the modern communication technologies. The Smartphone's developed therefore the text messaging has been included in these smartphone and then WhatsApp become more popular application for these devices. The best benefits of WhatsApp application is that it is free of cost and fast in communication, which is considered the best application among many users.

The study of (Johnson Y., 2014) examines how the WhatsApp application can affects the students at Tertiary Institutions, Ghana in the field of academic performance. The sample of the study was (418) students (Male: 142, Female: 276). The researcher used the questionnaire to collect the data from (418) students and interview (50) students among them. The study concludes that the WhatsApp application is necessary for easy communication between students and fast with an effective due to its ability to share information and resources between students.

Another study (Tulika B., 2014) which is aimed to examine how the WhatsApp application can affect the education on the B.Ed. students at Maharshi Dayanand University, Haryana, India. The study used two tools of the data collection, in the first tool they used questionnaire from (37) students, while in the second tool they used interview as qualitative method. The results of the study found that 73% of the students considering the WhatsApp at a tool that allow them for learning anytime, while 56% of students agreed that the WhatsApp application has educational benefits. In the other hand, 64% of the students agreed that the

WhatsApp application allows them for more interactive and more discussions. The study concludes that the WhatsApp application has great benefits in learning due to flexibility for students' communication.

Instagram

Instagram, is one of the famous cell application which became launched due to the fact that five six years in the past on 6th October 2010 (Instagram, 2016). As consistent with the records of the internet site (Statista, 2016), the Instagram utility incorporates of (400) million customers around the world. It comes at the eighth level among the maximum famous social media web sites/packages.

There are exclusive studies and articles discussing the results of Instagram at instructional overall performance. The creator (Phillips, 2013) mentioned some ways the consequences blessings for college kids to enhance their study. Some of these methods are:

Spatial Intelligence

The consumer at Instagram used his spatial intelligence to reading the photographs or videos to reap critical facts that construct a clean, which means about the purpose of this post (image/video).

Linguistic Intelligence

When the person uploads the photos, then his friend will be allow looking on the uploaded pictures. From this factor, when trainer adds an images and request college students to present their remarks, the scholars are the use of their linguistic intelligence to make observations and deliver their remarks approximately these pix. These methods inspire college students for language talents enhancements.

Interpersonal Intelligence

Teachers can inspire students for more motivation and show their sports inside the Instagram. This can be via growing ex. One institution controlled by instructor and invited all the college students' elegance to expose their talents and ability for education practices. There are different educational blessings from the Instagram utility.

Show Pupil Paintings

Specifically whilst student within the field study of art and design, while he add his paintings and percentage it amongst pals and circle of relatives, then they will give their feedback and inspire him for more works development. (Ex. Student artwork and drawings).

Improve Historic Knowledge: While instructor add one antique pix and ask college students to be focused at the history of it, in this situation college students are reading the pics based totally on historical dates and associated facts for this pics. (Ex. Old photographs of Bahrain Fort).

Mathematical Steps

Instructor has the capability to upload the stairs of mathematical to be clearer for college kids and to take their views on these steps. In this example, the trainer will apprehend how the students are properly understood and to apprehend the weak factors to be greater discussed within the elegance to reveal the stairs extra clear for college kids. (Ex. Pythagoras mathematics policies).

RESEARCH METHODOLOGY

The methodology of this research is qualitative, and is part of the Paradigm Critical which is purposeful aims to awaken a new transformative, holistic, participatory consciousness with a sense that capabilities so that each individual is able to build his own knowledge, and can cope in the best way, living in a nice educational and social environment that affects a certain way in the human being and academic performance.

Quantitative Methodology

According to the author (Mills et. al., 2010), the quantitative methodology is rationale based on scientism and rationalism. It is used to address research within the field of social sciences and humanities. As such, it focuses on those aspects that cannot be quantified, that is, their results are not transferable to mathematics, so that is a rather interpretative, subjective, as opposed to quantitative methodology procedure. However, since this study is a quantitative methodology, since it used the questionnaire as an instrument for data collection approach.

Methods of Data Collection

In this study, a questionnaire is used as a method for data collection. The questionnaires were delivered personally to representatives of each of the selected college students who had previously agreed to support the investigation in Bangalore city.

The representatives were responsible for delivering the self-administered questionnaire to students, monitor the process and notify the researcher when all questionnaire forms were applied. There was no limitation to distribute the questionnaire among students.

The author (Paula et. al., 2006) defines the population as a set of all elements under consideration, on which we try to draw conclusions. The population of this study consists of 150 students of college students. A sample is a collection of some elements of the population, but not all (Paula et. al., 2006).

Under this definition, this study analyzing the impact of social networks on academic performance. However, the characteristics of the population group in question will be analyzed to determine overall impact of social networks academic performance. The sample of this study is (150) students.

RESULTS ANALYSIS

Do you have a Smartphone with an Internet connection?: It was found that most of the students (about 94%) have Smartphone and only 9 out of 150 students don't have a Smartphone.

What is the better social media type do you prefer?: WhatsApp is the most popular social media app master students, about 63 % of the students prefer WhatsApp as a social media followed by Facebook, Instagram and others.

About one-fourth of the respondents prefer Facebook as their best preferred social media. Only 12% of respondents prefer Instagram and other social media apps rather than WhatsApp and Facebook.

How often do you visit the social media sites/application (Per a day)?: About 5% of the students do not access social media, 26% of the students Login 1-5 times per day, around 38% of the students login for 6-20 times per day and 31% of the students Login for more than 20 times day for various reasons.

What's your goal for using the social media?: About 47% of respondents mentioned that they use social media for education purpose, about 42% use social media to make friends and about 11% use for other purpose.

How do you consider sharing of academic resources by using the social media?: About 55% respondents replied the question "How do you consider sharing of academic resources by using the social media?" as "very important", 35% replied as "important", about 8% mentioned as "less important" and only about 2% mentioned as "not at all important".

What do you think about the using of social media to support the classroom activities?: About 70% respondents replied the question "What do you think about the using of social media to support the classroom activities?" as "very important", 20% replied as "important", only about 4% mentioned as "less important" and only about 6% mentioned as "not at all important".

CONCLUSIONS OF RESULTS ANALYSIS

The descriptive facts exhibit that approximately 94% of students very own a Smartphone and they honestly have internet connection. This information certainly symbolizes the evolution of ICT based at the internet within the international. These students are the use of social media.

The most famous social media to the scholars are WhatsApp followed via Facebook. Most curiously, about 93% of college students who've a Smartphone use both any such two social websites/apps.

About 47% of students use social media sites/apps at their college.

About 47% of college students aimed to use social media for his or her training cause.

About 85% of students suppose sharing of educational assets the use of social media is either important or very important.

About 55% of respondent college students suppose discussion of instructional topics through the usage of the social media is both vital and very crucial.

About 70% of students think using social media in classroom assist the schoolroom activities.

About 70% of students both agree or strongly agree that for any question associated with educational, the trainer encourages them to apply the social media for any discussion.

About 49% of students observed that there is a distinction in grades between the topics mentioned thru social media and the subjects mentioned on classrooms most effective.

About 41% of respondent students either agreed or strongly agreed that the social media web sites permit them for greater organization discussions.

About 49% respondents both agreed or strongly agreed that the social media web sites allow them for interplay with classmates and instructors.

About 39% students both agreed or strongly agreed that social media web sites superior their research abilities. These statistics given above strongly reveals that ICT have an effective impact on training.

ICT and net appreciably changed the world, force us nowadays to the next day and schooling is one of the maximum advantaged sectors.

This look at set up that use of social media has enormous effect on education, it now not simplest elevated college student's studies potential however additionally expanded student's institution dialogue skill.

Forms of WhatsApp Group Communication

The researcher notes that instructors and college students are the use of the cell phone digital camera to take picture from signboard inside the magnificence or hard copy of an e-book and share these pictures within the WhatsApp association.

CONCLUSIONS

Through this study, the researcher focused at the effect of social media on educational overall performance. The very last outcomes of the survey that was taking from three universities of total quantity of (150) students, indicates that 94% of students own a Smartphone. This indicates that each one college students who has the Smartphone, also the usage of the social media. The maximum famous social media to the students are WhatsApp followed with the aid of Facebook.

A percent of (31%) of the students are logins into social media greater than (20) logins according to day, accompanied via (38%) of college students logging (6-20) logins per a day. This result shows that universities' college students are nearly online in step with a day at the social media.

The campus is considered as the fine area for students to get right of entry to the social media, this point result (46%) of students are exciting to apply social media at university this means that that they can use social media for educational purposes.

Students agree that they may be the usage of the social media for instructional purposes with a percentage of (46.7%) of respondents. This can be translated that scholars are trying to take the quality advantage of social media and worker it inside the subject of educational reason.

Academic assets are clean to be shared thru contemporary technology. Almost (45%) of college students are thinking about that sharing the academic assets via social media is very vital, followed with the aid of (40%) of students which bear in mind the identical point as critical.

The social media provide many ways of transmission and sharing the sources in different methods (photographs, videos, audios, files, and others). However, the social media play an increasingly important role inside the academic overall performance due to its current techniques that meet the schooling upgrades. The programs and gear of social media are essential for two most important motives.

First, the readability and content material of the legal responsibility of users and they point to a selection in pupil mastering. However the usage of gear of Web 2.0, together with blogs and social networks, used to supplement the teaching substances used in the lecture room, encourages impartial getting to know and increases student motivation.

Meanwhile, the virtual media are beneficial to finish the system of coaching and studying in the context of ultra-modern information society tool. These helps foster collaborative work and information construction of a social mode.

There is not any denying the benefits that the use of recent technology leads to the procedure of instructional overall performance. Through the usage of the social media in the instructional reason, the students activities can be greater than the activities of conventional lecture rooms, because these social media can be using at whenever and everywhere by teachers and students for kind of instructional purposes that consequences of improving the academic performance of the students and offer an easiest way for teachers additionally for receiving the comments and discuss them through social media types.

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AN ANALYSIS OF THE IMPACT OF QUALITY OF WORK LIFE FACTORS ON EMPLOYEES JOB PERFORMANCE IN TRAVEL INDUSTRY OF NATIONAL CAPITAL REGION

Shweta Bakshi⁵ Dr. T. N. Mathur⁶

ABSTRACT

In the competitive world, an employee's performance is very important in an organization. Good performance leads to higher organizational productivity and growth. Service industry is a labour intensive industry where employees play a crucial role in making customer satisfied. It is rightly said a satisfied employee can only give satisfaction to his customers. Satisfaction comes from the qualitative environment in which employee performs his job. Therefore, it is imperative for the organizations to provide quality of work life to employees, which in turn lead to higher job performance.

The main purpose of the research is to identify the relationship between quality of work life factors and job performance of employees of travel industry. The QWL factors undertaken for the study includes adequate and fair compensation, working conditions, supervisory support, interpersonal relationships, company policies, job content, variety of job, recognition, control or autonomy and career development and growth. Survey method was used to collect data from the employees and managers and correlation was drawn between dependent (job performance) and independent (QWL) variables.

The findings of the study revealed that there is a strong positive relationship between QWL and job performance of employees of travel industry where recognition factor of QWL was found to be the most impacting factor.

KEYWORDS

Quality of Work Life (QWL), Job Performance, Satisfaction, Productivity and Growth etc.

INTRODUCTION

Globalization around the world has led to increase in a tough competition for domestic industries. With the world, moving with high speed it has become very complex to manage the organization than ever before. Competition amongst the companies to retain quality work force has become the most important task for every organization. At this framework, Quality of Work Life (QWL) has become a very important factor of every job that helps in ensuring long-term association of employees with the organization.

Quality of work life and employee job performance in Travel industry is considered important as it is one of the fastest growing sector of the economy. Travel industry includes many small and big players, which give tough competition to each other. Online travel agencies especially in tier I and tier II cities capture the travel market. Online travel market includes online travel agencies where the big players are Makemytrip having 47% market share, Yatra and Cleartrip having 20% market share each (World Blaze, 2018). This total contribution of this sector is reported to be 10.2% of global GDP and creation of 1 out of 10 jobs is reported in this sector. This shows the growth of the sector and requirement of efficient labor. For a growing sector like this, it is important to have committed employees who work hard and be dedicated towards their work. It also becomes the responsibility of the organization to keep their employees happy and provide quality in every aspect of workplace. Absence of quality leads to low performance, stress and dissatisfaction. At the same time when employees are provided with qualitative environment it leads to higher job satisfaction amongst the employees, which in turn leads to better performance of the employees and the organization.

OBJECTIVES OF STUDY

- Investigate the relationship between quality of work life and employees job performance in travel industry.
- Identify the relationship between factors of quality of work life and employees job performance in travel industry.
- Find out the most impacting factor of QWL on employees Job performance.

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REVIEW OF LITERATURE

The review of literature helps in identifying the gap in the previous studies and gives an insight on the topic and related research already done in the field.

QUALITY OF WORK LIFE

Quality of work life is contemporary subject to understand along with the extremely dynamic nature it possesses. The employees today have high expectations from the organizations and it is important to understand those expectations in order to increase the job satisfaction level. Many researchers have proved in the past that satisfied employees exhibit better performance (Fu, 2014; Pan, 2015; Alessandri, 2017).

Lee et al. (2015) in his study found that employees having positive perceptions about QWL or the work environment are likely to exhibit positive performance outcomes.

Batra (2016) discussed the origin of QWL and its perspectives, and factors leading its success. The research findings suggested that quality of work life programs succeed when all the parties involved in it perceives that there is problem or opportunity and also quality of work life programs succeed more when all the parties are willing to make a considerable commitment in terms of resources, consultative help, time, and effort. Further the research revealed that the participative processes (involving employees in decision making process) is the most important factor contributing towards QWL and rewards must be built into both the processes and the outcome of QWL activities. The emphasis was made on the importance of involving all the groups of the organization in QWL programs and not limiting it to certain groups.

Serey (2006) defined that quality of work life is associated with the meaningful work which leads to satisfaction. It includes opportunities for employees to display their talents and abilities and confront challenges and situations that require self-directions. It is based on the construct that employees should be considered as an 'asset to the organization rather than cost'. In order to appreciate the value of this asset it is important for the organization to implement QWL programs, which makes employees see their job activities worthwhile, makes them understand their roles towards achieving overall goals of the organization and develop a sense of pride in the employees towards their organization.

Indrasari (2018) found that the quality of work life programs has two major objectives; to enhance employee satisfaction and to improve employee's job performance.

JOB PERFORMANCE

Various researches have proved that there exists a strong relationship between QWL and job performance (Koonmee et al. 2010). Further, it was identified that better job performance of employees can be achieved by providing a high quality of work life (QWL). A high QWL proved essential for organizations to attract and retain employees; it sets on a principle that people are most important resource of organizations as they are the ones whose contributions leads organizations to high success and therefore they should be treated with respect and dignity.

Level of employee's satisfaction is important for the success of the organization. A delightful atmosphere created by a satisfied employee in the organization helps enhancing employee's performance (kumari, 2008).

Muindi (2015) conducted a research to find the employee related factors that have an influence on the relationship between Quality of Work Life and employee's performance in the organization. His study found that the recognition, job attributes, relationships and appreciation plays an important role in enhancing the performance of employees.

Indumathy (2012) identified various quality of work life factors that have a positive impact on employee's performance. The factors identified in the study include environment, nature of job, stress level, attitude, development opportunities, career prospects, challenges, risk involved in work and rewards. The results showed that all these factors of quality of work life have a major influence on employee's job performance.

Srivastava (2014) stated that high quality of work life in the organizations leads to job satisfaction of employees, which ultimately leads to the effective and efficient performance.

RESEARCH METHODOLOGY

Research Design

In this study quantitative research design is used to study the relationship between quality of work life factors (adequate and fair compensation, working conditions, supervisory support, interpersonal relationships, company policies, job content, variety of job, recognition, control or autonomy and career development and growth) and job performance of employees of travel industry. Survey approach will be used to collect the data and find out the perception of respondents towards quality of work life and its influence on job performance of employees.

Sampling Method and Population

Random sampling method was used to collect the data from 346 employees however the questionnaire that was returned and found valid for use was 296 therefore the actual sample size of the study was 296 employees of travel industry.

Research Instrument

Questionnaire is the instrument used to collect the data and it is distributed in three organizations from the travel industry namely Makemytrip, Yatra and Cleartrip. The questionnaire includes three sections where section 'A' consists of demographic profile of respondents, section 'B' consists of factors to measure quality of work life and section 'C' consists of the job performance evaluation of employees.

RESULTS OF STUDY

Demographic Profile of Respondents

The study of the demographic profile provides a lot of implications for the study as it is seen in every research that demographic profile have a lot of influence on the results. Table 1 represents the demographic profile of the respondents.

Table-1

Demographic Variable	Categories	Frequency	Percentage
Gender	Male	197	67%
	Female	99	33%
Age Group	21-25 years	38	13%
	26-30 years	161	54%
	31-35 years	81	28%
	36-40 years	16	5%
Marital Status	Married	209	71%
	Unmarried	87	29%
Years of Service in the Organization	Less than 2 years	163	55%
	3-5 years	92	31%
	6-10 years	41	14%
Educational Qualification	Intermediate	12	4%
	Graduate	157	53%
	Post Graduate	127	43%

Sources: Authors Compilation

Table-1 shows that the most of the respondents were Male (67%) and the age group with maximum number of respondents was found to be 26-30 years (54%). The majority of the respondents were married (71%), the respondents working in the organization for less than 2 years were found to be the highest (55%), and in term of educational qualification, most of the respondents of the study were at least graduates (96%).

The Relationship between Quality of Work Life and Employees Job Performance

To find the relationship between quality of work life and employees job performance Pearson's Correlation Coefficient was used.

Table-2 shows that there exists a significant and positive relationship between quality of work life and job performance. The r-value was found to be 0.639 and the correlation coefficient was found to be statistically significant ($p < 0.01$).

Table-2: Pearson's Correlation Coefficient: QWL and Job Performance

Variable	Job Performance	
Quality of Work Life	r = 0.639	p = 0.00*

Note: *Significant at 0.01

Sources: Authors Compilation

Table 3 reflects the regression analysis for overall quality of work life and job performance. The adjusted R^2 is found to be 0.397, which means that the effect of QWL on Job Performance of employees is 35.8%. Further it can be seen in the table 3 that Beta is 0.605 and $p = 0.00$ which means that the QWL has a significant positive impact on the job performance of the respondents.

Table-3: Regression Model: Quality of Work Life and Job Performance

Model	R	R ²	Adjusted R ²	Std. Error of Estimate	
1	0.639	0.412	0.397	0.34452	
Coefficient					
Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.064	0.624		5.468	0.00*
QWL	0.548	0.087	0.605	5.527	0.00*

Note: *Significant at 0.01

Sources: Authors Compilation

The Relationship between Quality of Work Life Factors and Job Performance

To identify the relationship between quality of work life factors and job performance of employees Pearson's Correlation Coefficient was used. Table 4 shows ten factors of quality of work life and it was found that all the factors except company policies factor are significantly ($p < 0.01$) and positively correlated to job performance among the employees of travel industries. The p value is found to be 0.00 for all factors of quality of work life except company policies factor where the p value is found to be 0.06 (i.e. $p > 0.01$) therefore company policies factor is found to be non-significant.

The ten factors taken for the study includes adequate and fair compensation, working conditions, supervisory support, interpersonal relationships, company policies, job content, variety of job, recognition, control or autonomy and career development and growth. The r value of Recognition factor was found to be the highest ($r = 0.682$) this reflects strong relationship between recognition factor of QWL and job performance also the Beta value of this factor is found to be highest reflecting strong impact of this factor on Job Performance of employees. The second highest factor was found to be Job Content factor of QWL ($r = 0.591$). the third highest factor was found to be Supervisory Support factor of QWL ($r = 0.582$) followed by Variety of Job factor ($r = 0.548$), Interpersonal Relationships factor of QWL ($r = 0.421$), Control or Autonomy factor of QWL ($r = 0.417$), Career Development and Growth factor of QWL ($r = 0.389$), Adequate and Fair Compensation factor of QWL ($r = 0.352$), and Working Conditions factor of QWL ($r = 0.321$). It was found that there exists no significant relationship between Company Policies factor of QWL ($r = 0.308$) and job performance of employees as the p value was found to be 0.06.

Table-4: Relationship between Quality of Work Life Factors and Job Performance

Factors of QWL	Job Performance		
	R	Beta	Sig. (p)
Adequate and Fair Compensation	0.352	0.024	0.00*
Working Conditions	0.321	0.250	0.00*
Supervisory Support	0.582	0.296	0.00*
Interpersonal Relationships	0.421	0.180	0.00*
Company Policies	0.308	0.093	0.06
Job Content	0.591	0.309	0.00*
Variety of Job	0.548	0.263	0.00*
Recognition	0.682	0.398	0.00*
Control or Autonomy	0.417	0.242	0.00*
Career Development & Growth	0.389	0.169	0.00*

Note: *Significant at 0.01

Sources: Authors Compilation

DISCUSSION

The findings of the study revealed some interesting facts about quality of work life and job performance of employees. The results disclosed that there exists positive relationship between quality of work and employees job performance. The findings suggested that an employee of the organizations where good quality of work life prevails performs better. It was further found that out of 10 factors of quality of work life all the factors were positively correlated with job performance only company policy factor was found to have no significant impact on job performance of employees.

Recognition was identified as the most impacting factor on employees job performance therefore it is advocated that the organizations should have sound recognition policy that motivates employees and helps in providing better quality of work life. The second factor of quality of work life, which has a significant impact on employee's job performance, was found to be Job Content. This stresses on the fact that job role is the most important thing that helps in enhancing the performance of employees. Those employees who liked their job roles were found to be more satisfied than those employees who were working for monetary and other benefits only. Third factor, which was found to be having high impact on job performance of employees, is supervisor support. This indicates that help and concern of supervisors for employee's performance plays a major role in enhancing the job performance of employees. The study showed that employees who said that they have a supportive supervisor were found to be performing better as compared to those who said that their supervisor is not understanding and supportive.

LIMITATIONS OF STUDY

The present study is undertaken within the limitations listed below:

The study is confined and restricted to employee's quality of work life and job performance in selected travel companies in NCR only.

Apart from the factors identified to analyse, compare the quality of work life, and job performance, there could be yet many other factors that describe quality of work life and job performance of employees directly or indirectly which are not covered in this study.

The study identified the relationship between employee's perception about the quality of work life and personal aspects of employees and quality of work life and job performance but it does not indicate any cause and effect relationship amongst the variable.

CONCLUSION

This research is the study of quality of work life and its factors and job performance of employees of travel industry in national capital region. Adequate and Fair Compensation, Working Conditions, Supervisory Support, Interpersonal Relationships, Company Policies, Job Content, Variety of Job, Recognition, Control or Autonomy, and Career Development and Growth are the ten quality of work life factors that were investigate in the study to find their impact on the job performance of employee's. According to the results, quality of work life was found significantly related to job performance of employees of travel industry. The results also found that out of all the ten factors only company policies do not have an impact on job performance of employees of travel industry.

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ASSESSMENT OF FACTORS FOR GENDER STEREOTYPES: A CASE OF YIRGA CHEEFFE HIGH SCHOOL DILLA ZONE OF SOUTHERN ETHIOPIA

Zerihun Ayalew⁷ Dr. Srinivas Karri⁸

ABSTRACT

The purpose of this study was to assess the factors for gender stereotypes in the case of yirga cheeffe high school, Dilla zone of southern Ethiopia. Both quantitative and qualitative research methods were employed. This study was a descriptive type of research that used a cross sectional design for data collection. The techniques used were questionnaires, observation and interviews. The questionnaire was administered for 220 grade eleven and twelve students at cheeffe high school using simple random sampling. The qualitative instrument constituted of interview for twelve. The data analysis was conducted using SPSS 21, mean, standard deviation, range, independent-sample t-test.

The result of this study revealed that there was statically significant difference between [$t = 1.311$, $p < 0.05$] of both sexes towards gender stereotype. This indicates there was gender stereotype in yirga Cheeffe School that affect the students' academic achievement. On other hands, interview report revealed that there were background culture of students, unfavorable attitude of teachers, providing unfair mark to male students and society view towards female students, low involvement of female students are the main factors for gender stereotype in school. In conclusion, the majority of problems female students encounter and those factors that affect female students' academic achievement are school-based factors. Moreover, we can conclude that teacher and students attitudes directly or indirectly impede female students from achieving.

Based on the finding some of recommendations were suggested. Parents, junior and high school practitioners and school counselors need to help follow up and encourage their students to work in collaboration of schools and practitioners in the school. Both teacher and society or community should provide exaltation when female students perform well in academic achievement.

KEYWORDS

Societies, Gender, Gender Stereotypes, Education etc.

INTRODUCTION

Societies perception and attitude towards gender responsibilities and their worth one often based value judgment and stereotypes through- out the world.

Gender has been described as socio-culturally constructed variable for others it may be protected in different variables too. Similarly, gender is a "socially and culturally determined relationships among women and men." (Genet & Haftu, 2013). While, Gender stereotype is generalized ideals about the characteristics and traits to women and men in societies. It is categorizing women and men, the masculine and the feminine (Baily, 2012).

Gender stereotypes in in the society lay tail to American behavior is to mean females are too weak cowardly submission, shy dependents, more flexible and to prefer homework, share as masculine behavior of men are brave physically and psychologically strong, independents, aggressive in competitive (hedges and Newell, 1995), these expectation or stereotypes of the society have effects on the students achievement and it may leads anger, unhappiness and loneliness, theses further can limit student academic perform.

The educational related problem in the school can affect the teaching and learning processes which may take place proper implementation to exhibits the required results, the task for academic achievement is not an essay assignment, because there are numbers of challenges that a school educational program encounter. Some of factors are the loss of students, female students receive more attention from their family concerning home related work than boys, parents did not send their daughter(female) to the school this because of they were unaware of benefits of education in compare to boys. The above factors indicates that students have different family background and they were facing the problem of gender stereotype therefore, this study intended to

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assess factors for gender stereotypes in the case of yirga cheeffe high school in Dilla zone, southern Ethiopia. Moreover, this study attempts to assess the most common factors for gender stereotype in the case of yirga cheeffe high school.

METHODOLOGY OF STUDY

The main purpose of this study was to assess factors for gender stereotype of students. To achieve this purpose, descriptive research methodology employed, it might be helpful to get sufficient information.

Subject of Study

The subject of these studies were grade 11 and grade 12 students and teachers of both sexes, because the factors more observed and the research focus on assessment of factors for gender stereotype in the students of yirga cheeffe high school and it is also concentrated adverse problem of in the grade 11 and 12 of the total population were 406 from theses 226 females. Further, the numbers of professional teachers were about 12(9 men and 3 female).

Instruments (Data Collection)

The instruments used to collect information for the effective implementation of the research work were questionnaire and observation. The questionnaire both open and closed ended. Open-ended questionnaire was aimed to provide chance for the respondents to express any remained information and this help the investigation sufficient with certain sort of information.

Population

The data in this study would be drawn from grade from 11th and 12th and some of the students would be selected; because, it is very difficult to include all population in study due to costs, complexity and causing failure for representativeness. In order to determine the sample size required for the study, the researcher used the formula proposed by (Kothari, 1990). That is,

$$n = \frac{p q (Z_{\alpha/2})^2}{\epsilon^2} \text{ where, } n \text{ is sample size,}$$

P is the proportion of student, who are females, q is the proportion of student, who are men, ϵ is marginal error, $\epsilon = 5\%$ is accepted. $Z_{\alpha/2} =$ Confidence interval of at 95% is assumed ($Z_{\alpha/2} = 1.96$)

$$\text{The sample size was estimated, } n = \frac{(0.44)(0.55)(1.86)^2}{(0.05)^2}$$

Where $q = 1 - p$, $q = 1 - 0.44 = 0.55$ Therefore $n = 220$

Methods of Sampling

Out of 406 students in yirga cheeffe high school from 11th and 12th students 220 were selected through simple random sampling from probability sampling methods in which each classes students would be selected for the study by using this techniques for the study and 12 teachers were selected for interview of qualitative data collection so as to supplements qualitative data.

DATA ANALYSIS

After the data were collected, the quantitative data were analyzed using SPSS version 21. More specifically the following methods of data analysis were employed.

Firstly, observing the teachers the student's behavior in the classroom and outside the classroom in the school compound and their relation in the teaching learning process.

Secondly, following observation of the situation to distribute the prepared questionnaire to specifically selected group of respondents that were both teachers and students of both sexes.

The thirdly, after questionnaire has been filled by the respondents and collected respondents finally the results of teachers and students questionnaire tabulated and t-test was employed to analyze the significance differences between female and male academic which is resulted from gender stereotype followed by discussion.

DATA ANALYSIS AND DISCUSSION

Background Information of Respondents

Table-1: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25	112	50.9	50.9	100.0
	26-31	78	35.5	35.5	49.1
	32-37	30	13.6	13.6	13.6
	Total	220	100.0	100.0	

Sources: Authors Compilation

It can be seen from Table 1 regarding to age of the respondents of students 78(35.5%) in the research sample are in the age group 26 to 31 years old years while nearly quarter of the respondents 30 (13.6) are between 32 to 37 years old. The table further reveals that the majority of the respondents 112(50.9%) are younger than 25 years which means that they have more to offer in terms of energy and productivity.

Table-2: Sex of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	144	65.5	65.5	100.0
	Female	76	34.5	34.5	34.5
	Total	220	100.0	100.0	

Sources: Authors Compilation

As indicated in table 2, most of the respondents of students 144 (65.5%) were male while, 76 (34.5%) of them was female. These shows the ratios of female students are quite low.

Table-3: Sex Related Gender Stereotype

Variable	Sex	N	Mean	Std. Deviation	Sig	t
Gender Stereotype	Male	144	42.10	7.182	0.03	1.311
	Female	76	43.59	7.999		

Sources: Authors Compilation

As can be seen from the above table an independent-samples t-test was conducted to compare mean difference of both sexes, with regard to gender stereotype of students' of academic achievement. There was statically significant difference between [$t = 1.311$, $p < 0.05$] of both sexes towards gender stereotype. This indicates that there was statistically significant difference between both sexes; moreover, interview report revealed that there was background culture of students, unfavorable attitude of teachers, providing unfair mark to male students and society view towards female students, low involvement of female students are the main factors for gender stereotype in school. Therefore, we can conclude that there was gender stereotype in yirga Cheeffe School that affect the students' academic achievement. Further, the teacher attitudes directly or indirectly affect teaching and learning process.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the finding of the study, the following conclusion are drawn out the overall problem related to gender stereotype there was a gender influence female students academic achievement.

As it has been seen previously, teachers give less attention female students. They have seen female students were dependent inferior and submissive. This attitude results from the society since our society were patriarchal hence, teachers are parts of society.

Provision of unfair mark to male students' leads female students did not participate on classroom. This indirectly affects female students' behavior in which students develop shyness to express themselves. Female students become disadvantages from education.

Recommendations

Based on the discussion and the above conclusion, the following recommendations are made:

Parents, junior and high school practitioners and school counselors need to help follow up and encourage their students to work in collaboration of schools and practitioners in the school.
 Teachers should treat equally all students whatever their background culture and share burdens in equality basis.
 The concerned body should assess gender related problem in the school and resolve immediately, out any time gap.
 Mass media center create awareness towards gender stereotype related problem in the school in day-to-day program.
 Both teacher and society or community should provide exaltation when female students perform well in academic achievement.
 Moreover, check and balance should exist in the school organization in order to promote well provision of education for all.

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