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STRATEGY OF ECONOMIC DEVELOPMENT OF REGIONS OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article examines the territorial structure of the economy of the Republic of Uzbekistan, aimed at the integrated and balanced social and economic development of regions, regions and cities, the optimal and efficient use of their potential, ensuring the integrated and effective use of natural, mineral, raw, agricultural, tourism and labor potential of each region. Due to the expansion of the scale of modernization and diversification of the economy of the territories, the accelerated development of relatively lagging regions and cities, primarily through the growth of their industrial and export potential, and also takes into account the active development of small towns and urban-type settlements by creating new industrial facilities and service centers. The creation of small industrial zones, the attraction of funds from large economic associations, bank loans and private foreign investment, the further development and modernization of production facilities, the widespread development of private entrepreneurship and the improvement of living conditions of the population.

KEYWORDS: *strategy, regional development, territorial structure of the economy, the Republic of Uzbekistan, economic development of small towns and urban-type settlements, industrial production, modernization and diversification of the economy, foreign investment, agricultural, tourism and labor potential*

INTRODUCTION

In modern conditions, the role of territorial aspects of the development of national economies is growing. This is caused by disparities in regional development in terms of economic and social indicators. Regional problems, especially in the context of economic, social and political changes, have a strong impact on the development of any country. The need to solve these problems requires a competent scientific grounded approach to solving the problems of regional development (Abdukhalil, 2016).

Reducing the sharp differentiation by socio-economic, demographic level by regions, regulation of various territorial processes, with integrated development of regions, the regional economic policy pursued by the state is of particular importance.

Regional policy should be implemented in accordance with the ongoing strategy of socio-economic development of the country's national economy.

One of the main strategic directions of Uzbekistan's reform is structural restructuring of the economy (Ajwad et al., 2014).

The adopted strategy of actions on five priority development directions of the Republic of Uzbekistan in 2017-2021, on a number of priority directions in the field of reforming the state management system, improvement of the legislative framework, special attention is also paid to the issues of comprehensive and balanced socio-economic development of regions, regions and cities, optimal and effective use of their potential, ensuring the integrated and efficient use of natural, mineral, raw materials, agricultural, tourism and labor potential of each region by expanding the scale of modernization and diversification of the economy of the territories, accelerated development of relatively lagging regions and cities, primarily by building them up Industrial and export potential.

Also in the adopted strategy, a special role belongs to the active development of small towns and urban-type settlements by creating new industrial production and service centers in them, creating small industrial zones, attracting funds from large economic associations, bank loans and private foreign investments, further development and modernization Production facilities, wide development of private entrepreneurship and improvement of living conditions of the population. Balance and sustainable development of the national economy (Gürgen, 1999).

THEORETICAL BACKGROUND

At present, the territorial structure of the economy of the Republic of Uzbekistan has a significant resonance in terms of the economic and social development of the regions. In addition, the differences in the regions for the most important socio-economic indicators are very significant.

Relatively high share of GDP in the territorial structure of the national economy of the republic are allocated the city of Tashkent and the Tashkent region, Kashkadarya, Fergana, Samarkand and Andijan regions (Asadov & Aripov, 2009). Especially, a very low level of the GDP share in the economy of the republic is observed in the Syrdarya, Jizzakh, Khorezm regions and the Republic of Karakalpakstan, the situation is reflected in its social and economic development and the quality of life of the population.

However, if this situation is considered in the ratio of the occupied territory to the economic potential, currently 14% of the territory of Uzbekistan produces almost 60% of the country's GDP.

In addition, the disproportion is noted by the level of the territorial concentration of industry in the Republic of Uzbekistan, currently, 73.5% of the country's GDP falls on 6 regions, namely Tashkent, Tashkent region, Andijan region, Kashkadarya, Navoin and Fergana regions (Abdulkhalil, 2016).

The prevalence of industrial concentration in these regions is determined by the fulfillment of the capital functions of the regions, the specialization of the economy on raw specialization and the activation of investment processes in the regions in the development of the machine-building, fuel and energy and textile industries. In modern conditions, economic and social differentiation of regions is intensified as a result of different levels of reaction to market competition, different entrepreneurial and investment attractiveness of the territories, due to the aggravation of the ecological situation, the reduction of state financial support, and others.

Regions of Uzbekistan are distinguished by the diversity and heterogeneity of the natural-resource potential, economic and social conditions, economic and geographical situation, demographic features that can determine its economic specialization.

POLICY AND STRUCTURE OF THE STUDY

In the years of globalization, as other states Uzbekistan has done great measures to make improvements as whole. According to the Decree of the President of the Republic of Uzbekistan "On the further development of the Strategy for Action. The Republic of Uzbekistan" in the future country will face lots of positive implementations as whole (Calhoun, 2013).

During the years of independence the country had implemented comprehensive measures aimed at building a democratic state and strong civil society, development based on free market relations and the primacy of the private sector at the property, creating conditions for a peaceful and prosperous life of the people, Uzbekistan gained a worthy place in the international arena (Gürgen, 1999). In view of the objective assessment of the traversed path and experience, analysis of the progress achieved over the years of independence, and based on the requirements of our time, we faced the task - to identify key priorities and clear directions of further deepening democratic reforms and the accelerated development of the country (Djanibekov, Hornidge, & Ul-Hassan, 2012).

To realize this goal have been held constructive talks and discussions with the general public, members of the public and the business community, heads and specialists of state bodies, and also studied the legislation, information and analytical materials, reports, recommendations, and reviews national and international organizations, an analysis of the experience of developed foreign countries. On the basis of the collection, in-depth study and analysis of the proposals was drafted Decree of the President of the Republic of Uzbekistan "On the Action Strategy for the Further Development of the Republic of Uzbekistan", providing for the statement: Action Strategy for the five priority areas of the Republic of Uzbekistan in 2017-2021 years (hereinafter - the Strategy for Action); State on the implementation of the Action Strategy program in the Year of the dialogue with the people and the interests of the person (hereinafter - the State Programme). In the course of drafting, a broad discussion among the general population has been deployed. Projects were placed on different information platforms for discussion, the results of which received numerous suggestions and feedback. Citizens have expressed particular interest and involvement in the reforms, demonstrating a high political and legal activity (Khalilov, 2014).

In particular, according to the results of public discussion of the projects on the portal "impact

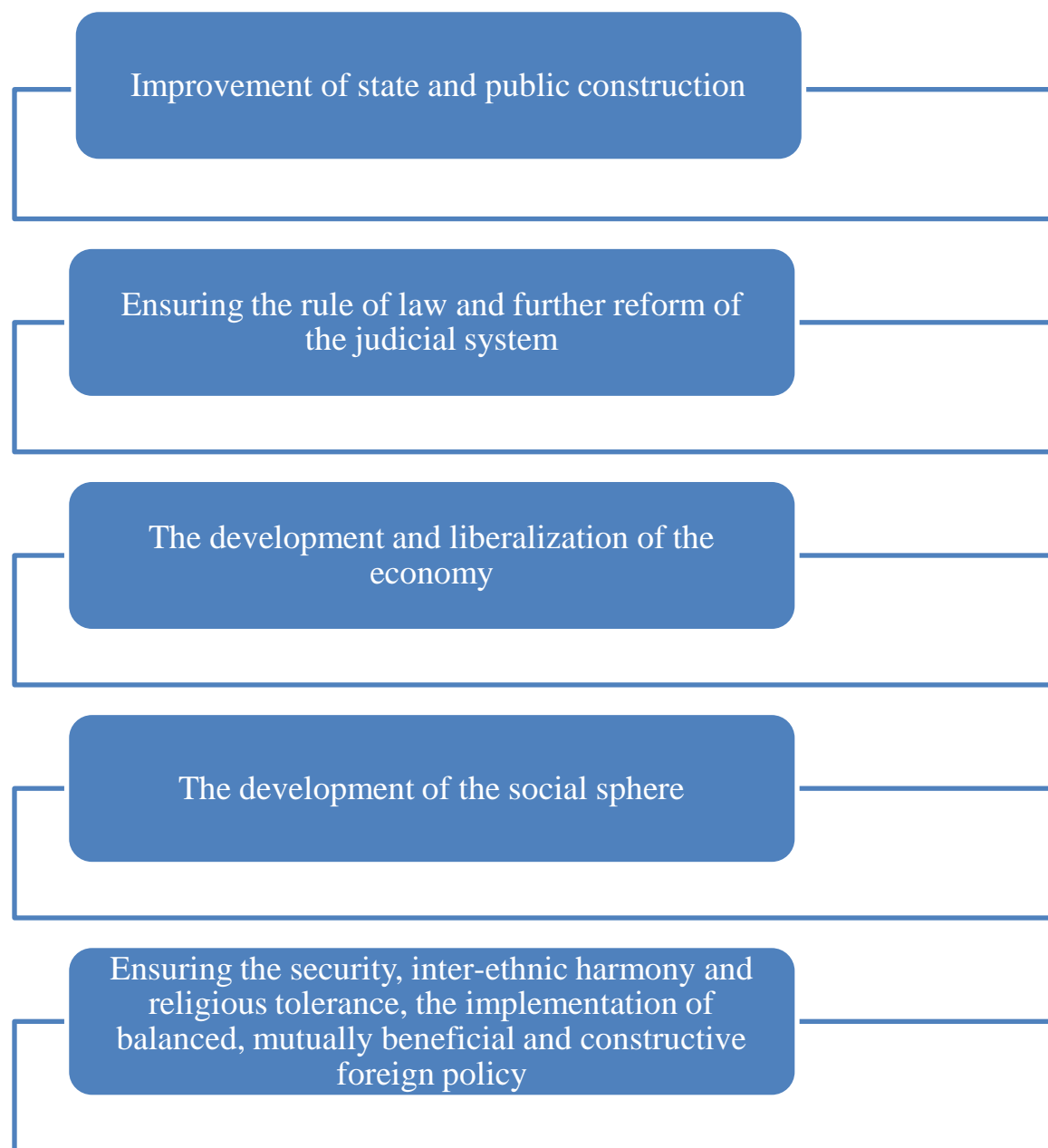
assessment system of legislative acts" received 1310 suggestions and feedback on which the revised paragraph 41 of the State Program.

Also in the period 23-27 January 2017 in Tashkent Media Week and the international "round table" was organized, which was attended by over 1 300 specialists and experts, representatives of the public, the media, the diplomatic corps and international organizations, as well as major foreign investors, operating in Uzbekistan(Djanibekov & others, 2008).

The basis of the Action Strategy formed the conceptual issues of socio-political, socio-economic, cultural and humanitarian development of the country, announced by the President of the Republic of Uzbekistan ShavkatMirziyoyev during the election of the election campaign, many meetings with the public, the business community and government agencies.

The aim of the Action Strategy is a fundamental improvement of the effectiveness of the reforms, the creation of conditions to ensure the full and accelerated development of the state and society, the country's modernization and liberalization of all spheres of life.

In particular, it identified five priority areas of the country's development:



Each of these areas contains specific sections on the further deepening of reforms and transformations in the country. Action Strategy envisages to implement in five stages, in each of which will be approved by a separate annual State program for its implementation in accordance with the declared name of the year.

As part of the first directions of the State Program - "Improving the State and Social Construction" is planned to strengthen the role of the OliyMajlis in the system of state power, a radical improvement in the quality of legislative activity, increasing the role of political parties in public life.

It is planned to implement to improve governance measures, above all, civil service reform, deregulation of the economy, the development of modern forms of mutually beneficial cooperation between the public and private sector, the system "Electronic Government".

Ensuring an effective dialogue with the people was one of the most important and urgent tasks of the State program, in connection with what is expected to improve public control, the further development of NGOs, the media, as well as strengthening the role of mahalla in society.

The second direction of the State program provides for measures to ensure the rule of law and true independence of the court. Thus, the planned establishment of the Supreme Judicial Council, designed to ensure the independence of judicial decision-making, the formation of a professional judiciary, implementation of measures to protect the rights and lawful interests of judges.

It is planned to further specialization of courts and strengthen their apparatus by creating administrative courts, regional appellate courts in the system of economic courts, establishment of the post of assistant judge.

Is planned to improve procedural legislation in order to avoid red tape and unjustified delaying consideration of court cases, the empowerment of higher courts for self lower court, and the final decisions of the courts of drawbacks. Within this framework provides for the implementation of measures to establish a direct dialogue with the people of the heads of all law enforcement and regulatory bodies, state and economic management, public authorities in the field, ensuring their availability to the public, timely receipt of complaints about rights violations and freedoms of natural and legal persons. Special attention will be paid to the system of crime prevention, a fundamental improvement of the activity of internal affairs agencies to combat crime and maintain public order.

This area also includes the development of the Concept of further improvement of criminal and criminal procedural law in the years 2018-2021, the improvement of education system, the selection and arrangement of the judiciary, law enforcement supervisory bodies, the constant complaints analysis and periodical publication of its results, the development of the legal profession, system reform notary and registry offices.

To implement the measures referred to in the third direction - "The development and liberalization of the economy", provides for ensuring the stability of the national currency and prices, the gradual introduction of modern market of currency regulation mechanisms, expanding the revenue base of local budgets, the expansion of foreign economic relations, introduction of modern technologies for the production of export-oriented products, and materials, development of transport and logistics infrastructure, improvement of investment attractiveness for the development of business and foreign investors, improvement of tax administration, introduction of modern principles and mechanisms of regulation of banking activities, the development of diversified farms, as well as the rapid development of the tourism industry.

This area also includes for the protection of private property, financial market measures, modernization of agriculture, the development of the jewelry industry, preparing for an initial public offering (IPO) of individual national companies on foreign stock exchanges authoritative.

In the years 2017-2021 it is planned to implement sectoral programs with a total of 649 investment projects worth 40 billion US dollars. As a result, over the next 5 years, the production of industrial goods increased by 1.5 times, its share in GDP - from 33.6 percent to 36 percent, the share of processing industry - from 80 percent to 85 percent.

The fourth direction - "Development of the social sphere" provides for the implementation of measures to increase employment, improve the social security system and the health of citizens, the development and modernization of road transport, engineering, communications and social

infrastructure, improve the provision of electricity, gas, and social quality of care for vulnerable segments of the population, improving the status of women in public and political life, health care reform, ensure the availability of pre-school educational institutions, improving the quality and development of general secondary education, specialized secondary and higher education(Djanibekov & others, 2008).

In particular, it provided an unconditional execution of employment programs through the creation of 256.4 thousand jobs due to the implementation of about 25 000 investment projects for the integrated development of the territories. The regions with the highest unemployment rate is planned to create 46.8 thousand new jobs, to allocate loans to 10 thousand graduates of educational institutions to start a business. Included on the support of the older generation measures, improvement of the issuance of social security benefits, the reform of the health sector. Thus, the planned reconstruction of 78 regional medical associations, 7 urban and 2 regional diversified medical centers, provision of emergency medical services 1200 units of special vehicles.

In rural areas, it is planned to build 15,000 affordable homes, 415 km of water ways, 316 km - 291 km of gas supply and - internal roads. In order to improve the quality of transport services to the public is planned to introduce 86 new bus lines and to buy 537 modern buses.

The fifth direction - "Ensuring the safety of ethnic harmony and religious tolerance, as well as the implementation of balanced, mutually beneficial and constructive foreign policy" provides for the implementation of measures to protect the constitutional order, sovereignty and territorial integrity of the republic, improving the system of information, the legal framework in the field of cyber security, organization and development of the public warning system for emergencies, mitigation of the Aral Sea disaster, as well as the development concept of priority policy areas in the field of international relations and public policy concept in the religious sphere.

It is also planned to develop a "road map" for the development of cooperation with foreign partners in the political and diplomatic sphere, indigenous development and expansion of trade and economic, investment, technological, financial and technical cooperation with foreign partners of Uzbekistan for 2017.

On the implementation of the above activities of the State program will be allocated 37.7 trillion soums and US \$ 8.3 billion. To determine the strategic and priority directions of the country's development in the coming five years, the Decree created the National Commission for implementation of the Action Strategy, headed by the President of the Republic of Uzbekistan.

Control of a complete, timely and quality execution of the measures included in the State Program, the responsibility of the committee formed for each of the five priorities of the Strategy.

In these commissions rests not only with performance of the above tasks, but also the immediate preparation of the relevant draft annual national programs for the implementation of actions in the 2018-2021 years of the Strategy. Implementation of the Strategy for Action will be a powerful impetus to the forward movement of the Republic of Uzbekistan on the path of reform

and modernization of the country, building a legal and democratic state with a developed market economy, a strong civil society, the rule of law, security and the rule of law, the inviolability of state borders, inter-ethnic harmony and religious tolerance society.

On this case, the state takes programmatic measures to prevent a sharp differentiation in the social and economic development of the regions, to ensure balanced development of regions taking into account their natural and economic potential. These measures gradually lead to a reduction in interregional differentiation in terms of economic development, a consistent increase in the gross regional product (GRP), accelerated the development of underdeveloped territories. High growth rates of GRP regions were provided by high-tech industrial industries and services.

As a result, qualitative changes occurred in the structure of the economy of the regions. In all regions, the share of industry and services is growing in the GRP structure. The most steadily developing machine building, chemical, light and food industries. Achieving these results would be impossible without speeding up the modernization of the regions' economy, technical and technological renewal of its most important sectors. It should be noted that the successful implementation of more than 550 investment projects within the framework of the program for the modernization of the basic economic sectors in the regions ensured the outstripping growth of processing industries with high technological equipment. As a result, the competitiveness of goods and services Internal and external markets. A sufficiently high level of investment activity served as the main factor supporting the economy of the regions. In recent years, the implementation of major investment projects in the framework of state programs and programs for the modernization of the basic sectors of the economy has ensured the inflow of more investments into the development of the fuel and energy and textile complexes, the chemical industry, engineering, and the construction materials industry.

STRATEGY OF ECONOMIC DEVELOPMENT OF REGIONS OF THE REPUBLIC OF UZBEKISTAN

This ensured the activation of investment processes in regions that have a rich natural resource and production potential, in the economy of which priority sectors such as oil and gas, non-ferrous metallurgy, engineering and electrical engineering are developed. The increase in investment activity in many regions has given its positive effect in the economy of the territories and has allowed achieving significant results in the investment sphere.

A sufficiently high level of investment activity served as the main factor supporting the economy of the regions. In recent years, the implementation of major investment projects in the framework of state programs and programs for the modernization of the basic sectors of the economy has ensured the inflow of more investments into the development of the fuel and energy and textile complexes, the chemical industry, engineering, and the construction materials industry. This ensured the activation of investment processes in regions that have a rich natural-resource and production potential, in the economy of which priority sectors such as oil and gas, non-ferrous metallurgy, engineering and electrical engineering are developed. The increase in investment activity in many regions has given its positive effect in the economy of the territories and has allowed to achieve significant results in the investment sphere. The favorable investment environment created in Uzbekistan, a number of privileges and preferences granted to foreign investors increase the interest of foreign partners, including South Korean entrepreneurs, in doing business in our country. Between Uzbekistan and South Korea operates the most favored

nation in the economic sphere. More than four hundred enterprises with the participation of South Korean capital have been opened in our country. They mainly operate in the textile, chemical, food, machine building, metalworking, pharmaceutical, and tourism and services sectors. Including, in the Fergana region works more than ten joint ventures with South Korean businesspersons (Khan, 2016).

Products produced by such enterprises as Fergana global international in Kuwasai, Uzhanwoo engineering, Korea Hana Medical Invest in Fergana, Fergana-oseana in Fergana district. Also, this year in the region a new Uzbek-South Korean joint venture "UZSUNGWOO" was commissioned, which will manufacture components for the joint venture "General Motors Uzbekistan" in Asaka. It should be noted that in the implementation of projects on the development of information and communication infrastructure, South Korea is actively participating, in particular, in the introduction of the "e-government" system this year (Salami, Shahnooshi, & Thomson, 2009).

CONCLUSION

At the same time, the development of a strategy for social and economic development of the regions makes it possible to concentrate investment resources in priority sectors, the development of which will bring the greatest effect.

On this way, has established that the timely and effective implementation of the Development Strategy is the top priority of all government bodies and their officials.

In the decree, the state bodies and organizations, responsible for the implementation of measures envisaged by the State Program, have been instructed to pay particular attention to:

- improvement of the system of handling of appeals of individuals and legal entities, introduction of new effective tools and methods to establish an open dialogue with the population, putting in practice of the system of reporting to the population, strengthening on this basis of people's trust in public authorities;
- inadmissibility of bureaucratic barriers and obstacles in the consideration of appeals from physical and legal entities and inadmissibility of transforming the process of dialogue with the people into campaigning;

The Strategy is to be implemented in five stages, each of which provides for approval of a separate annual State program in accordance with the declared name of the year.

Five priority areas of Uzbekistan' Development strategy for the years of 2017-2021 is believed to be strategically beneficial at all.

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THE IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS' ATTITUDE AND PERFORMANCE IN SCIENCE IN SENIOR SECONDARY GRADES IN BATTICALOA EDUCATIONAL ZONE, SRI LANKA.

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ABSTRACT

This study was carried out to find the impact of parental involvement on student's attitude and their performance in science subject. A sample survey design was adopted for this study. The study was directed at the population of senior secondary students in the Batticaloa Educational zone, in Batticaloa district of Eastern Province in Sri Lanka. The sample was 400 students who were studied in grade 12 and 13 science and mathematics stream and offering the physics and chemistry subjects. The selected ten IAB schools from this research area. The 1 AB schools in Batticaloa zone were stratified into urban and semi-urban schools. The 40 students were randomly selected with male and female among the grade 12 and 13 (late adolescent) and to make a total of 400 respondents from 10 schools that constituted the sample for this study. The schools consist of 4 semi-urban and 6 urban schools was selected for this study.

The students' questionnaire, consists of section A which is made up of 24 questions, measuring the attitude of the students while the section B contain 18 questions for measuring the parental involvement (home influences) items. They were Likert scale item type questions, in which respondents choose from 5 point scores such as strongly, agree to strongly disagree. Thirdly, information concerning the individual performance (in percentages) of students was obtained

from their continuous assessment records of the school subjects concerned (physics and chemistry).

Three null hypotheses were postulated and tested at 0.05 level of significance to the impact of parental involvement on student's attitude and their performance in science subject. Data collected on the study were analysed using inferential statistics which includes; student analysis of variance (ANOVA) and Pearson product Moment correlation coefficient. The result of the showed that there is a significant relationship between student's attitude towards performance of physics and chemistry and their parental involvement ($p=0.012$ and 0.026 respectively). And there is a significant relationship between performance of physics and chemistry and their parental involvement ($p=0.019$ and 0.031 respectively). The correlation of coefficient between attitude and performance (physics and chemistry) are positively and significant ($r=0.66$, $p=0.013$ and $r=0.53$ and $p=0.019$ respectively). The phenomena observed were discussed in the light of prevailing conditions in most of the developing countries. Conclusively, home influence can be a tool to enhance school learning.

KEYWORDS: Attitude, Late adolescent, Performance, Parental involvement, Senior Secondary grade, 1 AB school.

INTRODUCTION

Home influence can be identified as very important variable that have potential for promoting directly or indirectly student academic achievements (Fehrmann et.al, 1987). The term parental involvement has been given different meanings. It has been used to mean parental expectation of school performances, (Seginer, 1983); deliberate effort by the home to reinforce improved academic performance (Fehrmann et.al, 1987 ; Fontana, 1981) ; general academic guidance and support (Seginer, 1983) ; students perceptions of the degree to which their parents influence their plan for high school and monitor their daily activities and school progress(Ogunniyi,1996), parental influence as determinant of attitude towards learning, (Oguntelure, 1987), contribution to children's activities (home work, encouraging children to read), and promoting school and school based activities(attending parent teachers' association meetings, parent teachers conference and participating in fundraising activities (Olatoye and Ogunkola, 2008). Ogunniyi(1996) identified four major factors responsible for poor performance in science subject. These factors are;

1. Teacher related(e.g. bad teaching, unpleasantness) Fehrmann et.al.,(1987) emphasizes that better learning achievement of students is ultimately determined ion the classroom by motivated teachers who have the skills and resources to respond effectively to students' learning needs.
2. Pupil related (e.g. socio cultural background that is indifferent to the learning of science. (Ogunniyi, 1996), attitudes, interest, and learner related influences etc.). According to Olatoye and Ogunkola (2008) the cooperation of students, their parents and teachers can be very valuable.
3. Authority related (e.g. poor management, wrong priority, vision, standards, incentives, curriculum etc.)

4. Subject content related (e.g. difficult concepts)

The major concern of this research is to look into parental influence on the attitude and academic performance among secondary school (senior secondary students – grade 12 and 13 science streams) students. In spite of the fact that observable attitude of the student have been produced by combination of variables, as earlier mentioned, it is possible to identify the effect of “home influence” on attitude, enrolment and performance in science. If this psychological construct called attitude, having been mentioned as one of the three main factors affecting performance in science (Aghanta, 1982); it is important to find out if there is any relationship between it and parental influence. Can positive influence from parents and interested members of the public help to produce enough science-oriented students to read science based course and provide manpower in the new science areas of science based occupations?

REVIEW OF THE LITERATURE

Attitude – Attitude is a concept, which arises from the attempt to account for the observed regularities in the behaviour of individual persons, the quality of which is judged from the observed evaluate responses one tends to make. An individual can show positive or negative attitude towards a particular object, subject or idea. Kind et. Al.,(2007) viewed attitude as having different components which include cognitive (knowledge, belief and ideas) ; affective (feeling, like, dislike) and behavioural (tendency towards an action). The attitude that one has towards an object makes one to make judgment as to whether the object is good or bad harmful or beneficial, pleasant or unpleasant important or unimportant, Crano and Prislin (2006), Epstein et.al. (1997) identified six areas of parental involvement in their children’s academic activities. These are parenting, communicating, volunteering, learning at home, and decision making and collaborating with the school. According to him, if they are actively involved in all these area, no doubt it will stimulate in school and influence academic achievement. Due to the great influence of attitude on educational pursuits, it is worthwhile to identify the determinants of attitude towards a particular object, subject or idea, the chief of which are hereditary factors, body, state, direct experience and communication. Hereditary factors (that is, inheritance from parents) from the basis of all human activities including developing of attitude as well as learning. Sometimes unconsciously parents and guidance through non-verbal communications transfer their, likes and dislikes to children via bodily movements and facial expression.

Parental Involvement – Children who are academically successful hold positive attitude school and are well adjusted emotionally and socially (Jeynes, 2005). The academic success is due to the children’s innate abilities and reflect the advantage of being in the socio-economic level (Crano and Prislin, 2006). Children who are economically advantaged receive enough stimulation at home thereby enhancing their academic achievement (Olatoye and Ogunkola, 2008). Parents’ high aspiration does have additional benefit over and above the advantages children enjoy from being capable and receiving adequate stimulation and resources. One study found that higher level of parental aspiration lowered the likelihood of academic failure during secondary school by 48% compared with equally poor but low aspiring parents (Oguntelure, 1987; Aghanta, 1982; Epstein et.al., 1997).

Jeynes (2005) identified five dimension of parental involvement, there are;

- a. Non-participation – Parents are not involved in their children’s learning. These active non-participant parents are may have decided not to be involved. They may either be satisfied with what the school is offering, or are too busy at work, or wants time away from their children. Some of the parents passive simply because they lack confidence or may be unhappy with the form of partnership the school offer.
- b. Support – This dimension of parental involvement s only when parents are invited to attend events, e.g. parent/teachers’ meeting, contributing to developing school policies, or by providing money for learning resources. This is a form of direct involvement.
- c. Participation – Parents may wish to participate as helpers providing assistance on outing, running a toy library, supporting children’s learning in the setting and providing indirect support at home that is, keeping informed about what happens toothier children at school, monitoring their academic progress, reading to them and providing intellectual activities for them at home and within the community.
- d. Partnership – This dimension of parental involvement is a wide scope comes inform of partnership with practitioners. As a result of equal access to information and records some parents may share in the diagnosis and assessment of their children, or involve in the selection of practitioners, or become parishioners.
- e. Control – In this case, parents determine and implement decisions.

Direct experience by learners is one of the most important determinants of attitude. Parents/guardians need to influence their children by increasing familiarity in the science subject, taking interest in their school work, enrol them for extra lessons, ensuring that home work is done, acquire film and other electronic material that can stimulate their interest in science based careers and enable the children to develop friendly attitude towards the science subject. These experiences are effective in removing hostility towards school work. The effectiveness with which parents are able to motivate their children to learn science by way of enhancing their home and school learning environments is a function of their socio-economic status. The fact that there is a positive relationship between parental influence, which is a indices of socio-economic status pf parents and the academic progress of their children is established by Aghanta, 1982; Willms (1986) ; and Oluwatelure (2009).

Our modern society is faster paced, globally networked, technologically oriented and requires workers who can solve problems and think critically. The Americans believed that poor ability in science, mathematics and technology will certainly hamper their leading role in the global village Knuth et.al. (1991). Hence the initiative that lead to the creation of a community based collaborative approach, involving the family-school-community partnership, to establish “after school programme”, which was meant to improve the whole the child. The negative attitude of students which is confirmed by poor performance in science ; (Olatoye, 2004 ; Ogunniyi, 1996) ; needs to be reinforced through collaborative efforts of parent/guardians, communities and the school. Parent, irrespective of their economic status, are important stakeholders in the education sector and can actually challenge the incompetent nature of science teacher, lack of commitment as well as the slow national approach to science education reform. Stelioset.al. 2007 was found that literate parents will actively support the education of their children. There is an emphasis on the culture of quality as the only avenue through which schools in Africa can develop and survive. There is the belief that centralization should give way to parental and civil society participation. It was reported that in the exploration of nine countries in Africa, little parental or

civic involvement was found. Parents and community participation in the African schools, is seen as a key element of success (Ogunniyi, 1996).

STATEMENT OF THE PROBLEMS

Vast majority of parents are finding it more and more difficult to make a living, especially in developing and undeveloped countries; scarcity of food especially due to its diversion to the production chemicals, drugs and ornaments present enough reason to be distracted from the expected monitoring in various aspects of children's life. The challenges of single parenthood, family crises and the ever increasing involvement of women in various areas of community and national development makes one to ask questions as to whether parents are still able to be committed to their wards ; or whether they are putting enough efforts towards effective learning of science among children. This research work therefore seeks to find out the extent to which parents have been able to objectively use their position to enhance academic progress in their children.

PURPOSE OF THE STUDY

If parental influence becomes exerted on pupil through inheritance and communication and by providing right and stimulating environment, the main focus of this research is therefore to find out if there is home/social class advantage. In other words, this study was geared towards finding out if positive attitude as well as academic progress of students from parents with high involvement will be better than their counterparts from parents with low involvement. The researcher also seeks information as to whether there will be any relationship between attitude to and performance in science.

RESEARCH HYPOTHESIS

The following hypotheses were raised to guide the study.

H₁ - There is no significant relationship between students' attitude (towards their physics and chemistry) and their parental involvement.

H₂- There is no significant relationship between students' performance in science (physics and chemistry) and their parental involvement.

H₃ - There is no significant relationship between students' attitude and academic performance in science.

METHODOLOGY

Population and Sample

A sample survey design was adopted for this study. The study was directed at the population of senior secondary students in the Batticaloa educational zone, in Batticaloa district of Eastern Province in Sri Lanka. The sample was 400 students who were studied in grade 12 and 13 science and mathematics stream and offering the physics and chemistry subjects. The selected ten 1AB schools from this research area. This zone is one of the 5 zone in Batticaloa district. It has cultural and educational similarities with the other zone in the Eastern Province. These

schools were situated in the urban and semi-urban area, and there is no 1AB schools in the rural area. The 1 AB schools in Batticaloa zone were stratified into urban and semi-urban schools. The selected ten 1AB secondary school consist of four educational divisions in Batticaloa zone. The 40 students were randomly selected with male and female among the grade 12 and 13 (late adolescent) and to make a total of 400 respondents from 10 schools that constituted the sample for this study. The schools consist of 4 semi- urban and 6 urban schools was selected for this study.

INSTRUMENTATION

The following research instruments were selected and used in the study. The main instrument for collecting data, was a questionnaire. The questionnaire was selected as the chief method because of its many advantages. It gives maximum coverage of the field of study, in comparison with other tools of student's motivational aspects. The students' questionnaire was divided into two parts. It consists of section A which is made up of 24 questions, measuring the attitude of the students while the section B contain 18 questions for measuring the parental involvement (home influences) items. It was scale of likert type question format (five point scale) with response ranged from strongly agree(SA)-4, agree(A)-3, undecided(U)-0, disagree(D)-2 and strongly disagree(SD)-1 to strongly disagree 1. To ascertain the reliability of the instrument after modification, it was administered on 25 respondents who were science and mathematics stream students selected from another two secondary 1 AB schools which were not part of the study sample. The attitude questionnaire designed and standardized by the researcher (split half reliability coefficient 0.62 and 0.69 for physics and chemistry respectively) was administered to determine the attitude of senior secondary school student towards two of the science subjects namely; physics and chemistry.

Section A exploring this attitudinal construct, items were drawn relating to concept which are important components of the attitudinal measures considered in this research. They were Likert scale item type questions, in which respondents choose from 5 point scores such as strongly, agree to strongly disagree. The following items were contained the 24 questions;

- i. Interest or enjoyment of the subject.
- ii. Perception of the subject.
- iii. Perception of value of subject (that is, usefulness)
- iv. Assessment and performance (that is, ability)
- v. Attitude towards teachers teaching the subject.
- vi. Attitude towards content of the subject.
- vii. Outside pressure (that is, home influence)
- viii. Attitude towards self (that is, positive or negative relation to subject)
- ix. Fear and anxiety.

Section B exploring the 18 questions which were responded to under home influence (parental involvement) was related items. These questions were focus on following items;

- i. Extra lesson/home work.
- ii. Occupational/status of parents.
- iii. Educational attainment level of the parents.
- iv. Materials possession in the home.

- v. Cultural level of the home.
- vi. Parents attitude to the education
- vii. Leisure.
- viii. Time spent on domestic and commercial affairs.

The total number of items in the questionnaire 42 and they all measured the same construct. Thirdly, information concerning the individual performance (in percentages) of students was obtained from their continuous assessment records of the school subjects concerned (physics and chemistry). Copies of the questionnaire were administered to the students by the researcher and collected from them immediately after completion of the questionnaire.

SCORING PROCEDURE

The questionnaire was scored using the Likert system. For positive statements, responses were assigned 4,3,0,2, and 1 as the scores for choosing SA, A, U, D or SD respectively, while negative statements were scored in the reversed order, and the summed scores obtained for each respondent. The items under home influence were scored separately and converted into percentage.

DATA ANALYSIS, RESULTS AND FINDINGS

Data collected on the study were analysed using inferential statistics which includes; student analysis of variance (ANOVA) and Pearson product Moment correlation coefficient. The data obtained were analysed using ANOVA for hypothesis 1 and 2 and Pearson product Moment correlation coefficient for hypothesis 3. Specially, the study provided answers to three research hypotheses. The sequence of the presentation of the results is in accordance with that of the hypotheses. In this study, three null hypotheses were tested for significance level at 0.05 margin of error. The results of the study were presented in tables below.

Table 1 : ANOVA in which the attitude of respondents towards Physics against the involvement of their parents.

Variable Entered	SS	df	MS	F	Significant <0.05
Between Group	24784.975	2	13768.756	268.876	*0.012
Within Group	22679.545	377	39.745		
Total	50464.520	399			

***Significant**

In order to ascertain contributing factors of each of the independent variable to dependent variable, analysis of variance was computed. The results that are presented in the table 1 shows that there is a significant relationship between student's attitude towards performance of physics and their parental involvement ($p=0.012$). So, the student's attitude towards performance of physics has impact on their parental involvement. Therefore, the null hypothesis is rejected while alternate hypothesis is accepted.

Table 2: ANOVA in which the attitude of respondents towards Chemistry against the involvement of their parents.

Variable Entered	SS	df	MS	F	Significant
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					<0.05
Between Group	39456.378	2	18647.673	236.942	*0.026
Within Group	41397.951	377	81.785		
Total	80854.329	399			

***Significant**

In order to ascertain the contributing factors of each of the independent variables to the dependent variables, coefficient of correlation was computed. Evidence from the table 2 above shows that, there is a significant relationship between student's attitude towards performance of chemistry and their parental involvement ($p=0.026$). So, the student's attitude towards performance of chemistry have impact on their parental involvement. Therefore, the null hypothesis is rejected while alternate hypothesis is accepted.

Table 3: ANOVA in which the performance of Physics against the involvement of their parents.

Variable Entered	SS	df	MS	F	Significant <0.05
Between Group	10376.412	2	6526.752	39.758	*0.019
Within Group	19847.219	377	152.856		
Total	30223.631	399			

*** Significant.**

In order to ascertain the contributing factors of each of the independent variable to the dependent variables, analysis of variance was computed. Evidence from the table 3 shows that there is a significant relationship between performance of physics and their parental involvement ($p=0.019$). So, the student's performances of physics have impact on their parental involvement. Therefore, the null hypothesis is rejected while alternate hypothesis is accepted.

Table 4 : ANOVA in which the performance of Chemistry against the involvement of their parents.

Variable Entered	SS	df	MS	F	Significant <0.05
Between Group	18312.874	2	9756.825	121.747	*0.031
Within Group	37421.371	377	71.743		
Total	55734.245	399			

*** Not Significant.**

In order to ascertain the contributing factors of each of the independent variable to the dependent variables, analysis of variance was computed. Evidence from the table 4 shows that there is a significant relationship between performance of chemistry and their parental involvement ($p=0.031$). So, the student's performance of chemistry has impact on their parental involvement. Therefore, the null hypothesis is rejected while alternate hypothesis is accepted.

Table 5 : Inter-correlation test between students' attitude and their academic performance in Physics and Chemistry, $p < 0.05$, r = Co-efficient of Correlation, R^2 = Coefficient of Determination.

	Correlation of Co-efficient Matrix (r)
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Variable	Performance of Physics			Performance of Chemistry		
	r	R ²	Significant < 0.05	r	R ²	Significant < 0.05
Student's Attitude	0.664	0.440	0.013	0.537	0.288	0.019

Table 5 shows that, test done to see the relationship between attitude and performance of the two subjects. The correlation of coefficient between attitude and performance (physics and chemistry) are 0.66 and 0.53 respectively. By this, though there is a strong positively correlation between attitude of the students and two science subject. But also the significant relationship with these two variables ($p=0.013$ and 0.019 respectively). So the hypotheses H_3 was rejected while alternate hypothesis is accepted. The deciding factor levels for the correlation between attitude and two subjects are 44.0% ($R^2=0.440$), and 28.8% ($R^2=0.288$) respectively. Accordingly, the external factors that do not decide the correlation are 66.0%, and 71.2% respectively.

DISCUSSION AND CONCLUSION

The phenomena as revealed the tables of results are discussed below. In table 1 and 2 there was a significant relationship between in the attitude of students towards physics and chemistry with respect to their parental involvement. This is in line with findings of Aghanta, 1982 ; Willms, (1986) ; Oluwatelure, (2009) who believe that an effective collaboration between parent teachers and the community will effectively remove hostility towards schoolwork, motivate children to learn science by way of enhancing their home and school learning environments. Olatoye and Ogunkola, (2008) was also in support of the fact influence of parental involvement enhances achievement in science.

In table 3 and 4, it was also observed that, there was a significant relationship between in the performance of students in the two subjects with respect to their parental involvement. In other words, the null hypothesis was rejected, at 0.05 level of significance. The fact that there is a significant relationship between in the attitude and performance of students due to parental involvement is supported by Sukon and Jawahir who (2005) who observed that home related factors affects numeracy performance. They also confirmed that level of education of parents, availability of reading materials at home, home possession, parental support in education, familiarity with English at home are major factors causing variation in students achievement.

In addition, there was a high level of dependence between attitude and performance among the learners. This was supported by Stelioset.al. 2007 who found out in their study that there was a meaningful relationship between students' attitudes towards science and their science achievement. Parents, irrespective of their economic status would want their children to succeed in school learning and want their children to take up career that will enhance their placement in the future. The outcome of this research work revealed that this expectation might not materialize.

The impact of parental involvement on attitude and performance was observed that students with high parental involvement had the highest means in both attitude and performance scores for both physics and chemistry. The next highest set out mean scores belong to those students with average parental involvement except chemistry performance in which the mean score for the average group was slightly than the mean for the high parental involvement group. The lowest set of means score belong to the students from parents with low involvement. This pattern of results implies that the higher the involvement of parents the better the attitude of students towards science and the higher the academic success of such students in science. This research outcome is corroborated by Olatoye and Ogunkola, (2008).

In conclusion, a greater academic progress can be achieved by students if their parents becomes conscious of the fact that there is a lot they can do to bring to reality their goals and aspiration for their children. Indeed the type attitude and performance in science subjects is a function of the level of parental involvement.

RECOMMENDATION

In view of the importance of parental involvement to academic progress, it is important that school authorities should seek for means of ensuring that the attitude of parent and guidance are influenced positively towards assisting the students, so that they in turn can put in their best into their school work. Also, parents and teachers should be made to realize the importance of science learning to the individual(that is, scientific literacy) and to the society (technological advancement). School authorities need to organize programs that will bring about parents, teachers and student interaction. This will create a forum for discussion. In this manner, parent will know what they are expected to do to complement teachers' efforts. Schools also need to make such programmes attractive to parents.

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TRAINING IN AGRICULTURE SECTOR- ANALYSIS OF TRAINEES' PERCEPTION FROM LOWER DIBANG VALLEY

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ABSTRACT

Lower Dibang Valley is the tenth least populous district in India. It is one of the administrative district of Arunachal Pradesh. This district is well known for Sub-tropical fruits like kiwi, pineapple, guava, litchi, banana, oranges etc across and beyond the state. Keeping agricultural potentialities of the district, various government departments have been organising frequent training programs for the growers. Agriculture training helps farmers to produce and sell off their farms produce more efficiently. It also provides confidence to undertake risk involved in introducing production technology and diversifying their productive activity and earn more stable income. During the present study it is found that around 42 percent of the respondents were satisfied with the training process. 34 percent of the respondents agreed that the performance of the trainers were adequate. Also, 28 percent of the respondents were unhappy

with the toolkits and incentives. Whereas, 54 percent of the respondents are found to have helped through training programs in enhancing their knowledge base and skills. Likewise, about 35 percent of the trainee respondents agreed of the evaluation process to be satisfactory. With this background, the paper makes an attempt to discuss agricultural training program conducted in Lower Dibang Valley. Further, it endeavors to assess perception of trainees on agricultural training program.

KEYWORDS: Agriculture; Arunachal Pradesh; Lower Dibang Valley; Training

INTRODUCTION

ORIGIN OF RESEARCH PROBLEM

The Lower Dibang Valley district is one of the administrative district of Arunachal Pradesh it is the tenth least populous district in the country. According to 2011 Stats Directorate of Economics and Statistics, Ministry of Agriculture, Govt. of India the total geographical area of the district is 3,900 sq.km which comprises of 30.4 hector for cultivatable area, 0.52 hector for non agricultural use, 1.89 hector for cultivable waste land and 0.71 hector for land under miscellaneous (tree crops and groves). Rice being the staple it is grown along with the other crops such as Maize, Mustard, Ginger, Tea, Chili and Pulses. Among the fruits Orange, Pineapple, Plum, Banana, Kiwi and Lime etc. are grown. Agricultural scenario in the district includes a mix of traditional to modern farming techniques. In most parts of the district, traditional use of cattle to plough farms remains in use. Traditional farms have some of the lowest per capita productivities and incomes. Due to which the economy of the district is going down. The remoteness of the region and inhospitable terrains forced the farmers to practice the terrace and Jhum cultivation.

The problem associated with the agriculture and its allied sectors in the district is that more than half of the population is dependent on agriculture, but most of the workers are illiterate and do not possess the required skills to understand the operability of complex technology. The net productivity is so low that it cannot satisfy its own people's demands. Lack of system based approach in various land-based activities like agriculture, sericulture, fisheries and livestock etc is the reason why economy of the district is declining. The sluggish economic growth rate has become a matter of concern compelling the various Centre and State Government Institutions to interfere and provide required training and skill development to the people in order to enhance their performances. In order to understand more about the agriculture and its allied sectors, first we have to understand the reasons for low growth and look up for finding solutions to that problem.

There is a lack of proper agricultural education, even if the modern amenities are provided the farmers do not have basic knowledge to operate sophisticated tools and equipments. This is where the main problem starts, even though we have resources to satisfy our needs but we lack sustainability. Skills and knowledge is much required for better result in the field and for that agricultural training is a must. We need to start with enhancing our human resource base and encourage proper channels for communications between the training agency and the learners.

Horticulture department, Agriculture department, Krishi Vigyan Kendra, Forestry and Animal husbandry etc are running in the district to take care of agriculture and its allied sectors. In attempting to deal with the issues of low productivity, lack of proper market, lack of awareness and lack of proper knowledge about modern technology. The importance of training is emphasized, as it can be one of the ways to find solutions of the problems. Providing the skills to improve productivity, increase adaptability to deal with change and at the same time facilitating the diversification of livelihoods to manage risks is one of the key challenges of agriculture development. In this modern world of advancement, training is a tool to survival, but the factors that prevent small farmers from accessing and applying training have not been addressed.

Agriculture training and enterprise training would help farmers to manage and market their farms production more efficiently. It also provides confidence to undertake risk involved in introducing production technology and diversifying their productive activity and earn more stable income. Training improves the job efficiency of the farmer and change attitude which is much required to achieve desired goal in the field. Lower Dibang Valley has vast the horticultural potentiality. Sub-tropical fruits like kiwi, pineapple, Guava, Litchi, Banana and oranges from the district are very popular outside the state. The farmers are engaging themselves into cash crop farming and wet rice cultivation. There is also demand for tea and nowadays many tea growers are opting for organic tea cultivation, which is much in demand among the Tea Lovers around the world. But due to harsh terrain and hilly region, Jhum cultivation is still remain in practice.

This study is designed to understand and address the following research questions like- What is the present scenario of agriculture in the district? What are the constraints in the way of agriculture sector development? Who and how some trainees have emerged successful in agricultural domain in Lower Dibang Valley District? How trainees perceive about the training program conducted by the Agriculture Departments of Lower Dibang Valley District?

The study is important to understand the present situation of the agriculture farmers in the district. In this changing era of science and technology the employment rate in agriculture sector is declining and transformation of traditional agriculture in a way that enhances productivity, increases income and well being of those dependent on agriculture remains one of the fundamental challenges facing Arunachal Pradesh.

This study is an endeavour to shed light on socio-economic implication of agriculture training. It is an attempt to measure the performance of trainees and document their testimonies through case studies. This study has helped to analyze importance of trainings provided by the agricultural agencies to the trainees. Also, it gives a myopic view of what the trainees think about such trainings. Do they find these training helpful?

OBJECTIVES

1. To discuss agricultural training program conducted in Lower Dibang Valley.
2. To assess perception of trainees on agricultural training program of the study area.

RESEARCH METHODOLOGY

- **RESEARCH METHOD AND TOOLS:** The study is purely based on field Survey. And where ever necessary personal interview, internet and social networking sites, telephonic

contacts and observation method have been used during the study. Structured schedules, digital camera, telephone, and other stationeries were also used to collect data. The Likert 5 Rating Scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5 = Strongly Agree) have been used to rate the responses.

- **SOURCES OF DATA:** During field survey, the data have been collected from both primary and secondary sources. To collect primary data, various tools such as personal interview, telephonic survey, schedules, informal discussion, observation etc have been used. For secondary data, magazines, internet, newspapers, journals, thesis, dissertations and other unpublished information etc. have been referred.
- **SAMPLING TECHNIQUES & SIZE:** For the study, Simple Random Sampling under Probability Sampling Technique has been used. The study is carried upon 100 trainees who have undergone training programs since last four years conducted by Agriculture Department and Krishi Vigyan in Lower Dibang Valley District. The study was divided into 60:40 ratios. Whereas, 60 respondents have been selected from department of Agriculture and rest 40 respondents are from Krishi Vigyan. From the District Agriculture Department, 15 respondents are taken from each year from 2013 to 2016. Likewise, from Krishi Vigyan, 10 respondents are taken from each year from 2013 to 2016.
- **AREA OF STUDY:** The study has been carried out in Lower Dibang Valley District of Arunachal Pradesh. Trainees from various villages that falls under the jurisdiction of the district administration have been taken into account.
- **UNIVERSE OF STUDY:** All the trainees who have attended agricultural training programs conducted by District Agriculture Department and Krishi Vigyan constitute the Universe of the study. For the last many decades these two departments have been imparting agriculture trainings to the farmers in the district.
- **REFERENCE PERIOD:** In addition, the reference period of the study is from 2013 to 2016, which extends over four years of time period. During the time span of four years, about 100 samples have been examined.
- **TOOL OF DATA ANALYSIS:** For the analysis of data simple statistical tools like table, bar chart, frequency distributions, pie chart, mean, Regression Analysis etc., have been used to draw inferences on the universe. Moreover, statistical packages like MS Excel, SPSS were also used to analyze field data, wherever possible the data have been simplified for better understanding.

ANALYSIS AND INTERPRETATION OF THE DATA

For the present study 100 samples of agriculture trainees have been taken. 60 samples have been drawn from the trainees of Agriculture Department and 40 samples from the trainees of Krishi Vigyan Kendra, Lower Dibang Valley respectively.

A. SAMPLE CHARACTERISTICS

1. GENDER DISTRIBUTION OF THE RESPONDENTS

Table 1: Gender Distributions of Samples

Gender	Frequency	Percent	Cumulative Percent
Male	45	44.6	45.0
Female	55	54.5	100.0
	100	99.0	
Total	101	100.0	

Source: Field Study, 2016

The gender plays a vital role in terms of rural labour distribution. Out of the total respondents, the male and female constitutes 45 percent and 55 percent respectively. During the study it is found that the women are more aware of agriculture knowledge. The gender based labour distribution is redefining the course of agriculture sector in the district. Since the land ownership is based on patriarchal model, the agriculture becomes a man's affair.

2. EDUCATION OF RESPONDENTS

Table 2: Educational Levels of Respondents

Sl. No	Level of Schooling	Frequency	Percent	Cumulative Percent
1	No Formal Schooling	3	3.0	3.0
2	up to primary level schooling	18	17.8	21.0
3	up to middle school	32	31.7	53.0
4	up to secondary school	34	33.7	87.0
5	up to higher secondary school	6	5.9	93.0
6	up to degree level	7	6.9	100.0
	Total	100	99.0	

Source: Field Study, 2016

It is clear from table 2 that 3 percent of the respondents have never been to the school. Around 18 percent had primary level of schooling. About 32 percent of the respondents went to the middle school. Whereas, 34 percent of them have been to secondary school. Only 6 percent of the respondents experienced higher secondary level of education. Also, 7 percent of the total respondents have taken admission into colleges etc.

B. PERCEPTION OF TRAINEES ON AGRICULTURAL TRAINING PROGRAM

Through the help of schedule, the perception of trainees on agriculture program has been taken. The motive of the study was to understand the perception of the trainees, who have been attending trainings conducted by the various agriculture departments in the district. The study helps to analyze the attitude of agriculture trainees towards trainings programs. During the study

the researcher came across many cases where such trainings helped them shape their lives whereas, in some cases the respondents complained about the lack of feasibility of such trainings programs.

1. TRAINEES PERCEPTION ON OBJECTIVE OF TRAINING PROGRAM

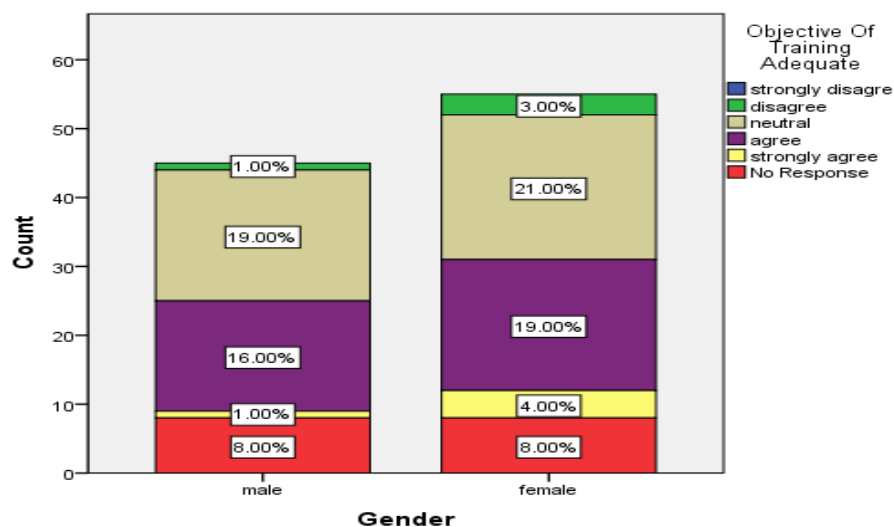


Figure 1

It is revealed from figure 1 that about 1 percent of male and 4 percent of female respondents have strongly agreed about the objectives of the training. Around 8 percent of female and male gave no response. Around 19 percent of female and 16 percent of male respondents have simply agreed over the adequacy of training objective. 19 percent and 21 percent of female and male respondents have shown neutrality whereas, 1 percent of male and 3 percent of female disagreed and they felt that the objectives of the program are not up to the mark. The majority of the respondents are rural participants and the most of them are not even aware of the objective of the trainings they have attended. During making interaction with the respondents some of them have accepted that though they attended training yet never bother about knowing, why the particular training is important for them, only a few have agreed of understanding the objectives of the training programs they have attended

2. TRAINEES' PERCEPTION ON TRAINING METHODS

Table 3: Satisfaction of Trainees on Training Methods

Sl. No	Satisfaction Level	Frequency	Percent
1	Strongly Disagree	2	2.0
2	Disagree	4	4.0
3	Neutral	30	29.7
4	Agree	42	41.6
5	Strongly Agree	18	17.8
6	No Response	4	4.0
	Total	101	100.0

Source: Field Study, 2016

It is unveiled from Table 3 that 4 percent of total respondents refused to response. Also, around 4 percent disagreed and 2 percent strongly disagreed with the methods used for training. About 30 percent of the responses are neutral. Around 42 percent has agreed. Moreover, 18 percent has strongly agreed with the methods used for agriculture training. The study revealed that the trainers are using modern methods to teach.

3. SATISFACTION ON COURSE MATERIAL PROVIDED DURING TRAINING PROGRAM

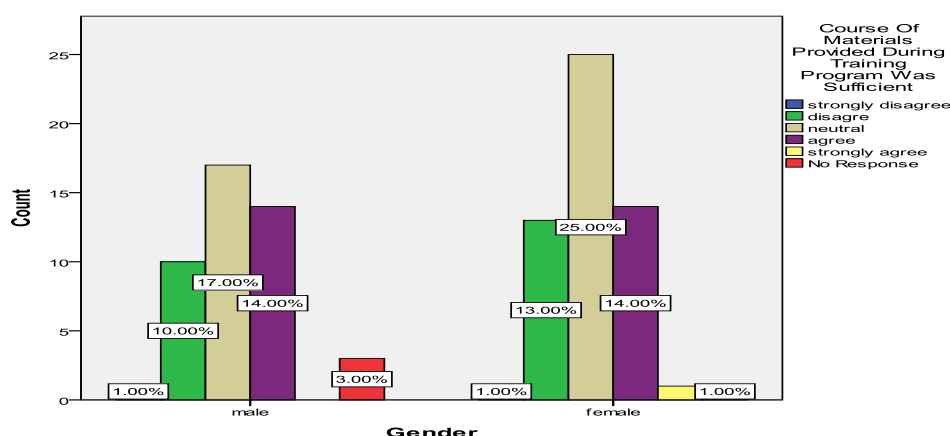


Figure 2

It is palpable from figure 2 that around 2 percent of the respondents strongly disagreed and 23 percent disagreed about the materials provided during the trainings. 42 percent were neutral and 28 percent of them agreed about it. 1 percent of the respondent strongly agreed, whereas 4 percent of the responses didn't respond. Some the respondents are not even aware of such provisions.

4. DURATION OF TRAINING PROGRAM

Table 4: Satisfaction on Duration of Training Program

Sl. No	Level	Frequency	Percent
1	Strongly disagree	1	1.0
2	Disagree	23	23.0
3	Neutral	39	39.0
4	Agree	27	27.0
5	Strongly agree	8	8.0
6	No Response	2	2.0
	Total	100	100.0

Source: Field Study, 2016

Right place and duration is the key to successful training programs. Good amount of time spend on trainings, demonstrations, workshops and seminars equip the farmers. Out of the total respondents 1 percent strongly disagreed, 23 percent disagreed and 39 percent were neutral. About 27 percent of the respondent agreed about the materials provided whereas, 8 percent of them strongly agreed and 2 percent of them did not answer.

5. ADEQUACY OF PERFORMANCES OF TRAINERS

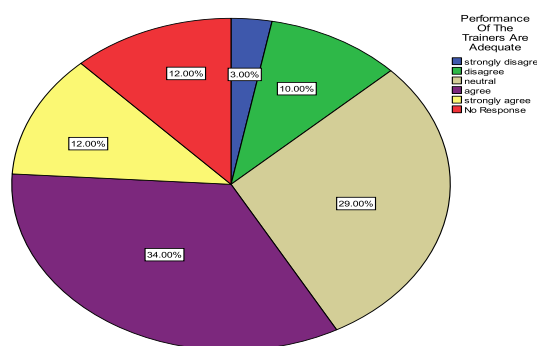


Figure 3

It is clear from figure 3 that 34 percent of respondents simply agreed upon the adequacy of trainers' performance. Likewise, 12 percent strongly agreed that the trainer's performance was adequate. About 29 percent of respondents hold view of neutrality. 12 percent gave no response, whereas 10 percent disagreed and 3 percent strongly disagreed on performances of the trainer's during the training. The data in the figure 3 shows intelligence of the farmers. They know what they want and expect it to be delivered by the trainers. In many cases, it is found that the resource person himself/herself was not knowledgeable enough to train the others. Such unethical practices are the reasons why some training is not as effective as it should be and the ultimate sufferers are the farmers. A trainer should possess the quality of sound mind, expressive through gestures and should be expert in his/her field then only it can justify the concept. The KVK and ATMA trainers are actively involved in training themselves and attending workshops before conducting training programs for the farmers.

6. PERCEPTION ON TOOLKITS AND INCENTIVES

Table 5: Satisfaction over Toolkits and Incentives

Sl. No	Level	Frequency	Percent	Cumulative Percent
1	strongly disagree	4	4.0	5.0
2	disagree	28	7.7	32.7
3	neutral	39	38.6	71.3
4	agree	20	19.8	91.1
5	strongly agree	3	3.0	94.1
6	No Response	6	5.9	100.0
	Total	101	100.0	

Source: Field Study, 2016

Providing toolkits and incentives during a training program helps in achieving the objectives of the program in more effective way. It is observed from table 5 that 4 percent of the total respondents have strongly disagreed and 28 percent has simply disagreed about the toolkits and incentives. 39 percent of responses were neutral and 6 percent of the respondents didn't response. About 20 percent have agreed and 3 percent strongly agreed on the adequacy of the

toolkits and incentives provided during and after training program. Through the study, it is also found that the Agriculture department in the district provides some monetary assistance to the trainees for attending training.

7. ENHANCEMENT OF JOB KNOWLEDGE AND SKILLS DUE TO THE TRAINING PROGRAM

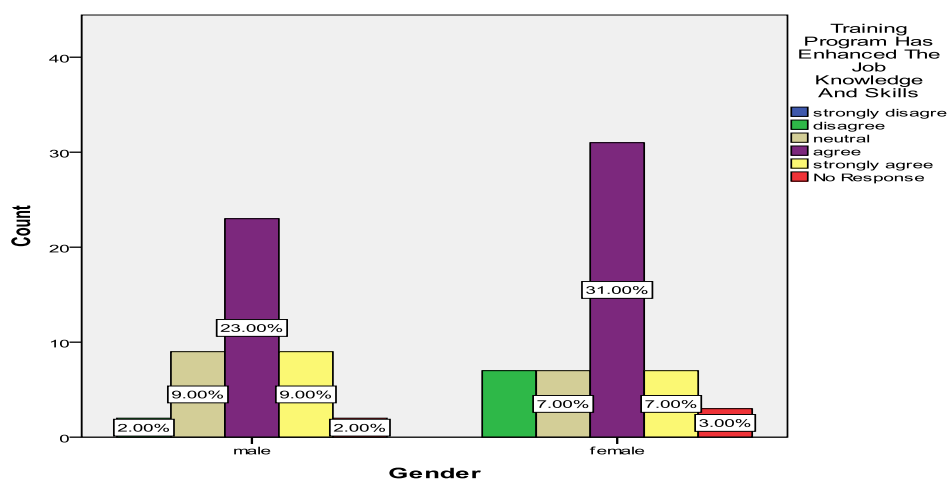


Figure 4

Through the study, the scholar intends to know whether the training have helped them in enhancing their job skills or not. As it is clear from figure 4 that about 16 percent of the respondents strongly agreed, 23 percent of the male respondent and 31 percent of female respondent agreed on enhancement in their current job and skills. 9 percent of them have disagreed that there is no any changes in their skills. In this regard, 16 percent of the respondents answered neutral, whereas 5 percent of the respondents didn't answered.

8. FORMATION OF POSITIVE ATTITUDE DUE TO TRAINING

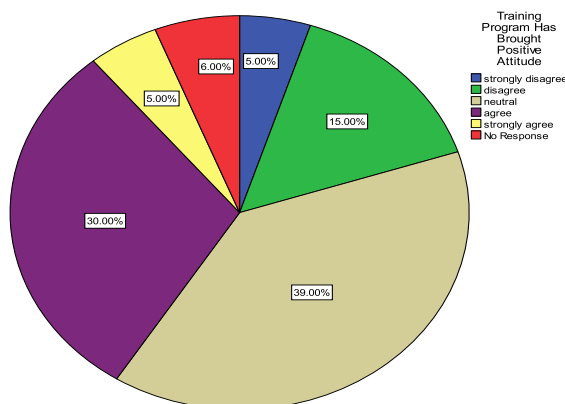


Figure 5

One of aim of the training program is to bring about changes in attitude along with enhancement of skills or knowledge. In order to understand the present situation of the respondents this question was incorporated. Of the total responses, 39 percent were neutral and 6 percent gave no answer. About 30 percent agreed and 6 percent strongly agreed, whereas, about 15 percent disagreed and 5 percent strongly disagreed of any changes. Majority of the respondents found

changes in their attitude after the training, many agreed of positivity in their thoughts and work after the training.

9. IMPACT OF TRAINING ON MORAL

Table 6: Impact of Training on Moral

Sl. No	Level	Frequency	Percent
1	disagree	11	10.9
2	neutral	41	40.6
3	agree	36	35.6
4	strongly agree	6	5.9
5	No Response	6	5.9
	Total	100	

Source: *Field Study, 2016*

As unveil from table 6 that about 36 percent of the respondent agreed and 6 percent strongly agreed of the trainings to be morale booster. However, 11 percent found no change after training and 41 percent were neutral about it. Whereas, 6 percent Of the respondents did not answered. The table shows that training programs have been successful in boosting morale of the farmers and helped them to direct their life in a positive way.

10. IMPACT OF TRAINING PROGRAM ON PRODUCTIVITY AND PERFORMANCE

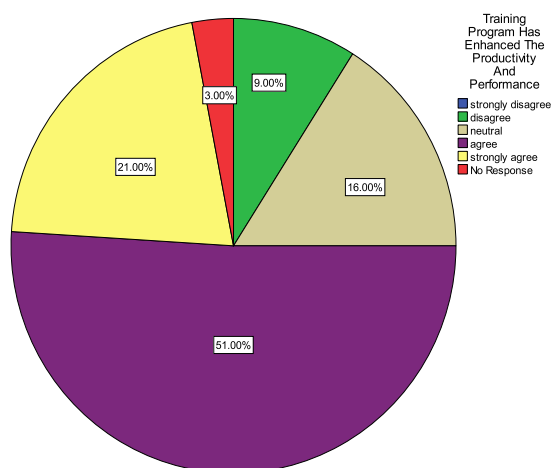


Figure 6

This is the most important part of the study; answer to this question is the key to the success of the objective of the study. When the trainees were interacted, about 51 percent agreed and 21 percent strongly agreed about increase in productivity after the trainings. About 3 percent of the respondents did not respond and 16 percent of the answers were neutral. However, about 9 percent of the respondent who experienced no change even after attending the training program. Overall, the majority of the respondents agreed with the answer that trainings are productive and it has been executed properly according to the understandable capacity of the trainees. There were some negative answers, in order to understand the reason behind it the researcher interacted with respondents. Many of them blamed themselves for their failure. They accept that the

departments are helping them by imparting knowledge, but they themselves are not following up according to what they have learned. In a way there is a lack of implementation.

11. FEEDBACK AND EVALUATION OF TRAINING PROGRAM

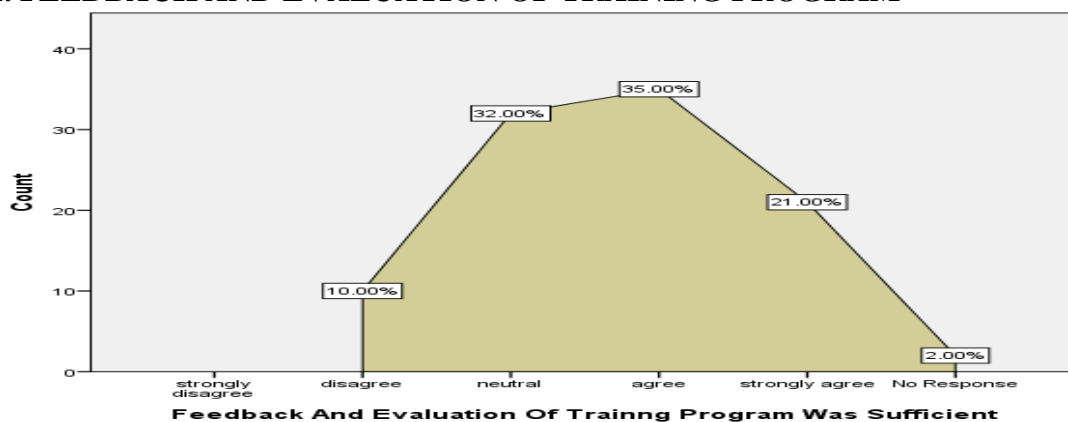


Figure 7

For a training to be successful, a healthy feedback is required. The trainees get the opportunity to participate and their feedback can contribute a lot to the training process. When the respondents were asked about the feedback process of the training programs conducted by the various departments they gave completely mix answers. As observed from figure 7, out of the total respondents, 35 percent agreed and 21 percent strongly agreed of the feedback and evaluation process to be sufficient. However, 2 percent of the responses were nil and 32 percent of the responses were neutral. About 10 percent of the respondents completely disagreed with the entire process. Feedback enables two way of communication, it helps the trainer as well as the trainees to communicate better. Through this process, all the drawbacks of the trainings can be analyzed making the training process more efficient. As the government is investing a huge amount of resources for the farmer's education, it becomes very necessary that the farmer gets the full benefit. Through the study, it is revealed that some of the departments do not conduct follow up study. There is also another side of the story, mostly the trainees skip the feedback session and avoid the evaluation process. Some of them just leave as soon as the training ends. The truth is that some farmers attend training programs only to get toolkits and incentives from the department. In a way both the parties are to be equally blamed.

CONCLUSION

The present study made an attempt to analyze the present situation of the agriculture sector in the Lower Dibang Valley. The study helps to understand more about the trainings conducted by the various departments and analyze how far these trainings are affecting the lives of the farmers. The field study started in the month of August and ended by the second week of September. During the course of the study researcher interacted with people from every walk of life. From the head of the agriculture departments to the farmers, everybody has contributed to the study. The numbers of the female respondents were more compared to the male respondents, most of the respondents were educated, and they have been to school. About 34 percent of them attended secondary schooling and 7 percent have college degrees. Around 42 percent of the respondents were satisfied with the training process and 34 percent of the respondents agreed that the

performance of the trainers were adequate. Also, 28 percent of the respondents were unhappy with the toolkits and incentives. They refused the toolkits to be sufficient and denied of such incentives. Whereas, 54 percent of the respondents accepted that the trainings have helped them to enhance their knowledge base and skills. It also has brought positive attitude in their personality. About 36 percent agreed of the trainings to be a morale booster, whereas 11 percent of the respondents disagreed of any change.

About 35 percent of the respondents participated and agreed of the evaluation process to be satisfactory. Around 36 percent of the respondents are of the opinion that the trainings have boosted their moral and 23 percent of the respondents feel that the course of material provided were not sufficient. Talking about the duration of training, 23 percent of them disagreed about it and 35 percent of the respondents agreed that the objectives were adequate as it was in accordance with needs of farmers. The study revealed that the farmers are taking the full advantage of the trainings. Fascinatingly, these training programs have brought about socio-economic transformation to many farmers. However, some farmers could not follow up the training program they have undergone resulted in failures.

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IMPLEMENTATION OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF TRAINING SESSIONS.

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ABSTRACT

This article investigates the importance of pedagogical training technologies in organizing, the ways of training and enriching qualified personnel as whole. In addition, training quality and enhancement opportunities are analyzed in order to achieve a new level of developments. Gained outcomes and shortcomings make better development for the further perspectives of investigation.

KEYWORDS: *Education, science, production, knowledge, skill, experience, training, laboratory, educational technology, objective, quality systems, personnel, intelligence, talent, professional*

INTRODUCTION

In the recent years, Uzbekistan has done many modifications in various sectors at all. On this way, economic, social, political and spiritual foundations of training and teaching have been altered into positive. However, the pace of deployment is considered on the hands of youngsters and our future generation. For this reason, there are also opportunities, that should be paid more attention to make better results. After all, in terms of youth education, there are both some duties and responsibilities of pedagogies. Approaching on this will be the key to future development(Akimov&Dollery, 2009).

The market economy reforms and the implementation of any measures taken, regardless of the lack of qualified specialists. Moreover, Islam Karimov, first President of Uzbekistan, mentions the development of new approaches to higher educational institutions in the preparation of highly qualified specialists as major features.

The effective use of foreign experience in the implementation of this process with the diffusion of national program while implementing the first phase of the program are mentioned at all(Akmal, 2016; Asadov&Aripov, 2009).

As well as a market economy, the problems of training curriculum and period of study prove that this topic is very vital for the future perspectives.

Above-mentioned problems need to be solved almost in all aspects of the market that meet the requirements of highly qualified specialists. Therefore, liberty on economic conditions, independence of the new goals and objectives make better accentuation on this field.

Hence, fully developed structure means compatible specialists with the requirements of modern knowledge and experience, the credibility of the socio-economic development of training contributed to the future generation.

However, the effective functioning of the new conditions, the availability of qualified specialists leads to solve the problems and shortcomings at all.

Due to the above-mentioned features cuts on the academic curriculum specialists, determine the Economic Development of the Republic. Therefore, this is one of the decisive factors while combining the accident of obstacles in their search for direct solution(Djanibekov& others, 2008; Kim, 2011).

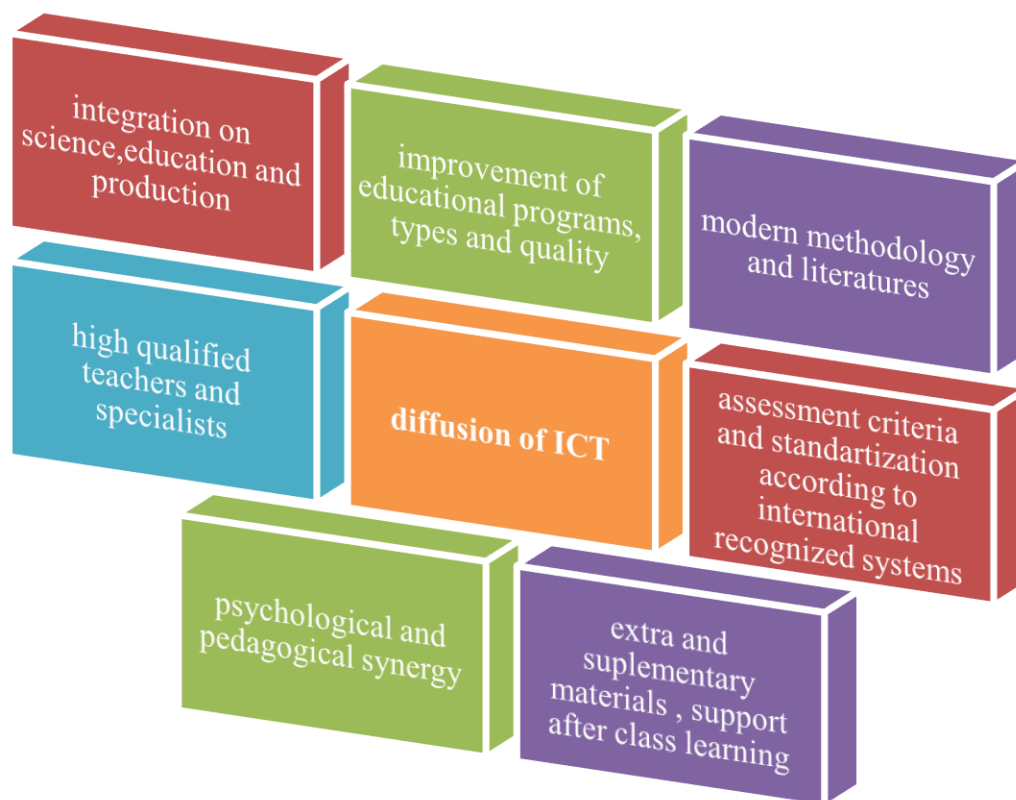
Therefore, the study of the conditions for modernizing the economy and the education system on the basis of a comprehensive analysis of the progress achieved in the country's economy, existing problems and shortcomings, and methods for developing the economy through the effective use of advanced foreign experience to improve the issues of the education system. At the same time, the main focus is on the process of integration into the world economy, rapid development, liberalization of the country's foreign economic activity for the urgent implementation of measures to see better productivity(Anderson, Pomfret, &Usseinova, 2004; Ness & Lin, 2015).

The country's system of higher education in the context of globalization the lack of qualified specialists in the system of education has faced. To improve the level of modern requirements of international standards for efficient use is measured as an important factor(Ames, Brown, Devarajan, Izquierdo, & others, 2001; Djanibekov, Hornidge, &Ul-Hassan, 2012; Hasanova, 2016).

Because the developed world and the laws of the market economy countries, almost all of the new mechanism is able to adapt to rapid change and able to compete under any circumstances entitled to qualified specialists for the modern education system.

Take as example: the US, Germany, Japan, France, as well as industrial and intellectual analysis of the experience of developed countries shows that, at all levels of professional training and competition can be achieved due to the following features:

Graph 1. LEVELS OF PROFESSIONAL TRAINING AND COMPETITION



Of course, the industrial and intellectual experience of developed countries, creative reform is used to be able to compete at all levels of the education system in order to improve the quality of teaching.

THEORETICAL BACKGROUND

Higher education in the Republic of socio-economic, cultural and spiritual development of individual employees to work in a market economy, capable, qualified, talented, competitive training. Preparing the future of solid knowledge and commitment to the ideals of national independence, the spirit of love, this self-education will also represent the main task of the education system (Medlin, Cave, & Carpentier, 1971; Nazarova, Saidkarimova, & Obloquolova, 2015).

Institutions of higher education, including education, training, management and development of state educational standards on the basis of a system based on the scientific achievement of national goals and objectives of the program with the fulfillment of the opportunities created.

Thus, the national program, in accordance with the process of educational reform, the content of documents (a set of state standards for scientific education, curricula and programs), based on education and training that will be conducted in accordance with the ideas of national independence moments.

Deepening the process of integration and globalization in the world, covering all aspects of life, first of all, the adoption of a comprehensive education sector. In the past, the development of the country and the strength of its connection with the existing natural resources and economic potential, the ability of any people, knowledge and education of people with intellectual and spiritual potential outlines.

We have number of issues , the main factor in their decision is only provided that an individual, a fully mature generation should notice aswhole. The bright future of our country, our people are not inferior to live comfortably, without performing tasks aimed at ensuring that, in all our human responsibilities.

The chapter of tasks set in the national priorities of education within the framework of the program was developed. All training in the direction of standard curricula and scientific programs, as well as a number of normative and legal documents considered in order to improve the quality of education, the use of modern technologies in the teaching process, interactive teaching methods, students' independent thinking skills, problem tasks, teaching and information technology the use of such methods began to be used.

Continuous education should be in accordance with international standards in health care organizations, the implementation of state educational standards and the importance of its development mechanism as one of the priority areas. The requirements of the state educational standard of higher professional education. Taking into account the students the content of the training required minimum standards and determines the set of requirements for the level of graduate training. The required minimum, scientific programs and the content of education should be fully reflected in the textbooks. Students should take certain steps, depending on the degree of preparation of graduates of knowledge, skills and minimum quantity.

In addition, scientific textbooks and teaching aids in order to monitor the creation of monitoring of current textbooks. Until now, a number of textbooks, teaching aids, e-books and lectures that have been created, and thus, student literature books at a rate of 90 percent.

METHODOLOGY

Today's training sessions are day experts for new approaches to improving the quality of work performed, limiting it on a regular basis to improve the development of new methods and forms, such as the introduction of important tasks. In particular, the establishment of higher education in all educational preparation is limited, the creation of new issues, tasks, tasks, focusing on all other issues in their work should become one of the major features.

Each academic training in the direction of the logical structure (organization of educational training sequence) to determine their immediate living standards, create jobs, they are problematic on the basis of principles and instructions, teaching of modern technologies, experience, depending on the results of the educational process, and thus, the formation of

professional skills of students in the country and development activities of teachers promoting rejection of all other principles, instead of improving the quality of their activities and training related to the quality of a particular case, depending on the size, material and moral incentives(UzDaily.com, 2017).

In this regard, each of the heads of educational institutions and educational activities printsiplialik approach is needed. Based on the recorded new levels of quality and training must perform the following steps:

TABLE 1. QUALITY AND TRAINING

- Studies prepared to perform tasks on the basis of academic training;
- Research of problematic tasks in the process of preparation of special training in the direction of educational institutions in order to attract qualified specialists;
- in the process of preparing their specific areas of science, technology and technology, which is recognized throughout the world in the field of news and published literature, in order to reflect the nature of content and direction;
- problematic tasks in higher education institutions, in order to discuss in detail scientific advice and appropriate decision-making procedures;
- problematic tasks necessary to increase the number of higher education institutions and a group of authors to distribute material and moral support, and others.
In order to increase the activity of the curriculum, students should use the following methods:
- classes should be equipped with modern technology and the use of training, training in small groups;
- the teaching of the specialty of training in the direction of the profession in order to determine the form of the logical structure, to direct them to adapt them to the requirements of the complex tasks of enriching life, and also with guidelines, instructions;
- training in the use of modern educational technologies, interactive methods;
- Change in the programs for teaching students on the topics of the students, and they should be ready for all questions, so prepare for their preparation and take into account the results of monitoring;
- the nature and content of questions asked by students and the quality of the issues, pay particular attention to the student, depending on the specific training on the willingness issue, which are the subject of thinking, self-study, thematic publications to find, analyze and use skills;
- the training of students gathered information on the topic of discussion, critical and independent thinking, analysis, synthesis;
- stimulate the development of science and technology, focused on research groups;
- teachers of their duties, responsibilities and knowledge for students wishing to improve to understand the approach to internal control departments, as well as students in the eyes of students, "teachers" dedicated to research
- improve the quality of training to learn, foreign experience, generalization and development of techniques that can be applied to applications.

Higher education institutions, training courses are commensurate with the organization and management of the economy and development of students in the professional and professional employment of graduates. According to the students to achieve training to develop specific measures, the implementation of the tasks. They carry out professional activities have reached such a high level, competitive training experience in the production of qualified professionals, "teacher-student" on the basis of the method to attach to establish.

The implementation of the method of cooperation between higher education institutions and enterprises and the beneficial integration of the requirements of state educational practice standards, students practice the requirements for production and application in order to ensure high levels of employment, specialization of graduates of achievement as whole.

STATE POLICY AND STRUCTURE

The current level of market relations in the country was training in educational institutions, employers and graduates in an active dialogue and cooperation between the teacher and the creation of the basis of modern information and communication technologies, plays an important role(Anderson et al., 2004).

On May 28, 2012, the President of the Republic of Uzbekistan accepted program with highlights like "The training of qualified teachers and institutions of higher education to provide employees with further measures to improve the resolution". This includes computer technology and information and communication technologies, the use of the Internet before , during , after class sessions . Particular attention is paid to the practical skills that are needed. Thus, working in the education system for each teaching of information and communication technologies in its work will need to use the opportunities. In particular, training was also a widespread use of computer technology requirements.

Taking into account all the above, higher educational institutions and academic training for the effective organization and implementation of the following proposals:

GRAPH 2. EFFECTIVE ORGANIZATION AND IMPLEMENTATION OF ACADEMIC TRAINING



A student of modern thinking, independent professional activity in the selection and implementation of guidelines, she must have the following characteristics. According to the problems study identified number of features as whole. According to practical analyses we have concluded that our research has been finding out various cases that should be mentioned with high perspectives as whole. Individual learning for example is mentioned as a major finding over sessions of investigations(Anderson et al., 2004; Nazarova et al., 2015; Sia, 2014) .

GRAPH 3. LEARNING ELEMENTS AND PROCEDURE



To change several general concepts, in many cases, to distinguish between essential necessities; Exact and detailed expression of his opinion; Ignore or ignore the problem can be solved without thinking; In order to find the information you need quickly and clearly; Analyze and assess the problem; Get to the end of the case; In accordance with the changing situation, to change the direction of thinking.

IMPLEMENTATION OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF TRAINING SESSIONS.

In classes, students will encounter in the process of preparing and organizing various deficiencies that impede the effectiveness of this workout instead. During training, in order to prepare them to prevent future problems, mainly reflected in the following cases: the curriculum for the formation of the Abstract and the selection of equipment that is available. This exercise clearly express the purpose of this process, the formation and development of new concepts, students will have to

perform educational tasks, educational equipment will be inaccurate in the choice of learning tools.

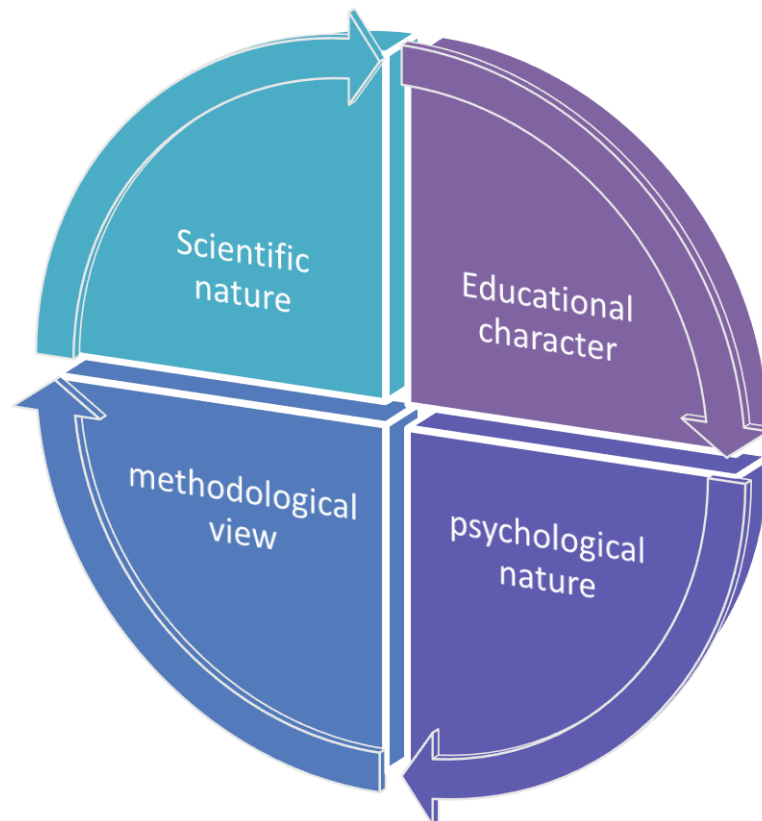
As a result of research, conducted research and analysis of the current organization of the preparation sessions, occurring in common weaknesses have been identified, they are:

- to conduct a comparative analysis between the areas of education led the organization of training sessions;
- the organization of training courses in modern educational requirements are taken into account;
- organization of training courses on the application of new laws, regulations, documents indicating the place;
- withdrawal after brief training was not given to the session, questions and orders;
- what is the organization of training sessions and the use of educational technologies, websites and recommendations led to socio-economic indicators of the country's official statistical information is use;
- interdisciplinary principles of continuity and continuity of attention;
- knowledge, science, technology and recent advances in the application of technology, and others.

Teaching students in terms of the nature of defects arising in the process can be divided into the following groups:

- scientific nature. These shortcomings are mainly students for the transition to the topic of a new workout. The content of the new material o'rganilayotgai deeply know the main reason;
- methodical nature. This training was the implementation of parts of the design. For example, this error checking homework, especially in strengthening the study of the subject, it is more common in the process of assessing students' knowledge;
- psychological nature. This is mainly aimed at the process of teaching students, wonderful business ta'minlanmasligida mood, their faith was made. In addition, students with a range of educational activities to prevent katiyatsizlikka, caused by emotional attention not;

GRAPH 5. NATURE OF TEACHING



Educational character. These disadvantages of students' knowledge of their dunyokarashini serve as the basis for confidence in the formation of collateral circulation.

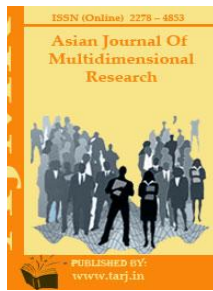
CONCLUSION

As a result of the ongoing efforts of all higher education institutions, including the training of qualified personnel, is conducted to show their talents and is fully able to find their place in life that can bring human-oriented. Today, the results of such work in the future development of high in the country, further improve the welfare of our lives. As for the shortcomings and problems in organizing the implementation of tasks and ways to overcome them. It plays an important role in improving the effectiveness of this process.

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THEORETICAL REVIEW OF CAPITAL STRUCTURE AND ITS DETERMINANTS

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ABSTRACT

This paper presents several traditional theories discussed on capital structure, such as trade-off theory, MM hypothesis and theory of pecking-order etc then investigates the significant factors determining capital structure decision such as tax, profitability, size, tangibility, Volatility, and Liquidity etc. paper suggested that size and tangibility are positively related to leverage while Growth opportunities, Volatility, and Liquidity is negatively related to leverage. But no consistent relationship is drawn between taxes, profitability with respect to leverage.

KEYWORDS: *Capital structure determinants, pecking order theory, trade-off theory, extent of leverage, debt, equity.*

INTRODUCTION

Capital structure is how a firm finances its overall operations and growth by using different sources of funds. Capital structure is one of most important financial decision which indicates how a firm finances its assets and raises capital for its business. The primary choices available are debt, equity and most commonly is the combination of both. In other word capital structure is a set of combination of securities by which it fulfills its financing needs. The decision how firm establishes their capital structure is one of the most extensively researched areas in corporate finance. The capital structure decision is most controversial decision in the corporate finance which has been extensively researched since the paper of Modigliani and miller paper.

According to Myers “there is no universal theory of the debt--equity choice, and no reason to expect one”. However, there are several useful conditional theories and each of which helps to understand the debt-to--equity structure that firms choose. These theories can be divided into two groups – either they predict the existence of the optimal debt-equity ratio for each firm (so-called static trade-off models) or they declare that there is no well-defined target capital structure (pecking-order hypothesis).

OBJECTIVES

- To review the Capital structure theories.
- To analyze how the factors affecting Capital structure are related to leverage.

LITERATURE REVIEW

During the early stage many empirical papers examined the case of US companies (Warner 1977, Castanias 1983, Altman 1984, Bradley et al., 1984, Titman and Wessels 1988, Crutchley and Hansen 1989, Harris and Rivav 1991). Rajan and Zingales (1995) extend the analysis of capital structure to G-7 countries focusing on four factors which determines leverage such as tangibility of assets, the market to book ratio, profitability, and size. Booth et al. (2001) extend the analysis of capital structure decision across 10 developing countries.

In the past, a pair of researchers have examined the Cross-Section of Corporate Capital Structure (Lemmon, Zender, 2008), and the Capital Structure in many countries. For developed countries, Barclay and Smith (1995) develop an empirical study on the United States, Rajan and Zingales (1995) extended this method to the G-7 countries, Kuczynski (2005) applied the same model to data in Japan, and Danbolt (2000 and 2002) continued this story into United Kingdom. On the other hand, developing countries has become a popular research area in terms of capital structure. Pandey (2001) uses data from Malaysia, Patrik Bauer focus on Czech Republic, and Debabrata (2009) attempt to explore the determinants of debt financing in India. In 2001, Booth dug into the data from ten developing countries, which are Mexico, India, Brazil, South Korea, Malaysia, Jordan, Pakistan, Turkey, Zimbabwe, and Thailand respectively. In different cases, various factors have different impacts on leverage ratio.

Shah and Hijazi (2004) focuses on the determinants of capital structure of listed firms in Pakistan for the period of 1997 to 2001. They follow Rajan and Zingales (1995) of selecting only four independent variables: size, tangibility of assets, growth, and

profitability. The results indicates that asset tangibility and size are positively correlated with leverage. In contrast, growth and profitability are negatively correlated with leverage.

Frank and Goyal (2009) investigate the relative importance of several factors in the capital structure decision of listed US companies for the period of 1950-2003. Among these factors they found a core of six reliable factors that correlated with cross-sectional differences in leverage. Their study shows that leverage is positively related to firm size, tangible assets, median industry leverage, and expected inflation. On the other side, leverage is negatively related to profits and market-to-book ratio. According to the authors all six factors, except profit, have the sign predicted by the static tradeoff theory in which the tax saving of debt are traded-off against deadweight bankruptcy costs.

many researcher have studied the factors effecting capital structure such as (Chen,2004; Mazur, 2007; Frank &Goyal, 2009; Getzmann, Lang &Spremann, 2010). Bhabra, Lui and Tirtiroglu (2008) indicated that significant factors affecting capital structure decision are proportion of tangible assets, size, profitability, and growth opportunities.

In the International dimension, it has been observed that some of the determinants of capital structure consist of the country norms, type and size of industry and also host Government control (Lee and Kwok, (1988) as quoted in (Al-Najjar and Taylor 2008). Frank and Goyal (2009) suggested that the reliable factors for explaining market leverage are median industry leverage, market-to-book assets ratio, tangibility of assets, profits, log of assets and expected inflation.

Pathak has investigated 135 firms in Bse and found factors such as tangibility of an asset, growth ,firm size, business risk ,liquidity and profitability has influence on leverage structure of Indian firms.

Rajan and Zingales (1995) has suggested negative relation between profitability and leverage , and on the other hand Supanvanij (2006), Sayilgan et al. (2006) and Sheikh& Wang (2010). Sayeed M.A.(2011) suggested that profitability is irrelevant in determining capital structure .

Fan et al.(2008) examine the capital structure and debt maturity choices in a cross-section of company in 39 developed and developing countries. They found a stronger relationship between profitability and leverage in countries with weaker shareholder protections.

Jensen and Meckling (1976), Easterbrook (1984), and Jensen (1986) suggest a positive relationship between leverage and profitability. This paper attempts to analyze, how the factors like profitability, liquidity, tangibility, size and growth are affecting capital structure decisions on Indian firms.

REVIEW OF EMPIRICAL THEORIES OF CAPITAL STRUCTURE

The modern theory of capital structure began with **the publication of Modigliani and Miller paper in 1958 on the relationship between the leverage , cost of capital and value of the firm.** In this paper, they argued the irrelevance of capital structure to the value of firm under certain given set of assumptions such as no transaction costs, the equality of lending and borrowing rates, no bankruptcy costs, and absence of corporate taxes, the personal leverage and corporate leverage are perfect substitute of each other etc.

The theoretical and empirical literature which was developed over a period of time indicates that, once the restrictive set of assumptions are relaxed, firms will be able to influence or change their value by changing their leverage or debt-equity ratio. **The**

research in the capital structure field is dominated by two principal theories of capital structure which are (1) the trade-off theory and (2) pecking-order theory.

The trade-off theory of capital structure is established around the concept of target capital structure that balances between the benefit of debt-tax shields and cost (excess risk taking by shareholders) of debt financing. In other words this theory assumes that firm will trade off the benefits and cost associated with debt and equity financing and finds an optimal capital structure after considering market imperfections such as taxes, bankruptcy costs and agency costs.

STATIC TRADE OFF THEORY

The static trade off theory argues that firms have optimal capital structure which is determined by trading off the costs against the benefits of the use of debt and equity. most important benefit associated with use of debt is debt tax shield and disadvantage associated with debt is financial distress. This leads to trade off between tax benefits and risk of financial distress. Other important variable is agency cost. Static trade off theory indicates that firm is having their target capital structure and if there is any variation in actual leverage ratio and optimal leverage ratio then firm will adopt its financial behavior in a way that brings leverage ratio back to the optimal level. In a static trade-off framework, the firm is viewed as setting a target debt-equity ratio and gradually moving towards

THE DYNAMIC TRADE OFF THEORY

Dynamic model argues that financing decisions depends upon the financing margin that the firm anticipates in next period. Some firms want to raise funds in next period in which they can select debt, equity or combination of both. Some want to pay out funds in next period. The most important precursor to modern dynamic trade off theories was Stieglitz (1973) who examines the effect of taxation from public perspective.

pecking-order theory which was developed by Myers and Majluf (1984), argues firms follow a financial hierarchy to minimize the information asymmetry problem between insider and outsider shareholders. in other words managers do not seek to maintain a specific capital structure. Firms prefer to issue debt rather than equity if internally generated cash flows are not sufficient; external equity is offered only as a last resort when company runs out of its debt capacity as informational asymmetry between managers and investors make it costly to raise funds through equity.

Information asymmetric indicates that managers and other insiders have more information about the firm's prospects and risks than do outside investors. Investors, realising this, judge that managers are more likely to offer equity when shares are over-valued. Due to this, investors price equity issues at a discount. Hence pecking-order theory occludes that it will be the cheapest for a firm to use from the least to the most expensive source of finance in the following order: internal financing, bank debt, bond market debt, convertible bonds, preference capital, and common equity (Myers, 1984).

Signaling Theory developed by Ross (1977), explains that debt is considered as a way to highlight investors' trust in the company, that is, if a company issues debt it provides a signal to the markets that the firm is expecting positive cash flows in the future, as the principal and interest payments on debt are a fixed contractual obligation which the

firm has to pay out of its cash flows. Thus, higher level of debt indicates the confidence of manager in future cash flows. The Pecking Order Theory also indicates the signal for companies prospective which is the problem of the under-pricing of equity. If a firm issues equity instead of debt for financing its new projects, investors will get negative signal. Since managers have superior information about the firm than investors hence they might issue equity when it is overpriced.

AGENCY COST THEORY

agency cost argues that capital structure of the firm is determined by agency costs which consists of the costs for both debt and equity issue. The costs related to equity issue includes: i) the monitoring expenses of the principal (the equity holders); ii) the bonding expenses of the agent (the manager); iii) reduced welfare for principal due to the divergence of agent's decisions from those which maximize the welfare of the principal. Since both equity and debt incur agency costs, the optimal debt-equity ratio involves a trade-off between the two types of costs. Agency costs arise due to the conflicts of interest between firm's owners and managers. Jensen and Meckling (1976) have given two types of conflicts: i) conflicts between shareholders and ii) managers conflicts between shareholders and bondholders:

MARKET TIMING THEORY

Market timing theory argues that firm times their equity issues which mean firms issue new stock when stock is overvalued and buyback own shares when stock is undervalued. Hence stock price fluctuations affect capital structure of the firm. **Baker and wurgler (2002)** indicates that equity market timing has persistent effect on the capital structure of the firm. They define a market timing measure, which is a weighted average of external capital needs over the past few years, where the weights used are market to book values of the firm. They find that leverage changes are strongly and positively related to their market timing measure, so they conclude that the capital structure of a firm is the cumulative outcome of past attempts to time the equity market

DETERMINANTS OF CAPITAL STRUCTURE

Many studies over the years have indicated that generally leverage increases with fixed assets, non-debt tax shields, growth opportunities, and firm size and decreases with volatility, advertising expenditures, research and development expenditures, bankruptcy probability, profitability and uniqueness of the product. The following determinants of capital structure are analyzed in this paper: tangibility, size, profitability, effective tax rate, growth opportunities, volatility, and liquidity

• TANGIBILITY

The proxy used for calculating *tangibility* is net fixed assets/ total assets. Many theories have indicated that tangibility is positively related to leverage. Since the tangible assets can be used as collateral in external borrowing. When the firm is having larger fraction of tangible assets then firm can get bank loans at a lower interest rate and it also reduces the risk the lender is suffering from the agency cost of debt. Hence firm with larger fraction of tangible assets is to likely to

have more debt. For example Rajan – Zingales,(1995), Friend – Lang, (1988) and Titman – Wessels, (1988) have found positive relation between tangibility and leverage.

- **SIZELN(SALES)**

The proxy used for calculating size is the natural logarithm of sales. Generally size is positively related with leverage. Larger firms are usually more diversified therefore they have more stable cash flow. Hence probability of bankruptcy is smaller for these large firms as compared to smaller ones. Many studies have indicated that large firms usually prefer issue long-term debt while small firms select short-term debt to finance their projects. For example *Huang and Song (2002)*, *Rajan and Zingales (1995)* and *Friend and Lang (1988)* have found positive relation between size and leverage.

- **PROFITABILITY**

The proxy used for calculating profitability is percentage of pre- tax profit divided by total assets. Profitability will be measured by return on assets. Theoretical predictions state that there is no consistent conclusions can be drawn for the relationship between profitability and leverage. Trade-off models argue that profitable firms have greater needs to shield income from corporate tax and should borrow more as compared to less profitable firms. While pecking order theory indicates that profitability and the level of debt are inversely related. Many studies have indicated negative relationship between leverage and profitability. for example Rajan – Zingales, 1995, Huang – Song, 2002, Booth et al., 2001, Titman – Wessels, 1988, Friend – Lang, 1988 and Kester, 1986 have found negative relation Profitability between and leverage.

- **EFFECTIVE TAX RATE**

The impact of tax rate on leverage is mixed. As the interest from loan is tax-deductible so firms with higher taxable income should have more debt to have benefit from tax-shield gain. As a result, effective tax rate is expected to be positively related with the level of debt while on the other side, higher effective tax rate also reduce internal funds which leads to increase in cost of capital. Therefore there is negative relationship between effective tax rate and level of debt.

- **GROWTH OPPORTUNITIES**

The proxy used for growth opportunities is Market to-book value. Theoretical studies have indicated that generally there exist a negative relationship between growth opportunities and leverage.

- **VOLATILITY**

The proxy used for calculating volatility is variability of the return on assets (standard deviation of return on assets) . Many authors have indicated that a firm's optimal debt level is a decreasing function of the volatility of earnings. Firms having high volatility of earning find some difficulty in the payment of debt obligations which will increase the probability of bankruptcy. Thus firms with high volatility of cashflow can lower their risk by reducing debt levels. For example *Bradley et al., (1984)* and *Titman – Wessels, (1988)* have found negative relation volatility between and leverage.

Risk = Standard deviation of the return on assets = σ (ROA)

- LIQUIDITY**

The proxy used for calculating liquidity is current ratio that is current assets/ current liabilities. When firm is having sufficient liquid assets to finance their investments then there is no need to raise any external funds. Hence, liquidity and level of debt are inversely related.

TABLE 1 INDICATES THE DETERMINANTS OF CAPITAL STRUCTURE, MEANING AND THEORETICAL PREDICTED SIGNS

Factors affecting capital structure	Meaning	Theoretical Signs	Predicted
Tangibility	Fixed assets divided by Total assets	+	
Tax	Effective tax rate	+/-	
Size	Natural logarithm of Sales	+	
Profitability (return on assets) ROA	Profit before tax divided by Total assets	+/-	
Growth opportunities	Percentage Growth of Total assets	-	
Volatility	Standard deviation of ROA	-	
Liquidity	Ratio of Current assets to Current liabilities	-	

TABLE 1

NOTE:

“+” means that leverage is positively associated with the factor which means leverage will increase with the factor.

“-” means that that leverage is negatively associated with the factor which means leverage will decrease with the factor.

“+/-” means that both positive and negative relations can be established between leverage and the factor.

CONCLUSION

The various theories of capital structure have given different interpretation of capital structure decision. These theories are not designed to be general but the conditional theories of capital structure in which each focuses on cost and benefits associated with alternative financing strategies. The perfect capital markets world of Modigliani and Miller, the costs of different

forms of financing do not vary independently and therefore there is no extra gain from opportunistically choosing among them, hence capital structure decision does not affect value of the firm. In the market timing theory, there is no optimal capital structure, so market timing decisions influences the capital structure outcome.

Factors affecting capital structure has also been analyzed which indicates that size and tangibility are positively related to leverage while Growth opportunities, Volatility, and Liquidity is negatively related to leverage. But no consistent relationship is drawn between taxes, profitability with respect to leverage.

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POLICY AND PROGRAME OF HIGHER EDUCATION IN HARYANA

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ABSTRACT

Higher education enhances people's abilities to make informed decisions, produce technology, adopt and adapt technology, sustain livelihoods, cope with shocks, be healthier, be responsible citizens, and be more effective stewards of natural resources. It is the quality of higher education that decides the quality of human resources in a country. The first National Policy on Education was promulgated in 1968 by the government of Prime Minister Indira Gandhi and the second one by Prime Minister Rajiv Gandhi in 1986. Higher education includes teaching, research, exacting applied work and social services activities of universities. In terms of the level, higher education includes college and university teaching-learning towards which the students progress to attain higher education qualification. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. To be eligible students should belong to SC category of Haryana Domicile and should be a regular student of the institution.

KEYWORDS: *Occupies, Contemporary, Increasingly, Decisions,*

INTRODUCTION

Human capacity development is enhanced through education at many levels including primary, secondary, technical and vocational, and higher education. Given the growing complexity of contemporary contexts, higher education is an increasingly more critical piece of human capacity development. Higher education enhances people's abilities to make informed decisions, produce technology, adopt and adapt technology, sustain livelihoods, cope with shocks, be healthier, be responsible citizens, and be more effective stewards of natural resources. Given the importance of human capacity in development, economic growth and social stability, it is no surprise that higher education policy occupies an increasingly important place on national policy agendas. The widespread recognition that higher education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high-quality higher education more important than ever before in both industrialized and developing countries.¹

Oxford dictionary defines Higher Education, "Education and training at college and university, especially to degree level"² Higher education, post-secondary education, tertiary education or third level education is an optional final stage of formal learning that occurs after secondary education. Often delivered at universities, colleges, seminars, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. In the days when few pupils progressed beyond primary education, the term "higher education" was often used to refer to secondary education, which can create some confusion.³

Higher education includes teaching, research, exacting applied work and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level and beyond that graduate level or post graduate level. The latter level of education is often referred to as graduate school, especially in North America. Since World War-II, developed and many developing countries have increased the participation of the age group who mostly studies higher education from the elite rate, of upto 15 percent, to the mass rate of 16 to 50 percent.⁴ Higher education is important to national economies both as an industry, in its own right, and as a source of trained and educated personnel for the rest of the economy. College educated workers have commanded a measurable wage premium and are much less likely to become unemployed than less educated workers.⁵

Next, Higher education is the backbone of any society. It is the quality of higher education that decides the quality of human resources in a country. Higher education, as we see today, is a complex system facilitating teaching, research, extension and international cooperation and understanding. In a society full of diversity, ideologies and opinions, higher education means different things to different people. The pluralism of views is quite inevitable and some would opine it should be like that only. However, as we intend to discuss and learn more about quality in higher education, we should ask ourselves, what is higher in higher education? You, as a teacher/stake holder of higher education, will agree that it is not just about the higher level of education structure in the country. There is more to it. In terms of the level, higher education includes college and university teaching-learning towards which the students progress to attain higher education qualification. Higher education imparts in-depth knowledge

and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It is about knowing more and more about less and less. It develops students' ability to question and seek truth and make him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization but also gives him/her a wider perspective of the world around.

HIGHER EDUCATION POLICY

Higher education policy is always looked as part of the overall education policy of India which is known as 'The National Policy on Education' (NPE). It is formulated by the Government of India to promote education amongst India's people. This policy covers elementary education to Higher education in both, the rural and the urban India.

The first National Policy on Education was promulgated in 1968 by the government of Prime Minister Indira Gandhi and the second one by Prime Minister Rajiv Gandhi in 1986. Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in India, both in the Rural and the Urban areas. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged a strong central government control over education throughout the country with a uniform educational system. The Union government established the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organization that would advise both, the Union and the state governments on formulating and implementing education policies.¹

NATIONAL POLICY ON EDUCATION, 1968

Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English Language, the official language of the state where the school was based, and Hindi, the national language. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.²

NEW NATIONAL POLICY ON EDUCATION, 1986

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the establishment of Indira Gandhi Open University in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.³

NATIONAL POLICY ON EDUCATION, MODIFIED IN 1992

The 1986 National Policy on Education was modified in 1992 by the P.V. Narsimha Rao government. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions with an option to join AIEEE. This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

STATE SPONSORED HIGHER EDUCATION PROGRAMMES IN HARYANA

Most of the Higher Education programmes of the State are sponsored either by the central government or by some autonomous bodies. Besides, there are some of the programmes which are run solely by the states. These programmes are funded by the state governments and therefore, the state government frames the rules regarding eligibility, amount, duration and other terms and conditions of these programmes.

Haryana Government has also started many programmes of Higher Education for the benefit of its students. Some of these programmes are for all the categories of students while some other are for the benefit of a special category of students. In brief some of the important Higher Education programmes run by the Haryana State are described below:

(A) HARYANA STATE MERITORIOUS INCENTIVE SCHEME

This programme is run by Ministry of Education, Haryana. This scheme is meant for the students who attain merit position in Annual University Examinations.

Under this scheme, the male students (General Category) female students (General Category) and S.C. students (both male and female) will be given fixed annual incentive, based on their position/performance in Annual University examination of main educational streams, such as Arts, Commerce, Science (Medical and Non-Medical) and Education in both undergraduate and post graduate classes.

The objective of the scheme is to encourage the meritorious students studying in the Government Colleges of the State by giving a substantial amount to them as a motivating incentive.

ELIGIBILITY:

The student should satisfy the following criteria to avail the benefits under this scheme:-

1. This scheme will be college-specific and for three meritorious students in each stream who stood first, second and third in the annual university examination will be given this incentive.
2. The award will be given only to the students pursuing general courses in the Government Colleges. Candidates from non-Government colleges and those who pursue their studies through correspondence courses/open universities will not be eligible for the award.
3. The merit list will be prepared separately for the boys (general category) Girls (general category) and S.C. students (Combined list of girls and boys).
4. In case S.C. students qualifies in the general list, his/her name would be considered in the general list and the extra award would be given (on the merit basis only) to the students of S.C. category.
5. The award holder under this scheme will hold any other scholarship/stipend from the State Government or any other source.
6. There is no income limit for these awards.

BENEFITS: The incentive will be awarded separately for each stream i.e. Arts, Commerce, Science (Medical/Non-Medical) and Education. The students who stand first in the merit will be given Rs.5000/- per annum, second - Rs.3000/- per annum and the student who stands third in the Merit will be given Rs.2000/- per annum.

(b) Consolidated Stipend Scheme for Scheduled Caste Students Pursuing Higher Education

This scheme was started by the state government on 01 Jul, 2008. The stipend is given to purchase the books for Scheduled Caste students. The objective of the scheme is to support scheduled caste students in order to improve their financial conditions.

ELIGIBILITY AND BENEFICIARIES: The students eligible are SC students. The students will be disbursed stipend bi-monthly on the basis of at least 60% attendances in the classes. The students should be pursuing higher education.

BENEFITS: SC students studying in Colleges will be provided an amount of Rs. 2000/- per student for the purchase of books and a stipend of Rs. 1000/- per month. The students should contact to the Principal or the Nodal officer of the same college to apply for the scheme.

(c) Stipend Scheme for Grandchildren of Freedom Fighters (2010-11) for Higher Education

This Scheme is run by Ministry of Women and Child, Haryana for grand children of freedom fighters for pursuing higher education in Government/Non-government aided colleges of Haryana for pursuing

OBJECTIVE: The objective of the scheme is to honour the grandchildren (3rd Generation) of freedom fighters of Haryana. The Department has proposed that the scholarship – equivalent to the scholarship admissible to the children belonging to scheduled caste families may also be given to the grandchildren (3rd generation) of freedom fighters.

ELIGIBILITY: Only the grand children of Freedom Fighters are eligible. It has also been envisaged under the scheme that if after dropping out from the College the student re-joins the classes and he again attends minimum 50% classes in the subsequent 3 months, his previously due installment as well as the installment of the current quarter shall also be released. The amount of Scholarship will be released only after obtaining the good conduct/ attendance certificate from the Principal/head of the institution where the students is studying. The students who failed in the last year University Examination will be ineligible for the incentive. The benefits under this scheme are (i) For Colleges :Rs. 2000/- as one time allowance for books and (ii) Rs. 1000/-P.M for 12 months as monthly scholarship

(d) Scheme of Government of Haryana for Merit Scholarship to undergraduate girls Students

This Scheme of Government of Haryana is for merit scholarship to under graduate girl students. This Scholarship will be given to the girl students who after passing 10+2 class with at least 60% marks are studying in any Government College.

ELIGIBILITY: This Scholarship will be given to the girl students who after passing 10+2 class with at least 60% marks are studying in any Government College. The awards will be given only to the students pursuing general degree courses. Candidates who pursue their studies through correspondence course/open universities will not be eligible for the award. A Scholarship holder under this scheme will not hold any other Scholarship/Stipend. However, they may accept a grant of minority help from the State Government or any other source for the purchase of books, equipment or for meeting the expenses of boarding and lodging. There is no income limit for this scheme.

DURATION AND RENEWAL OF AWARDS: The awards will be given for three years. It will be renewed from year to year provided that the candidate secures at least 55% marks in the qualifying examination.

MODE OF SELECTION: The award shall be made strictly on merit basis. In case, more than one student secure equal marks / percentage of the marks to be worked out up to three decimal places. The Candidate junior most in age shall get the first priority. The Scholarship will be awarded on the recommendation of the Head of the institution, forwarded with the complete documents on the prescribed Proforma. In respect of the eligible Candidate, the awarding

authority prescribed it before due/prescribed date every year. If the Scholar is found to be ineligible at any stage due to any reason, the Scholarship renewal will not be given. The Scholarship depends on the satisfactory progress and conduct of the Candidate. The Scholarship can be changed at any time at the discretion of the Government Of India. The Principals will send the list of awarded students to the Directorate along with the receipt as a proof of amount paid.

BENEFITS: Total number of fresh scholarships to be awarded is ten girl student per college. The value of the scholarship awarded will be Rs. 3000/- per student per annum. The Scholarships are tenable for pursuing general academic course in the Government Colleges only.

(e) Anusuchit Jati Chhattra Ucch Shiksha Protsahan Yojana for Scheduled Castes Girls

This scheme is also run by the Ministry of Education, Haryana. It was launched by Welfare of Scheduled Castes & Backward Classes Department, Haryana in the year 2010-11. In order to motivate parents of Scheduled Castes (SC) girls and to give education for drop-out after passing 10+2 examination and also to reduce adverse female ratio, a new scheme namely “Annusuchit Jati Chhattra Ucch Shiksha Protsahan Yojna” has been launched from the year 2009-10 by the Department Of Welfare of Scheduled Castes & Backward Classes.

Objective of this scheme is to motivate parents of Schedule Castes girls to educate their children and to encourage Girl Education.

ELIGIBILITY: Students should fulfill the following conditions: (i) Student should be Haryana domiciled & should belong to scheduled caste.(ii) The Annual Income of the parents/guardians should be more than 1.00 lac and less than 2.40 lacs (iii) Only those students are eligible that have not got benefit another schemes (iv) The students who are once awarded the scholarship under this scheme and secure promotion to the next higher class will get the renewal of scholarship in the next class for the whole duration of that course (v) The students who are given scholarship under this scheme will not be entitled to get scholarship under any other scheme except meritorious scholarship/incentive (vi) The award of the scholarship is subject to satisfactory progress and conduct of the student.

The following categories of students are eligible:

- (a) Who are studying in diploma in Technical/Professional courses after 10+2.
- (b) Who are studying in Graduation in commerce/science.
- (c) Who are studying in graduation in Technical/Professional courses.
- (d) Who are studying in Post Graduation in Commerce/Science Courses and
- (e) The students who are studying in Post Graduation in Technical/Professional courses. Interested student should apply to District Welfare Officer or Taluka Welfare Officer.
- (f) Scheme of providing books to Scheduled Castes students studying in government college, Haryana**

This scheme was also started by the Department of Education, Haryana. Under this scheme, the students belonging to S.C. category, who are studying in any Government College (Except B.Ed. Colleges) of Haryana, will be provided a complete set of textbooks during their study period in every class. This scheme aims to help and motivate the SC students for Higher Studies. To be

eligible students should belong to SC category of Haryana Domicile and should be a regular student of the institution.

Benefits: The books are given to the students through concerned college library and the student must return his/her books to the college concerned immediately after completion of the course. In case he/she fails to return the books he/she will be required to pay 25% cost of each book. The student will apply on a plain paper to the Principal of college in which he/she is studying.¹⁵

CRITICAL APPRAISAL

In this chapter we have discussed about overall policy of Higher Education. It has been found that policy of Higher Education is part of our National Policy on Education. The earliest policy on Education was formed in the year 1968. It was promulgated in 1968 by the government of Prime Minister Indira Gandhi. Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. The Union government established the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English Language, the official language of the state where the school was based, and Hindi, the national language. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. It was revised in 1986 and further modified in the year 1992 as Programme of Action which is today known as New Policy on Education (NPE).

Various agencies are involved in preparing schemes of higher education. Main agency responsible for preparation and implementation of Higher Education programme is Ministry of Human Resources Development. Some of the schemes of Higher Education are looked after by it directly and some of the schemes are left to be implemented and monitored by the University Grant Commission. The schemes and Scholarship abroad which are offered by various countries are run under the direct supervision of Ministry of HRD. In addition, Five Year Plans have also their own targets relating to infrastructure and financial assistance which focus on a particular aspect of higher education. Present Five Year Plan i.e. XII have its own targets for Higher Education. For the purpose of proper understanding these have been discussed separately. The University Grant Commission executes three categories of schemes of Higher Education. Firstly it offers schemes which are meant for both, the universities and the colleges. Second category of schemes is meant for universities only and the third category of schemes is meant for the colleges only. Besides, various autonomous organizations which have been established for a particular purpose have their own schemes of Higher Education and research. They prepare their own schemes and implement them directly. They have their own terms, area of operations and quantum of scholarship etc. which are updated time to time. The schemes of higher education

have different types of element which provide support to the beneficiaries. The schemes have some direct financial benefits like scholarships, financial assistance for purchase of books, journals and other equipments for research. These scholarship/schemes also offer HRA, leave, Hostel facility or financial assistance in lieu of hostels if accommodation is not available. Some schemes provide free coaching or coaching at a nominal fee. Various types of contingency grants and Fellowships are also offered through these schemes. Diverse in their nature, yet they have one motto that is to encourage Higher Education learning in Indian.

Apart from the schemes sponsored by MHRD, UGC and other autonomous bodies, some of the schemes of Higher Education are also by the respective Education Departments of the state governments. These schemes are funded solely by the states. These schemes are local in nature and are devised some special section of the students as per the policy of the state government. Haryana Government has also started various schemes of Higher education. While some of the schemes are meant for the students from weaker sections of population, there are some schemes which are meant for girls' students only. Besides, there are some schemes which are general in nature and meant for all categories of students.

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ACCOUNTABILITY & TRANSPARENCY IN INDIA JUDICIAL SYSTEM: A CONTEXT OF NATIONAL JUDICIAL APPOINTMENT COMMISSION

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ABSTRACT

In this paper, I am going to talk about the urgent need to bring the Judiciary under accountability. For long, the judiciary had cast a sacrosanct spell around it, such that the judges were considered demi-gods who could not commit any wrong; their decisions were final and unquestionable. But it is hard to turn a blind eye from what is happening in the name of justice delivery and the growing corrupt nature of the judges. It was soon realized that this is all happening because of lack of accountability. With a power like contempt of court they could terrorize anyone who would criticize the court. Questions arise like why a citizen cannot criticize the court and why the judiciary is immune from any accountability; they are raised in this paper. I have also looked at reasons why accountability has failed and have mentioned the solution where we can have 'clean judges in black robes'. The demand to have a National Judicial Commission, an independent mechanism is one of the workable solutions suggested by the civil society, media, jurist, lawyers, politicians and everyone who desires the judiciary to be accountable. If we forsake accountability, then we will only see the crumbling of a very important organ of the government –the judiciary.

KEYWORDS: *Judicial Accountability, Judicial independence, justice & society.*

INTRODUCTION

The three organs of the Indian government –Legislature, Executive and Judiciary perform three essential functions of rulemaking, rule application and rule adjudication respectively. The main principle behind this formulation is separation & balance of powers: which brings accountability, keeps the government restrained and in this way our rights and liberties are safeguarded. In fact the main driving force behind this is based on the simple saying by Lord Acton that ‘power corrupts man and absolute power corrupts absolutely’. In the words of Montesquieu, “Constant experience has shown us that every man invested with power is apt to abuse it, and to carry his authority until he is confronted with limits’. In short absolute power without accountability leads to corruption. Corruption in India is always lime light in all organs of Indian government.

There is another principle working together with the **separation or balance of power i.e.** checks and balances. Simply put the theory of checks and balances holds that no organ should be given unchecked powers. The power of one organ should be checked and restrained by the other two, thus a balance is secured. After all ‘power alone can be the antidote to power’. So we see in India how the executive is individually and collectively responsible to the legislature, although here the accountability has decreased because of anti-defection law, whereby if there is any amount of dissent from the legislator, he is threatened with removal which can cost his constituency being unrepresented. Thus all decisions of party leaders are now just rubber-stamped by Parliament. The legislatures are individually & collectively accountable to public, election process, judiciary, Lok-Pal, election commission & other all India institutions. As law passed by the legislature are checked by the judiciary, if it goes against the Constitution the latter declares it null and void. Given this it becomes clear that the judiciary is the guardian of the Constitution and protector of fundamental rights. In spite of this there is a sudden spate of judiciary corruption & other charges which is proving to be self-defeating and is indicating towards the lack of accountability in the institution.

INDEPENDENCE OF THE JUDICIARY

Independence of judiciary is a recognized principle adopted by most of the democratic countries. Many authors have provided us with the history of judicial independence in United Kingdom, United States and India.

United Kingdom: The concept first began from here. There had been a long struggle between the parliament and monarchy to control judiciary. In the 17th century, the parliament passed a settlement act, which stipulated that the tenure of the judges would be subject to good behaviour and their removal after an address to both houses of parliament.

United States: Attempt for independence was seen in the 1785. Basic Principles on the Independence of Judiciary which states “*the Judiciary shall decide matters before them... without any restrictions, improper influence, inducement, pressures, threats or interference, direct or indirect, from any quarter or for any reason*”.

India: Before independence, judges were appointed by the Crown, yet they had independence from it. After independence, this principle was taken seriously and it became a part of the *Basic Structure of the Constitution*, which cannot be amended. The independence is guaranteed by the

Constitution which holds that the judges of the Supreme Court and the High Court hold office till he attains 65 and 62 years of age. The parliament is authorized to prescribe the privileges, allowance, leave and pension of the judges of the SC. The Constitution prescribes for high qualifications for the judges. Further no judge can be removed from his office by the President except upon the presentation of him of an address by each house of the parliament for such removal on the grounds of misbehavior and incapacity. A judge of the SC and HC is appointed by the President of India in consultation with the Chief Justice of India and such judges of SC and HC as he may deem necessary. The SC is also treated as the court of record.

JUDICIAL ACCOUNTABILITY:

Judicial accountability is in fact a corollary of the Independence of the judiciary. Simply put, accountability refers to taking responsibilities for your actions and decisions. It generally means being responsible to any external body; some may insist accountability to principles or to oneself rather than to any authority with the power of punishment or correction. Since accountability is a facet of independence the Constitution has provided in Article 235, for the 'control' of the High Court over the Subordinate Judiciary clearly indicating the provision of an effective mechanism to enforce accountability. Thus entrustment of power over subordinate judiciary to the High Court preserves independence as it is neither accountable to the executive or the legislature. The provision of the difficult process of impeachment has also been directed towards this goal. The absence of any mechanism for the higher judiciary except for extreme cases is because the framers of the Constitution had thought that 'settled norms' and 'peer pressure' would act as adequate checks. However it hasn't happened completely in that manner. The main problem is that the judiciary is neither democratically accountable to the people nor to the other two organs.

The Supreme Court had rightly asserted that "A single dishonest judge not only dishonors himself and disgraces his office but jeopardizes the integrity of the entire judicial system." This brings us the section on why do we need accountability. A campaign issued by the people's convention on Judicial Accountability and Reforms had mentioned, "The judicial system of the country far from being an instrument for protecting the rights of the weak and the oppressed has become an instrument of harassment of the common people of the country.... The system remains dysfunctional for the weak and the poor... (and has been) displaying their elitist bias." Many articles have listed down three promotions done by Judicial Accountability:

1. It promotes the rule of law by deterring conduct that might compromise judicial independence, integrity and impartiality.
2. It promotes public confidence in judges and judiciary.
3. It promotes institutional responsibility by rendering the judiciary responsive to the needs of the public it serves as a separate branch of the government.

CHALLENGES FACED BY INDIAN JUDICIAL SYSTEM IN 21ST CENTURY:

Corruption in judiciary: Like any other institution of the Government, the Indian judicial system is equally corrupted. The various recent scams like the *CWG scam*, *2G scam*, *Adarsh Society scam*, *Jaya Lalita*, *Salman Khan*, *Lalit Modi*, including rapes and other atrocities in the society etc. have emphasized both the conduct of politicians and public dignitaries, including the common man, and also on the drawbacks in the functioning of Indian judiciary. There is no system of accountability. The media also do not give a clear picture on account of the fear of

contempt. There is no provision for registering an FIR against a judge taking bribes without taking the permission of the Chief Justice of India.

Backlog of pending cases: India's legal system has the largest backlog of pending cases in the world – as many as 30 million pending cases. Of them, over four million are High Court cases, 65,000 Supreme Court cases. This number is continuously increasing and this itself shows the inadequacy of the legal system. It has always been discussed to increase the number of judges, creating more courts, but implementation is always late or inadequate. The victims are the ordinary or poor people, while the rich can afford expensive lawyers and change the course of dispensation of the law in their favour.

Lack of transparency: Another problem facing the Indian judicial system is the lack of transparency. It is seen that the Right to Information (RTI) Act is totally out of the ambit of the legal system. Thus, in the functioning of the judiciary, the substantial issues like the quality of justice and accountability are not known properly.

Hardships of the under trials: In Indian jails, most of the prisoners are under trials, who are confined to the jails till their case comes to a definite conclusion. In most of the cases, they end up spending more time in the jail than the actual term that might have had been awarded to them had the case been decided on time and, assuming, against them.

No interaction with the society: It is also seen that there is involvement of common citizens in judicial decision-making in several countries. However, in India, the Indian judicial system has no connection with the society, something which it had inherited from the British judicial set-up. But, things should have changed over the last 60 years. Even today, the law officers have not been able to come closer to the ground to meet the common people.

PROBLEMS FOR ACCOUNT ABLE JUDICIARY:

Impeachment: According to the Indian Constitution, the only way through which the members of the higher judiciary that is the Chief Justices and Judges of Supreme Court (SC) and High Courts (HC) are accountable or can be removed through impeachment. Many regard impeachment as a failure, but before moving into that it is important to see the constitutional provisions. Under Article 124(4), the process of impeachment is carried out only on the grounds of proven *misbehavior or incapacity*. And it is undoubtedly lengthy and cumbersome.

Contempt of Court: The contempt of court can be seen as a means to protect the independence of the court, however it is mostly seen that the court has used this as a means of shielding themselves from any criticism. Contempt is defined as any act that is offensive and critical to the dignity and the authority of courts.

Exemption from the Right to Information (RTI): One of the ways the Judiciary can be held accountable is when the people have the right to know what exactly they are doing. This comes naturally in a democratic form of government.

Judges Inquiry Act: The judiciary claims that any outside body having disciplinary powers over them who compromise their independence so they have set up an “in-house mechanism” investigating corruption. The only positive feature of the bill is that it initiates an enquiry into the allegations of misconduct of a judge.

Judicial activism: The lack of accountability has been especially egregious when in recent times we see the higher judiciary making inroads into and passing orders which are within the domain of the executive and legislature. For instance laying down policy regarding demolition of Jhuggis from Yamuna Pushta, hawkers, cycle rickshaws etc. are to name a few.

Appointment system: In 1993, a nine judge bench of SC laid down a new system for making appointments of judges in HC and SC. This gave enormous powers to the collegium of senior judges of the SC to select and make recommendation to the government for these appointments. There is no transparency in the process, no system followed for preparing the shortlists or for choosing among eligible members. The whole process is entirely adhoc and arbitrary, which has lead to political favoritism when appointments were in the hands of the executive and nepotism when it has been in the hands of the judiciary.

REMEDIES & SOLUTIONS

Judiciary Accountable through Judicial Appointment Commission & Code of Conduct:

The conference of Chief Justices of all HCs was held on 3rd and 4th December, 1999, where all the Chief Justices unanimously resolved to adopt the “Restatement of Values of Judicial Life”. This would serve as a guide to be observed by the judges, essentially for an independent, strong and respected judiciary in the impartial administration of justice. Some of codes that must be followed are –

- Judges should not conduct election to any office of club, society or other Associations
- A judge should not hear and decide a matter in which a member of his family, a Close relation or a friend is concerned.

Judicial Standard and Accountability Bill: This will replace the previous Judges Inquiry Act. It will be headed by a former Chief Justice of India, where the public can lodge complaints against erring judges, including the Chief Justice of India and the Chief Justices of the High Courts.

The five-member committee will be appointed by the President. On receiving a complaint, the committee will forward it to a system of scrutiny panels, which will have the powers of a civil court. If the charges are serious, the committee can request the judge concerned to resign. If the judge does not do so, the oversight committee will forward the case to the President with an advisory for his removal. The bill mandates that the judges should not have any close association with the individual members of the bar. All the details concerning the investigations will be put up in the SC and HC websites.

Judicial Restraint Against Activism: The above mentioned extreme activism is not justified as the courts should be concerned with the legality of the law only. It raises accountability question since they are not directly elected by the people, neither they are answerable to the executive or

legislature. Furthermore, on what grounds are the bench that decides a case selected is also not clear.

Similar clear cut methods are also desired in our country. This surely calls for the curtailment for activism after all one cannot just start doing others function, which is against the principle of separation of powers. It may be argued by the courts that

because of incapacity of the other two organs, they are indulging in activism and this is being proved by the growing number of cases filed in the PIL, however this explanation does not justify in what the judiciary is doing. There should be suo-moto cognizance but preferably after some delay and it should be followed by recommending an array of alternatives. Its role should be more of advisory, accepting or rejecting it would on the other hand depend on the two organs. What is therefore required is judicial restraint, i.e., limitation on judicial decision making, other than those explicitly imposed by the Constitution or statutes.

Amendment of the Contempt of Courts Act: It is high time that the Contempt of Courts Act be amended. The Contempt of Courts (Amendment) Bill, 2003 was introduced in the Lok Sabha and the same was referred to the Parliament Standing Committee on Home Affairs for examination and report. The committee received several memoranda containing suggestions, few are discussed below:

- Accused should be given reasonable opportunity to defend himself according to law.
- Cases of contempt should not be tried by courts but by an independent commission of concerned district.
- The Act should be amended to remove words, ‘scandalizing the court or lowering the authority of the court’ from the definition of criminal contempt. It is to be noted that the recently introduced amendment of truth may be a good defence in contempt action while mitigating a problem, but it does not solve the issue, because one often needs to prove the truth of the allegation before the same judge against whom the allegation has been made, thus the whole exercise become meaningless.

Civil Society & NGOs: The merits of accountability are being well recognized in the society & NGOs today and this is taking the shape of campaign against corruption and for judicial accountability. It is a well-accepted fact that it is the common man who is the main consumer of all judicial decision; therefore they have the full right to have a clean Judiciary.

Role of Media: Media is considered to be the forth pillar of democracy. Earlier media had always been silent because of the threat of the Contempt of Court Act, but with the amendment of this act, it seems that the freedom of expression will not be infringed. It is true that the media has its own negative sides but one cannot fail to give credit to its positive aspect, for instance in the investigating role it played in the Jessica Lal case. The way it brought the truth out was indeed incredible. The negative aspects can be solved through a common ethics for media with regard to honesty and fairness.

Lokpal Bill: With the Lokpal bill being in news, it becomes necessary to look at what it thinks about judicial accountability. To begin with there are two versions of Lokpal bill. In the Government version, the judges are not brought under scrutiny. It will be only an advisory body and therefore the Lokpal cannot register an FIR on any complaint. The Lokpal will comprise of

three members and all will be retired judges, now this committee will be selected by politicians themselves.

The Civil Society version brings the judges under its jurisdiction. Complaints can be initiated by Lokpal itself or from the public directly. The Lokpal will comprise of 11 members which will be broad based.

Private Arbitration: This is recognized as an effective method whereby parties who are involved in a dispute, upon an agreed rules and regulation, share of expense, try to reach a settlement. A qualified arbitrator who is a licensed professional and expert in that area is hired to solve the issue. The parties involved also decide that after the completion of the resolution it may further not be appealed. This saves them from the prolonged litigation experience. In India, arbitration involving commercial disputes is being recognized as an effective method. Equitable solutions are reached more quickly than litigation, at less costs and it allows parties to adopt whatever procedures they choose for the resolution of the disputes. The courts in India have offered full support and encouragement for arbitration; they do not review the merits of an award in arbitration, unless requested by any party and only under restricted grounds of challenge laid down in the Arbitration Act.

International take on Accountability: World conferences of independence of judiciary at Montreal, 1993 & Caracas Conference, 1999: it dealt with independence and accountability of international judges. It also discussed about rule of law, human rights, selection, training, independence of Judiciary, promotion, transfers, privileges etc.

Bangalore Principle of Judicial Conduct, 2002: after referring to the UN Basic Principles on the Judiciary formulated six values: independence, impartiality, integrity, equality, propriety and competence and diligence.

National Judicial Appointment Commission (NJAC)

The earlier efforts at institutionalizing the appointment and transfer Supreme Court and High Courts judges culminated in the idea of having a National Judicial Commission. The Constitutional (67th Amendment) Bill, 1990 that was based on the recommendations of the Law Commission's 121st report (July 1987) that advocated a new forum for judicial appointments and later the Constitution (98th Amendment) Bill, 2003 provided a blueprint for the Commission. Both the bills could not be passed due to sharp polarization in the Parliament.

The earlier procedure for appointing the judges to the Supreme Court and the High court has been already provided under Articles 124(2) and 217(1) respectively of the Indian Constitution. In 2014, the Parliament has already passed the National Judicial Appointment Commission (NJAC) bill and so has the 121st Constitutional Amendment Act, which will replace the hitherto collegium system. The collegium system has been much criticized for the lack of transparency & judicial accountability and its secretive nature. The NJAC would involve members from judiciary, political parties and the civil society. However, in the collegiums system, only judges used to appoint judges. Besides ensuring that person recommended is of integrity and ability, in a bid to promote the democratic process (transparency & accountability) of electing the judges, the NJAC Bill has drawn much criticism as it is being termed as a compromise over the independency of the judiciary.

Basic Structure of NJAC

Recently, the Government has notified the National Judicial Appointments Commission Act, 2014 and the Constitution (99th Amendment) Act, 2014 for bringing in a change in the existing system for appointment of Judges in Supreme Court and High Courts. Two Bills titled 'The Constitution (121th Amendment) Bill, 2014' and 'The National Judicial Appointments Commission Bill, 2014' were passed unanimously by the Lok Sabha on 13.08.2014 and Rajya Sabha on 14.08.2014 respectively. The Acts provide for a transparent and broad-based process of selection of Judges of the Supreme Court and High Courts by the National Judicial Appointments Commission (NJAC). The NJAC would be chaired by the Chief Justice of India as in the earlier collegiums system. The NJAC membership would include two senior most Judges of the Supreme Court, the Union Minister of Law and Justice, two eminent persons to be nominated by a committee of the Prime Minister of India, the Chief Justice of India, and the Leader of the Opposition in the House of the People, or if there is no Leader of the Opposition, then the Leader of the single largest Opposition Party in the House of the People. With a view to ensuring that the composition of the National Judicial Appointments Commission is inclusive, the Act provides that one of the eminent persons shall be nominated from amongst persons belonging to the Scheduled Caste, the Scheduled Tribes, Other Backward Classes, Minorities or Women. The NJAC will frame its own regulations. This paper seeks to discuss the viability of the NJAC Bill in the light of three judges' cases whereby the Apex Court has expressed different opinions. The paper would try to analysis that whether the introduction of this system will actually result in a compromise over the independence of the judiciary or will strengthen it in trun.

About the NJAC

- The NJAC would be a constitutional body comprising the Chief Justice of India as Chairperson, along with two other senior judges of the Supreme Court, Union Minister in charge of Law and Justice and two eminent persons.
- The composition seeks to include multiple actors so that no one individual/institution has control over the Commission.
- The two eminent persons are to be nominated by a committee consisting of the Prime Minister, the Chief Justice of India and the Leader of Opposition.
- It is a laudable development that 'eminent' persons are sought to be included in the appointment process. It could impart legitimacy to the whole exercise.
- No criteria for selection of eminent persons has been laid down. Prima facie it would mean any person who has achieved excellence in his/her field.
- The NJAC Bill and the Constitutional Amendment Bill, was ratified by 16 of the state legislatures in India.
- A new article, Article 124A, (which provides for the composition of the NJAC) will be inserted into the Constitution
- Appointment of two eminent persons in NJAC, one of whom would be from the SC/ST/OBC or minority community or a woman.
- The NJAC seeks to jettison supremacy of the judiciary in the appointment of judges.
- The advent of the NJAC would still be subjected to judicial scrutiny as regards constitutional validity of the NJAC legislation and the new Article 124 A.

- Latest changes manifests tug-of-war for supremacy between the executive and the judiciary as was seen previously in the debate concerning fundamental rights and the directive principles of state policy.

INDEPENDENCE Vs TRANSPARENCY & ACCOUNTABILITY

During the initial years of the operation of the Indian Constitution, it was being suggested that this system of appointment of judges was being impacted with interference from the executive, especially in the Indian states and was leading to the erosion of the independence of the Indian judiciary in turn. However, in 2008, it was stated that original constitutional procedure be restored in the wake of Supreme Court decisions in the Judges' Appointment Cases and recommended the establishment of National Judicial Appointments Commission and reconsideration of the three judges' case. Corruption has become all pervasive and has attacked the roots of Indian democracy as well and has tried to challenge its legitimacy. Absence of clear cut mechanism to check it often leads to arbitrariness and further leads to an increment in it. Such instances generate the need of ensuring accountability in the regime of citizen awakening. Judiciary being the upholder of justice in the country, the need for accountability actually arises from within it so that a proper regime of checks and balances could be established in order to prevent the growth of any unnecessary appropriation of power. It has often been voiced that the collegium system has given unfettered power to the judges to appoint the judges of Supreme Court as well as High Court and is thus very opaque and not democratic. The collegium system came under serious scrutiny after it nominated Chief Justice P.D. Dinakaran of the Sikkim High Court in 2009 for the Supreme Court and later on he had to resign from his position after cases of corruption and misconduct were alleged against him and the recent withdrawal of name by senior Supreme Court advocate Gopal Subramaniam after the Government returned his name back to the collegium in the light of negative reports by the Central Bureau of Investigation and the Intelligence Bureau and many such recommendations and appointments in the past. So, undoubtedly, the collegium system somewhere has its own serious flaws. Hitherto, the issue of accountability and transparency hasn't been addressed properly. In this regard, it has been argued that executive shall have a say in the appointments, being the representative and voice of the people. In an attempt to ensure the accountability in the appointments and to bring about transparency, the Judicial Appointments Commission bill was introduced. However, much has been spoken and debated about the bill turning out to be a compromise over the independence of the judiciary. The debate has largely revolved around as to whether it would result into interference in the independent status of the judiciary, while on the other hand, a compromise, in pursuit of ensuring accountability and transparency. Senior Bar leaders seem to have taken the view that this independence would be largely compromised by the "outside participation".

CONCLUSION

The fact that independence may need some interference shows that there are other ideals i.e. unbiased and fair trials, more important than the former and these ideals can be achieved only through an accountable judiciary. If accountability is not taken seriously we can witness a dangerous nexus between corrupt judges and politician- administrative & business man (bade gharane) which will bring an end of democracy. It is also important to keep in mind that

accountability in judiciary is different from the other two organs, the distinctive nature of the office demands separate treatment and this is in view of the nation's benefit.

The main task of judiciary is to dispense speedy justice and bring relief to the litigant. It is through this way that public trust can be maintained. As the saying goes 'let justice be done, even though heaven fall'. However it is not that the judiciary has completely failed; Lok Adalats and Nyaya Panchayats have definitely helped the people in having an equal and fair justice. A judge can ultimately be deemed accountable if she/he adheres to the normative and ethical principles of their society and culture.

This trust can be maintained only when the judiciary is constantly subjected to people's 'ombudsmanning'. It has to accept that criticism is a way of reinforcing accountability and therefore it must be tolerant. The best judicial reform would be the one where judiciary functions according to the philosophy of the Constitution. An organized public opinion and campaign is required to bring about greater accountability-cum-responsibility. Therefore, there is an immediate need to restructure the entire judicial system to make it answerable to the needs of a democratic, progressive society.

The NJAC will be promoting to transparency in selection/appointment & transfer of judges of Supreme & High court and it also empower & restructure of judicial accountability in Indian judicial system. Not only this, NJAC curb/control to corruption, nexus, nepotism & other charges of judiciary. After implementation of this mechanism, India called as true & real democracy because all organs of Indian Govt. like Legislative, Executive & Judiciary become accountable to people of India that is basic features of preamble of indian constitution like **"We, The People of India"**.

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JOB SATISFACTION AMONG NURSING IN PGIMS, ROHTAK (HARYANA)

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ABSTRACT

The present study aims to find out the job satisfaction of the women nurses and the relationship between the socio economic conditions and job satisfaction of women nurses in PGIMS, Rohtak. Both primary and secondary data were used for the present study. The primary data was collected from 150 sample respondents from PGIMS, Rohtak. For collecting the first-hand information from the women nurses, one hundred fifty of them were chosen by simple random sampling method. Questionnaire was the main tool used to collect the pertinent data from the selected sample respondents. For this purpose, a well structured questionnaire was framed with the help of faculty guide, the research expert and the Chief Nurses of PGIMS. Unsatisfied workers report a higher intent to leave, the influence of job satisfaction being as powerful as that of wages. Job satisfaction is an affective attitude-a feeling of relative like or dislike toward something. Job satisfaction is generally defined as an employee's affective reaction to a job, based on comparing actual outcomes with desired outcomes. Most studies of health care setting tend to focus on nurses and other medical personnel in acute care setting resulting in a major gap in the literature on issues and concerns of health professionals in long-term care settings. This shows that it will indicate the job satisfaction is in high level and their relationship with hospital is in good.

KEYWORDS: *Job satisfaction, Nurse, PGIMS*

INTRODUCTION

Public Administration of any state or country has a responsibility to meet the health needs of the citizens. Health administration is an integral part of Public Administration, which deals with every aspect of people's health related to health promotion, preventive services medical care, nursing care, rehabilitation, medical education and delivering the health care through health care agencies.¹

Women are participating in all spheres of activities. The fact remains that women are the citadels of excellence in the academic field, politics, administration of business and so on. In India, industries are no longer the exclusive prerogatives of men.

Nowadays women have entered all walks of life. To them, work is necessity particularly in these days of spiraling prices. When even a simple meal and shelter cannot most often as assured for a whole family with the earnings of a single member, the need arises for the women to seek employment. It is a matter of pride for nurses that the nursing profession has attained a distinct position in the search for quality in health care. Nursing is unique in that is the only profession in the world of health care, which has got or produced the greatest number of quality assurance systems and techniques exclusively for and about nursing. This was highlighted in surveys conducted in the developed countries.

Analyzing today's situation where nursing profession occupies a distinct position in health care services, there is an indication that lack of proper standards in nursing care may cause a severe threat to the existence of the profession leading to the profession merging into other professions. The process of implementing a nursing care delivery model is more important than the model itself. Nurses' satisfaction is positively linked to patients' satisfaction and to quality of care (McNeese-Smith, 1995)², Dissatisfaction at work leads to absenteeism, expression of grievances, and turnover. Unsatisfied workers report a higher intent to leave, the influence of job satisfaction being as powerful as that of wages.

Job satisfaction represents several related attitudes. Smith, Kendall, and Hullin (1969)³ have suggested that there are five job dimensions that represent the most important characteristics of a job about which people have affective responses. These are: The work itself. The extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility.

Pay- The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-a-vis that of others in the organization Promotion opportunities. The chances for advancement in the hierarchy

Supervision- The abilities of the supervisor to provide technical assistance and behavioral support

Coworkers- The degree to which fellow workers are technically proficient and socially supportive. Globally major changes have taken place in all health care systems. Nurses are a pivotal part of the healthcare team and it is claimed that the profession can make a major contribution to shaping health policy (ICN 2005). Many studies claim that quality of care and participation in a quality management program me are primary role functions of the nurse manager (Lageson 2004).⁴ In other words, in quality management programmes, a fundamental

assumption is that nursing must be accountable to the client for the care rendered by its practitioners (Swansburg & Swansburg 2002).⁵

OPERATIONAL DEFINITIONS USED

Job Satisfaction Defined:

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job.

Job satisfaction is an affective attitude-a feeling of relative like or dislike toward something. Job satisfaction is generally defined as an employee's affective reaction to a job, based on comparing actual outcomes with desired outcomes.

Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors.⁶

This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviors.

Nurse:

A nurse is a healthcare professional, who along with other health care professionals, is responsible for the treatment, safety, and recovery of acutely or chronically ill or injured people, health maintenance of the healthy, and treatment of life-threatening emergencies in a wide range of health care settings.

Concept of Nursing:

Nurses constitute the largest workforce in any hospital and they are considered "the backbone of the hospital". They play a big role in the health care of the patients and being in the frontline, they project the hospital image to the public. With the rapid population growth, there is an increase demand for hospital services. This increase has also led to a rise in job opportunities in the hospital especially for trained nurses. However the supply of nurses is not as rapid as the expansion of hospitals, thereby resulting in severe shortage of nurses resulting in them having to work at irregular hours as well as overworked.

Nursing Job Satisfaction: Meaning

What is a nurse's job? Or what it means to be a nurse? Berg & Hallberg (2000) came out with three main themes regarding a nurse's job. The first is to foster a working relationship with patient; the second is to encounter and handle the unpredictable in a daily living; and the third is balancing the professional independence and dependency.

Considerable evidence has been written in the literature regarding the nursing working conditions and job satisfaction. Steers (1988) for example, suggests that job satisfaction is a discrepancy perception between how much a person wants or expects from the job and how much the person actually receives. When individuals perceive that the outcomes of the job met or exceeded their expectation, satisfaction is achieved. When expectations are not fulfilled, feeling of betrayal by management and sense of mistrust begin to develop. Behavioral consequences of job dissatisfaction like low morale, absenteeism, turnover and poor performance would in turn to act upon to undermine patient care quality and organizational effectiveness.

Statement of the problem

Now-a-days women have come out of the cocoon, breaking the nutshell, and exposing themselves to various fields. They have proved themselves to be at par with men if not better, in the job market. Their earnings definitely reduce the financial burden of their families and hence employed women are accepted in the society now. After entry of women at job, the work environment, that includes the salary and allowances provided, the leave facilities available, the monotonous nature of the work, the relationship with the co-workers and the immediate supervisors, the infrastructure facilities provided have all influenced the level of satisfaction of the workers at their work place. Most studies of health care setting tend to focus on nurses and other medical personnel in acute care setting resulting in a major gap in the literature on issues and concerns of health professionals in long-term care settings. Studies of this nature and magnitude may be instrumental in helping administrators to better meet the needs of long-term care nurses employed in their organizations, which may have implications for services delivery.

OBJECTIVES OF THE STUDY:**The main objectives of the present study were:**

1. To examine the existing organization of nursing services, its issues and problems therein.
2. To study job satisfaction among nurses working at PGIMS Rohtak.
3. To examine the relationship between women nurses' job satisfaction and socio-economic factors.
4. To determine the effect of selected variables (salary, appreciation, supportive relationship, contents and personal disposition) on the performance and job satisfaction of nurses.
5. To suggest remedial measures for improvement in nursing administration.

HYPOTHESES OF THE STUDY**The study was having the following hypotheses:**

1. The nursing service organization suffers from various maladies which affect their job performance.
2. Government hospitals are preferably better placed as far as nurses' job satisfaction is concerned.
3. There is strong relationship between Socio-Economic factors and level of job satisfaction.
4. Salary, Appreciation, supportive relationship and personal disposition variables also have significant impact on women nurses' job satisfaction.

RESEARCH METHODOLOGY:

The present study was conducted in Pt. B.D. Sharma, PGIMS, Rohtak. It is located at a distance of approximately 240 km from Chandigarh and around 70 Km from Delhi on Delhi-Hisar-Sirsa-Fazilka National Highway (NH-10). It is only leading institution for Medical Education and Research and a third care center for provision of specialized health care service not only to the people of the state of Haryana but also to those from Punjab, Rajasthan, Delhi and Western U.P. The study conducted among the nurses based in PGIMS Rohtak. The research of the study was taken to be representative in character in reflecting the service conditions of the nursing community. The study therefore was essentially a survey investigation to find out the condition of nursing community and its impact on job satisfaction.

STUDY DESIGN:

The study was based on survey design and data collection was made through questionnaires and self-administrated to the nurses at PGIMS, Rohtak. It was the cross-sectional in nature where nurses from all wards, intensive care areas, units and clinics were involved in answering the questionnaires during a specific period of time.

SAMPLING PROCEDURE:

The sample for this study consisted of 150 nurses in PGIMS, Rohtak. The nurses comprised from various wards, intensive care areas, units and clinics and different lengths of service. The sample of nurses was selected randomly.

The questionnaires pertaining to nurses job satisfaction was categorized into six groups i.e. salary, appreciation, opportunities for self-growth, supportive relationship, job content and personal disposition. All these six groups of questionnaires consisted of 20 questions to be answered by nurses from various departments, areas and units.

DATA COLLECTION:

The researcher depended on two sources of data in order to achieve her goal i.e. primary and secondary data. The Primary data was collected through the questionnaires which was distributed to nurses at various disciplines. The nurses were briefed on the contents of the questionnaires prior to distribution of the questionnaire. The nurses requested to assess their level of job satisfaction in the questionnaires (as refer to table below) ranging from 1 (very low satisfaction) to 10 (very high satisfaction) based on 6 categories such as salary, appreciation, opportunities for self-growth, supportive relationship, job content and personal disposition.

LEVEL OF SATISFACTION

Mean Scores	Level of Satisfaction
From 1 to 2	Very Low
From 3 to 4	Low
From 5 to 6	Average
From 7 to 8	High
From 9 to 10	Very High

SPSS version 10 was used to analyze the data collected from the questionnaires. The analysis was to study nurses' job satisfaction in PGIMS, Rohtak. The data analysis was based on the scale of 1 to 10 in the questionnaires where 1 represented low level of satisfaction and 10 represented high level of satisfaction. The data analyzed in term of frequencies, percentages, means and standard deviations.

The researcher visited various literature and institutions to consult journals, periodicals, magazines, newspapers and required documents in order to collect secondary data pertaining to the problem.

FINDINGS

It was evident from the multi-regression analysis that out of eleven factors, eight factors were closely associated with the women nurses' job satisfaction. The factors: age, nativity, family members, monthly income, staying place, marital status, experience and tenure of job. Among

the eight factors six factors are positively associated; the factors are Age, Nativity, Family members, Monthly Income, Marital Status and Working Experience in the study area. The factors such as age, staying place, marital status and tenure of job are significant at 1% level and the remaining factors nativity, family members, monthly income and experience are significant at 5% level. This shows that it will indicate the job satisfaction is in high level and their relationship with hospital is in good.

CONCLUSION

In conclusion, there are many factors that contribute to dissatisfaction/ satisfaction in the work place. Many variables within each factor make achieving satisfaction for every individual a very difficult task. Recognition of frustrations, such as turnover, lack of internal empowerment, burnout, and elimination of external sources of stress can decrease satisfaction in the nursing care setting.

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