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EDITORIAL

Global Journal of Business Management (GJBM) is an internationally renowned peer reviewed and refereed journal that provides a platform for researchers/ professionals to publish their high quality research papers in management and its allied disciplines. Research paper submissions to GJBM are screened and peer-reviewed to maintain highest ethical and technical standards. It gives us immense pleasure to present June 2022 issue of *Global Journal of Business Management*. We owe this edition to the hard work of our academicians and researchers. The present issue touches upon some of the current issues in business management and its related fields. Five papers of this issue covering various functional areas of management have been rigorously selected.

The first paper of Madhusmita Choudhury and others explore different demographic factors, economic factors, and societal factors and explains how it influences the customer satisfaction in the automotive sector. The second paper of Pradyumna Kumar Dash discusses the importance of virtual learning and the SWOC analysis of virtual learning modes in an exceedingly time of crisis. It also throws some light on the expansion of EdTechstart-ups during times of pandemics and natural disasters and includes suggestions for academic institutions on a way to handle challenges related to virtual learning. In the third papers Priyanka Sharma investigates the relationship between spiritual intelligence and organizational commitment among doctors and found a significant correlation between spiritual intelligence and organizational commitment among doctors and their employees. The fourth chapter of Mohammad Atif Khan covers concept, meaning and perspectives of motivation in the classroom of higher education. In the fifth papers, Seema Khurshid Qureshi examines the relationship of leadership styles-transactional and transformational with employee turnover in service industry of KSA.

All the papers report a plethora of findings that should be of interest to researchers. We are grateful to all contributors and reviewers for their valuable inputs. We hope that our readers will be benefited from the knowledge so generated. We look forward to the continuous support of our contributors and reviewers, and invite papers, recommendations and discussions for further issues.

CONTENTS

PERCEPTUAL MAPPING OF SED & CUSTOMER SATISFACTION TO PURCHASE A CAR

Madhusmita Choudhury*, Shantanu Raj** & Bidhu Bhusan Mishra*

ABSTRACT

This paper explores different demographic factors, economic factors, and societal factors and explains how it influences the customer satisfaction in the automotive sector. The researchers found during her study that the previously established theory is not true; however, there are some interesting new findings, and the researcher also supports some existing views.

Keywords: Service Quality, Service recovery, Moment of Truth, Dealer satisfaction, Customer Satisfaction, Brand Image

INTRODUCTION

The success of any business depends on the activity of staff/personnel to satisfy their customer, and it is considered one of the most critical business activities. Customer satisfaction measures the goods/services supplied by the marketer and how well they can match and exceed customer's expectations. Nowadays, every business races to give the best to their customers by offering unique customized services and solutions to get customers delighted.The shriveling marketplace forced organizations to boost their services for existing customers to entertain them and create a further avenue by utilizing resources to reach potential customers. Few researchers notice that satisfied clients are financial resources who high return and the hazard is continuously lower; consequently, the company ought to contribute to client fulfillment serving their requests and meeting the desires (Fornell, 1992).

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Customer satisfaction may be achieved when the service provider exceeds the customer's expectation and serve the customers, but when the service provider's service exceeds the minimum customer's expectations, the customer will be delighted. In a competitive world where companies lure customers with different schemes, excellent customer satisfaction is seen as a brand differentiator by being an essential aspect of business strategy. Attaining a high level of customer satisfaction should be the only crucial objective for the service provider to get loyal customers and persuade the existing customers to use different services provided by the same service provider (Rana & Lokhande, 2015). Few factors which lead to customer satisfaction enumerated below.

- Customer-focused/customized products.
- Personal attention to cater to the individual needs of the customer.
- Following up for post-purchase services with after-sales support too.
- Meeting/Exceeding minimum performance expectations.

Customer Satisfaction is the result of evaluation between the customer cognition and affection based on the actual perceived performance by meeting specific standards. The companies need to gain insights on consumer behavior and how to satisfy the customer, enabling lifelong client-customer relationships (Paterson et al., 1997). The markers of products wouldsnoop to customers effectively towards meeting their demand and expectation to satisfy their latent needs. A company can survive & sustain itself for long only if the company would be adaptable to the changing customer needs (Takala et al., 2006)

The Satisfaction of customers could be measured by the company's financial performance and its effects on sales. Every organization identified the dire need to change, looking at the global economic perspectives that lead their conceptiontowards life based on customer satisfaction. Kotler (2000) saidit's crucial to amplify customer's level of Satisfaction sporadicallyas a result of 95% of dissatisfied customers doesn't complain at all; they prefer to switch between the brands to experience the difference, and it can't be measured if the organization does not have any measurement model to check customer satisfaction level.

The main issue in measuring customer satisfaction depends on the accurate listing of every item from the identified factor. The client ordinarily rates the product's general execution, measuring completely different measurements driving to a rating affected by public committees of their experiences, but the dealers require niche level experiences to degree the macro-level fulfillment. The moment marketers decided to go with micro-level things to assess buyer fulfillment, numerous measurements of the product designing cannot be well caught on to the standard (lay-man) customer (Oliver 1997). Subsequently, it is the responsibility of the analysts within the field of client fulfillment to form an exchange between the marketer and the clients and the marketer's necessity and customers' parameter to assess any item amid the period of measuring client fulfillment.

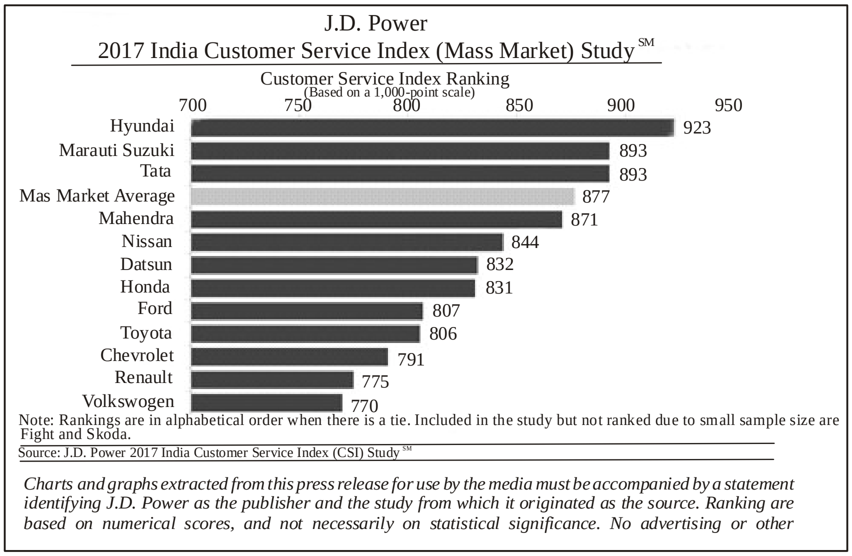

Figure 1

The J.D. Power Customer Satisfaction Index (CSI) during 2017 presents in general appraisals of client fulfillment of company's car sold, based on a 1000 point rating scale and the extremecontentment was achieved by Hyundai with 923 CSI followed with Maruti Suzuki India limited & Tata with 893 scores (Figure 1) and in (Figure 2) with different factors comprising overall Satisfaction of customers where we found that the significant satisfaction factors are Service quality of the car at the dealer place with 43% followed with Vehicle pick-up & Dropping services (17%), Service facility offered & Service advisor (14%) and the initiation taken by Service advisor at dealer point while receiving customer is 11%.

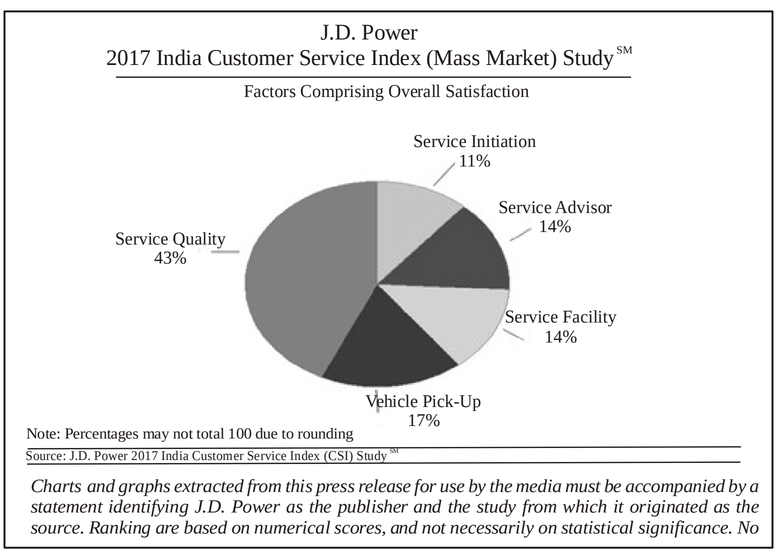

Figure 2

LITERATURE REVIEW

The dealer can stimulate customer satisfaction through numerous strategies like service provided by the service advisors or service managers, showroom hygiene, and different price points charged to other customers based on different value-added service package for increasing customer trust and increasing customer satisfaction. These strategies may vary as different car brands like Lexus dealers have luxurious showrooms while Maruti Suzuki dealers have abstemious galleries. Studies like (Mittal, Kumar, and Tsiros 1999; DeWulf, Odekerken-Schröder, and Iacobucci 2001; Sirohi, McLaughlin, and Wittink 1999) investigated how dealers can influence creating customer satisfaction. Verhoef, Langerak & Donkers (2007) mentioned in their thesis that Most producers work beneath the idea that the merchants add to marque devotion from the time when they underwrite to the consumer's utilization involvement through their organizational publicizing and amenity endeavors. In this context, Mittal, Kumar, and Tsiros (1999) had appeared and researched that both car fulfillment and amenity fulfillment emphatically influence consumers' eagerness to emancipate a specific brand of car, even though the estimate of the impact of benefit fulfillment is much littler than the estimated effect of item fulfillment. The channel and brand value writing, too, recommends that merchants bequeath to brand maintenance through their value-adding channel exercises (Coughlan et al. 2001; Keller 1998).

The brand communities the analyst examined (Algesheimer, Dholakia & Herrmann, 2005) is from German-Speaking Europe (German, Austria & Switzerland) since the car proprietors are known to appear high levels of feeling & association voguish numerous shoppers (Brown et al. 2003; McAlexander and Schouten 1998) & this is every so oftencontributing to brand participation. The club the analyst considered distinctive car marques and, in a more significant part of circumstances, is a private car club sorted out all over the place a specific corporate marque, for example, Ford, Volkswagen, etc. The above mention clubs extend from dodecahedral members to hundreds of parts. Besides, as do MONOPOLIZESfurthermost car clubs get critical budgetary bolster on or after the individual car company and its merchants, whichever empowers them to compose members as it occasioned throughout the year. Car clubs are societal associations. Inside best clubs, individuals meet regularly to confront a standard premise, regularly at the month-to-month gatherings. They, moreover, communicate broadly through email, bulletin boards, and lock-in in different social exercises and occasions like watercraft trips, parties, grills, and drive to remove places for events such as concerts all through the year. A more significant part of individuals connects the carriage club after devouring acquired & claimed their wagon, frequently for anextended time. The perspective of this kind of car club enrolment is comparable to Brand-fest interest as brand-fest requires pleased proprietorship of the marque's items for cooperation (McAlexander and Schouten 1998). As a result of our demonstration, the purchaser connections utilizing the Pullman brand can be impacted by Dealership driving higher client fulfilment.

RESEARCH METHODOLOGY

Research Objective

a. To explore the role of demographic factors & their influences on the customer. Satisfaction in the automotive sector.

b. To discoverthe effect of economic factors on the Satisfaction of the customer in the Automotive sector**.**

c. To discover the effect of societal factors on satisfaction factors in automotive. Sector.

Hypotheses

H1: There is an association between demographic characteristics of consumers and customer satisfaction on purchased cars.

$H1_a$: There is no perceptual difference towards Customer satisfaction across Gender.

$H1_b$: There is no difference between age and Customer satisfaction.

H2: There is an association between the economic characteristics of consumers and customer satisfaction on purchased cars.

$H2_{0\,:}$ There is no difference between income level and Customer Satisfaction.

H3: There is an association between Societal characteristics of consumers and customer satisfaction on purchased cars.

$H3_a$: There is no perceptual difference towards Customer Satisfaction across married & unmarried

$H3_b$: There is no difference between occupation and Customer Satisfaction.

$H3_c$: There is no difference between Family size and Customer Satisfaction.

$H3_d$: There is no difference between Education and customer satisfaction.

$H3_e$: There is no difference between Social class & Customer Satisfaction.

Research Design

A field survey to accumulate the information necessary to test the connections between the construct.The field survey was conducted PAN India; however, we received significant responses from Bangalore, Purnea, Satna, Patna, Ahmedabad, Bilaspur, Ranchi, Bhubaneswar & Cuttackand 320 usable replies (All the reactions were 1st checked for missing values by treating missing values in SPSS by categorizing them into quantitative variables and categorical variables and the researcher selected in all cases from the pattern to tabulate each case from the sample, and it will also indicate missing & extreme values for each variable with Univariate statistics and estimated listwise and found no missing values) were taken into consideration for the data analysis after deleting one outlier.

Sampling design

The population of the study would be the automotive customer's PAN India. Non-Probabilistic (Purposive) sampling was used to select the (Malhotra & Ds, 2012). For the larger population, Cochran (1963:75) developed the equation to yield a representative sample for proportions i.e

$$\mathbf{n_0 = Z^2pq/e^2}$$

During 2017-18 and As per SIAM report 2, 49, 72,788 vehicles were sold and passenger vehicles were sold 32, 87,965 which is 13% (32, 87,965 / 2, 49, 72,788 * 100 =13.16) of the total vehicle sales and we assumed the vehicle sales at Odisha too in the same proportion and hence we calculated our n_0 based on the aboveformula.

$$\mathbf{n_0 = Z^2pq/e^2}$$
$$\mathbf{n_0 = (1.96)^2 * (.13)(.87) / (0.05)^2}$$
$$\mathbf{n_0 = (3.8416) * (.1131) / (0.0025)}$$
$$\mathbf{n_0 = .43448496 / .0025}$$
$$\mathbf{n_0 = 173.793984}$$
$$\mathbf{n_0 = 173 \text{ minimum responses}}$$

The choice of scale

The literature in this study was used as a guideline for developing the statements in the questionnaire. My research questions comprised of 4 Variables for Customer satisfaction constructs which were measured in 7 points Likert scale where one represents Strongly Agree, and seven illustrates Strongly disagree and is considered as interval scale (Malhotra & Dash 2007)

Reliability of constructs post-pilot test

The reliability of construct is .700 for our construct customer satisfaction. Dependability is considered acceptable when Cronbach's alpha meets or exceeds 0.700.

Statistical tools and techniques used for data analysis

Frequency distribution, Percentage, Leven's test, T-Test, Cohen's D, Welch, one way ANOVA, Tucky, Omega Square $W^{2,}$ and Games Howell

Descriptive analysis of the sample

The demographic factors affect the customer or prospects' behavior, or demographic variables are used to categorize the population parameter into divergent groups. As the choice of preference of consumers differs based on demographic characteristics like age, gender, income, occupation, Education, social class, etc., the study of demographic factors is essential in segmenting, targeting ad positioning automotive products. Keeping this in view, the researcher attempted to make a demographic analysis. The consumer demographics studied in the research are gender, age, marital status, social class, Education, employment status, family size, income level. Table 1 depicts a sample profile studied for the current research.

Table-1 Sample Profile

Characteristics	*Category*	*Frequency*	*percentage*	
Gender	Male	239	74.7	
	Female	81	25.3	
Age	18-25	24	7.5	
	26-35	173	54.1	
	36-45	70	21.9	
	46 & above	53	16.6	
Occupation	Government	161	50.3	
	Private	85	26.6	
	Self-Employed	47	14.7	
	Professional	27	8.4	
	Others	0	0	
Marital Status	Married	224	70	
	Un-Married	96	30	
Family Size	1-5	278	86.9	
	6-10	35	10.9	
	11 & More	7	2.2	
Income Level	< 5 Lakhs	71	22.2	
	6-10 Lakhs	115	35.9	
	11-15	Lakhs	95	29.7
	>16 lakhs	39	12.2	
Academic Background	School Education	5	1.6	
	Graduate	97	30.3	
	PG	160	50	
	Professional Degree	58	18.1	
Social Class	Middle Class	186	58.1	
	Upper Middle Class	119	37.2	
	Rich / Affluent	15	4.7	

Perceptual difference & Customer satisfaction

This study will discuss customer satisfaction and its perceptual difference with oureight demographic variables named Gender, Age group, Occupation, Marital Status, Family Size, Income level, Academic Background, and Social class.

The perceptual difference of identified construct across Gender (Demographic)

Table 2- Independent samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			Cohen's d	Result
		F	***Sig.***	***t***	***df***	***Sig. (2-tailed)***		
CS	Equal variances assumed	2.254	.134	.088	318	.930	0.011264 Negative	Non-Significant
	Equal variances not assumed			.082	123.631	.935		

An independent sample T-Test was performed to find out the Mean perceptual difference across gendertowards **Customer Satisfaction**. As shown in Table 2, the male and female distributions were sufficiently normal for conducting the T-test. Additionally, the assumption of homogeneity of variance was tested and satisfied via Leven's F test. F (318) = 2.254, p = .134. The independent sample T-test was associated with a statistically non-significant effect, t (318) = .088, p= .930. Thus the perception of male and female were not statistically significant towards**Customer Satisfaction** hence the null hypothesis "**$H1_a$: There is no perceptual difference towards Customer satisfaction**across Gender**"** was accepted.Cohen's d (d = t $\sqrt{N1} + N2/N1N2$) was estimated at 0.011264 , which means the effect is negligible (based on Cohen's ,1992 guideline small = .20, medium =.50 & large = .80)

The perceptual difference of identified construct across Age (Demographic)

Table 3

Construct	Levene's Test F	Sig	Result	Welch	Result	Games Howell	Effect size (w^2)
CS	8.972	.000	Variance not assumed	.473	Not Significant	No diff	

F (3, 316) = 8.972, p = .000010. As we can see from table 3, this test says that Age and Consumer satisfaction are violating the assumption; hence instead of 1 way ANOVA, the researcher needs to conduct Welch test, which confirms that there is no statistical difference between Age & Consumer Perception F (3, 87.529) = .846, P = .473. Thus the null Hypothesis is accepted "$H1_b$: There is no difference between age and Customer satisfaction.

The perceptual difference of identified construct across Income Level (economics)

Table 4

Construct	**Levene's Test**		**Result**	**One way ANOVA**		**Result**	**Tucky**	**Effect size (w^2)**
	F	***Sig***		***F Test***	***Sig***			
CS	.330	.804	Equal variance assumed	.280	.840	Not Significant	No difference across the group	.006

Respondents are divided into Four Income level groups based upon their age (Group 1: < 5 Lakh, Group 2: 6-10 Lakh, Group 11-15 Lakh, and Group 4- > 16 Lakh). The outcome variable was found to be normally distributed. Levene 1960) F (3, 316) = .330p = .804As we can see from table 4, this test says that **Income level on Customer Satisfaction** is not violating the assumption. After meeting the assumption of ANOVA, the researcher run the ANOVA test report says that there is no statistical difference between **Income level on Customer Satisfaction** F (2, 317) = .280, P = .840. Hence, the Null Hypothesis is accepted "$H2_0$**: There is no difference between income level and Customer Satisfaction".** To test the effect size, we conducted **Omega squared (ù²)**. We calculated $\mathbf{W^2 = SS_B - (df_B) * MS_W / SS_T + MS_W}$, and we found the effect is negative -.006, which says that practically on the ground there is no effect at all of the **Income level on Customer Satisfaction** and after conducting the Tucky test to found is there no difference across the group.

The perceptual difference of identified construct across Marital Status (Societal)

Table 5

		Levene's Test for Equality of Variances		t-test for Equality of Means			Cohen's d	Result
		F	Sig.	t	df	Sig. (2-tailed)		
CS	Equal variances assumed	2.097	.149	-.141	318	.888 negative	-0.64155	Non-Significant
	Equal variances not assumed			-.154	220.088	.878		

F (318) = 2.097, p = .149. The independent sample T-test was associated with a statistically non-significant effect, t (318) = -.141, p= .888. Thus the perception of Married and Unmarried was not statistically significant towards Customer Satisfaction, and thus the null hypothesis "$\mathbf{H3_a}$**:**

There is no perceptual difference towards Customer Satisfactionacross married & unmarried**”** was accepted. Cohen’s d (d = t$\sqrt{N1+N2}$ $/N1N2$) was estimated at -0.64155, which is negative in its effect, which means the effect is working against our independent variable by decreasing the mean value (based on Cohen’s, 1992 guideline small = .20, medium =.50 & large = .80)

The perceptual difference of identified construct across Occupation (Societal)

Table 6

Construct	Levene’s Test		Result	One way ANOVA		Result	Tucky	Effect size (w^2)
	F	***Sig***		***F Test***	***Sig***			
CS	1.770	.153	Variance assumed	2.692	.046	Significant	No difference across the group	.018

F (3, 316) = 1.770, p =.153As we can see from table 6, this test says that **occupation & Customer Satisfaction** are not violating the assumption. After meeting the assumption of ANOVA, we run the ANOVA test report says that there is a statistical difference between **occupation & Customer Satisfaction** F (3, 316) = 2.692, P = .046. Hence the null Hypothesis has not accepted the hypothesis “**$H3_b$: There is no difference between occupation and Customer Satisfaction.** To test the effect size, we conducted **Omega squared (ω^2)**. We calculated $\mathbf{W^2 = SS_B - (df_B)* MS_W / SS_T + MS_W}$, and we found the effect is .018, which says that practically on the ground there is no effect of **Customer Satisfactionon Occupation** and after conducting the Tucky test to found there is no difference across the group.

The perceptual difference of identified construct across Family Size (Societal)

Table 7

Construct	Levene’s Test		Result	One way ANOVA		Result	Tucky	Effect size (w^2)
	F	***Sig***		***F Test***	***Sig***			
CS	2.516	.082	Equal variance assumed	2.166	.116	Not Significant	No difference across the group	.007

F (2, 317) =2.516p = .082As we can see from table 7, this test says that **Family Size on Customer Satisfaction** is not violating the assumption. After meeting the assumption of ANOVA, we run the ANOVA test report says that there is no statistical difference between **Family Size on Brand Choice**F (2, 317) = 2.166, P =.116. Thus the null Hypothesis is accepted

"**$H3_c$: There is no difference between Family size and Customer Satisfaction.** To test the effect size, we conducted **Omega squared (ù^2)**. We calculated **$W^2 = SS_B - (df_B)^* MS_W / SS_T + MS_W$**, and we found the effect is .007, which says that practically on the ground, there is no effect at all of Family **Size on customer satisfaction**and after conducting the Tucky test to found is there any difference across the group we found that there is no difference across the group.

The perceptual difference of identified construct across Education (Societal)

Table 8

Construct	**Levene's Test** *F*	*Sig*	**Result**	**Welch**	**Result**	**Games Howell**	**Effect size (w^2)**
CS	3.474	.016	Equal variance not assumed	.381	Not Significant	No difference across the group	

F (3,316) = 3.474 p =.016. As we can see from table 8, this test says that **Education on Customer satisfaction** is violating the assumption; hence instead of 1 way ANOVA, we need to conduct Welch test, which confirms that there is no statistical difference between **Education Level on Customer satisfaction** F (3, 18.873) = 1.082, P = .381. Thus the null Hypothesis is accepted "**$H3_d$: There is no difference between Education and customer satisfaction** and Games Howell test concluded that there are no differences across the group.

Perceptual difference of identified constructs across Social class (Societal)

Table 9

Construct	**Levene's Test** *F*	*Sig*	**Result**	**Welch**	**Result**	**Games** Howell	**Effect** size (w^2)
CS	4.363	.014	Equal variance not assumed	.767	Not Significant	No difference across the group	

F (2,317) = 4.363 p =.014. As we can see from table 9, this test says **Social class on Customer Satisfaction** are violating the assumption; hence instead of 1 way ANOVA, we need to conduct Welch test, which confirms that there is no statistical difference between **Social class on Customer Satisfaction** F (2, 45.084) = .266, P = .767 Thus the null Hypothesis is accepted "**H3h: There is no difference between Social class & Customer Satisfaction"** and Games Howell test concluded that there is no difference across the group.

RESULTS AND DISCUSSIONS

SLNO	*Hypotheses*	*Result*
H_1	There is an association between demographic characteristics of consumers and customer satisfaction with purchased cars.	Not supported
$H1_a$	There is no perceptual difference towards Customer satisfaction across gender.	Null Hypothesis accepted
$H1_b$	There is no difference between age and Customer satisfaction.	Null Hypothesis accepted
H_2	There is an association between the economic characteristics of consumers and customer satisfaction with purchased cars.	Not supported
$H2_0$	There is no difference between income level and Customer Satisfaction.	Null Hypothesis accepted
H_3	There is an association between Societal characteristics of consumers and customer satisfaction on purchased cars.	Partially Supported
$H3_a$	There is no perceptual difference towards Customer Satisfaction across married & unmarried.	Null Hypothesis accepted
$H3_b$	There is no difference between occupation and Customer Satisfaction.	Null Hypothesis not accepted
$H3_c$	There is no difference between Family size and Customer Satisfaction.	Null Hypothesis accepted
$H3_d$	There is no difference between Education and customer satisfaction.	Null Hypothesis accepted
$H3_e$	There is no difference between Social class & Customer Satisfaction.	Null Hypothesis accepted

S. K. Ubeja & D.D. Bedia (2012); K.S. Kavitha & P. Palanivelu (2012) and S. Khurana (2014) have mentioned that age & customer satisfaction are related; however, in our research, we didn't found the statistical significance of age & customer satisfaction. Tarasi et al., 2013; Khurana, S., 2014 study of Income & customer satisfaction and Anderson et al., 2008 study of gender and customer satisfaction positive relationship is also not established in our research. However, in the study of N. Mishra, P. Jain, (2013), there is no relationship between different levels of income groups and customer satisfaction. Our research supports this study and a similar study conducted by N. Mishra & P. Jain, (2013) and S. Khurana (2014) where the found there is no significant relationship between male and female (Kavitha & Palanivelu, 2012) customers on customer satisfaction and our study support this finding. The educational level determines the role in customer satisfaction (Seyal, & Rahim, 2011); however, our study is not supporting this theory. Similarly, studies conducted by K.S. Kavitha & P. Palanivelu (2012); N. Mishra& P. Jain (2013) and S. Khurana (2014) that occupation determines the overall customers' Satisfaction and our study supports this theory, and we too found that discipline and customer satisfaction are statistically significant. Our research is not supporting the study of Khurana (2014), where he mentioned a considerable difference in customer satisfaction. Kavitha, & Palanivelu (2012) said that family size & nature of family and customer satisfaction are not related in the banking domain, and our study supports this. Our Hypothesis is not supporting the findings of Back Ki-Joon. (2005) where he mentioned thatsocial class has significant direct effects on customer satisfaction.

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VIRTUAL CLASSROOM–A PANACEA IN THE TIME OF COVID- 19 PANDEMIC

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ABSTRACT

In India, educational institutions (schools, colleges, and universities) are currentlybased only on traditional methods of learning. They follow the traditional setup of face-to-face interaction in a classroom. Many academic units havealso started blended learning, still, plenty of them are cursed with traditional methods of teaching. The sudden outburst of the deadly virus CoronaVirus (SARS-CoV-2) shook the fullworld. The World Health Organizationdeclared it a pandemic. This pandemic situation challenged the learning system acrossthe world and forced educators to shift to a web mode of teaching overnight. Many academic institutions that were earlier hesitant to change their traditional teaching method had no option but to shift entirely to virtual teaching-learning. The article includes the importance of virtual learning and also the Strengths, Weaknesses,Opportunities, & Challenges (SWOC) analysis of virtual learning modes in an exceedingly time ofcrisis. This article also put some light on the expansion of EdTechstart-ups during times of pandemics and natural disasters and includes suggestions for academic institutions on a way to handle challenges related tovirtual learning.

Keywords: COVID-19, Corona Virus, SWOC Analysis, virtual learning, technology, EdTech

INTRODUCTION

The World Health Organization (WHO) announced on February 11, 2020, the emergence of an unidentified Virus, named COVID-19 from Wuhan, China in late December 2019.Because of this pandemic, many countries around the Globe faced unique challenges (WHO, 2020). On January 30, 2020, the first case of this novel corona virusin India was reported (The Hindu, 2020). Since then, this disease has started spreading hugely. The government of India imposed a countrywide lockdownon March 25, 2020, keeping in viewthe gravity of the situation.

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Worldwide, a massive transformation took place inteaching-learning methods due to the shutdown of academic institutions. The institutes ofhigher education like, universities, colleges, and others switched to online teaching methods (Amita, 2020). To search for innovative solutions to this problem the pandemic became acatalyst worldwide. Both the teachers andstudents have adopted different technology platforms where students can activelyparticipate in learning. The practical sessions that require a laboratory setting are not easyto administer.

The Government of India started various online learning platforms like the National Institute of Open Schooling (NIOS), Free and Open-Source Software for Education (FOSSEE), National Repository of Open Educational Resources (NROER), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), E-pathshala, Diksha and other IT initiatives E-Yantra (Robotics Education). The Ministry of Human Resource Development and the regulators like NCERT, UGC, AICTE, and Directorate of Higher Education motivated the educational institutions to adopt the online approach to education.

This lockdown impacted the students' learning, exam schedule, internal assessment, and placement scenario leading to increased stress among students. Amita, (2020) investigated that the online teaching approach was adopted to minimize the loss of students According to Naidu (2006) and Agariya and Singh (2012), learning online was always beneficial to students, because of timing flexibility advantage, interactivity, portability, more retention, collaborative efforts, and retention in overall educational costs. The Academic Year 2020–2021 has been challenging for educational institutions, teachers as well as students because of the COVID-19 pandemic. Due to the lockdown in the country, this wave of technological drift becomes a recent development for students as well as teachers. Earlier, e-learning has never been adopted at such a large scale for the formal mode of education though, it is not a new concept.

Many arguments are associated with e-learning. Some of the arguments related to online pedagogy are accessibility, affordability,flexibility, learning pedagogy, life-long learning, and policy. It is said that the online mode of learningcan even reach rural and remote areas and is easily accessible. It is regardedto be a relatively cheaper mode of education in terms of, accommodation, lower cost oftransportation,and the overall cost of institution-based learning.

Modification is another interesting aspect of online learning; a student canschedule or plan their time for the completion of courses available online. Combining face-to-face lectures with technology gives rise to flipped classroomsand blended learning; this type of learning surroundings can increase thelearning potential of the learners. Learners can learn anywhere and anytime,thereby developing new skills in the process leading to lifelong learning.In this dynamic world,the government also recognizes the increasing importance of online learning. The severe explosion of Corona Virus disease can make us add one more argument in terms of virtual learning, that is, virtual learning serves as a panacea in the time of the pandemic.

LITERATURE REVIEW

Online Learning or Virtual Learning

Distance education is easy due to rapid changes in technology. (McBrienet al., 2009). Online learning can be termed as a tool that canmake the teaching-learning process more flexible, more innovative,and even more student-centered, learning experiences inasynchronous or synchronous environments using different devices (e.g., laptops, mobilephones, etc.)with internet access is called online learning. In these types of environments, students canbeindependent to learn and interact with otherstudents and instructors anywhere (Singh & Thurman, 2019).According to Littlefield, (2018), asynchronous learning environments are not properly structured.In this type of learning environment, learning content is not available in theform of live lectures or classes. It is available at distinct learning systems andplatforms. Immediate response and instant feedback are not possible in suchan environment. He further said that the synchronous learning environmentis structured in the sense that students attend live lectures, there are real-timeinteractions between educators and learners, and there is a possibility of instantfeedback.McBrien et al., (2009), found that synchronous learning can provide a lot ofopportunities for social interaction. Amongst this deadlyvirus spread such online platforms are needed where (a) internet connections are good, (b) discussions with students can be done to keep classes organic, (c)video conferencing withat least 40 to 50 students is possible, (d) instant feedback from students can be achieved andassignments can be taken, (e) lectures are accessiblein mobile phones also and not just laptops, and (f) possibility of watching alreadyrecorded lectures (Basilaia et al., 2020).

Virtual Teaching is no More an Option, It is a Necessity

With the serious outbreak of thisglobal pandemic Covid-19, the major part of the world is underquarantine and therefore many cities have turned into imaginarycities. Its effects can be seen in universities, colleges, and schools too.All this virtual teaching and virtual learning can be termed as the panacea for thepandemic. This novel Corona Virus has made institutions go from offline mode to onlinemode of learning. This pandemic will make the institutions, which were earlierreluctant to change, accept modern technology. This widespread disaster will showus the positive side of online teaching and learning. we can lecture a large number of students at any time and inany part of the world with the help of onlineteaching modes. All institutions move hastily for different options of onlinepedagogical approaches and try to use technology more likely. Understanding the direneed of this current situation many universitiesaround the world have fully digitalized their operations. Virtual learning is emerging like a conquerorover this pandemic situation. The quality enhancement of online teaching-learningis very important at this stage. In Chinese universities, online education has increasedexponentially since the Covid-19 outbreak. Thenormal classrooms shift into e-classrooms.To tackle new market conditions and adapt tothe changing situationseducators have shifted theirentire pedagogical approach to a virtual classroom.During this crisis situation, the concern is not about quality education, but rather about how educational institutions will be able to adopt virtual learning in such a massivemanner (Carey, 2020).

Withstanding change will not be helpful to any educational unit across the world.In such a short period they will be judged on their pace to adapt to the changes and their ability to maintain the quality. The image of educational units isat stake and under surveillance. In this pandemic situation, their adapting capabilitiesshowhow well they behave and how well they maintaintheir quality of education.In this situation,the shift from face-to-face lectures to online classes is the only possible solution.Indeed, it is not possiblethat academic institutions would be able to transform all of theircollege curricula into online resources overnight. Personalized teaching and learning, distance, and scale are the three biggest challenges for onlineteaching. Introducing different solutions by institutions through innovative ideas can only help us deal with thispandemic (Liguori& Winkler, 2020). The products by Google can be really useful for a quick shift toonline learning modeunder such problematic situations; they are (a)Google Classroom (b) Google Forms, (c)Gmail, (d) G-Drive, (e) Google Hangouts, (f) Google Jam board andDrawings, (g), Calendars and (h) Open Board Software (nota Google product, helps in recording meetings in the form of files). Thesevirtual mode tools can successfully be used as a choicefor face-to-face classes(Basilaia et al., 2020).

Problems Associated with Virtual Teaching and Learning

There arevarious technologies available for online education but sometimesthey create a lot of problems and difficulties. These problems and difficulties areconnectedwith modern technology ranging from downloading errors, installation issues,login problems, problems with video and audio, and so on. Sometimesstudent feels online teaching is boring and unengaging. Virtual learning hasso much time and flexibility that students never find time to do it. Getting personalattention is also a huge issue facing virtual learning. Students want two-waycommunication which sometimes gets difficult to implement. The learning processcannot be goingto its full potential until students practice what they learn.Many times, online content does not let students practiceand learn effectively. According to Song et al., (2004), technical problems, lack of community,and difficulties in understandinginstructional goals are the major barriers to online learning felt by students. In a study, it was found that in virtual learning environments students were found to be not sufficiently prepared for balancingtheir social lives, family, and work with their study life. Students were also found to be poorly prepared for variouse-learning competencies and academic-type examinations. Also, there is apoor-level preparedness among the students concerning the habit of LearningManagement Systems (Parkes et al., 2014).

Feasible Solutions for Problems

A lot of issues are attached to virtual education but we cannot overlook the perksof it in times of such pandemics. We can always have feasible solutions to fix these difficulties.Technical problems can be solved bykeeping Plan B ready, prerecording video lectures, and testing the content so that the teaching-learning process cannot be disturbed. In virtual platforms, Online courses should be made interesting, dynamic, flexible,and interactive. Teachers should fix time limits and reminders for studentsto make them more attentive and alert. Efforts should be made to make humanethe learning process to the best extent possible. Students can easily adapt to this learning environment by providing personal attention.Social media and various group forums like online forums, internet forums, and web forums can be used to communicate effectively withstudents. Communication is the most significant key when it is not easy to try reaching outto students via texts, various messaging apps, video calls, and so on the subjectshould be such that enables students to practice and also hone their skills.Theteachersmust try to give their best andthe quality of the courses should be improved continuously. Online programs should be intended in such a waythat they are creative, interactive, relevant, student-centered, and group-based(Partlow& Gibbs, 2003). Educators must spend plenty of their time making an effective action plan for giving online instructions. Keeton,2004 said that effective online instruction facilitates feedback from learners, makes learners ask questions, and broaden the learner's horizon for the course content. Educational Institutions must emphasize pedagogical issues and emphasize collaborative learning, case-based learning, and project-based learning through virtual or online instructions (Kim & Bonk, 2006).

The challenge to educational institutions is not only helping students and academic staff who are seeking guidance for digital literacybut also finding new technologyand using it to reimagine its education.

RESEARCH METHODOLOGY

The study is descriptive and tries to grasp the importance of virtual learning within the period of a crisis and pandemics like the Covid-19. The issues relatedto virtual learning and possible solutions were also identified supportedby previous studies. The SWOC analysis was conducted to know various strengths, weaknesses, opportunities, and challenges related to the virtual model of learning during this critical situation. The research tool used for analysing the info amassed from different sources for this study is a content analysis and the research method is descriptive research. I have got taken into consideration the qualitative aspects of the research study. This study is totally based on secondary data. A scientific review was done in detail of the collected literature.

Objectives of the Study

1. To investigate the expansion of EdTech start-ups and Virtual learning.

2. To conduct a Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of Virtual learning during the Corona Virus pandemic and naturaldisasters.
3. To give some suggestions and recommendations for the success of the Virtual mode of learning during a crisis-like situation.

EdTech Start-ups in the Times of Corona

If we return in history and see EdTech through the ages, we are able to observe thatwriting slates were employed in Indian schools during the 1100s. In the year 1440,Johannes Guttenberg inventedthe primary printing press; in the 1600s, Abacushelped students in understanding the fundamentals of Math; and Thomas Edisonin the year 1913, prompted film clips as a replacement for teachers. The first teaching machine famously called the MCQmachine was invented by Sidney Pressyin 1927. In the 1960s,virtual education originated at the University ofIllinois and India's EdTech journey finally began in 1994, with thelaunch of Edu comp. Recently, around 2010, EdTechs start-ups entered themarket getting to break apart the education sector.In the year 2019, Byju's became one among the foremost valued EdTech companies.And from then many start-ups have come up to relinquish tough competition toByjus. Li Kang, Ai English Executive Director said, that Virtual Learning is thefuture and if there was no virus, the result of such a process would have taken another fewyears but this has progressed the method.

EdTechstart-ups are tapping all the rightopportunities by providing freeonline courses to students amidst this pandemic. UNESCO also suggested that theseEdTechstartups and learning apps can help students during such hardship.Digital payment companies, likePaytm, Mobiwik, Tez, PhonePe, and so on,grew rapidly during and after demonetization. Now, during this pandemic outbreak,EdTech start-ups hope for improved performance. EdTech start-ups areattempting hard to formthe most out of this case by providing several free coursesand e-resources to the learners. Although the supply of electricity and astable internet connection remains an even bigger challenge in their way as plenty of Indiancities, especially small cities still face frequent electricity shortages. As per thereports, introductory steps by these companies are already bringing them profit.Their customer base is improving lots, it would be for a brief periodbut whether or not they will retain some customers it's for his or her good only.

Educators or teachers within the sort of facilitators face lots of trouble whileworking on these EdTech start-ups in the form of how to start using how touse it, a way to reduce distractions for students, and the way to hone students' skills viaEdTech. The participation by students is not enough, educators must put considerableeffort to extend student engagement, retain their attention, takefeedback,and assessing them in several ways. This will create an effective andmeaningful learning atmosphere. EdTech cannot substitute a teacher but it canmagnify instruction. During such crisis times, when Covid-19 has forcedschools and colleges to stay completely lockdown for a few weeks due to theseriousness of the condition, EdTech companies can encourage to be of great help tolearners (Brianna et al., 2019). According to the reports by KPMG and Google,the EdTech sector will boom and is probably going to achieve around 2 Billion Dollars by2021. Most of the famous EdTech start-ups include Byju's, Adda247, Google meet,Alolearning, AptusLearn, Asmakam, Board Infinity, ClassPlus, CyberVie,Egnify, Embibe, ExtraaEdge, iStar, Jungroo Learning, GlobalGyan, LidoLearning, Pesto, Vedantu, Edubrisk, ZOOM Classroom, ZOOM Business,Toppr, Unacademy, Coursera, Kahoot, Seesaw, Khan Academy, e-pathshala,GuruQ, and therefore the list is long. SWAYAM portal is a remarkable educationalprogram that is initiated by the government of India to attain three importantobjectives of our instructional policy, that is, access, equity, and quality.The most objective of SWAYAM is to producevirtual learning and reduce thedigital divide. It provides an outsized number of free courses for school, distance,graduate, and postgraduate education. During the Covid-19 crisis, SWAYAM isof great help tolearners across the country.

Virtual Learning; SWOC Analysis

As the outcome of some the natural calamities like floods, cyclones,earthquakes, hurricanes, and so on, knowledge delivery becomes a challengingjob. These hazards disrupt the academic processes in schools, colleges, and universities inseveral ways. Sometimes, it results inthe closure of schools and colleges which createsserious issues for learners and deprives them of their fundamental rightto education, and poses them with future risks. Every year,100 million children and youngpeople are affected by natural disasters. Most of them face disruptionto their schooling (World Vision). Situations of crisis and conflicts are thebiggest obstacles in the path of education. Many learners and teachers alsoface psychological problems during crisis—there is stress, fear, anxiety, depression,and insomnia that result in an absence of focus and concentration. Disasterscreate havoc in the lives of individuals (Di Pietro, 2017).

With increasing global temperatures and changing climaticconditions, an increasing number of utmost weather events have become the new norm. Such events caused varying amounts of loss of life and property. Table1 shows a number of the natural disasters that caused huge disruptions in educational processes. Large numbers of schools, colleges and universities were destroyed and thousands of scholars were tormented by these natural calamities. Their education got disrupted midway. "Disruption of education can leave children in danger of kidlabor, early marriage, exploitation, and recruitment into armed forces" (Baytiyeh, 2018). When disasters and crises (man-made and natural) occur, schools, colleges,and universities have to be resilient and should find new ways to continue with teaching-learning activities (Chang-Richards et al., 2013).

For instance, due to the war between Russia and Ukraine, a minimum of 869 education facilities or about 6% of all schools in Ukraineare damaged with 83 completely destroyed, in keeping with the Ukraine Ministry of Education and Science, April 2022.

In 2016, Italy faced three severe and powerful earthquakes. This brought huge devastation toa number of areas. More than 1,00,000 people became homeless, buildings and structures crumbled, andthere was a huge loss of life and property. The University of Camerino, one of the oldest universitiesin the world suffered a large loss. The university was incrisis, its structure collapsed, an oversized number of students became homeless anda few left the place. In such conditions, students were deprived of education andlearning. It is rightly said, “when theroad itself has crumbled it is difficult to stay on the normal road.” In other words, face-to-face instructions were notpossible at that time.Therefore, management and leaders came forward to developsome plans to stay the educational processes in continuation. Before the earthquake’sdestruction, virtual learning at the University was onerous. But theywere not stopped, they usedWebex (an online tool) by Ciscoto continue the teaching-learning processes. Webex helped teachers in designing theirinstructional programs and sharing notes and presentations with students. Inalmost 1 month, the university was well-versed with virtual learning strategiesand techniques. They integrated themselves well intoavirtual learning world.They believed that, of course, the worth of the face-to-face instruction methodcannot be reduced, but virtual learning may be used along with the normalmethods to herald efficiency, adequate, and competitive edge over otheropponents by revealing quality education (Barboni, 2019).

In February 2011, a 6.3 magnitude earthquake shook Christchurch and also the University of Canterbury collapsed. Information technology and virtual learning helped the university to restart its operations and gave them a second life (Todorova& Bjorn-Andersen, 2011).

In New Orleans, Southern University converted itself into a virtual learning campus after the severe hurricane created a Havoc. Various online courses were offered andsale phones were used to provide education to the displaced students (Omar et al., 2008). The most recent disaster is in the form of the Covid-19 which is spreading sort of fire around the world. All of the schools, colleges, and universities face lockdowns within the most affected areas to curb the further spread of the Corona Virus. Many educational institutions are, therefore, seeking the help of virtual learning so that teaching and learning processes are not disturbed. The SWOC Analysis of Virtual Learning is shown in Figure 1.

In the last few years, virtual learning has started gaining popularity in India. Numerous platforms provide affordable courses tolearners via Massive Open Online Courses. Still, lots of educational institutions in India were reluctant toward virtual teaching and learning. However, the challenges posed by the Corona Virus pandemic introduced everyone to a new world of virtual learning and remote teaching. Instructors indulged them in remote teaching via a few platformslike Google Hangouts, Skype, Adobe Connect, Microsoft teams, and a few more, though Google Meet and ZOOM emerged as a transparent winner. Also, to conduct smooth teaching-learning programs, a listing of online etiquette was shared with students and proper instructions for attending classes were got to them (Saxena, 2020).

Table 1. Natural Disaster That Affected Teaching–Learning Badly.

Year	Natural disasters
2009	A violent earthquake in 9 the city of L'Aquila
2010	Floods in Pakistan
2011	Tropical storm Washi in the Philippines and A series of earthquakes in New Zealand
2013	Tropical storm Haiyan in the Philippines
2015	Gorkha floods in Nepal
2017	Harvey and Irma Hurricanes in the United Statesand Floods in Nepal, Bangladesh, and India
2018	An earthquake in Papua New Guineaand Earthquakes and tsunamis in Indonesia
2019	The typhoon Lekima in China, The typhoon Hagibis in Japan, The tropical cyclone Idai in South-eastern AfricaAnd The heatwave in Bihar
2020	Flood in Kerala, Assam and Pakistan
2021	Heavy snowstorms in Spain, Earthquake in Haiti

Source. US News and World Report, & Briggs, 2021.

Strengths of Virtual Learning

Virtual learning techniques and processes are really strong and powerful. These strengths of theweb learning modes can rescue us from this adversity. It is student-centeredand offers anexcellent deal of flexibility in terms of time and location. The virtual learning methods enable us to customize our procedures and processesbased on the needs of the learners. There are many online tools availablethatare important for an effective and efficient learning atmosphere.Educators can use a combo of audio, videos, and text to reach out to theirstudents in this time of pandemic to maintain a human touch in their lectures.This can help in developing a collaborative and interactive learning environmentwhere students can give their immediate responses, ask queries, and learn interestingly.

The Anywhere-Anytime- Any pace feature of virtual learning is usefulin times ofcrisis-like situations, for example, man-made disasters, natural disasters, or pandemicslike Covid-19. The closure of places and unsafe traveling by roadscan create a lot of problems but virtual learning will at least not keep us empty ofgetting an education in our homes or workplaces.Technology provides innovative and resilient solutions from time to time of crisis tocombat disruption and helps people to speak and even work virtuallywithout the necessityof face-to-face interaction. This resultsin many system changesin organizations as they adopt new technology for interacting and dealing (Mark &Semaan, 2008).

Weaknesses

Virtual learning has certain weaknesses in the form that it can hamper the communicationbetween the students and the teachers, that is, direct communicationand human touch are lost. Users can face many technical difficulties that hinderand curtail the teaching-learning process (Favale et al., 2020). Time andplacement flexibility, though isthe strength of virtual learning these aspects arefragile and build problems. Students'nonseriousbehaviour in terms of time andadaptability can cause plenty of problems. All students and learners are not identical, they vary in degrees of their abilities and confidence level. Some do notfeel comfortable while learning online, resultingin increased frustration and confusion.Inadequate consistency between the design of the technology and componentof psychology required by the learning process; and inadequatecustomization of educational processes can interrupt the teaching process and createsan imbalance.

Opportunities

Virtual learning generally contains a lot of opportunities available but now ofcrisis will allow online learning to boom as most educational institutions haveswitched to the present model. Virtual Learning, Remote Working, and e-collaborationsexploded during the outbreak of the Corona Virus pandemic (Favale et al., 2020). Now,educational institutions can grab this chance by making their teachers teachand students learn via online methodology. People have always been complacentand never tried new modes of learning. This crisis will be anew phase for virtual learning and will allow people to look at the beneficialside of virtual learning technologies. This is the right time when there is a lot of opportunitiesfor bringing out surprising innovations and digital evolution. Already, EdTechcompanies do their bit by helping us fight the pandemic and not lettinglearning be put at a halt. Teachers can practice technology and might design different kinds of flexible programs for learners' better understanding. The usage of virtual learning will test both the teachers and learners. It will enhance problem-solving skills, critical thinking abilities, and adaptability among scholars. During this difficult situation, users of any age can access the online toolsand reap the advantages of time and location flexibility related tovirtuallearning. Teachers can develop innovative pedagogical approaches during this panickysituation, now also termed Panicgogy. EdTechstart-ups have many opportunities to give birth to radical transformations in nearly all the aspectsrelated to education starting from, teaching, learning, evaluation, assessment,results, certification, degrees, and so on. Also, increasing market demandfor virtual learning is a tremendous opportunity for EdTech start-ups to bring technologicaldisruption to the education sector.

Challenges

Virtual learning faces many challenges starting from learners' issues, educators'issues, and content issues. It is a challenge for institutions to interact with studentsand make them participate in the teaching-learning process. It is a challenge forteachers to maneuver from offline mode to virtual mode, change their teachingmethodologies, and manage their time. It is challenging to develop content that not only covers the curriculum but also engages the scholars (Kebritchiet al., 2017). The quality of virtual learning programs is a real challenge.There is noclear stipulation by the government in their educational policies about virtual learningprograms.

There is an absence of standards for quality, internal quality, developmentof e-resources,and e-content delivery. This problem must be tackledimmediately so everyone can enjoy the advantages of quality education viavirtual learning (Cojocariu et al., 2014). One should not merely target the prosattached to the adoption of virtual learning during the crises but should also takeinto consideration developing and enhancing the standard of online courses deliveredduring such crises (Affouneh et al., 2020). Plenty of time and cost are involved in virtual learning. It is not as easy because it seems,a substantial amount of investment isrequired for getting the devices and equipment, maintaining the equipment, trainingthe human resources, and developing the web content. Therefore, aneffective and efficient learning system has to be developed to impart educationvia virtual mode.

Ensuring digital equity is essential during this tough time. Not all the teachers andstudents have access to all or any digital devices, internet, and Wi-Fi. Unavailability ofproper digital tools, no internet connections, or iffy Wi-Fi connections can causeplenty of trouble because of which many learners might lose out on learning opportunities. Efforts should be taken by educational institutions to make sure that every student andteacher is having access to the specified resources. They need to also make sure that allthe academic apps work on mobile phones yet, just in case students do nothave laptops. Therefore, steps must be taken to scale back the digital divide.

	STRENGTHS		***WEAKNESSES***
1.	Time flexibility	1.	TechnicalProblems
2.	Location flexibility	2.	Learner's ability& confidence level
3.	Catering to a wide audience	3.	Time factor
4.	wide availability of courses & content	4.	Lack of Interest, Distractions, frustration, anxiety & confusion.
5.	Immediate feedback	5.	lack of personal/physical attention to class.
6.	Synergy		
7.	Student-centered		
8.	Creative Teaching		
	OPPORTUNITIES		***CHALLENGES***
1.	Scope for Innovation &development of the digital platform	1.	Unequal Distribution of ICT Infrastructure
2.	Designing flexible and feasible programs.	2.	Quality of teaching and learning
3.	Strengthen skills: problem-solving, criticalthinking, analytical ability & adaptability	3.	Digital Illiteracy
4.	Users can be of any age	4.	Digital Divide
5.	An innovative teaching and learning approach (Radical transformation in all aspects of education)	5.	Technology cost & Obsolescence

Source. US News and World Report, & Briggs, 2021.

As we know that practice makes a man perfect is a famous and really true proverb. Learners andteachers across various universities have never really practiced virtual learning. Most of them are complacent and are cursedwith traditional modes of learning. The Corona Virus outbreak is the chance to form the most effectivefrom thissituation. We are able to learn lots in this challenging situation. Many tools are available, teachers are required to settle on the simplest and best tool and implement it toimpart education to their students. A step-by-step guide is prepared by academic institutions that may guide the teachers and students on the way to access and use various online learning tools and on the way to hide major curriculum content via these technologies there by minimizing the digital illiteracy. Teacherscan present the curriculum in various formats, that is, they will use videos,audio, and texts. It is beneficial if teachers supplement their lectures with video chats, virtual meetings, and so on to urge immediate feedback and maintain a private reference to the scholars.

CONCLUSIONS AND SUGGESTIONS

In 2017, Ayebi-Arthur conducted a case study of a college in New Zealand whichwas badly stricken by seismic activities. In her study, she found that the collegebecame more flexible with virtual learning afterward disastrous events. During this difficult time technology helped them overcome the barriers. But they suggest that robust IT Infrastructure is a prerequisite for virtual learning. Infrastructure hasto be so strong that it can provide unhindered services during and after the crisis.

The Covid-19 pandemic also has changedthe way how several people receive and impart education asto the World Economic Forum. To seek out new solutions to our problems, we might bring in some much-needed innovations and alter. Teachers became habitual with traditional methods of teaching within the sort offace-to-face lectures, and thus, they hesitate in accepting any change. Butamidst this crisis, we have no other alternative left aside from adapting to the dynamic situation and accepting the change. It will be beneficial for the education sector and will bring a lots of peculiar innovations. We cannot ignore and forget the scholars who do not have access to any or all virtual technology. These learners are less affluent and belong to less tech-savvy families with financial resource restrictions; therefore, they may lose out when classes occur online. They will lose out dueto the heavy costs related to digital devices andinternet data plans.

This terrible time of fate has taught us that everything is unpredictable and that we must be able to face challenges. Although this outbreak failed to give usmuch time to plan, we should always take a lesson from this that planning is the key. We should always plan everything, regardless of if plan A fails, we must have plan Bready. This could only be done if we do scenario planning. There is a requirement toprioritize all the critical and challenging situations which can occur andplan accordingly. This pandemic has also taught us that learners must possess certain skills like skills of problem-solving, critical thinking, and most significantly adaptability to survive the crisis. Educational institutions mustbuild resilience in their systems to make sure and prioritize the presence of these skills in their students.

According to Todorova & Bjorn-Andersen, 2011, the key lesson for others may be to embrace virtual learning technology before disaster strikes. Thingsmay be different if we have already mastered virtual learning. But it is better late than never. This virus surely has accelerated the method of virtual learning. For example, these online applications called ZOOM and Google Meet are makinglots of stories thanks to their usable characteristics. Both allow conducting live online classes, web-conferencing, webinars, video chats, and live meetings. As most of the schools, colleges, universities, and corporations are closed because of lockdowns/curfews and the general public is functioning from home, these apps helped keep people connected via video conferencing. These applications are trending on the Google play store amidst the continuing crisis. People are practicing social distancing so these applications gave them a sigh of relief. ZOOM and Google Meet also allow conducting business meetings.

We need a high level of readiness in orderthat we can quickly adapt to the changes within the environment and may adjust ourselves to different delivery modes,for example, remote learning or virtual learning in conditions of pandemics suchas Covid-19. According to Seville et al., (2012), Institutions and organizations should prepare contingency plans tohandle challenges like pandemics and natural disasters. In 2020, Huang et al., highlighted that reliability and sufficient availability of Information Communication Technology infrastructure, learning tools, digital learning resources within the type of massive open online courses, e-books, e-notes, and so on are of utmost significance in such severe situations.

To make virtual learning more effective in such crisis times, we must focus on technology that has minimum procurement and maintenance costs but can effectively facilitate learning processes. Before bringing in and adopting any virtual learning tool or technology, its advantages and drawbacks need to be highlighted. Educational Institutions should conduct lots of research when bringing the right technology for different educational activities. There should be proper clarification on the purpose and context of technology adoption. There are several factors that affect the choice of a particular technology like security features, availability and condition of laboratories, internet speed, internetaccess, digital literacy levels of the beneficiaries, and so on. Virtual learning canhelp in providing inclusive education even ina time of crisis. These systemsneed to be developed in educational institutions that make sure that no scholars are getting deprived of learning due to their location, social class, ethnicity, andso on. Online methods of teaching support and facilitate learning–teaching activities, but there is a dire need to weigh the pros and cons of technologyand harness its potential. Disasters and pandemics such as Covid-19 can create lots of chaos and tensions; therefore, there is an important need to study the technology thoroughly and with due diligence to balance these fears and tensions amidst such crises.

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RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

Priyanka Sharma*

ABSTRACT

Spiritual intelligence is the ability of the mind to deal with significant and spiritual aspects of life. According to previous research, spiritual intelligence can aid in the growth of a range of aspects and organizational commitment is one such aspect. Organizational commitment has the potential to have a real influence on an organization's capability and a major impact on its adequacy. This study investigates the relationship between spiritual intelligence and organizational commitment among doctors. Methods: The sample population included 60 doctors from district Mohali, Punjab. The data was collected using the Spiritual Intelligence Self-report Inventory (SISRI-24) by King (2008) and the Organizational Commitment Questionnaire by Allen and Meyer (1997). The data was analyzed on SPSS 21 software by applying descriptive and analytical statistical tests (mean, standard deviation and correlation coefficient). The study found a significant correlation between spiritual intelligence and organizational commitmentamong doctors. So, the higher the level of spiritual intelligence of an employee, the higher will be her/his commitment towards the organization. The results showed that spiritual intelligence has been helpful in maintaining and enhancing organisational commitment and that improving spirituality and spiritual intelligence in employees should be pursued. Additionally, we recommend that managers should pay more attention to increase the spiritual aspects of the workplace.

Keywords: Spiritual Intelligence, Organizational Commitment, Doctors, Spiritual Quotient, Punjab

INTRODUCTION

Stevens suggested the notion of spiritual intelligence in 1996, and Emmons pursued it in 1999 as it is defined as the consistent application of spiritual facts with the goal of assisting in the resolution of everyday challenges and the achievement of goals (Emmons, 2000). According

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to King (2008) spiritual intelligence to be an assortment of intellectual abilities dependent on unsubstantial and magnified parts of life, for example, critical existential thinking, transcendental awareness, conscious state expansion and personal meaning production. As per Bowell (2004) spiritual intelligence incorporates seven stages: mindfulness, vision, meaning, projection, evaluation, mission, andbeing focused. Spiritual intelligence is characterized by Wiggleworth (2006) as the capacity to act with astuteness and leniency as long as inner and external harmony is kept up thinking about the conditions.

According to Yaghoobi (2010), increased spiritual intelligence leads to increased happiness. Spiritual intelligence, in combination with inspiring success, trustworthiness, and expectancy, enabled managers to be rational and mindful of their current situation, according to Chin et al. (2012). They've deduced that the existence of spiritual intelligence is among the major reasons why some workers produce more than others. According to Wiggleworth (2006) an established leader is the one who considers explicit answers for increasing issues confronted by individuals. This type of thinking, according to the study, is an updated appraisal of leadership, and mature character benefits from this type of link. This significant degree of development and individual development is connected to the advancement of spiritual intelligence, which stimulates the strengthening of leadership skills and leads to improved performance. Performance is a state of thought for each organization as the performance of an organization relies on different aspects (Singh, 2017; Singh and Dhaliwal, 2018; Singh and Bala, 2020).

As per Hart and Willower (2001) a person's acknowledgment and contribution to a certain organisation is referred to as organisational commitment. It is defined by a strong belief in and acceptance of the organization's goals and principles, as well as a willingness to put up significant effort for the organization's benefit; and a strong desire to continue participating in the organisation.

Organizational commitment refers to an individual's ability to work in a company and is distinct from job satisfaction. As an alternative, it is a compelling reaction to the entire organization, whilework-related contentment is a positive reaction to specific parts of a task according to Williams and Hazer (1986).

Meyer and Allen (1998) segregate organizational commitment into three parts: continuance, normative and affective. The term "continuance commitment" refers to a commitment based on the employees' understanding of the harm they would do if they depart. As a result, personnel remain in the company with a strong commitment, either voluntarily or as a result of personal sacrifices associated with leaving the business. Affective commitment refers to a sense of belonging, participation, and emotional connection to a company, meaning that employees with strong affective commitment stay because they need to retain their employment. The emotion of commitment to the organisation determines normative commitment. Workers who stay in the organisation because they have a strong normative commitment feel compelled to do so.

According to Viljoen and Rothmann (2009), people with higher emotional commitment recognise changes in occurrences that do not alter the company's aims, but rather benefit the organisation.

Spiritual intelligence which has a place with the workers will bring positive ramifications for different things. At the point when the workers feel that the organization gives expectation and spiritual satisfaction to them, at that point the workers will, in general, give apositive attitude towards the organization, including reinforcing affective bonds (affective commitment) and sensation of faithfulness to the organization (Eisenberger et al., 2001). Organizational morals and spiritually important work will likewise develop confidence, trust, wellbeing, satisfaction and self-awareness of the workers. Subsequently, the workers will put forth a valiant effort (both physical and mental) for the organization, and they will see consider work as a mission, not simply a task, which in order increases their commitment to the organization (Gavin and Mason, 2004).

Many researchers found a relationship between spiritual intelligence and organizational commitment through different perspectives. People that are extremely spiritual, according to Rego and Cunha (2008), are more trustworthy and loyal to their organisation.According to Hariri and Zarrinabadi (2011) the qualities of spiritual intelligence and vocational dedication have a considerable link among librarians. Kinjerski and Skrypnek (2006) found that employees who practise spirituality in the workplace are more loyal to their employers and finish their errands with higher responsibility. Foumany and Danshdost (2014) revealed that spiritual intelligence positively affects emotional wellness. The results likewise showed that spiritual intelligence positively affects organizational commitment and psychological well-being of nurses, additionally positively affects organizational commitment. Using Spearman's correlation test, Ghorbani et al. (2012) investigated the association between spiritual intelligence and organisational commitment and discovered that spiritual intelligence has a strong relationship with organisational commitment. Many researchers as Ghorbani et al. (2011); Parande et al. (2011); Zabihi and Saghravani (2011); Kalantarkousheh et al. (2014); Awais et al. (2015); Zahed et al. (2018) found a significant relationship between spiritual intelligence and organizational commitment.

RESEARCH METHODOLOGY

Research Design

This research is classified as descriptive research that used correlation for statistical analysis. The sample population comprised 60 doctors from Mohali, Punjab, India. The sampling technique used in this study wasconvenience sampling. Both validity and reliability tests had been performed on the research instrument prior to being distributed to the respondents. The findings show that all the items in the questionnaire were valid and reliable, so they can be utilized to gather data. Data were analyzed using SPSS version 21.

Spiritual Intelligence Self-Report Inventory

Spiritual intelligence was evaluated using the Spiritual Intelligence Self-report Inventory (SISRI-24) designed by David King (2008) which includes 24 questions in a 5-point Likert Scale. This scale estimates the mental ability of spiritual intelligence and related abilities in four mainelements of consciousness state expansion, transcendental awareness, critical existential thinking, andpersonal meaning production.The total Cronbach's alpha for spiritual intelligence was 0.77 respectively.

Organizational Commitment Questionnaire

Organizational commitment was measured using Allen and Meyer (1997) Organizational Commitment questionnairewhich consists of 24 questions in three dimensions of affective commitment, continuance commitment, and normative commitment. This questionnaire is scored based on a 5 point Likert Scale and every response is given a number for scoring basis, where strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).The total Cronbach's alpha for organizational commitment was 0.72 respectively.

Descriptive Statistics

The analysis has been performed on the total score of Spiritual Intelligence and Organizational Commitment. The descriptive statistics (Table 1) exhibited the value of the mean, standard deviation, skewness and kurtosis. The mean value of spiritual intelligence was found 82.75 with a standard deviation of 9.77. Similarly, the mean value of organizational commitment was 57.67 with a standard deviation of 6.83. The calculated value of skewness and kurtosis was showing that the data was diverging from the normal distribution.

Table 1. Descriptive Statistics

		OC	SI	Valid N (listwise)
N	Statistic	60	60	60
Range	Statistic	42.00	53.00	
Minimum	Statistic	33.00	53.00	
Maximum	Statistic	75.00	106.00	
Mean	Statistic	57.6667	82.7500	
	Std. Error	.88224	1.26214	
Std. Deviation	Statistic	6.83378	9.77653	
Variance	Statistic	46.701	95.581	
Skewness	Statistic	-.413	-.676	
	Std. Error	.309	.309	
Kurtosis	Statistic	2.676	1.186	
	Std. Error	.608	.608	

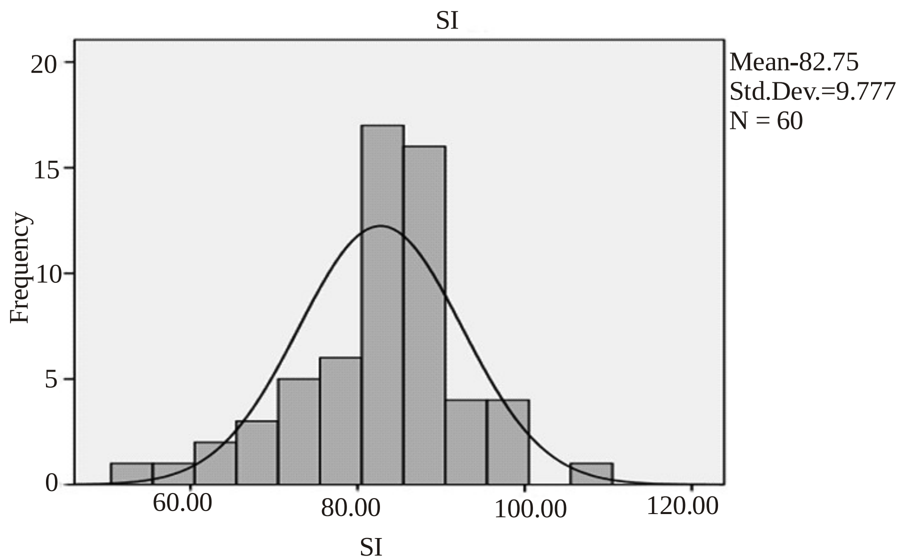

Figure 1

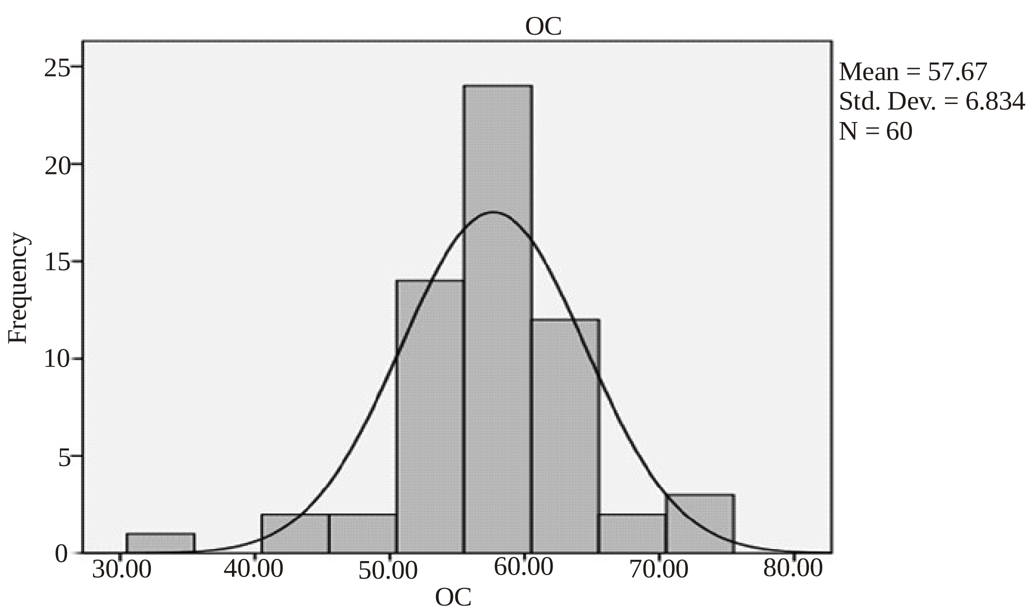

Figure 2

The histogram (Figure 1 and 2) is showing that the data was diverging from the normal distribution. Hence, in such a situation Karl Pearson product movement method of correlation was not suitable. So, as an alternative, we have applied Kendall's Tau and Spearman's Rank correlation which were alternative techniques to the Karl Pearson coefficient of correlation. The Spearman's Rank correlation results are not considered as the ranks were repeated.

Table 2. Coefficient of Correlation between Spiritual Intelligence and Organizational Commitment

			OC
Kendall's tau_b	SI	Correlation Coefficient	.386**
		Sig. (2-tailed)	.000
		N	60
Spearman's rho	SI	Correlation Coefficient	.525**
		Sig. (2-tailed)	.000
		N	60

**Correlation is significant at the 0.01 level (2-tailed).

The above table reveals a significant and positive correlation between spiritual intelligence and organizational commitment as the calculated value of the correlation was 0.38 and the p value is less than 0.01.

DISCUSSION

The outcomes support the hypothesis of spiritual intelligence declared by Eisenberger et al. (2001) that the spiritual intelligence of the workers will have suggestions for different things. Subsequently, when the workers feel that the organization gives expectation and spiritual satisfaction to them, at that point the workers will in general look for spiritual goodness through performing positive behaviour towards the organization, including fortifying affective bonds, commitment and a sensation of dependability to the organization. The findings support the discoveries of past examinations directed by Parande et al. (2011) which confirm that spiritual intelligence considerably impacts organizational commitment. Likewise, the outcomes Chawla and Guda (2010) with the sample population of sales experts in different businesses too found that spiritual intelligence is in a positive way related to organizational commitment.

CONCLUSION

The association between spiritual intelligence and organisational commitment among doctors in Mohali, Punjab, India was investigated in this study. On the basis of our findings, it can be said that spiritual intelligence has a positive and significant impact on organizational commitment. The correlation values of spiritual intelligence with organizational commitment have been found to be positive and significant at 0.01 level. So, the higher the level of spiritual intelligence of an employee, the higher will be her/his commitment towards the organization. Spiritual intelligence, according to King (2008), is a collection of intellectual talents based on intangible and exaggerated aspects of life such as profound existential pondering, personal insight, and meaning expansion. Spiritual intelligence and organisational commitment were shown to be linked in the current study. Spiritual intelligence has a favourable link with organisational commitment, according to Malik and Naeem (2011). Furthermore, spiritual intelligence is linked to aspects of successful leadership such as organisational dedication (Amram, 2009). Because commitment, creativity, and progress are such key aspects of an organisation, virtues like loving others, forgiving, and trustworthiness are essential for managers and organisational pioneers. The existence of these attributes enables improved worker management to be the best it can be (Jurkiewicz and Giacalone, 2004). According to Farhangi et al. (2009), both affective and spiritual intelligence have a substantial impact on leadership styles. At different levels of excellent administration, Samadi and Mahdavikhui (2009) observed that three separate aspects of organizational commitment (normative, continuance, and affective) were relevant. They examined the impact of good administration on the organizational commitment of employees. The findings revealed that as excellent administration improved, so did the level of organisational commitment. The current investigation confirmed their findings about the relationship between spiritual intelligence and organisational commitment.The result is supported by the studies conducted by Ghorbani et al. (2011); Parande et al. (2011); Zabihi and Saghravani (2011); Ghorbani et al. (2012) Kalantarkousheh et al. (2014); Awais et al. (2015); Zahed et al. (2018) who found a positive and significant relationship between spiritual intelligence and organizational commitment.

Limitations

The lack of control over the measure of involvement and respondents' motivation to complete the questionnaire were both limitations of this study. Respondents were dissatisfied with the way they were evaluated, in spite of the fact that they got a few clarifications. Consequently, in regions, for example, job safety, respondents expressed that security was better compared to reality. In this subject, there is a specified number of studies, thus there is a need for more evaluation. Emotional intelligence that incorporates work segments is another point. Future investigations should explore the impact of spiritual intelligence onorganizational citizenship behaviour, mental health, stress, psychological resilience, affective commitment and many more.

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MOTIVATION PROCESS AND MOTIVATING FACTORS FOR ADULT LEARNERS

Mohammad Atif Khan*

ABSTRACT

This paper covers concept, meaning and perspectives of motivation. Motivation is an important factor in the case of classroom of higher education. When behaviour is oriented towards attainment of certain goals, a person is said to be motivated. Motivating Factors for adult learners and motivating strategies are suggested in this article.

Keyword: Higher education; Motivating Factors, Organism;

INTRODUCTION

Formed from a Latin source *ittonis,* for move, motivation refers to prompting movement. Beyond this elementary definition of motiva-tion, there is little agreement on the precise meaning of a concept that is absolutely central to sport psychology. A sample of the various interpretations available includes: Silva and Weinberg's (1984) 'the intensity and direction of behavior'; Green's (1996) 'processes involved in the initiation, direction, and energization of individual behavior'; Reber's (1995) 'an intervening process or an internal state of an organism that impels or drives it to action'; Alderman's (1974) 'the tendency for the direction and selectivity of behavior to be controlled by its connections to consequences, and the tendency of this behavior to persist until a goal is achieved'; and Hill's (2001) 'the desire to engage and persist in sport, often despite disappointments, sacrifice, and encouragement.' Distilling these, we are left with: *an internal state or process that energizes, directs and maintains goal-directed behavior.*

Generally, it is easy to presume that "Motivation comes before behavior. But a behavior would say that what influence behavior is what comes after it, not before it. A behaviorist would say that reinforcement and punishment cause behaviour" (Svinick, 2004: 143).

Motivation is an inner force driving external behavior which increased when some type of ambivalence or deficit in needs was felt by the learners. One such theory was known as drive

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theory—motivation to maintain physiological balance. That is, if organisms lacked water or food, their behaviour would be directed toward correcting the ensuing imbalance. The drive theory was later expanded to include psychological needs (e.g., needs for approval, achievement, and affiliation) which keep thinking and behavior in balance. As imbalance between the two conditions (i.e., being at odd and each other) was a called cognitive dissonance.

TYPES OF MOTIVES

Motivation is of two types: *intrinsic motivation* which comes from within or in other words the source of motivation lies inside a person which prompts one to act to achieve any goal; *extrinsic motivation* which is based on sources external to any person. A person may act to save environment just because others are doing so has an extrinsic motivation underlying his desire to act in ways similar to others.

Spaulding (1987) said that: "extrinsic motivation exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged." In contrast, intrinsic motivation exists because of inner desire to accomplish a task successfully. In agreement with Spaulding (1987), Stipek (1998) viewed that intrinsic motivation occurred in the absence of any extrinsic reward purposes. In fact, extrinsic rewards decrease the intrinsic motivation (Bantjes, 2000; Biehler and Snowman, 1990; Deci, 1975; Deci, 1985; Dweck, 1986). Through his review, Stipek (1998) found that there are three perspectives of intrinsic motivation: (1) seek opportunities to develop competencies and expectations; (2) seek novelty – events and activities that are somewhat discrepant from their expectations; and (3) have an innate need to be autonomous and to engage in activities of their own volition. In conclusion, students were assumed to be driven by the need for competence, novelty and autonomy.

Most of the things that we can control are categorized as extrinsic motivators and are good at keeping a behaviour going but over a long period, some intrinsic motivators are needed to keep the behaviour (learning) strong and fresh. Svincki (2004) asserts that learners' intrinsic motivators revile the instructor of the task of constant supervision and reinforcement and reiterates motivation theorists' contention that if extrinsic motivation is provided for a behaviour that was initially already intrinsically motivating, the tendency is high to kill the intrinsic motivation and thereby leave the learner dependent on the extrinsic motivators.

Harter (1981) designed an instrument to access five dimensions related to intrinsic motivation as below:

(1) Preference for challenging work versus preference for easy work.

(2) Learning that is motivated by curiosity versus learning that occurs to please the teacher.

(3) Desire to work independently versus dependency on the teacher for help.

(4) Independent judgment about selecting tasks versus reliance on the teacher's judgments.

(5) Internal criteria for success or failure versus external criteria.

Toward the later part of the twentieth century, cognitive theorist energized a shift in focus on motivation away from internal, pre-existing, semi-autonomous drive and needs to motivation being a function of how learners interpret a situation. They claimed that it was the learner's interpretation of a situation that determined whether he or she would be motivated by it and that the source of motivation primarily resides in both learner and environment with each influencing the other (Svinicki, 2004). This claim, according to Svinicki, is depicted by the amalgamated model which is a composite of three most prominent theories about motivation in use today (i.e., expectancy value model, social cognitive model, and goal orientation model) and guides instructors in designing instructional methods to motivate students.

While this formalization is useful, it leaves an important question unanswered: what induces a person to act? In other words, from where does motivation come? Abraham Maslow's answer in the 1950s was based on his celebrated *hierarchy of needs*, which was a 'structure based on human imperatives, the primary one of which was biological (hunger, thirst, temperature maintenance and so on). Above the basic needs were tiers of ever more cultivated needs, including the need for affiliation with others, aesthetic needs and the need for self- actualization to find fulfillment in realizing one's own potential. Our initial motivation derives from the satisfaction of needs at the lower end of the hierarchy, and once these are met, we ascend upwards, striving to satisfy the more sophisticated needs. Motivation, in this model, has origins in human needs, or drives, some of which have organic sources.

Freud too believed humans are motivated by primal drives, in his case sex and aggression. In childhood, parents forbid the free expression of sex and aggression and these become repressed, remaining in the unconscious. For Freud, these unconscious motives manifest in later life, exercising an influence over conduct though in disguised ways, such as in illness, accidents, mannerisms or Freudian slips (of the tongue). The motive, or the power behind the behavior, is not immediately available to the senses, as it lurks in the unconscious. In their different ways, Maslow and Freud offered interesting accounts of motivation, both premised on the presence of drives or instincts that govern human conduct.

Presuming the existence of such drives proved unsatisfactory for other analysts who believed that both motivation and the responses it engenders are shaped by circumstances. Action is governed not by unconscious or unknown forces, but by the way we envisage the consequences. This approach diverges from not only drive-based or instinct theories, but also from those of behaviorists, most of whom avoid all reference to consciousness, subjectivity, ideas or other cognitive processes (i.e., activities concerned with thinking, knowing, reasoning, insight, intention, etc.). Stuart Biddle's essay 'Cognitive theories of motivation and the physical self' documents several theories, all in some way subscribing to the view that 'people are motivated to action in areas of their lives in which they are likely to experience positive feelings of competence and esteem.' The opposite is also presumed: that motivation is reduced in activities that yield feelings of negativity.

'Self-based' approaches fall within the framework of cognitive theory in the sense that they explore the ways in which behavior is motivated and, indeed, shaped by self-evaluations. If a person desires to look like a supermodel and they see themselves as overweight, then their motivation may be to exercise and eat less as a way of closing up the discrepancy between what they are currently like and what they want to be. Competence is not high, but the desire for improved competence, or in this case appearance, is sufficient to provide the motivation. Whether or not the equation is accurate is not relevant; in fact, many eating disorders are precipitated by flawed judgements of this kind. What counts is the person's subjective, evaluation of their likely success: in this sense, the desire for self-efficacy, perceptions of personal control and confidence in ability are likely to feature. There is no presumption that we are rational decision-makers. Working in this vein, Susan Harter in 1978 argued that we are motivated in domains in which we feel we can demonstrate our competence, especially if we also feel intrinsically attracted toward that domain and discern an internal locus of control in our attribution of success or failure. Many of the approaches to motivation that focus on cognition engage with the achievement motive debate, which was originally started by the argument that we are all impelled by the motive to achieve success and the motive to avoid failure.

Research in the 1970s by Edward Deci highlighted the difference between *intrinsic* and *extrinsic* motivations, the former deriving from feelings of satisfaction and fulfillment, the latter referring to factors that involve reward or punishment (or both) from outside forces. Deci's work with children who were set puzzle-solving tasks indicated that those who did receive a reward spent less free time working on puzzles than those who received no reward. In other words, being paid for an intrinsically interesting activity decreased intrinsic motivation. This has obvious relevance for professional athletes, all of whom will have been originally motivated by intrinsic factors, but whose motivation probably becomes purely extrinsic once they begin to earn money from sports: extrinsic incentives undermine intrinsic rewards — which helps explain why an NFL player might choose to sit out his contract, even though ten years before he would probably have played football endlessly fpr .pure enjoyment.

In line with cognitive approaches, Deci assumed that we are motivated by the urge toward self-mastery and competence in dealing with the environment. So, individuals are intrinsically motivated to perform activities that enhance their sense of accomplishment. 'Any event that enhances perceived competence will tend to enhance intrinsic motivation,' declared Deci and Ryan in their 1985 book *Intrinsic Motivation and Self-Determination in Human Behavior.*

While the cognitive approach to motivation in many ways supplanted earlier theories which rested on assumptions that drives lay at the source of motivations, they also made untestable assumptions, particularly about the human endeavor to demonstrate competence and aspire to self-determination and esteem. Reversal theory's alternative account replaces motivation with the term metamotivation, which is intended to capture the sense of a constant movement in and out of different psychological states. There is no single motivation: individuals' motives change before and during activities, reversing back and forth. This fluidity makes theories of motivation based on a single drive or a desire to improve and demonstrate Competence too linear, according to reversal theory. Action is propelled by the interplay between several often conflicting motives.

The expectancy value model posits that motivation to occur. However, their relative contributions vary from situation from situation to situation. This balancing act is reflected in students studying choices for grades. From the goal orientation perspective, the value of a learning goal is most obvious when it is achieved or when the outcome is most satisfying to the learner. The outcome may be a good grade, a higher salary, tenure, the satisfaction of jobs well done or simply a satisfaction of an ambition. Behaviorist interpreted this type of motivation as manipulation of rewards and punishments and are easy for teachers to control, social cognitive theorists claim that people's biases, interpretation of events, and expectations of reinforcements, impact their behaviour" (Bandura, 1986; Stipek, 2002).

MOTIVATING FACTORS FOR ADULT LEARNERS

Contextually in adult education, Knox's profi ciency theory "Posits that motivation for adult learning is evoked by a discrepancy between current and desired levels of proficiency" (citied in Merriam, 1993: 10). Several studies assert that goal attainment is manifestation of student's capability for learning and motivation to set new challenging goals (Kim & Merriam, 2004; Schunk et al., 2008; Svinicki, 2004; Wlodowski, 1999, 2008). According to Schunk et al. (2008), "Students who are motivated to learn often find that once they do, they are intrinsically motivated to continue their learning" (Schunk et al., 2008: 5).

Motivating factors for adult learners in higher education are suggested in this article.

- Quality of Instruction
- Quality of curriculum (Content of syllabus)
- Relevance of course
- Academic courses and job-oriented courses advising practices
- Interactive classroom and effective motivating practices
- Assessment and timely feedback
- Self-directedness (Learner's autonomy)
- Conducive learning environment
- Qualities of a teacher
- Setting a personal example can sustain the drive in learners. This becomes apparent when higher education teachers share the hardships.

MOTIVATING STRATEGIES

We motivate an individual by reinforcing or punishing targeted or expected behaviours. This strategy certainly is found in education at all levels in which students are praised and rewarded for their efforts toward expected behaviours. Students are rewarded with good grades when they perform well and with bad grades where they do not.

Historically, instruction have always known that when learners are motivated during the learning process learning is enhanced and many things go more smoothly—communication flows, anxiety decreases and creativity become more apparent (Wlodlkowski, 2008). Research in adult learning has proven that motivated adult learners are always interested in activities and strategies that will enhance their learning anxieties (Pintrich, 2003; Svinicki, 2004; Wlodowski, 1999, 2008; Zull, 2006).

The main responsibility of the teacher is to develop intrinsic motivation among students. Some of the proposed ways to facilitate intrinsic motivation are as follows:

- The learners require clear and structured instructions to perform the assigned tasks.
- Every learner would like to be successful but they have different ways of achieving their goals. Hence the individuals' differences must be accommodated by teachers.
- Create healthy classroom climate.
- Provide instructions that can be accepted by all learners in a class.
- Sufficient extrinsic reward. Avoid from giving reward too frequent.
- Develop intrinsic motivation by guiding them to have a clear goal in life.

To this end, recognizing and balancing both extrinsic and intrinsic reinforcement may promote our motivational systems.

CONCLUSION

The working definition of motivation, types of motivation is explained in this article. What should be the role and responsibilities of a teacher to stimulate adult learners toward accomplishing educational goals is the need of hour. Since adult learners in higher education generally prefer the use of facilitator or instructor to teacher. Students in higher education programs are predominantly adults.

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AN EMPIRICAL STUDY ON RELATIONSHIP BETWEEN LEADERSHIP STYLES AND EMPLOYEE TURNOVER INTENTION: A CASE STUDY

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ABSTRACT

It is important to retaintalented employees who are loyal to the organization and can contribute effectively. The team leaders and the supervisors play an important role in employee retention. Leadership style is one of the effective tools for managers to ensure that employees achieve organizational goals. Effective leadership style is necessary to reduce the attrition rate. Employee turnover is one of the most challenging dilemmas organizations have to deal with. A considerable amount of research indicates that turnover is mainly a result of a negative relationship between the leaders and their followers in the workplace.

Taking into consideration the importance of leadership in the organization and a critical review of literature, which revealed that the study on transformational and transactional leadership styles and employee turnover has not been conducted so far on the employees of service industry of KSA, the researcher found a gap to be filled by conducting investigation on this sample for the variables in question. Therefore, the sample of the present study consists of employees of service industry of KSA. Thus, a convenient sampling method was used for drawing the sample from service industry of KSA.

The purpose of this study is to examine the relationship of leadership styles-transactional and transformational with employee turnover in service industry of KSA. The researcher has observed that one of the dimension of transactional leadership (Management by Exception) has a relationship with intention to leave and also one of the dimension of transformational leadership (Idealized Influence) has a relationship with intention to leave.

Keywords: Transformational Leadership, Transactional Leadership, Employee Turnover/ Attrition

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INTRODUCTION

"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential." (Warren Bennis). There are many leadership styles from which to select one depends upon the situation of business. Different styles are needed for different situations but leader should know when to use a particular approach. Leadership strategies define leader's own leadership style.

People often have been said to leave their bosses and not necessarily their jobs (Harvey, Stoner, Hochwarter and Kacmar, 2007) which emphasizes the relevance of leadership style on the retention of employees in organizations. In an attempt for organizations to mitigate employee turnover, leadership style has become one of the most important areas to consider for employee retention in organizations today (Asrar-ul-Haq and Kuchinke, 2016).

Transformational leadership style

Theconcept of transformational leadership style was first conceptualized by James MacGregor Burns in 1978. Burns (1979, p.20) defined the transformational leadership as one in which "one or more persons involve with others in such "a way that leaders and followers raise one another to higher levels of motivation and morality". He emphasizes that the transforming leader identifies possible intentions in followers, satisfies their higher needs and keep their followers engaged.

Transformational leadership is a process by which a leader generates and communicates a clear vision, which is often appealing and valued by the followers, producing a high level of commitment and motivation (Rees and French, 2013). Du et.al. (2013) describe the transformational leader as an individual who is able to articulate the vision for the future and share views with the followers taking into consideration the individual differences that may occur among the followers.

Podsakoff, MacKenzie, Moorman and Fetter (cited in Bass and Bass, 2008, p.625) "validated six transformational factors for the Transformational Inventory (TLI): (1) articulating a vision, (2) providing an appropriate model, (3) fostering the acceptance of group goals, (4) high performance expectations, (5) providing individualized support and (6) individualized consideration". While Daft (1999, p.428) identified four different areas for transformational leadership "the transformational leadership develops followers into leaders, transformational leadership raises follower's concern from a lower level physical needs (safety and security) to a higher level psychological needs (self-esteem and self-actualisation), transformational leadership inspires the followers to go beyond their own self-interest for the good of the group and transformational leadership paints a vision of a desired future state and communicates it in a way that makes the pain of change worth the effort."

Transactional leadership

The Transactional leadership style was identified by Burns in 1978. According to Burns (1979), the relationship that exists between most leaders and followers is transactional as the leader approaches the follower with the notion of exchanging one thing for another. Nwokocha and Iheriohanma (2015) define transactional leadership as an exchange process that ensures that the follower is in compliance with the leader's request but very unlikely to produce commitment and zeal to the task objectives.

According to Daft (1999: 427), the logic behind transactional leadership is an "exchange process between the follower and the leader". He added that in the transactional style of leadership, the leader recognizes the specific needs and desires of the follower; the leader provides them in order to meet the desires of the followers and in exchange for the followers achieving a specific objective or performing specific duties. In this exchange process, the follower is rewarded for the job they perform and the leader benefits from the work being done by the followers. While Burns (1978) identified the exchanges as economic, political or psychological in nature, the exchanges according to Daft (1999: 427) involve goods that are "tangible, calculable and specific".

According to Bass and Bass (2008), the transactional leadership style is composed of, or is subject to two factors. They identified the factors as contingent rewards and management by exception. For contingent rewards, the leader assigns a task to a follower and provides a psychological or material reward in exchange for a satisfactory execution of the task. Management by exception is referred to as "a corrective transaction" (Bass and Bass 2008: 624). It could be either passive or active. If active, the leader monitors the mistakes, errors and then employs some corrective measures; if passive, the leader takes no corrective action. Corrective actions could come in the form of negative feedback, reproof, disapproval, or disciplinary action.

Transactional leader's offer something employees want in exchange what the leaders want. In other words, transactional leaders exchange resources with their employees or a leader's behavior that provides rewards and punishments in return for the subordinate's effort and Transactional performance leadership involves motivating and directing followers primarily through attracted to their self-interest (Deichmann and Stam, 2015).

Burns (1979) describes the qualities of a transactional leader as someone that has a sharp eye for opportunity, bargaining, persuasiveness and reciprocating.

Employee Turnover

Employee retention is a major challenge that most organizations face in today's economy, which is highly competitive and interdependent (Arora, 2012; Rathi and Lee 2015). According to Sandhya and Kumar (2014), retention is the ability to retain employees for a long period in an organization. The inability to retain therefore causes turnover, which is harmful to the survival of an organization. This is because of the cost that is associated with the turnover. The retention of employees is not only important for the survival of the continuous operation of the business, but it is also important to reduce the cost that may arise both directly or indirectly from the loss of employees and the recruitment of new employees (Masbigiri and Nienabar, 2011).

According to Prakash and Chowdhury(2004) the cost of losing an employee could range from a minimum of one year's pay to a maximum of two year's pay in addition to other benefits also which could include the loss of product and service quality, a negative impact on productivity, profitability, employment relationship and the loss of corporate memory which in turn will also have adverseimpact on the profit and survival of the organization

Turnover of employees is not only costly to the organization due to the heavy cost associated with the replacements and training of new employees but also because an increased turnover leads to an increased workload which puts more work demands on existing employees (Van Dyk and Coetzee,2012). According to Stroth (2010), this causes "overwork and burnout" which could also produce more employee turnover. Due to the cost of employee turnover and the effect on the organization performance, there is the need for organizationsto continually develop strategies to retain employees.

According to CIPD (2015), employees leave organizations because of both the push and pull factors. The "pull factor" is the attraction of individuals to new jobs and prospects the "push factor" however can arise because of job dissatisfaction which could arise from a poor relationship an employee has with a line manager.

There are many factors, which influence employee's retention in organizations. Srivastava and Rastogi (2008) has identified factors such as opportunity for growth in the organization and satisfaction. However, employee dissatisfaction was identified as the major reason for employees leaving their organization. In addition to this James and Matthew (2012) identified personal dissatisfaction as a major reason why employees leave an organization; other factors identified include the relationship an employee has with their supervisor, which also influences an employee's intention to leave an organization.

LITERATURE REVIEW

Leadership is a process of having remarkable influence on subordinates in which they are motivated to achieve specified targets beyond what is expected and group maintain cooperation for sustainable development Yukl (1994). Fry (2003) emphasized that leadership is a strategic process of offering inspiration to enhance the employee's potential for growth and development by the leader. The contribution by these researchers to the concept of leadership points to the fact that leadership is a positive but persuasive (influential) action which generates inspiration among followers and directs effort towards accomplishing specified individual, team, and organizational objectives. Leadership is indispensable in business, political, educational, and social organizations for the attainment of goals.

The present investigator has made an attempt to come out with a brief review of studies done on leadership styles and employee turnover. Many theoretical and empirical studies tried to analyze relationship of these variables separately or in conjunction with each other on different samples with different modeling approaches. Most of the available literature on leadership styles and employee turnover is of recent origin. The survey relates to the period from 1970's to 2017

The researches which have been done till date on leadership styles, employee turnover and the relation between variables are presented as follows under their respective headings.

LEADERSHIP STYLES

Transformational Leadership Style

Engelen et al. (2015) describe transformational leaders as those who use motivation to guide their subordinates to perform to the best of their ability and to raise their levels of confidence through constant support.

According to Gilbert et al. (2016) transformational leadership is determined by five factors. The first is represented in the idealized impact or attributed charisma, which refers to the way in which the followers perceive their leader, and that shall affect the way they perceive the leader's confidence, power, and transcendent ideals. As for the second factor, it is represented in the idealised impact or behavior charisma (i.e., the specific leader's behaviors reflecting his values, beliefs, sense of mission and purpose, and ethical and moral orientation). The third factor is represented in the inspirational motivation, which refers to the leader's capability to motivate and inspire his/her followers to pursue the achievement of the ambitious goals, raise followers' expectations, promote their confidence, and create a self-fulfilling prophecy. The fourth factor is represented in the intellectual stimulation, which refers to the way the leaders question the status quo and appeal to their followers' intellect. It also refers to the method of innovating and solving problems creatively. The fifth factor is represented in the individualizedconsideration, which is concerned with the leaders who provide their followers with customized socio-emotional support, empower, and develop their followers simultaneously.

Transformational leadership has an influence on the level of employee commitment, which in turn encourages retention. According to Applebaum et al. (2003), employees who are committed to their work will be more likely to remain in an organization.

According to Bycio et al., (1995) transformational leadership has an important influence in helping to reduce the intention to leave an organization. According to Welty Peachey et al., (2014) a transformational leader is a visionary who has a way of appealing to the psychological needs of employees which makes them to have a sense of value and worth in the organization.

Waldman, Carter, &Hom (2011) studied relationship between leadership and follower turnover by investigating the effects of group-level transformational leadership on the withdrawal process." In their findings they reveal that transformational leadership and quit intentions share a negative relationship (ã= -.60, $p < .001$). On further analysis, they found that quit intentions mediate the relationship between transformational leadership and actual voluntary turnover. To supplement these results the researchers argue that transformational leadership may lead to lesser turnover as it may help foster high quality relationship with followers, identification with the collective mission, and optimistic expectations about their future prospects in the organization.

Hamstra, Yperen, Wisse, and Sassenberg (2011), in a quantitative study on how a fit between leadership styles and followers' regulatory focus will mitigate followers' turnover intention, found that transformational leadership was negatively related to turnover intention for highly promotion-focused followers, but not for those low in promotion focus.

Pieterse-Landman (2012) in a non-experimental quantitative study examined the relationship between leadership and employee turnover intention. Using a data from a sample of 185 managers in local JSE-listed manufacturing companies in South Africa, the author found a significant negative relationship between transformational leadership and intention to quit.

Hughes, Avey and Nixon (2010) on leadership and followers' quitting intention and job search behaviours reported that followers' perceptions of transformational leadership shared significant inverse relationships with their intention to quit.

Martin and Epitropaki (2001) revealed that transformational leadership was negatively related to turnover intention among employees for several commercial and profit-oriented based businesses.

Transactional Leadership Style

Koesmono (2017) examines the impact of transactional leadership on employee turnover intention in Indonesia. The data of 150 respondents were analyzed with structural equation modelling program. The findings show that transactional leadership alongside job satisfaction and work motivation have an influence on turnover intention of employees at PT. SumberAlfariaTrijayaTbk. (Minimarket Alfamart) in East Surabaya region of Indonesia.

Transactional leadership affects employee turnover. .Nwokocha and Iheriohanma (2015) identify that the inability of team members and followers to improve their job satisfaction level could result in turnover in the organization, they point out that the transactional leadership style can help to clarify the employees' roles and responsibilities and that employees who are motivated by rewards often perform and succeed in such organizations. This suggests that the transactional leadership style could bring about a positive effect in the organization. Employees who are motivated by the external rewards could work towards better performance, which could have a positive impact on the organization and the employee. This likewise could affect the retention rate of employees

Brahim et al.(2015) examine the effect of transactional leadership on employee performance in banking institutions in Algeria. By analyzing a sample size of 132 employees from five banks with analysis of variance, the findings indicate that transactional leadership style has a substantial effect on employee performance.

Employee Turnover Intention

According to Epie (2014), factors influencing the retention of employees include benefits, leadership style, supervisor support, recognition, job characteristics and work environment. However, not all of these factors can be improved upon at once. Therefore, it is important that employers prioritize the factors in order of importance to be able to ensure the retention of their employees. It is however, imperative for leaders and supervisors to create a work environment that will endear the employees to the organization (Ng'ethe et al, 2012). This will make the employees feel more committed to the organization which will influence their intention to remain with the organization even when there are other job opportunities outside the organization..

Cummings and Profetto-Mcgrath (2011) identify that the employee relationship with their supervisor has a direct influence on their intention to remain in the job. Khan et al (2014) suggest that satisfaction is affected by leadership style and the level of satisfaction felt by an employee can affect their retention intentions.

Leadership style play a very important role in the retention of employees in organizations.According to Belonio, (2012), the style of leadership employed by leaders can either motivate or discourage employees which can in turn make an employee remain or leave an organization

Nair and Malewar (2013) describe a leader as a person who breathes life into a group. It can be said then that, the breath can either encourage retention or allow employees to terminate their appointment with the organization. A leader's role in the organization is very important in the retention of employees, as the role can be seen as steering an organization in the competitive business environment (Ng'ethe et al., 2012) According to Rehman and Waheed, (2012), the commitment an employee has towards an organization as influenced by leadership style can ensure the retention of that employee.

According to Michael (2008) the quality of the relationship that an employee has with their direct supervisor or manager can influence their length of stay in an organization. In this context, Wakabi (2016) refers to leaders as the secret weapon required to keep employees staying longer in an organization. An appropriate leadership style will lead to an achievement of employee retention in the organization (Nwokocha and Iheriohanma, 2015). Northouse (2013) states that an inappropriate or ineffective leadership style will directly or indirectly have an impact on not only the performance of the organization but also on the retention of employees in today's world of business.

RELATION BETWEEN VARIABLES

Gul et al. (2012) examined the relationship between transformational and transactional leadership and turnover intention. The research was conducted on 126 employees of insurance sector of Pakistan. The results showed that the relationship between transformational and transactional leadership and turnover intention is negative.

Long et al. (2012) found the relationship between leadership style and employees' turnover intention of academic staff in Malaysia. They found that transformational and transactional leadership styles have a negative relationship with turnover intention

Ali et al. (2014) examined leadership style by using transformational and transactional leadership behavior. The study was conducted on 356 employees of private schools in Pakistan. The study found that transformational and transactional leadership behaviorsarenegativelyrelated with turnover intention.

Tse et al. (2013) explored the relationship between transformational leadership and turnover intention, and the mediation role of affective commitment. The study used 490 employees in a large call center of a telecommunication company in northern China. This study found that transformational leadership has a negative relationship with turnover intention and that affective commitment mediates it.

Ekong et al. (2013) examined the relationship between leadership style and employee turnover. They conducted a survey on 500 employees of Nigerian banks .The study found that leadership style has a relationship to employee turnover intention.

Transformational leaders have high order needs of employees, while transactional leaders emphasize exchanging rewards for accomplishment. Both transformational leadership behavior and transactional leadership behavior provide an efficient clarification of the employee turnover in the organization (Long and Thean, 2012) and (Hamstra et al., 2011)

Vito, Higgins and Denney (2014) are of the opinion that both transactional and transformational leaders and followers have a considerable level of power and influence. The power and influence an employee has in an organization is capable of influencing their intention to remain or leave such an organization.

Wells and Peachey, (2011) conducted a research on softball and volleyball assistant coaches in the USA. The results showed that both transformational and transactional leadership has a direct effect and a negative relationship with turnover intention.

METHODOLOGY

The main purpose of this research is to find out the relationship of leadership styles (transformational &transactional)with employee turnover intention. In the light of review of literature, the present investigator was of the opinion that no such study has been conducted on the sample of employees from service industry of KSA, so formulated the following null hypothesis:

H_{o1}: Transformational leadership and its dimensions do not have any significant relationship with employee turnover intention

H_{A1}: Transformational leadership and its dimensions have significant relationship with employee turnover intention

H_{o2}: Transactional leadership and its dimensions do not have any significant relationship with employee turnover intention

H_{A2}: Transactional leadership and its dimensions have significant relationship with employee turnoverintention

The present investigator has collected data from various sectors of service industry of KSA and these sectors include hospitals, banks, academics, telecom and aviation.

Out of 50 questionnaires distributed, the present investigator got only 45 questionnaires back. Some questionnaires were not responded completely so only 40 questionnaires were included for the purpose of analysis. Thus the sample size comprises of 40 (N=40). Thus, a convenient sampling method was used for drawing the sample from the employees of service sector of KSA.

The Multifactor Leadership Questionnaire (MLQ Form 6S, Northouse, 2001), developed by Bass & Avolio in 1994 was used. It has 21 items and 7 subscales: Idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management by exception and laissez-faire leadership. In my study, I have used items of transformational leadershipthat includes idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and transactional leadership that includes contingent reward and management by exception. The internal consistency of the items range from.72 to .93.

Similarly for measuring turnover, the scale developed by Shore & Martin, 1989 was used.Turnover Intention Scale (Shore & Martin, 1989): is a 6-item scale wherein respondents were asked about a series of statements to which they were asked to indicate the extent to which they agree/disagree along a 5 point Likert response scale. Lee (2008) reports reliability coefficients as high as .92.

The data thus collected by using the above questionnaires were treated with the stepwise multiple regression analysis to find out relationship among the dimensions of transformational and transactional leadership and intention to leave for the employees of service industry of KSA. The data thus analyzed revealed the results that is interpreted and discussed as follows:

RESULTS & INTERPRETATIONS

Variable name	*Type of variable*
Intention to leave(ITL)	Dependent
Idealized Influence(IDI)	Independent
Inspirational motivation(IM)	Independent
Intellectual stimulation(IS)	Independent
Individual consideration (IC)	Independent
Contingent reward(CR)	Independent
Management by exception(ME)	Independent

The following Table 1 of analysis of variance contains sum of square values, mean square value and f- value (Significance level is 5%). This table provides analysis of variance among the group and between the groups.

Table 1. Analysis of variance

> MOd5 <- a0v(ITL-IDI+IM+IC+IS+CR+ME)
summary(mod5)

	Df	*Sumsq*	*mean sq*	*F value*	*Pr(>F)*
ID	I	1 1.9	1.86	0.088	0.7689
Im	1	1.4	1.40	0.066	0.7989
IC	1	36.4	36.36	1.723	0.2017
IS	1	13.8	13.81	0.654	0.4265
CR	1	76.3	76.30	3.616	0.0693
ME	1	106.7	106.71	5.057	0.0340
Residuals	24	506.4	21.10		

- - -

Signif. codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ‘ 1

The above Table 1 warranted the researcher to do further analysis which resulted in the following Table 2 which depicts the summary output of stepwise regression analysis.

Table 2. Stepwise regression analysis of transformational leadership factors, transactional leadership factors & intention to leave in the employees of service sector of KSA

mod4< - 1m (ITL-IDI+IM,IC-FIS+CR+ME)
> summary(mod4)
Call:
lm(formula = ITL - IDI + IM + lC + IS + CR + ME)
Residuals:

min	1Q	Median	3Q	MAX
-7.8230	-2.9060	-0.4934	3.2065	8.2178

Coefficients:

	Estimate std.	*Error*	*t value*	*Pr(>/t/)*	
(Intercept)	15.4209	2.5760	5.986	3.52e	***
IDI	-0.6018	0.4667	-1.289	-06 0.210	
IM	-0.7809	0.5305	-1.472	0.154	
IC	-0.5625	0.7026	-0.801	0.431	
IS	0.2833	0.4498	0.630	0.535	
CR	0.8688	0.6319	1.375	0.182	

ME	1.0654	0.4737	2.249	0.034

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 4.593 on 24 degrees of freedom
Multiple R-squared: 0.3183, Adjusted R-squared: 0.1479
F-statistic: 1.868 on 6 and 24 DF, p–alue: 0.1282

During stepwise multiple regression method in the first step when Intention to leave is entered as dependent variable and all the transformation and transactional leadership factors as independent variables, it has been observed from Table 2 that the factor which has highest p value is removed from the model and then same steps are followed to remove the independent variables whose p value is greater than 0.05

Table 2a:

mod4<-1m(ITL-IDI+ME)
summary(mod4)
Call:
lm(formula = ITL - IDI +ME)
Residuals:

Min	IQ	Median	3Q	MAX
-9.5239	-2.9906	-0.1186	2.3625	9.9539

coefficients:

	Estimate std.	*Error*	*t value*	*Pr(>|t|)*	
(Intercept)	14.1087	2.2834	6.179	1.13e.-06	***
IDI	-0.7812	0.3230	-2.418	0.0224	*
ME	1.2008	0.4305	2.789	0.0094	**

- - -
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
Residual standard error: 4.551 on 28 degrees of freedom
Multiple R-Squared: 0.2194, Adjusted R-Squared : 0.1636
F-statistic : 3.935 on 2 and 28 DF, p-value: 0.03119

The above Table 2a is parsimonious model in which *Idealized Influence* and *Management by exception* were the two best predictors of *Intention to leave.*

The following regression equation is framed from above table:

Y = 14.1087 – 0.7812x1 + 1.2008x2

Where Y is Intention to leave, 14.1087 is constant or intercept, x1 is Idealized Influenceand x2 is

Management by exception factor. It is observed that there is an inverse relationship between Intention to leave and Idealized influence.Also there is a direct relationship between Intention to leave and Management by Exception.

Limitations of Study

The main limitation of this study is that, information could not be collected from large sample of employees of service sector because of their non-availability and busy schedules.

CONCLUSION

As it is evident from the Table 2a, the multiple regression analysis of the variables—Intention to leave (ITL), Idealized Influence (IDI), Inspirational motivation (IM), Intellectual stimulation (IS), Individual consideration (IC), Contingent reward (CR) and Management by exception (ME) for the employees of service sector of KSA, indicates that only Idealized Influence (IDI) and Management by exception (ME) factors emerged as the significant predictors of Intention to leave (ITL) for the employees of service sector of KSA.

The above results clearly indicate that some dimensions of transformational and transactional leadership do have relationship with intention to leaveSo, the hypothesis H_{A1}: and H_{A2}, which states that : "Transformational leadership and its dimensions have significant relationship with employee turnover intention" and "Transactional leadership and its dimensions have significant relationship with employee turnover intention", *stands accepted while the hypothesis* H_{o1} $_{and}$ H_{o2}: which states that "Transformational leadership and its dimensions do not have any significant relationship with employee turnover intention" and "Transactional leadership and its dimensions do not have any significant relationship with employee turnover intention" *stands rejected*.

DISCUSSION

From the results it becomes pertinent to mention that *idealized influence* has a role in employees intention to leave because when leader acts selflessly and attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns, employees feel motivated and they feel pride to be a part of such group/organization and that is why there is an inverse relationship between Idealized influence and intention to leave, which means more the idealized influence of leader is on his followers ,lesser the followers will intend to leave and vice versa.

Similarly, *Management by Exception* also influences employee's intention to leave. It is obvious when a subordinate is informed about his mistakes or deviations on time and corrective actions are taken, he/she feels confident and doesn't repeat the mistake and in this process learning takes place which boosts employee morale. It also indirectly helps to boost employee morale as they become part of decision making and problem-solving which would otherwise have been dealt with by manager-level staff which indirectly gives a sense of authority and responsibility in employees.

From the results we have found that there is a direct relationship between Management by Exception andIntention to leave, thatmeans the leaders in service sector of KSA are following

Passive Management by Exception, which means aleaderwaits for mistakes, then moves in to take corrective action which is frustrating for employees and obviously they will intend to leave when they are not guided properly.

Recommendation

Based on the findings, I would strongly recommend that the leaders /managers in service sector of KSA should follow Active *Management by Exception.*They should be proactive to deal with the situations, assist actively in problemsolving, and should keep a track of what their followers/subordinates are doing to overcome mistakes before occurring.

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