

PMIR-SEMESTER-II [e-Content]

Course/Paper Code-7 (CC-7)

UNIT-II [PART-3]

ORGANIZATIONAL BEHAVIOUR

DR. SUPRIYA KRISHNAN

[GUEST FACULTY]

Email:- [supriyadnr@rediffmail.com](mailto:supriyadnr@rediffmail.com)

In this unit, the discussion on individual behaviour will continue. We will examine one of the factors that influence individual behaviour.

## **UNIT 4 PERCEPTION AND LEARNING**

### **4.0 INTRODUCTION**

In the previous unit, you learnt about the concept and theories of personality. In this unit, we will discuss perception and learning. By perception, we mean the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment. There are essentially four stages in the perception process, i.e., receiving, selecting, organizing and interpreting. In organizational behaviour, perception is important because it is vital for employees to understand the tasks that need to be performed, what is acceptable behaviour while completing those tasks, as well as to clarify their roles within an organization. The unit will go on to discuss learning. Learning is essentially a permanent change in behaviour due to education and training. Learning is important because it directly affects an individual's behaviour within an organization.

### **4.1 OBJECTIVES**

After going through this unit, you will be able to:

- Examine the factors that influence perception
- Discuss the characteristics of learning
- Explain the various theories of learning

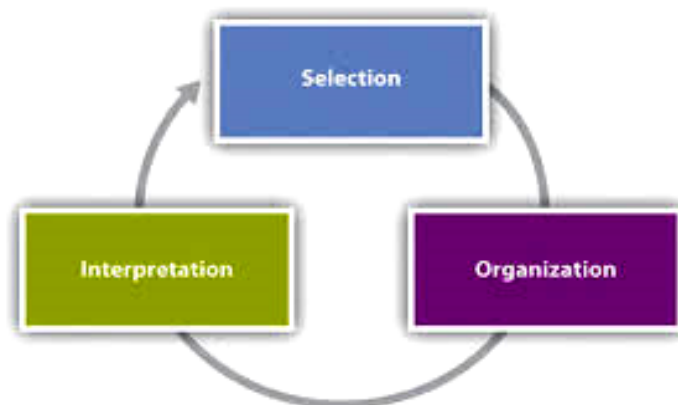
### **4.2 DEFINITION AND PROCESS OF PERCEPTION**

The psychological processes that allow an individual to adjust his behaviour are called perception. The behaviour of an individual is influenced by his personality, motives and efforts. The behaviour and performance provides satisfaction to the employee who gets stimulated to work more and develop his personality and work quality.

Perception is an important and initial step for developing an organizational behaviour. It is a cognitive process which selects, organizes and interprets the stimuli. It paves the base for behaviour. Although perception may not be a real-world presentation, it is an imaginary understanding of the situation. The behaviour of an individual is guided by perception. People perceive differently as per their learning and personality.

### Definition

Perception may be defined as *“a cognitive process by which people attend to incoming stimuli, organize and interpret such stimuli into behaviour.”* Perception can also be defined as *“a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.”* The environment is a stimulus to influence behaviour, because the stimuli are attended, organized and interpreted to arrive at certain forms of behaviour. The sensory organs, i.e. eyes, nose, ears, skin and tongue, are used to change the stimuli into behaviour through their attention, recognition and interpretation processes. The information or stimuli are not accepted by individuals unless they are evaluated and interpreted by the mental processing system. Individuals attend to the stimuli, recognize and translate them into meaningful information, which inspire them to act and perform the job. These processes are known as perpetual process. When employees get satisfaction through their performance, either by meeting their physical or mental needs, they perceive the organization in the right perspective. It helps them understand the functions and achieve satisfaction.



**Figure. Perception Process**

### 4.3 DETERMINANTS OF PERCEPTION

They can be analyzed under specific heads such as the perceiver's characteristics, personal factors, internal factors, organizational structures and social conditions.

#### Perceiver's Characteristics

Perception depends on how an individual views the objects and situations. The characteristics of employees, viz. attitude, motives, interests, habits, experience, expectations, learning and personality have a greater influence on perception formation.

- **Attitude:** The attitude and aptitude of employees influence perception formation. If they have positive attitudes towards the management, they directly perceive the stimuli given by management. In case of negative attitudes, the employees suspect the management's approach. Employees of high aptitude have a desire and attitude for growth. They behave positively towards the management of an organization.
- **Motives:** The motives and desires of employees cause them to view stimuli differently as per their level and angle. Helpful motives of the employees will always assist the management. If they desire to develop themselves and the organization, they will perceive objects and situations positively. Employees having low motives will not work sincerely. The perception will differ depending on different types of motives. An indecisive manager perceives his supervisors differently. Personal insecurity of a manager results in doubtful perception about his supervisors, irrespective of their intentions. People who are dubious are prone to see others as dubious persons. Motives are reflected in actions based on perception.
- **Interest:** The interest of individuals draws more attention and recognition to stimuli. Since individual interests vary from person to person, the perception is also different. However, the management tries to create interest among the employees to have higher perception of the organization.
- **Habits:** Habits die hard and therefore individuals perceive objects, situations and conditions differently according to their habits. Many employees learn quickly. Others are slow in perceiving a stimulus. Some employees are not

bothered about the management. They do not perceive the object correctly. Some people work by smoking or chewing pan. Thus, the habits of people have different perception levels.

- **Experience:** The experience of employees' results in different levels of perception. A young employee takes time to understand the object and situation. Experienced employees generally understand objects quickly and correctly. However, in contradictory situations, it is difficult to correct aged persons, whereas the young are easily moulded towards achieving the objectives of the organization.
- **Expectation:** Expectations distort perceptions. People see what they expect to see. If they see the object and the situation differently from their expectations, they get frustrated. They are unable to modify their behaviour. The employees may expect more pay and so they perceive the management from that angle. The real stimuli are not properly perceived if expectations exist there on. The management has to evolve expectations for proper perception.
- **Learning:** Learning levels of employees have a great impact on their perceptions. It is an important factor influencing perception formation. Educated persons have higher perceptions than the less educated persons. Attitudes are developed according to the learning levels.
- **Personality:** Personality has different levels of perception. The personality of a perceiving person considerably affects the stimuli transformation behaviour process. Young people perceive objects and situations in the original form. Experienced persons perceive the objects as per their personality levels. Perception influences learning which is a developing factor of personality. The personality has a wider impact on the perception process too. Persons can view objects and situations as per their personality levels. The age, sex, motivation, learning levels etc. influence perception.

## External Factors

The perception process is influenced by external factors which may be objects and situations. The external points related to objects and situations have great influence on the perception process. The external factors may be the size, interest, contrast, repetition, motion, familiarity, novelty and others.

- **Perception Size:** The size of the object or stimulus has a greater impact on the perception and Learning process because the size influences attention and recognition in a more effective manner. Employees are greatly influenced by tall and well-built managers as compared to the normal-sized individuals. The engineering department pays more attention to big and attractive machines. Big-sized objects have a natural attraction and get more attention.
- **Intensity:** Researchers on human behaviour have revealed that the more intense the stimuli, the higher the attention and recognition in the perception process. A strong-voiced manager has more impact on supervisors and employees. It is observed that managers use voice modulation to get the attention of employees. Bright letters and strong appeal have more impact on people than normal letters and low appeal. More attention results in a higher recognition and behaviour pattern. The intensity varies as per the needs of the organization. The same type of intensity may not be useful for all the situations and objects.
- **Contrast:** Contrasting objects have more impact on behaviour. Employees' pay more attention and recognition to contrasting objects and situations. Machines making noises are hardly noticed, but a machine coming to a halt is immediately noticed because of contrast stimuli. Normal communication and performance have less impact than abnormal and contrast communication. The purposes of contrast stimuli are to attract more attention and recognition. However, if the contrast is not helpful in drawing more attention, it should be avoided and more attention drawing stimuli should be exercised for gaining a real perception of work behaviour.

- **Repetition:** Repeated stimuli have more impact on performances than a single statement. Repetition has the advantage of being attention-catching. When stimuli are waning, repetition generates fresh attention and recognition. Supervisors repeat orders several times to have them followed by employees.
- **Motion:** People pay more attention to the moving objects than to stationary objects. This is just the impact of eyes on the mind. Workers are more attentive towards working machines than stationary machines. The video films of some training programmes create more of an impact on employees than others.
- **Familiarity:** Employees would like to hear and see those programmes with which they are familiar. Training programmes demonstrated in the language of the employees are highly attended and recognized. Examples which are known and easily understood are used for motivating employees.
- **Novelty:** Novel actions get more attention. New ideas and model preaching will draw the attention of the perceiver. Changing jobs reduce monotony. Novel objects and situations are recognized clearly by the perceivers.
- **Situations:** Situations have a great influence on people's perceptions. A favourable work environment develops a positive attitude and work culture because the perception process is easily channelized and rightly directed. The management style and functioning of the organization influences the employee's mental state through attention and recognition. Work relations also have some impact on perception forces.
- **Objects:** Objects are external factors influencing the perceiver because he has no-control over them. The physical and internal attributes of objects are influencing factors of perception. The physical and time proximity, complex nature of objects, presentation of messages and the territorial approach of the management have great impact on the perception.

## Internal Factors

Internal factors are within the personal control of the perceivers. They use these factors when they so desire. They are based on the individual's psychological setup, economic and social background, learning, personality and motivation.

- **Psychological setup:** Factors such as attitude, interest, preferences, likings and other psychological bent of mind distort the perception process. People perceive what they like to perceive because of their attitudinal and mental approaches. These factors are the outcome of not only the self factors of the individuals' but their actions and interaction with other people. People working with employees help in the foundation of the psychological setup. One person's problem may be another person's satisfaction. For example, giving a higher bonus is a state of satisfaction to employees, but becomes a problem for managers.
- **Economic and social background:** The employee perceptions are based on economic and social backgrounds. The employee's level of understanding depends upon their economic and social backgrounds. Socially and economically developed employees have a more positive attitude towards development rather than less developed employees. However, developed employees are prone to decision oriented functions. Conflicts between managers and employees will increase in this case. The problems can be resolved only through proper perception processes.
- **Learning:** The state of learning influences the perception process. Highly educated persons can easily and rightly perceive the management's problem. They cooperate in problem solution. On the contrary, less educated employees are less concerned about the management. They perceive the management as a separate and superior part of the organization, who tend to exploit the labour, irrespective of the reality. People perceive as per their levels of learning. It is therefore essential for the organization to make its employees knowledgeable and educated for their effective performance and behaviour. The learning of managers and workers is a twin requirement.



- **Personality:** The personalities of the perceiver as well as the stimulator have an impact on the perception process. The age, sex, race, dress, facial expressions and body postures of both the persons have a direct influence on the perception process. If the perceiver is female and the stimulator is male, the perceiver gets some influences only if she prefers males. Otherwise, the perception process will be distorted. The ethnic personalities have some influence on perception. Physical Perception and mental characteristics, work pattern and age similarities affect the perception and Learning process.
- **Motivation:** The pattern of motivation in an organization helps to develop perception building. Motivated people have the right perceptions about the stimuli, whereas the loco-profiled workers are doubtful about the message given by the management for the development.

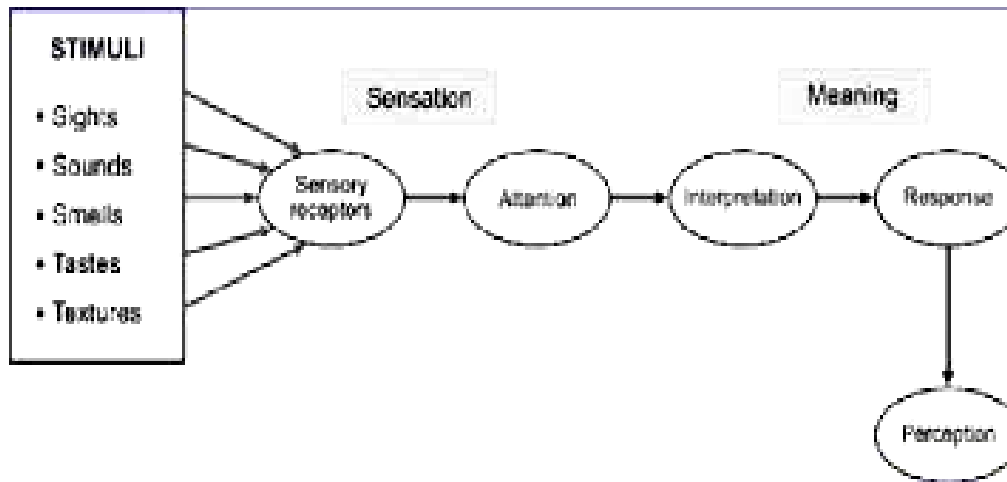
### **Organizational Structure**

The perceptual process is influenced by the organizational structure and process. The perceptual structure, perceptual grouping, constancy, context, defense, workplace and process have been recognized as important factors influencing the perceptual process.

### **Perceptual process**

The relationship between employees and managers is crucial in the perceptual process. Employees may perceive a low output with pleasure to influence their supervisor. The management has a different perception of performance and evaluation. Some may perceive a self-fulfilling prophecy by the management, when they have too high or too low expectation from employees.

High expectation inspires managers to motivate their employees positively. Managers develop subjective attitudes many times about the performance and process. Besides, the employees' efforts are also considered for performance and process valuation. During the work process, some employees are troublemakers and some are loyal. The perceptual process is an important factor for the perception process of management and employees.



**Figure. Perceptual Process**

### **Social Factors**

Social conditions have much influence on the perception process. Perceivers' and the perceived objects have complex characteristics. They are perceived differently in different situations. The attributes of objects are important considerations influencing the selectivity process of perception. Attributes of objects, the subject, the situations and the perceiver have become so important that a separate theory known as attribution theory has been developed under the perception theory.

Social factors consider how one person behaves towards the other person and how other people behave towards him. The interaction between the manager and his subordinates is considered under social factors which include the stereotyping effect, the halo effect, contrast effect and projection.

### **Making Judgments about Others or Stereotyping**

The perception process takes the shortest method in some cases and considers only routine effects. Stereotype judgment is based on an ideal situation or the type of impression formed about the group. It is the consideration of individual's characteristics as being representative of the whole group. If an employee is found well behaved, the whole group of employees is considered to be good. If, in an organization, a manager is helpful, it is generalized that the organization is very helpful and sympathetic towards employees. It is an inductive method wherein conclusions are aggregated from individual performance; that is, it accumulates

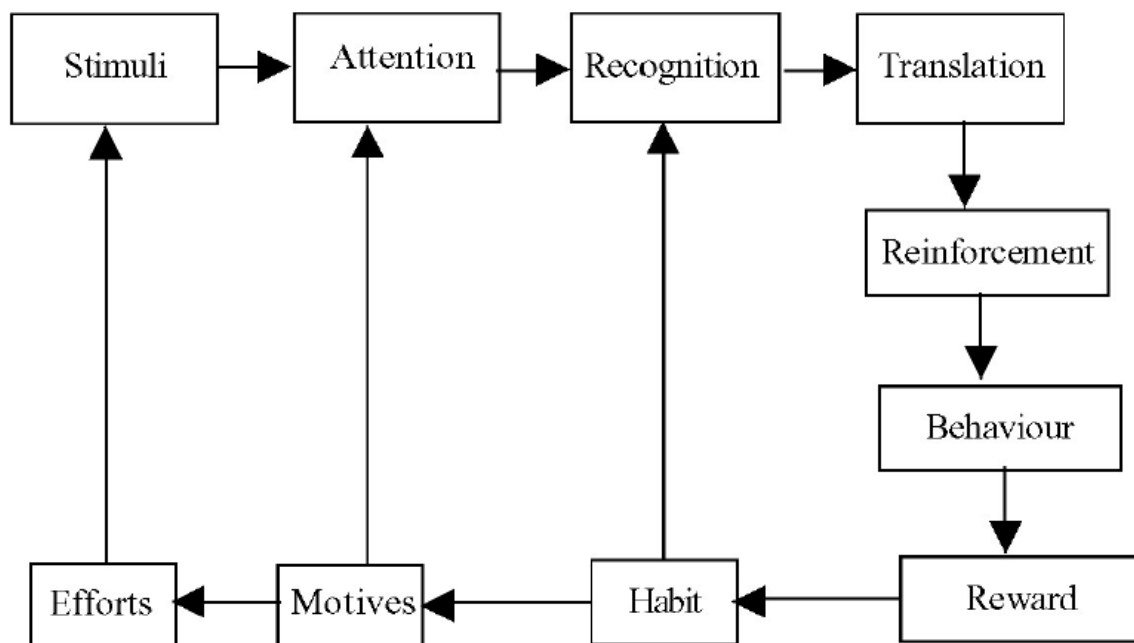
particular cases to arrive at general conclusions. Stereotyping is generalization which has the advantages of being time saving, accurate and common. For example, assume that the management has previously found that sportsmen and athletes have been very successful workers in the factory. They were ambitious; hard working and can easily overcome adverse situations. In future selection process, the management may appoint such sportsmen and athletes without undergoing many selection procedures. Similarly, many decisions are taken on the basis of the stereotyping effect. The generalization may prove disastrous if it is relied on heavily without proper scrutiny and examination of individual characteristics. The most important stereotyping effects are observed in the form of age, sex, nationality and social status.

The stereotyping effects under social perception consider the attributes, traits and other qualities of a member of a social organization. These qualities are generalized as the qualities of the social organization or group. However, there may be perceptual errors, because the generalized attributes and qualities may not be found in all the cases. Therefore, the perception process takes into consideration the amount of perceptual errors when deriving conclusions based on stereotyping effects. Favourable and unfavourable traits are always calculated and evaluated to find their impact on the behaviour or decision taken. Stereotyping has become an important factor of social perception, which is based on ethnic groups—socioeconomic groups, demographic groups and so on. The individual difference in the group is recorded to evaluate the perceptual errors in arriving at stereotyping effects.

The belief factor in stereotyping effects has become an important tool to arrive at certain decisions. One can conclude that an organization has a democratic manager. The common characteristics are the basis of belief. If a manager belongs to the said democratic organization, one can believe that he will also have the same characteristics. The errors may be there in belief because of ignoring variations in characteristics and holding mistaken beliefs. The beliefs or stereotyping effects are modified from time to time to arrive at correct perception behaviour and decisions.

### 4.3 MEANING, DEFINITION, NATURE AND CHARACTERISTICS OF LEARNING

Learning shapes human behaviour. Employees may learn knowingly or unknowingly in the organization. Tim R.V. Davis and Fred Luthans have defined “*learning as a cognitive and modelling process for acquiring knowledge and experience.*” Robbins has stressed upon learning as a “*relatively permanent change in behaviour that occurs as a result of experience.*” He has opined on experience only, although an employee might change his behaviour as a result of asocial process. Learning is a process of observation, action, reaction and response to some stimuli. Learning is a process of change in behaviour. The outcome of change in behaviour is due to the result of a cognitive process. A temporary change in behaviour is not learning because it is purely reflexive. Change in behaviour is the necessary outcome of learning. If it is purely theoretical or attitudinal, it would not be learning. A cognitive change process in the mind of an employee resulting in behaviour is learning. “*Learning is the process by which an activity originates or is changed by reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation or temporary states of the organism.*”



**Fig.3: The Learning Process**

## The Learning Process

**Stimuli:** Stimuli are any objects and language which draw the attention of people. Employees get stimuli from the actions of their superiors. Superiors tell and advice employees who pay attention to these stimuli. All the stimuli may not be fully attended to. Literary works are also stimuli which are given attention by educated employees. Stimuli are provided at jobs by perks and scores. Universities and colleges also impart stimuli for learning. Stimuli provide quality performances. Practical training and vocational teachings are forceful stimuli. The stimuli available at work are numerous. Social, political, cultural and geographical factors provide varieties of stimuli for learning.

- **Attention:** The degree of attention depends upon the nature of stimuli. All stimuli are not paid attention to. Technical and interesting stimuli are highly attended. Career oriented stimuli are generally accepted by employees. The personality levels of employees influence their desires to learn, motives for need fulfilment and tension reduction. Employees having more values of life pay more attention to the stimuli for acquiring more knowledge and experience. People's creative attitudes are favourable factors for learning and paying more attention to available stimuli.
- **Recognition:** Attention-paid stimuli are recognized as acceptable factors of improvement and new life styles. Employees paying attention to stimuli are recognizing the stimuli for learning purposes. The levels of recognition depend upon the levels of values, preferences, needs and desires of the employees. When objectives are unclear; employees do not pay attention and do not recognize the training as a fruitful process of improvement. In the learning process, unambiguous activities must be observed for recognition by employees as useful factors for their well being and satisfaction.
- **Translation:** Recognized stimuli are evaluated at the mental level to eliminate their relevant points for accepting a part of the stimulus for changing behaviour. The evaluation and appraisal of the recognized stimuli helps in reinforcement. An activity will not take place unless it is found useful by employees. The translation and evaluation process is a crucial point for implementing the stimuli in behaviour through reinforcement. Employees

behave properly through attitude changes, objectivity, mental and physical development. It is observed in better performances.

- **Reinforcement:** Reinforced perception is learning. The perception process includes stimuli, attention, recognition, translation and behaviour. Perception leads to learning, but perception itself is not learning unless it is reinforced. Repeated action is reinforcement. Reinforcement may be positive, negative, punishment and extinction. Learners learn as per their perception levels. Generally positive reinforcement is more effective for making permanent changes in behaviour.
- **Perception Behaviour:** Learning changes behaviour through reinforcement of perceived and Learning knowledge. It makes permanent changes in behaviour. A temporary change in behaviour is not learning. Positive behaviour gives rewards to employees.
- **Reward:** Employees expect rewards for learning. If the translated behavior provides a reward, it is accepted, otherwise it is not accepted. Employees develop their behaviour into habits. Rewards may be monetary or non-monetary. A nonmonetary reward includes job satisfaction, status recognition and task achievement. Professional satisfaction is attached to the behaviour which influences the form of reward. The behaviour of employees decides the level and form of reward. There ward reinforcement makes employees learn more than positive reinforcement behaviour.
- **Habits:** A permanent change in behaviour becomes a habit which helps continuous improvement in behaviour and performance. Employees develop the habit of self appraisal and development. It helps to instill creativity and confidence in employees who are encouraged to behave properly again and again. Right behaviour is reinforced repeatedly.
- **Motives:** Motives depend on the level of satisfaction. Employees getting more satisfaction through learning develop high motives. Less satisfied learners have low motives. Learning is complete only when motives are fully realized and translated into efforts.
- **Efforts:** Habits help achieve good efforts and performance. This is a continuous process. Efforts are the automatic outcome of good habits which are acquired through the learning process. Self-development is possible through self-effort. Employees willing to develop themselves are self-

motivated and effort-oriented. Efforts become the stimuli for learning after development of the standard of employees. Self-learning has been observed when employees have developed good habits and right motives. The learning process itself provides all these opportunities.

#### **4.4 THEORIES OF LEARNING**

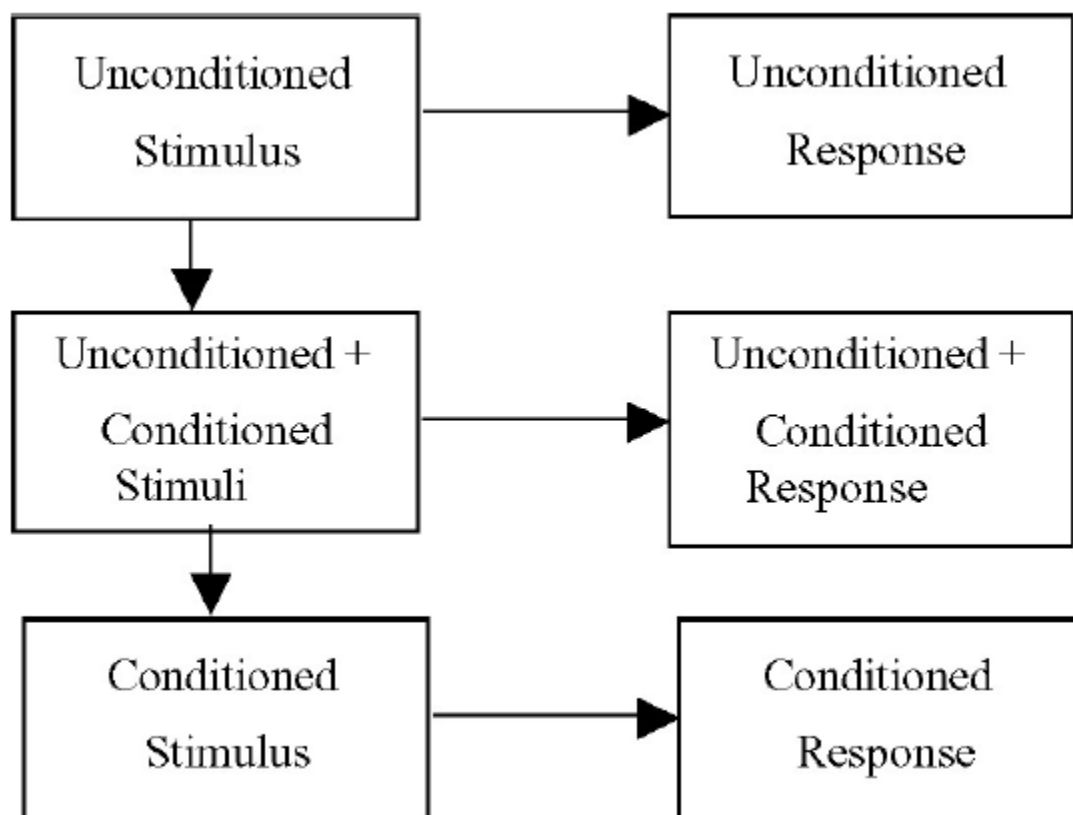
Theories of learning have been developed as models of learning which explain the learning process by which employees acquire a pattern of behaviour. Inborn ability and aptitude to learn new skills and the degree to which the learner participates in the process are considered under models of learning. Some models believe that individuals cannot learn independently. They require the help of experts and personal involvement in the learning process. Other theories believe that employees can learn by observation. Their drive and motives are helpful for the learning process.

No one can learn unless they are willing to learn. Employers have to provide adequate opportunities and incentives to employees so that they can get drives for the learning purpose. It is also believed by some theorists that learning is a stimulus–response process. Stimuli are essential for the learning purpose. The stimuli provide understanding and insights to the employees. The learning process helps further learning. Previous learning helps further learning. For example, learning of language and mathematics helps in the learning of higher education. Learning is a constant process which provides reinforcement to employees to avoid forgetfulness and take up learned behaviour. The basic purpose of any theory is to explain a phenomenon in a better manner so that a learner can acquire it easily and permanently. A perfect theory explains how, when, why and other aspects of learning. Although there is no perfect and universal model of learning, theorists have devised models of learning under classical, operant and social model of learning.

##### **Classical Model of Learning**

The classical model of learning developed with experience of the material process accompanied with learning stimuli. It was said that Panlou designed this process. In Indian mythology, some examples have been observed where the learner took the assistance of natural phenomena to make a pupil learn a new process of functions.

Ivan Pavlov, a Russian physiologist, observed that a dog started secreting saliva with the ringing of a bell, as the ringing of the bell was accompanied by the showing of meat to the dog. It is a natural phenomenon that a dog secretes saliva when meat is put before the mouth of dog. If the natural phenomenon known as unconditioned stimulus is accompanied by an artificial phenomenon known as conditioned stimulus, the dog generated a conditioned response ultimately, as the process was repeated constantly. The unconditioned response, i.e. the secreting response, becomes a conditioned response after sometime as the dog learnt that the ringing of a bell meant the availability of meat.



**Fig.4: Classical model of learning**

The classical model of learning believes that the unconditioned and conditioned stimuli would be repeated several times to get the net result of a conditioned stimulus which would be a conditioned response. In the Pavlov theory, the dog learnt to secrete saliva (conditioned response) at the ringing of a bell (conditioned stimulus), after repeatedly performing the functions of unconditioned stimulus (showing meat) and conditioned stimulus (ringing bell) simultaneously.



Later on, the unconditioned stimulus was separated from the conditioned stimulus to get a conditioned response. Employees can be conditioned accordingly. The conditioned stimulus may be changed to get the result of second or third conditioned stimulus. Employees can learn the new conditioned stimuli if they are repeatedly given new stimuli along with the old unconditioned stimulus. The monetary incentives are generally accepted as the unconditioned stimuli for motivating employees. If these stimuli are accompanied with non-monetary incentives for some period, employees learn to work hard with non-monetary incentives. People have a natural liking for dance, drama, exhibitions etc., which can be used for getting conditioned response from them. Learning while you work in the factory provides conditioned response to the employees. Reinforcement of the unconditioned stimulus and conditioned stimulus is needed to get a conditioned response. Conditioned stimuli with reinforcement help in learning. Reinforcement makes the conditioned stimulus behave as an unconditioned stimulus to get its natural response.

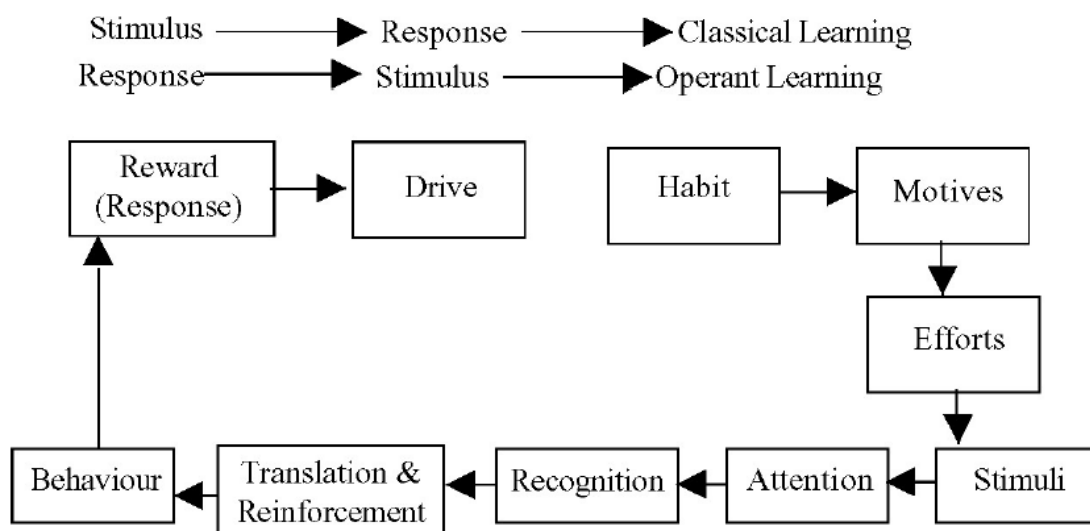
Classical conditioning is passive and creates reflexive behaviour. It is elicited. It is a natural process which may be useful in the primitive stage of an employee's knowledge. An advanced employee may not get the benefit of classical conditioning which is purely a formation of a Stimulus - Response link habit. Repeated pairing of a conditioned stimulus with an unconditioned stimulus would result in a conditioned response. Learning car driving is based on stimuli-response (S-R) behaviour where the driver is immediately alerted to a response as he confronts a boy in front of his running car, i.e. conditioned stimulus. Initially he starts with unconditioned (natural) stimuli and later on he develops conditioned (artificial) stimuli. In Indian industries, classical conditioning is an important method of learning when employees' start with certain natural phenomena along with an artificial work style to arrive at new methods of working.

### **Operant Model of Learning**

The operant or instrumental model of learning is a developed form of classical learning, i.e. the S-R link habit. Employees behave in a particular manner because they would like to get a reward (Response). Reward or the desired results acquire certain behaviour traits. Reward creates drives and motives to acquire certain behaviour amongst employees. B.F. Skinner, a Harvard psychologist, propagated

operant learning. He argues that behaviour increases and develops to acquire certain benefits. The desired behaviour is the outcome of acquired benefit or reward. Behaviour which is not rewarded is not accepted by employees. There enforcement of behaviour is contingent upon the reward. Employees work hard to get additional benefits. The learning process starts with the reward or response.

Corporate functions are improved by learned employees for the sake of customer satisfaction, employee productivity and shareholder wealth. The learning takes place for the said responses. The classical conditioning has the stimulus as the beginning of learning, whereas operant learning starts with the response which becomes a stimulus for the learning process as has been explained in Fig. 5. Their ward develops habits, motives and efforts for providing them with stimuli for learning. The employees pay more attention, recognize properly and translate their recognition into behaviour. It is a clear fact that learning starts with reward and performance satisfaction. People do not like to learn a process which is not rewarded. Behaviour is improved through learning for rewards and benefits. In the absence of a reward and response, behaviour is not shaped and the learning process does not take place or continue in the future. The environment of the factory becomes a stimulus for learning. It is the reverse of classical learning where the stimulus provides the response.



**Fig. 5: Operant learning**

The reward or response itself becomes a source of drive and motivating factors. The drive can be developed by a variety of responses or events. The drive helps to develop the habit of learning for achievement. The habit is developed or learned through motives which improve the efforts of the employees. Efforts provide satisfaction because they feel happy while performing a job. Effort encourages and becomes a stimulus for learning. More attention is paid to job content and context, because it has been recognized as a source of reward.

Translation and reinforcement help behaviour which assures reward. A particular behaviour is learnt to get a given reward. Reinforcement strengthens behavior which in turn is aimed at acquiring the reward which drives habit and motivates efforts for a proper performance. Motives lead to behaviour which is satisfying. It is a known law of effect that reward strengthens habits because of lessening drive. It is R-S link behaviour which becomes a habit if rewarded. Reinforcement has become an important factor to shape stimuli into behaviour. Reinforcement may be positive or negative. Positive reinforcement assures reward, whereas negative reinforcement avoids unpleasant conditions. Employees are alerted to avoid unpleasant happenings through learning. For example, proper operation of machines is needed to avoid accidents or causalities. Negative reinforcement, i.e. avoidance of unpleasant events is useful for learning the proper handling of electric appliances and machines. The positive and negative reinforcement change behaviour, which if rewarded becomes a habit. Punishment and extinction are not part of the process of learning. They are used to avoid unpleasant behaviour. The classical learning process lays emphasis on changing unconditioned stimuli to conditioned stimuli. If the conditioned stimulus has been acquired through the process of pairing with unconditioned stimulus, learning is acquired as it will give a conditioned response. Operant learning emphasizes response which stimulates learning by changing the present behaviour into the required behaviour. The S-Rconnection in classical learning is changed to the R-S connection in operant learning.

The reward or response need not be financial. It may be non-financial and psychologically satisfying to the employees. The classical theory believes that employees will fulfill their basic and other needs if they work hard or in a learned manner. On the contrary, the operant learning theory emphasizes that the required

learning and behaviour is adopted for getting basic and other needs. A manager works for getting social recognition. He learns to manage efficiently to gain recognition. He learns to manage efficiently to gain recognition and fame. Scientific research and technological development is related to operant learning.

#### **4.4 SUMMARY**

1. Perception may be defined as *“a cognitive process by which people attend to incoming stimuli, organize and interpret such stimuli into behaviour.”*
2. Perception can also be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment
3. The factors influencing perceptions are the perceiver's characteristics, object and situations. However, they can be analyzed under specific heads such as the perceiver's characteristics, personal factors, internal factors, organizational structures and social conditions.
4. The perceptual process is influenced by the organizational structure and process. The perceptual structure, perceptual grouping, constancy, context, defense, workplace and process have been recognized as important factors influencing the perceptual process.
5. Learning has been defined by several authors in different ways. All of them have accepted that learning shapes human behaviour.
6. The learning process is totally associated with the mental process, inspiration and action.
7. Theories of learning have been developed as models of learning which explain the learning process by which employees acquire a pattern of behaviour.
8. The classical model of learning believes that the unconditioned and conditioned stimuli would be repeated several times to get the net result of a conditioned stimulus which would be a conditioned response.
9. The operant or instrumental model of learning is a developed form of classical learning, i.e. the S-R link habit.

#### 4.5 KEY WORDS

1. **Perception:** It is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment.
2. **Attitude:** It is a feeling or opinion about something or someone, or a way of behaving that is caused by this.
3. **Stimuli:** It is a thing or event that evokes a specific functional reaction in an organ or tissue.
4. **Stereotyping:** It is a set of idea that people have about what someone or something is like, especially an idea that is wrong.

\*\*\*\*\*GOOD-LUCK\*\*\*\*\*