



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS AND MANAGEMENT

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	IMPACT OF GOVERNMENT INTERVENTION ON THE GROWTH OF SMALL AND MEDIUM SCALE ENTERPRISES IN IMO STATE VIVIAN CHIZOMA ONWUKWE & MARTIN IKECHUKWU IFEANACHO	1
2.	A STUDY OF FACULTY MOTIVATIONAL AND ROLE DYNAMICS IN HIGHER EDUCATION DR. DEEPANJANA VARSHNEY (SENGUPTA)	6
3.	THE ROLE OF SMALL URBAN TOWNS IN IMPROVING RURAL LIVELIHOOD - CASE STUDY: FERESMAY, RAMA AND MAYKINETAL CENTRAL ZONE, TIGRAY, NORTHERN ETHIOPIA BIHON KASSA ABRHA & GEBREMEDHIN YIHDEGOTEKLU	10
4.	FACULTY DEVELOPMENT IN DEVELOPING COUNTRIES: A CASE STUDY OF PAKISTAN MUHAMMAD ZAHEER	16
5.	HUMAN CAPITAL DEVELOPMENT IN INSTRUCTIONAL SUPERVISION: WINDOW OF HOPE OR WOE? MIGHT KOJO ABREH	21
6.	THE SUSTAINABILITY OF ICT ECONOMY DEVELOPMENT KEVIN LOCK-TENG, LOW	25
7.	EFFECT OF BOARD SIZE ON COMPANY PERFORMANCE IN THE LISTED FINANCIAL INSTITUTIONS IN SRI LANKA LINGESIYA YASOTHARALINGAM	32
8.	FUNDAMENTALS OF ENTREPRENEURIAL COMPETENCY: TIME ELEMENT AND DISCIPLINE IN SHG MODEL - AN EMPIRICAL ANALYSIS NIRANJAN SHETTY	37
9.	BASKET PEG OR FLEX: A TEMPLATE FOR ASSESSING THE COMPETITIVENESS OF PAKISTAN'S TRADE SECTOR SEEMAB RANA	43
10.	WOMEN ENTREPRENEURS IN INDIA: OPPORTUNITIES AND CHALLENGES ANIL KUMAR .S. HAGARGI & DR. RAJNALKAR LAXMAN	50
11.	ENTREPRENEURSHIP DEVELOPMENT – A CASE STUDY OF A VILLAGE IN YSR DISTRICT DR. G. VIJAYA BHARATHI, C. SIVARAMI REDDY, DR. P. MOHAN REDDY & P. HARINATHA REDDY	54
12.	LEADERSHIP AND ORGANISATIONAL EFFECTIVENESS - A CONCEPTUAL FRAMEWORK DR. ASHOK AIMA & NAVEEDA SEHER	58
13.	SHAREHOLDER WEALTH EFFECTS TO MERGER ANNOUNCEMENTS IN INDIAN IT INDUSTRY DR. MALABIKA DEO & MOHAMMAD AASIF SHAH	61
14.	ANALYZING BANK COMPETITIVENESS USING CUSTOMER VALUE: AN EMPIRICAL ANALYSIS PRIYA PONRAJ & DR. G. RAJENDRAN	67
15.	MERGER AND ACQUISITION ACTIVITY IN THE INDIAN MANUFACTURING SECTOR AND SHAREHOLDER VALUE ADDITION IN THE MERGED ENTITIES DR. V. K. SHOBHANA & DR. K. MANJULA	74
16.	FACTOR INFLUENCES AND INDIVIDUAL INVESTOR BEHAVIOUR: THE STUDY OF INDIAN STOCK MARKET B. G. SRINIVASA & DR. K. A. RASURE	79
17.	STUDY THE PERFORMANCE OF STATE BANK OF INDIA IN COMPARISON TO ICICI FOR THE PERIOD 2001-09: AN EMPIRICAL STUDY ANOOP MOHANTY, SUMEET BAJWA & ANUJ MOHANTY	84
18.	LIFE SATISFACTION AMONG ASHA WORKERS VIJAYA U. PATIL & RUKMINI S.	97
19.	MICROFINANCE THROUGH COOPERATIVES: PERFORMANCE AND PROSPECTS DR. SUBRATA MUKHERJEE	102
20.	A STUDY ON CUSTOMER SATISFACTION TOWARDS CROSS SELLING OF INSURANCE PRODUCT AND SUPPLEMENTARY SERVICES- WITH REFERENCE TO PRIVATE SECTOR BANKS IN COIMBATORE DISTRICT DR. C. MEERA & DR. M. ESWARI	107
21.	FINANCIAL DISTRESS: BANKRUPTCY MEASURES IN ALEMBIC PHARMA: Z-SCORE MODEL D. SASIKALA	112
22.	ESTIMATING THE CONTRIBUTION OF FOREST TO ECONOMIC DEVELOPMENT: A CASE STUDY OF NTFPS IN KARNATAKA A. R. KULKARNI & D. R. REVANKAR	117
23.	SUSTAINABILITY ISSUES IN EMERGING ECONOMIES - A STUDY WITH SPECIAL REFERENCE TO INDIAN ECONOMY ANIRUDH SRIRAM, VIVEK PRATAP SINGH & DR. AJAY SHARMA	122
24.	STUDY OF CUSTOMER RELATIONSHIP MANAGEMENT IN RURAL GROCERY SHOPS DR. P. B. DESAI	128
25.	HEALTH AND DEVELOPMENT OF HEALTH CARE IN INDIA ZIBA ASL GHORBANI (PATANGIA)	131
	REQUEST FOR FEEDBACK	136

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at: [Ulrich's Periodicals Directory](#) ©, [ProQuest, U.S.A.](#), [The American Economic Association's electronic bibliography, EconLit, U.S.A.](#),

[Index Copernicus Publishers Panel, Poland](#), [Open J-Gate, India](#) as well as in [Cabell's Directories of Publishing Opportunities, U.S.A.](#)

Circulated all over the world & Google has verified that scholars of more than Hundred & Fifteen countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

www.ijrcm.org.in

CHIEF PATRON**PROF. K. K. AGGARWAL**

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

PATRON**SH. RAM BHAJAN AGGARWAL**

Ex. State Minister for Home & Tourism, Government of Haryana
Vice-President, Dadri Education Society, Charkhi Dadri
President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR**DR. BHAVET**

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

ADVISORS**PROF. M. S. SENAM RAJU**

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. M. N. SHARMA

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

PROF. S. L. MAHANDRU

Principal (Retd.), Maharaja Agrasen College, Jagadhri

EDITOR**PROF. R. K. SHARMA**

Dean (Academics), Tecnia Institute of Advanced Studies, Delhi

CO-EDITOR**DR. SAMBHAV GARG**

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

EDITORIAL ADVISORY BOARD**DR. AMBIKA ZUTSHI**

Faculty, School of Management & Marketing, Deakin University, Australia

DR. VIVEK NATRAJAN

Faculty, Lomar University, U.S.A.

DR. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

PROF. SIKANDER KUMAR

Chairman, Department of Economics, Himachal Pradesh University, Shimla, Himachal Pradesh

PROF. SANJIV MITTAL

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

PROF. RAJENDER GUPTA

Convener, Board of Studies in Economics, University of Jammu, Jammu

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

PROF. S. P. TIWARI

Department of Economics & Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

DR. ANIL CHANDHOK

Professor, Faculty of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

DR. ASHOK KUMAR CHAUHAN

Reader, Department of Economics, Kurukshetra University, Kurukshetra

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHENDER KUMAR GUPTA

Associate Professor, P. J. L. N. Government College, Faridabad

DR. VIVEK CHAWLA

Associate Professor, Kurukshetra University, Kurukshetra

DR. SHIVAKUMAR DEENE

Asst. Professor, Government F. G. College Chitguppa, Bidar, Karnataka

ASSOCIATE EDITORS**PROF. ABHAY BANSAL**

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PARVEEN KHURANA

Associate Professor, Mukand Lal National College, Yamuna Nagar

SHASHI KHURANA

Associate Professor, S. M. S. Khalsa Lubana Girls College, Barara, Ambala

SUNIL KUMAR KARWASRA

Vice-Principal, Defence College of Education, Tohana, Fatehabad

DR. VIKAS CHOUDHARY

Asst. Professor, N.I.T. (University), Kurukshetra

TECHNICAL ADVISORS**AMITA**

Faculty, Government H. S., Mohali

MOHITA

Faculty, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

FINANCIAL ADVISORS**DICKIN GOYAL**

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS**JITENDER S. CHAHAL**

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT**SURENDER KUMAR POONIA**

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Business Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email addresses: infoijrcm@gmail.com or info@ijrcm.org.in.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR

IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF _____.

(e.g. Computer/IT/Finance/Marketing/HRM/General Management/other, please specify).

DEAR SIR/MADAM

Please find my submission of manuscript titled ' _____ ' for possible publication in your journal.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication anywhere.

I affirm that all author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if our/my manuscript is accepted, I/We agree to comply with the formalities as given on the website of journal & you are free to publish our contribution to any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

2. **INTRODUCTION:** Manuscript must be in British English prepared on a standard A4 size paper setting. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of the every page.
3. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.
4. **AUTHOR NAME(S) & AFFILIATIONS:** The author (s) full name, designation, affiliation (s), address, mobile/landline numbers, and email/alternate email address should be in italic & 11-point Calibri Font. It must be centered underneath the title.
5. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para.
6. **KEYWORDS:** Abstract must be followed by list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should be in a 8 point Calibri Font, single spaced and justified.
10. **FIGURES & TABLES:** These should be simple, centered, separately numbered & self explained, and titles must be above the tables/figures. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. It must be single spaced, and at the end of the manuscript. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use (ed.) for one editor, and (ed.s) for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITE

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on July 05, 2011 <http://epw.in/user/viewabstract.jsp>

A STUDY OF FACULTY MOTIVATIONAL AND ROLE DYNAMICS IN HIGHER EDUCATION

DR. DEEPANJANA VARSHNEY (SENGUPTA)

SR. FACULTY

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

MINISTRY OF HIGHER EDUCATION

KING ABDUL AZIZ UNIVERSITY

JEDDAH

KINGDOM OF SAUDI ARABIA

ABSTRACT

Education in developing countries is at a critical juncture: a potential crisis in the teaching profession threatens the ability of national governments to reach internationally agreed targets to expand and improve education. In many developing countries, the teaching force is demoralized, and fractured. Teachers previously benefiting from considerable public respect, and reasonable financial reward, feel that their status is in decline. As a result, the teaching profession in developing countries is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment. The paper does empirical analysis on select sample of respondents and provides insights on the significance of faculty motivation perspectives and its significant impact upon imparting quality higher education in a contingent academic framework.

KEYWORDS

Faculty motivation; role; teaching; work load.

INTRODUCTION

Teachers often feel powerless either to create positive learning experiences and outcomes for their pupils or to improve their own situations. Despite the pivotal nature of the teachers' contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making, and to neglect their needs when considering new policy directions.

"If teaching and learning are beginning and end of the educational planning process then all matters that bear on the welfare, professional development and effectiveness of the teacher must be of prime importance (Coombe, 1988).

An exploration of teacher's motivation provides an opportunity to develop a holistic understanding of the interplay between teacher's remuneration needs, professional and pedagogic support needs and their relationship to wider society. Both the public and policy makers fail to give professional development a high priority. The public and policymakers perceive (instructors) are working only when they are with their students... Education must respond to the changing needs of students and (faculty), just as business has reacted to its changing needs by implementing employee training (Darling-Hammond, 1991).

Institutes have tended to undervalue professional development, making faculty members responsible for their own continuing education. In reality, if staff development for instructors is to be truly effective, administrators must not simply pay lip service to the cause. They must take supporting action (Persky, 1990). Research shows faculty motivation can be grounded with three dimensions: needs, directions and goals (Workshop, 2004). There was found to be five different aspects of motivation: competence, autonomy, goals, Relatedness and Context believes. Today Motivation must be understood by those doing educational programming, particularly those working directly with people. Beaudoin (2003) stressed the importance for institutional leaders "to be informed and enlightened enough to ask fundamental questions that could well influence their institution's future viability. Decision makers often rely on long-term demographic and economic projections, based on current trends and foreseeable influences, in their strategic planning (Reeve, 2002). The traditional faculty roles are shifting or unbundling. Rather than incorporating the responsibility for all technology-and competency-based functions into a single concept of 'faculty member', universities are disaggregating faculty instructional activities and (assigning) them to distinct professionals (Paulson, 2002). Initially the studies of Wergin, Mason and Munson (1976) and Bess (1982) both indicate that the factor most predictive of success in faculty motivation is depth of knowledge about the faculty members and their personal characteristics. Instructional approaches are becoming more learner-centered: "recursive and non-linear, engaging, self-directed, and meaningful from the learner's perspective (McCombs, 2000). Whereas in the past, most instructors followed a "transmission" or lecture-style approach to teaching, more instructional diversity is occurring among teachers who are trying a larger variety of approaches (Eckert, 2003). Faculty work is traditionally demarcated in three areas: teaching, scholarship, and service (Boyer, 1990). That is, while teaching four courses per semester (including class preparation, reading and responding to student work, advising, office hours, etc.) and serving on department, college, and university committees, faculty are also expected to do their research and writing and give service to some part of the professional and education communities. It can be a daunting workload even without external forces begging for time. In their study of Promotion and Tenure: Community and Socialization in Academe, Tierney and Bensimon (1996) reject the myth that IHE faculty "work short hours and occupy their time with globe-trotting to conferences and lingering over leisurely lunches at the faculty club" (p. 59). Examples drawn from their interview data indicate that faculty work six and seven days a week, and during summer recesses. They report that "faculty in business, engineering or the sciences who had been in industry or business previously... said they worked harder in and spent longer hours in their academic positions" (p. 61).

WORKLOAD

Layzell (1996) reported that the typical faculty work week ranged from 47 hours (two-year institutions) to 57 hours (research universities). Although there are not great differences between actual and desired amounts of time faculty devote to the three areas of their working lives, it would appear that they feel that administrative and teaching responsibilities impinge on their research time and that they would like to reduce administrative tasks more than teaching activities to reallocate time toward research. Teacher education faculty reported that they spend about 48 hours per week on professional activities (RATE V, 1991). Approximately 65 percent of their time is spent on teaching-related activities, about 16 percent on research, and about 18 percent on service. They would like to spend about 57 percent of their time on teaching, 25 percent on research, and 18 percent on service. Howey (1994) found that "the majority of teacher education faculty ... report both a dissatisfaction with their workload (56%) and a lack of time and support for scholarship (53%)" (p.27). Looming over any discussion of faculty workload are the institution-specific retention, tenure and promotion (RTP) policies that hold faculty accountable for their professional lives. The way in which local RTP policies reward (or punish or ignore) faculty work on program revision that lies outside the traditional boundaries of teaching, scholarship and service can affect faculty eagerness to work on mandated projects. In contrast, Castle and Schutz (2002) reported that senior faculty feel more relaxed about their working lives. They do not necessarily work any less hard than they did previously, but the added stress of worrying about tenure and promotion is behind them.

COLLABORATION

Faculty collaboration on program development often transcends departments and programs. Since content in teacher preparation draws on several disciplinary foundations, developing a credential program can require working with unfamiliar colleagues with different disciplinary backgrounds and different perspectives on all the issues. Collaboration therefore requires willingness and skill on the part of faculty. Consensus on key issues about how best to prepare teachers has to be reached. Differences on course content as well as unit allocation to different courses have to be resolved. As faculty withdraw, they take their history, expertise and experience with them and they are replaced by faculty who has to be brought up to speed with the project. The turnover of participating faculty can have an adverse impact on the project's timeline and can also contribute to an increase in workload for some of the remaining veterans. Labaree (2003) identifies how the different working cultures of practitioners and professors lead to different assumptions about the role and validity of forms of knowledge generated by practice and research. He suggests that a greater understanding of "the traits that teachers bring with them... need not [lead faculty members] to apologize for seeking to change these teachers into researchers. That, after all, is their job" (p. 21). Most faculty members at institutions of higher learning began their career in academia; and most individuals with doctorate degrees entered graduate school with plans to teach after graduation (Hoffer & Selta, 2001). From a sample of faculty in a large, research-oriented university, Sorcinelli and Andrews (1987) examined the way faculty members articulate their career goals. Results show that both male and female faculty tended to focus primarily on research goals with a desire to contribute significantly to their discipline through scholarship, followed by teaching and outreach goals. It is argued that this finding is parallel to the stated mission of the university for which faculty work. However, female faculty expressed more uncertainty about their future, more interest in curriculum development, more concern with collegiality, and less satisfaction with their career choice. Male faculty, conversely, expressed greater career satisfaction and more interest in administrative positions. While there is abundant literature on the correlates of faculty teaching effort and behaviour (Blackburn, et al., 1986) there are few empirical studies designed to understand how these institutional and faculty characteristics affect role performance. Most of the research has assumed that features of the organizational context—mainly reward and merit incentives—strengthen and encourage desired behaviour or that individual characteristics—such as values and beliefs—determine how faculty spend their time. Critics of this literature (Lawrence and Blackburn, 1988) note that motivation is more likely due to interactions between environmental properties and individual dispositions, beliefs, and perceptions. In other words people respond differently to the same organizational conditions depending on how they understand them and whether they accept them.

Aldefer (1972) indicates that frustration of growth (generativity and self-actualization) needs increase the desires of relatedness satisfaction, and frustration of related needs leads to the desire for existence gratification. For example, frustrated researchers might turn to affiliation available through teaching, frustrated teachers might move to another institution, extend their education, or participate more in administration. MacKeachie (1982), Csikszentmihalyi (1982) and Deci and Ryan (1982) all suggest that faculty are intrinsically motivated and have limited positive extrinsic motivation possibilities. Intrinsic motivation is coincident with the higher levels of Maslow's need hierarchy, while extrinsic motivators are appropriate for the lower levels of the hierarchy.

ORGANIZATIONAL CONTEXT

Organizational structure, external rewards, (such as promotion and pay) and feedback are examples of extrinsic rewards – which are seen as somewhat self-defeating when used in a controlling manner. If extrinsic rewards are used, then faculty may slacken their efforts once full professorship and tenure have been obtained; such administration may build in a never-ending spiral of salary increases in hopes of continuing faculty motivation. However, providing external evaluation in an informational way can lead to motivation. Slight discrepancies from a faculty's self image may motivate change; however, large external evaluation discrepancies are rejected. Finally little extrinsic feedback can lead to de-motivation. (Sloan, 1997).

Deci and Ryan (1982) indicate that intrinsic motivation appears to work equally well for both teachers and learners. A teacher who is intrinsically motivated seems to enjoy the activity for its own sake and has a good chance to get the student to seek the intrinsic rewards of learning. If a teacher is extrinsically motivated, students might conclude that learning is worthless in and of itself, and lacks inherent value. Whitehead (1929) says that the ideal of a technical education is to be "... a commonwealth in which work is play, and play is life."

It appears that education largely succeeds or fails via motivation. Professing means to live a way of life, almost in a religious sense of devotion. Csikszentmihalyi (1982) suggests that education is the process whereby the young agree to become adults –not just behaving like adults – enjoying being an educated adult. We can help students enjoy learning if their professors enjoy learning. If the professor does not enjoy learning, should the young emulate the alienated? At the heart of all classroom experiences, Csikszentmihalyi (1982) indicates there is a subliminal question in the students' minds, "Does it make any sense to become an educated adult like this person at the front of the classroom?"

Climate is defined by Ferris and Gilmore (1984) as "individual perceptions of the favorability of the work context". Others have defined it as "a characteristic of organizations which is reflected in descriptions employees make of the policies, practices and conditions which exist in the work environment (Schnake, 1983)

Peterson (1988) identified three types of organizational climate that operate simultaneously in the educational environment: the objective, or observable, climate; and the psychological or felt climate.

RESEARCH METHODOLOGY

The research used Motivation-Hygiene theory of Herzberg. Herzberg et al. (1959) examined motivation and job satisfaction within an organization; findings were not specific to education, however, the results have been generalized to various career fields including education (Betts, 1998; Chyung, 2005; Lee 2001). Herzberg et al. emphasized that motivation was not limited by individual views and opinions, but the administrative support and practices of the organization influenced a person's motivation to work. As noted by Herzberg based on the findings of the study, "The results indicated that motivators were the primary cause of satisfaction and hygiene factors the primary cause of unhappiness on the job" (Herzberg, 1968, p. 57). The study outlined two sets of factors defined as the motivators and hygiene factors.

Motivator factors included both intrinsic and extrinsic factors. Outlined in the motivation hygiene theory are seven motivator factors; "the factors are achievement, recognition for achievement, the work itself, responsibility, growth or advancement (Herzberg, p. 58, 1968). The factors are based on a person's ability to achieve and maintain a positive attitude towards their specific organization and career.

The study was conducted in select universities and technical institutes of North India and the sample size was 230 out of 300, among which 60 did not respond.

RESEARCH QUESTION

What are the major motivators that drive the faculty in higher education scenario?

FINDINGS

The factors examined in this study were the motivation factors detailed by faculty members who participated in this study. Of the seven motivation factors explored in this study the ranked order was (a) Remuneration, (b) Job Responsibility, (c) Accomplishment (d) Progress, (e) company policy (f) the nature of job and (g) Recognition.

Population The target population for this study was restricted to full-time faculty members (N=300) who taught in the various Universities and higher technical Institutions.

Table displays the ranked order of motivation factors and the mean responses with standard deviations.

Motivation Factors	Mean	Standard Deviation	N= 230
Remuneration	3.89	1.04	230
Job Responsibility	3.51	1.29	230
Accomplishment	3.44	1.13	230
Prograss	3.31	.97	230
Co. Policy	3.28	.88	230
Nature of job	3.12	1.05	230
Recognition	3.05	1.03	230

DATA ANALYSIS AND FINDINGS

The level of significance that was used for this study was set at an alpha level of 0.05 ($\alpha = 0.05$).

The A review of the empirical research related to motivation factors revealed that faculty motivation was extremely important. The factors identified in the literature review were inconsistent and varied depending on demographics, survey instruments applied, and research strategies used. The common motivation factors that appeared in several studies were: the availability of resources, a transparent system of rewards and incentives, consistent growth, supportive company policy

CONCLUDING NOTES

The study was conducted to assess the degree of faculty motivation and commitment required for the higher education industry. Motivation factors of faculty are personal and vary reflecting the needs of the particular population assessed (Betts, 1998; Hood, 2002; Lawyer & King, 2003; Schifter, 2000; Smylie, 1988). Results were mixed but certain key findings were there: faculty roles are varied and are at times conflicting, the intrinsic factors play a pivotal role as compared to salary, the perception of restricting company policy demotivates the faculty members to some extent. Thus faculty role and motivational dynamics cannot be overlooked in the domain of higher education and the time has come when the human resources management in the higher educational industry needs to be redefined and rejuvenated.

REFERENCES

BOOKS

- Aldefer, C.P., (1972), *"Human Needs in Organizational Settings"*, Free Press, New York.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *"The Motivation to work"* (2nd ed.). New York: John Wiley & Sons.

CONTRIBUTIONS TO BOOKS

- Layzell D.T.,(1996)*"Faculty workload and productivity: Recurrent issues with new imperatives"*. Review of Higher Education, 19, pp 267-281. Referenced in Menges R. J. & Austin A.E. , *"Teaching in higher education"*. In Richardson V. (Ed.), *"Handbook of research on teaching"*, 4th ed. (pp. 1122-1156). Washington, DC: American Educational Research Association.2001.
- Peterson, M. W. (1988), *"The Organizational Environment for teaching and learning"* In Stark, J.S. and Mets, L.A. , (Eds.). Improving Teaching and Learning Through Research, No.57. San Francisco: Jossey- Bass Publishers.23-38
- Wergin J.F., Mason E.G., and Munson P.J., *"The Practice of Faculty Development: An Experience-Derived Model"*, (1976) J. High. Ed.,47, pp 289 .

JOURNAL AND OTHER ARTICLES

- Beaudoin M.F.,(2003) *"Distance Education leadership for the new century"*. Online Journal of Distance learning Administration (6) 2.
- Blackburn R.T.,Lawrence J.H., Okoloko V.P., Bieber J.P., Meiland R. & Street T.,(1986) *"Faculty as a key resource"*. Ann Arbor, MI: University of Michigan, NCRIPTAL.
- Boyer E.L.,(1990) *"Scholarship reconsidered: Priorities of the professoriate"*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Deci, E.L., and R.M. Ryan,(1982) *"Intrinsic Motivation to Teach: Possibilities and Obstacles in Our College and Universities,"* in New Directions for Teaching and Learning: Motivating Professors to Teach Effectively, 10, Jossey-Bass, San Francisco, 27.
- Eckert E.,(2003) *"Review-New Directions for adult and continuing education: Contemporary viewpoints on teaching adults effectively"*. Adult Basic Education 13 (1): 62-64.
- Ehrenberg, R., Kasper, H., & Rees, D. (1990). *"Faculty turnover at American colleges and universities: Analyses of AAUP data"*. Economics of Education Review, 10(2), 99-110.
- Ferris , G., Gilmore,D.,(1984) *"The moderating role of Work context in job design research: a test of competing models"*, Academy of Management Journal, 27: 885-892.
- Herzberg, F. (1968). *"One more time: How do you motivate employees?"* Harvard Business Review, 53-62.
- Howey K.,(1994) *"RATE VI: The context for the reform of teacher education. Research About Teacher Education Project"*. Washington, DC: American Association of Colleges of Teacher Education.
- Labaree D.F. ,(2003) *"The peculiar problems of preparing educational researchers"*. Educational Researcher, 32(4), pp13-22.
- Lawler, P. A., & King, K. P. (2003). *"New perspectives on designing and implementing professional development of teachers of adults"*. Chester, PA: Widener University.
- Lawrence J.H., & Blackburn R.T.,(1998) *"Age as a predictor of faculty productivity: Three conceptual approaches"*. Journal of Higher Education, 59(1),pp 23-38.
- Lee, J. (2001). *"Instructional support for distance education and faculty motivation, commitment, satisfaction. British Journal of Education Technology"*, 32(2), 153-160.
- McKeachie, W.J.,(1982) *"The Rewards of Teaching,"* in New Directions for Teaching and Learning: Motivating Professors to Teach Effectively, 10, Jossey-Bass, San Francisco, 7.
- Paulson K.,(2002) *"Reconfiguring faculty roles for virtual settings"*. The Journal of Higher Education 73 (1) : pp 123 -140.
- RATE V.,(1991) *"Teaching teachers: Facts and figures. Research About Teacher Education Project"*. Washington, DC: American Association of Colleges of Teacher Education.
- Reeve R.T. & Perlich P.S.,(2002) *"Uttah economic and business review"*. Bureau of Economic and Business Research (BERB), 62 (9-10),pp 1-15.
- Rosenfeld, R., and Jones, J. (1988). *"Exit and re-entry in higher education"*. Breneman, D. W., and Youn, T. (Eds.), Academic labor markets and careers, pp. 74-97. New York: Falmer.
- Schifter, C. C. (2000). *"Faculty participation in asynchronous learning networks: A case study of motivating and inhibiting factors"*. Journal of Asynchronous Learning Networks, 4(1), 15-22.
- Schneke, M. (1983), *"An Empirical assessment of the effects of affective response in the measurement of Organizational Climate"*, Personnel Psychology.36:791-807.
- Smart, J. C. (1990). *"A causal model of faculty turnover intentions. Research in Higher Education"*,31(5), 405-424.
- Smylie, M. A. (1988). *"The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change"*. American Educational Research Journal, 25(1), 1-30.

- Tiemey E.G. & Bensimon E.M., (1996) *"Promotion and tenure: Community and socialization in academe"*. Albany, NY: State University of New York Press.
- Zhou, Y., & Volkwein, J. F. (2004). *"Examining the influences on faculty departure intentions: A comparison of tenured versus nontenured faculty at research universities using NSOPF: 99"*. Research in Higher Education, 45(2), 139–176.

CONFERENCE PAPERS

- Coombe T.,(1988) *"Integral Planning for the Staffing Function in Education"*, Paper presented at the workshop on the Future of Strategic Education Planning, IIEP.
- Darling-Hammond,(1991)*"The Meaning of Professional Development in the 21st century, Restructuring to Promote Learning in America's Schools"*, Videoconference, North Central Regional Educational Laboratory.
- Hoffer T., & Selfa L.,(2001),*"Academic employment of recent science and engineering doctorate holders (NSF 01-332)"*. National Science Foundation, Directorate for Social, Behavioral and Economic Sciences.
- Kumar, Manoj, (2006), *"Attracting and Retaining Faculty in Technical Educational Institutions"*, Fourth AIMS International Conference on Management.
- McCombs B.L.,(2000) *"Assessing the role of educational technology in the teaching and learning process: A learner-centered perspective"*. The Secretary's Conference on Educational Technology. Retrieved June, 2003.
- <http://www.ed.gov/Technology/techconf/2000/mccombspaper.html>
- Persky S.E.,(1990) *"What contributes to teacher"*. - Workshop, first meeting of SCIL Communities of eLearning Experts at the 12th and 13th of May 2004 in St. Gallon.
- E. Dendy Sloan, Jr., *Professing: Stages, Motivation, and Meaning*, Faculty Senate Distinguished Lecture, December 10, 1997

ONLINE RESOURCES

- Hood, P. (2002). *"Perspectives on knowledge utilization in education"*. Retrieved June 12, 2006, from http://www.wested.org/online_pubs/perspectives.pdf
- Times News Network (2006). *"IIMs face quality faculty crunch"*. Economic Times (Online edition) assessed on 21.02.2006.

UNPUBLISHED RESOURCES

- Betts, K. S. (1998). *"Factors influencing faculty participation in distance education in postsecondary education in the United States: An institutional study"*. Unpublished doctoral dissertation, George Washington University, Washington, DC.

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, Economics & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mails i.e. **infoijrcm@gmail.com** or **info@ijrcm.org.in** for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail **infoijrcm@gmail.com**.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator