

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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## CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	<b>STUDENTS' PERFORMANCE IN SOCIAL STUDIES AS CORRELATES OF MORAL VALUES AND PERCEPTION IN SELECTED SECONDARY SCHOOLS</b> <i>DR. EMMANUEL OLUSOLA ADU, EKIMA TINA SALAKO &amp; IFEOMA R. EZE</i>	1
2.	<b>COMMITMENT AND MOTIVATION OF AIDED COLLEGE TEACHERS IN TAMIL NADU</b> <i>DR. K. CHANDRASEKARAN &amp; SUBRAMANIAN CHANDRAN BABU</i>	5
3.	<b>CORPORATE FINANCE DEVELOPMENT THROUGH INSTITUTE INTERACTIONS IN SERVICE AND NON SERVICE SECTORS, ETHIOPIA</b> <i>DR. M MOSES ANTONY RAJENDRAN</i>	13
4.	<b>PROJECT MANAGEMENT PRACTICE IN PUBLIC SECTOR</b> <i>FAKHRADDIN MAROOFI &amp; SAMIRA DEHGHAN</i>	15
5.	<b>AN ANALYSIS ON THE RESPONDENTS PERCEPTION OF THE RECRUITMENT AND SELECTION PROCESS AND ITS EFFECT ON THE PERFORMANCE OF EMPLOYEES IN THE MICRO- FINANCE INSTITUTIONS IN RWANDA</b> <i>MACHOGU MORONGE ABIUD, LYNET OKIKO &amp; VICTORIA KADONDI</i>	19
6.	<b>ORIGIN AND EVOLUTION OF CORPORATE OWNERSHIP IN JAPAN: A HISTORICAL REVIEW</b> <i>MOHAMMED MEHADI MASUD MAZUMDER</i>	25
7.	<b>INTERACTION OF STOCK MARKET WITH MACROECONOMIC VARIABLES: A STUDY OF KSE 100 INDEX PAKISTAN</b> <i>SHAHZAD KHAN, NIAMAT ULLAH &amp; SHAHZAD ZEB</i>	32
8.	<b>TOWARDS AN INTEGRATED CONCEPTUAL MODEL ON TOURISM COMPETITIVENESS: DOES CLUSTERING WAY FORWARD?</b> <i>IMALI N. FERNANDO</i>	36
9.	<b>EFFECTS OF INDIRECT SOURCES OF ENERGY ON AGRICULTURAL PRODUCTIVITY IN INDIA</b> <i>DR. BIDYADHAR MAJHI &amp; AWADHESH KUMAR</i>	42
10.	<b>THE PROSPECTS AND CHALLENGES IN RURAL MARKETING WITH REFERENCES TO TWO WHEELERS - A STUDY OF KARAD TALUKA OF SATARA DISTRICT</b> <i>DR. H. G. ABHYANKAR &amp; S. N. JAGADALE.</i>	45
11.	<b>A STUDY ON AWARENESS OF SOCIAL SECURITY FOR MIGRANT WORKERS IN INDIA</b> <i>S PRAKASH RAO PONNAGANTI, M. MURUGAN &amp; DR. K.P.V. RAMANA KUMAR</i>	48
12.	<b>CORPORATE ENTREPRENEURSHIP - A BUSINESS STRATEGY</b> <i>C. S. RAMANIGOPAL, G. PALANIAPPAN &amp; G. MURUGESAN</i>	51
13.	<b>DETERMINANTS OF REPAYMENT IN AGRICULTURAL CREDIT IN COIMBATORE DISTRICT</b> <i>DR. S. GANDHIMATHI, DR. P. AMBIGADEVI &amp; K. R. GOMATHI</i>	55
14.	<b>FINANCES OF DECS OF CONVENTIONAL UNIVERSITIES IN ANDHRA PRADESH - AN EVALUATION</b> <i>DR. G. VENKATACHALAM &amp; P. MOHAN REDDY</i>	60
15.	<b>A STUDY OF SOCIO - ECONOMIC VARIABLES FOR TOOTHPASTE BRANDS IN INDORE CITY</b> <i>VISHAL SONI &amp; DR. ANAND SAPRE</i>	65
16.	<b>A REVIEW OF ECONOMIC AND FINANCIAL INCLUSION IN NORTH EASTERN STATES OF INDIA</b> <i>DR. SANJAY TUPE</i>	70
17.	<b>THE EFFECTIVENESS OF MICRO FINANCE INSTITUTIONS ON SOCIO-ECONOMIC DEVELOPMENT OF WOMEN IN KARNATAKA</b> <i>DR. ANURADHA.PS</i>	74
18.	<b>A STUDY OF RELATIONSHIP BETWEEN S&amp;P CNX NIFTY AND EXCHANGE RATE</b> <i>SAURABH SINGH &amp; KIRTI LALWANI</i>	78
19.	<b>SELF HELP GROUPS IN INDIA: AN ANALYSIS</b> <i>DR. MD MOAZZAM NAZRI</i>	82
20.	<b>ANALYSIS OF PRE &amp; POST LIBERALISATION SCENARIO IN EDIBLE OILSEEDS SECTOR IN INDIA</b> <i>DR. SATYA PRASAD VK</i>	87
21.	<b>RURAL TOURISM: A PREVENTIVE WEAPON OF SINKING URBANIZATION AND RURAL ECONOMIC DEVELOPMENT</b> <i>DR. BIDYUT JYOTI BHATTACHARJEE</i>	95
22.	<b>SMEs RISING IN INDIA: AN OVERVIEW</b> <i>BARNASREE CHATTERJEE</i>	100
23.	<b>EVOLUTION OF PUBLIC DISTRIBUTION SYSTEM IN INDIA</b> <i>DR. P. CHENNAKRISHNAN</i>	105
24.	<b>STRATEGIC FACTORS FOR RURAL TOURISM SUSTAINABILITY</b> <i>AASIM MIR &amp; SHAFQAT AJAZ</i>	110
25.	<b>A STUDY ON ENHANCING EFFICIENCY OF UNORGANIZED POWERLOOM SECTOR WITH SPECIAL REFERENCE TO POWERLOOM SECTOR IN INDIA</b> <i>P. S. GURUMURTHY &amp; DR. VASANTI C IYER</i>	113
26.	<b>THE ROLE OF MAHATMA GANDHI NATIONAL RURAL EMPLOYMENT GUARANTEE SCHEME IN POVERTY ALLEVIATION IN INDIA</b> <i>DR. R. MUTHUSAMY</i>	119
27.	<b>CHANGING PARADIGM AND HUMAN RESOURCE DEVELOPMENT: A CASE STUDY OF TATA MOTORS</b> <i>RICHA NANGIA</i>	124
28.	<b>TRADE INDUCED EMPLOYMENT FUNCTION AND EMPLOYMENT MULTIPLIER: A CASE STUDY IN INDO-MYANMAR BORDER TRADE</b> <i>MAYENGBAM LALIT SINGH &amp; DIPALI BOSUMATARI</i>	128
29.	<b>FDI POLICIES OF INDIAN GOVERNMENT SINCE ECONOMIC REFORMS – AN ANALYSIS</b> <i>SIRAJ-UL-HASSAN RESHI</i>	133
30.	<b>ICT AND ECONOMIC GROWTH: THE VARIETY OF DIGITAL DIVIDES LESSONS FROM SOUTHERN AND EASTERN MEDITERRANEAN</b> <i>VAHID RANGRIZ</i>	140
	<b>REQUEST FOR FEEDBACK</b>	146

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**STATEMENT OF THE PROBLEM**

**OBJECTIVES**

**HYPOTHESES**

**RESEARCH METHODOLOGY**

**RESULTS & DISCUSSION**

**FINDINGS**

**RECOMMENDATIONS/SUGGESTIONS**

**CONCLUSIONS**

**SCOPE FOR FURTHER RESEARCH**

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**COMMITMENT AND MOTIVATION OF AIDED COLLEGE TEACHERS IN TAMIL NADU**

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**ABSTRACT**

*This is an empirical study on employee's commitment and motivational factors conducted among the aided college teachers in Tamilnadu. This attempts to learn the conditions under which people can be motivated to perform their work in organizations, with the primary motive to identify the potential factors along with other twenty five factors which motivate and demotivate the focus group. The factors were ranked and quantified with scale values appropriated through questionnaires. The formulated hypotheses were tested using statistical tools and stratified with sub group analysis. Major findings and suggestive measures were scientifically reported. This study has explored and widened the concept of motivation in general and identified the factors which motivate and demotivate the teachers in aided colleges of Tamilnadu. Further, the Focus of the study is to assess the current level of College Teacher's Commitment, learn whether different groups of Academicians have different needs or issues for developing an actionable implementation plan for continuously improving the level of Commitment, which is significant for not only their Teaching professional excellence but also the educational academic excellence to develop the student community to be future responsible Citizens.*

**KEYWORDS**

employees, commitment, motivation.

**INTRODUCTION**

Human Resource is of paramount importance for the success of any organization whether social, educational, industrial or Business organization. Most of the problems in organizational setting are human and social rather than physical or technical. Hence motivated employees are essential for the success of any organization. Educational institutions are not an exception to this rule. India has a large formal education system. Under the control of universities and colleges, the success of the system of education mainly relies on the role of the teaching community. A teacher's responsibility and duty does not end with simply teaching the lessons prescribed in the curriculum. More than that, he has to be a role model for the younger generation by living an ideal life. A highly motivated teacher is a source of inspiration to their students. They can discharge their duties properly only if they are reasonably satisfied with their environment. On the other hand, a dissatisfied teacher would be a burden to the institution. They tend to be absent more frequently than others; the quality of their work is likely to be less satisfactory and they tend to show slackness towards the institution in general and to students in particular. In the light of such a situation, in the present study, the researcher has made an attempt to study the employee's commitment & motivational factors of teachers who are working in aided colleges in Tamil Nadu.

DDI's research concludes that commitment comprises individual values, focused work, and interpersonal support. Each of these three components has subcomponents that further define the meaning of commitment: one who is enthusiastic and inspired by his/her work, committed and is fascinated by his/her work, cares about the future of the organization, shares a strong emotional bond with the organization be loyal to the organization and the customers, The employee should have ample opportunities for his career development and growth, The employee should feel proud of being associated with the organization, The nature and type of co workers also influences the employee's commitment level, employees should get ample on-the-job opportunities to develop their skill set, employee should value his relationship with his boss. All these factors when combined help in increasing employee commitment levels.

**AIM OF THE STUDY**

The aim of this study is to focus on employee's commitment & motivation of college teachers with special reference to aided colleges in Tamil Nadu.

**OBJECTIVES**

- (i) To study the employee's commitment and motivational pattern, of the focus group along the lines of identified motivational dimensions.
- (ii) To study the ranked importance assigned by the focus group for identified motivational dimension.

**SCOPE AND LIMITATIONS OF THE STUDY**

The complex phenomena of motivation cannot be fully studied with an empirical research and that too for academics. The results obtained through this study highly depend upon the strategy of answering the questions by the respondents. The findings obtained through this study may not be applicable to other groups. Further the motivational factors are generally regarded as fluctuating and both external and internal dynamics can play a role on this in future. The research is targeted at obtaining the employees commitment & motivation factors of the focus group at a particular part of time of their career, the research period.

**RESEARCH METHODOLOGY**

The researchers have used sampling survey for this research. The study is focused on employee's commitment & motivation of College Teachers with special reference to government aided college teachers in Tamil Nadu. 200 Teachers were selected through judgmental sampling. The period of study indicates the time-frame of data collection. In this case the period refers to May 2012 to July 2012. Primary data were collected employing the questionnaire method. The collected data were tabulated, cross-checked and worked out to get analytical information. These produce inferences about the particular dimensions and the dimensional factors concerning identified commitment & motivation inspirers. Simple percentage analysis, Factor Analysis, principal Component Analysis, One way ANOVA were carried out besides hypotheses testing with appropriate statistical tools. The following score key was used to the rank analysis and extent perception analysis.

**CALCULATION OF SCALE SCORE**

The scale range can vary from "greatly reduces" to "greatly increases" employees commitment & motivation in five modes. This qualitative feature is quantified by assuming values as given below.

Greatly reduces my motivation -2

Tends to reduce my motivation-1

Has no effect on my motivation - 0

Tends to increase my motivation +1

Greatly increases my motivation +2

**HYPOTHESES TESTING**

The following hypotheses were formulated and tested using method appropriate statistical testing method.

$H_0$ -The factor1 scores do not vary with the demographic profile of the respondents at 5%.

$H_1$  The factor1 scores vary with the demographic profile of the respondents at 5%.

$H_0$ -The level of Job Satisfaction does not vary with the demographic profile of the respondents at 5%.

$H_1$  The level of Job Satisfaction does vary with the demographic profile of the respondents at 5%.

**PROFILE OF THE RESPONDENTS OF THE STUDY I**

Age		22-31 Yrs	31 - 40 Yrs	40 - 49 Yrs	49 – 58 Yrs	Total
	count	100	47	27	26	200
	%	50.00%	23.50%	13.50%	13.00%	100.00%
Designation		Assistant Professor	Associate Professor	Professor	Principal	Total
	Count	118	56	18	8	200
	%	59.00%	28.00%	9.00%	4.00%	100.00%

**PROFILE OF THE RESPONDENTS OF THE STUDY II**

Gender		Male	Female	Total
	Count	118	82	200
	%	59.00%	41.00%	100.00%
Marital status		Unmarried	Married	Total
	Count	80	120	200
	%	40.00%	60.00%	100.00%
Type of family		Nuclear	Joint Family	Total
	Count	89	111	200
	%	44.50%	55.50%	100.00%

From the above table it could be seen that 100 respondents forming 50% of respondents belong to the age between 22 and 31 years, 47 respondents forming 23.5% are between 31 and 40 years, 27 respondents forming 13.5% are between 40 and 49 years and 26 respondents forming 13% of respondents are between 49 and 58 years. Half of the respondents of the study were in the ages between 22 and 31 years.

118 respondents forming 59% of respondents were Assistant Professors, 56 respondents forming 28% of respondents were Associate Professors, 18 respondents forming 9% of respondents were Professors, and 8 respondents forming 4% of the respondents were Principals.

118 respondents forming 59% of respondents were Male and the rest were female. 120 respondents forming 60% of the total respondents were married and the rest unmarried.

111 respondents forming 55.5% were from joint family and the remaining was from nuclear family.



## OPINION WITH REGARD TO VARIABLES (EMPLOYEES COMMITMENT &amp; MOTIVATION)

Variables		Greatly Reduces	Tends to Reduce	Has no Effect	Tends to Increase	Greatly Increases	Total
achievements	count	0	0	0	156	44	200
	%	.0%	.0%	.0%	78.0%	22.0%	100%
recognition	count	0	18	81	101	0	200
	%	.0%	9.0%	40.5%	50.5%	.0%	100%
assignments	count	0	100	93	7	0	200
	%	.0%	50.0%	46.5%	3.5%	.0%	100%
commitment towards job.	count	0	113	43	44	0	200
	%	.0%	56.5%	21.5%	22.0%	.0%	100%
career progression	count	0	101	18	81	0	200
	%	.0%	50.5%	9.0%	40.5%	.0%	100%
remuneration	count	0	0	37	44	119	200
	%	.0%	.0%	18.5%	22.0%	59.5%	100%
ethics	count	0	119	0	37	44	200
	%	.0%	59.5%	.0%	18.5%	22.0%	100%
self-esteem	count	0	138	18	0	44	200
	%	.0%	69.0%	9.0%	.0%	22.0%	100%
realisation	count	0	0	156	44	0	200
	%	.0%	.0%	78.0%	22.0%	.0%	100%
power	count	0	18	101	81	0	200
	%	.0%	9.0%	50.5%	40.5%	.0%	100%
flexibility	count	0	18	101	37	44	200
	%	.0%	9.0%	50.5%	18.5%	22.0%	100%
job security	count	0	18	44	0	138	200
	%	.0%	9.0%	22.0%	.0%	69.0%	100%
activity	count	0	156	44	0	0	200
	%	.0%	78.0%	22.0%	.0%	.0%	100%
status	count	0	37	101	62	0	200
	%	.0%	18.5%	50.5%	31.0%	.0%	100%
autonomy	count	0	0	138	62	0	200
	%	.0%	.0%	69.0%	31.0%	.0%	100%
team work	count	0	55	101	44	0	200
	%	.0%	27.5%	50.5%	22.0%	.0%	100%
feeling pressure of work	count	0	101	62	37	0	200
	%	.0%	50.5%	31.0%	18.5%	.0%	100%
sense of competition	count	0	37	0	163	0	200
	%	.0%	18.5%	.0%	81.5%	.0%	100%
fear of failure	count	0	156	44	0	0	200
	%	.0%	78.0%	22.0%	.0%	.0%	100%
doing your work rightly	count	0	0	44	55	101	200
	%	.0%	.0%	22.0%	27.5%	50.5%	100%
stimulation	count	0	0	124	76	0	200
	%	.0%	.0%	62.0%	38.0%	.0%	100%
competencies	count	18	37	101	44	0	200
	%	9.0%	18.5%	50.5%	22.0%	.0%	100%
continuing to work	count	0	37	163	0	0	200
	%	.0%	18.5%	81.5%	.0%	.0%	100%
at work, do your opinions seem to count	count	0	18	138	44	0	200
	%	.0%	9.0%	69.0%	22.0%	.0%	100%
praise	count	0	55	44	101	0	200
	%	.0%	27.5%	22.0%	50.5%	.0%	100%

The table above shows the opinion with regard to variables (Employees Commitment & Motivation) it could be seen that the variables like activity, fear of failure, feeling pressure of work, self-esteem, ethics, commitment towards job, career progression, assignments tends to reduce the work commitment. Moreover it can be seen that the variables are remuneration, job security, doing your work rightly motivate the work. The factors that do not have any effect over motivation were continuing to work, realisation, autonomy, at work do your opinions count, stimulation, power, flexibility, status, team work and competencies. The variables like sense of competition, achievements, recognition, and praise tend to increase the work motivation.

**FACTOR ANALYSIS**

The variables for motivation were treated to factor analysis to know the important variables motivating college teachers. The communalities both initial and extracted were as follows:

**COMMUNALITIES**

VARIABLES	INITIAL	EXTRACTION
achievements	1.000	.999
recognition	1.000	.995
assignments	1.000	.576
commitment towards job.	1.000	.975
career progression	1.000	.997
remuneration	1.000	.997
ethics	1.000	.998
self-esteem	1.000	.999
realisation	1.000	.999
power	1.000	.999
flexibility	1.000	.998
job security	1.000	.999
activity	1.000	.999
status	1.000	1.000
autonomy	1.000	.999
team work	1.000	.996
feeling of pressure of work	1.000	.995
sense of competition	1.000	.997
fear of failure	1.000	.999
doing your work rightly	1.000	.998
stimulation	1.000	.711
competencies	1.000	.995
continuing to work	1.000	.997
at work, do your opinions seem to count	1.000	.997
praise	1.000	.994

Extraction method used was principal component analysis. Rotation method adopted was varimax with Kaiser Normalization. Rotation converged in 3 iterations.

**TOTAL VARIANCE EXPLAINED**

Components	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.156	52.622	52.622	13.156	52.622	52.622	9.425	37.701	37.701
2	7.491	29.965	82.587	7.491	29.965	82.587	8.139	32.554	70.255
3	3.560	14.239	96.826	3.560	14.239	96.826	6.643	26.571	96.826
4	.474	1.897	98.723						
5	.292	1.169	99.893						
6	.027	.107	100.000						
7	.000	.000	100.000						
8	.000	.000	100.000						
9	.000	.000	100.000						
10	.000	.000	100.000						
11	.000	.000	100.000						
12	.000	.000	100.000						
13	.000	.000	100.000						
14	.000	.000	100.000						
15	.000	.000	100.000						
16	.000	.000	100.000						
17	.000	.000	100.000						
18	.000	.000	100.000						
19	.000	.000	100.000						
20	.000	.000	100.000						
21	.000	.000	100.000						
22	.000	.000	100.000						
23	.000	.000	100.000						
24	.000	.000	100.000						
25	.000	.000	100.000						

Extraction Method: Principal Component Analysis.

On extraction initially, the factor one is able to explain 52.622% of the variance, the factor two is able to explain 29.965% of the variance, the factor third is able to explain 14.239% of the variance and the three factors are able to explain 96.826% of the variation. On rotation, the factor one is able to explain 37.701% of the variance, the factor two is able to explain 32.554% of the variance, the factor three is able to explain 26.571% of the variance and the three factors are able to explain 96.826% of the variation. On initial extraction factor one explains high percentage of total variance, on varimax rotation also factor one explains more variations than the other factors so it is considered more important with regard to employees commitment & motivation. The initial and the extracted communalities were computed along with the rotated components using varimax rotation and are displayed in the table follows:

## UN-ROTATED COMPONENT MATRIX

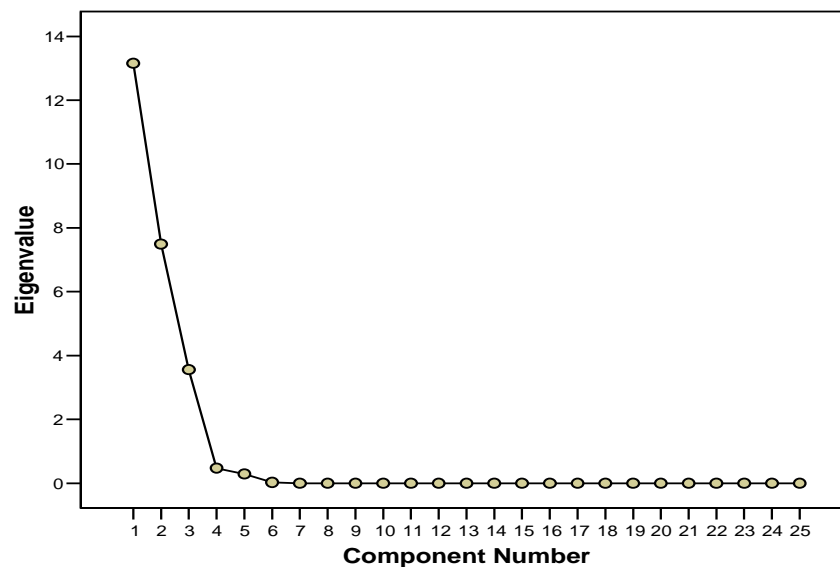
Factors	Components		
	1	2	3
commitment towards job.	.973	-.161	.048
doing your work rightly	-.962	.199	.184
achievements	.951	.307	.018
realisation	.951	.307	.018
fear of failure	.951	.307	.018
activity	.951	.307	.018
ethics	.939	-.277	.201
self-esteem	.938	.274	-.210
flexibility	.892	-.075	.444
career progression	.828	-.557	-.031
autonomy	.787	.178	-.590
at work, do your opinions seem to count	.783	.318	.532
power	.696	-.313	.646
assignments	.619	-.433	-.076
continuing to work	-.036	.950	-.304
sense of competition	-.036	.950	-.304
feeling of pressure of work	.511	-.856	-.048
praise	-.424	.822	.372
remuneration	-.539	.781	-.312
team work	.584	.772	.242
stimulation	-.203	-.763	-.296
competencies	.510	.680	.522
status	.505	.652	-.565
job security	-.641	-.110	.759
recognition	-.535	.510	.670

Extraction method: principal component analysis. a 3 components extracted.

## ROTATED COMPONENT MATRIX

Factors	Components		
	1	2	3
At work, do your opinions seem to count	.997	-.048	.038
Competencies	.917	.385	-.070
Flexibility	.888	-.440	.130
Team Work	.850	.479	.211
Achievements	.831	-.053	.553
Realisation	.831	-.053	.553
Fear of Failure	.831	-.053	.553
Activity	.831	-.053	.553
Power	.768	-.616	-.171
Ethics	.714	-.613	.335
Commitment towards Job.	.696	-.499	.491
feeling of pressure of work	.047	-.968	.237
Remuneration	-.296	.953	.034
Sense of Competition	.145	.932	.329
Continuing to work	.145	.932	.329
Praise	.187	.866	-.458
Career Progression	.401	-.805	.433
Assignments	.264	-.611	.365
Stimulation	-.592	-.599	.049
Job security	-.094	.030	-.994
Autonomy	.322	-.040	.945
Status	.296	.496	.816
Recognition	.158	.579	-.797
Self-Esteem	.682	-.051	.729
doing your work rightly	-.544	.501	-.671

Extraction method: principal component analysis. Rotation method: varimax with Kaiser Normalization. a rotation converged in 3 iterations. The table above shows that three factors loaded and their factor loadings.

**Scree Plot**

The plot clearly shows the three factors extracted

**VARIABLES LOADED ON FACTOR 1**

Variables	Factor Component 1
At work, do your opinions seem to count	.997
Competencies	.917
Flexibility	.888
Team Work	.850
Achievements	.831
Realisation	.831
Fear of Failure	.831
Activity	.831
Power	.768
Ethics	.714
Commitment towards Job.	.696

The factor is named as acceptance of competencies and opinion based on factor loading.

**VARIABLES LOADED ON FACTOR 2**

Variables	Factor Component 2
feeling of pressure of work	-.968
Remuneration	.953
Sense of Competition	.932
continuous work	.932
praise	.866
Career Progression	-.805
Assignments	-.611
stimulation	-.599

The factor is named as work pressure remuneration and competition based on factor loading

**VARIABLES LOADED ON FACTOR 3**

Variables	Factor Component 3
Job security	-.994
Autonomy	.945
Status	.816
Recognition	-.797
self-esteem	.729
doing your work rightly	-.671

The factor is named as autonomy and job security based on factor loading

## ONE WAY ANOVA BETWEEN FACTOR 1 (ACCEPTANCE OF COMPETENCIES AND OPINION) AND DEMOGRAPHICS OF THE RESPONDENTS

Demographics	Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance	Acceptance of Null Hypothesis
Age	Between Groups	94.341	7	13.477	19.246	.000	Not Accepted
	Within Groups	134.454	192	.700			
	Total	228.795	199				
Gender	Between Groups	16.870	7	2.410	14.684	.000	Not Accepted
	Within Groups	31.510	192	.164			
	Total	48.380	199				
Marital status	Between Groups	12.822	7	1.832	9.997	.000	Not Accepted
	Within Groups	35.178	192	.183			
	Total	48.000	199				
Type of family	Between Groups	7.988	7	1.141	5.292	.000	Not Accepted
	Within Groups	41.407	192	.216			
	Total	49.395	199				
Designation	Between Groups	24.966	7	3.567	6.355	.000	Not Accepted
	Within Groups	107.754	192	.561			
	Total	132.720	199				

$H_0$  - The factor1 scores do not vary with the demographic profile of the respondents at 5%.

$H_1$  - The factor1 scores vary with the demographic profile of the respondents at 5%.

From the table above it can be found that the factor1 scores do not vary with the demographics such age gender, marital status, type of family and designation at 5% level as all the values of significance of F is less than 0.05. So we accept  $H_1$  and conclude that the factor1 scores vary with the demographic profile of the respondents at 5%.

## OVERALL LEVEL OF SATISFACTION TOWARDS PRESENT JOB

level of satisfaction	Frequency	Percent
Highly Dissatisfied	6	3.0
Dissatisfied	14	7.0
Neither satisfied nor Dissatisfied	90	45.0
Satisfied	90	45.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

From the above table it can be inferred that 90 respondents forming 45% of the respondent are satisfied and 45% are neither satisfied nor dissatisfied respectively. 6 respondents forming 3% of the respondents were highly dissatisfied and 14 respondents forming 7% were dissatisfied with their job. So it can be understood that only 10 % of the total respondents are dissatisfied.

## SATISFACTION AND DEMOGRAPHICS ONE WAY ANOVA

Demographics	Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance	Acceptance of Null Hypothesis
Age	Between Groups	12.282	3	4.094	3.706	.013	Not Accepted
	Within Groups	216.513	196	1.105			
	Total	228.795	199				
Gender	Between Groups	3.196	3	1.065	4.621	.004	Not Accepted
	Within Groups	45.184	196	.231			
	Total	48.380	199				
Marital status	Between Groups	1.083	3	.361	1.507	.214	Accepted
	Within Groups	46.917	196	.239			
	Total	48.000	199				
Type of family	Between Groups	1.689	3	.563	2.313	.077	Accepted
	Within Groups	47.706	196	.243			
	Total	49.395	199				
Designation	Between Groups	25.885	3	8.628	15.830	.000	Not Accepted
	Within Groups	106.835	196	.545			
	Total	132.720	199				

$H_0$  - The level of Job Satisfaction do not vary with the demographic profile of the respondents at 5%.

$H_1$  - The level of Job Satisfaction do vary with the demographic profile of the respondents at 5%.

From the table above it can be found that the level of Job Satisfaction does not vary with the demographics such age gender and designation at 5% level as all the values of significance of F are less than 0.05. So we accept  $H_1$  and conclude that the level of Job satisfaction varies with the demographic profile of the respondents at 5%.

It is also found that the level of job satisfaction varies with the demographics such marital status and family type at 5% level as all the values of significance of F are greater than 0.05. So we accept  $H_0$  and conclude that the level of Job satisfaction does not vary with the demographic profile of the respondents at 5%.

## CONCLUSION

This study has analyzed commitment & motivation factors of aided College Teachers in Tamil Nadu. The first variable is loaded with the factors at work, do your opinions seem to count, competencies, flexibility, team work, achievements, realizations, fear of failure, activity, power, ethics, commitment towards job. The second variable is loaded with the factors of feeling of work pressure, remuneration, sense of competition, continuous work, praise, career progression, assignments, and stimulation. The third variable is loaded with the factors of job security, autonomy, status, recognition, self-esteem, work rights and differentiated needs. This study has established substantially the general theoretical opinion on the motivation e.g Maslow's Hierarchy of Needs, Alderfer ERG Theory etc that higher the level of needs lower the tendency to need felt at level below is proved to be wrong. The higher level needs fulfilled groups also opined to seek the fulfillment of basic needs of Motivation. Further the first factor scores vary with the demographic profile of the respondents at 5%. The respondents 'overall satisfaction', 'neither satisfied nor dissatisfied' is 45%. 3% of the respondents were highly dissatisfied and 7% were dissatisfied with their job. The levels



of Job satisfaction do vary with the demographic profile such as age gender and designation of the respondents at 5%. The level of Job satisfaction does not vary with the demographic profile such as marital status and family type of respondents at 5%. As far as the employee's commitment and motivation is concerned in the long run, it is optimal to move employees towards an internal/growth orientation, where they are self-motivated to higher commitment. But where are they in the short run? To manage them right now, there is need to recognize their current preferred motivation and fulfill it through the management and state government. The employee commitment is required for heightening their emotional connection that an employee feels for his or her job, which influences him to exert higher effort to his or her profession. Teacher's commitment and motivation are increasingly viewed as the magic ingredient that helps educational institutions to attain academic excellence by the power effort unleashed by employees. The committed and motivated employee who is intellectually and emotionally bound with the organization feels passionate about its goals and is committed towards its values. Thus he goes the extra mile beyond the required Jobs. The need of the hour is that our academic communities are also required to go extra mile beyond the specified Jobs.

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