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*Annexures*

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**ANNEXURE I**

**QUESTIONNAIRE OF THE STUDY**

**Authentic Leadership, Organizational Commitment, and Its Impact on  
Performance: A Study of Academic Professionals**

**Personal detail**

Name: \_\_\_\_\_

Name of the college: \_\_\_\_\_

Department: \_\_\_\_\_

Please tick the suitable box

| <b>Particulars</b> | <b>Yes</b> | <b>No</b> |
|--------------------|------------|-----------|
| Autonomous         |            |           |
| Ugc approved       |            |           |
| NAAC Accreditation |            |           |
| ISO Certified      |            |           |
| NBA                |            |           |

1. Aided/self-finance/Government: \_\_\_\_\_

2. Present scale of pay \_\_\_\_\_

3. Qualification: \_\_\_\_\_

4. Designation:

a) Professor

b) Associate Professor

c) Assistant Professor

5. Age: (in years) \_\_\_\_\_

6. Experience in teaching: \_\_\_\_\_ (Years)

7. How many years are you working under the leadership of present HOD \_\_\_\_\_

8. Number of members in the department \_\_\_\_\_

9. On the average, How many hours of classes do you handle per week\_\_\_\_\_

10. How do you feel about the work load you have in college?

a)Tight

b) Enjoyable

c)Manageable

d) a real grid

11. How many hours of preparation do you need to give one hour lecture?

9.a) if fresh subject:\_\_\_\_\_

9.b) subject already handled:\_\_\_\_\_

12. How many books do you refer normally?

a) less than 3 books

b) 3-5 books

c) more than 5 books

13. How do you make the students alert in the class, Rank the following.

| <b>S.No</b> | <b>Particulars</b>                       | <b>Rank</b> |
|-------------|--|-------------|
| 1           | Giving real life examples                |             |
| 2           | Asking questions in the midst of lecture |             |
| 3           | Adding situational jokes                 |             |
| 4           | Interactive session                      |             |

14. How many FDP/Refresher courses have you attended so far?

a) Nil

b) 1-3

c) 4-6

d) More than 6



18. Give your response towards authentic leadership of your head of the department.

|   |   |           |          |          |          |           |
|---|---|-----------|----------|----------|----------|-----------|
| The below questionnaire table is to know the self-assessment of the teacher as leader /HOD,<br>SD: Strongly disagree                      N: Neutral                      A: Agree<br>D: Disagree                                      SA: Strongly agree |   |           |          |          |          |           |
| <b>Self-Awareness</b>   |   | <b>SD</b> | <b>D</b> | <b>N</b> | <b>A</b> | <b>SA</b> |
| 1.  | Your leader seeks feedback to understand about her.                     |           |          |          |          |           |
| 2.  | Your leader is able to list their greatest strengths.                   |           |          |          |          |           |
| 3.  | Your leader is able to list their greatest weaknesses.                  |           |          |          |          |           |
| 4.  | Your leader accepts the feelings and opinions of subordinates           |           |          |          |          |           |
| <b>Internalized moral perspective</b>   |   |           |          |          |          |           |
| 5.  | Action of the leader reflects in their core values.                     |           |          |          |          |           |
| 6.  | The group pressure controls your leader.                                |           |          |          |          |           |
| 7.  | Your leader supports you in controversial issues.                       |           |          |          |          |           |
| 8.  | Your leader guides you with good morals.                                |           |          |          |          |           |
| <b>Balanced processing</b>  |   |           |          |          |          |           |
| 9.  | Before making decisions your leader discusses with you.                 |           |          |          |          |           |
| 10.   | Your leader listen closely to the ideas of those who disagree with them |           |          |          |          |           |
| 11.   | Your leader emphasizes their point on you.                              |           |          |          |          |           |
| 12.   | Your leader considers your ideas/opinions before making decisions       |           |          |          |          |           |
| <b>Relational transparency</b>  |   |           |          |          |          |           |
| 13.   | Your leader openly shares their feelings with others                    |           |          |          |          |           |
| 14.   | Your leader let others know who i truly am as a person                  |           |          |          |          |           |
| 15.   | Your leader rarely presents a “false” face to others                    |           |          |          |          |           |
| 16.   | Your leader admits their mistakes to others                             |           |          |          |          |           |



19. Give your responses towards the level of your Organisational commitment.

| <b>Organisational commitment scale items</b>   |   |           |          |          |          |           |
|--|---|-----------|----------|----------|----------|-----------|
| The below questions are to know about the organisational commitment of the teachers,<br>SD: Strongly disagree                      N: Neutral                      A: Agree<br>D: Disagree                      SA: Strongly agree |   |           |          |          |          |           |
| <b>Affective commitment</b>  |   | <b>SD</b> | <b>D</b> | <b>N</b> | <b>A</b> | <b>SA</b> |
| 1.   | I would be very happy to spend the rest of my career in this present institution.           |           |          |          |          |           |
| 2.   | I really feel as if this institution problem is my own.                                     |           |          |          |          |           |
| 3.   | I feel proud being a part of this institution.  |           |          |          |          |           |
| 4.   | I feel 'emotionally attached' to this institution.  |           |          |          |          |           |
| 5.   | Being a part of this institution, I have a personal meaning for me.                         |           |          |          |          |           |
| 6.   | I do not feel a strong sense of belonging to this present institution.                      |           |          |          |          |           |
| <b>Continuance commitment</b>  |   |           |          |          |          |           |
| 1.   | It is very hard for me to leave my job at this present institution.                         |           |          |          |          |           |
| 2.   | Too much of my life would be disturbed if I leave my institution.                           |           |          |          |          |           |
| 3.   | Right now, staying with my job at this institution is very important.                       |           |          |          |          |           |
| 4.   | I believe I have too few options to consider leaving this institution                       |           |          |          |          |           |
| 5.   | Leaving this institution would be difficult as i require to consider my personal sacrifice. |           |          |          |          |           |
| <b>Normative commitment</b>  |   |           |          |          |          |           |
| 1.   | I think that people these days move from organisation to institution too often              |           |          |          |          |           |
| 2.   | I do believe that person must always be loyal to his or her institution                     |           |          |          |          |           |
| 3.   | Jumping from institution to institution seems unethical to me                               |           |          |          |          |           |
| 4.   | If I get another offer for a better job elsewhere, I would not leave the institution        |           |          |          |          |           |
| 5.   | I will be loyal to the institution I work   |           |          |          |          |           |
| 6.   | I think that wanting to be a 'institution man' or 'institution women' is sensible           |           |          |          |          |           |

20. The below questionnaire is to know about the performance of the teachers, fill the relevant boxes

**Number the count of the work done from the year 2015-2019**

| <b>S. No.</b> | <b>Particulars</b>  | <b>Total</b>   |              |
|---------------|---|----------------|--------------|
| 1.            | Publication in refereed journals  |                |              |
| 2.            | Publication in Scopus index online/printed  |                |              |
| 3.            | Text books or Reference Books Published by International Publishers                             |                |              |
| 4.            | Subjects Books by National level publishers/ Central Govt. Publications with ISBN/ISSN numbers. |                |              |
| 5.            | Chapters contributed to edited knowledge-based volumes published by International Publishers    |                |              |
| 6.            | Chapters in knowledge-based volumes by Indian/National level books.                             |                |              |
| 7.            | Completed project report which is accepted by funding agency                                    |                |              |
| 8.            | Industrial visits arranged by you to manufacturing industry                                     |                |              |
| 9.            | Project concepts eligible for product development got accepted by manufacturers/company.        |                |              |
| 10.           | Major Projects amount mobilized with grants above 5.0 lakhs                                     |                |              |
| 11.           | Minor Projects Amount mobilized upto Rs. 5.00 lacks   |                |              |
| 12.           | Online courses completed (if any)   |                |              |
| 13.           | Faculty internship completed (If any)   |                |              |
| 14.           | <b>Research Guidance</b>  | <b>M.Phil.</b> | <b>Ph.D.</b> |
|               | a) How many research scholars completed their research under your guidance                      |                |              |
|               | b) How many research scholars are doing research work under your guidance                       |                |              |
|               | c) How many papers are published with the research scholars?                                    |                |              |
|               | d) Thesis submitted   |                |              |

| <b>TRAINING COURSES AND CONFERENCE /SEMINAR/ WORKSHOP PAPERS</b> |  |                     |                  |
|--|--|---------------------|------------------|
| 15.  | Soft skills programs, faculty development programs attended less than a week             |                     |                  |
| 16.  | Soft skills development programs, faculty development programs attended more than a week |                     |                  |
| 17.  | Participation in conferences   | <b>Participated</b> | <b>Presented</b> |
|  | a) International conference  |                     |                  |
|  | b) National conference   |                     |                  |
|  | c) Regional/State level  |                     |                  |
| 18.  | Invited as guest lectures, resource persons for the seminar & conference                 |                     |                  |
| 19.  | Awards received  |                     |                  |
| 20.  | Number the Membership in other professional bodies                                       |                     |                  |
| 21.  | Development of e-learning module(How many modules are given by you)                      |                     |                  |

21. Any other Suggestions. \_\_\_\_\_.

## ANNEXTURE II

### Performance Assessment Score analysis

#### 1. Publication in Refereed Journals

|       | No. | Percent |
|-------|-----|---------|
| .00   | 1   | .3      |
| 1.00  | 12  | 3.0     |
| 2.00  | 22  | 5.5     |
| 3.00  | 29  | 7.3     |
| 4.00  | 34  | 8.5     |
| 5.00  | 43  | 10.8    |
| 6.00  | 34  | 8.5     |
| 7.00  | 34  | 8.5     |
| 8.00  | 44  | 11.0    |
| 9.00  | 24  | 6.0     |
| 10.00 | 9   | 2.3     |
| 11.00 | 31  | 7.8     |
| 12.00 | 33  | 8.3     |
| 13.00 | 8   | 2.0     |
| 14.00 | 7   | 1.8     |
| 15.00 | 10  | 2.5     |
| 16.00 | 8   | 2.0     |
| 17.00 | 4   | 1.0     |
| 18.00 | 8   | 2.0     |
| 19.00 | 1   | .3      |
| 21.00 | 1   | .3      |
| 22.00 | 2   | .5      |
| 32.00 | 1   | .3      |
| Total | 400 | 100.0   |

## 2. Publication in Scopus Index Online/printed

|       | No. | Percent |
|-------|-----|---------|
| .00   | 1   | .3      |
| 1.00  | 27  | 6.8     |
| 2.00  | 37  | 9.3     |
| 3.00  | 51  | 12.8    |
| 4.00  | 50  | 12.5    |
| 5.00  | 44  | 11.0    |
| 6.00  | 32  | 8.0     |
| 7.00  | 28  | 7.0     |
| 8.00  | 39  | 9.8     |
| 9.00  | 14  | 3.5     |
| 10.00 | 18  | 4.5     |
| 11.00 | 39  | 9.8     |
| 12.00 | 9   | 2.3     |
| 13.00 | 5   | 1.3     |
| 14.00 | 1   | .3      |
| 15.00 | 2   | .5      |
| 17.00 | 1   | .3      |
| 18.00 | 1   | .3      |
| 21.00 | 1   | .3      |
| Total | 400 | 100.0   |

## 3. Text books or Reference Books Published by International Publishers

|       | No. | Percent |
|-------|-----|---------|
| .00   | 222 | 55.5    |
| 1.00  | 123 | 30.8    |
| 2.00  | 37  | 9.3     |
| 3.00  | 12  | 3.0     |
| 4.00  | 3   | .8      |
| 5.00  | 3   | .8      |
| Total | 400 | 100.0   |

**4. Subjects Books by National level publishers/ Central Govt. Publications with ISBN/ISSN numbers**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 270        | 67.5           |
| 1.00  | 122        | 30.5           |
| 2.00  | 5          | 1.3            |
| 3.00  | 2          | .5             |
| 5.00  | 1          | .3             |
| Total | 400        | 100.0          |

**5. Chapters contributed to edited knowledge-based volumes published by International Publishers**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 167        | 41.8           |
| 1.00  | 134        | 33.5           |
| 2.00  | 68         | 17.0           |
| 3.00  | 21         | 5.3            |
| 4.00  | 6          | 1.5            |
| 5.00  | 3          | .8             |
| 8.00  | 1          | .3             |
| Total | 400        | 100.0          |

**6. Chapters in knowledge based volumes by Indian/National level books**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 147        | 36.8           |
| 1.00  | 87         | 21.8           |
| 2.00  | 108        | 27.0           |
| 3.00  | 45         | 11.3           |
| 4.00  | 10         | 2.5            |
| 5.00  | 3          | .8             |
| Total | 400        | 100.0          |

### 7. Completed project report which is accepted by funding agency

|       | No. | Percent |
|-------|-----|---------|
| .00   | 288 | 72.0    |
| 1.00  | 62  | 15.5    |
| 2.00  | 40  | 10.0    |
| 3.00  | 8   | 2.0     |
| 4.00  | 2   | .5      |
| Total | 400 | 100.0   |

### 8. Industrial visits arranged by you to manufacturing industry

|       | No. | Percent |
|-------|-----|---------|
| .00   | 2   | .5      |
| 1.00  | 10  | 2.5     |
| 2.00  | 37  | 9.3     |
| 3.00  | 12  | 3.0     |
| 4.00  | 51  | 12.8    |
| 5.00  | 80  | 20.0    |
| 6.00  | 44  | 11.0    |
| 7.00  | 22  | 5.5     |
| 8.00  | 97  | 24.3    |
| 9.00  | 32  | 8.0     |
| 10.00 | 6   | 1.5     |
| 11.00 | 3   | .8      |
| 12.00 | 1   | .3      |
| 14.00 | 1   | .3      |
| 15.00 | 1   | .3      |
| 29.00 | 1   | .3      |
| Total | 400 | 100.0   |

**9. Project concepts eligible for product development got accepted by manufacturers/  
company**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 350        | 87.5           |
| 1.00  | 48         | 12.0           |
| 2.00  | 2          | .5             |
| Total | 400        | 100.0          |

**10. Major Projects amount mobilized with grants above5.0 lakhs**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 351        | 87.8           |
| 1.00  | 49         | 12.3           |
| Total | 400        | 100.0          |

**11. Minor Projects Amount mobilized uptoRs.5.00 lacks**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 351        | 87.8           |
| 1.00  | 47         | 11.8           |
| 2.00  | 1          | .3             |
| 3.00  | 1          | .3             |
| Total | 400        | 100.0          |

**12. Online courses completed (if any)**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 201        | 50.3           |
| 1.00  | 84         | 21.0           |
| 2.00  | 80         | 20.0           |
| 3.00  | 29         | 7.3            |
| 4.00  | 4          | 1.0            |
| 5.00  | 2          | .5             |
| Total | 400        | 100.0          |



**13. Faculty internship completed (If any)**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 56         | 14.0           |
| 1.00  | 58         | 14.5           |
| 2.00  | 162        | 40.5           |
| 3.00  | 71         | 17.8           |
| 4.00  | 8          | 2.0            |
| 5.00  | 41         | 10.3           |
| 6.00  | 2          | .5             |
| 7.00  | 1          | .3             |
| 8.00  | 1          | .3             |
| Total | 400        | 100.0          |

**14. Research Guidance****14a). Research Scholars completed-M.Phil.**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 192        | 48.0           |
| 1.00  | 52         | 13.0           |
| 2.00  | 64         | 16.0           |
| 3.00  | 42         | 10.5           |
| 4.00  | 25         | 6.3            |
| 5.00  | 13         | 3.3            |
| 6.00  | 7          | 1.8            |
| 7.00  | 2          | .5             |
| 8.00  | 2          | .5             |
| 11.00 | 1          | .3             |
| Total | 400        | 100.0          |

**14b). Doing Research-M.Phil**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 159        | 39.8           |
| 1.00  | 28         | 7.0            |
| 2.00  | 90         | 22.5           |
| 3.00  | 61         | 15.3           |
| 4.00  | 35         | 8.8            |
| 5.00  | 16         | 4.0            |
| 6.00  | 4          | 1.0            |
| 7.00  | 6          | 1.5            |
| 8.00  | 1          | .3             |
| Total | 400        | 100.0          |

**14c). Papers Published-M.Phil**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 222        | 55.5           |
| 1.00  | 8          | 2.0            |
| 2.00  | 18         | 4.5            |
| 3.00  | 12         | 3.0            |
| 4.00  | 13         | 3.3            |
| 5.00  | 38         | 9.5            |
| 6.00  | 19         | 4.8            |
| 7.00  | 20         | 5.0            |
| 8.00  | 30         | 7.5            |
| 9.00  | 14         | 3.5            |
| 10.00 | 1          | .3             |
| 11.00 | 3          | .8             |
| 12.00 | 1          | .3             |
| 15.00 | 1          | .3             |
| Total | 400        | 100.0          |

**14d). Thesis submitted-M.Phil**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 353        | 88.3           |
| 1.00  | 29         | 7.3            |
| 2.00  | 17         | 4.3            |
| 3.00  | 1          | .3             |
| Total | 400        | 100.0          |

**14e). Research Scholars completed-Ph.D**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 330        | 82.5           |
| 1.00  | 43         | 10.8           |
| 2.00  | 25         | 6.3            |
| 3.00  | 2          | .5             |
| Total | 400        | 100.0          |

**14f). Doing Research-Ph.D**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 162        | 40.5           |
| 1.00  | 1          | .3             |
| 2.00  | 17         | 4.3            |
| 3.00  | 24         | 6.0            |
| 4.00  | 61         | 15.3           |
| 5.00  | 71         | 17.8           |
| 6.00  | 34         | 8.5            |
| 7.00  | 21         | 5.3            |
| 8.00  | 8          | 2.0            |
| 9.00  | 1          | .3             |
| Total | 400        | 100.0          |

**14g). Papers Published-Ph.D**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 164        | 41.0           |
| 3.00  | 2          | .5             |
| 4.00  | 1          | .3             |
| 5.00  | 6          | 1.5            |
| 6.00  | 2          | .5             |
| 7.00  | 16         | 4.0            |
| 8.00  | 47         | 11.8           |
| 9.00  | 27         | 6.8            |
| 10.00 | 15         | 3.8            |
| 11.00 | 47         | 11.8           |
| 12.00 | 28         | 7.0            |
| 13.00 | 6          | 1.5            |
| 14.00 | 10         | 2.5            |
| 15.00 | 13         | 3.3            |
| 16.00 | 3          | .8             |
| 17.00 | 11         | 2.8            |
| 19.00 | 2          | .5             |
| Total | 400        | 100.0          |

**14h). Thesis submitted-Ph.D**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 369        | 92.3           |
| 1.00  | 28         | 7.0            |
| 2.00  | 3          | .8             |
| Total | 400        | 100.0          |

**15. Soft skills programs, faculty development programs attended less than a week**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 272        | 68.0           |
| 1.00  | 61         | 15.3           |
| 2.00  | 35         | 8.8            |
| 3.00  | 15         | 3.8            |
| 4.00  | 15         | 3.8            |
| 5.00  | 2          | .5             |
| Total | 400        | 100.0          |

**16. Soft skills development programs, faculty development programs attended more than a week**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 89         | 22.3           |
| 1.00  | 112        | 28.0           |
| 2.00  | 138        | 34.5           |
| 3.00  | 36         | 9.0            |
| 4.00  | 6          | 1.5            |
| 5.00  | 17         | 4.3            |
| 6.00  | 1          | .3             |
| 7.00  | 1          | .3             |
| Total | 400        | 100.0          |

**17. Participation in conference**

**a). International conference-Participated**

|      | <b>No.</b> | <b>Percent</b> |
|------|------------|----------------|
| .00  | 153        | 38.3           |
| 2.00 | 1          | .3             |
| 3.00 | 4          | 1.0            |
| 4.00 | 1          | .3             |
| 5.00 | 7          | 1.8            |

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| 6.00  | 3          | .8             |
| 7.00  | 20         | 5.0            |
| 8.00  | 51         | 12.8           |
| 9.00  | 26         | 6.5            |
| 10.00 | 18         | 4.5            |
| 11.00 | 46         | 11.5           |
| 12.00 | 26         | 6.5            |
| 13.00 | 6          | 1.5            |
| 14.00 | 9          | 2.3            |
| 15.00 | 13         | 3.3            |
| 16.00 | 3          | .8             |
| 17.00 | 11         | 2.8            |
| 19.00 | 2          | .5             |
| Total | 400        | 100.0          |

**b). National conference-Participated**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 214        | 53.5           |
| 1.00  | 8          | 2.0            |
| 2.00  | 20         | 5.0            |
| 3.00  | 10         | 2.5            |
| 4.00  | 14         | 3.5            |
| 5.00  | 40         | 10.0           |
| 6.00  | 22         | 5.5            |
| 7.00  | 21         | 5.3            |
| 8.00  | 32         | 8.0            |
| 9.00  | 14         | 3.5            |
| 10.00 | 1          | .3             |
| 11.00 | 2          | .5             |
| 12.00 | 2          | .5             |
| Total | 400        | 100.0          |

**c) Regional/State level-Participated**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 320        | 80.0           |
| 1.00  | 16         | 4.0            |
| 2.00  | 21         | 5.3            |
| 3.00  | 34         | 8.5            |
| 4.00  | 2          | .5             |
| 5.00  | 5          | 1.3            |
| 6.00  | 2          | .5             |
| Total | 400        | 100.0          |

**a) International conference-Presented**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 314        | 78.5           |
| 1.00  | 16         | 4.0            |
| 2.00  | 33         | 8.3            |
| 3.00  | 25         | 6.3            |
| 4.00  | 4          | 1.0            |
| 5.00  | 8          | 2.0            |
| Total | 400        | 100.0          |

**b) National conference-Presented**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 382        | 95.5           |
| 1.00  | 9          | 2.3            |
| 2.00  | 5          | 1.3            |
| 3.00  | 1          | .3             |
| 4.00  | 1          | .3             |
| 5.00  | 2          | .5             |
| Total | 400        | 100.0          |

**c) Regional/State level-Presented**

|     | <b>No.</b> | <b>Percent</b> |
|-----|------------|----------------|
| .00 | 400        | 100.0          |

**18. Invited as guest lectures**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 295        | 73.8           |
| 1.00  | 25         | 6.3            |
| 2.00  | 56         | 14.0           |
| 3.00  | 22         | 5.5            |
| 4.00  | 1          | .3             |
| 8.00  | 1          | .3             |
| Total | 400        | 100.0          |

**19. Awards received**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 361        | 90.3           |
| 1.00  | 14         | 3.5            |
| 2.00  | 23         | 5.8            |
| 3.00  | 2          | .5             |
| Total | 400        | 100.0          |

**20. Members in professional bodies**

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 395        | 98.8           |
| 1.00  | 1          | .3             |
| 2.00  | 2          | .5             |
| 3.00  | 1          | .3             |
| 4.00  | 1          | .3             |
| Total | 400        | 100.0          |



## 21. e-learning

|       | <b>No.</b> | <b>Percent</b> |
|-------|------------|----------------|
| .00   | 292        | 73.0           |
| 1.00  | 52         | 13.0           |
| 2.00  | 31         | 7.8            |
| 3.00  | 19         | 4.8            |
| 4.00  | 5          | 1.3            |
| 5.00  | 1          | .3             |
| Total | 400        | 100.0          |

*Publications*

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### Organizational Commitment- A Study on Academic Professionals

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#### **Abstract:**

*The intention of teaching is straight and simple, it is to make student learning possible more enjoyable and easy. 'Teaching' is to make an assumption about what and how the student learns. Teaching well implies learning about 'student's mentality'. Various researches have proved that commitment toward organization has different employee behaviors. The study is done with the help of questionnaire framed by Allen and Meyer et al., with a sample size of 400 respondents, those who are working in engineering colleges. The collected data is analyzed with percentage analysis, ANOVA, and Correlation. The statistical data is derived with the help of SPSS. Thus, the study has focused on the commitment of teachers towards their work. In general the study is done with the engineering colleges in Coimbatore district.*

**Keywords:**Organisational commitment, engineering teachers, affective commitment, continuance commitment, normative commitment

#### **INTRODUCTION:**

Teaching is reflected to be a complex activity, since long time the researchers and scholars in the field of education have been scrutinizing and exploring the phenomenon. The hunt for effective teaching remains a complex, challenging and daunting task. Quality teaching appears dramatic because it is moving ahead with the time and technical improvements and also depends on national context. It is universally identified that teachers 'instructional

routine plays a key role in learning and academic achievements of students. The studies on teaching traits affecting engineering education in India have been inadequate in last few eras. Although few researchers in the Indian context, (Native American academician) found that the major challenges in teaching in engineering education have been due to the inclusion of culture and commitment of teachers into the field of education.

**ORGANISATIONAL COMMITMENT:**Organizational commitments refer to the psychological attachment of employee toward their workplace; it also includes organizations, the individual; and all the working groups in the organizations, and their goals and the behaviors of all of them. The strong commitment with supervisors positively related to the job performance along with the commitment the employees have toward their organizations, moreover there is a strong link between the organizational commitment and to the behaviors of organizational citizenship. Several factors can change the organizational commitment, which means that the behavior makes changes in the commitment. Other models showed that, commitment to external factors has a positive impression on the extent of team commitment. As well the behavior of the professionals with the team also creates an impact of commitment with the organization. Since multiple commitments are existed and have insignificant role in forecasting and empathetic behaviors at the workplace and expected outcomes.

### **SIGNIFICANCE OF THE STUDY**

The study mainly aims to explore organizational commitment of professionals working in engineering colleges. The organizational commitment factors are affective commitment, continuance commitment, normative commitment by “Organisational commitment (Allen Meyer et al.)” has been considered to examine the commitment of teachers towards their work. Thus, the study has focused on the commitment of professionals towards their work. In general the study is done with the engineering colleges in Coimbatore district.

### **OBJECTIVES OF THE STUDY**

- ◆ To find the organisational commitment of teachers working in engineering colleges.
- ◆ To analyze the organizational commitment of the teachers towards their work.

### **RESEARCH METHODOLOGY**

The research aims at analyzing the commitment of engineering faculty. The period considered for the study is from November 2018 to November 2019. The sample size taken for the study was 400 respondents working in engineering college.

## **SOURCE OF DATA**

The study is based on the primary data .A structured questionnaire is framed and the data has been collected from the engineering teachers. The relevant changes have been done for the questionnaire after the results of reliability and validity for the pilot study. The relevant secondary data has been collected from journals, Websites, Published books, unpublished books, and from the online and offline reports.

## **DESIGN OF THE STUDY:**

**TOOLS:** The instruments used in the study

- “Organisational commitment (Allen Meyer et al..)”

## **STATISTICAL TECHNIQUES:**

- Percentage analysis
- ANOVA
- Correlation analysis

## **FINDINGS OF PERSONAL PROFILE OF ENGINEERING TEACHERS**

The simple percentage of the study depicts that 73% of the respondents were male and the remaining 26% were female. 76% of the colleges were self-finance as well NAAC Accredited institution. Majority of them receivesalary between (39%)Rs20001–Rs 40000.

Majority (42%) of the respondents was assistant professor and the remaining 26% of them were associate professor. The age group of the respondents was categorized as 38% of them were between 36 – 45 years. As the study covered all the categories of experienced faculties the results reflected that 26% were experienced 11 to 15 years,22% were experienced between 6 to 10 years, 16% were between 16-20 years of experience, 14% were 21 to 25 years of experience.

The experience under the present HOD is categorized and the results were 40% of them were working for 4 to 6 years. Regarding workloadmajority (78%) of them reported its manageable.

## **Organisational commitment:**

The different factors of organisational commitment where analyzed for possible significant differences among the groups of selected personal and commitment related variables. The scores for each factor and for each respondent were formed out by adding the ratings given by the respondent. The scores will indicate the level of commitment of the

respective factor. Statistical Analysis was carried out for each factor separately and inferences were drawn.

**TABLE: 1 (ANOVA for Affective commitment by personal factors)**

Ho: The Affective commitment scores do not differ significantly among the group of Personal variables

| Type of management           | Affective commitment |                |     |         |        |      |
|------------------------------|----------------------|----------------|-----|---------|--------|------|
|                              |                      | Sum of Squares | df  | Mean Sq | F      | Sig. |
|                              | Between Groups       | 6.593          | 2   | 3.297   | .111   | Ns   |
|                              | Within Groups        | 11760.884      | 397 | 29.624  |        |      |
|                              | Total                | 11767.477      | 399 |         |        |      |
| Designation                  | Between Groups       | 573.288        | 2   | 286.644 | 10.166 | S**  |
|                              | Within Groups        | 11194.190      | 397 | 28.197  |        |      |
|                              | Total                | 11767.477      | 399 |         |        |      |
| Age                          | Between Groups       | 594.789        | 3   | 198.263 | 7.027  | S**  |
|                              | Within Groups        | 11172.689      | 396 | 28.214  |        |      |
|                              | Total                | 11767.478      | 399 |         |        |      |
| Experience under present HOD | Between Groups       | 368.080        | 3   | 122.693 | 4.262  | S**  |
|                              | Within Groups        | 11399.397      | 396 | 28.786  |        |      |
|                              | Total                | 11767.477      | 399 |         |        |      |

\*\* Significant at 5% level (95% Possibility)  
 \* Significant at 1% level (99% Possibility)

ANOVA was conducted to test the above hypothesis. The test results and the corresponding table values, significant levels are shown in the table:1. It is seen from the above table that the Affective commitment scores differed significantly among the Personal factors such as designated, age, and experience under present HOD. The results are significant at 5% level. And the factor Type of management is not significant.

**TABLE: 2 (ANOVA for Continuance commitment by personal factors)**

Ho: The continuance commitment scores do not differ significantly among the group of Personal variables

| Type of management | Continuance commitment |           |     |         |       |      |
|--------------------|------------------------|-----------|-----|---------|-------|------|
|                    |                        | Sum of Sq | df  | Mean Sq | F     | Sig. |
|                    | Between Groups         | 13.150    | 2   | 6.575   | .454  | Ns   |
|                    | Within Groups          | 5753.288  | 397 | 14.492  |       |      |
|                    | Total                  | 5766.438  | 399 |         |       |      |
| Designation        | Between Groups         | 249.962   | 2   | 124.981 | 8.994 | **   |
|                    | Within Groups          | 5516.476  | 397 | 13.895  |       |      |

|  |                |          |     |        |       |    |
|--|----------------|----------|-----|--------|-------|----|
|  | Total          | 5766.437 | 399 |        |       |    |
| Age  | Between Groups | 261.267  | 3   | 87.089 | 6.265 | ** |
|  | Within Groups  | 5505.171 | 396 | 13.902 |       |    |
|  | Total          | 5766.437 | 399 |        |       |    |
| Experience under present HOD                 | Between Groups | 64.130   | 3   | 21.377 | 1.485 | Ns |
|  | Within Groups  | 5702.308 | 396 | 14.400 |       |    |
|  | Total          | 5766.437 | 399 |        |       |    |
| ** Significant at 5% level (95% Possibility) |                |          |     |        |       |    |
| * Significant at 1% level (99% Possibility)  |                |          |     |        |       |    |

ANOVA was conducted to test the above hypothesis. The test results and the corresponding table values, significant levels are shown in the table: 3. It is seen from the above table that the Continuance commitment scores differed significantly among the groups of designated and age. The results are significant at 5% level. The remaining factors like type of management and experience under present HOD is not significant.

**TABLE: 3 (ANOVA for Normative commitment by personal factors)**

Ho: The normative commitment scores do not differ significantly among the group of Personal variables

| Type of management                           | Normative commitment |           |     |         |       |      |
|--|----------------------|-----------|-----|---------|-------|------|
|  |                      | Sum of sq | df  | Mean Sq | F     | Sig. |
| Type of management                           | Between Groups       | 27.955    | 2   | 13.977  | 1.135 | Ns   |
|  | Within Groups        | 4886.843  | 397 | 12.309  |       |      |
|  | Total                | 4914.797  | 399 |         |       |      |
| Designation                                  | Between Groups       | 110.867   | 2   | 55.433  | 4.581 | *    |
|  | Within Groups        | 4803.931  | 397 | 12.101  |       |      |
|  | Total                | 4914.798  | 399 |         |       |      |
| Age  | Between Groups       | 140.950   | 3   | 46.983  | 3.897 | **   |
|  | Within Groups        | 4773.847  | 396 | 12.055  |       |      |
|  | Total                | 4914.797  | 399 |         |       |      |
| Experience under present HOD                 | Between Groups       | 68.557    | 3   | 22.852  | 1.867 | Ns   |
|  | Within Groups        | 4846.241  | 396 | 12.238  |       |      |
|  | Total                | 4914.798  | 399 |         |       |      |
| ** Significant at 5% level (95% Possibility) |                      |           |     |         |       |      |
| * Significant at 1% level (99% Possibility)  |                      |           |     |         |       |      |

ANOVA was conducted to test the above hypothesis. The test results and the corresponding table values, significant levels are shown in the table: 4. It is seen from the above table that the CC scores differed significantly among the groups of designated and age.

The results are significant at 5% level or 1% level. The remaining factors like type of management and experience under present HOD is not significant.

### Correlation of Organisational commitment:

Correlation between the factors of Organisational commitment was found out and the results are given below.

**Table:4 Correlation between factors of organisational commitment.**

|                        | Affective Commitment | Continuance Commitment | Normative Commitment |
|------------------------|----------------------|------------------------|----------------------|
| Affective Commitment   | 1                    | .776**                 | .618**               |
| Continuance Commitment |                      | 1                      | .540**               |
| Normative Commitment   |                      |                        | 1                    |

\*\* . Correlation is significant at the 0.01 level

The correlation table shows the degree of relationship of one factor with the other among Organisational commitment. Higher the correlation, more the degree of relationship between the two variables. It is observed from the above table that all the factors are positively correlated. The highest correlation is found between Affective commitment and continuance commitment ( $r=0.776$ ). The correlation between continuance commitment and Normative commitment is lower ( $r=0.540$ ) when compared with others. All the correlations are significant at 1% level.

### CONCLUSION

The study concludes to have a higher relationship between the commitment concepts and the various commitment factors. As the study is done with the engineering colleges the percentage of male respondents are more in number. The study suggests that there is a possibility of changes if the female respondents are more in number. Given the intricacy in forecasting an employee withholding and the challenges facing today's organizations when faced in retaining its labor force, this study put it to somebody that organisational commitment can be compared with the other components with much more research and analysis. The work behavior and the leadership have a higher influence over the commitment of workers which is put to the other researchers.



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## Research Paper

## JOB SATISFACTION AT DIFFERENT LEVELS OF TEACHING

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### ABSTRACT

The quality of a nation is assessed by the quality of its citizens and the quality of the citizens is mostly determined by the educational system of a nation. The educational system in turn depends upon the quality and personal interest of the teachers in their job. The present study is conducted to investigate the job satisfaction of the four levels of teachers in their job. A survey is conducted with 120 number of teacher i.e.30 from primary level,30 from secondary level,30 from higher secondary level,30 from college level (questionnaire) is prepared to collect data from the colleges and schools. Here simple percentage analysis, Descriptive Statistics, Chi-square, Independent Z test has been used. The analysis of data revealed that most of the college teachers feel interested in teaching, consider that teaching is an ideal job, feel that teaching is a passion and also consider that teaching is more prestigious job than others when the personal interest of college teachers in their job is concerned.

**KEYWORDS:** Job Satisfaction, College Teachers, school teachers, Personal Interest, Teaching.

### INTRODUCTION

Job satisfaction is the contribution of two words—"job" and "satisfaction". Job is an occupation performed by an individual in return for a reward. Satisfaction refers to the inner happiness of someone engaged in a job. It shows the relationship between 'What one expect' and 'What one achieves'. No task can effectively be accomplished unless a person derives enough of satisfaction out of it because the work plays an important role in the life of a man. Job satisfaction may be defined as positive emotional state resulting from appraisal of one's job and job experience. Job satisfaction is a widely accepted psychological aspect

of effective functioning in any profession. When any job fulfilled ones expectation that is job satisfaction .

### STATEMENT OF THE PROBLEM

The teachers place in the society is of vital importance. They act as the pivot for transmission of intellectual traditions and technical skill from generations to enervation and help to keep the lamp of a civilization burning. Satisfaction from doing anything related to job will give extra energy and inspiration to a teacher to love their job more. It is very essential to know that how far they are professionally committed and satisfied from their job. Therefore this research has



been undertaken to study the job satisfaction of teachers at four different levels, which are Primary level, Secondary level, Higher secondary level and college level

### **SCOPE OF THE STUDY**

The scope of the study is confined to Coimbatore city; it gives an overall idea about the satisfaction of teachers at different levels. In the context, the present study is confined to analyze study the socio economic profile, job satisfaction and job-dissatisfaction of teachers. It also enables the researcher to understand the existing facilities, the work practices and procedures that are newly followed.

### **OBJECTIVE OF THE STUDY**

- ♦ To study the socio-economic profile of teachers at different levels.
- ♦ To study about the teachers job satisfaction in teaching profession.
- ♦ To identify the dissatisfaction of teachers working at different levels.

### **RESEARCH METHODOLOGY**

The researcher aims at analyzing the satisfaction level and the problems faced by teachers at four different levels of teaching in Coimbatore city. Convenient sampling technique is used to collect the data. The period considered for the study is from December 2015 to March 2016. The sample size of the study is 120 respondents those who are working in private schools which considers four different levels, that are Primary level, Secondary level, Higher secondary level, College level. Primary data have been collected through a structured questionnaire which consists of 13 questions.

### **Statistical tools used for the study**

The collected data have been categorized and processed manually as well as through computer. The important statistical tools used for analysis are as follows:

- ↳ Simple Percentage Analysis
- ↳ Descriptive Statistics
- ↳ Chi-square
- ↳ Independent Z-test
- ↳ One-way ANOVA

### **LIMITATIONS OF THE STUDY**

The teachers were a bit hesitant to reveal the negative aspects in spite of the confidence given to them that the study is meant for academic purpose and that personal details will be maintained in total confidential.

### **ANALYSIS AND INTERPRETATION Simple Percentage Analysis**

The simple percentage analysis depicts that majority of the respondents were between the age group of 30-40 years (40.8%). The research is done with the 75% of female respondents and 82.5 % of the respondents are unmarried. Majority of the respondents qualification is D.Ed/B.Ed M.Ed (65.8%) .46.7% of the respondents said that their experience is below 5 years and their earnings is also below 20,000 (67.7%). In a week 53.3% of the respondents are handling 21-30 hours. And 86.6% of the respondents are working in full time.

### **DESCRIPTIVE STATISTICS**

The table below explains about the factors of job satisfaction of teachers. This test was examined among 120 respondents.

| <b>(Mean Scores in Descending Order)</b>                              |             | <b>(N = 120)</b> |                |
|---|-------------|------------------|----------------|
| <b>Job Satisfaction Factors</b>                                       | <b>Mean</b> | <b>SD</b>        | <b>Ranking</b> |
| Co-workers are friendly and helpful                                   | <b>4.15</b> | .741             | 1              |
| Support and Freedom to choose subjects to teach                       | <b>4.09</b> | .810             | 2              |
| Level of competence with the co-workers is in a healthy manner        | <b>4.05</b> | .808             | 3              |
| Interpersonal relationships with students (Interaction with students) | 3.98        | .948             | 4              |
| Co-workers value my contribution                                      | 3.95        | .743             | 5              |
| Satisfied with physical and working environment                       | 3.91        | .820             | 6              |
| Management provides research facilities                               | 3.88        | .842             | 7              |
| Management's feedback encourages my performance                       | 3.78        | 1.030            | 8              |
| Satisfied with rules and regulations framed by the institution        | 3.74        | .728             | 9              |
| I am satisfied with the recent updates in teaching                    | 3.68        | .860             | 10             |
| Empowerment and Recognition   | 3.66        | .966             | 11             |
| Emphasis a career path within the organization                        | 3.66        | .804             | 12             |
| Proper work life balance  | 3.62        | .842             | 13             |
| Work load is scheduled with the time management                       | 3.50        | 1.029            | 14             |
| Job security  | 3.43        | 1.098            | 15             |
| Satisfied with vacation time  | 3.28        | 1.209            | 16             |
| Salary is relevant to the qualification and experience                | 3.25        | .882             | 17             |
| Satisfied with the time for relaxation                                | 3.21        | 1.137            | 18             |
| Salary adequately meet the needs                                      | 3.08        | .922             | 19             |
| Satisfied with benefits (Like Health Insurance/Sick Insurance etc)    | 2.89        | .986             | 20             |

The above table indicates the job satisfaction of the teachers. The mean score was found for each factor separately. The ranking is given to the factors according to the mean value. Among the different factors the highest mean score determines that the **co-workers are friendly and helpful** and so it is ranked

as 1, similarly **Support and Freedom to choose subjects to teach** scored the second highest value and so it is ranked as 2, and “**Level of competence with the co-workers is in a healthy manner**” and the other factors are ranked according to the mean value.

#### **Descriptive Statistics of Job Dissatisfaction factors**

(N = 120)

| <b>S.No</b> | <b>Job Dissatisfaction Factors (JDF)</b>                        | <b>Mean</b> | <b>SD</b> |
|-------------|---|-------------|-----------|
| 1           | Frequent test schedule and correction works (JDF 1)             | <b>4.21</b> | 1.229     |
| 2           | Lack of appropriate physical conditions (JDF 2)                 | <b>2.48</b> | 1.561     |
| 3           | The stress on my job reduces my confidence as a teacher (JDF 3) | 2.20        | 1.376     |
| 4           | Loss of hours due to sports/curriculum activities (JDF 4)       | <b>2.67</b> | 1.380     |
| 5           | Lack of sanitary facilities (JSF 5)                             | 2.44        | 1.608     |
| 6           | Handling students from different curriculum (JDF 6)             | 2.37        | 1.391     |
| 7           | No proper work life balance (JDF 7)                             | 2.27        | 1.214     |
| 8           | Insecurity in job (JDF 8)                                       | 2.32        | 1.529     |

The above table indicates the descriptive statistics of job dis-satisfaction of the teachers, the mean value is calculated for each factors. Where the highest mean values indicates that the **Frequent test schedule and correction works, Lack of appropriate**

**physical conditions & Loss of hours due to sports/ curriculum activities** are said to be the job-dissatisfaction factor of teachers. And the rest of the factors and the calculated mean values are shown in the above table.

### CHI-SQUARE RESULTS OF RELATIONSHIP BETWEEN JOB SATISFACTION LEVEL AND GENDER

H<sub>0</sub>: There is no significant relationship between job satisfaction factors and the respondents classified based on gender.

| Job Satisfaction Factors  | Gender   |             | Df | Null Hypothesis |
|---|----------|-------------|----|-----------------|
|   | $\chi^2$ | Asymp. Sig. |    |                 |
| Salary adequately meet the needs                                      | 4.631    | .327        | 4  | Accepted        |
| Salary is relevant to the qualification and experience                | 4.294    | .368        | 4  | Accepted        |
| I am satisfied with the recent updates in teaching                    | 7.630    | .106        | 4  | Accepted        |
| Satisfied with benefits (Like Health Insurance/Sick Insurance)        | 9.971    | .041        | 4  | Rejected        |
| Work load is scheduled with the time management                       | 17.855   | .001        | 4  | Rejected        |
| Proper work life balance  | 8.241    | .083        | 4  | Accepted        |
| Satisfied with the time for relaxation                                | 19.819   | .001        | 4  | Rejected        |
| Satisfied with vacation time  | 36.114   | .000        | 4  | Rejected        |
| Management's feedback encourages my performance                       | 6.087    | .193        | 4  | Accepted        |
| Support and Freedom to choose subjects to teach                       | 4.265    | .371        | 4  | Accepted        |
| Empowerment and Recognition   | 20.873   | .000        | 4  | Rejected        |
| Management provides research facilities                               | 29.955   | .000        | 4  | Rejected        |
| Emphasis a career path within the organization                        | 25.260   | .000        | 3  | Rejected        |
| Satisfied with physical and working environment                       | 6.260    | .100        | 3  | Accepted        |
| Co-workers are friendly and helpful                                   | 12.895   | .005        | 3  | Rejected        |
| Level of competence with the co-workers is in a healthy manner        | 14.993   | .005        | 4  | Rejected        |
| Co-workers value my contribution                                      | 8.141    | .043        | 3  | Rejected        |
| Satisfied with rules and regulations framed by the Institution        | 8.015    | .046        | 3  | Rejected        |
| Job security  | 6.259    | .181        | 4  | Accepted        |
| Interpersonal relationships with students (Interaction with students) | 28.813   | .000        | 4  | Rejected        |

The table indicates the relationship between job satisfaction and gender of the respondents. From the chi-square results the null hypothesis is accepted in the case of, Adequate salary, Salary is relevant to the qualification and experience, Satisfied with the recent updates in teaching, Proper work life balance, Management's feedback encourages the performance, Support and Freedom to choose subjects to teach, Satisfied with physical and working environment in these factors the hypothesis framed has been accepted.

Similarly, in case of benefits (Like Health insurance/Sick insurance), Work load, time for relaxation, vacation time, Empowerment and recognition, research facilities, Emphasis a career path within the organization, Co-workers are friendly and helpful, Level of competence with the co-workers is in a healthy manner, Co-workers value my contribution, rules and regulation framed by the institution, Interpersonal relationships with students (Interaction with students), the hypothesis framed has been rejected in these variable at 5% level of significance. Hence, the null hypothesis is rejected.

**INDEPENDENT Z TEST.**

H<sub>0</sub>: There is no significant difference between opinion on job dis-satisfaction and respondents classified based on gender.

|   | Levene's Test for Equality of Variances |      | t-test for Equality of Means |     |                 | Null Hypothesis |
|---|---|------|------------------------------|-----|-----------------|-----------------|
|   | F                                       | Sig. | T                            | df  | Sig. (2-tailed) |                 |
| Frequent test schedule and correction works             | .882                                    | .350 | 1.246                        | 118 | .215            | Accepted        |
| Lack of appropriate physical conditions                 | 1.684                                   | .197 | -1.597                       | 118 | .113            | Accepted        |
| The stress on my job reduces my confidence as a teacher | 2.054                                   | .154 | -2.672                       | 118 | .009            | Rejected        |
| Loss of hours due to sports/curriculum activities       | .115                                    | .735 | -1.852                       | 118 | .057            | Rejected        |
| Lack of sanitary facilities                             | .000                                    | .990 | .294                         | 118 | .769            | Accepted        |
| Handling students from different curriculum             | .006                                    | .939 | -2.765                       | 118 | .007            | Rejected        |
| No proper work life balance                             | .107                                    | .744 | -2.113                       | 118 | .037            | Rejected        |
| Insecurity in job                                       | .018                                    | .893 | -1.419                       | 118 | .159            | Accepted        |

The table indicates the independent Z Test for job dis-satisfaction with respect to Frequent test schedule and correction works, Lack of appropriate physical condition, Lack of sanitary facilities, Insecurity in job, the significant value is >0.05 and so there is no significant difference between job dis-satisfaction opinions and gender of the respondents. Therefore, the hypothesis is accepted. Similarly, in case of the stress

in the job reduces confidence as a teacher, Loss of hours due to sports/curriculum activities, Handling students from different curriculum, no proper work life balance, the significant value is <0.05 and so there is a significant difference between job dis-satisfaction opinions and gender of the respondent. Hence, the Null hypothesis is rejected

**ONE-WAY ANOVA**

H<sub>0</sub>: There is no significant difference between the opinion on job satisfaction and different levels of teaching.

| Test of Homogeneity of Variances |     |     |      |
|----------------------------------|-----|-----|------|
| Levene Statistic                 | df1 | df2 | Sig. |
| 3.365                            | 3   | 116 | .121 |

The above Levene's test reveals that there is no violation of homogeneity of variance as the significance value (Sig.) is gre

**ANOVA**

|                | Sum of Squares | Df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 2.145          | 3   | .715        | 2.677 | .050 |
| Within Groups  | 30.979         | 116 | .267        |       |      |
| Total          | 33.124         | 119 |             |       |      |

As the above Sig. value of ANOVA is less than or equal to .05, meaning that there is a significant difference somewhere among the mean scores of the dependent variable (Job Satisfaction) for the four group of teachers. Hence, the hypothesis is rejected.



### Multiple Comparisons

Tukey HSD

| (I) Level of Teaching  | (J) Level of Teaching  | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|------------------------|------------------------|-----------------------|------------|------|-------------------------|-------------|
|                        |                        |                       |            |      | Lower Bound             | Upper Bound |
| Primary Level          | Secondary Level        | .223                  | .133       | .342 | -.12                    | .57         |
|                        | Higher Secondary Level | .290                  | .133       | .137 | -.06                    | .64         |
|                        | College Level          | .355*                 | .133       | .044 | .01                     | .70         |
| Secondary Level        | Primary Level          | -.223                 | .133       | .342 | -.57                    | .12         |
|                        | Higher Secondary Level | .067                  | .133       | .959 | -.28                    | .41         |
|                        | College Level          | .132                  | .133       | .757 | -.22                    | .48         |
| Higher Secondary Level | Primary Level          | -.290                 | .133       | .137 | -.64                    | .06         |
|                        | Secondary Level        | -.067                 | .133       | .959 | -.41                    | .28         |
|                        | College Level          | .065                  | .133       | .962 | -.28                    | .41         |
| College Level          | Primary Level          | -.355*                | .133       | .044 | -.70                    | -.01        |
|                        | Secondary Level        | -.132                 | .133       | .757 | -.48                    | .22         |
|                        | Higher Secondary Level | -.065                 | .133       | .962 | -.41                    | .28         |

\*. The mean difference is significant at the 0.05 level.

A one-way between groups analysis of variance has been conducted to explore the impact of age on job satisfaction of teachers. Participants have been divided into four groups according to their level of teaching. The above table infers that there is a significant difference of job satisfaction between primary level of teaching and college level of teaching. As the sig. value,  $p < .05$ , the difference in mean scores between groups was quite small. The effect size, calculated is low, Post-hoc comparisons using the Tukey HSD test it can be concluded that there is statistically significant difference between the mean scores of satisfaction held by the primary level teachers and that of college level teachers.

#### SUGGESTIONS

- ✓ Salary of the teachers do not adequately meet their needs so it must be considered and improved.
- ✓ According to this study co-workers are found to be the prime determinative factors for one's job satisfaction. Therefore due importance should be given by the Administration and Management for the recruitment of quality and

competent teachers/faculty as it binds their relationship and ensuring 'Cohesiveness' and Co-operation among them.

- ✓ Frequent conducting of various tests may be reduced in a justifiable manner without compromising the sanctity of assessment process and burdening of both students and teachers/faculty.

#### CONCLUSION

In the present research regarding the job satisfaction, dis-satisfaction and the problems faced by teachers in the different levels of education, namely the primary, Secondary, Higher secondary and College level, it is seen that there is a significant difference in job satisfaction, dissatisfaction and performance of teachers. The teachers in primary level is satisfied with the work whereas the college level teachers have responded that they are satisfied with the friendliness of the teachers and the higher secondary teachers are significantly better in their job satisfaction and performance comparatively. In central board schools, the infrastructure facilities, pay scale, working hours, recognition for the teachers work load, class size number

of classes handled per day, attitude of students, awareness and mentality of the parents, socio-economic status of the parents, are all significantly better and favorable for the teachers working there, and thus the teachers in schools are significantly better in their job satisfaction and as a result their performance is also significantly better when compared to the teachers in college. Keeping in mind that the strength of any country lies on the youth of the country, it is for the school authorities, college authorities policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum in all educational institutions.

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## A STUDY ON SERVICE QUALITY OF OLA AND UBER WITH SPECIAL REFERENCE TO COIMBATORE CITY

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### ABSTRACT

*Service industry is developing quality of services in accordance with the extremely changing and competitive market environment. Service industry must focus on its clients to meet the needs of customers and make them to be satisfied by the quality of service. In some cities, Taxis operate under a regular taxi permit, while in some cities, they are treated as tourist vehicles for hire. They often offer services at all times of the day. Call taxis are not officially recognized by the Motor Vehicles Act. They are preferred as they are considered safer, more convenient than ordinary taxis or auto rickshaws and reliable. The taxi market in India is estimated to be around Rs 11,000 crores, and growing in double digits. The business model has become so attractive that even educated people are opting to become drivers. The reason for the development of call taxi system in India – the growth of middle class, rise in disposable incomes and focus of the government on infrastructure development that has been identified as a key factor in boosting GDP growth.. Till 2003, the call taxi sector in India was unorganized. There were either private operators or state government controlled pre-paid taxis offering a standardized, costly but low quality service.*

**Keywords :** Regular taxi, Private operators, ordinary taxis

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## **INTRODUCTION**

Transport is an important part of India's economy but it is of very low and pathetic standards as compared with international standards. Since the economic liberalization of the 1990's, infrastructure development has progressed rapidly; today there is a variety of modes of transport of land, water and air. However, India's relatively low GDP per capita has, meant that access to transport has not been uniform. Public transport remains the primary mode of transport for most of the livelihood India, and India's public transport systems are among the most heavily used in the world. India's rail network is the 4<sup>th</sup> longest and the most heavily used system in the world, transporting 8,224 million passengers and over 969 million tons of freight annually, as of 2012. Motor vehicle population in India is low by international standards, with only 24.85 million cars on the nation's roads as of 2013. The number of two-wheelers like motorcycle and scooter is considerably higher at 132.55 million. In total, about 21 percent households have two-wheelers whereas only 4.7 percent of households in India have cars/jeeps/vans as per 2011 Census. Despite this, the number of deaths caused by traffic is amongst the highest in the world and is still increasing.

## **STATEMENT OF THE PROBLEM**

With the growing complexities in the cities, frequent commutation from one place to another has become a challenge. Be it a daily job or an occasional, emergency, own car may not always be the best option to serve all these purposes, and that is where the role of professional cab services comes in. Safety and security and important concerns for all: taxi drivers, taxi passengers. Quality of service is an important strategy which everyone should absorb and adopt to make customer satisfaction and creating loyalty of the customer to the services which can increase productivity, reduce costs and bring more profits to the organization. The success of the taxi business depends on the services provided by the organization. Ola and Uber have penetrated the Indian market using smart phone technology. They have identified the problems in urban transportation in Indian metros and then converted them into business opportunities. Hence, this research is conducted to know the level of perception on quality of service and the satisfaction of consumers in Coimbatore city.

## OBJECTIVES OF THE STUDY

- To study customer's perception in terms of safety, availability, economy, reliability and responsiveness.
- To measure the customer's perception level and the gap towards service quality of Ola and Uber.
- To know the problems faced by the passengers during their travel.

## SCOPE OF THE STUDY

Researchers are therefore interested to study the perception of service quality and customer satisfaction of consumers in using metered taxis in Coimbatore city. Research results will be the guideline for the development of the metered taxi business and will be helpful to the related organizations or government agencies to do the campaign for supporting the use of public transportation as metered taxi. In addition, it will be useful for organizations or state agencies involved in order to take the information into account to be used to guide the improvement of the quality of service provided by metered taxis drivers in education, planning and management of metered taxi business efficiently.

### Determinants of service

**Tangibility:** This determinant is related to the appeal of facilities, equipment and material used by a service firm as well as to the appearance of service employees.

**Reliability:** This means that the service firm provides its customers with accurate service the first time without making any mistakes and delivers what it has promised to do by the time that has been agreed upon.

**Responsiveness:** This means that the employees of a service firm are willing to help customers and respond to their requests as well as to inform customers when service will be provided, and then give prompt service.

**Assurance:** This means that employees' behavior will give customers confidence in the firm and that the firm makes customers feel safe. It also means that the employees are always courteous and have the necessary knowledge to respond to customers' questions.

**Empathy:** This means that the firm understands customers' problems and performs in their best interests as well as giving customers individual personal attention and having convenient

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operating hour.

## **RESEARCH METHODOLOGY**

The researcher aims at the services quality of Ola and Uber taxi services in Coimbatore city. Convenient sampling technique is used to collect the data. The sample size of the study is 120 respondents which is equally collected from ola and uber users. Primary data have been collected through a structured questionnaire.

### **Statistical tools used for the study**

The collected data have been categorized and processed manually as well as through computer. The important statistical tools used for analysis are

- Simple Percentage Analysis
- Kendall's (W) co-efficient of concordance
- ANOVA
- T-Test

The research is done with 120 respondents.

## **PERCENTAGE ANALYSIS**

The percentage analysis of the study determines that 63% of the respondents are female. And where 56% of the respondents are below 25 years of age . 42.5% of the respondents are students. 48% of the respondents have more than 5 members in the family. The research is done with 50% of the respondents preferring Ola and 50 % of the respondents preferring Uber. From the research 63% of the respondents agree that taxis are designed with modern technology. 51% of the respondents agree that the taxi always arrives at the destination on time. If a passenger has a problem the driver shows sincere interest in solving it and it was agreed by 41% of the respondents. From the research 45% of the respondents agree that taxi companies provide timely and efficient services. Only 30% of the respondents agree that the taxi companies inform people in prior, about the changes in timetable and prices. 55% of the respondents agree that the drivers have in depth occupational knowledge of their job. The taxi companies have operated convenient hours to all the passengers and 47% of the respondents agreed. 42% of the respondents agree that the driver understands passenger's specific needs.

### Measurement of service quality

|   |                | SA | A  | N  | D | SD | Total |
|---|----------------|----|----|----|---|----|-------|
| <b>TANGIBILITY</b>  |                |    |    |    |   |    |       |
| i) Taxis are designed with modern Technology.   | <b>No.</b>     | 27 | 76 | 16 | 1 | 0  | 120   |
|   | <b>Percent</b> | 23 | 63 | 13 | 1 | 0  | 100   |
| ii) Drivers are well dressed & neat appearing.  | <b>No.</b>     | 23 | 67 | 29 | 1 | 0  | 120   |
|   | <b>Percent</b> | 19 | 56 | 24 | 1 | 0  | 100   |
| iii) Taxis are clean & neat without smell & insects.  | <b>No.</b>     | 38 | 57 | 27 | 2 | 0  | 120   |
|   | <b>Percent</b> | 32 | 43 | 23 | 2 | 0  | 100   |
| iv) Materials related to service (pamphlets, water bottle, reading light, audio video) are properly | <b>No.</b>     | 14 | 40 | 60 | 6 | 0  | 120   |
|   | <b>Percent</b> | 12 | 33 | 50 | 5 | 0  | 100   |

In the **tangibility** dimension, it is inferred that 63% of respondents have agreed that taxis are designed with modern technology 56 percent Drivers are well dressed and neat appearing taxis are clean and neat without smell and insects (43 %) and majority of the respondents are neutral (50 percent) and have no opinion about materials related to service (pamphlets, water bottles, reading lights, audio and video) being properly maintained.

|  |                | SA | A  | N  | D  | SD | Total |
|--|----------------|----|----|----|----|----|-------|
| <b>RELAIBILITY</b>   |                |    |    |    |    |    |       |
| i) Taxi always arrives at the destination on time.               | <b>No.</b>     | 39 | 61 | 18 | 2  | 0  | 120   |
|  | <b>Percent</b> | 33 | 51 | 15 | 1  | 0  | 100   |
| ii) When a customer has a problem driver show sincere            | <b>No.</b>     | 17 | 49 | 40 | 12 | 2  | 120   |
|  | <b>Percent</b> | 14 | 41 | 33 | 10 | 2  | 100   |
| iii) Driver satisfy the passengers request right the first time. | <b>No.</b>     | 28 | 53 | 30 | 8  | 1  | 120   |
|  | <b>Percent</b> | 23 | 44 | 25 | 7  | 1  | 100   |
| iv) Taxi Company provide timely & efficient service.             | <b>No.</b>     | 32 | 54 | 32 | 2  | 0  | 120   |
|  | <b>Percent</b> | 27 | 45 | 27 | 2  | 0  | 100   |

In the **reliability** dimension, it is inferred that majority of the respondents agree that taxi always arrive at the destination on time (51 percent), Drivers show sincere interest in solving passenger's problem (41 percent), drivers satisfy the passengers request right the first time (44 percent), taxi company provide timely and efficient service (45 percent).

| <b>RESPONSIVENESS</b>   |                | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> | <b>Total</b> |
|---|----------------|-----------|----------|----------|----------|-----------|--------------|
| i) Taxi Company always inform people of change of timetable & Prices in advance.      | <b>No.</b>     | 36        | 36       | 33       | 13       | 2         | 120          |
|   | <b>Percent</b> | 30        | 30       | 27       | 11       | 2         | 100          |
| ii) The Taxi Company provides alternative arrangement in case of repair & break down. | <b>No.</b>     | 22        | 53       | 36       | 8        | 1         | 120          |
|   | <b>Percent</b> | 18        | 44       | 30       | 7        | 1         | 100          |
| iii) Drivers are always willing to help customers'.                                   | <b>No.</b>     | 28        | 41       | 42       | 9        | 0         | 120          |
|   | <b>Percent</b> | 23        | 34       | 35       | 8        | 0         | 100          |
| iv) Staff of the Taxi never feel tired to respond to customer's request.              | <b>No.</b>     | 25        | 47       | 37       | 8        | 3         | 120          |
|   | <b>Percent</b> | 21        | 39       | 21       | 7        | 2         | 100          |

In the dimension of **responsiveness**, it is inferred that majority of the respondents agree that taxi company always inform people of change in timetable and prices in advance (30 percent), taxi company provides alternative arrangement in case of repair and breakdown (44 percent), staff of the taxi never feels tired to respond to customer's request (34 percent) and majority of the respondents are neutral and have no opinion about drivers willing to help customers' (35 percent).

| <b>ASSURANCE</b>  |                | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> | <b>Total</b> |
|---|----------------|-----------|----------|----------|----------|-----------|--------------|
| i) The behavior of driver instills confidence in the passengers.            | <b>No.</b>     | 35        | 41       | 35       | 9        | 0         | 120          |
|   | <b>Percent</b> | 29        | 34       | 29       | 8        | 0         | 100          |
| ii) Passengers feel safer in their transactions with the staff on the taxi. | <b>No.</b>     | 31        | 51       | 33       | 5        | 0         | 120          |
|   | <b>Percent</b> | 26        | 42       | 28       | 4        | 0         | 100          |
| iii) Drivers are consistently   | <b>No.</b>     | 29        | 43       | 39       | 9        | 0         | 120          |
|   | <b>Percent</b> | 24        | 36       | 32       | 8        | 0         | 100          |
| iv) Drivers have in depth occupational knowledge of their job.              | <b>No.</b>     | 23        | 66       | 22       | 8        | 1         | 120          |
|   | <b>Percent</b> | 19        | 55       | 18       | 7        | 1         | 100          |

In case of **assurance** dimension, it is inferred that majority of the respondents agree that behavior of the driver instils confidence in the passengers (34 percent), passengers feel safer in their transaction with staff (42 percent), drivers are consistently courteous to the passengers (36 percent), drivers have in depth occupational knowledge of their job (55 percent).

| <b>EMPATHY</b>  |                | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> | <b>Total</b> |
|---|----------------|-----------|----------|----------|----------|-----------|--------------|
| i)The Company gives you individual attention(elders,            | <b>No.</b>     | 34        | 49       | 31       | 4        | 2         | 120          |
|   | <b>Percent</b> | 28        | 41       | 26       | 3        | 2         | 100          |
| ii) Taxi Company have operating hours convenient to all their   | <b>No.</b>     | 21        | 57       | 32       | 10       | 0         | 120          |
|   | <b>Percent</b> | 18        | 47       | 27       | 8        | 0         | 100          |
| iii) Taxi Company always look after the best interest of their  | <b>No.</b>     | 23        | 49       | 44       | 4        | 0         | 120          |
|   | <b>Percent</b> | 19        | 41       | 37       | 3        | 0         | 100          |
| iv) The Company tries to give me a good experience.             | <b>No.</b>     | 28        | 59       | 26       | 7        | 0         | 120          |
|   | <b>Percent</b> | 23        | 49       | 22       | 6        | 0         | 100          |
| v) Drivers understand Passengers specific needs (request stop). | <b>No.</b>     | 28        | 50       | 34       | 7        | 1         | 120          |
|   | <b>Percent</b> | 23        | 42       | 28       | 6        | 1         | 100          |

In case of **empathy** dimension, it is inferred that majority of the respondents agree that the company gives the passengers individual attention (41 percent), taxi company have operating hours convenient to all their passengers (47 percent), taxi company always look after the best interest of their passengers (41 percent), drivers understand passengers specific needs (42 percent), and tries to give a good experience

#### **KENDALL'S COEFFICIENT OF CONCORDANCE (W)**

#### **Reasons for preferring taxi services**

Respondents have been asked to assign ranks in favour of reasons for selecting taxi services. The most important item has been assigned as rank 1 and the least important item has been given as rank 5. Mean rank has been found for each item and given in the following table.

### Reasons for selecting taxi service

| Reasons      | Mean rank | Rank |
|--------------|-----------|------|
| Availability | 2.08      | 1    |
| Economy      | 2.22      | 2    |
| Connectivity | 3.20      | 3    |
| Reliability  | 3.55      | 4    |
| Frequency    | 3.96      | 5    |

It is clear from the above table that most of the respondents have given top priority in selecting taxi service regarding the availability which is determined by mean value 2.08, and priority for economy scores 2.22 and it is considered next to availability, 3<sup>rd</sup> priority is given to connectivity (3.20), 4<sup>th</sup> priority for reliability (3.55) and the least priority is given to frequency (3.96).

### Problems faced by Respondents during their travel

Respondents have been asked to assign ranks in favour of various problems faced by them during their travel. The most faced problem has been assigned as rank 1 and the least faced problem has been given as rank 5. Mean rank has been found for each item and given in the following table.

### Problems faced by Respondents during travel

| Problems   | Mean Rank | Rank |
|--|-----------|------|
| Charges are too high                                       | 3.23      | 1    |
| Audio/Video facilities are not properly maintained         | 4.13      | 4    |
| Shutters and window provisions are not maintained properly | 4.16      | 5    |
| Behaviour of driver is not upto the expectation            | 4.52      | 6    |
| Reading lights are not proper                              | 3.43      | 2    |
| Speed of the taxi is not consistent                        | 4.89      | 7    |
| Booking procedure is not systematic                        | 3.64      | 3    |



It is clear from the above table that most of the respondents find that charges are too high and it is a major problem faced by them and hence has been ranked as 1 which is determined by the mean value 3.23, followed by reading lights not being proper, 3<sup>rd</sup> ranked is from the mean value 3.64 for the problem is that booking procedure is not systematic , 4<sup>th</sup> being audio/video facilities not being properly maintained(4.13), 5<sup>th</sup> is that the shutters and windows are not properly maintained(4.16),6<sup>th</sup> is that the driver behavior is not up to the expectation and 7<sup>th</sup> is inconsistent speed of the taxi (4.89) which is a problem faced by the passengers the least.

**ANOVA (Analysis of Variance) and t.test.**

**Ho:** There is no significant difference in the perception about service quality among the respondents in respect to various personal factors .

| S.No | Factors                 | customers' perception |                   |                 |
|------|-------------------------|-----------------------|-------------------|-----------------|
|      |                         | F Value               | Significant value | Result          |
| 1    | Age                     | .814                  | .498              | Not significant |
| 2    | Education qualification | .662                  | .653              | Not significant |
| 3    | Occupation              | 1.384                 | .219              | Not significant |
| 4    | Family monthly income   | 3.747                 | .013              | Significant     |

**Age :** It's seen from the ANOVA table that there is no significant difference in the perception about service quality among the respondents in different age group. Hence, the hypothesis is accepted.

**Educational Qualification**

The ANOVA table states that at 5% level of significance, with the significant value of .653, there is no difference in the customers' perception about service quality among the respondents in different educational qualification. Hence the hypothesis is accepted.

**Occupation**

The ANOVA table states that at 5% level of significance the calculated value is .219 and so the results says there is no significant relationship ,hence the hypothesis is accepted .

### Family monthly income

The ANOVA table states that at 5% level of significance, with the significant value of .013, which is less than 0.05, there is significant difference in the perception about service quality among the respondents in different monthly income. Hence the hypothesis is rejected.

### t-test

#### Group statistics: Type of taxi and over all perception score

| Type of Taxi | N  | Mean   | Std. Deviation |
|--------------|----|--------|----------------|
| Ola          | 60 | 4.0025 | .50533         |
| Uber         | 60 | 3.7508 | .41920         |

**H<sub>0</sub>:** There is no significant in perception about service quality among the respondents in different taxis.

| T     | Df  | Sig. (2-tailed) | Significant |
|-------|-----|-----------------|-------------|
| 2.954 | 117 | 0.004           | **          |

The highest mean value is 4.0025 is found among taxi which states that they have high level of perception towards taxi services. The t-test table states that at 5% level of significance, with the significant value of 0.004, which is less than 1% level indicated that there is highly significant difference in Type of taxi and over all perception score. Hence the hypothesis is rejected.

## 7. SUGGESTIONS

Addressing to the individual customer needs is one crucial aspect to be considered as the customer would find himself as part of the society, this would build a good relationship between the taxi services and the customers. For improving the service quality, following suggestions are recommended to both Ola and Uber:

- Efficient and knowledgeable employees (drivers) are always big boon for any taxi service. The employees should be trained on technical and behavioural aspects, so that

the taxi services can provide better quality of services.

- Frequent traveller discounts/ Loyalty cards for passengers who avail the cab services regularly

And sharing information on fare revisions along with the rationale will help the cab services to attract the customers.

- The taxi fares are the important criteria for selecting the taxi services, hence the cab services should charge nominal fare from the passengers to increase the demand and market for its cabs.

## CONCLUSION

Service quality is a dominant issue in business today. Not only is service quality linked to business success but some consider service quality to be a prerequisite for the survival in the marketplace. Customer Satisfaction and Service Quality are leading components in the system of external relations of each organization, as today they largely determine its competitiveness. Technology has played a greater role in effective alignment of demand and supply in taxi services. This paper highlighted the innovative manner in which the Ola and Uber have penetrated the Indian market using smart phone technology. Both Ola and Uber has a compelling demand for improvement as they provide cut-throat competition to each other and to the other call taxi service companies. Passenger is vital for the development of any industrial or service sector, therefore the significance of customer satisfaction has been recognized to compete in a market-driven environment measuring service quality of these companies is more difficult than measuring the quality of ,manufactured goods. This study has been conducted to understand the perception of service quality of Ola and Uber and also evaluate how it helps in enhancing the reputation and attract customers loyalty. The expectations of the passengers are on the increase, especially those passengers who belong to young generation. Having achieved success, the taxi companies need to focus on performance measures to ensure the sustainability of the business model. With increase in the levels of the service quality, the expectations of customers are bound to grow in the future.

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## A STUDY ON STRESS AMONG WOMEN POLICE CONSTABLES

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### ABSTRACT:

*A police force is a constituted body of persons empowered by the state to enforce the law, protect property, and limit civil disorder. Their powers include the legitimized use of force. Stress among police is often viewed as unlucky, but expected part of police work. It is a widespread problem because of its numerous negative effects on the individuals and on police organizations. Police who experience high level of stress report, high incidence of physical ailments and psychological problems that affect their work performance. The present study is conducted to investigate the stress factors faced by the female police in their work. A survey is conducted with 120 number of female police, (questionnaire) is prepared to collect data from the respondents. Here simple percentage analysis, Chi-square, ANOVA and t-test, Friedman test has been used. The analysis of data revealed that the working conditions need to be improved. Proper toilets, changing rooms and other basic amenities need to be provided to the women police.*

**Keywords:** - Women police, Stress and burnouts, workplace problems, mental health.

### INTRODUCTION

Women play active role in the economic development of the country. Earlier their role was only limited to house hold activities. But now, many women are opting jobs in order to build a good career and give financial support to their families. In 21<sup>st</sup> century, women enter criminal justice system as a response to social forces for better protection for women. Police are like real heroes, but most of the people are unaware of the amount of stress that police face every day. When compared to other occupation, police job is considered as highly stressful and stress is as an integral part of the life of a professional police officer. Police work involves protection of life, safeguarding property through vital patrol techniques, enforcement of laws in the place for which the police station is responsible. They are the first line of protection between the criminals and the society. Women in policing have had an important political, social, economic and

psychological impact. Stress is considered as an integral part of modern life and it is the psychological or physiological reaction that occurs when an individual perceives an imbalance between the level of demand placed upon him and his capability for meeting the demand. Gender plays a major role in stress as female police personnel face more stress related problems than male police personnel. When women are overwhelmed by occupational stress they suffer from increased chronic stress, depression, heart disease, stomach disorders, alcohol and drug usage and even suicide attempts. During festival timings, police often work for more than 36 hours at a stretch. This may take a heavy charge on their health.

#### **STATEMENT OF THE PROBLEM**

In police department, police have to work round the clock to keep the public safe. For the entire day they are doing a restless duty. They neither have weekend holidays nor occasional holidays. In fact, on those days they have to work more in the name of bandobast duty. Because of this they are not getting time to spend with their family members. They are not able to concentrate on their duty because of frustration. Later on, this frustration will turn into depression and they will lose their interest in their job. Policing is considered as most stressful profession than other professions and they have the greater risk of stress. Especially female police personnel face more stress related problems than their male counterpart as they manage the family commitments and also work in law enforcement. In this context, the study has focused on the stress faced by women police in Coimbatore city.

#### **SCOPE OF THE STUDY**

The scope of the study is confined to Coimbatore city; it gives an overall idea about the stress among women police. Being human, employees cannot avoid stress at work places. The individuals at work places undergo different quantum of stress based on their occupational status, types of jobs performed and their individual make up. The employees' level of stress affects their personal backgrounds, family situations and also their work place activities. Especially in police, the level of stress faced by the women and the work disturbances due to its outcomes have direct impact on the along with maintaining work life balance. The method of managing the stress by the women police differ at different circumstances based on their age, marital status, background, educational pattern, nature of family, experience in the field, support of family, superiors, co-workers, peer group, working condition, environment, culture of work, types of hospitals in which one is employed, nature and responsibilities in the job. In addition to that causes faced due to stress and the way of accepting and managing them also differ among the women police. In order to understand these aspects, the present study is done. It also enables the researcher to understand the existing facilities, the work practices and procedures that are newly followed.

**OBJECTIVE OF THE STUDY**

- To study the factors causing stress among women police.
- To find out the level of stress faced by women police.
- To know about the coping strategies followed by them to overcome stress.

**RESEARCH METHODOLOGY**

The researcher aims at analyzing the factors causing stress and the coping strategy to overcome stress of women police in Coimbatore city. Convenient sampling technique is used to collect the data. The sample size of the study is 120 women police. Primary data have been collected through a structured questionnaire which consists of 21 questions.

**Statistical tools used for the study**

The collected data have been categorized and processed manually as well as through computer. The important statistical tools used for analysis are as follows:

- Simple Percentage Analysis, Chi-square, ANOVA and t-test, Friedman test

**LIMITATIONS OF THE STUDY**

The female police were a bit hesitant to reveal the negative aspects in spite of the confidence given to them that the study is meant for academic purpose and that personal details will be maintained in total confidentiality.

**ANALYSIS AND INTERPRETATION****Personal/ work profile - Simple Percentage Analysis**

- The simple percentage analysis depicts that majority of the respondents were between the age group of 20-30 years (53.3%).
- Out of 120 respondents 75% are married, and 61.7% of the respondents are in nuclear family.
- Majority of the respondents earn income between 15001-25000 (60.8%). 41.7% of the respondents said that their experience falls between 5-10Years.
- In a day 85% of the respondents are working more than 12 hours.
- 75% of the respondents are working overtime more than thrice a week and 53.3 per cent of the respondents have no transfer in job.
- As well the respondents are satisfied with drinking water, wash basin, toilets, first aid, restroom for relaxation and 68.3 per cent of the respondents sometimes face difficulties while working.

**Table:1****Rank analysis for Most Stressful Activity**

| Particulars                                      |       | Rank 1        | Rank 2        | Rank 3        | Rank 4        | Rank5         | Total            |
|--|-------|---------------|---------------|---------------|---------------|---------------|------------------|
| Insufficient personal time                       | No(%) | 81<br>(67.5%) | 16<br>(13.3%) | 7<br>(5.8%)   | 8<br>(6.7%)   | 8<br>(6.7%)   | <b>120(100%)</b> |
| Not being able to take actions against criminals | No(%) | 11<br>(9.2%)  | 17<br>(14.2%) | 28<br>(23.3%) | 27<br>(22.5%) | 37<br>(30.8%) | <b>120(100%)</b> |
| Lack of recognition for good work                | No(%) | 13<br>(10.8%) | 28<br>(23.3%) | 37<br>(30.8%) | 26<br>(21.7%) | 16<br>(13.3%) | <b>120(100%)</b> |
| Meeting deadlines                                | No(%) | 3 (2.5%)      | 18<br>(15%)   | 26<br>(21.7%) | 39<br>(32.5%) | 34<br>(28.3%) | <b>120(100%)</b> |
| Inadequate salary                                | No(%) | 11<br>(9.2%)  | 17<br>(14.2%) | 28<br>(23.3%) | 27<br>(22.5%) | 37<br>(30.8%) | <b>120(100%)</b> |

From the above table 67.5% of the respondents have given rank 1 for insufficient personal time, 30.8% of the respondents have given rank 5 for not being able to take actions against criminals, 30.8% of the respondents have given rank 3 for not completing the work on time, 20.8% of the respondents have given rank 5 for inadequate salary.



Table :2

## Satisfactory Level of Stressful Activities

| Activity   |       | VLS                         | LS            | N                           | HS                          | VHS                         | Total            |
|--|-------|-----------------------------|---------------|-----------------------------|-----------------------------|-----------------------------|------------------|
| Working alone at night                                 | No(%) | 12<br>(10.0%)               | 25<br>(20.8%) | 20<br>(16.7%)               | <b>46</b><br><b>(38.3%)</b> | 17<br>(14.2%)               | <b>120(100%)</b> |
| Working overtime                                       | No(%) | 5<br>(4.2%)                 | 22<br>(18.3%) | 10<br>(8.3%)                | <b>44</b><br><b>(36.7%)</b> | 39<br>(32.7%)               | <b>120(100%)</b> |
| No enough time to spend with family and friends        | No(%) | 13<br>(10.8%)               | 28<br>(23.3%) | <b>37</b><br><b>(30.8%)</b> | 26<br>(21.7%)               | 16<br>(13.3%)               | <b>120(100%)</b> |
| Negative comments from public                          | No(%) | 8 (6.7%)                    | 22<br>(18.3%) | 13<br>(10.8%)               | 35<br>(29.2%)               | <b>42</b><br><b>(35.0%)</b> | <b>120(100%)</b> |
| Low salary   | No(%) | 13<br>(10.8%)               | 13<br>(10%)   | 28<br>(23.3%)               | <b>38</b><br><b>(31.7%)</b> | 28<br>(23.3%)               | <b>120(100%)</b> |
| Job security   | No(%) | <b>32</b><br><b>(26.7%)</b> | 28<br>(23.3%) | 27<br>(22.5%)               | 18<br>(15.0%)               | 15<br>(12.5%)               | <b>120(100%)</b> |
| Other family problems                                  | No(%) | 7 (5.8%)                    | 31<br>(25.8%) | 22<br>(18.3%)               | <b>36</b><br><b>(30.0%)</b> | 24<br>(20.0%)               | <b>120(100%)</b> |
| Assignment of increased responsibility                 | No(%) | 4 (3.3%)                    | 38<br>(31.7%) | 32<br>(26.7%)               | <b>38</b><br><b>(31.7%)</b> | 8<br>(6.7%)                 | <b>120(100%)</b> |
| Difficulty in getting along with superiors             | No(%) | 22<br>(18.3%)               | 23<br>(19.2%) | 27<br>(22.5%)               | <b>31</b><br><b>(25.8%)</b> | 17<br>(14.2%)               | <b>120(100%)</b> |
| Forced arrest or being physically attached             | No(%) | 14<br>(11.7%)               | 22<br>(18.3%) | 22<br>(18.3%)               | 29<br>(24.2%)               | 33<br>(27.5%)               | <b>120(100%)</b> |
| Excessive paper work                                   | No(%) | <b>35</b><br><b>(29.2%)</b> | 32<br>(26.7%) | 22<br>(18.3%)               | 12<br>(10.0%)               | 19<br>(15.8%)               | <b>120(100%)</b> |
| Need to work on holidays                               | No(%) | 5 (4.2%)                    | 14<br>(11.7%) | 16<br>(13.3%)               | 34<br>(28.3%)               | <b>51</b><br><b>(42.5%)</b> | <b>120(100%)</b> |
| Feeling that different rules apply to different people | No(%) | 6 (5.0%)                    | 17<br>(14.2%) | 22<br>(18.3%)               | 32<br>(26.7%)               | <b>43</b><br><b>(35.8%)</b> | <b>120(100%)</b> |
| Unequal sharing of work                                | No(%) | 15                          | 26            | 17                          | <b>39</b>                   | 23                          | <b>120(100%)</b> |

|   |       |          |          |            |            |            |           |
|---|-------|----------|----------|------------|------------|------------|-----------|
| responsibility                          |       | (12.5%)  | (21.7%)  | (14.2%)    | (32.5%)    | (19.2%)    |           |
| Personal insult from public or superior | No(%) | 8 (6.7%) | 8 (6.7%) | 15 (12.5%) | 26 (21.7%) | 63 (52.5%) | 120(100%) |

VLS : very low stress, LS: low stress, N:neither stressnor no stress, HS:High stress, VHS: very high stress

In respect of working alone at night, working overtime, low salary, other family problems, assignment of increased responsibility, difficulty in getting along with superiors, unequal sharing of work responsibility, the respondents felt highly stressful. And in the fields of negative comments from public, forced arrest or being physically attacked, need to work on holidays, feeling that different rules apply to different people, personal insult from public or superior the respondents felt very high stress. And the rest of the job security and excessive paperwork is felt to be very low stressful.

#### ANOVA and t-test

ANOVA is used to find out whether the group means of the dependent variable differ significantly or not based on the classification of the independent variables. They have been applied to test the significant difference between the demographic variables taken for the study and the stress level of the respondents towards their work at 5% level of significance

#### ANOVA Results

**Table : 3**  
**Stress level Vs personal factors**

|                       | Stress level of the Respondents towards work |     |       | At 5% level of significance |          |
|-----------------------|--|-----|-------|-----------------------------|----------|
|                       |  | df  | F     | Sig.                        |          |
| <b>Age</b>            | Between groups                               | 4   | 6.610 | 0.000                       | Accepted |
|                       | Within groups                                | 116 |       |                             |          |
|                       | <b>Total</b>                                 | 120 |       |                             |          |
| <b>Marital Status</b> | Between groups                               | 4   | 2.146 | 0.098                       | Rejected |
|                       | Within groups                                | 116 |       |                             |          |
|                       | <b>Total</b>                                 | 120 |       |                             |          |

|  |                |            |       |       |          |
|--|----------------|------------|-------|-------|----------|
| <b>Income</b>                          | Between groups | 4          | 6.111 | 0.001 | Accepted |
|  | Within groups  | 116        |       |       |          |
|  | <b>Total</b>   | 120        |       |       |          |
| <b>Number of members in the family</b> | Between groups | 4          | 2.187 | 0.093 | Rejected |
|  | Within groups  | 116        |       |       |          |
|  | <b>Total</b>   | 120        |       |       |          |
| <b>Years of experience</b>             | Between groups | 4          | 6.214 | 0.001 | Accepted |
|  | Within Groups  | 116        |       |       |          |
|  | <b>Total</b>   | <b>120</b> |       |       |          |

The table indicates the ANOVA result for significant difference for Age, marital status, income, number of members, years of experience with stress level of the respondents. From the results the null hypothesis is accepted in the case of age, income and years of experience at 5% level of significance. Similarly the null hypothesis is rejected in the case of marital status and number of members in the family.

#### t-test

**Table :4**  
**Type of Family Vs Stress level of the respondents towards work**

| <b>Family</b> | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>Std.Error Mean</b> |
|---------------|----------|-------------|-----------------------|-----------------------|
| Nuclear       | 74       | 49.9324     | 9.93724               | 1.15518               |
| Joint         | 46       | 53.5435     | 8.77802               | 1.29425               |

The highest mean score of 53.54 is found among the respondents who are in joint family. Hence, their level of stress towards their work is higher when compared to the other respondents. t-test has been applied to find out whether there is any significant difference in the stress level of the respondents towards their work among the respondents who reside in Joint family and Nuclear family.

**t-test Results**

| t      | df      | Sig. (2-tailed) |
|--------|---------|-----------------|
| -2.022 | 118     | .045            |
| -2.082 | 104.410 | .040            |

The t-test result table shows that at 5% level of significance, the significant value is 0.045. As the significant value is less than 0.05, the null hypothesis is rejected and the result shows that there exists significant difference in the stress level of the respondents towards work among the respondents who reside in Joint family.

**Friedman Test**

**Stressful Activity**

The ranking of the respondents towards stressful activity has been analyzed by applying Friedman ranking test and it is highlighted in the below tables.

**Table:5**

**Mean ranks – Stressful activity**

| Stressful activity                               | Mean Rank |
|--|-----------|
| Insufficient personal time                       | 1.72      |
| Not being able to take actions against criminals | 3.52      |
| Lack of recognition for good work                | 3.03      |
| Meeting deadlines                                | 3.69      |
| Inadequate salary                                | 3.05      |

**Table : 6 Test statistics**

|             |         |
|-------------|---------|
| N           | 120     |
| Chi-Square  | 115.116 |
| df          | 4       |
| Asymp. Sig. | .000    |

The table below shows the lowest mean rank of 1.72 represents Insufficient personal time which implies that it is considered as the most stressful activity which is faced by the respondent. And the next ranking is followed by Lack of recognition for good work with the mean rank of 3.03, then by

inadequate salary with mean rank of 3.05. From the above test statistics table the significant value is 0.000 at 1% level of significance. As the significant value is less than .01, the null hypothesis is rejected and the result shows that the mean ranking of the respondents towards stressful activity differs. It implies that the ranking of the respondents towards stressful activity differs from person to person and it is not similar among all the respondents.

#### Preference for taking leave

**Table : 7**

##### Mean ranks – preference for taking leave

| Preference or taking leave | Mean Rank |
|----------------------------|-----------|
| Health issues              | 2.65      |
| Family functions           | 3.80      |
| Family issues              | 3.01      |
| Maternity leave            | 3.76      |
| Emergency                  | 1.79      |

**Table : 8 Test statistics**

|             |         |
|-------------|---------|
| N           | 120     |
| Chi-Square  | 134.937 |
| df          | 4       |
| Asymp. Sig. | .000    |

The mean rank of 1.79 is given to “emergency” which implies that the respondents give more preference to take leave on emergency situations. It is followed by health issues with the mean rank of 2.65, then by family issues with the mean rank of 3.01, then by maternity leave with the mean rank of 3.76 and followed by family functions with the rank of 3.80. From the above Test statistics it is clear that the significant value is 0.000 at 1% level of significance. As the significant value is less than .01, the null hypothesis is rejected and the result shows that the mean ranking of the respondents towards requirement of leave differs. It implies that the ranking of the respondents towards the requirement of leave differs from person to person and it is not similar among all the respondents

**Relaxing from Stress****Table : 9****Mean ranks-Relaxing from Stress**

| <b>Relaxing from stress</b> | <b>Mean Rank</b> |
|-----------------------------|------------------|
| Watching TV                 | 2.09             |
| Spending time with children | 1.90             |
| Going out with friends      | 2.64             |
| Yoga and meditation         | 3.37             |

**Table : 10 Test Statistics**

|             |          |
|-------------|----------|
| N           | 120      |
| Chi-Square  | 93.450   |
| <b>Df</b>   | <b>3</b> |
| Asymp. Sig. | .000     |

The lowest mean rank of 1.90 which is spending time with children is the most relaxing activity of the respondents. It is followed by watching TV with the mean rank of 2.09, then by going out with children with the mean rank of 2.64 and then followed by yoga and meditation with the mean rank of 3.37

From the above Test statistics table the significant value is 0.000 at 1% level of significance. As the significance value is less than .01, the null hypothesis is rejected and the result show that the mean ranking of the respondents towards relaxing activity differs. It implies that ranking of respondents towards relaxing activity differs from person to person and it is not similar among all the respondents.

**SUGGESTIONS**

- The working conditions need to be improved. Proper toilets, changing rooms and other basic amenities need to be provided to the women police.
- Organizing regular training programs, counseling and medical checkups will help women police to manage their stress.
- Women police officials are usually with a high level of personal commitment to the job on the hand. The department and high level officers can recognizes this and encourages personal responsibility amongst its staff which will lower its levels of stress.