IMPACT OF SUSTAINABLE MOTIVATION ON FACULTY COMMITMENT IN ARTS AND SCIENCE COLLEGES

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ABSTRACT

Objective: Teaching is considered as one of the noble professions and the faculties has the responsibility to sculpt the behavior, potential and future of any individual. Teaching is the potential of faculties to convey proficiency, education and their expertise to their students. This study's objective is to investigate and analyse the impact of motivation on faculty commitment.

Theoretical Framework: It is proposed that to reduce attrition, to retain faculties and to enhance the efficiency and potential of the faculties, it is necessary for the Arts and Science colleges to enhance and incorporate better motivation and commitment strategies.

Methods: A quantitative and descriptive research is opted and 340 faculties from various Arts and Science colleges at south Tamil Nadu region are taken

Results and Conclusion: Outcome shows a positive and strong correlation among faculty members’ motivation and commitment. When the dimensions (Intrinsic Motivation (IM) and Extrinsic Motivation (EM)) of motivation are considered, it also reveals a strong correlation between the two constructs. Intrinsic Motivation (IM) has an impact on Affective Commitment (AC), Continuance Commitment (CC) and Normative Commitment (NC).

Implication of the research: This research also highlights the influence of Extrinsic Motivation (EM) on Affective Commitment (AC), Continuance Commitment (CC) and Normative Commitment (NC).

Originality/Value: The variables for Intrinsic Motivation (IM) and Extrinsic Motivation (EM) are limited. In future, longitudinal research with more variables can be taken and analyzed. The research’s limitations, as well as recommendations and potential areas for future study, are also covered.

Keywords: Affective Commitment, Continuance Commitment, Extrinsic Motivation, Intrinsic Motivation, Normative Commitment.
Métodos: Optou-se por uma pesquisa quantitativa e descritiva e foram selecionados 340 professores de várias faculdades de Artes e Ciências da região sul de Tamil Nadu

Resultados e Conclusões: Os resultados mostram uma correlação positiva e forte entre a motivação e o comprometimento dos membros do corpo docente. Quando as dimensões (Motivação Intrínseca (MI) e Motivação Extrínseca (ME)) da motivação são consideradas, isso também revela uma forte correlação entre os dois construtos. A motivação intrínseca (IM) tem um impacto sobre o comprometimento afetivo (AC), o comprometimento de continuidade (CC) e o comprometimento normativo (NC).

Implicação da pesquisa: Esta pesquisa também destaca a influência da Motivação Extrínseca (ME) sobre o Comprometimento Afetivo (CA), o Comprometimento de Continuidade (CC) e o Comprometimento Normativo (CN).

Originalidade/Valor: As variáveis de Motivação Intrínseca (MI) e Motivação Extrínseca (ME) são limitadas. No futuro, uma pesquisa longitudinal com mais variáveis poderá ser realizada e analisada. As limitações da pesquisa, bem como as recomendações e as áreas potenciais para estudos futuros, também são abordadas.

Palavras-chave: Compromisso Afetivo, Compromisso de Continuidade, Motivação Intrínseca, Motivação Extrínseca, Compromisso Normativo.

1 INTRODUCTION

Commitment plays a key role that endorses organization performance. The commitment of an employee is an artifact of stimulus on any form of motivation, whether it be monetary or not. The compensation strategies are used among the workforce to deliver a dedicated worker and to perform in such a way that satisfies the organization’s expectations. Hence, individual commitment is much more essential to the endurance of the organization or company. Poor dedication of an employee towards job and the relationship promotes to significant perplexity encountered by organization that includes cost of production goes high and service delivered by the employee is poor. For example, Makwana highlights in her studies that 56% American organization faces individual commitment barrier that inhibit production (Makwana, 2015). In education sector, the process carried out in production is well simplified by efficient dedicated faculties. The faculties are inclined and tenacious to date themselves to the highest to direct challenges they face. In few organizations, the workers are given rewards such as incentives and compensation to Kindle the fire among themselves to work better and in educational setting the rewarding system is highly appreciated because employee's quality is vital to any education system.

In United States, it is observed that inspirational teaching profession needs a rewarding employment model (Rahim and Daud, 2012). This model highlights that poor reward influence commitment. For instance, poor compensation influence 38.3% of faculties’ attrition and it leads to poor dedication among them. It indicates low degree of motivation which impacts individual’s actions and efforts made as well as their state of mind and goals for their devotion to their job pursuit. Commitment among faculties is a diligence due to elements like workers’ trusts and acknowledgement of educationalists’ values and goals, faculties’ readiness to apply energy representing the institution and a wish and readiness to be a part of the institution. The efficiency of an educational institution relies on the interaction among the faculties, students, and management in a right way. The director of the educational institution acts as a manager and the faculty inside the classroom acts as a director. Additionally, it is asserted that faculty’
perspectives on the professional characteristics of these groups and objects, beyond formalism, have a favorable impact on the institution's effectiveness.

Sustainable Motivation is a key factor which influence the character and performance by enliven it and directing the individual towards the aimed goals. It is an effort or passion made by persons to enhance their goal and fulfill their needs. The individuals are not able to enhance satisfaction, commitment nor improved results in their given tasks without sustainable motivation. The previous studies depict low motivation leads to high attrition rate. Faculty members are found less committed to their careers and work environments. By knowing the significance of motivation and commitment several educational sectors have made many attempts to allure and retain right faculties in a right place but the outcomes are unexposed as desired. The Objectives of the study are

1. To determine the impact of intrinsic motivation on commitment of faculties.
2. To study the association between intrinsic and extrinsic motivation of faculties.
3. To analyze the influence of extrinsic motivation on commitment of faculties.
4. To study the relationship between motivation and commitment of faculties.

2 LITERATURE REVIEW

2.1 Sustainable Motivation

As diverse people are motivated in different ways, sustainable motivation can mean various things to distinct individuals. Velez (2007), visualize motivation regarded as an innovativeness or support to an individual to accomplish their best work. In leaving terms, Motivation may be defined as the forces that directs to the activation, choice, supervision and continuation of character (Snowman et al., 2008). Faculties’ motivation for job can be explained as an intellectual boost in the faculties to do their career. In a same view, sustainable motivation of faculties can be briefed as “inside wants for professional and individual growth and career in educational sector”. Sala (2017) draws attention to how people are motivated by their financial requirements. According to him, money is a person's primary motivator at work, and people are only motivated to accomplish things that would earn them large recompense.

2.1.1 Intrinsic motivation

In accord to (Ryan and Deci, 2000), intrinsic motivation mentions to engaging in a pursuit for its own sake instead of a specific result. People who work for an organization who are genuinely motivated engage in activities that pique their interest and actively complete tasks on their own initiative without the need for restrictions or tangible rewards. People that are intrinsically driven believe that they act because they have autonomously chosen to do so, because doing so challenges their current competences and requires them to employ their innovative skills. This type of motivation is regarded to have a great level of self-esteem because the motivation for taking the action is specifically linked to the person's pleasant feelings as they complete their work (Noels et al., 1999).

2.1.2 Extrinsic motivation

Contrary to extrinsic motivation, intrinsic motivation requires support from the pursuit and a few discrete benefits, such as verbal or material prizes. As a result, satisfaction is derived mostly from the external advantages that the pursuit produces (Deci et al., 1991; Ryan and Connell, 1989). Such that, etiquette is just not executed for itself, yet despite to accept a reward or to keep away from the punishment once the etiquette has come to end (Pelletier et al., 1997).
Its inceptive concepts showed intrinsic and extrinsic motivation as dawn constant hostile. Furthermore, past studies have shown that extrinsic motivation may be improved and does not always undermine intrinsic motivation, implying that extrinsic motivation is consistent and regulated. The study's findings lead to a clearer understanding of extrinsic motivation (Vansteenkiste et al., 2006; Pelletier et al., 1987). According to, how well a person has internalized the early extrinsic laws of the character, distinct types of extrinsic incentive that varied in the scope of authority or sovereign were differentiated. (Vansteenkiste et al., 2006; Pelletier et al., 1987).

2.2 Commitment

The commitment of a faculty concerns with the socio-psychological connection of a person to their profession. Teaching profession is regarded as an honorable profession when compared with all other professions. The faculties with a better commitment are asset to the community. Commitment is regarded as a power of motivation to establish in a chosen profession and to the obligation of a person to their career. Commitment is categorized as "customer orientation, faithfulness, self-determination, accordance with professional standards and values" stated by (SomechandandBogler, 2002). When an individual is devoted to a firm either psychologically or intensely and shows interest to stay within an organization, then the approach followed is called attitudinal (Meyer et al., 2012). Besides, when an individual thinks with regards to pros and cons of staying or leaving the organization and this approach is termed as behavioral (Cohen, 2007; Nawaz, Afzal and Shehzadi, 2013; Nanci and Velmurugan, 2022).

2.2.1 Affective commitment

An affective connection with a place in which an individual works constitutes an emotional relation, recognition, and value compatibility with the organization. It fosters a mindset that demands intellectual recognition of the important job a person is doing for a company and is characterized by a willingness to back a plan of action and put forth efforts to accomplish company objectives (Meyer and Hersovitch, 2001). Numerous theoretical and practical implications of affective commitment have been addressed by prior investigations (Chordiya et al., 2017; Schoemmel and Jonsson, 2014; Meyer and Allen, 1991; Wang et al, 2010, Lam and Liu, 2014). Individual's job satisfaction, physical and psychological well-being has a positive relation with affective commitment (Lovakov, 2016) and Mohan, R., & et al. (2022) also it works to empower the recognition of employee with the company (Allen and Meyer, 1990). It improves individual's physical, psychological, and emotional outlay in the organization, devoted to the organization's vision and aims (Moon et al., 2014).

2.2.2 Continuance commitment

The second construct, the Continuance Commitment was created by Meyer and Allen (1991). It relates to an individual's financial analysis, including a lack of financial investment and difficulties in obtaining a new job. When considering the cost of leaving, it is clear that a person's tenure, position of power, or length of service may have an impact. As a result, people tend to stay committed to their jobs since they believe they will have to pay a lot of money to quit them (Singh and Gupta, 2015; Sathya and Velmurugan, 2022). According to Mohal (2012), an individual's cost-benefit analysis of staying with the company should frequently focus on the continuity aspects of their organizational commitment. When Meyer and Faloye's earlier research was examined, it was found that there was no correlation between employee retention and dedication to continuing education (Faloye, 2014; Meyer et al., 1993).
2.2.3 Normative commitment

As a result of a reverse of commitment, the third of Meyer and Allen (1991) constructs rewinds a person’s consciousness of commitment. This is not a personal commitment, but rather a preference for a collective belief in which one adheres to the organization that rewards one financially for services rendered (Singh and Gupta, 2015). Mersner (2013) defined normative commitment as a person’s behavior at work that is driven by a sense of allegiance, duty, and faithfulness to the organization. Moral reasons may be behind the employees’ continued loyalty to the firm (Iverson and Buttigieg, 1999; Singh and Gupta, 2015). Despite the prestige or satisfaction they have received from the organization over time, a person who is normatively committed does not leave because they understand that they have a moral right to do so (Messner, 2013).

![Figure 1. Framework of Sustainable Motivation on Faculty Commitment](source: Prepared by the authors (2023)).

3 METHODOLOGY

For the current research, the researcher opted quantitative and descriptive research to understand the perception of faculties on motivation and commitment as the focal point of this research. The current study aims to identify the perceived advantages of motivation and how they affect the three commitment dimensions. In this research, Arts and Science college faculties were chosen as respondents from the southern region of Tamil Nadu, India. The secondary sources are gathered from earlier studies, books, papers, websites, journals, and thesis. The analysis used in the study was purposive sampling technique. The responses are gathered from 380 faculties in which 340 were filtered and taken as sample size, which delivers 89% response rate. The close ended questionnaires were used to gather data and it is examined through Statistical Package for Social Science (SPSS) and the tools used in the study are percentage analysis, correlation, t-test, simple linear regression equation and chi-square analysis.

4 RESULTS AND DISCUSSION

The (table 1) indicates the Socio-Demographic data of faculties working in Arts and Science Colleges at southern region of Tamil Nadu. The socio-demographic faculties’ data are classified under Age, Gender, Marital Status and Experience of the faculties working in Arts and Science Colleges.
Impact of Sustainable Motivation on Faculty Commitment in Arts and Science Colleges

Table 1: Socio-Demographic Data of Faculties

<table>
<thead>
<tr>
<th>Faculties Data</th>
<th>Particulars</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 25 years</td>
<td>29</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>26-30 years</td>
<td>95</td>
<td>27.9</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>31-35 years</td>
<td>163</td>
<td>47.9</td>
</tr>
<tr>
<td></td>
<td>36-40 years</td>
<td>31</td>
<td>9.2</td>
</tr>
<tr>
<td></td>
<td>Above 40 years</td>
<td>22</td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>340</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>104</td>
<td>30.5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>236</td>
<td>69.5</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Transgender</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>340</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>83</td>
<td>24.5</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>212</td>
<td>62.4</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td>Widow</td>
<td>38</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>340</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Below 5 years</td>
<td>42</td>
<td>12.4</td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>53</td>
<td>15.5</td>
</tr>
<tr>
<td></td>
<td>Above 15 years</td>
<td>62</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>340</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors (2023).

It is observed from table 1, the majority of 163 (47.9%) faculties lies in the age range of 31 to 35 years followed by 95 (27.9%) faculties lies in the age range of 26 to 30 years. Subsequently, 31 (9.2%) faculties lies in the age range of 36 to 40 years, following that 29 (8.5%) faculties falls in the age below 25 years and finally, the lowest of 22 (6.5%) faculties lies in the age range of above 40 years.

It is also noted from table 1, majority of 236 (69.5%) faculties are female and lowest of 104 (30.5%) faculties are male and also noted that no transgender was present in the survey. Therefore, majority of faculties working in Arts and Science colleges are female.

Similarly, it is perceived from table 1, 212 (62.4) majority of the faculties are married and it is also seen that 83 (24.5%) of faculties were unmarried and also noted that 38 (11.1%) of faculties falls in the range of widows. Finally, the lowest respondents 7 (2%) are the faculties who were divorced. Therefore, majority of the faculties working in Arts and Science colleges were married.

Comparably, it is seen that majority 183 (53.8%) faculties are with 10-15 years of work experience. Also, 62 (18.3%) faculties are with above 15 years of work experience. Similarly, 53 (15.5%) faculties lie in the range of 6-10 years of work experience. Finally, the lowest of 42 (12.4%) lies below 5 years of work experience. Thus, it is observed that, majority of the faculties who works in Arts and Science colleges has 10 - 15 years of work experience.

4.1 Intrinsic Motivation on Commitment

The degree of Intrinsic motivation among faculties on commitment has been determined by the mean score of both variables. To evaluate the influence of intrinsic motivation on commitment of faculties chi-square test is used. The distribution of faculties on the basis of their intrinsic motivation and commitment are given in table 2.
Table 2. Impact of Intrinsic Motivation on Commitment

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Intrinsic Motivation</th>
<th>Affective Commitment</th>
<th>Continuance Commitment</th>
<th>Normative Commitment</th>
<th>Total</th>
<th>Chi-Square Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Autonomy</td>
<td>42 (43.7)</td>
<td>18 (18.7)</td>
<td>36 (37.6)</td>
<td>96(100.00)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Challenges</td>
<td>14 (17.8)</td>
<td>38 (48.10)</td>
<td>27 (34.11)</td>
<td>79(100.00)</td>
<td>78.921</td>
<td>&lt;0.001**</td>
</tr>
<tr>
<td>3.</td>
<td>Recognition</td>
<td>67 (40.7)</td>
<td>15 (9.0)</td>
<td>83 (50.3)</td>
<td>165(100.00)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>123 (36.1)</td>
<td>71 (20.9)</td>
<td>146 (42.9)</td>
<td>340(100.00)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Prepared by the authors (2023).

From above Table 2, it is noted that p-value is significant at one percent level, therefore null hypothesis is rejected. It is evident, faculty’s intrinsic motivation has a relationship with commitment factors.

The row percentage on autonomy variable of intrinsic motivation has highest influence of 43.7% on affective commitment followed by 37.6% of normative commitment and least 18.7% on continuance commitment. It is understood that the faculties who possess autonomy as intrinsic motivation then it means they are independent, free and sovereign, this led the faculties to have more affection with the organization which give rise to affective commitment.

The row percentage on challenges variable of intrinsic motivation has greater influence 48.10% on continuance commitment, followed by 34.11% and the least influence 17.8% on affective commitment. Hence, it is agreed that the faculties who possess challenges as intrinsic motivation may have an urge to stay in an organization which directs the faculties to face more challenges. This leads the faculties to have continuance commitment.

The row percentage on recognition factor of intrinsic motivation has higher influence 42.9% on normative commitment, followed by 36.1% on affective commitment and least influence of 20.9% on continuance commitment. So, it is regarded that, the faculties who possess recognition as intrinsic motivation may have an oblige to remain in the organization and they may have more responsibility. This leads the faculties to obtain normative commitment. Thus, the factor of intrinsic motivation recognition has impact on normative commitment.

4.2 Relationship between Intrinsic Motivation and Extrinsic Motivation

The researcher estimated the association among Intrinsic motivation (IM) and Extrinsic motivation using the Pearson correlation tool in order to determine the direction and strength (EM). Correlation matrix (table 3) shows the relation among three intrinsic motivation (IM) constructs and three extrinsic motivation (EM) constructs. The study shows that all correlations are significant at the 0.01 level of significance and are all positive.

Table 3. Correlation among Intrinsic Motivation and Extrinsic Motivation

<table>
<thead>
<tr>
<th></th>
<th>Autonomy</th>
<th>Challenges</th>
<th>Recognition</th>
<th>Rewards</th>
<th>Punishment</th>
<th>Fame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>1</td>
<td>0.766**</td>
<td>0.631**</td>
<td>0.433**</td>
<td>0.441**</td>
<td>0.521**</td>
</tr>
<tr>
<td>Challenges</td>
<td>1</td>
<td>0.427**</td>
<td>0.671**</td>
<td>0.254**</td>
<td>0.763**</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td>1</td>
<td>0.781**</td>
<td>0.422**</td>
<td>0.691**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punishment</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fame</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors (2023).
The first construct of Intrinsic Motivation (IM) is Autonomy. The correlation among Autonomy and challenges are high and significant ($r=0.766$, $N=340$, $P<0.01$). Here, Autonomy and Challenges are the constructs of intrinsic motivation. Then, the correlation among Autonomy and Recognition are appeared to be moderate and significant ($r=0.631$, $N=340$, $P<0.01$). Here, Autonomy and Recognition are the constructs of intrinsic motivation. Similarly, correlation among Autonomy and Rewards are appeared to be moderate and significant ($r=0.432$, $N=340$, $P<0.01$). Here, Autonomy is a construct of Intrinsic Motivation and Rewards is a construct of Extrinsic Motivation. Next, correlation among Autonomy and Punishment are appeared to be moderate and significant ($r=0.441$, $N=340$, $P<0.01$). Here, Autonomy is a construct of Intrinsic Motivation and Punishment is a construct of Extrinsic Motivation. Also, correlation among Autonomy and Fame are appeared to be moderate and significant ($r=0.521$, $N=340$, $P<0.01$). Here, Autonomy is a construct of Intrinsic Motivation and Fame is a construct of Extrinsic Motivation.

The second construct of intrinsic motivation is challenges, the correlation among challenges and recognition are appeared to be moderate and significant ($r=0.427$, $N=340$, $P<0.01$). Here, challenges and Recognition are the constructs of intrinsic motivation. Then, the correlation among challenges and rewards are appeared to be moderate and significant ($r=0.671$, $N=340$, $P<0.01$). Here, challenges are a construct of Intrinsic Motivation and rewards is a construct of Extrinsic Motivation. Similarly, correlation among challenges and punishment are appeared to be week and significant ($r=0.254$, $N=340$, $P<0.01$). Here, challenges are a construct of Intrinsic Motivation and punishment is a construct of Extrinsic Motivation. Next, correlation among challenges and fame are appeared to be high and significant ($r=0.763$, $N=340$, $P<0.01$). Here, challenges are a construct of Intrinsic Motivation and fame is a construct of Extrinsic Motivation.

The third construct of Intrinsic motivation is recognition. The correlation among recognition and rewards are appeared to be high and significant ($r=0.781$, $N=340$, $P<0.01$). Here, recognition is a construct of Intrinsic Motivation and rewards is a construct of Extrinsic Motivation. Then, the correlation among recognition and punishment are appeared to be moderate and significant ($r=0.422$, $N=340$, $P<0.01$). Here, recognition is a construct of Intrinsic Motivation and punishment is a construct of Extrinsic Motivation. Also, the correlation among recognition and fame are appeared to be moderate and significant ($r=0.691$, $N=340$, $P<0.01$). Here, recognition is a construct of Intrinsic Motivation and fame is a construct of Extrinsic Motivation.

The first construct of Extrinsic Motivation is rewards. The correlation among rewards and punishment is appeared to be week and significant ($r=0.225$, $N=340$, $P<0.01$). Here, rewards and punishment are the constructs of extrinsic motivation. Then, the correlation among rewards and fame is appeared to be high and significant ($r=0.845$, $N=340$, $P<0.01$). Here, rewards and fame are the constructs of extrinsic motivation.

The second construct of Extrinsic Motivation is punishment. The correlation among punishment and fame are appeared to be week and significant ($r=0.231$, $N=340$, $P<0.01$). Here, punishment and fame are the constructs of extrinsic motivation. Hypothesis 2 forecasted that there is no significant association among Intrinsic Motivation and Extrinsic Motivation. The hypothesis 2 is tested using Pearson correlation and observed that there is an association among Intrinsic Motivation and Extrinsic Motivation. As a consequence, hypothesis 2 is rejected.

### 4.3 Extrinsic Motivation on Commitment

The degree of Extrinsic motivation among faculties on commitment has been determined by the mean score of both variables. The distribution of faculties on the basis of their extrinsic motivation and commitment are given in table 4.
From above Table 4, it is noted that p-value is significant at one percent level, therefore null hypothesis is rejected. It is evident that extrinsic motivation of faculties has a relationship with commitment factors.

The row percentage on rewards variable of extrinsic motivation has highest influence of 46.4% on affective commitment followed by 33.3% of normative commitment and least 20.3% on continuance commitment. It is understood that the faculties who possess rewards as extrinsic motivation that means the faculties concentrate much towards pay raises, bonuses, fringe benefits etc. these factors motivate the faculties externally and supports them to retain in the organization which leads to affective commitment. Certainly, it is also noted that the faculties who possess continuance commitment may have less rewards when compared with other two commitments. Therefore, the factor of extrinsic motivation rewards has impact on affective commitment.

The row percentage on punishment variable of extrinsic motivation has greater influence 69.0% on continuance commitment, followed by 18.4% and the least influence 12.6% on affective commitment. Hence, it is agreed that the faculties who possess punishment as extrinsic motivation may have a threat of losing a job which push them to perform well and give an urge to stay in an organization which directs the faculties to avoid punishments. This leads the faculties to have continuance commitment. Similarly, it is also seen that the faculties who have affective commitment may avoid punishments when compared with other two commitment. Hence, the factors of extrinsic motivation have impact on continuance commitment.

The row percentage on fame factor of extrinsic motivation has higher influence 50.8% on affective commitment, followed by 30.3% on normative commitment and least influence of 18.9% on continuance commitment. So, it is regarded that, the faculties who possess fame as extrinsic motivation may look for praises, popularity among other individuals to remain in the organization. This leads the faculties to have more affection with the organization which may result in affective commitment. Comparably, it is also observed that the faculties who possess continuance commitment may experience less fame in the organization when compared with other two commitments. Thus, the factor of extrinsic motivation fame has impact on affective commitment.

### 4.4 Relationship between Motivation and Commitment

The Pearson correlation is used for analysis to establish the direction and intensity of the association among commitment and motivation. The correlation matrix table 5 shows the association among commitment and motivation.
Impact of Sustainable Motivation on Faculty Commitment in Arts and Science Colleges

Table 5. Correlation between Motivation and Commitment

<table>
<thead>
<tr>
<th></th>
<th>Motivation</th>
<th></th>
<th>Commitment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson</td>
<td>1</td>
<td>0.892**</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Correlation</td>
<td></td>
<td>(.000)</td>
<td></td>
</tr>
<tr>
<td>Sig (2 tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment</td>
<td>Pearson</td>
<td>0.892**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sig (2 tailed)</td>
<td></td>
<td>(.000)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Prepared by the authors (2023).

It is observed from table 5, a significant and positive correlation is observed among motivation and commitment significance at 0.01 level. Hence, Null hypothesis is rejected. Among this correlation, motivation and commitment have a strong positive linear relationship (r=0.892, n=340, P<0.01). Therefore, in this analysis, r=0.892, so the degree of correlation is high.

Table 6. Simple Linear Regression, T test and test of Significance

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std.Error</td>
<td>Beta</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>6.562</td>
<td>2.832</td>
<td>2.354</td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>0.892</td>
<td>0.075</td>
<td>0.872</td>
</tr>
<tr>
<td></td>
<td>a. Dependent Variable: Commitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Source: Prepared by the authors (2023).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table 6, linear regression equation is obtained.

\[
Y = a + bX^{(1)}
\]

Where,

\[Y = \text{Commitment}\]
\[X = \text{Motivation}\]
\[a = \text{Constant}\]
\[b = \text{Regression coefficient}\]

The simple linear regression equation is,

\[Y = 6.562 + 0.872 X\]

From the equation, it is depicted that, the value of commitment of faculties is only 6.562. With regard to motivation, the commitment value of faculties has seen a difference of increase from 6.562 to 6.562 plus 0.872 at 7.530. From the above table 6, the value of t is 12.134 which is greater than the table value of t. This denotes a positive impact of motivation on commitment of faculties. From the above table 6, the significance value is observed to be 0.000 which is seen lower than 0.05. Therefore, this results positive and significant impact of motivation on commitment of faculties.

Table 7: Coefficient Determination

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.872</td>
<td>0.782</td>
</tr>
</tbody>
</table>

Source: Own elaboration
Therefore, based on the analysis, it can be deduced that a significant and positive impact of motivation on commitment of employees. From (table 7) the equation of coefficient determination is

\[ R^2 \times 100\% = 78.2\% \]

This denotes that, the motivation factor devotes with regard to commitment by 78.2\% and the remaining 21.8\% is impacted by other factors which is not examined in this research.

This study devotes to the relevant literature from various perspectives. First, this study explores the impact of intrinsic motivation on commitment and it examines the interrelation between the two constructs of motivation. Second, it explores the effect of extrinsic motivation on commitment and it correlates the association among two variables i.e.) motivation and commitment. The research's findings confirm that all the elements are effective indicators of commitment and motivation. Consequently, there have only been a few research on this subject for the education sectors, but no studies are found for Arts and Science college faculties on this topic. The researchers emphasize the necessity and significance of future research in Arts and Science college faculties.

5 CONCLUSION

The objective of the current study is to enhance sustainable motivation and commitment of faculties among Arts and Science colleges. Wide scale research in motivation on commitment of faculties is essential. The outcome of this research exhibited a strong connection between Intrinsic motivation (IM) and Extrinsic motivation (EM). Similar to this, there is a significant correlation between faculty commitment and motivation. It is also seen that, when there is a change in Intrinsic Motivation (IM) there seen a commitment of faculties. Comparably, when there is a difference in Extrinsic Motivation (EM) there will be an influence in commitment of faculties.

The findings of the study highlight the significance of sustainable motivation and commitment among faculties. The management should develop stipulation that covers the sustainable motivation and commitment by the faculties. Better excelling faculties have to be recognized and documented. Faculties have to be paid renumeration on the beginning of every month without fail. The concerned authorities must check the work hours of the faculties and the high work load must be distributed evenly among the faculties. When motivation and commitment is enhanced by the faculties, there seen a low attrition, poor absenteeism and shortage of faculties in colleges may be reduced. Thus emphasize the significance of sustainable motivation and commitment among faculties in Arts and Science colleges.

It is significant to understand that the current research has some limitations. First and foremost, the data were gathered from southern region of Tamil Nadu, India. Hence, the find outs are narrow and it cannot be generalized for a large scale. Hence, future research should entail a more diverse sample. Secondly, in this research the elements used in the research model is limited and more potential construct elements can be used in future research model. Also, the find outs of the research may deliver a foundation for upcoming research. Moreover, research on motivation and Quality of Work Life of faculties among Arts and Science colleges can also be studied for future research. Future studies, that redesign these find outs could provide more potential benefits to faculties.
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