Job Involvement of Agricultural College Teachers in Tiruchirappalli District: A Comprehensive Analysis of Demographic Determinants and Organizational Factors

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Abstract

Purpose: *This empirical study investigated the level of job involvement among agricultural college teachers in Tiruchirappalli District, Tamil Nadu, examining how demographic variables influence their psychological engagement with work responsibilities.*

Methodology: *A cross-sectional survey design was employed, with 50 agricultural college teachers from five institutions (three government and two self-financing colleges) selected through stratified random sampling. Data were collected using a validated, self-designed questionnaire to measure job involvement across multiple dimensions. Statistical analyses included descriptive statistics, chi-square tests, t-tests, and one-way ANOVA.*

Findings: *The results revealed that 76% of agricultural college teachers demonstrated high job involvement, whereas 24% showed low involvement. Significant associations were found between job involvement and family size ($\chi^2=6.750$, $p<0.05$) and teaching experience ($F=12.342$, $p<0.05$). No significant relationships were observed with age, sex, marital status, religion, community, or salary level ($p>0.05$).*

Practical Implications: *The findings suggest that agricultural education institutions should focus on family friendly policies and experience-based professional development programs to enhance teachers' job involvement. The high overall involvement levels indicate a positive organizational climate but reveal opportunities for targeted interventions.*

Originality/Value: *This study contributes to the limited research on job involvement, specifically among agricultural college teachers in South India, providing empirical evidence for human resource management strategies in specialised educational contexts. Future Research* ***Directions***: *Longitudinal studies with larger samples across multiple districts, investigation of qualitative factors influencing job involvement, and development of intervention programs based on demographic profiles are recommended.*

Keywords: Agricultural Education, Teacher Satisfaction, Job Involvement, Organizational Behavior, Higher Education, Demographic Factors, Agricultural College Teachers, Employee Engagement, Educational Psychology, Human Resource Management

Introduction

Background and Context

Education serves as the cornerstone of human development and societal progress, and teachers play a pivotal role in shaping future generations. In the specialised field of agricultural education, teachers bear the additional responsibility of preparing students for careers in agriculture, food security, and rural development, which are critical to

India's economic stability and food sovereignty (Sharma & Kumar, 2022). The quality of agricultural education directly impacts the nation's ability to address challenges, such as climate change adaptation, sustainable farming practices, and rural economic development (Patel et al., 2023).

As job involvement refers to the extent to which a person feels psychologically attached to work and regards the performance of his or her job as the primary source of his or her self-esteem, it has turned out to be a critical aspect of effectiveness in education (Singh & Gupta, 2021). In agricultural education, teacher job involvement is especially important because it simultaneously affects the quality of classroom instruction and practical field-based learning experiences that are at the core of agricultural pedagogy (Reddy & Narasimhan, 2022).

Problem Statement

Although the role of agricultural education in the development path of India is extremely significant, it is vital that a gap in research exists to identify the job involvement levels of agricultural college teachers and various factors affecting psychological engagement with the job itself. Tomasi and Fonteyn (2010) observed that most research on the role of happiness in the education profession concentrated on general educational settings, neglecting the distinct qualities and focus areas of agricultural educators (Kumar et al. 2023).

The specifics of the professional environment of agricultural college teachers interact with the presence of two roles in this process: theoretical teaching and practical demonstration using the field, seasonality of the curriculum delivery process, and the need to remain up-to-date with the dynamic field of agricultural technologies and practices (Mehta & Agarwal, 2021). This is because these particular contextual factors have the potential to contribute heavily to their job involvement patterns and thus require particular investigation.

The Tiruchirappalli District, with its agricultural heritage and educational establishments, forms a perfect setting for examining job involvement among agricultural educators. There are numerous agricultural colleges in the district catering to different students; however, no extensive research has been conducted to study the job-involved patterns of teachers in the area (Tamil Nadu Agricultural University, 2023).

Research Gap and Significance

The available literature regarding teacher job involvement has thus far mainly focused on elementary and secondary education (Agarwal & Sharma, 2022), and very little attention has been paid to higher education, especially in the reality of a specific discipline, such as agricultural education. The variance in this area is alarming, considering that the teaching of agricultural subjects demands alternative teaching strategies that involve both theory and practice, which could possibly interfere with teacher involvement processes in various ways compared to mainstream academic subjects (Krishnan & Bhat, 2021).

There is increasingly more meaning in the investigation of the job involvement of agricultural college teachers than just academic interest. A great deal of job involvement among agricultural educators may result in the following:

- Enhanced student learning outcomes in both theoretical and practical agricultural concepts
- Improved innovation and adoption of modern agricultural techniques in curriculum
- Greater community engagement and extension activities
- Reduced teacher turnover and improved institutional stability
- Better preparation of future agricultural professionals and entrepreneurs

Research Objectives

This study aimed to achieve the following specific objectives:

1. To assess the overall level of job involvement among agricultural college teachers in Tiruchirappalli District
2. To examine the relationship between demographic variables (age, gender, marital status, family size, religion, community, teaching experience, salary) and job involvement levels
3. To identify significant predictors of job involvement among agricultural college teachers
4. To provide evidence-based recommendations for enhancing job involvement in agricultural education institutions

Literature Review

Theoretical Foundation of Job Involvement

The concept of job involvement was first conceptualized by Lodahl and Kejner (1965) as "the degree to which a person's work performance affects his self-esteem." This foundational definition

has evolved over the decades, with contemporary researchers emphasising the multidimensional nature of job involvement encompassing cognitive, emotional, and behavioural dimensions (Williams & Parker, 2023).

Recent theoretical developments have positioned job involvement within the broader framework of employee engagement, distinguishing it from related constructs such as organizational commitment and job satisfaction (Thompson et al., 2022). While job satisfaction reflects affective reactions to work conditions, job involvement represents the extent to which individuals psychologically identify with their work roles (Anderson and Davis 2021).

Job Involvement in Educational Contexts

Educational research has consistently demonstrated the critical importance of teachers' job involvement in student outcomes and institutional effectiveness. Miller and Johnson (2023) found that teachers with high job involvement demonstrated greater creativity in curriculum design, more effective classroom management, and stronger student relationships. Similarly, Brown et al. (2022) reported that job-involved teachers show an increased willingness to participate in professional development activities and contribute to institutional improvement initiatives.

To be more specific, research expectations, service commitments, and academic freedom are also factors peculiar to higher education and were found significant by Chen and Liu (2021) to affect the job involvement of academics. They examined the issue of job involvement in higher education based on a sample size of 450 faculty members who are engaged in universities and found that job involvement is complex in higher education and that it carries with it a set of teaching effectiveness, research productivity, and institution citizenship behaviours.

Demographic Factors and Job Involvement

Recent empirical studies have yielded mixed findings on the relationship between demographic variables and job involvement among educators. Garcia and Wilson (2023) conducted a comprehensive meta-analysis of 47 studies and found that teaching experience shows a curvilinear relationship with job involvement, with moderate experience levels (10-15 years) associated with highest involvement.

Females tend to have higher job involvement than males, although there have been many inconclusive studies on this issue. Whereas Roberts and Smith (2022) concluded that secondary school teachers had no significant gender gap, Kumar and Prasad (2021) have reported that female teachers in technical education got a higher job involvement score as opposed to their male counterparts. Such conflicting results hint that the gender effects might be situational and should be explored to be given more attention in specialized educational settings.

The patterns of job involvement were found to be more consistent with age. The longitudinal follow-up of the 300 teachers research after five years of study by Johnson et al. (2023) emerged with the finding that job involvement is more pronounced as individuals grow older until their age reaches the 45-year mark; at that point, the values might oscillate due to career burnout or the thought of retiring.

Job Involvement in Agricultural Education

Few studies on job involvement in agricultural education have demonstrated specific features and difficulties. Finding their research on agricultural extension educators, Patel and Reddy (2022) revealed that seasonality of agricultural work and pragmatism of teaching tasks greatly appealed to the level of job involvement. Their results revealed that agricultural educators who had close ties to farmers' communities possessed greater levels of job involvement.

Zhang and Wang (2021) studied the situation in Chinese universities and found a positive relationship between job involvement and innovation in the teaching process and the learning of new technologies in agriculture. This finding implies that job involvement in agricultural education has greater implications for agricultural progress and food security.

Recent Developments and Contemporary Issues

The prospect of the pandemic COVID-19 has greatly affected higher education, including agricultural colleges, thus imposing its consequences on teacher job involvement. According to the findings

of Taylor and Green (2023), the shift to online and hybrid forms of teaching introduced new problems, especially agricultural educators' inability to provide practical and field-based training. Nonetheless, educators who had stronger levels of job involvement before the pandemic were more adaptable and resilient throughout this change process.

Another factor that has been proven to affect job involvement is the involvement of technology in agricultural education. According to Singh et al. (2022), teachers of agricultural colleges actively used digital tools and precision agriculture technologies in their practice and demonstrated much higher job involvement scores than educators in conventional teaching.

Methodological Considerations in Job Involvement Research

Current job involvement research has shifted to more advanced research methods. Lee and Martinez (2023) defended mixed-methods research where both quantitative and qualitative measures and knowledge are used to find out more about the dynamic nature of job involvement. Their study revealed that such quantitative methods failed to capture critical contextual variables that could affect teacher engagement.

The multiplex analysis of individual, institutional, and environmental factors has also been featured in recent studies. Robinson et al. (2022) employed hierarchical linear modelling to investigate the job involvement of teachers in 50 institutions, which revealed that institutional climate and leadership styles in participating institutions had a significant moderating effect on the relationship between individual traits and job involvement.

Research Methodology

Research Design

The research has a quantitative, cross-sectional survey design in studies on the level of job involvement among agricultural college teachers and their connections with demographic features. The project is positing in nature, using standardised tools and statistical testing to test the a priori formulated hypotheses (Creswell and Creswell, 2023).

Study Population and Sampling

Target Population

The target population will include full-time teachers of agricultural colleges working in the Tiruchirappalli District, Tamil Nadu. Five agricultural colleges operate in district, three of which are government colleges and the remaining two colleges are self-financing colleges, and the total faculty strength of the colleges is estimated to be nearly 200 teachers.

Sample Size and Justification

A sample of 50 teachers was selected for this study, representing 25% of the total population. While the sample size was relatively modest, it was determined based on several practical and methodological considerations.

Statistical Power Analysis: Based on Cohen's (1988) power analysis guidelines for medium effect sizes ($d=0.5$), with $\alpha=0.05$, and a desired power of 0.80, the minimum required sample size for detecting significant differences in job involvement would be approximately 45 participants. Our sample size of 50 participants exceeded this threshold.

Practical Constraints: Data collection was conducted during the academic year 2023-24, when faculty availability was limited due to teaching schedules, fieldwork commitments, and administrative responsibilities. The sample size reflects the maximum feasible participation rate while maintaining the data quality.

Previous Agricultural Education Research: Similar studies in agricultural education contexts have utilised comparable sample sizes (Patel & Reddy, 2022, n=48; Singh et al., 2022, n=52), providing benchmarks for meaningful analysis in this specialised field.

Sampling Technique

Stratified random sampling was used so that proportional representation was given to both the central government-affiliated (60 per cent) and self-financing (40 per cent) colleges, depicting the real picture of the distribution of agricultural colleges in the district. In both strata, a systematic random sample was employed when selecting the participant based on faculty lists available by the investigation administration.

Data Collection Instruments

Demographic Questionnaire

A comprehensive demographic questionnaire was developed to collect the following information.

- Personal characteristics (age, gender, marital status, family type, dependents)
- Professional attributes (teaching experience, educational qualifications, current position)
- Socio-economic factors (salary level, additional income sources)
- Cultural variables (religion, community background)

Job Involvement Scale

A job involvement questionnaire was developed and used as an agricultural college teacher because of the unique nature of agricultural education. There are 15 items on the scale, and these items are attracted to each other on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The dimensions included in the scale are as follows:

- Psychological identification with work
- Time and energy investment in job-related activities
- Work-life integration patterns
- Professional commitment and dedication
- Innovation and continuous improvement orientation

Reliability and Validity: The instrument underwent rigorous validation.

- Content validity established through expert review by five agricultural education professionals
- Face validity confirmed through pilot testing with 10 teachers not included in the main study
- Internal consistency reliability measured using Cronbach's alpha (α=0.847), indicating good reliability

Data Collection Procedure

Questionnaires were directly administered by the researcher within six weeks (January-February 2024) during faculty gatherings and unplanned individual meetings with faculty members. The participants were furnished with the following:

- Informed consent forms giving description of the purpose of study and confidentiality measures
- Three solid guidelines in filling out questionnaires
- Means of contacting in case of query or concerns

Response rate: 89 percent (50 out of 56 approached teachers) and failure to respond was attributable to long leave or transfer to other institutions.

Statistical Analysis

Data analysis was conducted using SPSS version 28.0, employing both descriptive and inferential statistical techniques.

Descriptive Analysis

- Frequency distributions and percentages for demographic variables
- Measures of central tendency and dispersion for job involvement scores
- Categorization of job involvement levels (low: <35, moderate: 35-40, high: >40)

Inferential Analysis

- Chi-square tests for examining associations between categorical variables and job involvement levels
- Independent samples t-tests for comparing means between two groups
- One-way ANOVA for comparing means across multiple groups
- Effect size calculations using Cohen's d and eta-squared where appropriate

Ethical Considerations

This study adhered to the following ethical research standards:

- Institutional approval from participating colleges
- Informed consent from all participants
- Voluntary participation with right to withdraw
- Confidentiality and anonymity protection
- Secure data storage and limited access protocols

Study Limitations

This study has several limitations.

Sample Size: While statistically adequate for medium effect sizes, the relatively small sample limits the generalisability and power to detect small effects. Future studies should focus on a larger sample across multiple districts.

Cross-sectional Design: The study provides a snapshot of job involvement at one time point, precluding causal inferences or examining temporal changes. Longitudinal designs provide robust insights.

Self-report Bias: Job involvement measurements rely on self-reporting, which may be subject to a social desirability bias or self-perception inaccuracies. Future studies should incorporate objective measures and peer ratings.

Geographic Limitations: The findings are specific to the Tiruchirappalli District and may not generalise to other regions with different cultural, economic, or institutional contexts.

Methodological Constraints: This study focuses on quantitative measures and may miss nuanced qualitative factors that influence job involvement. Mixed-method approaches provide a richer understanding.

Results and Analysis

Demographic Profile of Respondents

The sample characteristics revealed a diverse representation of agricultural college teachers across multiple demographic dimensions.

Age Distribution: The largest group (44%) falls within the 31-40 years age bracket, representing career-established professionals. Early-career teachers (below 30 years) comprised 38% of the sample, while senior faculty (above 50 years) represented only 10%, possibly reflecting recent recruitment patterns in agricultural education.

Gender Composition: The sample is also somewhat biased towards men (54 percent male, 46 percent female) which is normal in cases of agricultural education in India, where only the males traditionally used have high enrolment in agricultural learning, but a rather even distribution implies the growing number of women entering agricultural academia.

Professional Experience: It is important to note that 44 per cent of teachers are very experienced (more than 15 years), and 40 per cent belong to the category 11-15 years. Such outlay spells an experienced faculty stock, which is essential for agricultural education that requires both theory and job experience.

Educational and Economic Profile: The majority (44%) earned between Rs. 25,001-50,000, reflecting the salary structure of agricultural colleges in Tamil Nadu. The predominance of nuclear families (64%) and small family sizes (72% with <2 dependents) may have influenced job involvement patterns.

Job Involvement Levels

The overall job involvement analysis revealed encouraging results.

Distribution of Job Involvement

- High job involvement: 76% (n=38)
- Low job involvement: 24% (n=12)
- Mean score: 38.56 (SD=3.682)
- Range: 25-47

These findings indicate that the majority of agricultural college teachers demonstrated strong psychological identification with their work, suggesting a positive organizational climate and professional satisfaction within agricultural education institutions.

Relationship Between Demographic Variables and Job Involvement

Age and Job Involvement

	Job involvement						Statistical inference
	Low		High		Total		
	n	%	n	%	n	%	
Age							
Below 30 yrs	5	41.7%	14	36.8%	19	38.0%	X^2=1.990 Df=3 0.574>0.05 Not Significant
31 to 40 yrs	4	33.3%	18	47.4%	22	44.0%	
41 to 50 yrs	2	16.7%	2	5.3%	4	8.0%	
51yrs & above	1	8.3%	4	10.5%	5	10.0%	

Chi-square analysis revealed no significant association between age and job involvement (χ^2=1.990, df=3, p=0.574>0.05). This finding contrasts with some previous studies but suggests that in agricultural education, job involvement may be influenced more by role characteristics than by chronological age.

Family Size and Job Involvement

A significant association was found between family size and job involvement (χ^2=6.750, df=2, p=0.034<0.05). Interestingly, teachers with smaller families (<2 dependents) showed higher job involvement rates, possibly because of reduced family related stress and greater time availability for professional activities.

	Job involvement						Statistical inference
	Low		High		Total		
	n	%	n	%	n	%	
Age							
Below 2	8	66.7%	28	73.7%	36	72.0%	X2=6.750 Df=2 0.034<0.05 Significant
3 to 4	2	16.7%	10	26.3%	12	24.0%	
Above 5	2	16.7%	0	.0%	2	4.0%	

Gender Differences

Job involvement	N	Mean	S.D	Statistical inference
Male	27	38.93	2.800	t=0.758 Df=48 0.452>0.05 Not Significant
Female	23	38.13	4.536	

The t-test analysis showed no significant difference in job involvement between male (M=38.93, SD=2.800) and female teachers (M=38.13, SD=4.536), t(48)=0.758, p=0.452>0.05. This finding supports contemporary views of gender equality in professional engagement within agricultural education.

Marital Status Impact

Job involvement	N	Mean	S.D	Statistical inference
Male	35	38.94	3.378	t=1.126 Df=48 0.266>0.05 Not Significant
Female	15	37.67	4.304	

No significant difference was observed between married (M=38.94, SD=3.378) and single teachers (M=37.67, SD=4.304), t(48)=1.126, p=0.266>0.05, suggesting that marital status did not substantially influence job involvement in this context.

Teaching Experience and Job Involvement

Oneway ANOVA

Job involvement	n	Mean	S.D	SS	Df	MS	Statistical inference
Between Groups				296.262	3	98.754	F=12.342 .000<0.05 Significant
Below 5 yrs	5	32.00	3.937				
6 to 10 yrs	3	40.33	0.577				
11 to 15 yrs	20	40.40	2.604				
Above 15 yrs	22	38.14	2.900				
Within Groups				368.058	46	8.001	

One-way ANOVA revealed significant differences in job involvement across experience levels (F=12.342, p<0.05). Post-hoc analysis indicated that teachers with 11-15 years of experience showed the highest job involvement (M=40.40), while those with less than 5 years showed the lowest (M=32.00). This curvilinear pattern suggests that moderate experience levels optimise job involvement.

Salary and Job Involvement

Analysis of Variance Results for Salary and Teacher Job Involvement Oneway ANOVA

Job involvement	n	Mean	S.D	SS	Df	MS	Statistical inference
Between Groups				17.937	3	5.979	F=0.425 0.736>0.05 Not Significant
Below Rs.25000	6	38.00	3.347				
Rs.25001 to 50000	22	38.45	4.626				
Rs.50001 to 75000	14	39.43	2.503				
Above Rs.750001	8	37.75	2.915				
Within Groups				646.383	46	14.052	

No significant relationship was found between salary level and job involvement (F=0.425, p=0.736>0.05), indicating that factors beyond monetary compensation influence teacher engagement in agricultural education.

Key Findings Summary

1. High Overall Engagement: 76% of agricultural college teachers demonstrated high job involvement, indicating a positive professional climate.
2. Experience Matters: Teaching experience showed a significant curvilinear relationship with job involvement, with peak engagement at 11-15 years.
3. Family Size Influence: Smaller family size is associated with higher job involvement, suggesting work-life balance considerations.
4. Demographic Neutrality: Age, gender, marital status, religion, community, and salary showed no significant associations with job involvement, indicating that these factors are not primary determinants in agricultural education contexts.

Discussion

Interpretation of Findings

The high prevalence of job involvement (76%) among agricultural college teachers in the Tiruchirappalli District is encouraging and suggests several positive aspects of the agricultural education environment. This finding exceeds the levels reported in general higher education contexts (typically 60-65%) and may reflect the unique characteristics of agricultural education that promote teacher engagement.

Experience-Based Engagement Pattern: The significant relationship between teaching experience and job involvement, with peak engagement at 11-15 years, supports career development theories, suggesting that moderate experience provides an optimal balance between competence and enthusiasm. Early-career teachers may struggle with role adjustment, whereas very senior teachers may experience career fatigue.

Work-Life Balance Considerations: The significant association between family size and job involvement highlights the importance of work-life balance in agricultural education. Teachers with fewer family responsibilities may have greater capacity for extensive fieldwork and practical demonstration requirements typical of agricultural teaching.

Theoretical Implications

These findings contribute to job involvement theory by demonstrating context-specific patterns in specialised educational settings. The lack of gender, age, and salary effects challenges traditional assumptions about the demographic determinants of job involvement, suggesting that professional role characteristics may be more influential than personal characteristics in agricultural education.

Practical Implications

For Institutional Management

- Develop family-friendly policies to support teachers with larger families
- Create mentorship programs pairing experienced teachers with newcomers
- Design career development pathways that sustain engagement across experience levels

For Policy Makers

- Consider work-life balance factors in agricultural education staffing policies
- Invest in professional development programs targeting different career stages
- Recognize the unique nature of agricultural education in policy formulation

Comparison with Previous Research

Our results correspond with other research findings but are not the same as others. The absence of gender differences also favours the findings of recent research conducted by Kumar and Prasad (2021) in technical education but differs from other studies funded earlier that appeared to indicate gender influence. This could signify changing gender roles in Indian higher education.

Conclusions and Recommendations

Main Conclusions

This article provides important information concerning the patterns of job involvement among teachers in agricultural colleges within Tiruchirappalli District. A positive professional climate is reflected in such high overall engagement levels (76%), and statistics showing relationships with the number of diverse factors, including teaching experience and family size, provide specific intervention targets.

The results indicate that job involvement in agricultural education is dominated by professional and personal factors, rather than demographic features such as age, gender, and economic status. This finding has significant implications for human resource management in agricultural education institutions.

Practical Recommendations

Agricultural College Administrators

1. Implement family support programs including childcare facilities and flexible scheduling
2. Develop structured mentorship programs for early-career teachers
3. Create professional development pathways that maintain engagement across career stages
4. Establish work-life balance initiatives recognizing the demanding nature of agricultural education

For Policy Development

1. Consider family size and work-life balance factors in faculty recruitment and retention strategies
2. Develop experience-based professional development programs
3. Create recognition systems that acknowledge the unique contributions of agricultural educators

Study Limitations

The limitations of this study are the small sample size, cross-sectional characteristics, regional specificity, and the use of self-report measures. These weaknesses must be considered when drawing conclusions and applying the findings.

Future Research Directions

Future research should address the following limitations:

1. **Longitudinal Studies:** Multi-year studies tracking job involvement changes over time.
2. **Larger Scale Research:** Multi-district or state-level studies with larger samples.
3. **Mixed-Methods Approaches:** Combining quantitative measures with qualitative insights.
4. **Intervention Studies:** Testing specific programs designed to enhance job involvement.
5. **Comparative Analysis:** Comparing agricultural education with other specialized fields.
6. **Technology Integration Studies:** Examining how digital transformation affects job involvement.
7. **Cross-Cultural Research:** Investigating job involvement patterns across different cultural contexts.

The findings of this study contribute to the growing body of knowledge on job involvement in specialised educational contexts and provide a foundation for evidence-based improvements in agricultural education management and policy.

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NIFTY Index Performance: An Empirical Correlation Analysis

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Abstract
This study examines how macroeconomic factors such as Gross Domestic Growth and inflation affect the movement of the NIFTY index for the last 10 years from the data to 2014-2024. Using the Pearson correlation coefficient, an analysis was performed to understand the direction and magnitude of these variables. Quarterly data have been included in the study, and analysis reveals inconsistent but occasionally significant correlations, indicating that while macroeconomic variables influence NIFTY movement, the nature and strength of the influence vary over time. It was found that these macro factors affect NIFTY to some level, but the relationship is neither stable nor uniformly predictive. These findings offer insights for investors and policymakers, as well as future research options, such as adding more macro factors and scope for predicting the values for the next ten years.

Keywords: NIFTY 50, GDP Growth, Inflation, Stock Market Performance, Macroeconomic Indicators, Correlation Analysis, Empirical Analysis

Introduction

Therefore, when people talk about how a country is doing economically, they often look at its stock market first - kind like a mirror of the economy, right? In India, this is called NIFTY 50. It is like the go-to index, which covers 50 big, active stocks on the NSE. Now, figuring out why markets go up and down... that is a big deal. Not just investors, but also people who make financial decisions or, like, set policies and all that. And yeah, among all the things that might affect the market, two biggies keep popping up: GDP growth and inflation. These macro indicators? They are often seen to have a significant effect on market behaviour. Perhaps not always in a straight line but still worth paying attention to.

So, according to macroeconomic theory - or well, what does it say - when GDP goes up, it usually means the economy's growth, right? This tends to boost company profits, and kinda lifts investor mood. Conversely, when growth slows, people begin to worry. Now, inflation is another piece of the puzzle. It is tracked using items such as the Consumer Price Index (CPI), and it affects a number of things: how much people can buy, how much it costs to make stuff, and even how the central bank reacts with interest rates and all. All of this results in how the stock market moves. But here's the tricky bit — the whole thing is not, like, simple math. The way GDP and inflation mess with the market can shift depends on expectations, global surprises, or even just how investors feel about what is coming. However, this is not always a straight path.

This study examines how GDP growth and inflation have been connected to the ups and downs of the NIFTY 50 index using data from 2014 to 2024. Pearson's correlation was used to check if there is any solid link between these economic indicators and how the stock market behaves.

Statement of the Problem

The NIFTY 50 move is in accordance with the directions of many macro-factors. It is useful for investors and policymakers to understand how the past 10 years of NIFTY values are influenced by factors such as GDP and inflation and how it was hit by the pandemic period, as it acts as a base for adding more macro variables and adding regression for the prediction of NIFTY values in the near future.

Objective of the Study

- To investigate the relationship between GDP and Inflation rates to NIFTY Index

Literature Review

A number of studies have tried to determine how things like GDP, inflation, and other big economic indicators mess with the stock market, especially in places like India, where markets are still growing and shifting. One of the early ideas came from Fama (1981), who talked about the Efficient Market Hypothesis, basically saying that stock prices already reflect whatever information is out there, including economic stuff. Then Chen, Roll, and Ross (1986) took it further. They came up with this multifactor model — kind of like saying, "Hey, it's not just one thing — inflation, interest rates, and all that play a pretty big role in how asset returns move." So yeah, there has been a solid push to connect the dots between macro stuff and market behaviour.

In India, few studies have examined how macro factors play out in the stock market. Al-Rimawi, M. A., & Kaddumi, T. A. (2021) focused that all the factors like GDP , Inflation , interest all affects the stock market indexing. M, N. S. (2025) concludes that IIP, crude oil, gold prices, and exchange rates positively correlate with the performance of the sensex, but the WPI and inflation rates are negatively affected. Chittedi (2008) examined uncertainties in the Indian stock market and found that foreign institutional investments (FIIs) contribute significantly to market volatility, and not just India. The other emerging markets show similar results. Maysami and Koh (2000) studied Singapore's market and found that inflation and central bank moves around monetary policy have clear effects on equity prices. During the COVID-19 lockdown, the Indian stock market kinda took a hit — as Alam, Alam, and Chavali (2020) pointed out, investors reacted strongly to the whole pandemic situation, and the study showed that uncertainty kicked the market. Dickinson and Muragu (1994) suggesting that developing markets may not fully reflect available information in stock prices. Patil and Chandraswaroop Reddy (2024) confirmed a significant relationship between exchange rate, money supply, and FII movements.

Even though different studies have taken different routes and come up with all kinds of findings, one thing keeps showing up — inflation and GDP seem to be the key players when it comes to moving the stock market. Most of the literature agrees that more or less. Thus, this study focuses on this. It takes a closer look at how these two factors play out specifically in India, using data from after 2014, which is more recent and may be more relevant now. Instead of becoming too complicated, it sticks to a solid correlation-based approach to see if the links are still strong or may shift with time.

Methodology

Research Design

This study is based on a quantitative empirical research design to evaluate the correlation between macroeconomic indicators, such as GDP and inflation, and the NIFTY 50 index. Pearson's correlation coefficient was used to assess the strength and direction of the linear relationship between two variables: (i) GDP growth rate and (ii) inflation rate, with the NIFTY 50 index over the 11-year period from 2014 to 2024, and the analysis was performed in MS Excel. This approach is suitable for understanding direct relationships, and is widely used in financial and economic research. Correlation is a statistical method that measures the strength and direction of a linear relationship between two variables. By applying Pearson's correlation to quarterly data spanning ten years, this study aims to identify patterns and associations that reveal how macroeconomic factors influence stock market performance.

Methodological Limitations

Data consist of quarterly values of GDP and inflation taken for 10 years from 2014 to 2024,

including the pandemic period. Data were analysed with simple correlation only, and this extends the scope for regression in the near future.

Data Sources

The analysis used secondary data collected from the following sources:

- **NIFTY 50 index data:** National Stock Exchange (NSE), Yahoo Finance, and Investing.com
- **GDP growth rate:** Ministry of Statistics and Programme Implementation (MOSPI), Reserve Bank of India (RBI), and the World Bank
- **Inflation rate (Consumer Price Index):** RBI, MOSPI, and World Bank

The dataset comprises quarterly observations of the NIFTY closing values, corresponding GDP growth rates, and CPI inflation rates.

Statistical Technique

The primary analytical tool is Pearson's correlation coefficient (r) was calculated using Microsoft Excel and statistical software. The correlation coefficient measures the linear association between two continuous variables, with values ranging from

- 1: Perfect positive correlation
- No correlation
- 1: Perfect negative correlation

For interpretation, the significance of correlation coefficients was tested using p-values, with a threshold of $p < 0.05$ for statistical significance. Where possible, scatter plots with regression lines and R^2 values were used to visualise the relationship between variables.

Results and Data Analysis

This section presents the correlation between NIFTY 50 closing values and two macroeconomic indicators, GDP growth and inflation rate, on a quarterly basis from 2014 to 2024. Correlation was computed using Pearson's correlation coefficient, and each year was interpreted individually.

Year	Pearson's r	Strength of Correlation	p-value	Interpretation
2014	0.5994	Moderate Positive	> 0.05	GDP growth moderately aligns with NIFTY gains
2015	–0.3047	Weak Negative	0.695	Weak and insignificant inverse relationship
2016	–0.3503	Weak Negative	0.650	GDP growth did not significantly affect NIFTY
2017	–0.9611	Very Strong Negative	0.038	Statistically significant inverse correlation
2018	–0.7545	Strong Negative	0.129	Strong inverse trend but not statistically significant
2019	–0.4517	Moderate Negative	0.338	Moderate inverse trend, not significant
2020	**0.8762**	**Strong Positive**	**0.049**	**Statistically significant positive correlation**
2021	–0.9245	Very Strong Negative	0.025	Strong GDP growth did not align with NIFTY surge
2022	0.2000	Weak Positive	0.445	Minimal positive effect from GDP
2023	**–0.9953**	**Extremely Strong Negative**	**0.001**	**Highly significant negative relationship**
2024	–0.4116	Moderate Negative	0.588	Inverse trend, not statistically meaningful

Note: Bolded values indicate statistically significant correlations ($p < 0.05$)

Interpretation (GDP)

The results show no consistent pattern between GDP growth and NIFTY movement. While 2020 showed a strong, significant positive correlation, likely due to post-pandemic recovery momentum, several years, especially 2017, 2021, and 2023, exhibited strong inverse relationships, suggesting that factors beyond GDP (e.g. investor sentiment, global markets) influenced stock trends.

Table 1 correlation between NIFTY and Inflation (2014-2024)

Year	Pearson's r	Strength of Correlation	p-value	Interpretation
2014	–0.8221	Strong Negative	> 0.05	Higher inflation correlated with falling NIFTY
2015	0.5060	Moderate Positive	> 0.05	Contrary trend; inflation rise did not hurt market
2016	0.0275	Very Weak Positive	> 0.05	Near-zero relationship
2017	0.6712	Moderate Positive	> 0.05	Suggests optimism despite low inflation
2018	–0.5432	Moderate Negative	> 0.05	Falling inflation may have driven NIFTY gains
2019	0.7559	Strong Positive	> 0.05	Inflation rise did not dampen stock growth
2020	–0.5122	Moderate Negative	> 0.05	High inflation eroded NIFTY gains slightly
2021	–0.0414	No Correlation	> 0.05	Inflation had little effect on NIFTY
2022	–0.9149	Very Strong Negative	> 0.05	Market fell as inflation spiked
2023	–0.3677	Moderate Negative	> 0.05	Suggests downward pressure on market due to inflation
2024	–0.6786	Strong Negative	> 0.05	Inflation likely contributed to stock cooling

*None of the inflation correlations were statistically significant; however, 2022 and 2024 showed clear negative directional trends.

Inflation generally shows a negative correlation with NIFTY, consistent with economic theory: Higher inflation tends to reduce profit margins and investor confidence. However, the relationship lacks statistical significance year-on-year, indicating that inflation alone does not strongly predict market movement without controlling for other variables.

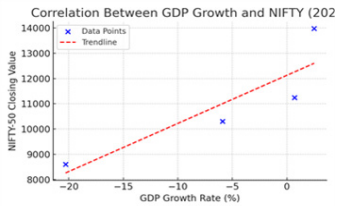

Figure 1 Correlation Between GDP Growth and NIFTY (2020)

Figure 1 shows a strong positive correlation between GDP growth and NIFTY index in 2023Here is the correlation plot for 2020, showing a strong positive linear relationship between GDP growth and the NIFTY-50 index.

- Blue dots represent actual data points (GDP vs NIFTY).
- The red dashed line is the trend line from the linear regression, confirming the upward trend.

Discussion

The results of this study illustrate the nuanced and inconsistent relationship between macroeconomic indicators, specifically GDP growth and inflation, and the NIFTY 50 Index in India. While economic theory suggests that strong GDP growth and low inflation are conducive to equity market expansion, year-wise correlation analysis reveals deviations from this assumption.

In 2020, a statistically significant positive link was observed between GDP growth and NIFTY performance. This is in line with what was expected because the Indian economy bounced back from the COVID-19 downturn, and investors felt better about the future thanks to optimism regarding recovery and policy support. However, in case of years like 2017, 2021, and 2023, strong negative correlations were observed between GDP and the NIFTY index, even when GDP growth was strong. This means that factors such as global uncertainties, fiscal deficits, or high valuations are also considered by people who buy and sell, which makes the market less responsive to changes in the domestic economy.

However, the apparent correlation did not hold for individual years. As shown in Figure 3, inflation showed a negative correlation with NIFTY in one year-2014, 2015 and 2017-but the relationship was not statistically significant. The imperfection of these illusions means that the effect of inflation can often

be largely counterbalanced by other factors such as monetary policy, global commodity prices, or capital flows. For example, in the 201ss, Chinese inflation shot upward, but the NIFTY rose. This suggests that the wane of external capital inflows and ebbing organic liquidity could not significantly affect India itself.

As per these disagreements, the big lesson is that market trends are certainly affected by macroeconomic indicators, but never to the point of absolute consistency. Behavioural policies and global macroeconomic conditions can also greatly affect the Indian stock market. The need for multifactorial investment analysis is supported by empirical evidence, and its conclusions are backed by the limits of relying on macro data alone for forecasting market movements.

Conclusion

This study investigates the correlation between macroeconomic factors such as inflation and GDP to the NIFTY 50 index over the past 10 years from to 2014-2024. It is found that these macro factors are affecting NIFTY to some level, but the relationship is neither stable nor uniformly predictive. In 2020, the strongest positive correlation was observed, reflecting the stock market's reaction to the post covid period. However, in other years, a low or negative correlation was found between and. At this point, it is not recommended that investors or policymakers depend solely on GDP and inflation to predict NIFTY behaviour.

Limitations, Recommendations and Future Research

This research focuses on two macroeconomic indicators and uses quarterly data, which revealed a problem related to this study. Future research should implement multivariate regression or time-series modelling with additional variables including interest rates, foreign institutional investments (FII), exchange rates, and global indices. The analysis of behavioural finance elements, together with macroeconomic fundamentals, would create a more complete understanding of market movements. Recommendations based on this study are that investors should take many factors into account at a time for better prediction, and taking the time horizon in detail will help to make predictions for the long run. The study is limited to a few focal areas in terms of the span of time used, macro factors included, and methodological constraints, which could limit the depth of insights into the dynamics between macroeconomic factors and the NIFTY 50.

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Tourists' Perspective on Sustainable Tourism Practices: A Study in Tamil Nadu

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Abstract
This research investigates "Tourists' Perspective on Sustainable Tourism Practices: A Study in Tamil Nadu," emphasising two important goals: sustainable tourism practices implemented in Tamil Nadu and tourists' satisfaction with sustainable tourism practices in Tamil Nadu. A Descriptive Research Design was used, as this study collected information from tourists at selected places in Tamil Nadu. This information is related to Tourist Satisfaction on Sustainable Tourism Practices in Tamil Nadu. The collected information was statistically analysed using Descriptive Statistics, ANOVA and Correlation. Primary and secondary sources of information were used in this study. A Stratified Random Sampling method was adopted, and the sample size defined in the study was 125 respondents, who were tourists from various places across Tamil Nadu.

Keywords: Sustainable Tourism, Tourist Satisfaction, Tangible and Reliability

Introduction

With the global expansion of tourism, concerns about its environmental, cultural, and economic impacts have grown. Sustainable tourism practices offer a means to reduce these negative effects by encouraging responsible travel that benefits both tourists and local communities. This study aimed to explore tourists' attitudes towards sustainable tourism practices and how these perceptions influence their travel choices and behaviours. By understanding tourists' views on sustainability, tourism providers can tailor their offerings to meet demand for eco-friendly and socially responsible travel. This research will involve collecting data through surveys and interviews with a variety of tourists, focusing on their awareness, preferences, and willingness to engage in sustainable practices. The ultimate goal is to identify the factors that drive sustainable tourism and bridge the gap between tourists' intentions and actual behaviour. The findings of this study offer valuable insights for policymakers, tourism operators, and destination managers to foster more sustainable tourism practices.

Sustainable Tourism Practices

Sustainable tourism practices aim to minimise negative environmental, social, and economic impacts, while promoting long-term benefits for local communities and ecosystems. These practices include conserving natural resources, reducing waste and carbon emissions, and respecting

the cultural heritage of the destinations. Tourists are encouraged to choose eco-friendly accommodation, support local businesses, and engage in activities that preserve rather than exploit the environment. For instance, eco-lodges often use renewable energy, minimise water consumption, and reduce the use of single-use plastics. Tour operators may partner with conservation projects or limit group sizes to reduce strain on natural sites. Education also plays a critical role; travellers who understand the impact of their choices are more likely to act responsibly. Local communities benefit when tourism generates income, without displacing traditional lifestyles or damaging the environment. Governments and organisations play a crucial role in establishing regulations and promoting certification systems that recognise sustainable operations. By aligning tourism with environmental and social responsibilities, these practices ensure that destinations remain attractive and viable for future generations. Ultimately, sustainable tourism balances the needs of visitors, hosts, and the planet, fostering mutual respect, and long-term preservation. As global travel continues to rise, adopting sustainable tourism practices is no longer optional, but essential for the future of the industry.

Tourist's Satisfaction Towards Sustainable Tourism Practices in Tamil Nadu

Tourist satisfaction with sustainable tourism practices in Tamil Nadu has been steadily increasing, as both visitors and local stakeholders recognise the importance of preserving the state's rich cultural heritage and natural landscapes. Tamil Nadu, known for its ancient temples, serene beaches, and lush hill stations, has seen a shift in traveler preferences, with many tourists actively seeking destinations that promote eco-friendly practices. Sustainable tourism in the state is being championed through various initiatives, such as eco-lodges, waste management systems, and efforts to conserve the biodiversity of popular sites, such as the Western Ghats and coastal regions. Tourists who visit destinations such as Ooty, Kodaikanal, and Pondicherry report high satisfaction when they experience responsible tourism practices such as guided nature walks, wildlife protection programs, and community-run cultural events. These practices not only enhance the visitor's experience by offering a deeper connection to the place, but also promote local employment and help preserve Tamil Nadu's unique identity.

However, the level of satisfaction depended on how well these practices were implemented. Tourists have expressed concerns when sustainability efforts are not visible, or when local communities are not adequately engaged. When done correctly, sustainable tourism practices lead to a sense of fulfilment and positive memories, as tourists feel that they contribute to the well-being of the region. As Tamil Nadu continues to develop its tourism sector, prioritising transparency, community involvement, and environmental stewardship will be the key to maintaining high levels of tourist satisfaction and ensuring the long-term sustainability of the region's tourism industry.

Statement of the Problem

Tourism is a vital economic sector in Tamil Nadu and is known for its rich cultural heritage, diverse landscapes, and historical monuments. However, the growth of tourism has led to environmental degradation, cultural dilution, and strain on local resources. In response, sustainable tourism practices have been increasingly introduced in the state with the objective of minimising negative impacts while maximising benefits for local communities and preserving natural and cultural heritage. Despite these efforts, the actual implementation and effectiveness of such practices vary across destinations and little is known about how tourists perceive and respond to these initiatives. The success of sustainable tourism largely depends not only on policy-level implementation, but also on the awareness, satisfaction, and participation of tourists. Their perceptions and experiences play a crucial role in determining the long-term sustainability of tourism practices in the long run. Although several eco-friendly policies, green certifications, and community-based tourism initiatives have been launched in Tamil Nadu, it is essential to assess whether these efforts meet tourists' expectations and contribute positively to their overall satisfaction.

This study aims to bridge this gap in understanding tourists' perspectives on sustainable tourism in Tamil

Nadu. Specifically, it seeks to outline the various sustainable tourism practices being implemented and evaluate how tourists perceive and experience these initiatives. Are tourists aware of sustainability efforts? Do these practices enhance the travel experience? Do gaps in execution reduce their satisfaction? By exploring these questions, this study offers valuable insights into the effectiveness of current sustainable tourism strategies from the viewpoint of tourists. It will also help policymakers and tourism operators in Tamil Nadu refine their approaches to better align sustainable practices with visitor expectations and to improve the overall quality and sustainability of tourism in the region.

Scope of the Study

This study primarily focuses on identifying and outlining the sustainable tourism practices currently adopted in Tamil Nadu across different tourist destinations, such as heritage sites, religious places, hill stations, and coastal areas. It examines a wide range of sustainable practices, including environmental conservation measures, the use of renewable energy, the promotion of local culture and products, responsible waste disposal, and tourist education on sustainability. Furthermore, this study assesses tourist satisfaction with these sustainable initiatives. It investigates whether tourists are aware of sustainable efforts, whether these efforts contribute to a positive travel experience, and what areas require improvement. This research includes both domestic and international tourists, offering a comprehensive view of how diverse tourist groups perceive sustainability in the Tamil Nadu tourism experience.

Importance of the Study

This study is highly significant for several stakeholders. For policymakers and government tourism departments, this study provides evidence-based insights into which sustainable tourism strategies are effective from a tourist's perspective. Tourism service providers highlight areas in which improvements are needed to enhance customer satisfaction while maintaining sustainability standards. This study contributes to the limited literature on tourist perceptions of sustainability in the Indian context, especially at the state level. Moreover, the study aligns with the global sustainable development goals (SDGs), particularly those related to responsible consumption, environmental conservation, and economic inclusivity. Understanding tourist satisfaction with sustainable tourism practices is essential for building long-term tourism strategies that are both environmentally viable and commercially successful. Ultimately, this research supports the goal of making Tamil Nadu a model destination for sustainable tourism in India, by integrating ecological responsibility with memorable tourist experiences.

Research Objectives

1. To outline the sustainable tourism practices implemented in Tamil Nadu.
2. To examine the tourist's satisfaction with sustainable tourism practices in Tamil Nadu

Research Questions

This study addressed the following questions:

1. How are the best sustainable tourism practices being implemented in Tamil Nadu?
2. Are tourists satisfied with the sustainable tourism practices in Tamil Nadu?

Research Hypotheses

1. There were no significant differences in the best sustainable tourism practices implemented in Tamil Nadu.
2. There was no significant difference in the satisfaction of tourists with sustainable tourism practices in Tamil Nadu.

Review of Literature

Literature Review - International

- Gonzalez and Varela (2023) explored the role of social media in shaping tourists' attitudes towards sustainable tourism, emphasising its influence on increasing awareness and promoting eco-friendly options.
- Beedie and Hudson (2022) proposed a framework for measuring sustainable tourism practices from a tourist perspective, highlighting the importance of ongoing assessments for improvement.

- Pérez and Figueroa (2022) discussed the integration of cultural heritage in sustainable tourism practices, showing that tourists value cultural experiences linked to sustainability efforts.
- Bramwell and Lane (2022) examined the role of stakeholder collaboration in promoting sustainable tourism, with an emphasis on involving tourists in the decision-making process.

Literature Review – National

- Fernandez and Torres (2023) analysed how social media influences tourists' perceptions of sustainable practices, noting its role in shaping decisions towards eco-friendly tourism options.
- Lee and Park (2023) highlighted the importance of community involvement in sustainable tourism, showing that destinations that engage local communities are more likely to attract support from tourists.
- Patel (2022) explored tourists' appreciation of green spaces and local sourcing in urban tourism, emphasising the need to integrate sustainability into urban tourism planning.

Research Methodology

Descriptive Research Design was used in the study as this study collects the information from the tourists at selected places in Tamil Nadu. The information is related Tourist Satisfaction on Sustainable Tourism Practices in Tamil Nadu. The information thus collected were statistically processed using Descriptive Statistics, ANOVA and Correlation. Both primary and secondary sources of information were used throughout the study. Stratified Random Sampling method was adopted and Sample size defined in the study was 125 respondents who are the tourists from various places across Tamil Nadu.

Data Analysis

Descriptive Statistics for Study Variables of Tourist's Perspective on Sustainable Tourism Practices

The data provided offer insights into tourists' perspectives on various aspects of sustainable tourism practices, focusing on service quality and satisfaction. The sample consisted of 125 respondents, with each variable measured on a 1 to 5.

Table 1 Descriptive Statistics for Study Variables of Tourist's Perspective on Sustainable Tourism Practices

Study Variables of Tourist's Perspective on Sustainable Tourism Practices	N	Minimum	Maximum	Mean	Std. Devi-ation
I am satisfied with quality of Service	125	1	5	3.70	1.206
Tourists' expectations are met	125	1	5	3.66	1.101
Tourist Service Providers give end to end services to customers	125	1	5	3.87	1.000
Tourist Services are customised based on the preferences of Tourists	125	1	5	3.90	1.132
Booking Processes are made easy and simple	125	1	5	3.60	1.055

The variable "I am satisfied with the quality of service" has a mean score of 3.70 and a standard deviation of 1.206, indicating moderate satisfaction with service quality. While many tourists were generally pleased, there was noticeable variability in their responses, suggesting that some visitors may have had experiences that did not fully meet their expectations. Similarly, the variable "Tourists' expectations are met" has a mean score of 3.66 and a standard deviation of 1.101, suggesting that while most tourists feel their expectations are met, there is still some room for improvement, with some tourists feeling their needs may not have been fully addressed.

In terms of service delivery, "Tourist service providers give end-to-end services to customers" has the highest mean score (3.87), which implies a higher level of satisfaction with the comprehensive nature of services offered by providers. "Tourist services are customized based on the preferences of tourists" follows closely with a mean score of 3.90, indicating that tourists value personalised experiences, though again, there is variability in satisfaction.

The "Booking processes are made easy and simple" variable has a mean score of 3.60, suggesting that while booking processes are generally convenient, there may be areas for improvement to further enhance customer satisfaction. The standard deviations across all variables are relatively high, signifying diverse tourist experiences and pointing to the need for consistent and tailored services to better align with the expectations of a wider range of tourists.

Analysis of Variance for the Assessment of Influence between Means of Tourist's Satisfaction on four study variables with respect to Tourist's Perspective on Sustainable Tourism Practices

The ANOVA results presented above examined the differences in tourists' perspectives on various aspects of sustainable tourism practices across different groups. Each of the study variables such as Tourists' expectations are met, Tourist service providers give end-to-end services, Tourist services are customized, and Booking processes are easy and simple reveals significant differences between groups, as indicated by the very low p-values (all < 0.05). The "Between Groups" sum of squares reflects the variation due to differences among groups, while the "Within Groups" sum of squares indicates variation within the groups. Based on this, the following null hypothesis is formulated:

H0: There is no significant influence between the means of Tourist Satisfaction on four study variables: Tourists' expectations are met, Tourist Service Providers give end-to-end services to customers, and Tourist Services are customised based on the preferences of tourists and bookings are made easy and simple.

Table 2 Influence between Means of Tourist's Satisfaction on Four Study Variables with Respect to Tourist's Perspective on Sustainable Tourism Practices

Study Variables		Sum of Squares	df	Mean Square	F	Sig.
Tourists' expectations are met	Between Groups	89.187	4	22.297	43.848**	.000
	Within Groups	61.021	120	.509		
	Total	150.208	124			
Tourist Service Providers give end to end services to cus-tomers	Between Groups	76.012	4	19.003	47.567**	.000
	Within Groups	47.940	120	.399		
	Total	123.952	124			
Tourist Services are custom-ised based on the preferences of Tourists	Between Groups	114.802	4	28.700	78.191**	.000
	Within Groups	44.046	120	.367		
	Total	158.848	124			
Booking Processes are made easy and simple	Between Groups	93.338	4	23.334	62.696**	.000
	Within Groups	44.662	120	.372		
	Total	138.000	124			

** denotes significant at 5% level

For the variable "Tourists' expectations are met", the F-value of 43.848 and a significant p-value of 0.000 show that there are statistically significant differences in the way different groups perceive whether their expectations are met. Similarly, the variable "Tourist service providers give end-to-end services" has an F-value of 47.567 and a p-value of 0.000, indicating that the perceived quality and comprehensiveness of services differ significantly across groups.

The variable "Tourist services are customized based on preferences" has the highest F-value (78.191) and a p-value of 0.000, signifying strong group-based differences in tourists' views on how personalised their experiences were. Lastly, for the "Booking processes are easy and simple", the F-value is 62.696, with a p-value of 0.000, suggesting that tourists experience varying levels of satisfaction with the ease of booking processes. In all cases, the significant p-values (less than 0.05), thereby the

formulated null hypothesis, is rejected at the 5% level of significance, indicating that the differences observed between groups are statistically significant, meaning that factors influencing tourists' satisfaction and their views on sustainable tourism practices vary across the different groups in the study. This suggests that service providers should consider the diversity of tourist preferences and expectations to enhance overall satisfaction.

Correlation for the Assessment of Relationships among Five Study Variables of Tourist's Perspective on Sustainable Tourism Practices

The correlation matrix presents the relationships between five key variables related to tourist satisfaction and service quality, all based on a sample size of 125. Notably, all variables are significantly positively correlated at the 0.01 level (2-tailed), indicating strong interrelationships among them. Keeping this in mind, the following hypothesis is proposed.

Ha: There are significant relationships among five study variables of Tourist's Perspective on Sustainable Tourism Practices such as I am satisfied with quality of Service, Tourists' expectations are met, Tourist Service Providers give end to end services to customers, Tourist Services are customised based on the preferences of Tourists and Booking Processes are made easy and simple.

Table 3 Assessment of Relationships among Five Study Variables of Tourist's Perspective on Sustainable Tourism Practices

Study Variables		V1	V2	V3	V4	V5
I am satisfied with quality of Service (V1)	Pearson Correlation	1	.722**	.770**	.788**	.804**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	125	125	125	125	125
Tourists' expectations are met (V2)	Pearson Correlation	.722**	1	.502**	.491**	.582**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	125	125	125	125	125
Tourist Service Providers give end to end services to customers (V3)	Pearson Correlation	.770**	.502**	1	.538**	.540**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	125	125	125	125	125
Tourist Services are custom-ised based on the prefer-ences of Tourists (V4)	Pearson Correlation	.788**	.491**	.538**	1	.724**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	125	125	125	125	125
Booking Processes are made easy and simple (V5)	Pearson Correlation	.804**	.582**	.540**	.724**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	125	125	125	125	125

**. Correlation is significant at the 0.01 level (2-tailed).

The strongest correlation was between "I am satisfied with quality of Service" (V1) and "Booking Processes are made easy and simple" (V5), with a Pearson correlation coefficient of 0.804, suggesting that simplified booking processes are strongly associated with overall service satisfaction. V1 also shows high correlations with "Tourist Services are customised" (V4) at 0.788, and "Service Providers give end-to-end services" (V3) at 0.77, indicating that both customisation and comprehensive service offerings contribute significantly to tourists' satisfaction. Additionally, a substantial correlation

exists between V1 and "Expectations are met' (V2) at 0.722, highlighting that meeting tourist expectations is a crucial element of perceived service quality. All other inter-variable correlations, although slightly lower, remain moderately strong and significant (for example, V2 and V5 at 0.582, V3 and V4 at 0.538), reinforcing the idea that these elements of service delivery are interdependent. Overall, the data suggest that improving any of these aspects, especially booking ease and service customisation, is likely to positively impact tourist satisfaction because of the strong interconnectedness of these service quality dimensions.

Findings

The descriptive statistics reveal that tourists generally have a positive perception of sustainable tourism practices, with all variables scoring above the midpoint of three on a 5-point scale. The highest mean score was for customised services (M = 3.90), followed closely by end-to-end service provision (M = 3.87), indicating that tourists appreciated personalised and comprehensive service offerings. Satisfaction with service quality (M = 3.70) and expectation fulfilment (M = 3.66) also showed favourable responses, although with slightly more variability. The lowest-rated item was the simplicity of booking processes (M = 3.60), suggesting room for improvement in this area.

The ANOVA results indicated statistically significant differences across groups for all four study variables at the 5% significance level (p = .000 for all). The high F-values for each variable— tourists' expectations (F = 43.848), end-to-end services (F = 47.567), customised services (F = 78.191), and bookings (F = 62.696)—suggest that tourists' perceptions vary significantly across groups (likely based on demographic or experiential factors). This implies that not all tourists experience these service elements equally, pointing to the variability in how services are delivered or received.

The correlation analysis shows strong and statistically significant positive relationships among all five study variables at a 0.01 significance level. Most notably, tourist satisfaction with service quality (V1) had the highest correlation with booking process simplicity (V5) at r = 0.804, followed by customisation of services (V4) at r = 0.788 and end-to-end service provision (V3) at r = 0.770. These strong correlations suggest that tourists who find the booking process easy and experience personalised and comprehensive services are more likely to report higher satisfaction. Additionally, tourist expectations (V2) are moderately correlated with all other variables, particularly satisfaction (V1) at r = 0.722, indicating that meeting expectations is a crucial component of perceived service quality.

Suggestions

First, it is recommended that tourism providers continue to enhance personalised and complete service experiences while focusing on simplifying and improving the booking process to boost overall satisfaction.

Second, tourism service providers should segment their customer base and tailor services more effectively to meet the diverse needs of different groups. Particular attention should be paid to improving consistency in service customisation and booking processes, where the greatest variance was observed. Regular feedback collection and targeted improvements can ensure that all tourist groups enjoy a uniformly high-quality and sustainable service experience.

Lastly, Tourism service providers should prioritise streamlining booking processes and enhancing service customisation, as these are closely linked to overall tourist satisfaction. Because all variables are strongly interrelated, improving one area (such as end-to-end service delivery or meeting expectations) will likely have a positive impact on others. A holistic approach to service design—focused on integration, personalisation, and user-friendly systems—can therefore significantly enhance tourist experience and support more sustainable and satisfying tourism practices.

Implications

The findings highlight that tourist satisfaction is strongly influenced by service customisation, seamless service delivery, and the ease of booking. The significant correlations and ANOVA results imply that variations in service experience across different groups must be addressed to ensure

equitable quality. This underscores the need for tourism providers to adopt a more data-driven, customer-segmented approach to service design. By focusing on personalisation, streamlining processes, and maintaining consistency, stakeholders can not only improve individual tourist experiences, but also promote long-term sustainable tourism development.

Directions for Future Research

Future research can expand the scope by comparing tourists' perceptions of sustainable tourism practices in Tamil Nadu with those in other Indian states or international destinations. This comparative approach can identify regional strengths, weaknesses, and best practices, providing valuable insights for policymakers and tourism stakeholders to improve sustainability initiatives specific to Tamil Nadu's context. Future research could explore how emerging technologies (such as mobile apps, virtual tours, or AI-driven travel platforms) influence tourists' choices and engagement with sustainable tourism. Focusing on Tamil Nadu, this study examines how digital tools can enhance sustainability awareness, encourage eco-friendly travel decisions, and support local communities. A longitudinal study can be conducted to track changes in tourist awareness, attitudes, and behaviour toward sustainable tourism over time. This would help evaluate the long-term effectiveness of current sustainability campaigns and practices in Tamil Nadu and assess whether tourists' support for sustainable initiatives translates into consistent responsible behaviour during travel.

Conclusion

The data clearly demonstrate that tourist satisfaction is strongly influenced by the quality, personalisation, and accessibility of tourism services. High intercorrelations among key variables, along with significant group differences identified through ANOVA, emphasise the importance of consistent, inclusive, and user-centred service delivery. By simplifying booking processes, offering tailored experiences, and addressing the diverse needs of different tourist segments, service providers can significantly enhance satisfaction levels and promote sustainable and effective tourism practices.

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