Chapter-VI
SUMMARY OF FINDINGS, CONCLUSION AND POLICY IMPLICATION

CHAPTER-I
INTRODUCTION AND DESIGN OF THE STUDY

INTRODUCTION

Today’s global environment in general and the higher education sector in particular face growing pressures that will further strain their capabilities and inhibit their ability to meet growing stakeholder demands. The sometimes turbulent higher education environment is characterized by changes such as mergers, down sizing and changes in the funding formula, budget cuts, increasing competition, staffing shortages (Korner and Neuhauser, 2004)\(^1\) and significant

decrease in staff morale. These challenges have an adverse impact on the confidence and performance of the employees (Robbins, 2003). Employees trust in the institutional leaders has become a critical issue. The employees in low morale blame the management or their immediate supervisor for the low morale (Schuler, 2006). According to Johnsrud (1996) academics stay where morale is high, where they feel mentored (Plata, 1966); where they experience a sense of community (Johnsud and Rosser, 2002), autonomy (Tack and Patitu, 1992) and intellectual challenge (Magner, 1999); where institutional

support is clear and pervasive (Mellow et al., 2003\textsuperscript{8}); and where they make a decent living (Kerlin and Dunlap, 1993\textsuperscript{9}).

Regarding the significance of the role of human resources in the success of organizations, evidences show that work resources productivity in India are lower than that of other developed countries (Weaklime and Frenkel, 2006\textsuperscript{10}). Several factors affect on this condition and the main one is lack of morale and satisfaction. One of the main phenomenon in the public organizations is organizational morale. Employees that lack morale can not play effective role in improving the organizational performance. In this juncture, the present study focuses on the staff working in the University of Madras.

NEED FOR THE STUDY

The higher education sector is facing hectic pressures because of global competition and also the higher expectation on the stakeholders. The employees’


involvement and dedication in the educational field has become a crucial factor which is highly essential for the performance of any organization in the education field. The employees’ involvement and dedication rest on their morale at their organizations (Schein, 2005). Many of the public higher educational institution are suffering from the problems of low morale, skills shortage, stifled academic freedom, academic-student-ratio, exclusion from decision-making process and mismanagement of human resources (Evans, 1992). It will have a ripple effect on the functioning and delivery of the higher education services which in turn could have a negative impact on economic development. Hence, it is essential to analyse the causes and consequences of low morale in the public higher educational institutions in order to overcome these problems. The present study has made an attempt on this aspect with confined objectives.

**STATEMENT OF THE PROBLEM**

Employees are considered as the main actors and valuable capital of organizations today. And they are in collaboration with the other organizational aspects and in this way they give meaning and sense to organizations. Morale is

one of the outstanding dimensions of healthy organization. Many researchers (Cox, 2001\textsuperscript{13}, Analoui, 2000\textsuperscript{14} and Smith 1996\textsuperscript{15}) mentioned the significance of employee morale in the organizational performance. Since the morale of work resources is the base of public and private organizations’ operations, the good organizer concentrates more on the enrichment of morale among the employees.

The morale of employees in the public sector organizations in the educational sector is decreasing because of job security and, lack of motivation, lack of creativity and improper management of human resources. In the case of universities, the morale of the employees is deteriorating because of mismanagement. The foreign universities and deemed universities are growing especially after globalization and liberalization. Unless the university authorities are realizing the causes of the low morale among their employees, they can not prevent it and also enrich the morale for better performance. Many universities in Tamilnadu are not performing at an appreciable level. One of the causes may

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be low morale. Hence, this problem should be rectified at right time for the future generation.

**REVIEW OF LITERATURE**

1. **Job Satisfaction**

   Wanous and Reichers (1997)\(^{16}\) applied meta-analysis to measure the overall job satisfaction with the help of single item measure. They found an average uncorrected correlation of 0.63 with the scale measures of overall job satisfaction. The overall mean correlation is 0.67, and it is moderated by the type of measurement scale used.

   Law and Wong (1999)\(^{17}\) found the relationship between job perception and job satisfaction constructs. There is a significant positive relationship between job perception variables namely significance, identity, variety, feedback and autonomy and the job satisfaction. Under factor model, both job perception and liking are significant predictors of job satisfaction. In contrast, only job

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perception is a significant predictor of job satisfaction under the composite model.

Saari and Judge (2004)\textsuperscript{18} revealed the significant relationships between employees’ attitudes towards various aspects in job, organizations, inter – personal relationship, physical work environment and their job satisfaction.

Caers et al., (2008)\textsuperscript{19} analyzed the job satisfaction among nurses. The major findings of the study revealed twelve job satisfaction scales, with striking differences in methodology, settings and sample characteristics of the studies concerned. A wide variety of job satisfaction and dissatisfaction sources is identified, but little is known on their relative importance. The measure of job satisfaction and the home healthcare nurses job satisfaction scale prove highly reliable and applicable. The conclusion of the study was that the findings on the level and sources of community nurses job satisfaction are ambiguous. Of all the scales reviewed, the home healthcare nurses job satisfaction scale seems most


promising for use in future research, based on its strong psychometric properties and its specificity for the community nursing setting.

Judge and Patton (2001)\textsuperscript{20} found that when the correlations are appropriately corrected, the average correlation between job satisfaction and job performance is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex jobs than for less complex jobs. The job satisfaction is a predictor of performance, and the relationships is even stronger for professional jobs.

Judge and Watanabe (1994)\textsuperscript{21} suggested that the relationship between job and life satisfaction is reciprocal. Job satisfaction does affect life satisfaction, but life satisfaction also affects job satisfaction since a job is a significant part of their life. One’s job experiences spill over into ones life.

Kohler and Mathien (1993)\textsuperscript{22} identified that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees. Job


dissatisfaction appears to be related to other withdrawal behaviours, including lateness, unionization, grievances, drug abuse and decision to retire.

Chan (2002) applied meta–analytic procedures to determine the generalise the ability of the relationship between job satisfaction and internet to leave. The results were consistent with the hypotheses: The relationship between job satisfaction and intent to leave was significantly different from zero and consistently negative.

According to Lambert et al. (2002) raising worker job satisfaction is seen as a fundamental way of decreasing turnover. There has been a considerable amount of research in the area of the possible causes of correctional staff job satisfaction and, to a lesser extent, the possible consequences of job satisfaction. However, due to the numerous studies, some with conflicting results, it is difficult to understand clearly the factors associated with job satisfaction.

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Yoav (1998)\textsuperscript{25} analyzed the relationship between intelligence and job satisfaction on the basis of a model. Intelligence has a direct negative effect, mediated by job complexity, and an interactive effect with job complexities. The background variables namely education, age, family income, parents education, gender and ethnic background also have its our relationship with job satisfaction.

Sandhu and Ritu (2007)\textsuperscript{26} revealed that women executers are quite positive in their approach and are reportedly accepted as executives in India. Women executives perceive that they do possess the competence, potential and willingness required of executives. The analysis shows that except for age and job level, no other personal and organizational characteristics like education, marital status and years of experience in the institution show any association with the attitude score. Further, it is observed that the nature of organization and type of ownership have a significant impact on attitudes.

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Hong Lu et al. (2005) found that the current nursing shortage and high turnover are of great concern in many countries because of the impact upon the efficiency and effectiveness of any health–care system. Recruitment and retention of nurses are persistent problems associated with job satisfaction.

Chesterman (2004) analysed the existence extrinsic and intrinsic factors that support and sustain women in senior managerial roles. The results showed that women enjoyed the challenges of their jobs and they were confident of their own abilities and skills.

Lee (2005) in his study reported that both women and men managers possessed similar attitudes as confidence, energy, perseverance and hand work but at the same time it was also revealed that society still continued to emphasize a women’s basic role as that of mothering.


Kamal and Sengupta (2009)\(^{30}\) identified that the overall job satisfaction of bank officers is not very high but still satisfactory. With age, spiritualism of the person increases, but his alternatives for change decreases. Younger employees have more energy, more expectations and more options, and hence have lesser satisfaction with the job.

Sharma and Jyoti (2006)\(^{31}\) identified the importance of job characteristics like autonomy, job enrichment, idealness and appropriateness of job for enhancing an academician’s job satisfaction. Only four variables namely job itself, promotion and recognition, gender and qualification are predicting job satisfaction. Job characteristics or job itself is the most significant predictor of job satisfaction.

Ishawara and Laxmana (2008)\(^{32}\) found that job characteristics like autonomy and flexibility clearly should out as the most important factor for job satisfaction. The study has highlighted some positive aspects of the work life.

They include continuing high levels of autonomy, creativity, sense of achievement, idealness and appropriateness of job. These motivating core job characteristics satisfy an academics need for engaging on meaningful work activities.

Smerek and Peterson (2007)\textsuperscript{33} revealed that the psychological phenomenon of desire to join the profession adds up to the satisfaction in the job. Job autonomy, enrichment, creativity, appropriacy, sense of the elements of job that account for maximum job satisfaction of university academicians.

Yousef (2002)\textsuperscript{34} identified that the recognized opportunities for career planning and development for enhancing job satisfaction of an individual and lack of career development were reported to be directly and negatively related to job satisfaction.


Rai and Sinha (2002)\textsuperscript{35} reported that the attitude towards physical environment has a significant positive impact on job satisfaction among the university teachers. The physical environment includes the class rooms, staff rooms, rest rooms, ventilation, basic amenities, lightning, sanitation and others.

Chandriah et al., (2007)\textsuperscript{36} identified that relationship between age and job satisfaction among the employees is non–linear. It shows that satisfaction level varies for different age groups and it is maximum during last years of service.

Clark (1997)\textsuperscript{37} concluded that women’s higher job satisfaction does not reflect that their jobs are unobserved better than men’s but perhaps because their jobs have been so much worse in the past, and they have lower expectations.

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Eglule (2003)\(^{38}\) found that job characteristics and promotion and recognition are the intrinsic elements, hence they account for maximum variation in job satisfaction. Among the demographic variables gender and level of education significantly affect job satisfaction.

Oshagbemi (2000)\(^{39}\) identified that the designation of the employees does affect the degree of job satisfaction enjoyed by the academicians. Professors are enjoying higher level of satisfaction than the lecturers and readers but step is not completely straight as readers are less satisfied than lecturers.

Amoran et al., (2005)\(^{40}\) revealed insignificant coefficient of correlation between the age and job satisfaction among the employees. It indicates the lack of linear relationship between the above said two variables. The job satisfaction is least during initial years and maximum during of 60 years. After initial years,


the level of job satisfaction increases and then it decreases during 46-50 years and after that it again starts increasing.

Van Ham et al. (2004)\textsuperscript{41} identified factors increasing job satisfaction which were mentioned more than twice. They were diversity of work, relations and contact with colleagues. The factors decreasing job satisfaction were low income, too many working hours, administrative burdens, heavy workload, lack of time and lack of recognition. The conclusion of the study was that the aspects of job satisfaction concerning the content of the profession seem to increase job satisfaction, and aspects concerning employment conditions seem to decrease job satisfaction.

Hochschild (1997)\textsuperscript{42} identified that the personal factors have been shown to mitigate the effects of job and family demands, work place policies, and role identification on employees' satisfaction with the balance they have achieved between work and personal life and on job satisfaction.


Sekaran (2005)\textsuperscript{43} revealed that there was a perceived lack of work-family balance and its corresponding reduction in job satisfaction. It is further assumed to produce other negative job behaviours such as absenteeism, impaired performance and turnover. It is thus the primary impetus for adopting family-friendly programmes.

Ezra and Deckman (1996)\textsuperscript{44} addressed only a limited number of antecedents of job satisfaction and ignored entirely any direct effects of employee characteristics and use of family-friendly policies on job satisfaction. They developed a complex model of the relationship between work-family conflict and family, life and job satisfaction later.

Van Saane et al., (2003)\textsuperscript{45} used Twenty-nine job satisfaction instruments in total. Seven instruments met the defined reliability and validity criteria. Of the seven, the ‘Measure of Job satisfaction’ had an adequate content validity. Only the ‘Job in General Scale’ provided data about responsiveness to change. Few


instruments have shown both high reliability and high validity, but little is known about their evaluative potential.

Sharma and Gupta (2009)\textsuperscript{46} found that the important factors influencing the employee satisfaction. These are level of pay and benefits, promotion system, quality of working conditions, leadership, social relationship, job content, management support, career development, belief in company’s policies, autonomy, adequate training and development and recognition. All these factors are significantly and positively influencing the job satisfaction.

Srivastava and Roy (1996)\textsuperscript{47} identified that employees’ satisfaction from their jobs are highly significant for the effective functioning of any organisation. It plays a key role in influencing the attendance of workers, their productivity, work motivation, morale and overall industrial relations.


Shyam and Pandhawa (2007)\textsuperscript{48} found that both the public and private sector textile workers are by and large, similar in their perceptions towards the facets of the job. The results revealed that the textile workers in Nepal have a high dissatisfaction with the facets of the job that involve the monetary expenditure of the organisation, the behavioural aspects of management and the employment policy of the organisation.

2. Importance of Morale in Organizations

Neely's (1990)\textsuperscript{49} research explored the relationship between employee morale and productivity, as well as possible measures that a supervisor can take to improve employee morale. His results revealed a pattern that links the productivity of employees with their level of morale. Ewton (2007)\textsuperscript{50} emphasizes the fact that employee morale is associated with absenteeism, which has been reported to cost large businesses in the United States $760 000 per year in direct payroll costs, and even when lower productivity, lost revenue, and other effects


\textsuperscript{49} Neely, G., (1999), The Relationship between Employees Morale and Employee Productivity, National Fire Academy as Part of the Executive Fire Officer Program, Tulsa, Oklahoma.

of low morale are considered. Low morale can be costly to an institution. Morale is also regarded to be the fuel that drives an organization forward or the fuel that feeds the fires of employee discontent and poor performance. Low morale carries a high cost. The Gallup Organization (2008)\textsuperscript{51} estimates that there are 22 million actively disengaged American employees, with a price tag to the economy at the tune of $350 billion per year. Millett (2010)\textsuperscript{52} gives six reasons why staff morale is important. They are improved productivity, improved performance and creativity, reduced number of leave days, higher attention to detail, a safer workplace, and increased quality of work. Mazin (2010)\textsuperscript{53} adds that high employee morale leads to people coming to work on time, improved communication, less time wasted on gossip, improved recruitment and retention, and more creativity. It is evident from the literature that employee morale is very important in organizations and if not effectively managed it can have adverse effects on the overall productivity and performance of the organization. In


addition, morale can energise and improve productivity from employees, and at the same time it creates a positive working environment.
3. Causes of Low Morale

Among the reasons given for low morale are poor leadership qualities of the immediate supervisor (Schuler, 2004)⁵⁴. A study of leadership in the Canadian workplace reported by Psychometrics Canada (2010)⁵⁵ revealed that poor leadership has negative effects on employees’ morale. Some of the leadership skills that are critical in enhancing morale are good communication, and the ability to deal with change, manage people, set goals and solve problems. Robbins (2003)⁵⁶ focused on higher education, also emphasize that change and poor leadership are the primary causes of low employee morale. Herzberg (2003)⁵⁷ advocates removing demotivators and creating new motivating strategies to address low morale. Stevens (2009)⁵⁸ indicated that organizational culture affects employee morale and productivity and that there are factors that lower employee morale. These negative factors, according to Stevens (2009),

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include the following: leadership not serving as exemplars, little or no accountability, a lack of career and succession planning, too many silos and departmental infighting. White and White (2009)\(^59\) agree with these findings and further indicate that the leadership culture of command and control weighs heavily against employee morale. Studies by Senge (1990)\(^60\) and Lezzotte (2006)\(^61\) agree with these findings. Dye and Garman (2005)\(^62\), posit that distrust of management, poor interpersonal relations, and inflexible working conditions could also contribute to low employee morale. It is also noteworthy that low morale could also be caused by departmental layoffs or closures, labour negotiations and contract disputes, high employee turnover rates, changes in leadership, and unclear expectations and corporate direction (Workforce Performance Solutions, 2006\(^63\)). Ways of dealing with low morale are discussed below:


4. How to Deal with Low Morale

Greenleaf (1996)\(^{64}\) proposes that a great leader is seen as servant first, and that simple fact is the key to his greatness. In addition, he emphasizes that leaders who practice servant leadership are more likely to be trusted. In order to improve morale in the work environment leaders need to create a culture of trust in an organization. Levin (1999)\(^{65}\) contends that a climate of trust exists in organization when managers do what they say they are going to do and are consistent in their actions. According to Dye and Garman (2006)\(^{66}\), managers can earn trust and improve employee morale by being accessible and authentic, fostering openness, and through role modeling. These authors believe that developing effective communication, building cohesiveness in teams and having the ability to energise staff are indispensable leadership competencies.

Stevens (2009) provides five management solutions for dealing with low employee morale. He suggests ways for dealing with low employee morale. He suggests that managers should begin by attracting the right talent, and hiring for skill and behaviour, looking at best practice from the best, hiring for passion and focusing on the customer.

According to Finger (2005) in order to improve the esprit de corps of a group, the morale of each individual in the group must be improved. This is best achieved through the personal missionary work of the manager. Greenleaf’s teachings indicate that the servant leader is servant first, after which a conscious choice brings one to aspire to lead. The servant leader ensures that other people’s highest priority needs are being served. Employee morale can also be a psychological disposition that is subject to environment, work, economic factors and corporate culture. The first step in the process for improving employee morale is to do a client survey/opinion survey. (Seroka, 2009) Employee attitude surveys are a valuable tool for any organization. As seen from the literature review, these employee surveys provide information that may be

used to improve productivity and commitment and employee morale. By identifying the root causes of attitude in the workplace, the organization can take direct action to increase overall job satisfaction. Leaders of higher education institutions (HEIs) spend their time, resources, and energy in seeking out the best and the brightest academics the job market has to offer. However, once these individuals are hired, management does not always know how to bring out the best in them. Instead, these individuals often remain at that level when in reality their potential is far beyond that level.

Eventhough, there are so many studies related to the job satisfaction and employee morale, only few studies focused these two aspects among the staff working at universities. Hence, the present study has made an attempt to fill up the research gap with proposed research model

PROPOSED RESEARCH MODEL

1. Factors leading to job satisfaction
2. Job satisfaction

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Consequences of job satisfaction and employee morale
- Job stress
- Organizational climate
- Organizational culture
- Organizational Trust
- Work-life balance

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Socio-Economic Profile of the Staff
OBJECTIVES OF THE STUDY

Based on the proposed research model the objectives of the study are confined to:

i) To reveal the background of the staff;

ii) To examine the level of job satisfaction and its correlation among the staff;

iii) To measure the employee morale and its correlation among the staff;

iv) To identify the discriminant factors related to job satisfaction and employee morale among the teaching and administrative staff;

v) To study the various consequences of job satisfaction and employee morale;
vi) To evaluate the impact of factors leading to job satisfaction and morale on its various consequences; and

vii) To identify the important factors required to enrich the job satisfaction and employee among the staff.

**METHODOLOGY**

Research is careful investigation, an inquiry, specially through search, for new facts in any branch of knowledge (Advanced Learner’s Dictionary, 1952)\(^70\). It is also looking for new facts in any branch of knowledge (Redman and Mory, 1923)\(^71\). The research methodology enlightens the methods to be followed in research activities starting from investigation to presentation. Research methodology includes research design, locale of research, sampling procedure, operationalisation and measurement of variables, methods of data collection, frame work of analysis and limitation.

**RESEARCH DESIGN**

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Research design is the arrangement of conditions for collection and analysis of data, in a manner, that aims to combine relevance to the research purpose, with economy in procedure (Clarie and Others, 1962).  

In the present study, descriptive research design was followed. Singh (1980) defined descriptive research as a design to explain the characteristics of the variables as it is. It is based on predetermined objectives and methodology. In the process study the objectives are pre determined. The methodology has been designed to fulfill the objectives for the study.

POPULATION OF THE STUDY

The population of the present study is the staff working in university of Madras during 2010-11. The university of Madras is spread over six campuses namely Tholkappiar (Chepauk), Parthimarkalaignar (Marina), Maraimalai Adigalar (Guindy), Sekkizar (Taramani), Bharathiar (Chetpet), and Elango Adial (Maduravayal). The number of staff working at six campuses in the University of Madras is divided into Teaching and Administrative Staff. The distribution of staff on the basis of abovesaid classification is given in Table 1.1.

### TABLE 1.1

**Number of Staff Working in University of Madras**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Group</th>
<th>Number of Staffs</th>
<th>Per cent to the Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching staff</td>
<td>506</td>
<td>26.87</td>
</tr>
<tr>
<td>2.</td>
<td>Administration staff</td>
<td>1377</td>
<td>73.13</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1883</td>
<td>100.00</td>
</tr>
</tbody>
</table>


The number of teaching staff working at various departments in all the six campuses of the university are 506 whereas the number of administrative staff are 1377. The number of administrative staff to the total staff working in the
university constitutes 73.13 per cent to the total whereas the teaching staff constitutes 26.87 per cent to the total.

**SAMPLING FRAME WORK OF THE STUDY**

Since the present study include all staff working in the university, the applied sampling techniques is census method.

**CONSTRUCT DEVELOPMENT**

The questionnaire was designed to collect the primary data from the staff. The questionnaire was divided into four important parts. The first part covers the profile of the staff and their level of personality traits whereas the second part of the questionnaire includes the level of job satisfaction and its correlations namely factors leading to job satisfaction. The third part of the questionnaire focuses on the level of employee morale, factors leading to employee morale, drivers of employee morale and the variables required to enrich the employee morale. The final part of the questionnaire covers the various consequences of job satisfaction and morale and the variables required to enrich the job satisfaction and the employee morale.

The relevant variables are drawn from the review of previous studies, views of experts, research scholars and university staff. A pre-test was conducted
among 50 teaching staff and administrative staff respectively. Based on the feedback, certain modifications, additions and deletions have been carried out to prepare a final questionnaire.

**COLLECTION OF DATA**

The data from the staff have been collected with the help of prestructure questionnaire. The addresses of the staff have been collected from the office of the six campuses in the university of Madras. The questionnaires were sent by post to all the staff. Three months of time was given to the staff to send back their filled in questionnaire. Since the response rate was not appreciable, another fresh questionnaire along with a reminder was sent to the non-responding staff. Another two months of time was given to collect the filled in questionnaire. The response rate in the abovesaid two successive attempts are given in Table 1.2.

**TABLE 1.2**

Response on the Questionnaire among the Staff

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Groups</th>
<th>Number of staff responded in</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Attempt</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Attempt</td>
</tr>
<tr>
<td>1.</td>
<td>Teaching staff</td>
<td>143</td>
<td>171</td>
</tr>
<tr>
<td>2.</td>
<td>Administrative staff</td>
<td>132</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>275</td>
<td>348</td>
</tr>
</tbody>
</table>
The response rates among the teaching staff in the first and second attempt are 28.26 and 33.79 per cent to the total of 506 staff. Among the administrative staff, these are 9.59 and 12.85 per cent to the total of 1377 staff. In total the response rate among the teaching and administrative staff are 62.05 and 22.44 per cent to its total respectively. Hence the included sample size of the present study came to 314 teaching staff and 309 administrative staff which lead to the total of 623 staff.

**FRAMEWORK OF ANALYSIS**

The statistical analysis has been selected and used to process the collected data according to the requirements of the study. The analysis is selected according to the scale of data and the objectives of the study. The included statistical analysis and its application are presented below:

1. **T-test**

   The ‘t’ test is one of parametric tests to analyse the significant difference among the two group of samples. It is applied when the criterion variable is in interval scale. The ‘t’ statistics are calculated by
which is compared with the degree of freedom of \((n_1 + n_2 - 2)\).

Whereas \(t\) = ‘t’ statistics

\[
\bar{X}_1 - \bar{X}_2 \pm \frac{(n_1 - 1) \sigma^2_{s1} + (n_2 - 1) \sigma^2_{s2}}{n_1 + n_2 - 2} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}
\]

The ‘t’ test has been applied to test the significant difference among the teaching and administrative staff regarding their views on the various aspects related to the job satisfaction and employee morale.

2. One Way Analysis of Variance (ANOVA)
The one way analysis of variance is applied when the criterion variable is in interval scale and the number of group of samples included for the study is more than two. The ‘F’ statistics is calculated by

\[
F = \frac{\text{Trss/dF}}{\text{Ess/dF}} = \frac{\text{Greater variance}}{\text{Small variance}}
\]

Compared with the \( F(K-1;N-k) \) degree of freedom

Whereas \( F \) = ‘F’ statistics

\( N \) = Number of sample size

\( K \) = Number of groups included

\( \text{Trss/df} \) = Variance between groups and

\( \text{Ess/df} \) = Variance within groups.

The one way ANOVA has been applied to examine the association between the profile of the staff and their views on the various aspects related to job satisfaction and employee morale.

3. Exploratory Factors Analysis (EFA)

The Exploratory Factor Analysis is used when the researcher wants to narrate the variable into handsome factors and also find the relationship between the variables and narrated factors. It is also called as narration analysis. Whenever the variables related to a particular event are unmanageable or plenty
and also in interval scale, the factor analysis has to be executed to narrate these variables into factors. Before applying the factor analysis, the validity of data for the factor analysis have to executed with the help of Kaiser-Mayer-Ohlin (KMO) measure of sampling adequacy and the Bartlett’s Test of Shpericity. The acceptable KMO measure of sampling adequacy is 0.5, whereas the acceptable level of significance of chi-square value is upto 0.05 per cent level. In the present study, the factor analysis has been executed to identify the important factors related to job satisfaction and employee morale.

4. Confirmatory Factor Analysis (CFA)

The Confirmatory Factor Analysis has been executed with the help of the LISREL 8 software package. It is applied to test the reliability and validity of the variables included in each construct. In the present study, the CFA has been applied to test the reliability and validity of variables in the constructs related to job satisfaction, employee morale and its consequences.

5. Discriminate Analysis (Two Group Model)

The discriminate analysis is used when the dependent variable is in nominal scale and the independent variable are in interval scale. It is used to identify the important discriminate variables among the two groups formulated in the study. The unstandardized cannon discriminate function was estimated by
\[ Z = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + \ldots + b_ax_a + b_nx_n \]

Whereas

\[ Z = \text{Discriminant criterion} \]

\[ X_1, X_2, \ldots, X_n = \text{Discriminant variables} \]

\[ b_1, b_2, \ldots, b_n = \text{Discriminant coefficients} \]

The Wilks Lambda was calculated as a multi-variant measure of group difference over discriminating variables. The relative discriminating power of the variables was calculated by

\[ I_j = K_j (\bar{X}_{j1} - \bar{X}_{j2}) \]

Whereas

\[ I_j = \text{the important value of jth variable} \]

\[ K_j = \text{unstandardized discriminant co-efficient for the jth variable} \]

\[ X_{jk} = \text{mean of the jth variable for jth group} \]

The relative importance of a variable \( R_j \) is given by
In the present study, the two group discriminant analysis has been administered to identify the important discriminant job satisfaction, employee morale and consequence factors among the teaching and administrative staff.

6. Multiple Regression Analysis

The Multiple Regression Analysis is applied to analyse the impact, of independent variables on dependent variable when both the variables are in interval scale. The linear regression model is fitted by

\[ Y = a + b_1x_1 + b_2x_2 + \ldots + b_nx_n + e \]

Whereas \( Y \) = Dependent variables
\( X_1, X_2, \ldots, X_n \) = Independent variables
\( b_1, b_2, \ldots, b_n \) = Regression coefficient of independent variables
\( a \) = intercept and
\( e \) = error term

In the present study, the multiple regression analysis is followed to find out the impact of various factors leading to job satisfaction, employee morale on
the level of job satisfaction and employee morale respectively, and the impact of job satisfaction and employee morale on each of its consequences one by one.

LIMITATIONS OF THE STUDY

The present study is subjected with the following limitations:

1. The variables related to job satisfaction and employee morale are drawn from the review of previous studies and also the view of experts.

2. The employees working in the university are classified into teaching and administrative staff.

3. The variables related to each concept used in the present study are measured at five point scale only.

4. The scope of the study is limited to the University of Madras only.

5. The opinions on the various aspects related to job satisfaction and employee morale are subjected with the personal bias since the questions were answered by the staff out of their memory.

6. The linear relationship between the dependent and independent variables was assured and

7. The unstandardised procedure has been followed to estimate the two group discriminant function.
CHAPTERISATION

The present work is classified into six important chapters for a neat and clear presentation. The content of each chapter is summarized below:


The second chapter explains the Definitions, Meanings, Measurement and Variables included in each concept developed in the present study. The focused concepts are related to Job Satisfaction and Employee Morale.

The third chapter exhibits the General and Psychological Profile of the Staff, their level of Job Satisfaction, Factors Leading to Job Satisfaction, Impact of Factors on the Job Satisfaction and Discriminant Factors among the Teaching and Administrative Staff.

The fourth chapter discusses the Level of Employee Morale, Factors Leading to Employee Morale, Drivers of Employee Morale, Impact of factors leading to employee morale and factors required to improve the employee morale.
The fifth chapter includes the various Consequences of Job Satisfaction and Employee Morale, Impact of Job Satisfaction and Employee Morale on Each Consequences, and the Factors Required to Improve the Level of Job Satisfaction and Employee Morale.

The sixth chapter presents the Summary of Findings, Conclusions, Policy Implications and Scope of Future Research.

CHAPTER-II

CONCEPTUAL FRAMEWORK OF THE STUDY

INTRODUCTION

Job satisfaction is the degree to which one’s important needs for health, security, nourishment, affiliation, esteem and so on are fulfilled on the job or as a result of the job. In the context of the development and maintenance good human relations in business and industry, “Job satisfaction” is highly essential.

DEFINITION OF JOB SATISFACTION

Amoran et al., (2005)\textsuperscript{74} say out job satisfaction is a pleasurable feeling that results from the perception that one’s job fulfills or allows for the fulfillment of one’s important job values. A review of several studies in the area of job satisfaction leads one to conclude

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