CHAPTER – I
INTRODUCTION

1.1 INTRODUCTION:

True education is a powerful force in bringing about expected change. It is only the education that can bring about changes in skills, knowledge, attitudes and understanding things around us. The ultimate aim of any education is to make a man of good character and useful citizen of the universe. This can be achieved through the quality of teachers, quality of teaching-learning process and quality of education. Learning transaction cannot be undertaken in vacuum. It is a positively directed action of teacher. According to the Education Commission (1964-66), the quality, competence, involvement and character of teachers are undoubtedly the most significant factors which influence the quality of education and its contribution to national development. In addition to their traditional functions of teaching, evaluation and research, they now have the additional functions of extension and development also. Teachers play a key role in the generation and transfer of new knowledge. The economic prosperity, resourcefulness and intellectual dynamism of any nation are reflected in the quality of its teachers and education.

A nation is built to a large extent in its universities – in its classrooms, laboratories and libraries. The universities produce highly skilled manpower needed for the economic, political and social transformation and development of our country. Universities, ideally, are organizations devoted to development of human resources and humanism. The ideological climate required for a better quality of life is created by the universities. Universities are the center for imparting higher education. Since independence, India has shown an exponential growth in terms of the number of universities. With the growing number of universities, the requirement of faculty has also grown. As per the University Grants Commission (UGC) reports, the growth of higher education
in India is drastic. The student enrollments show a tremendous growth, but with respect to this the growth in number of teaching staff is extremely poor. Paucity of faculty in higher education, especially in technical education is the biggest challenge. Recruitment in itself is very difficult because the number of application is very high, but finding the suitable faculty is difficult. The faculty is recruited on need basis and on value basis. Faculty recruited on need basis may sometimes not be well qualified for the position and compels the institutions to compromise on the quality. This leads to deterioration in performance. The faculties recruited on value base are likely to leave if dissatisfied and seek better opportunities at other places. Talented faculty adds value to the university and thereby retaining them is a challenge. Moreover, recruitment costs for replacing the turnover is very huge, in terms of time, resources and productivity. Job satisfaction and organizational commitment contribute majorly to such a problem. For the success of any organization committed and satisfied human resources are considered as the most important assets whereas the non-committed and dissatisfied workers are the biggest liabilities as it leads to absence of enrichment, fulfillment in their life and work.

Job satisfaction among teachers in the university is necessary for effectively and properly making use of the large resources poured in by UGC and for rendering maximum service to the society through building up of future human resources of the nation. A key variable associated with a faculty member's decision to leave or to remain at a higher education institution is job satisfaction. Gaining a thorough understanding of job satisfaction has implications for improving the working life of faculty members. Faculties experiencing high satisfaction levels contribute to organizational commitment, improved mental and physical health and improved quality of life both on and off the job. On the other hand, job dissatisfaction culminates in higher turnover, absenteeism, labour grievances, labour problems, attempts to organise labour unions and a negative organizational climate. Low level of job involvement contributes to employees’ feelings of alienation of purpose, alienation in the organisation or feeling of separation between what the employees see as their
“life” and the job they do. An individual with a high level of job involvement is likely to be highly satisfied, more productive and less prone to leave than the one with a low level of job involvement.

The vitality of all educational organizations including universities lies in the willingness of teachers to contribute towards their development. Teacher’s organizational commitment has been recognized as an effective route to the success of educational organizations. Universities need committed teachers to achieve their objectives. The teachers strong in commitment find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They always seem to make maximum efforts cheerfully and zestfully. In order to fulfill these expectations teachers need to maintain their personal commitment to the organization where they are employed. The highly committed teachers wish to remain associated with the universities and advance organizational goals as they are less likely to leave. There is much research suggesting that organizational commitment is related with variables of great importance for organizational success and efficiency such as labour turnover, absenteeism and productivity. Thus, organizational commitment is critical in retaining and attracting well-qualified teachers.

Thus, quality at higher education is almost impossible without satisfaction, involvement and commitment of the university teachers. And so this study is aimed at investigating the levels of job satisfaction, job involvement and organizational commitment of university teachers in Maharashtra state.

1.2 STATEMENT OF THE PROBLEM:

The study of job behaviours within organizational setting highlights critical variables that are supportive or detrimental to the performance of employees. Organizational commitment and job satisfaction are the precursors of employees’ performance. The ability of an organisation to innovate and successfully implement business strategy and to achieve competitive advantage depends on how much employees are involved in their jobs and are satisfied in
doing their jobs. University teachers are currently facing many challenges in education and society, which may well affect their levels of job satisfaction. The overall performance of universities depends upon their teachers and ultimately their level of commitment, satisfaction and involvement.

The demand for talented teachers has increased due to the emergence of private sector universities and universities are now constantly looking for talented teachers and willing to pay them very attractive salary packages. This is likely to become a challenge for the public sector universities to retain their academic staff. Because of these changes universities will have to work hard to create an environment that would enable them to attract new faculty and retain their best teachers. Teachers often complain that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustration and dissatisfaction, and in turn affects the commitment, involvement and productivity of teachers.

The problem to be investigated in the present study is measuring the levels of job satisfaction, job involvement and organizational commitment of university teachers and their interrelationships. Therefore statement of the problem in present study is “A Study of Job Satisfaction, Job Involvement and Organizational Commitment of University Teachers in Selected Universities of Maharashtra State.”

1.3 NEED AND SIGNIFICANCE OF THE STUDY:

Teachers who are satisfied with their jobs may discharge their responsibilities well, take interest in their job and strive for the promotion of their organization. Low level of satisfaction causes interpersonal conflict, personal stress and physical ailment. As a result of dissatisfaction performance of the institution can be badly affected. Job dissatisfaction among teachers can have high cost and complications for the education system, especially when good teachers quit. This is because good quality teachers take with them their teaching skills, researches and experience. Organizational commitment and job involvement directly affects teachers’ performance. Highly committed and
involved teacher is less prone to resign than the one with a low level of organizational commitment and job involvement. It is, therefore, needed to study the aspects of job satisfaction, job involvement and organizational commitment of teachers particularly at higher education.

A better understanding of the complex relationships between job satisfaction, job involvement and organizational commitment of university teachers will result in practical benefits for universities, with a particular emphasis on creating positive environment at work. The relationships between job satisfaction, job involvement and organizational commitment of university teachers can thus play a role in enhancing the performance and quality of the overall higher education system, by providing the areas which needs to be targeted.

Most of the researches in the field of job satisfaction or job involvement or organizational commitment are on private sector employees. Very few researches are there on the job satisfaction of government employees in general and university teachers in particular. No research so far has been made for studying the relationships between job satisfaction, job involvement and organizational commitment of university teachers in the universities of Maharashtra state. This research is a sincere effort to fill this gap.

1.4 OBJECTIVES OF THE STUDY:

1.4.1 GENERAL OBJECTIVE:

The purpose of the present study is to investigate the relationships between job satisfaction, job involvement and organizational commitment of university teachers in selected universities of Maharashtra state.

1.4.2 SPECIFIC OBJECTIVES:

Following are specific objectives of the present study:

i) To conceptualize job satisfaction, job involvement and organizational commitment.
ii) To measure the level of job satisfaction and job involvement of university teachers.

iii) To measure the level of organizational commitment of university teachers.

iv) To find out the relationship between job satisfaction, job involvement and organizational commitment of university teachers.

v) To offer effective suggestions for improving the levels of job satisfaction, job involvement and organizational commitment of university teachers.

1.5 HYPOTHESES OF THE STUDY:

A hypothesis is a tentative statement based on past experiences or observations. A hypothesis is a tentative assumption or preliminary statement about the relationships between two or more things that needs to be examined. In the present study, the following hypotheses are formulated and tested.

**Hypothesis 1**

There is no significant difference in the level of job satisfaction of university teachers based on biographical variables (namely, age, gender, marital status, educational level, academic position, income and experience).

**Hypothesis 2**

There is no significant difference in the level of job involvement of university teachers based on biographical variables (namely, age, gender, marital status, educational level, academic position, income and experience).

**Hypothesis 3**

There is no significant difference in the level of organizational commitment of university teachers based on biographical variables (namely, age, gender, marital status, educational level, academic position, income and experience).
Hypothesis 4

Job satisfaction does not statistically explain the variance in job involvement of university teachers.

Hypothesis 5

Job satisfaction does not statistically explain the variance in organizational commitment of university teachers.

Hypothesis 6

Job involvement does not statistically explain the variance in organizational commitment of university teachers.

1.6 CONTRIBUTION OF THE STUDY:

Following are the benefits which can be derived from the present study:

i) The present study will contribute to the literature on job satisfaction, job involvement and organizational commitment.

ii) This study will lead to the understanding and prediction of the behaviour of university teachers in the universities under investigation.

iii) This study will assist policy makers, educational planners, administrators and teachers in identifying strategies affecting job satisfaction, job involvement and organizational commitment of university teachers.

iv) The outcomes of this study will advise the university management on the measures needed to enhance and maintain job satisfaction, job involvement and organizational commitment of university teachers.

1.7 ASSUMPTIONS OF THE STUDY:

The present study is based on the following assumptions:

i) The university teachers participating in the present study are representative of the population.
ii) The respondents are well aware of the concepts of job satisfaction, job involvement and organizational commitment.

iii) The respondents in this study will respond to all items on the survey honestly, completely and impartially.

iv) Respondents are cooperative with the researcher.

v) The research instruments used in this study will reflect the perceptions regarding job satisfaction, job involvement and organizational commitment of university teachers.

1.8 SCOPE AND LIMITATIONS OF THE STUDY:

Each study has its own limitations which are, of course, beyond the control of the investigator. Following are the limitations of the present study:

i) The study is restricted to the selected public universities (namely, Mumbai University, North Maharashtra University, Savitribai Phule Pune University, Dr. Babasaheb Ambedkar Marathwada University and Sant Gadge Baba Amravati University) and therefore the results may not be generalized to private universities.

ii) The study is limited to full time and permanent university teachers. Temporary, ad-hoc and university teachers on contract basis are not considered.

iii) On the basis of the availability of facilities, time and resources, the study is delimited to the study of job satisfaction, job involvement and organizational commitment of university teachers in selected universities of Maharashtra state.

iv) The study is restricted to the certain biographical variables namely, age, gender, marital status, educational level, academic position, income and experience.

v) This study is based on the data generated through questionnaire and so the findings of the study entirely depend on the accuracy of such data.

vi) Every university has their own policies and procedures. Therefore there may be some variation in the responses collected.
In spite of these limitations, it is hoped that the results of the study would be highly beneficial in formulating policies for job satisfaction, job involvement and organisational commitment of university teachers.

1.9 RESEARCH METHODOLOGY:

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

1.9.1 RESEARCH DESIGN:

Research design is the plan and structure of investigation that enables the researcher to obtain answers to the research question. Cross-sectional research design was used in the present study. This was a descriptive and correlational research in which quantitative method was used. In this study a researcher tried to explore the perceptions of university teachers about job satisfaction, job involvement and organizational commitment and also their interrelationships.

The main advantage of the cross-sectional research design for this study is that the researcher is able to collect and compare several variables in the study at the same time. In addition, the collection of data is less expensive in terms of time and cost and the researcher is also able to secure the cooperation of the respondents since the data is collected at one point in time.

1.9.2 SELECTION OF THE SAMPLE:

The population targeted in this study included full time and permanent university teachers bearing the designations assistant professor, associate professor and professor in selected universities of Maharashtra State. This population is a finite population as the number of university teachers is certain. The population size was 953.
Maharashtra state is divided into five geographical divisions namely Konkan, North Maharashtra, West Maharashtra, Marathwada and Vidarbha. From each division one university is selected for the study. The universities selected are Mumbai University, North Maharashtra University, Savitribai Phule Pune University, Dr. Babasaheb Ambedkar Marathwada University and Sant Gadge Baba Amravati University. The sample size for this study is obtained using a formula developed by Krejcie and Morgan (1970). The formula is shown below:

\[ S = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)} \]

Where,

- \( S \) = the required sample size.
- \( X^2 \) = the table value of chi-square for 1 degree of freedom at the desired confidence level (i.e. 3.841).
- \( N \) = the population size.
- \( P \) = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).
- \( d \) = degree of accuracy expressed as a proportion (it is set at 5%).

Put values in the above formula.

\[ S = \frac{3.841 \times 953 \times 0.50(1 - 0.50)}{(0.05)^2(953 - 1) + 3.841 \times 0.50(1 - 0.50)} \]

\[ S = \frac{3.841 \times 953 \times 0.50 \times 0.50}{0.0025 \times 952 + 3.841 \times 0.50 \times 0.50} \]

\[ S = \frac{915.11825}{2.38 + 0.96025} \]

\[ S = \frac{915.11825}{3.34025} \]

\[ S = 273.96 \]
As the population size was 953, the sample size came to 274 by using the above formula (i.e. sample constituted 28.75% items of the population). The proportionate stratified random sampling technique was used to choose the sample. Stratified random sampling method with proportional stratification has the advantages of greater accuracy, greater geographical concentration and more representative sample. The stratification was made on the basis of university and designation by choosing 28.75% (n = 274) items of the population as sample, so as to make the sample representative. Following table shows that how the sample of 274 university teachers is drawn from the population.

Table 1.1: Selection of the Sample.

<table>
<thead>
<tr>
<th>Name of University</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumbai University, Mumbai.</td>
<td>28 (98)</td>
<td>26 (91)</td>
<td>23 (79)</td>
<td>77 (268)</td>
</tr>
<tr>
<td>Savitribai Phule Pune University, Pune.</td>
<td>30 (106)</td>
<td>20 (68)</td>
<td>28 (98)</td>
<td>78 (272)</td>
</tr>
<tr>
<td>Dr. B. A. M. University, Aurangabad.</td>
<td>28 (96)</td>
<td>22 (77)</td>
<td>13 (46)</td>
<td>63 (219)</td>
</tr>
<tr>
<td>Sant Gadge Baba Amravati University, Amravati.</td>
<td>9 (32)</td>
<td>8 (26)</td>
<td>5 (17)</td>
<td>22 (75)</td>
</tr>
<tr>
<td>North Maharashtra University, Jalgaon.</td>
<td>20 (69)</td>
<td>9 (32)</td>
<td>5 (18)</td>
<td>34 (119)</td>
</tr>
<tr>
<td>Total</td>
<td>115 (401)</td>
<td>85 (294)</td>
<td>74 (258)</td>
<td>274 (953)</td>
</tr>
</tbody>
</table>

Source: Websites of the above universities.
Note: Figures in parentheses refer to population of the sample.

Thus sample of the study included 115 assistant professors, 85 associate professors and 74 professors.

1.9.3 COLLECTION OF DATA:

Data may be obtained either from the primary source or the secondary source. A primary source is one that itself collects the data and a secondary source is one that makes available data which were collected by some other agency. Depending on the source, data are classified under two categories:
primary data and secondary data. Primary data are such data which are collected for the first time by an investigator for some specific purpose and are thus original in character, whereas secondary data are those which are not originally collected but rather obtained from published or unpublished sources.

In this study both primary and secondary data were used.

A) Primary Data Collection:

Primary data were collected by administering questionnaires to the university teachers of selected universities. Questionnaires were sent through postal services as well as sent on e-mail IDs of the faculties through “Google Doc” application. The questionnaire method was selected because it is a relatively inexpensive method for data collection and questionnaire translates the research objectives into specific questions that are asked to the respondents. Since the population of the study was large and geographically scattered, it was not possible, in terms of time and cost, to have face-to-face contact.

B) Secondary Data Collection:

Secondary data were collected from various reference books, journals, annual reports of UGC and AISHE (All India Survey on Higher Education), publications of Government of India, websites and office records of universities.

C) Procedure of Data Collection:

The researcher used the mailing technique to obtain data. The researcher identified the target population for the study from the official web sites and office records of the universities selected for this study. A total of four hundred and eighty five (485) questionnaires were distributed to university teachers of selected universities, of which two hundred and eighty three (283) were returned, yielding a response rate of 58.35%. But only two hundred and seventy four questionnaires were considered as the researcher had calculated the sample size of 274 by referring the formula of Krejcie and Morgan (1970). Out of which 210 responses were received through “Google Doc” application and the remaining 64 responses through post. A covering letter accompanied
the questionnaires indicating the objectives of the study, assurance that anonymity and confidentiality would be maintained and that the responses would be used for research purposes only. Furthermore, the instructions for completing questionnaire were also included. Each mailed packet contained a questionnaire regarding the demographic information, job satisfaction, job involvement and organizational commitment of university teachers and a self-addressed stamped envelope for the participants’ responses.

1.9.4 DATA PROCESSING:

The data, after collection, has to be processed. The collected data were edited, coded, tabulated and organized according to the requirement of the study and then entered into Microsoft Excel 2007 and Statistical Package for Social Sciences (SPSS 12.0) for analysis.

1.9.5 STATISTICAL TOOLS AND TECHNIQUES USED:

The statistical tools and techniques used for the study can be categorized into descriptive statistics and inferential statistics. The collected data were analyzed by using both descriptive statistics and inferential statistics.

A) Descriptive Statistics:

De Vos stated that the purpose of descriptive statistics is to reduce data to an interpretable and intelligible form so that the relations of research problems can be studied and tested.\textsuperscript{4} Thus descriptive statistics provide a statistical summary of the collected data. The descriptive statistical methods used in the present study included frequency, percentage, arithmetic mean and standard deviation. The present study represented the data in graphical and tabular format.

a) Frequency and Percentage:

The word percentage means the rate per hundred and frequency is the number of times a particular value is repeated. Frequencies and percentages are helpful for arranging data either in tabular and graphical format.
b) **Arithmetic Mean:**

Arithmetic mean is the most popular and widely used measure of central tendency. Its value is obtained by adding together all the items and by dividing this total by the number of items. In this study the biographical variable wise mean values of job satisfaction, job involvement and organizational commitment were calculated.

c) **Standard Deviation:**

Standard deviation measures the extent to which the items vary from central value. The greater the standard deviation, the greater will be the magnitude of the deviations of the values from their mean. Hence standard deviation is extremely useful in judging the representativeness of the mean. In the present study, standard deviation was used to indicate the variability of distribution of scores relating to job satisfaction, job involvement and organizational commitment of university teachers.

B) **Inferential Statistics:**

According to Sekaran (2003), inferential statistics is employed when generalizations from a sample to population are made. The inferential statistical methods used in this research include the Pearson Product Moment Correlation, T-Test, Analysis of Variance (ANOVA) and Regression Analysis.

a) **Pearson Product Moment Correlation Coefficient:**

The Pearson product-moment correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by ‘r’. In the present study Pearson Product Moment Correlation Coefficient was used to ascertain whether relationships exist between job satisfaction, job involvement and organizational commitment of university teachers.

b) **T- Test:**

The t-test can be conducted on a one sample, paired samples and independent samples. If two samples are taken from different populations, the independent samples t-test compares the means of two samples. In this study ‘Independent Samples T-Test’ was used to find out the significant differences
in the levels of job satisfaction, job involvement and organizational commitment of university teachers based on biographical variables like gender, marital status and educational level.

c) **Analysis of Variance (ANOVA):**

ANOVA (Analysis of Variance) is a statistical technique specially designed to test whether the means of more than two quantitative populations are equal. In this study one-way ANOVA technique was used to test difference in the level of job satisfaction, job involvement and organizational commitment of university teachers based on biographical variables such as age, academic position, income and experience.

d) **Regression Analysis:**

In regression analysis, the unknown value of one variable can be estimated for the given value of other variable. Regression analysis includes the calculation of coefficient of determination. In the present study coefficient of determination was used to determine the extent to which the level of job satisfaction explains variances in job involvement and organizational commitment of university teachers and also to determine the extent to which the level of job involvement explains variance in organizational commitment of university teachers.

**1.9.6 RESEARCH VARIABLES:**

Research variable may be dependent variable or independent variable. The value of dependent variable can be calculated for the given value of independent variable. To determine the extent to which the level of job satisfaction explains variances in job involvement and organizational commitment of university teachers, job involvement and organizational commitment were taken as dependent variables and job satisfaction was taken as an independent variable. On the other hand to determine the extent to which the level of job involvement explains variance in organizational commitment of university teachers, organizational commitment was taken as dependent
variable and job involvement was taken as an independent variable. In this study the biographical variables - age, gender, marital status, educational level, academic position, income and experience were treated as control variables.

1.9.7 RESEARCH MODEL:

The research model adopted for this study was as follows:

Figure 1.1: The Research Model.

Source: Self defined.

1.9.8 RESEARCH INSTRUMENT:

Research instrument is nothing but the questionnaire used for collecting data. The research instrument used for the present study consisted of four sections which are as follows:

A) Section One: Biographical Information.

A self-developed questionnaire was used to acquire biographical information from the sample. Participants were requested to provide information with regard to their age, gender, marital status, educational level, academic position, income and experience. Coding was done to record their responses.
B) Section Two: Job Satisfaction Questionnaire.

Paul E. Spector’s Job Satisfaction Survey was used as a job satisfaction questionnaire to measure job satisfaction of university teachers. The original JSS is a 36 item, nine facet scale to assess employee attitudes about the job and various aspects of the job. Each facet is assessed with four items and a total score is computed from all items. The nine facets are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Coworkers, Nature of Work, and Communication. In the present study eighteen questions from JSS were selected in the job satisfaction questionnaire i.e. two questions in each facet. The Job Satisfaction Survey was used for the present study as it has been proven to be a reliable and valid instrument.\(^{11}\)

C) Section Three: Job Involvement Questionnaire.

Kanungo’s (1982) Job Involvement Scale was used to measure job involvement of university teachers. It is a 10 item scale. In this study eight questions from Kanungo’s job involvement scale were selected in the job involvement questionnaire. Kanungo’s (1982) job involvement scale found to have reasonably high levels of reliability and validity.\(^{12}\)

D) Section Four: Organizational Commitment Questionnaire.

The Organizational Commitment Scale developed by Meyer and Allen (1991) was used to assess university teachers' perceptions of organizational commitment. It is a 18 item scale, but some items seem to have near about same meaning. So the researcher included only twelve items from Meyer and Allen’s revised scale in the organizational commitment questionnaire used for this study. Researcher used revised Organizational Commitment Scale because it is a reliable and valid measure for organizational commitment.\(^{13}\)

A five–point Likert scale is used to measure university teachers’ perception of job satisfaction, job involvement and organizational commitment. University teachers were asked to choose one of five response options: from “strongly disagree” (1) to “strongly agree” (5). Negatively worded items are represented by ‘(R)’ and they are reverse scored.
1.10 ETHICAL ISSUES:

The participation of respondents in the study was purely on a voluntary basis. The researcher assured the participants about anonymity and confidentiality through a covering letter accompanying the questionnaire. The researcher clearly explained the purpose of research and also provided the contact details in the covering letter. The researcher assured the participants that individual results would not be identified. The resultant data would be reported only in aggregate.

1.11 PRESENTATION OF THE STUDY:

The following chapter scheme is used in the structure of the thesis for achieving objectives of the present study:

Chapter I – Introduction

This chapter explains statement of the problem, need and significance, objectives, hypotheses, contribution, assumptions and scope and limitations of the study. It also includes information relating to research design, selection of the sample, collection of data, data processing, statistical tools and techniques used, research variables, research model, research instruments, ethical issues and presentation of the study.

Chapter II - Review of Literature

This chapter includes review of the national and international literature relating to job satisfaction, job involvement and organizational commitment. It presents the past research studies carried out in the present field along with a summary of major points. The analysis of literature review provides direction for conducting the research.

Chapter III - Job Satisfaction, Job Involvement and Organizational Commitment

This chapter discusses theoretical background of job satisfaction, job involvement and organizational commitment in terms of concept, theories, influencing factors, consequences and measurement.
Chapter IV - Profile of the Selected Universities of Maharashtra State

This chapter discusses the meaning of the word ‘university’, historical background of university in India, university administration and types of universities in India, current status of universities in India and current status of universities in Maharashtra. This chapter presents brief profile of Mumbai University, North Maharashtra University, Savitribai Phule Pune University, Dr. Babasaheb Ambedkar Marathwada University and Sant Gadge Baba Amravati University.

Chapter V - Data Collection and Analysis

This chapter presents the descriptive data and analysis of the survey questionnaire. It reports inferential statistics related to the hypotheses. This chapter presents the results of various statistical tools and techniques such as T-Test, One Way ANOVA, Pearson Product Moment Correlation Coefficient and Regression Analysis to be used for testing the hypotheses of the study.

Chapter VI - Summary, Conclusions and Suggestions

This last chapter includes the points like summary, statistical findings of the study, major conclusions drawn and suggestions.

1.12 CONCLUDING REMARK:

The purpose of this chapter was to provide outline of the study. The statement of the problem, need and significance, objectives, hypotheses, contribution, assumptions and scope and limitations of the study were highlighted. This chapter further discussed research methodology of the study in terms of research design, selection of the sample, collection of data, data processing, statistical tools and techniques used, research variables, research model and research instruments used for collecting data. The chapter concluded with the ethical issues followed during the research and presentation of the study.
REFERENCES


