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Employee Satisfaction & Motivation among Non - Teaching staff of University: A case study of Banaras Hindu University

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Job satisfaction and motivation are very essential for the continuing growth of organisation across the world along with the educational systems. They rank alongside professional knowledge and skills, centre competencies, educational resources as well as strategies, in genuinely determining educational success and performance. Banaras Hindu University is one of the reputed educational institutions. For any institution of this kind there are two sets of employees viz. primary staff (comprising of the persons directly linked with the fulfilment of the basic objective of the establishment) & support staff (comprising of the persons who directly or indirectly are required for the efficient functioning of overall system).The crucial role of this non teaching staff prompts the researcher to know the status of satisfaction & motivation among them. This study tries to assess the differences & relationship between the level of job satisfaction & motivation among non teaching staff of Banaras Hindu University (BHU), Varanasi. Research is exploratory as well as descriptive in nature. The opinion of the non teaching staff was collected with the help of questionnaire which measured the two aspects as discussed earlier. The data for the study was analysed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and One-way-analysis of variance (ANOVA). The findings suggest that there is difference in satisfaction & motivation on factors such as age, experience& education. However there is no difference between the two on the basis of organisational position.

Keywords: Job satisfaction & Motivation, intrinsic & extrinsic motivation

Introduction

Motivational factors play an important role in increasing employee job satisfaction. Satisfied employees in return can help in improving organizational performance. All these variables are interdependent on each other. The association between motivation, job satisfaction and organizational performance can be viewed as: Motivation can be elaborated as what individuals strive to achieve better. However, not everyone gets motivated by the identical factors. Motivation effects people when they are ready for it and when it is applied the best way suitable for them. That is, when it feeds the needs of the person to be motivated. Still the motivation will not have effect on individuals if they are unable to perform a task or if they are not willing for certain tasks. Motivation works only when the right person with suitable skills is made responsible for the job or otherwise it will be wastage of resources and time, and may lead to an opposite side that creates an incapable and non willing job performer. All these leads to an impression whether motivation leads to satisfaction or satisfaction leads to motivation.

Motivation

Motivation is derived from word motive, which is an active form of a desire, craving or need, which must be satisfied .It is a common phenomenon often talked about by people in any given organization.

Motivation can also be defined as an inner state of mind, which compels a person to behave in a way that ends up with the accomplishment of stated goals. Motivation impels a person to act and is a reason for particular kind of behaviour. Furthermore, motivation is the understanding of the fundamental drives, needs and desires of the peoples which prompt them to do things. Some of the motivating factors may be financial incentive, cordial working environment, challenging work and responsibility, personal accomplishment, recognition for such accomplishment and an opportunity for growth and advancement.

Halepota (2005) conceives motivation as a person's active participation and commitment to achieve the prescribed results. The concept of motivation is an abstract construct because different strategies

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produce different results at different times and there is no single strategy that can produce guaranteed favourable results all the times.

Motivation in general, is more or less basically concerned with factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions. Also it is reflected in the definitions suggest that these needs are invisible force to push people to do something in return.

Motivation and Performance

Human motivation studies aim to discover what it is that triggers performance. Cole (1996) opines that motivation is the term used to describe those processes, both instinctive and rational by which people seek to satisfy their basic drives, perceived needs and personal goals which trigger performance.

Motivation is a human psychological characteristic that contributes to a person's degree of commitment. Motivation is essential to organizational effectiveness and is a predictor for performance of employees (Stoner, 2002)

Mullins (1999) observed that employees' aspirations and target do not always match with what their employer can provide. It has been suggested that proper motivation can significantly influence the attitude of workers towards their jobs and hence affect the performance of such employees on the job.

There is need to understand why people choose to perform satisfactorily; why some people appear to be committed to their jobs and others are often absent. People are usually willing to work harder when they expect to benefit by doing so. In other words, people exert effort when the effort helps them meet some personal needs. Commitment is a product of motivation (Stoner 2002)

Types of Motivation

There are basically two types of motivation

1. Extrinsic motivation
2. Intrinsic motivation

Extrinsic motivation: It is induced by external factors which are primarily financial in nature such as incentives, rewards etc. These incentives and reward has been a subject of debate, whether they really motivate the employees or simply move them to work.

According to Ryan and Deci (2000), the term, "extrinsic motivation" is the attainment of a separable outcome from the performance of an activity. Extrinsic motivation encourages staff to complete their task in order to receive the reward.

Intrinsic motivation: It involves the performance of an activity for the inherent satisfaction of the activity. Intrinsic motivation is personal, "internal" responses, such as satisfaction or pride in an accomplishment. Intrinsic motivation is synonymous with a desire to work hard solely for the pleasure of task accomplishment.

According to Mallaiah and Yadapadithaya (2009), compliments, public recognition, and professional opportunities are motivators and can be as effective as extrinsic rewards such as monetary reward and gifts. Intrinsic motivation results from an individual's need to be competent and self-determined irrespective of possible external rewards.

Theories of Motivation

According to Petri (1996) the vast array of motivation theories are based, in essence, on different approaches to the origins or sources of motivation, e.g. energy, heredity, learning, social interaction, cognitive processes, activation of motivation, homeostasis, hedonism or growth motivation. Depending on the particular approach adopted, motivation theories are generally classified into three categories, namely needs-based, cognitive, and drive and reinforcement theories (Baron et al., 2002).

Needs-based theories also referred to as content theories propose that internal states within individuals energies and direct their behavior. These internal states are typically referred to as drives, needs or motives in these theories, of which those of Maslow, McGregor and Herzberg are well-known examples.

Cognitive theories do not focus directly on work as a potential source of motivation, but rather on the cognitive processes, such as thoughts, beliefs and values, which people use to make choices regarding their behavior at work (Schultz & Schultz, 1998). For this reason these theories are also referred to as process theories. Examples include equity, expectancy and goal-setting theories.

Drive and reinforcement theories are based on behaviouristic approaches, which argue that

reinforcement conditions behavior (Hadebe, 2001), i.e. the behavior that has been rewarded in the past will tend to be repeated, and behavior that has been punished previously, will tend to be extinguished.

Job Satisfaction

Job satisfaction has been the most frequently investigated variable in organizational behaviour (Spector, 1997).

Megginson, Mosley and Pietri (1982) stated that people experience job satisfaction when they feel good about their jobs, and that this feeling often relates to their doing their jobs well, or their becoming more proficient in their professions, or their being recognized for good performance.

Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind.

Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfilment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (McNamara [n.d]; Warr, 1998).

Annexure:
Exhibit no.1:
Determinants of Job Satisfaction:

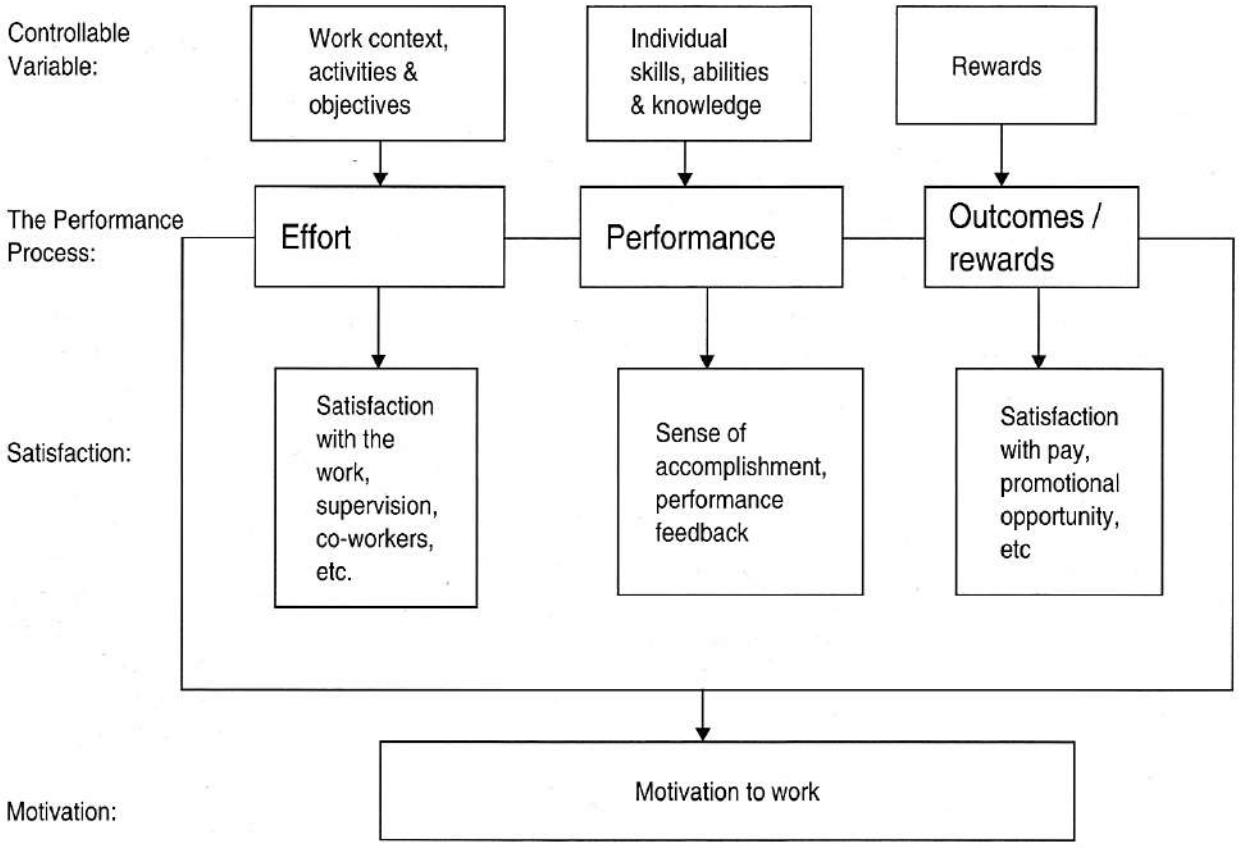


Exhibit no.1: Determinants of individual performance, satisfaction and motivation
Source: Walker (1980, p.181).

Exhibit inserted tries to summarise all the factors which are essential for the satisfaction of employees and which in turn can help in motivating them.Infact the two constructs of the study are dependent on each another and the directionality is not the question of research. In other way one can say that the two constructs are in dynamic equilibrium with each other i.e. any change in one will definitely influence the other.

Correlates of Job satisfaction:

Job satisfaction is so important that its absence often leads to lethargy and reduced Organizational commitment (Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander, Litchtenstein and Hellmann, 1998; Jamal, 1997).

Sometimes workers may quit from public to the private sector and vice versa. At the other times the movement is from one profession to another that is considered a greener pasture. Explaining its nature some researcher (e.g. Armentor, Forsyth, 1995, Flanegan, Johnson and Berret, 1996;Kadushin, and Kulys, 1995) tend to agree that job satisfaction is essentially controlled by factors described in Adeyemo's (2000) perspectives as external to the worker. From this viewpoint satisfaction on a job might be motivated by the nature of the job, its pervasive social climate and extent to which workers peculiar needs are met. Working conditions that are similar to local and international standard (Osagbemi, 2000), and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 1993; Gomezhernandez, Max, Kosier, Paradiso and Robinson, 1997).

Purpose And Objective

Banaras Hindu University is one of the reputed educational institutions. For any institution of this kind there are two sets of employees viz. primary staff (comprising of the persons directly linked with the fulfilment of the basic objective of the establishment i.e. imparting education to the student & there all round development so that they can become a responsible citizen of a nation) & support staff (comprising of the persons who directly or indirectly are required for the efficient functioning of overall system). This support staff is required for assisting the other needs of primary staff such as disposal of salary, maintaining a record of achievement & similar other activities so that the primary staff can function smoothly. The crucial role of this non teaching staff prompts the researcher to know the status of satisfaction & motivation among them.

The purpose of study was to examine relationship between satisfaction & motivation among non teaching staff of Banaras Hindu University based on Maslow theory of motivation and Herzberg's two factor satisfaction theory .To understand about this study the following research objectives are formulated.

1. To describe demographic characteristics of selected non-teaching staff of University.
2. To describe the level of motivation among of non-teaching staff of University.
3. To describe the level of satisfaction among of non-teaching staff of University
4. To establish the relationship between motivation & satisfaction of employees.
5. To establish relationships between level of motivation and demographic characteristics of non-teaching staff.
6. To establish relationships between level of job satisfaction and demographic characteristics of non-teaching staff.

Research Methodology

Instrument and Measurement

This is an exploratory study based on primary data; the data has been collected through survey. The survey instrument was devised to assess the motivation and satisfaction among the employees dived into two section each consisting of 20 questions. The questionnaire was based on the factors as proposed by the Maslow need Hierarchy & Herzberg Two factor theory. The reliability analysis / statistics (Cronbach's alpha value) was 0.88 which satisfies the appropriateness of the items under study. This questionnaire was constructed on five point Likert type scale ranging from 1 Strongly Disagree to 5 strongly Agree. Personal demographic information was also collected in this survey and items were included in the survey, relevant items were also included to gather all necessary information.

Population and Sampling

This questionnaire was distributed amongst the administrative staff of university. The population of the study was non-teaching staff member working in campuses. This University offers bachelors, master's degrees & Doctoral Degrees in various

disciplines. The total strength of non-teaching staff working in this university is 2500. Out of those total members 250 were selected for study using stratified random sampling technique. Out of those 202 responded back forming 80% (n=250) response rate.

Analysis & Interpretations

Descriptive of the demographic profile of non teaching staff of University:

Table no. 1:

Demographic variables	Groups	Number of employees	Percentage (%)
Age	21-30	26	12.9
	31-40	24	11.9
	41-50	76	37.6
	51-60	72	35.6
	61-70	4	2.0
Education	8 Pass	10	5.0
	High school	10	5.0
	Intermediate	20	9.9
	Graduate	84	41.6
	Post Graduate	58	28.7
	Ph.D	20	9.9
Experience	0-10	51	25.2
	11-20	32	15.8
	21-30	87	43.1
	31-40	30	14.9
	41-50	2	1.0
Organisational Position	Non-Technical A	6	3.0
	Non-Technical B	54	26.7
	Non-Technical C	99	49.0
	Non-Technical D	37	18.3

The graphic presentation of the age distribution of the sample is presented in Figure 1. The majority of the respondents (n = 76 or 37.6%) fall in the age category 41-50 years. This is followed by 72(35.6%) of the respondents in the age category 51-60 years. The age category 21-30 years & 31-40 years, constitutes 12.9% &11.9% (n = 26 & 24) respectively of the sample. The minority of the respondents (n = 4 or 2%) fall in the age category of 60 years and older. One (0.5%) respondent did not indicate his/her age. From the ensuing results it can therefore be concluded that the majority of the workforce participating in the study is ranging between the ages 41-50 years old

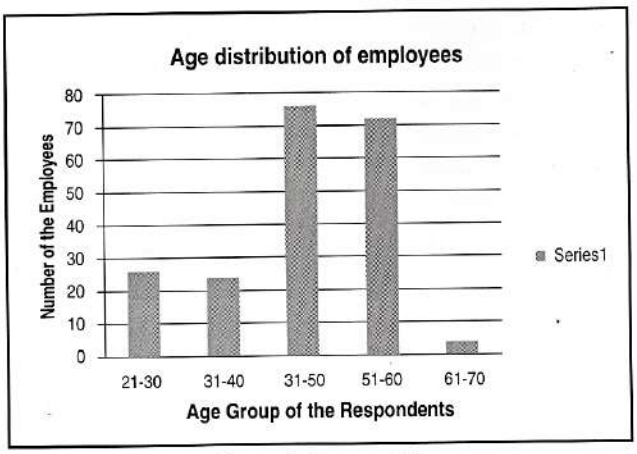


Figure1: Age profile

Figure.2 shows that the majority of the respondents (n = 87or 43.1%) fall in the 21-30 years group and 51 respondents (25.2%) fall in the 0-10 years' group. Thirty Two respondents (15.8%) fall in the 11-20 years group while 30 respondents (14.9%) fall in the 31-40 years group. The smallest number of respondents (n = 2 or 1%) fall in the 41-50 years group.

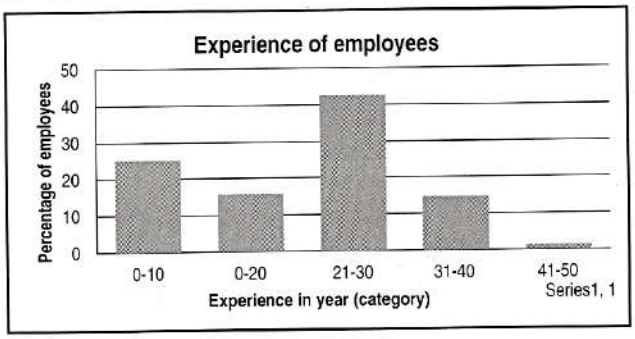


Figure 2: Length of service in organisation

Figure 3 illustrates the education level of the sample. The graph depicts that the majority of the respondents, 41.6% (n = 84) has an education qualification of graduation, whilst 28.7% (n = 58) possess an educational qualification of post graduation. 20 respondents (9.9%) are having the doctorate degree & also same number of respondents are having the education level of intermediate. A minimum of 5% (n = 10) has an educational level up to Std. 8 & high school. It can therefore be concluded that where the study was conducted mostly people are graduates

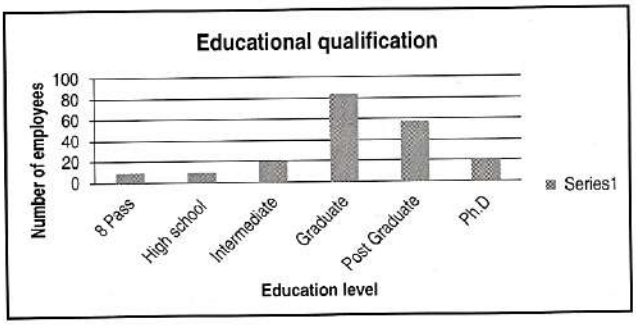


Figure 3: Educational level

Figure 4 illustrates the organisational position/ categories of the sample. The organisational categories of non-technical C of the sample comprises 49% (n = 99), non-technical B 26.7% (n = 54), non-technical D 18.3% (n=37) & non-technical A 3% (n=6). It appears to be very clear that the majority of the respondents belong to category of non-technical C group.

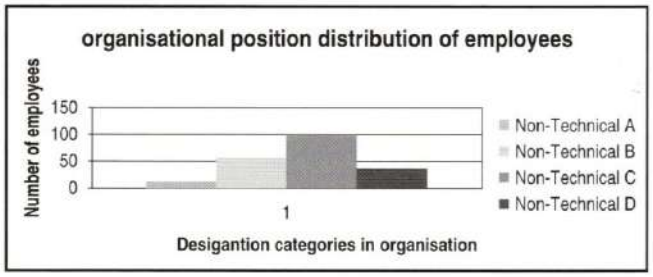


Figure 4: organizational position

Overall Motivation & Satisfaction

One sample T statistics reveals that the overall satisfaction & motivation among the staff is 74.68(=75) & 73.84(= 74) as can be seen in table 2. These values indicate that the satisfaction & motivation is more than average value but less than the highest range as expected. Overall value here is the cumulative resultant of all the constructs of the study.

Table 2(a) One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total satisfaction	202	74.6832	9.60818	.67603
Total motivation	202	73.8416	9.25238	.65100

Correlation Relation between Total satisfaction & motivation

Table 3(a): Pearson correlation between satisfaction & motivation

Independent Variable	N	Motivation (Pearson correlation)	Significance Value
Satisfaction	202	.250**	.000

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

Table 3(b): Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.250a	.063	.058	8.98059	.971

a. Predictors: (Constant), Total satisfaction
b. Dependent Variable: Total motivation

It can be noted that the there is a positive & significant relationship between motivation & satisfaction. On the basis of the coefficient of determination, it may be concluded that satisfaction with job can be explained on the basis of motivation to the extent of 6.3% (r2 =.063). It would thus appear that a higher correlation with motivation is likely to translate into higher levels of job satisfaction. Hence, the null hypothesis is rejected.

Correlation between Demographic variable, Motivation & Satisfaction

Table 4: Pearson correlation coefficient between selected demographic variable, Motivation & satisfaction

Independent Variable	N	Motivation	Satisfaction
Age	202	-.041	.229**
Experience	202	-.044	.173*
Education	202	-.034	-.159*
Organisational position	202	.046	.011

***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

Table of Pearson correlation coefficient indicates that the demographic variables such as age, experience, education, organisational are related to motivation negatively & in a non significant manner but with satisfaction this relationship is significant & positively associated with age & experience but negatively with education .However organisational position of the employee is related to both the factors positively but in non significant manner.

Analysis of variance (ANOVA)

Analysis of variance is applied to know whether there are differences in motivation & satisfaction of employees based on the biographical characteristics of the sample. The analysis of variance F-test is used to test the hypothesis that several group means are equal. However, the F test or ANOVA is not able to tell us which means are different from which other means. The LSD post hoc test of multiple comparison procedure is applied to find which pairs of means differ.

Difference in satisfaction & motivation based on age

It is found that there is significant differences in satisfaction among groups on .05 level (F=3.522, p <.05) on the basis of age. But there is no significant difference in motivation based on age. The significant ANOVA result indicates that there are differences in the means, but it does not tell us which means are different from which others. In order to

determine in which groups there were significant differences, LSD Test was applied and result is reported in tables.

Employees in the age group 31-40 reported the lowest levels of satisfaction (Mean = 70.5,s = 10.7) than employees in the other age groups. Employees in the age group 61-70 reported the highest satisfaction (Mean = 84, s = 6.92). However Employees in the age group 51-60 reported the lowest levels of motivation (Mean = 72.61,s = 9.67) than employees in the other age groups. Employees in the age group 61-70 reported the highest motivation (Mean = 80, s = 8.08). Further the LSD Post hoc test revels that the differences in the age group 51-60 &61-70 are significant

Table 5 (a): ANOVA : Difference in satisfaction & motivation based on age

		Sum of Squares	df	Mean Square	F	Sig.
Total satisfaction	Between Groups	1238.457	4	309.614	3.522	.008
	Within Groups	17317.266	197	87.905		
	Total	18555.723	201			
Total motivation	Between Groups	396.235	4	99.059	1.161	.329
	Within Groups	16810.695	197	85.333		
	Total	17206.931	201			

Table 5(b): Mean value of satisfaction & motivation based on age Post hoc test (LSD) Multiple Comparisons

Dependent Variable	(I) Age group	(J) Age group	Mean Difference (I-J)	Std. Error	Sig.
Total satisfaction	21-30	31-40	.96154	2.65399	.718
		41-50	-3.61741	2.13016	.091
		51-60	-4.84402*	2.14519	.025
		61-70	-12.53846*	5.03559	.014
	31-40	21-30	-.96154	2.65399	.718
		41-50	-4.57895*	2.19530	.038
		51-60	-5.80556*	2.20989	.009
		61-70	-13.50000*	5.06349	.008
	41-50	21-30	3.61741	2.13016	.091
		31-40	4.57895*	2.19530	.038
		51-60	-1.22661	1.54193	.427
		61-70	-8.92105	4.80966	.065
	51-60	21-30	4.84402*	2.14519	.025
		31-40	5.80556*	2.20989	.009
		41-50	1.22661	1.54193	.427
		61-70	-7.69444	4.81634	.112
	61-70	21-30	12.53846*	5.03559	.014
		31-40	13.50000*	5.06349	.008
		41-50	8.92105	4.80966	.065
		51-60	7.69444	4.81634	.112
Total motivation	21-30	31-40	-2.62821	2.61488	.316
		41-50	-.51417	2.09878	.807
		51-60	.92735	2.11359	.661
		61-70	-6.46154	4.96139	.194
	31-40	21-30	2.62821	2.61488	.316
		41-50	2.11404	2.16295	.330
		51-60	3.55556	2.17733	.104
		61-70	-3.83333	4.98888	.443
	41-50	21-30	.51417	2.09878	.807
		31-40	-2.11404	2.16295	.330
		51-60	1.44152	1.51921	.344
		61-70	-5.94737	4.73880	.211
	51-60	21-30	-.92735	2.11359	.661
		31-40	-3.55556	2.17733	.104
		41-50	-1.44152	1.51921	.344
		61-70	-7.38889	4.74537	.121
	61-70	21-30	6.46154	4.96139	.194
		31-40	3.83333	4.98888	.443
		41-50	5.94737	4.73880	.211
		51-60	7.38889	4.74537	.121

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

Difference in satisfaction & motivation based on experience

It is clear that there were significant differences in satisfaction among groups on .05 level (F=5.249, p <.05) on the basis of experience. But there was no significant difference in motivation based on experience. The significant ANOVA result indicates that there are differences in the means, but it does not tell us which means are different from which others. In order to determine in which groups there were significant differences, LSD Test was applied and result is reported in the tables.

Employees in the Experience group 0-10 reported the lowest levels of satisfaction (Mean = 70.68,s = 9.04) than employees in the other groups. Employees in the group 41-50 reported the highest satisfaction (Mean = 90, s = 0.00). However Employees in the experience group 21-30 reported the lowest levels of motivation (Mean = 72.64,s = 10.14) than employees in the other groups. Employees in the experience group 41-50 reported the highest motivation (Mean = 87, s = 0.00).The post hoc test reveals that the motivation difference is significant in only in case of experience group 41-50 but satisfaction difference in significant in all the experience group.

Difference in satisfaction & motivation based on education

It is apparent that there were significant differences in satisfaction & motivation among groups on .05 level (F=2.524 &3.078, p <.05) on the basis of education. The significant ANOVA result indicates that there are differences in the means, but it does not tell us which means are different from which others. In order to determine in which groups there were significant differences, LSD Test was applied and result is reported in the tables.

Employees with Education of post graduation reported the lowest levels of satisfaction (Mean = 71.44,s = 9.51) as compared with other employees. Employees with education of intermediate are having highest level satisfaction (Mean = 79.1, s = 8.14). However Employees with education of high school are highly motivated (Mean = 79.2,s = 6.98) as compared with other groups. Employees who are only 8th pass are least motivated (Mean = 66.8, s = 14.52).The post hoc test reveals that the satisfaction difference is significant in intermediate, graduate & post graduate education categories. But satisfaction difference in significant in all the education categories except post graduates.

Table 6 (a): ANOVA : Difference in satisfaction & motivation based on experience

		Sum of Squares	df	Mean Square	F	Sig.
Total satisfaction	Between Groups	1787.099	4	446.775	5.249	.000
	Within Groups	16768.623	197	85.120		
	Total	18555.723	201			
Total motivation	Between Groups	561.687	4	140.422	1.662	.160
	Within Groups	16645.244	197	84.494		
	Total	17206.931	201			

Table 6(b): Mean value of satisfaction & motivation based on Experience Post Hoc Test (LSD)Multiple Comparisons

Dependent Variable	(I) Expe_group	(J) Expe_group	Mean Difference (I-J)	Std. Error	Sig.
Total satisfaction	0-10	11-20	-7.89576*	2.06925	.000
		21-30	-4.27402*	1.63731	.010
		31-40	-4.58667*	2.13066	.033
		41-50	-19.32000*	6.65300	.004
	11-20	0-10	7.89576*	2.06925	.000
		21-30	3.62173	1.88621	.056
		31-40	3.30909	2.32739	.157
		41-50	-11.42424	6.71858	.091
	21-30	0-10	4.27402*	1.63731	.010
		11-20	-3.62173	1.88621	.056
		31-40	-.31264	1.95339	.873
		41-50	-15.04598*	6.59836	.024

	31-40	0-10	4.58667*	2.13066	.033
		11-20	-3.30909	2.32739	.157
		21-30	.31264	1.95339	.873
		41-50	-14.73333*	6.73775	.030
	41-50	0-10	19.32000*	6.65300	.004
		11-20	11.42424	6.71858	.091
		21-30	15.04598*	6.59836	.024
		31-40	14.73333*	6.73775	.030
Total motivation	0-10	11-20	-.27030	2.06162	.896
		21-30	2.11632	1.63128	.196
		31-40	1.16000	2.12281	.585
		41-50	-12.24000	6.62848	.066
	11-20	0-10	.27030	2.06162	.896
		21-30	2.38662	1.87926	.206
		31-40	1.43030	2.31881	.538
		41-50	-11.96970	6.69382	.075
	21-30	0-10	-2.11632	1.63128	.196
		11-20	-2.38662	1.87926	.206
		31-40	-.95632	1.94619	.624
		41-50	-14.35632*	6.57404	.030
	31-40	0-10	-1.16000	2.12281	.585
		11-20	-1.43030	2.31881	.538
		21-30	.95632	1.94619	.624
		41-50	-13.40000*	6.71292	.047
	41-50	0-10	12.24000	6.62848	.066
		11-20	11.96970	6.69382	.075
		21-30	14.35632*	6.57404	.030
		31-40	13.40000*	6.71292	.047

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

Table 7 (a): ANOVA: Difference in satisfaction & motivation based on Education

		Sum of Squares	df	Mean Square	F	Sig.
Total satisfaction	Between Groups	1122.435	5	224.487	2.524	.031
	Within Groups	17433.288	196	88.945		
	Total	18555.723	201			
Total motivation	Between Groups	1252.913	5	250.583	3.078	.011
	Within Groups	15954.017	196	81.398		
	Total	17206.931	201			

Table 7 (b): Mean value of satisfaction & motivation based on Education Post Hoc Test (LSD)Multiple Comparisons

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.
Total satisfaction	8 Pass	High school	-.80000	4.21771	.850
		Intermediate	-2.70000	3.65264	.461
		Graduate	1.11429	3.15490	.724
		Post Graduate	4.95172	3.22925	.127
		Ph.D	1.40000	3.65264	.702
	High school	8 Pass	.80000	4.21771	.850
		Intermediate	-1.90000	3.65264	.604
		Graduate	1.91429	3.15490	.545
		Post Graduate	5.75172	3.22925	.076
		PhD	2.20000	3.65264	.548

	Intermediate	8 Pass	2.70000	3.65264	.461
		High school	1.90000	3.65264	.604
		Graduate	3.81429	2.34652	.106
		Post Graduate	7.65172*	2.44557	.002
		Ph.D	4.10000	2.98237	.171
	Graduate	8 Pass	-1.11429	3.15490	.724
		High school	-1.91429	3.15490	.545
		Intermediate	-3.81429	2.34652	.106
		Post Graduate	3.83744*	1.61010	.018
		Ph.D	.28571	2.34652	.903
	Post Graduate	8 Pass	-4.95172	3.22925	.127
		High school	-5.75172	3.22925	.076
		Intermediate	-7.65172*	2.44557	.002
		Graduate	-3.83744*	1.61010	.018
		Ph.D	-3.55172	2.44557	.148
	Ph.D	8 Pass	-1.40000	3.65264	.702
		High school	-2.20000	3.65264	.548
		Intermediate	-4.10000	2.98237	.171
		Graduate	-.28571	2.34652	.903
		Post Graduate	3.55172	2.44557	.148
Total motivation	8 Pass	High school	-12.40000*	4.03480	.002
		Intermediate	-10.70000*	3.49424	.003
		Graduate	-7.60476*	3.01808	.013
		Post Graduate	-5.30345	3.08921	.088
		Ph.D	-6.90000*	3.49424	.050
	High school	8 Pass	12.40000*	4.03480	.002
		Intermediate	1.70000	3.49424	.627
		Graduate	4.79524	3.01808	.114
		Post Graduate	7.09655*	3.08921	.023
		Ph.D	5.50000	3.49424	.117
	Intermediate	8 Pass	10.70000*	3.49424	.003
		High school	-1.70000	3.49424	.627
		Graduate	3.09524	2.24476	.170
		Post Graduate	5.39655*	2.33951	.022
		Ph.D	3.80000	2.85303	.184
	Graduate	8 Pass	7.60476*	3.01808	.013
		High school	-4.79524	3.01808	.114
		Intermediate	-3.09524	2.24476	.170
		Post Graduate	2.30131	1.54027	.137
		Ph.D	.70476	2.24476	.754
	Post Graduate	8 Pass	5.30345	3.08921	.088
		High school	-7.09655*	3.08921	.023
		Intermediate	-5.39655*	2.33951	.022
		Graduate	-2.30131	1.54027	.137
		Ph.D	-1.59655	2.33951	.496
	Ph.D	8 Pass	6.90000*	3.49424	.050
		High school	-5.50000	3.49424	.117
		Intermediate	-3.80000	2.85303	.184
		Graduate	-.70476	2.24476	.754
		Post Graduate	1.59655	2.33951	.496

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

Difference in satisfaction & motivation based on organisational position

From the table, it is found out that there were no significant differences in satisfaction & motivation among groups on .05 level (F=.317 &.561, p <.05) on the basis of organisational position. The non-significant ANOVA result indicates that there are no differences in the means; hence there is no need to proceed with post hoc test. The table below indicates the mean level of satisfaction & motivation among employees of different organisational position.

Findings & conclusions

1. The analysis of data reveals that there is a significant relationship between the two factors considered for the study viz satisfaction & motivation.
2. Job satisfaction & motivation are positively &

Table 8 (a): Mean value of satisfaction & motivation based on organisational position

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Total satisfaction	Between Groups	87.981	3	29.327	.317	.813
	Within Groups	17751.014	192	92.453		
	Total	17838.995	195			
Total motivation	Between Groups	143.894	3	47.965	.561	.641
	Within Groups	16416.856	192	85.504		
	Total	16560.750	195			

Table 8 (b): Mean value of satisfaction & motivation based on organisational position Post hoc Test (LSD)

Multiple Comparisons

Dependent Variable	(I) Sub_Category_2	(J) Sub_Category_2	Mean Difference (I-J)	Std. Error	Sig.
Total satisfaction	Non-Technical A	Non-Technical B	-2.81481	4.13775	.497
		Non-Technical C	-1.70707	4.04262	.673
		Non-Technical D	-2.82883	4.23174	.505
	Non-Technical B	Non-Technical A	2.81481	4.13775	.497
		Non-Technical C	1.10774	1.62664	.497
		Non-Technical D	-.01401	2.05203	.995
	Non-Technical C	Non-Technical A	1.70707	4.04262	.673
		Non-Technical B	-1.10774	1.62664	.497
		Non-Technical D	-1.12176	1.85273	.546
	Non-Technical D	Non-Technical A	2.82883	4.23174	.505
		Non-Technical B	.01401	2.05203	.995
		Non-Technical C	1.12176	1.85273	.546
Total motivation	Non-Technical A	Non-Technical B	1.53704	3.97922	.700
		Non-Technical C	-.48485	3.88773	.901
		Non-Technical D	.37838	4.06960	.926
	Non-Technical B	Non-Technical A	-1.53704	3.97922	.700
		Non-Technical C	-2.02189	1.56432	.198
		Non-Technical D	-1.15866	1.97341	.558
	Non-Technical C	Non-Technical A	.48485	3.88773	.901
		Non-Technical B	2.02189	1.56432	.198
		Non-Technical D	.86323	1.78174	.629
	Non-Technical D	Non-Technical A	-.37838	4.06960	.926
		Non-Technical B	1.15866	1.97341	.558
		Non-Technical C	-.86323	1.78174	.629

significantly related with each other this leads to conclusion that change in either of the factors will result in change.

3. As far as relationship between demographic characteristics of respondents is considered there is correlation with satisfaction & independent factors such as age, experience which is significant & positive in nature. However the relationship with Education is negative as well as significant. But the organisational position is related to satisfaction in non significant manner. These findings are complimentary with the findings in the literature.

4. Now coming to the relationship between demographic profile of respondents & motivation following results are obtained. There is no significant relationship between age, experience, education, organisational position of employees & motivation level.

5. Results of ANOVA highlights that there are significant differences between the age groups, experiences, education with motivation & satisfaction .However there is no significant differences in the two factors when considered with the organisational position.

6. The results of the study can help the administration of the university to improve the factors which are contributing towards the satisfaction of employee which in turn help to motivate the employee so that it can in turn contribute towards the achievement of the goals personal as well as organisational.

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