CHAPTER- II

THEORETICAL FRAMEWORK

2.1. Meaning and concept of job satisfaction:

The concept of job satisfaction is of great interest to social scientists and managers because they recognize the importance of a job in the total life experience of an individual. Mitchell and Larson (1987) examined over 3000 studies on job satisfaction over the past a few decades and concluded that there is no universal definition of job satisfaction. A commonly accepted job satisfaction definition is offered by Locke (1976): "The pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values".

Hammer and Organ (1978) proposed five reasons for the sustained interest in job satisfaction over the last fifty years. First, western society holds certain value judgments about satisfaction at work. Second, there is a relationship between job satisfaction and mental health. Third, there is an association between job satisfaction and physical health. Fourth, there is the relationship between higher levels of job satisfaction and lower levels of turnover, and to a lesser extent, between higher levels of job satisfaction and absenteeism. Finally, job satisfaction is an important variable because employees represent a public relations asset for the organization.

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual. It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one dimensional concept of Global Job Satisfaction or a Multi Dimensional faceted construct of job satisfaction capturing different aspects of a job satisfaction that can vary independently. In the study job satisfaction is defined as member's attitude towards their present working conditions. Job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and

behaviours (Weiss, H.M 2002). Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviors. According to Dictionary.Com, job satisfaction is an act of satisfying; fulfillment; gratification. It is the state of being satisfied or contended. It is the cause or means of being satisfied. According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is the desire or undesired with which employees view their work. It expresses the extent of match between the employer's expectations of the job and rewards that the job provides.

Job satisfaction is not an easy concept to understand and can mean a variety of things to different people. It is a complex notion that manifests itself in different ways in different people. Whether job satisfaction is high or low depends on a number of factors including how well a person's needs and wants are met through work, working conditions, the extent to which an individual defines himself or herself through work and individual personality traits.

Job satisfaction is a generalized attitude towards the job which is the result of many specific job factors, individual characteristics and group relationships outside the current job. More importantly what an employee wants in a job will depend among others on the individual's age, desires, level of aspiration, social status, recreational outlets, family relations, education, job level and tenure and so on. Five other related attitudes that represent the most important characteristics of the job about which people have affective responses are work itself, pay, promotion opportunities, supervision and co-workers.

Job satisfaction comprises satisfaction with work, pay, supervision, benefits and promotions, opportunities, working conditions, co-workers and organizations practices. Job satisfaction is the total of sentiments related with the job conducted. If the worker perceives that his / her values are realized within the job he / she exhibit a positive attitude towards his / her job and acquire job satisfaction.

Researchers have also turned their attention to determine the critical variables which can improve job satisfaction (Agho et al. 1993, Blegan 1993, Campbell el al. 1976, King et al. 1982, Mottaz 1985, Weaver 1977). A review of empirical studies by Savery (1989) showed that there are seven working conditions or variables which lead to job satisfaction for a majority of people. These conditions are: interesting and

challenging work, a feeling of achievement, relationship with immediate supervisor and other professionals, opportunities for friendship, advancement, security of employment and recognition. Most of these conditions / variables have been identified as intrinsic motivators, and meeting these expectations is important to achieve high levels of job satisfaction for an individual, or at least preventing dissatisfaction. Mottaz (1985) showed that extrinsic organizational rewards can be an important determinant but only in lower level occupations. He further argued that there is a strong relationship between job satisfaction and intrinsic reward (such as achievement, recognition, advancement etc.) regardless of occupational levels. The value of intrinsic motivators to job satisfaction is well acknowledged among organizational researchers.

Formally defined job satisfaction is the degree to which individuals feel positively or negatively about their jobs. It is an emotional response to one's tasks as well as to the physical and social conditions of the work place. In concept, job satisfactions also indicate the degree to which the expectations in someone's psychological contract are fulfilled. Job satisfaction is likely to be higher for persons who perceived an inducement–contribution balance in their relationship with the employing organization (Schermerhorn, 1991).

The concept of job satisfaction will be more cleared after considering the following quotations and comments:-

a) Straus and Sayles (1960) explain that it is an optimum positive feeling derived after the completion of a task in lieu to achieving the target of the organization. Thereby benefit the organization and in return the worker is rewarded either in cash or kind. This definition gives importance to the commitment between the job satisfaction and the benefit of the work.

b) Smith (1964) defines that it is related with the individual need and job satisfaction can be classified as per the needs of the individual. It is the feeling associated with the mind and the environment the individual lives in.

c) Similarly Vroom (1967) defines job satisfaction as the response of the individual towards the role played at work.

d) Porter and Lawler (1968) define as the level of remuneration acknowledged is at par or exceed the expected reward.

e) Similarly Ivancevich and Donnelly (1968) expresses as a positive perception of the individual with the work he does.

f) Blum and Naylor (1968), explain job satisfaction as an overall attitude turned out by the work and other factors like that of work load, salaries, advancement and other variables.

g) On the other hand, Green (1972) drew a conclusion saying that people who are satisfied with the job has the willingness to give optimum input in the work for the cause of the organization.

h) Good (1973) interprets job satisfaction as the point of satisfaction born out of zeal and individual's feeling towards the work.

i) Anjaneyulu (1970), explained 'job satisfaction as it involves liking for the work and acceptance of the pressures and aspiration connected with that work."

j) Gilner (1966), "Job–Satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general."

k) Schneider and Snyder (1975), explained, "It is most adequately conceptualized as a personality evaluation of conditions existing on the job (work, supervision), or outcomes that arise as a result of having a job (pay, security). It is the perception of internal responses (i.e. feelings)."

l) Rao (1970), "Job satisfaction is a complex phenomenon having multiple inter correlated casual factors: personal, social, cultural and economic."

m) Feldman and Arnold (1983), "Professional satisfaction is the amount of overall positive effect (or feeling) that individuals have towards their profession."

n) According to Bullock (1952), Gitmer (1966) and Schulz (1973), "Job satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with job."

o) Katzell (1964), remarks that the job satisfaction has been used, "In a variety of ways inter changeably with job morale, vocational satisfaction and job attitude by various authors."

p) Smith, et. al. (1969), "Job satisfaction is the employee's judgment of how well his job on the whole satisfying his various needs. He also indirectly refers to a fit between what the job demands from the job–doer in terms of his / her needs – material and non-material."

q) Rownstree Derek (1981) defined "Job satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work."

r) According to Paul Specters (1985), "Job satisfaction is liking of one's job and finding fulfillment in what you do. It combines an individual's feeling and emotion about their and how their job effect their personal lines."

s) Locke (1976) defined, "Job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." In more simplified terms job satisfaction is how an employee feels about his or her job. It is the result of employees' perception of how well their job provides those things which are viewed as important. It seems plausible to note, that workers do except their job and their work to provide a reasonable degree of satisfaction to their expectation. The framework for this expectation is in the structure of the organization itself. The achievement of one's job values in the work situation result in job satisfaction. Similarly the frustration of one's job results in job dissatisfaction (Adams, 1965).

t) McCormic and Tiffin (1974) regarded, "Job satisfaction comprises satisfaction with work, pay supervision, benefits, and promotion, opportunities, working conditions, co-workers and organization practices. Job satisfaction is the total of the sentiments related with the job conducted. If the worker perceives that his / her values are realized within the job, he / she exhibit a positive attitude towards his / her job and acquire job satisfaction."

u) Hoppock (1935), reviewed 32 studies on job satisfaction and observed, "It is a combination of physiological, psychological and environmental circumstances."

v) Elaine and Marie (1984) job satisfaction can be achieved if the individual needs and the job characteristics can go hand in hand and if the bar of expectation and the reality is decreased.

w) Halloran and Benton (1987) explain it as how a person perceives about the job depending on the personal inclusion of the values and attitudes.

x) Miner (1992) defines as the level of disparity between the personal expectation and what is received in reality from the job.

y) Baron (1991) explains that there is vast difference between the individuals who has a positive outlook and negative outlook towards work.

Looking through all these various definitions and concepts provided by various experts, one can say that there is various similarities and dissimilarities but however concludes in the similar note at the end. Therefore, it can be concluded that, the work itself is very vital and it determines job satisfaction and job satisfaction means overshadowing the glimmer aspects, it's the optimum level of positive feeling and attitude derived from the work and towards the work and other physical and environmental factors related to the work and the work place. It is the outcome of the appraisal of work and experiences while working, which befit perfectly the physical and mental needs.

In the light of these definitions, we can define job satisfaction as the sum of all negative and positive aspects related to the individual's salary, his / her physical and emotional working conditions, the authority he / she has, the automation usage of this authority, the level of success he / she has maintained and the rewards given due to this success, the social statute maintained in relation with his / her job, and his / her relations with his / her colleagues and administrators. Individual elements exist in a place in harmony (Kaya, 1995).

.Thus, from the above, we can conclude that job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. It is a primary requisite for any successful teaching learning process. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.

2.2. Significance of job satisfaction:

The most important evidence which indicates that the conditions of an organization got worsened is the low rate of job satisfaction. The job satisfaction is the condition of establishing a healthy organizational environment in an organization (Kaya, 1995). Individuals want to maintain statute, high ranks and authority by giving their capabilities such as knowledge, ability, education, health etc. to their jobs for which they spend most of their time. The individual who cannot meet their expectations with regard to their jobs become dissatisfied. Thus, this dissatisfaction affects the organization for which he / she works. Job satisfaction is very important for a person's motivation and contribution to production. Job satisfaction may diminish irregular attendance at work, replacement of workers within a cycle or even the rate of accidents (Kahn, 1973). Job satisfaction has been the centre of the concentration for researchers over three decades. The reasons for such concentration are manifolds:

(I) Job satisfaction has some relation with the mental health of the people: Dissatisfaction with one's job may have especially volatile spillover effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person inability to find satisfaction in his work. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of individual. A classic study by Arthur Kornhausen provides empirical evidence for the relationship between job satisfaction and mental health. In fact, job satisfaction and life satisfaction are inextricable bound.

(II) Job satisfaction has some degree of positive correlation with physical health of individuals: - A study by Palmore has come to the conclusion that people who like work, are likely to live longer. Here the logic behind such result is that people with

greater satisfaction tend to have greater incomes and more education and thus coincidently enjoy greater benefits, which promote longevity. On the other side of the coin, it was contended that chronic dissatisfaction with work represents stress, which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of a cancer. Therefore, job satisfaction is essential to maintain physical health also.

(III) Spread goodwill about the organization: From the point of view of an organization, people who feel positively about their work life are more apt to voice 'favorable sentiments' about the organization to the community at large. When the goodwill of the company goes up, new, qualified and dynamic entrants show their interest in joining the organization. The organization thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public goodwill towards the organization.

(IV) Individuals can 'live with' the organizations: A happy and satisfied individual can find it easy to live within the organization as well as outside it. On the contrary, a chronically upset individual makes organization life vexations for others with whom he interacts.

(V) Reduces absenteeism and turnover: The calculable costs-employee turnover and absenteeism are sufficient to accept the importance of job satisfaction. Higher job satisfaction reduces labor turnover and absenteeism, and the managers are compelled, if they are unconvinced about the merits of job satisfaction, to give priority, and adequate weightage to job satisfaction. A serious consequence of job dissatisfaction can be the employee turnover.

Now-a-days, the concept of job satisfaction is not only limited to employee sector, but covers all the sectors, where there is involvement of the employees and workers. Job satisfaction is likings of one’s job and its fulfillment what one does. It is acquiring an increasingly important role in modern society, in which man spends most of his time on his job, basically undertaken for payment received in lieu of it. Job satisfaction is important both to the employee as well as the employer. Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. In fact, working life is to be evaluated not simply in

terms of the amount of goods turned out, the productive efficiency and the profit it brings but the level of satisfaction that the participants derive from it. Generally work is approached from three perspectives important for job satisfaction. If you approach work as a job, you focus primarily on the financial rewards. The nature of the work has little interest for you and money is more important. If a job with more pay comes your way, you'll likely move on. If you approach work as a career, you are interested in advancement. You want to climb the career ladder or be among the most highly regarded professionals. You are motivated by the status, prestige and power that come with the job. If you approach your job as a calling, you focus on the work itself. You work less for the financial gain or career advancement than for the fulfillment of work. The satisfied worker is in general a more flexible and better adjusted who has the capacity to overcome the effects of an environment. He is more realistic about his own situation and goals. The worker dissatisfied with his job, in contrast, is often rigid, inflexible, unrealistic in his choice of goals, unable to overcome environmental obstacles and generally unhappy and dissatisfied. Lack of job satisfaction can be a significant source of daily stress. There can be various reasons of job dissatisfaction, such as, bickering co-workers supervisor; conflict with your supervisor; not having necessary equipment or resources to succeed; lack of opportunities for promotion; having little or no say in decisions that affect you; fear of losing your job; work that you find boring or overly routine and work that does not tap into your education, skills or interests. A study of job satisfaction classifies and categorizes the conditions and factors that lead to job satisfaction or dissatisfaction. Besides one could reinforce conditions that make work more satisfying and fulfilling instead of dull and disappointing.

2.3. Concept of job dissatisfaction:

Job dissatisfaction is not antonymous to job satisfaction. The term dissatisfaction denotatively refers to “a feeling that you are not pleased and satisfied...” (*Oxford Advanced Learner’s Dictionary*, 7th edition, 2005). This is similar to Organ and Bateman (1991), who argue that an employee’s attitudes towards his or her work are either positive or negative. In other words, teachers’ job dissatisfaction refers to workers negative or bad feelings or attitudes on their jobs (ibid). Similarly, if workers

have negative attitudes towards their work, they are then said to be dissatisfied. However, this resorts to Specter's definition of the concept of job dissatisfaction. According to him, job dissatisfaction refers to the degree to which employees dislike their works (Spector, 1997).

2.4. Approaches of professional / job satisfaction:

Basically, there are four approaches of professional / job satisfaction. These approaches are:-

a) **Fulfillment approach: -** There is a positive relation between professional satisfaction and the actual satisfaction of the expected needs, i.e. professional satisfaction is measured in terms of rewards a person receives.

b) **Discrepancy approach:-** Satisfaction is the function of what a person actually receives from his professional situation and what he thinks he should receive or what he expects to receive. When the actual satisfaction derived is less than expected satisfaction, it results in dissatisfaction.

c) **Equity approach:-** A person's satisfaction is determined by his perceived equity, which in turn is determined by his input–output balance compared to his comparison of others input–output balance. Input–output balance is the perceived ratio of what a person receives from his profession relative to what he contributes to the profession.

d) **Two factor approach:-** Motivating factors such as achievement, recognition, responsibility, etc. results in job satisfaction. On the other hand, hygiene factors such as rigid supervision, poor salary, unpleasant working conditions etc. results in job dissatisfaction.

2.5. Factors affecting job satisfaction:

Numerous research results show that there are many factors affecting the job satisfaction. Satisfying factors motivate workers while dissatisfying ones prevent. Motivating factors are achievement, recognition, the job conducted responsibility,

promotion and the factors related to the job itself for personal development. Motivating factor in the working environment result in the job satisfaction of the person while protective ones dissatisfy him / her (Herzberg, 1968). If people compare their achievement and the resulting awards with other's achievements and awards, and the result is balanced, then we can talk about job satisfaction. In contrast, if the result is imbalanced, then dissatisfaction will exist. In addition, if some workers receive several awards compare to others, this will result in a feeling of guilt after a certain period of time which causes dissatisfaction (Adams, 1963).

Job satisfaction and age: In the relationship of the age to job satisfaction (Lee and Wilbur, 1985) suggest that job satisfaction increase with age. One explanation for such a finding is that older employees are better able to adjust their expectations to the returns work can provide (DeSantis and Durst, 1996). According to Glenn and Weaver (1985), young workers are unhappy with their jobs than older workers. They stated that part of the reason for this difference is that younger workers are more educated and thus expect more from their jobs. Another part of the explanation is that older workers either have been able to find work adequate to their needs or have made downward adjustments in their aspirations so that they are less troubled by non-fulfilling work (Hall, 1986).

In a review of 23 studies, Herzberg and his associates discuss the relationship of satisfaction and age. These investigators reported that 17 out of 23 studies showed that morale is high when personnel start their job, declines during the next few years, and remain at a relatively low level until workers move into their late twenties. Morale in the early thirties begins to increase and continues to rise for the remainder of the worker's lives.

Job satisfaction and gender: Findings on the impact of gender on job satisfaction are at present not consistent. While some of the findings suggest that there are no differences in the level of job satisfaction among men and women (Mannheim, 1983), others do suggest that the expectation of working women in terms of job satisfaction are different from those of men (Martin and Hanson, 1985). Female workers tend to have lower-paying jobs, more repetitive work, fewer chances for advancement and fewer opportunities to exercise high levels of skills than male workers. Despite these differences research consistently indicates that women are

about as satisfied as men with their jobs (Phelan et al 1993). One explanation is that women are socialized to be more acquiescent and, therefore, simply do not verbalize their complaints. The explanation that has received the most support, however, is that women evaluate their jobs on a different basis than men that is relative to those of other women, not relative to those of men. Length of time on the job also makes a difference in how workers feel about their work. New workers are more interested in the importance of their job than are workers with greater tenure, but they are not as concerned about having a high degree of autonomy. Once workers have been on the job for several years, their attitudes and desires begin to change, and they become more interested in autonomy and variety and less interested in the centrality of their task within the organization (Katz, 1978).

Job satisfaction and marital status: Bruce and Blackburn (1992); Locke et al. (1983) concludes that individuals social needs can be satisfied through the love and compassionate feelings shared with the family members, spouse and other kith and kin. Empathetic and helpful family members can raise the level of job satisfaction of an individual. Researchers have discovered that the positive characters displayed in a work place are the ones coming from a well groomed family. These are the people who are very kind and helpful to others. And such people tend to have higher level of job satisfaction compared to others because of the frank and open communication with the family members.

Job satisfaction and education: One's level of education influences job satisfaction through creating expectation about the rewards that the work place should offer. Holding job quality constant, more educated workers are less satisfied (Burris, 1983). Klein and Maher (1966) also suggest that this may be a function of differences in expectations regarding pay, with better educated workers possessing higher expectations regarding what they could be making on another job. The available evidence however, indicates that there is a positive relationship between overall measures of job satisfaction and education. Both the 1969 and 1973 surveys of employment quality found a progression in job satisfaction scores as one moves up the education ladder. Hence, when job satisfaction is viewed as a general summary evaluation of a job, higher level of education seem to improve the likelihood that a worker will respond positively to the global aspects of work.

Job satisfaction and teaching experience: Fraser, Draper & Taylor (1998) research about the professional lives of the teachers focusing on the teachers and the job satisfaction level. Samples were collected from teachers who have the working experience from 5, 10 and 15 years work. The data was compared among different cohorts of teachers. The result showed that teachers with longer service are overall less satisfied with teaching, and on some specific aspects of satisfaction, differences are statistically significant.

Job satisfaction and position: All teachers in the school shoulder various responsibilities depending on the seniority and individual profiles. The position that the teacher shoulder will determine level of job satisfaction as various teachers has various job responsibilities. The work of ordinary class room teachers will differ from the Master teacher. Classroom teachers shoulder the responsibilities of teaching in the class and follow the duties assigned by the curriculum where as Master Teachers are concerned with the implementation of the curriculum and help the school administration with the day to day working. Therefore various teachers have various roles to play. The policy in Bhutan is that, there are specified numbers of teaching periods for the teachers, the number of teaching periods will also differ depending on the strength of the school and the number of teachers in the school. Depending on the roles the teacher shoulder and the work the shoulder determines the level of job satisfaction.

Job satisfaction and work load: Researchers have concluded that there is strong correlation between the job satisfaction and the work load the individuals' shoulders. By principle, when individual tend to spend more time with the work, so as the level of stress goes higher and greater the chance of burnout. And when the individual spend more time with the work, the individual compromise with the private life and family life. Teaching jobs demands more time to prepare and think the pedagogy to be used so that the stake holders can learn from the input of the teachers.

In places where there is no uniformity of teacher deployment, faces acute teacher shortage and there by the available teachers are used to the optimum giving more work load. In Bhutan, as per the policy the teachers in secondary schools are supposed to teach a minimum period of twenty two hours but in reality it goes far beyond the time. It happens due to the shortage of teachers and leads to compromising

with the quality of education. Teachers are frustrated because, it demands more time and makes them do that they are not specialized at all and which is far beyond the capacity of the individual and giving way towards frustration.

Job satisfaction and school level: Various school levels differs the working environment and the work load. In a higher secondary school, teachers needs to concentrate more on the content of the subject so need to change the pedagogy of teaching concentrating on the content. Similarly in the middle secondary school the teachers need to concentrate on the student activity as well as the content of the subject. But in the lower secondary school level the teachers are much concerned about the student activity as the curriculum demands learning by doing or in other words it's focused on the discovery learning. Therefore, depending on the school level, the teacher's cognitive domain and psychomotor level is challenged and if the teacher feels that the job is challenging and useful, it will lead the person to be satisfied with the work.

Job satisfaction and belongingness: Workers will be more or less satisfied with what their job offers depending on the weight that their prior socialization leads them to give specific aspects of the work, such as autonomy, congenial co-workers, fringe benefits, or the development of new skills. Prior values have been shown to be one of the most important determinants of overall satisfaction with one's job (Kalleberg, 1977). Thus satisfaction is determined not only by the characteristics of the job, but also by the fit between these characteristics and the co-worker's values and dispositions. In turn, early occupational experiences can influence the development of values and dispositions that influence after occupational choices and satisfaction with those choices. Most people prefer to work as a member of a group rather than in isolation. "Workers prefer jobs that permit interaction are more likely to quit jobs that prevent peer interaction, and cite congenial peer relationships as among the major characteristics of good jobs" (Hodson and Sullivan, 1995).

Job satisfaction and promotion policies: Workers with low likelihood of promotion often come to feel disenchanted with their job (Ohinoy, 1955). If there are few prospects for promotion workers often lose hope of advancing to new and more challenging job. For a job to be fulfilling, it is necessary to have not only rewarding tasks but also a meaningful carrier prospects. This problem is even more acute when

people define their self worth in terms of their advancement at work as is so common today (Sennett and Cobb, 1972). Similarly, (Witt and Nye, 1992) also suggest that employees seek fair promotion policies and practices. Promotion provides opportunities for personal growth, more responsibilities and increased social status. Individuals who perceived that promotion decisions are made in a fair and just manner, therefore, are likely to experience satisfaction from their jobs.

2.6. Other factors contributing to job satisfaction:

Work (Locke, 1976; Baron, 1991): Work which satisfies the needs of the employees is work providing opportunity to use one's value skills and abilities, creativity and variety. Also work which has just sufficient difficulty, amount of work, responsibility, autonomy and complexity.

Income (Organ, 1986; Locke, 1976): When the difference of valued pay and the obtained pay arises the income satisfaction. People with higher income are more satisfied with their job than the individuals with lower income. But money cannot be termed as the most determinant factor contributing to the job satisfaction but money does make things worthwhile. Income level is associated with status, lifestyle and independence.

Working conditions (Locke, 1976; Baron, 1991): Generally, employees are satisfied with physical surroundings which are not dangerous or uncomfortable. Moderated rather than extreme degrees are preferred, since extremes cause physical comfort and reduce ability of work. Most employees also value a location close to home, new buildings, cleanliness, and adequate tools and equally as working conditions.

Self esteem (Locke, 1976; Baron, 1991): One of the subjects in the area of job attitudes is the individual's views of himself and how various job experiences and conditions affect him. Persons who are high in self-esteem or who have a position self-image appear to be more satisfied with their jobs.

Policy and management (Locke, 1976): The organization has more ultimate control over these factors than the employee's immediate supervisor. The

organization policies which are incomplete, unclear or undefined have been found to be associate with job satisfaction.

Intrinsic rewards (Organ, 1986): Professionals derive greater rewards from works, including the challenge of their work, the use of the skills and knowledge, the opportunity for self-development, learning and growth.

Interpersonal relations (Baron, 1991): Friendly and positive relation with coworkers subordinates and supervisors contribute to high level of satisfaction.

Job satisfaction and organizational commitment: Organizational commitment is the degree to which an employee identifies with the organization and wants to continue actively participating in it. It is a measure of the employees' willingness to remain with a firm in future. It often reflects the employees' belief in the mission and goals of the firm, willingness to expend effort in their accomplishment and intentions to continue working there. Broader in scope than just loyalty, it is usually stronger among longer term employees, those who have experienced personal success in the organization, and those working within a committed employees group. Organizationally committed employees will usually have good attendance records, willing adherence to company policies and lower turnover rates (Newstrom and Davis, 1993).

Job satisfaction and employee attitudes: When employees are dissatisfied with their jobs, lack job involvement, and are low in their commitment to the organization, a wide variety of consequences may follow (Newstrom and Davis, 1993). This is especially true if the feelings are both strong and persistent. Dissatisfied employees may engage in psychological withdrawal (like day dreaming on the job). Physical withdrawal (unauthorized absences, early departures, extended breaks or work slowdowns) or even over acts of aggression and retaliation for presumed wrongs.

Consequences of job satisfaction and dissatisfaction: Some behavioral scientists have studied job satisfaction because they believe that the quality of work experience has important implication for a person's mental health and psychological adjustment (Kornhauser, 1965). A second reason for studying job satisfaction is that it may have direct or indirect consequences for organizational effectiveness. Most of the

research on job attitudes has reflected a greater concern for organizational effectiveness than for employees' welfare. As a result numerous studies have been conducted to determine whether job attitudes affect productivity, absenteeism, turnover and other aspects of employee behavior relevant to organizational effectiveness.

Satisfaction and performance: In the early research on job attitudes, it was commonly assumed that employees who were satisfied would be more motivated and thus more productive than dissatisfied employees. If true, this assumption would imply that an organization could improve productivity providing employees with working conditions, a fair salary considered supervisors and sufficient amounts of other kind of rewarding outcomes (Yukl, Wexley and Seymour, 1972). Reviews of the research literature by (Brayfield and Crockett, 1955: Vroom, 1964) found that satisfaction and performance were not closely related to each other in any simple fashion. In a majority of studies there was a positive correlation, but the size of the correlation was usually quite small. Thus the assumption that job satisfaction leads to superior performance was discredited. Building on the analysis and recommendations made by Brayfield and Crockett (1955), more complex and sophisticated models have been developed to explain how satisfaction and performance are related. One of such models was proposed by Lawler and Porter (1967). According to their model, performance causes satisfaction either than the other way around. However, the causal connection only occurs when employees perceive that intrinsic and extrinsic rewards are associated with superior performance. Intrinsic rewards result from superior performance in those situations where an employee can assume credit for successfully accomplishing a challenging task that required the use of important skills. Extrinsic rewards are administered by the organization and include such things as pay, promotion, status symbol and formal recognition. When the organization makes extrinsic rewards contingent on performance, employees with superior performance will receive more rewards than employees with average or inferior performance. As long as these extrinsic rewards are perceived to be equitable, the superior performers will also tend to be more satisfied. However, the results of research conducted to test the Lawler-Porter model have not been consistent. Despite numerous researches and studies on job satisfaction woefully few of them if any, relate to developing countries. It seems, however, that elsewhere in the developing countries, intrinsic factors such as

freedom to plan one’s own work is more valued than extrinsic factors such as pay, fringe benefits and job security. To the African and other nations, however, work is an instrumental activity. It is a means to an end.

2.7. Theories of job satisfaction:

The father of scientific management Taylor's (1911) approach to job satisfaction was based on a most pragmatic and essentially pessimistic philosophy that man is motivated by money alone. That the workers are essentially 'stupid and phlegmatic' and that they would be satisfied with work if they get higher economic benefit from it. But with the passage of time Taylor's solely monetary approach has been changed to a more humanistic approach. It has come a long way from a simple explanation based on money to a more realistic but complex approach to job satisfaction. New dimensions of knowledge are added every day and with increasing understanding of new variables and their interplay, the field of job satisfaction has become difficult to comprehend.

The term job satisfaction was brought to limelight by Hoppock (1935). He reviewed 32 studies on job satisfaction conducted prior to 1933 and observed that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say. 'I am satisfied with my job'. Locke defines job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". To the extent that a person's job fulfils his dominant need and is consistent with his expectations and values, the job will be satisfying.

One way to define satisfaction may be to say that it is the end state of feeling- The word 'end' emphasizes the fact that the feeling is experienced after a task is accomplished or an activity has taken place whether it is highly individualistic effort of writing a book or a collective endeavour of constructing a building. These activities may be minute or large. But in all cases, they satisfy a certain need. The feeling could be positive or negative depending upon whether need is satisfied or not and could be a function of the effort of the individual on one hand and on the other the situational opportunities available to him.

This can be better understood by taking example of a foreman in an engineering industry. He has been assigned the task to complete a special order by a certain deadline. Person may experience positive job satisfaction because he has been chosen to complete the task. It gives him a special status and feeling that he has been trusted and given a special task, he likes such kind of rush job and it may get him extra wages. The same could be the sources of his dissatisfaction if he does not like rush work, has no need for extra wages. Each one of these variables led to an end state of feeling, called satisfaction.

Sinha (1974) defines job satisfaction is ‘a reintegration of affect produced by individual's perception of fulfillment of his needs in relation to his work and the situations surrounding it'.

Job satisfaction is one of the most researched attitudes in the literature of industrial / organizational psychology, social psychology, and organizational behavior (Alotaibi, 2001; Parnell and Crandall, 2003). It is certainly a vital component of the work environment to measure and monitor for any employer. Job satisfaction is essential for organizations interested in developing and retaining productive employees for organizational success (Siegel and Lane, 1974). It is defined by Locke as a pleasurable and positive emotional state caused by the appraisal of one's job or job experience (1976). Such a definition suggests that job satisfaction contains an affective component (emotional state) and a non-affective or cognitive component (appraisal) (Organ, 1988; Organ and Konovsky, 1989).

The determinants of job satisfaction are analyzed in two general categories in the literature: dispositional (personal) characteristics and work motivation (Pool, 1997). Ability, experience, knowledge, work history, and work ethic are some of the factors that constitute the individual characteristics category. Positive/negative affect distinction is important for personal factors according to Arvey et al. (1989). The capacity a person has to experience enthusiasm about his or her job and to experience feelings of trust towards the organization describes positive effect, while negative effect involves how much a person tends to be worried, suspicious, fearful, or dissatisfied towards an organization.

According to some researchers, personal traits have a secondary role with respect to situational or motivational factors (e.g., Pool, 1997). Work motivation,

leadership behaviors of consideration and initiating structure, task substitutes, and organizational characteristics such as cohesive work groups, advisory support from staff, formalization, inflexible rules, and rewards are considered to be strong predictors of job satisfaction. Security, advancement, benefits, information on success or failure, type of work, vacation and holiday practices, and working conditions are factors that are related to job satisfaction (Siegel and Lane, 1974). Pay is also an important factor that cannot be neglected since it is both a satisfier of basic needs such as food, shelter, clothing, and a symbol of status. Furthermore, considerate supervisors who are supportive, warm, and employee-centered rather than hostile, apathetic, and job-centered are also considered as a source of satisfaction from the point of view of employees. The best supervisor-employee relationships occur when the supervisor helps the employee satisfy his or her values or perceived needs and the attitudes and values of the supervisor match closely those of the employee. Kreitner and Kinici (2003) argued that need fulfillment, discrepancies between expectations and receipts, value attainment, equity and dispositional / genetic components were five major factors that contributed to an employee's job satisfaction. Recognition, achievement, the work itself, and responsibility advancement are considered as important motivators that increase satisfaction.

However, a few satisfaction theories of more limited scope have been proposed including (i) Hierarchy of Need Theory, (ii) Herzberg's Two-Factor Theory, (iii) E.R.G. Theory, (iv) Vroom's Expectancy Theory, (v) Discrepancy theory, (vi) Equity theory, (vii) Loke's value theory, (viii) Social reference group theory, (ix) Dispositional theory, (x) Social influence theory.

Hierarchy of Need Theory:

Abraham Maslow (1954) a well known figure in the area of psychology and psychologist by profession believes that in the quest to fulfill the needs, individuals behaves and exhibit in a certain manner. Human get satisfaction only when their needs are fulfilled. His theory has three assumptions i.e. – human needs never ends, when one need is fulfilled, the next hierarchy of need to be fulfilled so as to be satisfied and lastly human needs can be divided into various level depending on the importance. As and when the lowest level of need is fulfilled, the next level needs to

be scaled and fulfilled to derive satisfaction. Maslow has divided the needs into 5 levels with the lower-order needs to higher-order needs.

Level 1 Physiological Needs – are the basic nitty-gritty for survival like food, air, shelters, clothing, medicines and sex. For the quest of basics the organizations pay in cash in terms of salary. And also by providing convenience for other physiological needs at the work place like providing dining room, nursing room, rest room, air-conditioned office and residence etc.

Level 2 Security and Safety Needs – once the level one is met, humans crave for the next hierarchy, the safety like protection from the life risking hazards like safety equipment.

Level 3 Social or Belonging Needs – need for social acceptance and by the inner circle like the peers. At this stage, human crave for respect from the colleagues and counter parts, for it the organization answers by organizing get together and field trips or by end of the company party.

Level 4 Esteem Needs – were the need to become popular and praised. Human with such thirsty needs are ready to sacrifice anything to succeed so that can create an image of worthiness and responsibility at work.

Level 5 Self – Actualization Needs – it's the highest order of needs. Individuals view it differently from each other. Like aim and goal during the life time. Scaling the highest level of excellence in contributing to the society and leaving behind legacy.

Figure. Maslow's Hierarchy of Need Pyramid

The physiological need is the base line and act as the stepping stone or the spring board for the other hierarchy of needs. Once it is attained, humans crave for the other needs in the pyramid till the apex.

Herzberg's Two-Factor Theory:

Fredrick Herzberg's theory (1979) of motivation is another relative and realistic model of job satisfaction. Herzberg's theory consists of two main components: motivations and hygiene factors. Motivators describe the features of content of the job like responsibility, autonomy, self-esteem, and self-actualization opportunities. Herzberg and his colleagues are with the notion that criteria, when implemented to the optimum, motivates the individual with extra energy to work much harder and because of it results with the improved job performance. On the other side, the hygiene factor prevents dissatisfaction as it takes care of the lower needs like that of physiological, security, or social needs preventing dissatisfaction. And the list is physical working conditions, salary, company policies and practices, and benefits. Herzberg feels that the hygiene factor needs to be at an acceptable standard if the organization wants the employees to work harder and increase some extra effort. In principle, better performance level is not because of the hygiene factors. That is why many a times; Herzberg's theory had often been widely criticized. Critics are with full of criticism when it comes to certain factors like that of the salary, they are of the notion that salary can be both motivators as well as the hygiene factor. Individual differences and individual preferences are overshadowed in Herzberg's theory, thereby it was concluded that the theory gave more emphasis towards pleasure as the outcome.

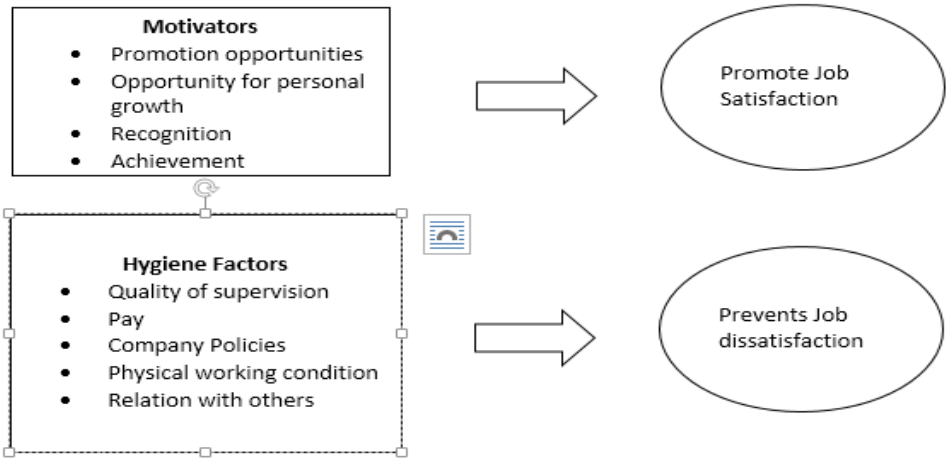

Figure: Herzberg's Two-factor theory

Motivator or the motivating factors are those factors associated directly with the job. It is also called as the intrinsic factor or job content. This factor has a strong hold over the personal emotion towards the job thereby generates the individual efficiency and satisfaction at work. Motivators towards satisfaction are derived from:

1. Achievement is referred as the potential of the individual to tackle any sort of problem related to work. Which means has the capacity to do the work effectively.
2. Recognition means irrespective of the people around, be it the immediate boss or the colleagues, the individual is always praised for the assistance rendered at work effectively. The individual is appreciated by all and sundry at the work place.
3. The work itself means the satisfaction derived from the job through the intrinsic aspects.
4. Responsibility means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision.
5. Advancement means getting promoted to the next level of the job in the organization.

The Hygiene factor prevents the worker from getting dissatisfied but it need not be at the acceptable level as it can lead to dissatisfaction too.

1. Salary and Advancement – At the end of the day it's the salary that matters to the worker, if the salary is not satisfactory, it can lead to dissatisfaction. And the opportunity that the worker gets to climb the carrier ladder can also prove futile if the worker remains stagnant in one position.
2. Supervision – The leadership style of the manager is accountable to dissatisfaction too.
3. Company policy and administration – The house of the management and administration of the company, the climate of the organization and the communication style are accountable.

4. Interpersonal relation – the relationship among the workers and the tempo of the relationship between the colleagues.
5. Job security – It's the permanence of the job and the company.
6. Status – it means how the society looks at the job and the individual who does the job. It's the place where the individual is regarded.
7. Working conditions – means the place physical attributes of the work place, including the materials available to make the work easier.

Upon comparison of the two theories of Maslow's theory with Herzberg's theory, it can be concluded that Maslow's higher – order needs are like that of the motivators in Herzberg's theory, which makes the person to be satisfied with the work. Whereas the Maslow's lower order needs can be compared with the hygiene factors of Herzberg's.

E.R.G. Theory:

Alderfer's (1972) E.R.G Theory is a modified version of Herzberg and Maslow's theories. He segments the human needs into three segments.

Existence Needs: which is denoted by E, are the basic needs of humans like the food, shelter, clothing, salary which provides basic needs to survive. It's more of a physiological need.

Relatedness Needs: represented by R, are the needs to have relationship with the society and the people living in it, including friends, well-wishers, supervisors, family members and so on.

Growth Needs: represented by G, are the human needs to scale the ladder of success with work and in life. It's the growth and advancement.

Alderfer's E.R.G theory explains that if there are conditions supplied to fulfill the higher need, the individual can pursuit from the base the lowest level too. It is in fact a two way traffic, one can either chose from the top or the bottom level of needs.

Vroom's Expectancy Theory:

Vroom's (1982) expectancy theory is based on the equation of three variables expectancy, instrumentality and valence. It explains that the individual's decision making ability with regard to the work is derived from the perception of work and the reward derived from the work. It explains that people are the slave of the needs but also bounded by the will power of the individual. The variable expectancy is the confidence level of the individual, the confidence to perform the given task efficiently and successfully. On the other hand, the variable 'instrumentality' is the level of individual's confidence for getting the reward if the task is performed successfully. And 'valence' is the value of the expected reward.

Since the model is multiple, the three variables are given provable values. Therefore for the implication if positive and motivated performance of all three variables must have high positive values. By any chance the probable value of any of the variable drops to zero, than the motivated performance will also drop to the same value and vice versa when high. The theory predicts that the job satisfaction derived from both personality and situational variables.

Discrepancy theory:

According to Locke (1969), satisfaction or dissatisfaction with some aspect of the job depends on the discrepancy between what a person perceives, he / she is getting and what is desired. The 'desired' amount of a job characteristic is defined as the minimum amount necessary to fulfill the person's current needs. A person will be satisfied if there is no discrepancy between desired and actual considerations. A person will be dissatisfied if there is less than the desired amount of a job characteristic. The greater deficiency and the more important the thing desired, the greater will be the dissatisfaction. Other variations of the discrepancy model of job satisfaction have been proposed. For example, Porter, 1961 defined satisfaction as the difference between how much of something there 'should be' and how much there 'is now'. The conception is basically similar to Locke's model but Porter's 'should be' implies more emphasis on equity consideration and less on needs as the determinant of the preferred amount of a job factor.

Equity theory:

Equity theory specifies the conditions under which an employee will perceive the benefits which are reasonable one. The theory was developed by Adams (1963) and it is a variation of earlier theories of social comparison process. The principal components in equity theory are 'inputs', 'outcomes', 'comparison person' and 'equity-inequity'. An input is anything of value that employees perceives that they contribute to the job, such as education experience, skills amount of effort expended, number of hours, works and personal tools, supplies or equipment used on the job. An outcome is anything of value that the employee perceives which they obtain from the job such as pay, fringe benefits, status symbols, recognition and opportunity for achievement or self expression.

According to this theory, an employee judges the fairness of outcomes by comparing his / her outcome / input ratio to the outcome / input ratio of one or more comparison persons either in the same organization or in a different organization. Inequity can occur in many ways, for example, an employee will perceive his / her salary to be inequitable if other employees with similar qualifications are receiving a higher salary or if employees who are less qualified are receiving the same salary.

Reviews of the equity theory research by Campbell (1976) found that the empirical evidence is mixed. The occurrence of social comparison processes among employees and the phenomenon of perceived inequity are well validated. However, the implications of inequity for performance have not been exclusively demonstrated. Thus for the present, equity theory appears to be less useful for predicting effort and performance than for predicting whether an employee will be dissatisfied with certain aspects of the job for which social comparisons are likely to occur, such as pay advancement, recognition, and status symbols.

Locke's Value Theory:

Locke's (1976) value theory explains that job satisfaction is related to the match between the job outcome and the expectation desired by the individual. The value of job outcome and the expectation desired by the individual. The value of job satisfaction becomes higher when the match is closer to the perceived desired outcome. But it is not necessarily be the basic needs when it comes together outcome

that individual value like explained by the Herzberg's theory. It can be anything that is related to the job and the wants. Greater difference gap comes out with more dissatisfaction and narrowed the gap closer the satisfaction.

Social references-group theory:

It takes into account the point of view and opinions of the group to whom the individual looks for the guidance. Such groups are defined as the 'reference-group' for the individual in that they define the way in which he should look at the world and evaluate various phenomena in the environment (including himself). It would be predicted, according to this theory that if a job meets the interest, desires and requirements of a person's reference group, he will like it and if it does not, he will not like it.

A good example of this theory has been given by C.L. Hulin. He measures the effects of community characteristics on job satisfaction of female clerical workers employed in 300 different catalogue order offices. He found that with job conditions held constant job satisfaction was less among persons living in a well-to-do neighborhood than among those whose neighborhood was poor. Hulin, thus provides strong evidence that such frames of reference for evaluation may be provided by one's social groups and general social environment.

To sum up, we can say, job satisfaction is a function of or is positively related to the degree to which the characteristics of the job meet with approved and the desires of the group to which the individual looks for guidance in evaluating the world and defining social reality.

Dispositional theory:

Another well-known job satisfaction theory is the Dispositional Theory, which suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach becomes a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-Evaluations Model, proposed by Timothy A. Judge in 1998. Judge

argued that there are four Core Self-Evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control and neuroticism. This model states that higher levels of self-esteem (the value one place on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her / his own life, as opposed to outside forces having control) lead to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Social influence theory:

Salancik and others (1977) have questioned the validity of such complicated social comparison notions as equity theory in explaining job satisfaction. These authors also take issue with the basic need satisfaction model that forms the foundation of job enrichment approaches. Instead, they suggest that perhaps people decide how satisfied they are with their jobs by simply making observations about other employees' satisfaction levels. This implies that an employee enters a level of his / her own satisfaction by merely seeing how co-workers behave and by listening to what they are saying about their jobs. That is satisfaction may be more of a result of how one's co-workers react to the job rather than the job itself.

Few empirical studies have however tested this assumption. In one study the researcher manipulated both the characteristics of the job (high job enrichment versus low job enrichment) and informational cues (positive versus negative) in a simulated personal selection task. They found that the informational cues (i.e what other workers wrote about the task) had a greater impact on their job satisfaction than did the objective characteristics of the task itself (O'Reilly and Caldwell 1979). In another study, 41 part time student employees worked in a simulated organizational setting involving a routine clerical task. As in the first study, the job satisfaction scores were significantly higher for those people receiving position social cues from co-worker than for those receiving negative cues. These results held regardless of whether employees were assigned enriched or non-enriched conditions.

This theory of job satisfaction is interesting because it recognizes the social factors that influence employees' affective reactions at work. Apparently, one's co-workers have a greater influence on one's satisfaction level than we realize.

Another important antecedent of job satisfaction is communication. Employees devote a considerable portion of the work day collecting and disseminating information concerning such crucial matters as corporate policy, performance feedback, role expectation, task introduction and the like communication thus prepare a central place in the organization and should be a two way rather than a one way process. Additional empirical research also supports the communication job satisfaction relationship.

2.8. Job characteristics theory:

There have been many attempts of researchers in the organizational behavior literature to determine whether job scope, job design or characteristics of a job are related to employee behavior (e.g., Boonzaier, Bernhard and Braam, 2001; De Jong, Mandy and Jansen, 2001). Hackman and Lawler (1971) suggested that certain job characteristics, such as skill variety, task identity, autonomy and feedback motivated employees in their job performance. According to this study, job enrichment could affect job satisfaction, as well as work performance. The development of job characteristics theory (Hackman and Oldham, 1980) is a result of this study. Job characteristics theory was built upon the premise that specific core job characteristics must exist in work settings so as to create job outcomes of high job satisfaction, high job performance and low turnover. Hackman and Oldham (1980) measured how job characteristics, such as skill variety, task identity, task significance, autonomy, and feedback, influenced employee satisfaction, motivation, and performance in this model.

Skill variety is the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person for successful completion. For example, low skill variety exists when an assembly-line worker is performing the same two tasks repetitively, or when a body shop worker is spraying paint eight hours a day. When such routine work environments are compared with other job environments that are made of a variety of tasks with many different skills and abilities such as an owner-operator of a garage who is doing electrical repair, rebuilding engines, doing body work, and interacting with customers, the importance of skill variety as a motivating core job

characteristic is highlighted. The more skills are involved, the more meaningful is the job. Skill variety can be enhanced in several ways such as job rotation, enrichment and enlargement.

Task identity is the degree to which a job requires completion of a "whole" and identifiable piece of work that is doing a job from beginning to end with a visible outcome (Hackman and Oldham, 1980). For example, one corporation changed its customer service processes so that when a customer calls with a problem, one employee, called a customer care advocate, handles most or all facets of the problem from maintenance to repair. As a result, more than 40 percent of customer problems are resolved by one person while the customer is still on the line. Previously, less than 1 percent of the customer problems were resolved immediately because the customer service representative had to complete paperwork and forward it to operations, which then followed a number of separate steps using different people to resolve problems. In the new system, the customer care advocate can more closely solve a customer's problem and find his/her job more meaningful due to the experience of task identity at work. The same situation is valid for a cabinet maker who is designing a piece of furniture, selecting the wood, building the object, and finishing it to perfection.

Task significance is the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large. A job is more meaningful if it is important to other people for some reason. For instance, a soldier might experience more fulfillments when defending his or her country from a real threat than when merely training to stay ready in case such a threat arises. In the earlier example, the customer care advocate's task has significance because it affects customers considerably.

Autonomy is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. More autonomy leads to a greater feeling of personal responsibility for the work. Efforts to increase autonomy might lead to job enrichment. Giving more freedom and authority so the employee could perform the job and increasing an employee's accountability for work by reducing external control are some of the means related to actions that increase

autonomy. Since the results of job performance would depend on me employees' own efforts and decisions, a sense of responsibility occurs.

Feedback is the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance. Feedback is intrinsically motivating because it helps employees to understand the effectiveness of their performance and contributes to their overall knowledge about the work. An electronics factory worker who is assembling a radio and then testing it to determine if it operates properly, an accountant when an accounting period is closed without any difficulty, or a salesperson when a sale is completed are examples of employees receiving task feedback.

Meaningful work is the result of the combination of the first three dimensions of skill variety, task identity, and task significance. The incumbent views the job as being important, valuable, and worthwhile when such a scope exists in a job. According to the model of Hackman and Oldham (1980), when job incumbents know (knowledge of results) that they individually (experienced responsibility) have carried out well on a task that is important to them (experienced meaningfulness), they obtain intrinsic rewards from a motivational point of view. The higher the presence of these three psychological states in the workplace, the greater will be employees' motivation, performance, satisfaction, commitment, and the lower their turnover. Psychological responses, such as motivation and satisfaction, to core job characteristics exhibit a stronger relationship than performance. The reason for this is the assumption of the job characteristics model: if jobs are redesigned to provide employees with higher levels of intrinsic motivation, employee performance will improve. However, factors beyond job characteristics might influence behavior. Therefore, there is a stronger potential for the job characteristics to influence psychological reactions (such as job satisfaction and intrinsic motivation) than performance. Incentive systems and performance norms of the teams are some of the situational differences that might affect performance more than job characteristics. An enriched job results in a satisfied job incumbent, but such a job incumbent may be impeded by low work group norms that prevent him/her from working to his/her full potential (Namm, 2003).

The inability of many job characteristics researchers to show a strong relationship between job characteristics and work performance might be due to in-role performance measures that are dependent on constraints such as ability and work group norms (Organ et al., 2006). Factors such as skills and abilities are not likely to affect performance of the extra-role behaviors (Bateman and Organ, 1983; Smith et al., 1983). For instance, when jobs are enriched for a group of employees, they might not perform as well initially since they are not experienced with the new tasks. Although they are satisfied with the variety of tasks, their skills might be lacking for the duties necessary. However, such a deficiency of skills will not impede them from performing citizenship behaviors that are representatives of job satisfaction and organizational commitment. Traditional performance measures constrained by skills and abilities may be the reason for the weak relationship between job characteristics and performance. Other measures of performance, such as OCB, may relate more strongly to the job characteristics since it is based on affective reactions to a job, rather than skills and abilities (Organ et al., 2006).

Higher levels of work effectiveness are reached through jobs high in motivating potential. Therefore, when a job is enriched, both the quality and quantity of work output is affected (Hackman and Oldham, 1980). Since employees that carry out their jobs with high motivation are rewarded by positive feedback, the quality of work improves. A sense of pride at high quality work will further motivate the job incumbents through leading to positive affect. Routine and repetitive jobs cause some avoidance behaviors, such as taking frequent rest breaks. However, enriched jobs result in fewer counterproductive behaviors and therefore increase efficiency. A variety of tasks in an enriched work environment create the necessity to stay focused on the job from the point of view of employees and consequently, the quantity of work increases. When a task identity characteristic is added to the scenario above, employees will need to focus on doing a job, from beginning to end, which might foster a further increase in the amount of work accomplished since time wasted for work transfer between employees does not exist. As a result, the coordination and the switching of tasks require less time to accomplish (Hackman and Oldham, 1980).

The relationship between job characteristics and outcomes are moderated by the individual's growth need strength; that is, by the employee's desire for self-esteem and self-actualization (Hackman and Oldham, 1980). Individuals with a high growth

need are more likely to experience the psychological states of knowledge of results, experienced responsibility, and experienced meaningfulness when their jobs are enriched than are their counterparts with a low growth need. Moreover, they will respond more positively to the psychological states when they are present than will individuals with a low growth need.

The core job characteristics compose the motivating potential score of a job (MPS) (Hackman and Oldham, 1980). A greater motivating potential is reached when a job is high on at least one of the three components of experienced meaningfulness and both of the core job dimensions of autonomy and feedback. Higher motivation, performance, and satisfaction, and lower absenteeism and turnover are reflected with a higher motivating potential job score in any work setting. Motivation is a result of person-job fit and higher levels of person-job fit are expected with these core job characteristics. Therefore, restructuring job characteristics is a key to improving employee satisfaction and motivation, rather than choosing new employees.

The job characteristics model suggests multidimensional core job characteristics affecting behaviors (Boonzaier et al., 2001). However this five-dimensional structure and the motivating potential scores (MPS) are subject to discussion. Fried and Ferris (1986) studied a sample of 7,000 employees and 900 jobs. They questioned the role of the dimensions of skill variety, task significance, and autonomy since they found a three-factor solution retaining task identity and feedback as legitimate job dimensions but detected a third dimension that collapsed skill variety, task significance, and autonomy into a single factor. Their results challenge the theoretical notion that job characteristics are best depicted with a five-dimensional representation. Furthermore, some research proposes different methods to calculate the MPS such as adding all the variables of skill variety, task identity, and task significance instead of multiplying them (Boonzaier et al., 2001). Dunham (1976) found that a single factor solution accounted for 83 percent of the explained variance in a study of 3,610 employees of a large merchandising corporation. Researchers such as Ferrid and Gilmore (1985), Evans and Ondrack (1991), Fried and Ferris (1987) recommended the simple additive index for use instead of the MPS index.

It is interesting to note that Hackman and Oldham (1980) defined job feedback the same way as Organizational Citizenship Behaviour (OCB) researchers defined

task feedback (Podsakoff and MaeKenzie, 1995). Similarly, OCB researchers defined task reutilization as the opposite of Hackman and Oldham's skill variety concept (Podsakoff et al., 1993). Therefore, these studies are particularly important because they provide preliminary evidence for the relationship between the theories of job characteristics and OCB.

According to the job characteristics model, people who work in jobs with high job scope are more motivated and satisfied than those who do not. Jobs designed to increase the job scope are likely to be positively perceived by employees. Change in the design of jobs due to the effects of job characteristics on employee satisfaction, motivation, and performance is suggested by the job characteristics model (Hackman and Oldham, 1980).

2.9. Job satisfaction and emotions:

Mood and emotions are the raw materials which cumulate to form the affective element of job satisfaction while working. Moods tend to be long lasting with weaker state of uncertain origin. On the other hand, emotions are more intense, short-lived and have a clear object or cause. Positive and negative emotions are significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction.

Emotion regulation and emotion labour are also related to job satisfaction. Emotion work or management refers to various efforts to manage emotional states and displays. Emotion regulation includes all the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional labour emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labour are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. There are two types of model for understanding how emotion regulation relates to job satisfaction.

(I) Emotional Dissonance: Emotional dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions that often

follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.

(II) Social interaction model: Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example, the accumulation of favourable responses to display of pleasant emotions might positively affect job satisfaction. Performance of emotional labor that produces desired outcomes could increase job satisfaction

2.10. Relation between job satisfaction and performance:

Generally, the level of job satisfaction seems to have some relation with various aspects of work behaviour like absenteeism, adjustments, accidents, productivity and union recognition. Although several studies have shown varying degrees of relationship between them and job satisfaction, it is not quite clear whether these relationships are correlative or casual. In other words, whether work behaviour make him more positively inclined to his job and there would be a lesser probability of getting to an unexpected, incorrect or uncontrolled event in which either his action or reaction of an object or person may result in personal injury. Experiments have shown us that there is very cordial relationship between the job satisfaction and job performance of an individual. It is closely affected by the amount of rewards that an individual derives from his job. These are:-

Staff rewards:

Rewarding staff appropriately is important. Experienced human resources consultancies and practitioners who are engaged in staff selection, assessment and recruitment are often able to evaluate and assess the needs and wants of individuals fairly accurately. By having them, especially those with many years of expertise and experience, organizations can develop strategic and creative benefits and wages to attract, retain and motivate talent who will achieve high performance for the organizations and job satisfaction for themselves. Job satisfaction is often achieved where performance is recognized by appropriate reward.

Strong motivator:

Job satisfaction is often a strong motivator in work endeavors. Research has shown that job satisfaction can lead to high job performance especially for professionals and high-level employees, commonly known as talent. As jobs and work in the new economy shift to professionalized knowledge based, info-tech, info-corn and bio-science characteristics, job satisfaction will increasingly become a key driver of individual motivation and effort. Research has also shown that there exists a relationship between individual performance measured at a certain time and later job satisfaction. However, this relation is conditional to performance being family rewarded in appropriate form as perceived by the recipient.

Quality of work-life:

One of the hallmarks of a socially responsible organization is its success in achieving not only high performance outcomes, but also in helping its team members experience a high level of job satisfaction. Quality of work-life (QWL) is a key indicator of the overall quality of human experience at the workplace. QWL expresses a clear way of thinking about people, their work and the organization in which their careers are fulfilled. QWL establishes a clear objective that high performance can be achieved with high job satisfaction.

High job satisfaction:

Achieving high job satisfaction needs some simple strategies. Offer your team members a variety of meaningful tasks. Repetitive routine work often leads to job dissatisfaction. As a leader, think about introducing application of creativity in their work. Rotate the staff of different task at regular intervals so that their work remains challenging. If you have to supervise do it unobtrusively. Give more responsibility by empowering your team members. Allow them opportunity to self.

Effective communication among employees:

Unclear targets and objectives and poor communication can contribute to dissatisfaction and eventually lead to poor work performance. If you are administering rewards, make sure that they match their expectations. If their expectations are unrealistic, take time to make comparison to equivalent and comparable jobs and

broad work related environmental conditions to similar employers. Explain this to your team members.

Job satisfaction needs effective communication about the tasks, which have to be done. The team member must know the performance achieved in relation to the goal. Regular work appraisal should therefore be provided. More importantly they must have an awareness of departmental and organizational changes, which affects their job. Change agents should periodically meet team members to share the progress on changes in the tasks no matter how small they are. Critical to this is, listening to employees' feedback and their perception as it is more likely to affect their job satisfaction and work performance.

Organizational benefits:

Improved job satisfaction in the work place reduces social problems. The creative aspects of achieving satisfaction will reduce if not overcome boredom and monotony in work, physical strain and mental stress. This will have a lower absenteeism rate and lower staff turn-over, which translated into lower losses, less late-coming, fewer grievances and more effective cost control. Satisfied team member are generally more committed to the work place success than those non job satisfactory. A satisfied team member is more likely to perform optimism wholly than other employees.

Job satisfaction is an emotion, a feeling or an attitude and a matter of perception. It arises from the employee's appraisal of experience at work. It involves likes and dislikes as well as needs and wants both internal and external. As an employer or leader if you fail to meet them, there is a high probability you will also not achieve high performance. Creating job satisfaction remains a challenge for many human resources managers. An experienced business partner specialized in human resource management can greatly help in meeting this challenge. Achieving high job satisfaction for employees or team members is pre-requisite for becoming ***Leader and a Champion!***

2.11. Teacher's job satisfaction:

The term job satisfaction is generally used in organizational venture in business management. Job satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

Generally job satisfaction is related with number of employee's variables such as turnover, absence, age, occupation and size of the organization in which he/ she works. The degree of satisfaction of job is largely depends on satisfaction of employee variables. According to Garton (1976), employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employee.

The concept of Maslow's need hierarchy (1943) and the early studies on job satisfaction in the workplace provided the basis for studies on teacher job satisfaction. Expanding on their research, Herzberg, Maunser and Snyderman (1959) identified recognition and achievement as the most powerful satisfiers for teachers. They found that teachers experienced a higher level of satisfaction when school leaders emphasized the positive, demonstrated a belief in their teachers' dignity and worth, and established teacher empowerment within the school.

Herzberg (1966) described a two-factor theory concerning teacher job satisfaction. Achievement, recognition, the work itself, and the intrinsic interest of the job were motivators which lead to increased job satisfaction. On the other hand, working conditions, pay, job security, policy, administration, and relationships with peers were hygiene which led to decreased job satisfaction. Herzberg referred to motivators as intrinsic factors and hygiene as extrinsic factors.

Sergiovanni (1992) suggested that teacher job satisfaction is related to participation and performance. Participation referred to the minimal commitment

necessary. Although school leaders can require participation, performance is voluntary and personal. Therefore, the intrinsic rewards of recognition and meaningful work opportunities are critical to job satisfaction (Sergiovanni, 1992).

Herzberg (1982) developed an approach to work design called job enrichment whose purpose is to motivate employees to improve work performance by increasing psychological growth. For example, providing achievement and recognition creates opportunities to increase knowledge; providing responsibility creates opportunities to enhance understanding; and providing advancement creates opportunities to experience empowerment and decision-making. People use motivators efficiently, which increases individual growth, individual satisfaction and organizational productivity.

Ratsoy (1973) concluded that teacher job satisfaction is lower in schools where teachers perceive a high degree of bureaucracies, hierarchy of authority and centralization. Factors that clarify the job objectives and yield equal applications of school policy promoted high levels of satisfaction. Miskel, Defrain, and Wilcox (1980) stated that work motivation is also consistently correlated to teacher job satisfaction. Teachers who believe that they have the capability to do the job and experience positive consequences for their efforts generally have high levels of job satisfaction. Nicholson (1980) added that leadership, decision-making and communication processes impact teacher job satisfaction. Greater participation in decision-making and open communication concerning goals and objectives throughout the school are positively correlated with teacher job satisfaction.

Most teachers report greater job satisfaction when they are assigned to work on teams. Research has indicated that teachers from teamed schools feel a greater sense of professionalism as a result of having the opportunity to work together on important professional concern (Garner, 1995; Lipsitz, 1984). Larson and LaFasto (1980) concluded that when those with the technical skills and desire to contribute, work together in collaborative setting, “The observable outcome is an elevated sense of confidence among individual team members”. This sense of confidence leads to increased feelings of belonging, self-esteem, and an increased in the level of their job satisfaction.

Hackman and Oldham (1980) created a job-characteristic model that identified seven critical teacher job characteristics that influenced job satisfaction levels. The job characteristics were:

1. Dealing with others: The degree to which the job required one to interact and deal with multiple others.
2. Skill variety: The need for many different skills to accomplish job tasks.
3. Task identity: The completion of a whole task or piece of work.
4. Task significance: The degree to which a job affected others or their work in the organization or work interdependence.
5. Work discretion or autonomy: The freedom, independence, and discretion in scheduling or carrying out work assignments.
6. Feedback from others about one's work performance.

Specifically, Hackman and Oldham (1980) concluded that enhancement and enrichment of these job characteristics favorably influence teachers' critical psychological states, including the meaningfulness of work, responsibility for work, and knowledge of work results. These critical psychological states influence work outcomes, including internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. Research has suggested that teaming in schools enhance these work related outcomes. More specifically, teaming teachers experience greater work satisfaction, sense of professionalism and professional efficiency than do non-teaming teachers (Lipsitz, 1984; Ashton & Webb, 1986).

Curtis (1994) derived job from belonging to a team with real responsibilities that gives all members new challenges and a reason to feel proud of themselves and their team. This pride fills a critical need in an attempt for the teachers to feel sense of belonging and ownership in their work.

On the basis of the above definitions, the investigator use the concept of teachers' job satisfaction to simply refer to the teachers' attitudes, perceptions and feelings that they have towards their job. Teachers' job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a

satisfied dimension (Organ and Bateman, 1991). The concept of teacher job satisfaction is defined as the “teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher” (ibid).

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teacher’s best professional preparation and creating satisfactory conditions of work in which they carefully be effective.'