

CHAPTER: 2

CONCEPTUAL FRAMEWORK

The present chapter focuses on the concepts related to the study and also builds a base for the study. The chapter presents the researcher's understanding of the study. The focus is on the conceptual framework of the study. The term job satisfaction is explained in the following section.

2.1 Job Satisfaction

The word satisfaction is derived from Latin word satis + facet. Satis mean enough and facet means to do. So, satisfaction means to do enough. Job occupies an important place in the life of an individual. It is the chief source of satisfaction of an individual's psychological, biological and social needs. Therefore, job satisfaction has been defined in different ways by many researchers. According to Sinha , Job-satisfaction covers both the satisfaction derived from being engaged in a piece of work or in any pursuit of a higher order. It is essentially related to human needs and their fulfillment through work In fact job satisfaction is generated by individual's perception of how well his job on the whole is satisfying to his various needs.

The definitions of job satisfaction indicates that satisfaction itself relates to internal satisfaction of the finer sentiments of human beings, such as emotional psychological, mental etc, while job-satisfaction relates to terms outside the human beings and relating to their job or various aspects of their job such as pay, advancement, recognition, service conditions, professional growth, inter-relationship and so on and so forth.

It is also defined as the attitude towards the job as a whole. It is a function of satisfaction with different aspects of the job, i.e. supervision, pay, works itself, co-workers, promotion etc. and of the particular weighting or importance one attaches to these respective components.

This is a condition when a person enjoys his work. He gets satisfaction from the work and does not think of switching over the job, job satisfaction is necessary for personal and professional growth. As a person who is not satisfied with his job may develop emotional importance which may even affect the atmosphere of the organization.

The issue of job satisfaction- brings with it a great deal of research and opinions accompanied by a vast store of written material. However , the topic job satisfaction lacks clarity and is sometimes controversial. The term “job satisfaction” is understood to mean everything from “making all aspects of a job easy for employees” to “making the job meaningful, significant and challenging.”

Research on the importance of job satisfaction can be equally confusing with some research clearly indicating no correlation between job satisfaction and job effectiveness. While other researches indicate there is a definite connection between the two.

Research conducted by Schleicher, Watt and Greguras (2004) indicates that individuals with identical responses to questions on job satisfaction often possess entirely different behaviors relating to job performance. Additionally, differing factors relating to job satisfaction hold varying degrees of importance to individuals. Thus, a proven model showing the relationship between job satisfaction and performance has been elusive despite the vast quantity of qualitative data supporting the relationship. These issues are very complex and have simply not been fully deciphered by researchers.

Job satisfaction is the most widely investigated job attitude as well as one of the most extensively researched subjects in Industrial/Organizational Psychology (Judge & Church, 2000). Many work motivation theories have represented the implied role of job satisfaction. In addition, many work satisfaction theories have tried to explain job satisfaction and its influence, such as: Maslow’s (1943) Hierarchy of Needs, Herzberg’s (1968) Two-Factor (Motivator-Hygiene) Theory, Adam’s (1965) Equity Theory, Porter and Lawler’s (1968) modified version of Vroom’s (1964) VIE Model, Locke’s (1969) Discrepancy Theory, Hackman and Oldham’s (1976) Job Characteristics Model, Locke’s (1976) Range of Affect Theory, Bandura’s (1977) Social Learning Theory, and Landy’s (1978) Opponent Process Theory.

As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction (Landy, 1978). A common idea of the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. People identify

themselves by their profession, such as a doctor, lawyer, or teacher. A person's individual well-being at work, therefore, is a very significant aspect of research (Judge & Klinger, 2007).

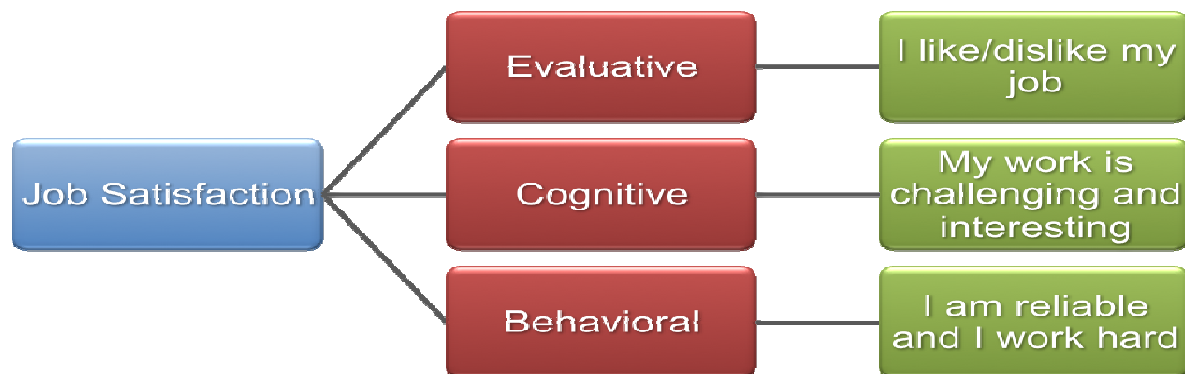
The most widely accepted explanation of job satisfaction was presented by Locke (1976), who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work. These actions may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008).

There are two types of job satisfaction which are based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (Mueller & Kim, 2008). According to Kerber and Campbell (1987), measurements of job facet satisfaction may be helpful in identifying which specific aspects of a job require improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover (Kerber & Campbell, 1987).

There are several misleading notions that exist about job satisfaction. One such fallacy is that a happy employee is a productive employee, which is not always the case (Syptak, Marsland, & Ulmer, 1999). Research has offered little support that a happy employee is productive; furthermore, some research has suggested that causality may flow in the opposite direction, from productivity to satisfaction (Bassett, 1994). Another fallacy is that pay is the most important factor in job satisfaction; however, employees are more satisfied when they enjoy the environment in which they work (Berry, 1997). An individual can have a high paying job and not be satisfied because it is boring and lacks sufficient stimulation. In fact, a low paying job can be seen as satisfying if it is adequately challenging or stimulating. There are numerous factors that must be taken into consideration when determining how satisfied an employee is with his or

her job and it is not always easy to determine which factors are most important to each employee. Job satisfaction is very circumstantial and subjective for each employee and situation that is being assessed.

Figure 1. Components of job satisfaction (The Pennsylvania State University, 2010)



Thus it can be said that Job Satisfaction is the favorableness or feeling of satisfaction the employee has with respect to his/her work. It signifies the amount of agreement between one's expectations of the job and the rewards the job provides.

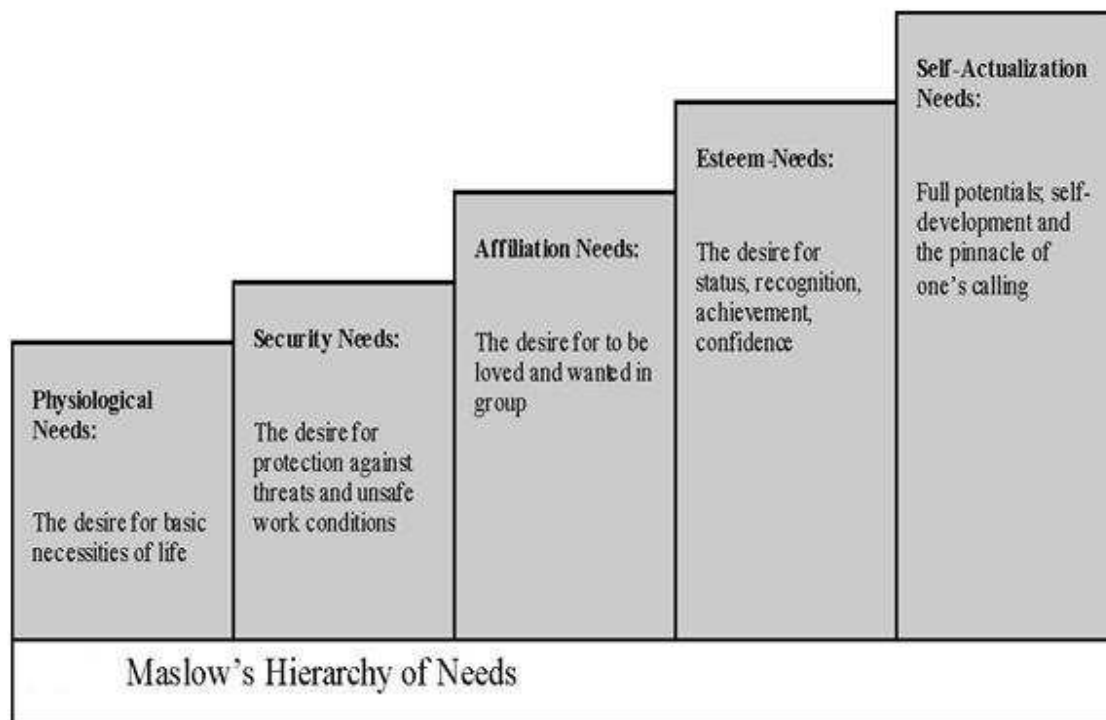
The concept of the hierarchy of needs put forward by Abraham Maslow is of great importance to the study of job satisfaction. The same is presented below and linked with the aspect of job satisfaction.

2.2 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-

actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

Figure 2: Maslow's Hierarchy of Needs



Maslow, Herzberg, Hay and Miskel and others proposed the theories on job satisfaction vis-à-vis the above levels. According to Maslow 'a person's satisfaction is determined by the fulfillment of his five levels of need'. Herzberg's motivation hygiene theory assumes that two variables determine a person satisfaction.(1) Internal factors like achievement, recognition etc. and

(2)external factors such as salary and interpersonal relation. It is believed that teaching continues to be rather limited in its available extrinsic rewards and that if teacher's job satisfaction is to be increased efforts are to be made to improve the teaching situation. According to another research a high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. Better performance leads to high rewards. This improvement in satisfaction is because of employee's feeling that they are receiving rewards in proportion to their performance on the other hand, if rewards are such as inadequate for one's level of performance, dissatisfaction occurs. The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teachers' best professional preparation and creating satisfactory conditions of work. Numerous researchers found a positive relationship between job satisfaction and effective teacher behavior.

In the light of above the theoretical framework teacher's job satisfaction may be considered as one of the important factors, which can enhance teaching competency. The following section focuses on the dimensions of teachers' job satisfaction.

2.3 Dimensions of Teachers' Job Satisfaction

Of many dimensions, the researcher considers the following dimensions for measuring Teacher Job Satisfaction crucial.

They are (1) Professional; (2)Teaching Learning; (3)Innovation; and-(4) Inter-personal relations.

Professional related to job security and social prestige, moulding the young minds, getting appreciation from others, reaching problems of the student.

Teaching learning refer to problems of the student in learning, successfully managing the class, students active participation in the classes, innovative techniques in teaching, systematic plan to work.

Innovation relates to creativity, innovative technique in teaching, participation of cultural activities, co-curricular and social welfare activities done by the teachers. Inter-personal

relations refer to relation with colleagues, parents, students, higher authorities or any personnel confined to school.

The above are some dimensions of job satisfaction. The following refers to the dispositional theory that relates to job satisfaction.

2.4 Theories Related to Job Satisfaction

Dispositional Theory

Some of the theories relating to job satisfaction may further illustrate the complexity of the issue and help the understanding of how management may positively affect job performance through job satisfaction. **The first theory is the dispositional theory. The idea that people who are happy in life are happy in their job is called the dispositional theory and there is significant research to support this idea. Heller (2002) connects three behavioral theories to aid in the understanding of the dispositional theory. These three theories include research on positive affectivity and negative affectivity, the big five personality attributes and core self evaluations.**

Positive affectivity is a personality characteristic described as high energy, enthusiastic and pleasurable engagement while negative affectivity is a personality type characterized as distressed, unpleasurable engagement and nervousness (Heller, 2002). Research has shown that people with positive affectivity are happier in their work and happier in life than those with negative affectivity. The big five personality attributes introduced by Goldberg (1990) have a near consensus agreement from behavioral experts as the comprehensive personality taxonomy. According to Heller (2002) these five traits include: “extraversion (or include: “extraversion (or surgency), neuroticism (or emotional instability) , agreeableness , (or culture).” The research has shown a strong correlation between these five factors and job satisfaction. The third facet of dispositional theory, core self evaluation theory, developed by Judge, Locke, and Durham (1997) is gaining acceptance as a model for determining job satisfaction and job performance. Core self evaluation theory has four facets includes self esteem, generalized self-efficacy, locus of control, and emotional stability (low neuroticism). This theory again links personality attributes and practices with motivation, job satisfaction and job performance. All three dispositional theories recognize the connection between job satisfaction, motivation and

performance but focus on the attributes of the person entirely. Thus, the dispositional theory suggests that some people will be satisfied, motivated and high performing at work regardless of how poorly managed while other people will not be happy no matter how great an organization. However, the data indicates that despite the correlation, personality can only explain less than half of the level of job satisfaction. This tells us that there are likely some elements within organizational control which can affect employee job satisfaction. Thus, the idea that people who are happy in life are happy in their job is called the dispositional theory and there is significant research to support this idea.

The following section describes the Hygiene theory that relates to Job satisfaction.

Hygiene Theory

Fredrick Hertzberg developed the hygiene theory on job satisfaction and employee motivation. According to Herzberg (1974) there are two factors relating to satisfaction and motivation in the workplace; *satisfiers* and *dissatisfiers*.

Satisfiers relate to the content of the work such as achievement, recognition for achievement, interesting work, increased responsibility, growth, and advancement; Herzberg (1974). Dissatisfies are related to how employees are treated and include such items as company policy and administration practices, supervision, interpersonal relationships, working conditions, salary, status, and security. Herzberg (1974). If we combine this theory with the disposition theory we can more clearly see a model for job satisfaction in which some satisfaction or dissatisfaction is inherent in the nature of each individual worker, some satisfaction comes from the content of the work and some dissatisfaction comes from the way they are treated. Managers have some influence on the level of satisfaction by fostering achievement, recognizing achievement, making the work interesting, giving employees responsibility and providing for opportunities for growth and advancement. More importantly, managers can create dissatisfaction with inequitable pay, poor company personal policies, working conditions or job security. The importance of each of these job dissatisfiers relates to the frequency it occurs and the intensity of the shortfall. In other words a policy that treats employees poorly every day is a bigger dissatisfier than a policy which treats them poorly only once per month. Moreover, the severity of the dissatisfier affects the importance of that dissatisfier. Therefore, if pay is at such a

level that people cannot meet their basic needs, then pay would overshadow all other dissatisfiers and eclipse job satisfiers. Thus it can be concluded that the theory states that The first step in improving job satisfaction might be to hire people who are satisfied with their life.

Opponent Process Theory

Opponent process theory was proposed by Landy (1978) as a theory of job satisfaction, based on the ideas of Solomon and Corbit (1973). This theory “implies that each worker has a typical or characteristic level of job satisfaction that could be called the person’s steady state or equilibrium level” (Brief, 1998, p. 30). When changes occur in a job position or work situation this causes disequilibrium, however, over time the employee’s satisfaction level will return to the equilibrium state (Brief, 1998). An example of this would be a pay raise. The raise would cause satisfaction to increase, but eventually the worker’s satisfaction will return to the steady state. This theory has not yet been tested extensively through research. Research does show that job satisfaction levels remain fairly stable over time and that changes in the satisfaction levels are often only temporary (Brief, 1998).

Having discussed the various theories the following section focuses on the causes of job satisfaction and related aspects.

2.5 Causes of Job Satisfaction/Dissatisfaction

Since people tend to be evaluative, they look at their work experiences in terms of liking or disliking and develop feelings of satisfaction or dissatisfaction regarding their job as well as the organization in which they work (Jex, 2002). There are many probable influences that affect how favorably an individual appraises his or her job: specifically, an individual’s attitude toward his or her job. Through years of extensive research, psychologists have identified numerous variables that seem to contribute to either job satisfaction or organizational commitment (Glisson & Durick, 1988). To explain the development of job satisfaction, researchers have taken three common approaches: job characteristics, social information processing (organizational characteristics), and dispositional (worker characteristics) (Glisson & Durick, 1988; Jex, 2002).

Job Characteristics

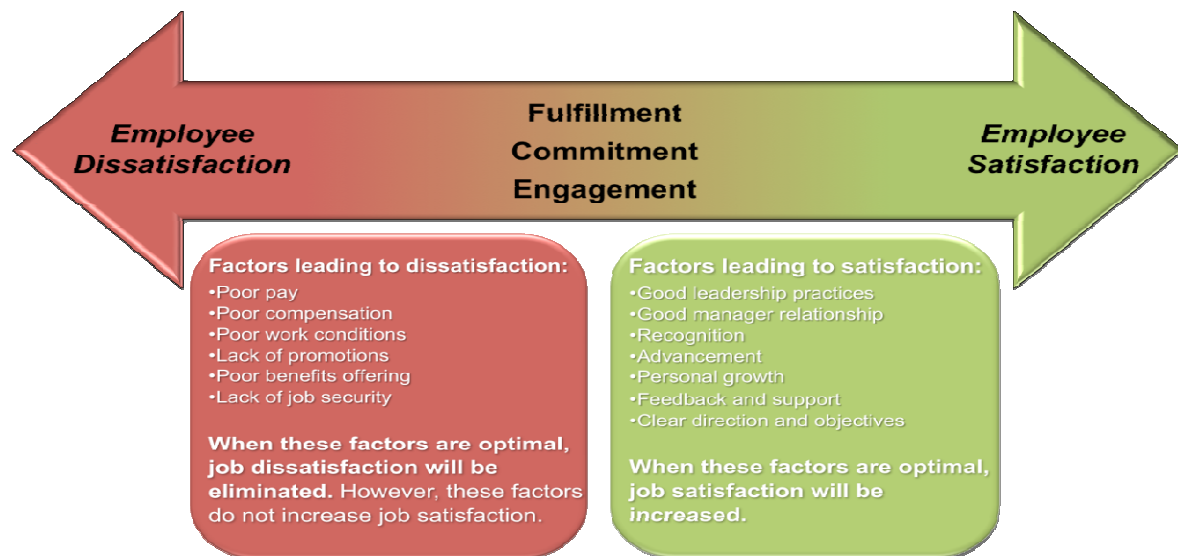
In relation to the job characteristics approach, research has revealed that the nature of an individual's job or the characteristics of the organization that the individual works for predominantly determines job satisfaction (Jex, 2002). According to Hackman and Oldham (1980) a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance. Furthermore, Hackman and Oldham (1980) proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback. Hackman and Oldham (1980) also defined four personal and work outcomes: internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. These characteristics have been added to the more popular dimensions of job satisfaction assessment: the work itself, pay, promotional opportunities, supervision, and co-worker relations (Smith, Kendall, & Hulin, 1969).

A common premise in research of the effects of job circumstances on job satisfaction is that individuals determine job satisfaction by comparing what they are currently receiving from the job and what they would like to or believe that they should receive (Jex, 2002). For example, if an employee is receiving an annual salary of \$45,000 and believes that he or she should be receiving a salary of \$43,000 then he or she will feel satisfaction; however, if the employee believes that he or she should be receiving \$53,000 then he or she will feel dissatisfaction. This comparison would apply to each job facet including: skill level, seniority, promotional opportunities, supervision, etc. (Jex, 2002).

According to Locke (1976), this process becomes complex since the importance of work facets differs for each individual. For example, one employee may feel that pay rate is extremely important while another may feel that social relationships are more important. To explain the effects of these differences, Locke (1976) put forward the ideas of the range of affect theory. The hypothesis of this theory is that employees weigh facets differently when assessing job satisfaction (Locke, 1976). Consequently, this leads to an individual measure of satisfaction or dissatisfaction when expectations are or are not met. For example, the job satisfaction of an employee who places extreme importance on pay would be positively impacted if he or she receives a salary within expectation. Conversely, his or her level of pay would minimally impact

the job satisfaction of an employee who places little importance on pay.

Figure 3. Job Satisfaction Model (Field, 2008)



Social information processing (organizational characteristics)

Based mainly on Festinger's (1954) Social Comparison Theory, Jex (2002) explains that during social information processing, employees look to coworkers to make sense of and develop attitudes about their work environment. In other words, if employees see that their co-workers are positive and satisfied then they will most likely be satisfied; however, if their co-workers are negative and dissatisfied then the employee will most likely become dissatisfied as well. Accordingly, organizations are counseled that new hires can become "tainted" during the socialization process if they are placed around employees who are dissatisfied (Jex, 2002). Although laboratory studies have found that social-information has a prevailing impact on job satisfaction and characteristic perceptions, organizational tests have been less supportive (Jex & Spector, 1989).

Weiss and Shaw conducted a study where the subjects viewed a training video where assembly line workers either made positive or negative comments about their jobs. The subjects who viewed the video were then given the opportunity to perform the job. The study found that the subjects who were shown the positive video enjoyed performing the job tasks more than the subjects who viewed the negative tape (Aamondt, 2009).

Mirolli, Henderson and Hills (1998) also conducted a similar study. In this study, the subjects performed a task with two experimenters who were pretending to be other subjects (the study referred to them as confederates). In one condition, positive comments were made by the confederates about the job and how much they enjoyed it. In the second condition, the confederates made negative comments about the job and how much they disliked it. In the control condition, no positive or negative comments were made regarding the job. The actual subjects exposed to the confederates who made positive comments rate the job tasks as more enjoyable than the subjects exposed to the negative comments by the confederates. This further supports social information processing theory (Aamondt, 2009).

Generally, “the research on social information processing theory supports the idea that social environment does have an effect on employees’ attitudes and behaviors” (Aamondt, 2009, p.374).

As an application of social information processing theory, an IT company in Germany, Netzwerk, implemented rules in their contracts. Employees who work at this company must sign a contract agreeing not to whine or complain. They have even fired employees for excessive whining (Aamondt, 2009).

Dispositional (worker characteristics)

Internal disposition is the basis of the latest method to explaining job satisfaction and hints that some people are inclined to be satisfied or dissatisfied with their work no matter the nature of the job or the organizational environment (Jex, 2002). More simply, some people are genetically positive in disposition (the glass half full), whereas others are innately negative in disposition (the glass half empty). For instance, a study of twins who were reared apart (same genetic characteristics but different experiences) found that 30 percent of inconsistency in satisfaction was accredited to genetic factors (Arvey, Bouchard, Segal, & Abraham, 1989). Furthermore,

although individuals change jobs and employers, individual disposition has been shown to be consistent by the use of survey results of job satisfaction (Staw & Ross, 1985). Additionally, Staw, Bell, and Clausen (1986) also found that adolescent evaluations of affective disposition were correlated with adult job satisfaction for as many as forty years later.

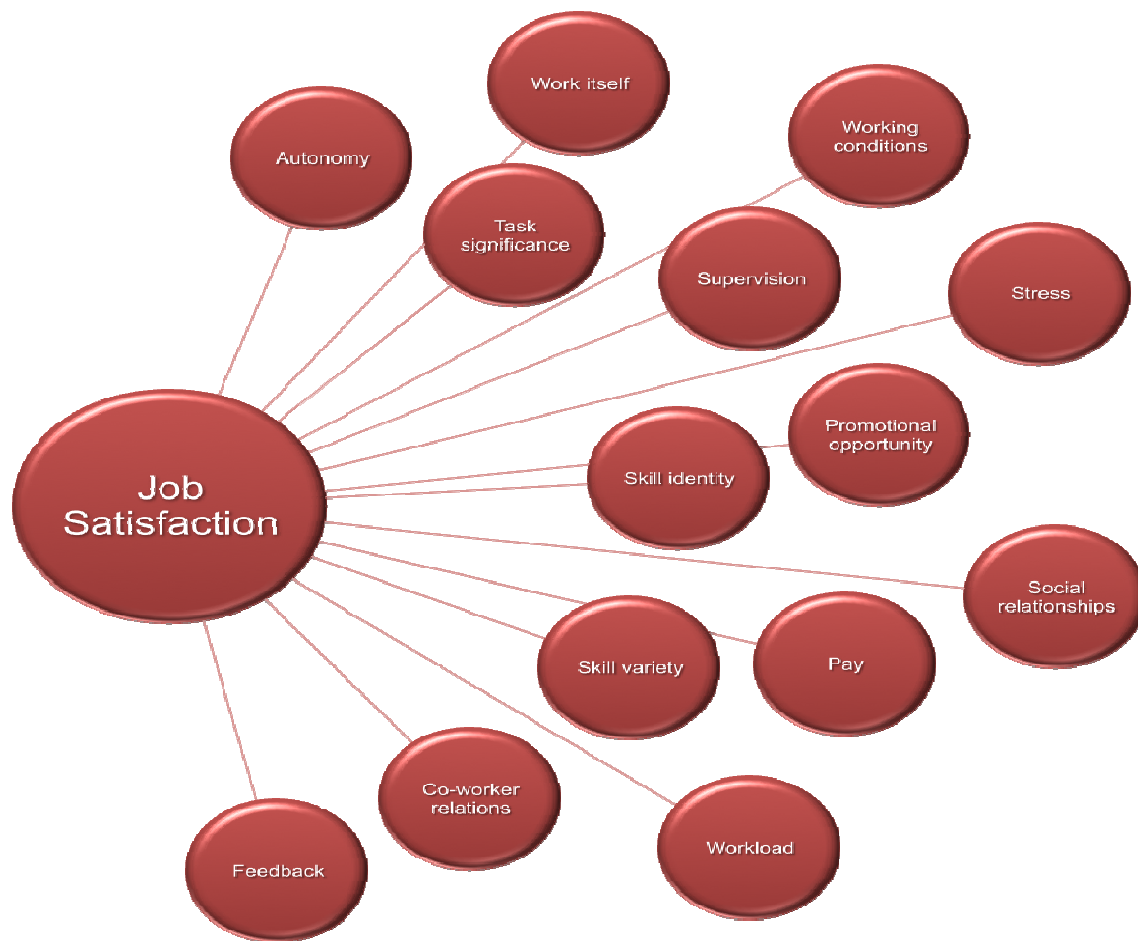
Many years of research has been conducted on the dis-positional source of job satisfaction and has presented strong evidence that job satisfaction, to some extent, is based on disposition (Judge & Larsen, 2001). Dis-positional affect is the predisposition to experience related emotional moods over time (Judge & Kammeyer-Mueller, 2008). Accordingly, this approach assumes that an employee's attitude about his or her job originates from an internal (mental) state. Positive affect is a predisposition favorable to positive emotional experience, whereas negative affect is a predisposition to experience a wide array of negative emotions (Watson, Clark, & Carey, 1988). Positive affective people feel enthusiastic, active, alert, and optimistic (Watson, Clark, & Tellegen, 1988). On the contrary, negative affective people feel anger, contempt, disgust, guilt, fear, and nervousness (Watson, Clark, & Tellegen, 1988).

There is also strong evidence supporting disposition causing job satisfaction from a Social Cognitive aspect as well. Causation through disposition indicates that job satisfaction can be determined by an individual's general overall outlook. In psychology, Cognitive Theory of Depression states that individual's thought processes and perceptions can be a source of unhappiness. Further, the automated thoughts and processes (Beck, 1987) resulting from irrational and dysfunctional thinking perpetuate emotions of depression and unhappiness in individuals. Judge and Locke (1992) examine these concepts in detail. They discuss cognitive processes like perfectionism, over-generalization, and dependence on others as causation for depression leading to unhappiness. They claim that subjective well-being resulting from an affective disposition leads to individuals experiencing information recall regarding their job. In short, happy individuals tend to store and evaluate job information differently than unhappy individuals do. This type of recollection indicates that job satisfaction can be influenced by subjective well-being. Tait, Padgett, and Baldwin (1989) performed a meta-analytic review discovering an average correlation between job and life satisfaction to be .44, which supports the theory of a dispositional effect on job satisfaction. In addition, Howard and Bray (1988) determined through a study they performed on AT&T managers that motives such as ambition

and desire to get ahead serve as some of the strongest predictors for advancement. Also, Bandura (1986) states that individual's aspirations become their standards of self-satisfaction indicating that those with high goals, theoretically, should be harder to satisfy than people with low goals. This would indicate that a high level of ambition resulting from high standards can point to a lower satisfaction as an end result. In addition, it is oftentimes the case that unsatisfied workers are highly ambitious but unhappy as a result of their inability to be promoted within an organization. For this reason, ambition can negatively influence job satisfaction. However, Judge and Locke caution that dysfunctional thinking is not singularly responsible for dispositional factors affecting job satisfaction. They mention self-esteem, locus of control, self-efficacy, intelligence, and ambition as well.

All three of the above mentioned causes have been found to contribute to job satisfaction; however, researchers have not conducted simultaneous comparison of all three of these approaches (Baker, 2004). Job characteristics have been shown to impact job satisfaction (Baker, 2004). Recent studies on social informational processing have found that leadership actions influence job satisfaction (Baker, 2004). Various research findings have indicated that a relationship between disposition and job satisfaction does in fact exist. For instance, Weiss and Cropanzano (1996) advocate that emotionally significant procedures at work may be influenced by disposition, which in turn influences job satisfaction. Job characteristics have been favored in research (Thomas, Bubholtz, & Winklespecht, 2004); however, less research has been conducted on the dis-positional approach, since it is fairly new (Coutts & Gruman, 2005).

Figure 4. Facets of job satisfaction (Hackman & Oldham, 1980; Smith, Kendall, & Hulin, 1969)



Life Satisfaction

Life satisfaction is often considered separately from job satisfaction with regards to productivity in the workplace, but as the majority of this research is correlational, it is beneficial to explore potential relationships between these two factors themselves rather than strictly with regards to performance. Research suggests there is in fact a significant relationship between job satisfaction and life satisfaction, with a correlation of .44 (based on a meta analysis of 34 studies with a

combined sample size of 19,811). (Tait et al., 1989) With this relationship being correlational, causation cannot be determined, though it is suggested that the nature of the relationship is reciprocal or bi-directional. (Judge et al., 1993) In other words, life satisfaction may positively influence job satisfaction, and job satisfaction will also positively influence life satisfaction. Conversely, some research suggests that life satisfaction often precedes and is a good predictor of job satisfaction--some directionality (Judge et al., 1993). Whichever the case may be, it cannot be ignored that there is a significant relationship between job satisfaction and life satisfaction based on correlational research (Jones, 2006).

Other Factors

It is difficult to establish all the antecedents leading towards job satisfaction. However, an additional construct that suggests a positive correlation to job satisfaction not yet discussed is engagement. In a meta-analysis, the correlation between job satisfaction and engagement is 0.22 (Harter, Schmidt, & Hayes, 2002). Stirling (2008) notes that 20 percent of engaged individuals do 80 percent of the work. Therefore, it is vital to continue to cultivate job satisfaction among these highly productive individuals.

Employee Performance and Job Satisfaction.

The link between job satisfaction and job performance has a long and controversial history. Researchers were first made aware of the link between satisfaction and performance through the 1924-1933 Hawthorne studies (Naidu, 1996). Since the Hawthorne studies, numerous researchers have critically examined the idea that "a happy worker is a productive worker". Research results of Iaffaldano and Muchinsky (1985) have found a weak connection, approximately .17, between job satisfaction and job performance. On the other hand, research conducted by Organ (1988) discovered that a stronger connection between performance and satisfaction was not found because of the narrow definition of job performance. Organ (1988) believes that when the definition of job performance includes behaviors such as organizational citizenship (the extent to which one's voluntary support contributes to the success of an organization) the relationship between satisfaction and performance will improve. Judge, Thoreson, Bono, and Patton (2001) discovered that after correcting the sampling and measurement errors of 301 studies, the correlation between job satisfaction and job performance

increased to .30. It is important to note that the connection between job satisfaction and job performance is higher for difficult jobs than for less difficult jobs (Saari & Judge, 2004).

A link does exist between job satisfaction and job performance; however, it is not as strong as one would initially believe. The weak link may be attributed to factors such as job structure or economic conditions. For example, some jobs are designed so that a minimum level of performance is required which does not allow for high satisfaction. Additionally, in times of high unemployment, dissatisfied employees will perform well, choosing unsatisfying work over unemployment.

"In 2006, researcher Michelle Jones analyzed three studies pulling together 74 separate investigations of job satisfaction and job performance in 12,000 workers. She wrote: 'The conclusions drawn by these researchers, and many others, indicate the presence of a positive, but very weak, relationship between job satisfaction and job performance.' Jones argues we have been measuring the wrong kind of satisfaction. Instead of job satisfaction, we should be looking at the link between overall satisfaction with life and output at work" (Bright, 2008). In this study, Jones implies that the more satisfied someone is with their life in general, the more productive we will be in our jobs.

Employee Absenteeism

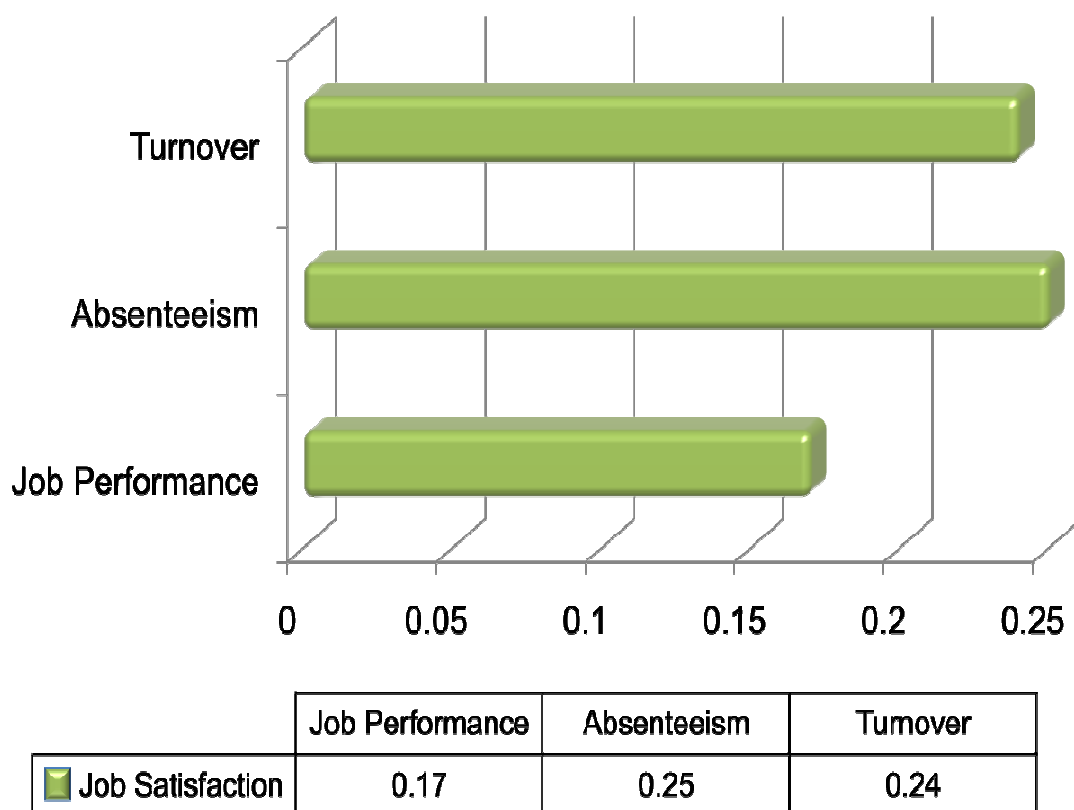
It seems natural to assume that if individuals dislike their jobs then they will often call in sick, or simply look for a new opportunity. Yet again, the link between these factors and job satisfaction is weak. The correlation between job satisfaction and absenteeism is .25 (Johns, 1997). It is likely that a satisfied worker may miss work due to illness or personal matters, while an unsatisfied worker may not miss work because he or she does not have any sick time and cannot afford the loss of income. When people are satisfied with their job they may be more likely to attend work even if they have a cold; however, if they are not satisfied with their job, they will be more likely to call in sick even when they are well enough to work.

Employee Turnover

According to a meta-analysis of 42 studies, the correlation between job satisfaction and turnover is .24 (Carsten & Spector, 1987). One obvious factor-affecting turnover would be an economic

downturn, in which unsatisfied workers may not have other employment opportunities. On the other hand, a satisfied worker may be forced to resign his or her position for personal reasons such as illness or relocation. This holds true for our men and women of the US Armed Forces, who might fit well in a job but are often made to relocate regardless. In this case, it would be next to impossible to measure any correlation of job satisfaction. Furthermore, a person is more likely to be actively searching for another job if they have low satisfaction; whereas, a person who is satisfied with their job is less likely to be job seeking. The following figure depicts one of the research findings.

Figure 5. Job satisfaction correlation (Iaffaldano & Muchinsky, 1985; Johns, 1997; Carsten & Spector, 1987)



2.6 Application of Job Satisfaction in the Workplace

The application of job satisfaction in the workplace is a tough concept to grasp due to its individualistic and circumstantial nature. What one employee desires from their work, another may not. For instance, one employee may put their salary in high regard, while another may find autonomy most important. Unfortunately, one aspect alone will most likely not affect an employee's job satisfaction. According to Syptak, Marsland, and Ulmer (1999), there are numerous aspects of a job that an organization can manage to increase satisfaction in the workplace, such as:

Company Policies - Policies that are clear, fair and applied equally to all employees will decrease dissatisfaction. Therefore, fairness and clarity are important and can go a long way in improving employee attitude. For example, if a company has a policy for lunch breaks that are the same length and time for everyone, employees will see this as the norm and it will help cut down on wasted time and low productivity.

Salary/Benefits - Making sure employee salaries and benefits are comparable to other organization salaries and benefits will help raise satisfaction. If a company wishes to produce a competitive product they must also offer competitive wages. In addition, this can help reduce turnover, as employees are more satisfied when paid competitive wages than if they are being underpaid.

Interpersonal/Social Relations - Allowing employees to develop a social aspect to their job may increase satisfaction as well as develop a sense of teamwork. Co-worker relationships may also benefit the organization as a whole; given that, teamwork is a very important aspect of organization productivity and success. Moreover, when people are allowed to develop work relationships they care more about pulling their own weight and not letting co-workers down.

Working Conditions - Keeping up to date facilities and equipment and making sure employees have adequate personal workspace may decrease dissatisfaction. A cramped employee is a frustrated employee plus faulty equipment provides frustration in trying to get work done.

Achievement - Making sure employees are in the proper positions to utilize their talents may enhance satisfaction. When employees are in the proper role and feel a sense of achievement and challenge, their talents will be in line with the goals best suited for them.

Recognition - Taking the time to acknowledge a job well done may allow for satisfaction. Positive and constructive feedback boosts an employee's morale and keeps them working in the right direction.

Autonomy - Giving employees the freedom of ownership of their work may help raise satisfaction. Job satisfaction may result when an individual knows they are responsible for the outcome of their work.

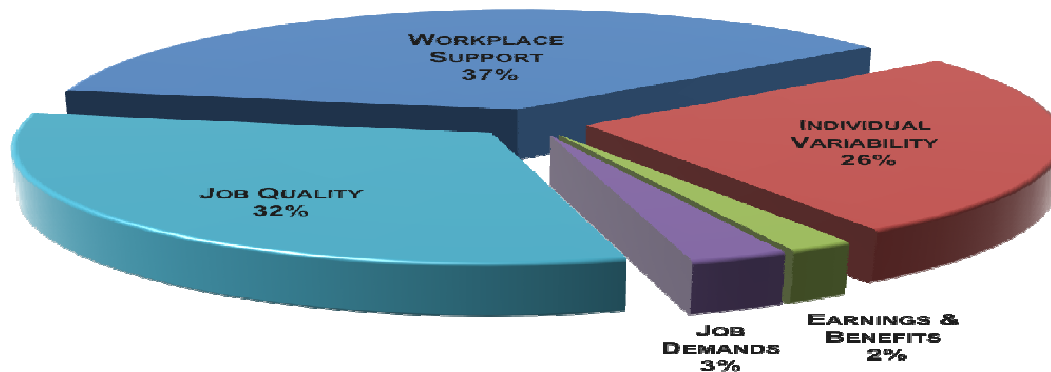
Advancement - Allowing employees, who show high performance and loyalty, room to advance will help ensure satisfaction. A new title and sense of responsibility can often increase job satisfaction in an employee.

Job Security - Especially in times of economic uncertainty, job security is a very high factor in determining an employee's job satisfaction. Giving an employee the assurance that their job is secure will most likely increase job satisfaction.

Work-life Balance Practices- In times where the average household is changing it is becoming more important for an employer to recognize the delicate balancing act that its employees perform between their personal life and work life. Policies that respond to common personal and family needs can be essential to maintaining job satisfaction.

A study published by The Families and Work Institute shows that, despite the numerous aspects of a job, there are a few that specifically allow for greater improvement of satisfaction. According to their study, workplace support and job quality collectively account for 70 percent of the factors influencing job satisfaction. Surprisingly, earnings and benefits only account for 2 percent (Employee Retention Headquarters)

Figure 6. Factors impacting job satisfaction (Employee Retention Headquarters)



When it comes to applying job satisfaction in the workplace, it is important to look at all aspects of job satisfaction. All employees are different and have different views making job satisfaction extremely hard to research; however, Everett (1995) suggests that most responsible employees ask themselves the following questions:

When have I come closest to expressing my full potential in a work situation?

What did it look like?

What aspects of the workplace were most supportive?

What aspects of the work itself were most satisfying?

What did I learn from that experience that could be applied to the present situation?

In order for the employee to answer these questions, job satisfaction must be fully deployed within the organization. Listed in the above section are numerous aspects that organizations can utilize to help increase satisfaction. In addition to these aspects, organizations must also look at the needs of the employee. For example, an employee, who is a great asset to the company as he

or she is highly educated and motivated, may have personal issues such as daycare. As a remedy, an organization might be flexible with work arrangements, possibly allowing telecommuting, which would create a win-win situation for the employee and the organization. Additionally, an organization should provide more opportunities for employees to help increase job satisfaction. Consequently, this would peak an interest in the employee, allowing him/her to take more pride in his or her work. Although research might be difficult for job satisfaction theories, especially within the correlation field, there is just enough to help employees and organizations become successful and enjoy their jobs provided the right type of leadership is at the helm.

2.7 Measures of Job Satisfaction

The following are measures of job satisfaction as outlined by Fields (2002): Overall Job Satisfaction - Cammann, Fichman, Jenkins, and Klesh (1983) developed this measure as part of the Michigan Organizational Assessment Questionnaire (OAQ). In this measure three items are used to describe an employee's subjective response to working in the specific job and organization (Fields, 2002, p. 20).

Job Descriptive Index (JDI) - This was originally developed by Smith, Kendall, and Hulin (1969). There are 72 items on this index which assess five facets of job satisfaction which includes: the work, pay, promotions, supervision, and coworkers. Through the combination of ratings of satisfaction with the faces, a composite measure of job satisfaction is determined. Roznowski (1989) updated the JDI to include work atmosphere, job content and work technology. A shorter, 30-item version, was developed by Gregson (1990) based on 6 items which included work, pay, promotions, supervision and co-workers (Fields, 2002, p. 23).

Global Job Satisfaction - Warr, Cook, and Wall (1979) developed this measure which includes 15 items to determine overall job satisfaction. Two subscales are used for extrinsic and intrinsic aspects of the job. The extrinsic section has eight items and the intrinsic has seven items (Fields, 2002, p. 27).

Job Satisfaction Relative to Expectations - Bacharach, Bamberger, and Conley (1991) developed this measure. It assesses the degree "of agreement between the perceived quality of broad aspects of a job and employee expectations" (Fields, 2002, p. 6). It is most effective to

determine how job stresses, role conflicts, or role ambiguities can hinder an employee from meeting job expectations (Fields, 2002, p. 6).

Minnesota Satisfaction Questionnaire - The long form of this survey is made up of 100 questions based on 20 sub scales which measure satisfaction with “ability, utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical variety, and working conditions” (Fields, 2002, p.7). There is a short version of the MSQ which consists of 20 items. This can also be separated into two subscales for intrinsic and extrinsic satisfaction.

Job in General Scale - This measure was developed by Ironson, Smith, Brannick, Gibson, and Paul (1989). It consists of 18 items which describe global job satisfaction and can be used in conjunction with the JDI, which assesses satisfaction with five job facets. This was developed to “assess global satisfaction independent from satisfaction with facets” (Fields, 2002, p.9).

Job Satisfaction Survey - This was developed by Spector (1985) and contains 36 items based on nine job facets. The job facets include pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. When it was initially developed, it was specific to job satisfaction in human service, nonprofit and public organizations (Fields, 2002, p.14).

Job Satisfaction Index - Schriesheim and Tsue, (1980) developed this measure. It consists of six items that form an index which determines overall job satisfaction. The items are the work, supervision, co-workers, pay, promotion opportunities, and the job in general (Fields, 2002, p. 16).

Job Diagnostic Survey - Hackman and Oldham (1974) developed this survey which measures both overall and specific facets of job satisfaction. There are three dimensions of overall job satisfaction which includes general satisfaction, internal work motivation, and growth satisfaction, which are combined into a single measure. The facets which are measured on the survey include security, compensation, co-workers, and supervision (Fields, 2002, p. 20).

Career Satisfaction - Greenhaus, Parasuraman, and Wormley (1990) developed this measure. This is a measure of career success, as opposed to job satisfaction. It assesses general satisfaction with career outcome, but also satisfaction with career progress (Fields, 2002, p. 29).

Fields outlines specific types of employee satisfaction measures which describe an employee's satisfaction with one or more aspects of their job. These include the following (Fields, 2002):

Employee Satisfaction with Influence and Ownership developed by Rosen, Klein, and Young (1986); Satisfaction with Work Schedule Flexibility developed by Rothausen (1994); Satisfaction with My Supervisor developed by Scarpello and Vandenberg (1987).

2.8 Research on Job Satisfaction and Trends

Job satisfaction is the most frequently studied variable in organizational behavior (Spector, 1997). Research on job satisfaction is carried out by various methods: interviews, observation, and questionnaires. The questionnaire is the most frequently used research method because it is unrestrained in nature. Researchers can use an existing assessment tool, or scale, as a means of assessment. Using an existing scale provides the researcher with a valid, reliable, and consistent construct when assessing job satisfaction. Job satisfaction can be assessed using a general scale, facet satisfaction scale or global satisfaction scale. The Jobs Descriptive Index (JDI) is the most popular job satisfaction assessment tool with researchers (Spector, 1997). The JDI is broken down into five facets of satisfaction: work, pay, promotion, supervision, and coworkers.

The most significant research study that shows the importance of job satisfaction is the Hawthorne studies (Muchinsky, 1985). The purpose of the study was to research the relationship between lighting and efficiency. The experiment was conducted in 1924 by researchers from Western Electric and Harvard University at the Hawthorne Works of the Western Electric Company. Various sets of lights, at various intensities, were set up in rooms where electrical equipment was being produced. The amount of illumination, (bright, dim, or a combination) provided to the workers, seemed to have no effect on production. The results of the study were so unexpected that further investigation revealed many previously unknown aspects of human behavior in the workplace. Researchers learned that factors other than lighting effect worker's

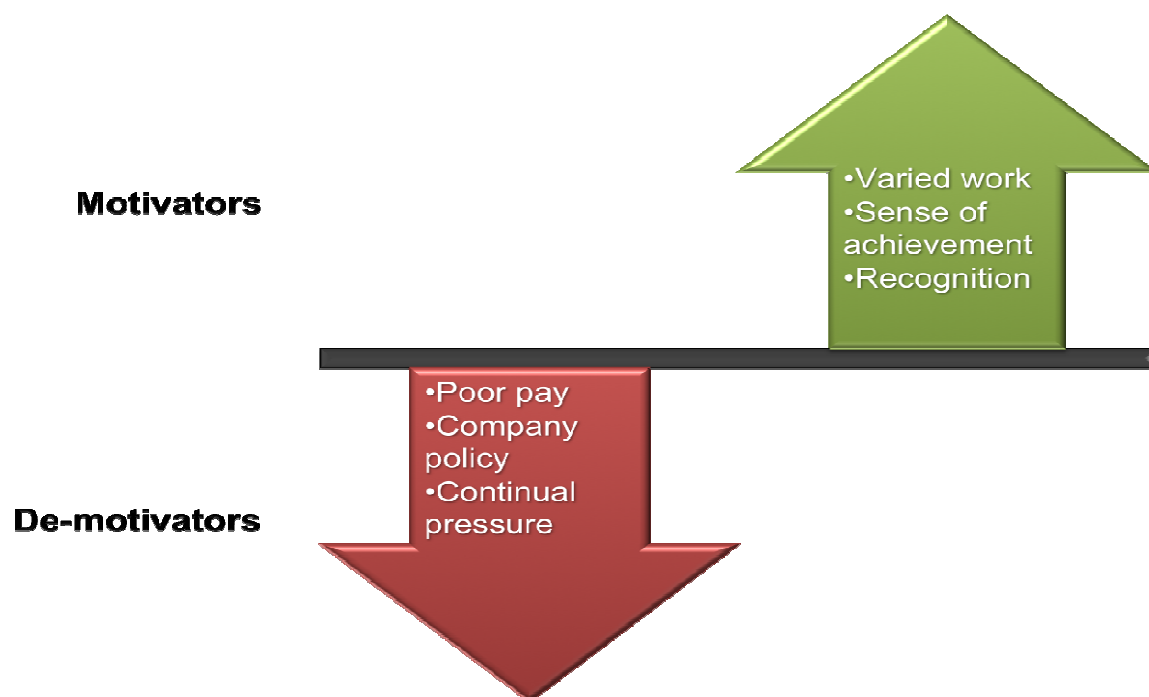
productivity. The workers responded positively to the attention they were receiving from the researchers and as a result, productivity rose. Job performance continued to improve because of the novelty of the situation; when the novelty wore off, production returned to its earlier level. Research has offered little support that a happy employee is productive; in fact, research suggests that causality may flow in the opposite direction from productivity to satisfaction (Bassett, 1994).

Research on this theory supports that job satisfaction is an important factor not only for employees but for organizations as well. For example, in a research survey by Grant, Fried, and Juillerat (2010) at a large bank, managers found that bank tellers were very dissatisfied with their jobs, stating that they were "just glorified clerks". They also said that their jobs were boring and that they felt micromanaged because they were unable to make decisions, even small ones, without the approval of their managers. In this case, the managers of the bank decided to re-design the teller jobs to increase job satisfaction. New tasks were added to provide variety and the use of a broad range of skills. In addition to their check cashing, deposit and loan payment tasks, they were trained to handle commercial and traveler's checks and post payments on line. The tellers were also given more autonomy in their roles; they were given decision-making responsibilities. Finally, when feedback time approached, the managers felt that by re-designing the role of the teller they were giving the tellers responsibility for their own customers. In this particular case, it was found that job satisfaction had increased. A survey was taken six months later and it was found that not only were the tellers more satisfied with their role but they were also more committed to the organization. Finally, during employee/manager evaluations, it was found that there was an increase in performance by the tellers and that the job satisfaction provided by the job redesign had effects lasting at least four years (Grant, Fried, & Juillerat, 2010).

According to another study by Syptak, Marsland, and Ulmer (1999) satisfied employees tend to be more productive, creative and committed to their employers. Furthermore, recent studies have shown that there is a direct correlation between staff satisfaction and patient satisfaction. In the case of the physician's office, the study found that not only were the employees and patients more satisfied, the physicians found an increased level of job satisfaction as well. The study conducted in the physician's office was based on Herzberg's Motivation-Hygiene

Theory. Hygiene factors are related to the work environment and include: company policies, supervision, salary, interpersonal relations and working conditions. Motivators factors are related to the job and make employees want to succeed and include: achievement, recognition, the work itself, responsibility and advancement. According to Herzberg, once the hygiene issues are addressed, the motivators promote job satisfaction and encourage production. In applying Herzberg's theory to the real life physicians practice, the study first addressed the hygiene factors "because these are important to creating an environment which employee satisfaction and motivation are even possible" (Syptak, Marsland, & Ulmer, 1999). The study discussed in detail each aspect of the hygiene factors and how the physicians could apply these factors to create an environment that promoted job satisfaction. The study then moved on to the motivators and again discussed in detail the aspects of each factor. Finally, "by creating an environment that promotes job satisfaction, you are developing employees who are motivated, productive and fulfilled" (Syptak, Marsland, & Ulmer, 1999). The image below provides a visual between the differences in motivators and de-motivators in job satisfaction.

Figure 7. Herzberg's Two-Factor Theory (Herzberg, 1968; Herzberg, Mausner, & Snyderman, 1959)



2.9 The Consequences of Job Dissatisfaction

According to the exit-voice- loyalty-neglect framework (Farrell, 1983), employees' response to dissatisfaction with the workplace can take four forms, each of which differs from the others on two dimensions: active vs. passive and constructive vs. destructive. The four responses are:

Exit: exit refers to behavior aimed at leaving the company, such as looking for a new job. Exit is destructive and active response.

Voice: voice refers to employ initiative to improve conditions at the organizations, for example, offering ideas on who to improve the business. Voice is an active and constructive response.

Loyalty: loyalty refers an employee's attitude of trust toward the organization. It can manifest itself as a passive but optimistic hope for improvements to come about. Loyalty is a passive but constructive.

Neglect: neglect occurs when an employee shows absenteeism, shows up late to work, and expends less effort at work. By performing inadequately at work, the employee is allowing conditions to deteriorate. Neglect is passive and destructive.

2.10 Conclusion

Thus, this chapter presents the general introduction of the research. In this chapter the basic concept of the research has been introduced.

Now in the following chapter "Review of related literature" vis-à-vis the job satisfaction of secondary school teacher in India and out side the countries have been discussed.