CHAPTER 2: JOB SATISFACTION – THEORETICAL FRAMEWORK, IMPORTANCE AND FACTORS

2.1 Researcher’s Task

Critical theory, cultural studies and hermeneutic analysis form part of this study. This research was based upon a critical approach to exploring the job-satisfaction among the faculties in Private colleges of Tamil Nadu.

The Researcher's task also involves taking into account the ‘x’ader context, studying the theoretical framework and past research on the topic and arriving at inferences taking all these into consideration.

Critical hermeneutics is a complex process of interpretation and evaluation. Critical hermeneutic "methods" are not simply successive independent steps of inquiry or methodological rules but are, rather, interpretive practices that interact with one another, the text, language systems, ideological frameworks, socio-political contexts, and positionality of the interpreter (Madison, 1990). Hermeneutics is interested in bringing out and speaking from tensions, uncertainties, and ambivalence while affirming its own discursive, contextual location within language, culture, experience, and history (Jardine, 1992). The aim of the hermeneutical task is neither one of techno-rationality nor relativism, but one of striving for uncovering obstacles that may result from myopic and limited points of view.

2.2 Theoretical framework on Job Satisfaction

A theoretical framework¹ is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides our research determining the things we measure and their statistical relationships.

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Cases and Variables

**Cases** are objects whose behavior or characteristics we study. Usually, the cases are persons. But they can also be groups, departments, organizations, etc. They can also be more esoteric things like events (e.g., meetings), utterances, pairs of people, etc.

**Variables** are characteristics of cases. They are attributes -- Qualities of the cases that we measure or record. For example, if the cases are persons, the variables could be sex, age, height, weight, feeling of empowerment, math ability, etc. Variables are called what they are because it is assumed that the cases will vary in their scores on these attributes.

In any particular study, variables can play different roles. Two key roles are *independent variables* and *dependent variables*. Usually there is only one dependent variable, and it is the outcome variable, the one we try to predict. Variation in the dependent variable is what we try to explain. For example, in a study to determine why some people are more satisfied in their jobs than others, job satisfaction is the dependent variable.

The independent variables, also known as the predictor or explanatory variables, are the factors that explain variation in the dependent variable. In other words, these are the causes. For example, we may think that people are more satisfied with their jobs if they are given a lot of freedom to do what they want, and if they are well-paid. So 'job freedom' and 'salary' are the independent variables, and 'job satisfaction' is the dependent variable.

This is diagrammed as follows:

![Diagram](image)

**Figure 2.1 Job Satisfaction Variable**

Many theoretical models have been considered for studying job satisfaction, however the **Motivator-Hygiene Theory** developed by Herzberg, Mausner, and Snyderman (1959) will
provide the theoretical framework for this research. Motivator-Hygiene theory states that one distinct set of factors is associated with job satisfaction and another separate set of factors is associated with job dissatisfaction (Herzberg et al., 1959). Motivator-Hygiene theory varies greatly from traditional views of job satisfaction, which assumes that satisfaction and dissatisfaction are simply opposite states on a single continuum (Bowen, 1980; Davis & Newstrom, 1989; Lawler, 1977; Sergiovanni, 1984; Whitesett & Winslow, 1967). The factors with job satisfaction were labeled “motivators” by Herzberg et al. (1959) and included achievement, advancement, recognition, responsibility, and the work itself. The “motivator” factors were specifically measured in this study and referred to as job satisfier factors.

2.2.1 Herzberg’s (1966) two-factor model

A principal theoretical framework of job satisfaction is Herzberg’s (1966) two-factor model. Nias (1989) discussed the explanatory power of the model and suggested that the addition of a third category of factors ensured a closer fit with teachers’ experiences of job satisfaction. Application of the resulting three-factor model to the findings of the studies analysed in the review revealed a high level of congruence. The main conclusions of this application are that in order to experience high job satisfaction, teachers need an intellectual challenge, their autonomy, to feel that they are benefiting society, to enjoy good relations with their colleagues and to spend a sufficient proportion of their time working with children. Enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities should result in lower levels of job dissatisfaction among teachers, but will not necessarily bring about higher levels of job satisfaction.

Frederick Herzberg, contributed to human relations and motivation two theories of motivation as follows:

- Hygiene Theory
- Motivation
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The first part of the motivation theory involves the hygiene theory and includes the job environment. The hygiene factors include

- the company, its policies and its administration.
- the kind of supervision which people receive while on the job.
- working conditions
- interpersonal relations.
- salary.
- status, and
- security.

These factors do not lead to higher levels of motivation but without them there is dissatisfaction.

The second part of Herzbergs' motivation theory involves what people actually do on the job. The motivators are

- achievement.
- recognition.
- growth / advancement and
- interest in the job.

These factors result from internal generators in employees, yielding motivation rather than movement.

Both these approaches (hygiene and motivation) must be done simultaneously. Treat people as best you can so they have a minimum of dissatisfaction. Use people so they get achievement, recognition for achievement, interest, and responsibility and they can grow and advance in their work.

Therefore, the hygiene and motivation factors can be listed as follows:

Hygiene

- Company policies and administration
- Supervision
- Working conditions and interpersonal relations
- Salary, status and security
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Motivators

- Achievement
- Recognition for achievement
- Interest in the task
- Responsibility for enlarged task
- Growth and advancement to higher level tasks

Effects on Individuals of Working Environment

The working environment has an effect on individuals as follows:

- It will provide at least sufficient for his basic needs and often much more. For example, 50 years ago in the United Kingdom, food and shelter were a person's basic needs. Today, most families will consider that the basic needs also include a car, television, etc.
- It may or may not provide adequate security. Again, most individuals seek a secure job. there are others including some men on oil rigs who seek high pay for a limited period but with limited security.
- It provides an individual with an identity. As a member of an organization, he carries out a specific function.
- It also gives the worker comradeship, freedom from boredom, and an interest during his working life.
- It also provides self-fulfillment for individual where consideration has been given to ensure that the job is creative and gives job satisfaction.
- It provides the individual with status. There is a status in all jobs providing the job content is investigated to make the work more interesting.

Effects on Work Groups of Working Environment

Rensis Likert has already described how the various management styles in an organization can affect the groups in an organization.

Whilst the working environment will affect individuals, it will undoubtedly have a greater effect on working groups, since whilst an individual may have certain needs, he will not
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obtain those needs if the working environment does not provide the needs of the working group.

The working group is the instrument of society through which in large measure the individual acquires his attitudes, opinions, goals and ideals; it is also one of the fundamental sources of discipline and social controls.

Therefore, the working environment has an effect on groups⁹ as follows:

- It will affect the morale of the group.
- It will determine whether the group achieves the objectives set by the organization.
- It will determine whether the degree of cooperation provided by the group
- It will motivate the group to give of their best.
- It will determine whether the human relations within an organization are good or bad.
- It will also affect the relations between management and trade unions.

However, along with the concept of job satisfaction, employee motivation and workforce commitment also influence employee satisfaction. Motivation is the internal force that drives behavior while workforce commitment is the psychological ownership one has for his/her job in the work environment. These concepts often interact with each other where employee motivation influences job satisfaction or work force commitment while job satisfaction may influence motivation or workforce commitment.

2.2.2 Douglas McGregor - Theory X and Theory Y¹⁰

Douglas McGregor in his book, "The Human Side of Enterprise" published in 1960 has examined theories on behavior of individuals at work, and he has formulated two models which he calls Theory X and Theory Y.

Theory X Assumptions

- The average human being has an inherent dislike of work and will avoid it if he can.
- Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.
- The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.

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- These assumptions lie behind most organizational principles today, and give rise both to "tough" management with punishments and tight controls, and "soft" management which aims at harmony at work.
- Both these are "wrong" because man needs more than financial rewards at work, he also needs some deeper higher order motivation - the opportunity to fulfill himself.
- Theory X managers do not give their staff this opportunity so that the employees behave in the expected fashion.

Theory Y Assumptions

- The expenditure of physical and mental effort in work is as natural as play or rest.
- Control and punishment are not the only ways to make people work. Man will direct himself if he is committed to the aims of the organization.
- If a job is satisfying, then the result will be commitment to the organization.
- The average man learns, under proper conditions, not only to accept but to seek responsibility.
- Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.
- Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

Comments on Theory X and Theory Y Assumptions

These assumptions are based on social science research which has been carried out, and demonstrate the potential which is present in man and which organizations should recognize in order to become more effective.

McGregor sees these two theories as two quite separate attitudes. Theory Y is difficult to put into practice on the shop floor in large mass production operations, but it can be used initially in the managing of managers and professionals.

In "The Human Side of Enterprise" McGregor shows how Theory Y affects the management of promotions and salaries and the development of effective managers. McGregor also sees Theory Y as conducive to participative problem solving.
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It is part of the manager’s job to exercise authority, and there are cases in which this is the only method of achieving the desired results because subordinates do not agree that the ends are desirable.

However, in situations where it is possible to obtain commitment to objectives, it is better to explain the matter fully so that employees grasp the purpose of an action. They will then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an order which they did not fully understand.

The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their work; where the work is sufficiently responsible to allow for flexibility and where the employee can see his own position in the management hierarchy. If these conditions are present, managers will find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders.

Once management becomes persuaded that it is under estimating the potential of its human resources, and accepts the knowledge given by social science researchers and displayed in Theory Y assumptions, then it can invest time, money and effort in developing improved applications of the theory.

McGregor realizes that some of the theories he has put forward are unrealizable in practice, but wants managers to put into operation the basic assumption that:

- staff will contribute more to the organization if they are treated as responsible and valued employees.

Judge, Hanisch, and Drankoski (1995), wrote that need satisfaction models reflected affective employee reactions based upon the relationship between an individual’s desired, needed, or wanted outcome and the extent to which the work situation or organizational environment supplied the desired, needed, or wanted outcomes. Herzberg et al., reported that the job satisfying and dissatisfying factors were distributed among a dual continuum, and that although job satisfying factors were related to employee motivation, their absence did not necessarily cause job dissatisfaction. Moreover, Herzberg et al., reported that although the absence of hygiene factors could lead to job satisfaction, presence of the job dissatisfying
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Factors did not necessarily lead to job satisfaction. The factors that facilitated job satisfaction were called motivator factors. The job satisfaction factors investigated were achievement, advancement, recognition, responsibility, and the work itself. Job satisfying factors were related to the job’s content. The job dissatisfaction factors investigated were pay, working conditions, supervision, company policy, and interpersonal relations. Job dissatisfying factors were related to the job’s context. Researchers have highlighted upon Herzberg, Mausner, and Snyderman’s (1959) description of the Motivator-Hygiene factors.

Padilla-Velez (1993, pp. 20-21) and Bowen (1980, pp. 13-14) provided the following description of the job motivator and hygiene factors identified by Herzberg, Mausner, and Snyderman (1959):

- Recognition - Acts of notice, praise, or blame supplied by one or more superiors, peers, colleagues, management persons, clients, and/or the general public.
- Achievement - Accomplishment of endeavors including instances wherein failures were incurred. Similarly, instances were included wherein neither success nor failures were incurred.
- Advancement - Designated an actual change in job status.
- Salary - All sequences of events in which compensation plays a major role.
- Interpersonal Relations - Relationships involving superiors, subordinates, and peers.
- Supervision - The supervisor’s willingness or unwillingness to delegate responsibility and willingness to teach subordinates.
- Responsibility - Satisfaction derived from being given control of personal work or the work of others and/or new job responsibility.
- Company Policy and Administration - Events in which some or all aspects of the company were related to job satisfaction.
- Working Conditions - Physical working conditions, the facilities, and the quantity of work as related to job satisfaction.
- The Work Itself - The actual job performance related to job satisfaction.

Judge, Hanisch, and Drankoski (1995) wrote that the causes of job satisfaction varied. Judge et al., added that the specific causes relevant to the level of job satisfaction among employees in an organization will vary between the interaction of the characteristics of the organization
and the employee and the interaction between the two. There has been no attempt to describe the variance in overall job satisfaction of Ohio agriculture teachers by a linear combination of Herzberg, Mausner, and Snyderman’s (1959) job satisfying and dissatisfying factors. Moreover, there has been no attempt to reduce the amount of job satisfying and dissatisfying variables into meaningful and interpretable components. Therefore, can principal components analysis be used to derive a lesser number of Herzberg’s et al. job satisfying and dissatisfying variables that are meaningful and interpretable?

2.2.3 Maslow – Need Hierarchy Theory

Maslow and basic needs (1940s & 50s) - broader view extending beyond the work place. Proposed a hierarchy of needs - the lowest level needs are dominant till satisfied:

![Figure 2.2 Basic Needs](image)

- **physiological** (food, shelter, sex)
- **safety** (insurance, security, protection from harm)
- **love** (peer groups, recreation, affection, acceptance)
- **esteem** (achievement, status, self-respect, recognition)
- **self-actualisation** (creativity, growth, achieving one's potential).

Lower level needs are met by eg. pay, contracts, unions, working conditions; higher level by relations with self, family, workmates and peers. To many people, peer group pressure is important, as are group norms: many look to work to satisfy only the lower levels, and look to social life away from work for the higher levels. 70% go to work simply for the money?

Fixed or variable order of filling? Peoples' priorities change, even from day to day: some people see higher level needs as more important than lower levels - is there a difference here between managers and other employees? - and lower level needs will become important if they are threatened - eg. by 'downsizing' etc.
Variation according to time and place? Priorities will change and vary according to race, culture, country, region, environmental conditions [employment statistics, interest rates ....]

Theory is not supported by valid evidence but is easy to understand. Ask yourself how many people are impressed [motivated] by being given badges, titles, dedicated carparking spaces, photos in company newsletters .... How many put all their energies into their part-time hobbies and interests. can't wait to get home from work to do the gardening, woodworking ...... If people are going to spend as much time at work as they do. why can't they be instilled with as much enthusiasm for it as they are for these other things? Do managers have a responsibility to try to so enthuse them?

2.2.4 Rensis Likert - Management Systems and Styles

Dr. Rensis Likert has conducted much research on human behavior within organizations, particularly in the industrial situation. He has examined different types of organizations and leadership styles, and he asserts that to achieve maximum profitability, good labor relations and high productivity, every organization must make optimum use of their human assets.

The form of the organization which will make greatest use of the human capacity. Likert contends. is highly effective work groups linked together in an overlapping pattern by other similarly effective groups.

Organizations at present have widely varying types of management style and Likert has identified four main systems:

Management Styles

The exploitative - authoritative system, where decisions are imposed on subordinates. where motivation is characterized by threats. where high levels of management have great responsibilities but lower levels have virtually none. where there is very little communication and no joint teamwork.

The benevolent - authoritative system, where leadership is by a condescending form of master-servant trust, where motivation is mainly by rewards, where managerial personnel feel responsibility but lower levels do not, where there is little communication and relatively little teamwork.
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The consultative system, where leadership is by superiors who have substantial but not complete trust in their subordinates, where motivation is by rewards and some involvement, where a high proportion of personnel, especially those at the higher levels feel responsibility for achieving organization goals, where there is some communication (both vertical and horizontal) and a moderate amount of teamwork.

The participative - group system, which is the optimum solution, where leadership is by superiors who have complete confidence in their subordinates, where motivation is by economic rewards based on goals which have been set in participation, where personnel at all levels feel real responsibility for the organizational goals, where there is much communication, and a substantial amount of cooperative teamwork.

This fourth system is ideal for the profit oriented and human concerned organization, and Likert says (The Human Organization, Megraw Hill, 1967) that all organizations should adopt this system. Clearly, the changes involved may be painful and long-winded, but it is necessary if one is to achieve the maximum rewards for the organization.

To convert an organization, four main features of effective management must be put into practice:

Features of Effective Management

- The motivation to work must be fostered by modern principles and techniques, and not by the old system of rewards and threats.

- Employees must be seen as people who have their own needs, desires and values and their self-worth must be maintained or enhanced.

- An organization of tightly knit and highly effective work groups must be built up which are committed to achieving the objectives of the organization.

- Supportive relationships must exist within each work group. These are characterized not by actual support, but by mutual respect.

- The work groups which form the nuclei of the participative group system, are characterized by the group dynamics:

  - Members are skilled in leadership and membership roles for easy interaction.
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- The group has existed long enough to have developed a well established relaxed working relationship.
- The members of the group are loyal to it and to each other since they have a high degree of mutual trust.
- The norms, values and goals of the group are an expression of the values and needs of its members.
- The members perform a "linking-pin" function and try to keep the goals of the different groups to which they belong in harmony with each other.

2.2.5 Chris Argyris - Bureaucratic/ Pyramidal Vs. Humanistic / Democratic Value System

Even though management based on the assumptions of Theory X is perhaps no longer widely appropriate in the opinion of McGregor and others, it is still widely practiced. Consequently, a large majority of the people in the workplaces today are treated as immature human beings in their working environments.

In attempting to analyze this situation, Chris Argyris, of Harvard University, compared bureaucratic / pyramidal values (the organizational counterpart to Theory X assumptions about people) that still dominate far too organizations with a more humanistic / democratic value system (the organizational counterpart to Theory Y assumptions about people) as outlined in the table below.

Bureaucratic/ Pyramidal Value System

According to Argyris, following bureaucratic or pyramidal values leads to poor, shallow, and mistrustful relationships.

Because these relationships do not permit the natural and free expression of feelings, they are phony or non-authentic and result in decreased interpersonal competence. "Without interpersonal competence or a 'psychologically safe' environment, the organization is a breeding ground for mistrust, intergroup conflict, rigidity, and so on, which in turn lead to a decrease in organizational success in problem solving."

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Humanistic / Democratic Value System

If, on the other hand, humanistic or democratic values are adhered to in an organization, Argyris claims that trusting, authentic relationships will develop among people and will result in increased interpersonal competence, intergroup cooperation, flexibility, and the like and should result in increases in organizational effectiveness.

In this kind of environment people are treated as human beings, both organizational members and the organization itself are given an opportunity to develop to the fullest potential, and there is an attempt to make work exciting and challenging.

Implicit in "living" these values is "treating each human being as a person with a complex set of needs, all of which are important in her/his work and in her/his life... and providing opportunities for people in organizations to influence the way in which they relate to work, the organization, and the environment."

<table>
<thead>
<tr>
<th>Bureaucratic / Pyramidal</th>
<th>Humanistic / Democratic</th>
</tr>
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<tbody>
<tr>
<td>Important human relationships—the crucial ones—are those related to achieving the organization's objectives, i.e., getting the job done.</td>
<td>The important human relationships are not only those related to achieving the organization's objectives but those related to maintaining the organization's internal system and adapting to the environment.</td>
</tr>
<tr>
<td>Effectiveness in human relationship increases as behavior becomes more rational, logical, and clearly communicated; but effectiveness decreases as behavior becomes more emotional.</td>
<td>Human relationships increase in effectiveness as all the relevant behavior (rational and interpersonal) becomes conscious, discussible, and controllable.</td>
</tr>
<tr>
<td>Human relationships are most effectively motivated by carefully defined direction, authority, and control, as well as appropriate rewards and penalties that emphasize rational behavior and achievement of the objective.</td>
<td>In addition to direction, controls, and rewards and penalties, human relationships are most effectively influenced through authentic relationships, internal commitment, psychological success, and the process of confirmation.</td>
</tr>
</tbody>
</table>

Table 2.1: Bureaucratic/Pyramidal Vs. Humanistic/Democratic

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Immaturity / Maturity Theory

The fact that bureaucratic/ pyramidal values still dominate most organizations, according to Argyris, has produced many of our current organizational problems.

While at Yale, he examined industrial organizations to determine what effect management practices have had on individual behavior and personal growth within the work environment.

Seven Personality Changes

According to Argyris, seven changes should take place in the personality of individuals if they are to develop into mature people over the years.

- First, individuals move from a passive state as infants to a state of increasing activity as adults.
- Second, individuals develop from a state of dependency upon others as infants to a state of relative independence as adults.
- Third, individuals behave in only a few ways as infants, but as adults they are capable of behaving in many ways.
- Fourth, individuals have erratic, casual, and shallow interests as infants but develop deeper and stronger interests as adults.
- Fifth, the time perspective of children is very short, involving only the present, but as they mature, their time perspective increases to include the past and the future.
- Sixth, individuals as infants are subordinate to everyone, but they move to equal or superior positions with others as adults.
- Seventh, as children, individuals lack an awareness of a "self," but as adults they are not only aware of, but they are able to control "self."

Argyris postulates that these changes reside on a continuum and that the "healthy" personality develops along the continuum from "immaturity" to "maturity."

**Immaturity - Maturity Continuum**

<table>
<thead>
<tr>
<th>Immaturity</th>
<th>Maturity</th>
</tr>
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<tbody>
<tr>
<td>Passive</td>
<td>Active</td>
</tr>
<tr>
<td>Dependence</td>
<td>Independence</td>
</tr>
<tr>
<td>Behave in few ways</td>
<td>Capable to behaving in many ways</td>
</tr>
<tr>
<td>Erratic shallow interests</td>
<td>Deeper and stronger interests</td>
</tr>
<tr>
<td>Short time perspective</td>
<td>Long time perspective (past and future)</td>
</tr>
<tr>
<td>Subordinate position</td>
<td>Equal or superordinate position</td>
</tr>
<tr>
<td>Lack of awareness of self</td>
<td>Awareness and control over self</td>
</tr>
</tbody>
</table>

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These changes are only general tendencies, but they give some light on the matter of maturity. Norms of the individual's culture and personality inhibit and limit maximum expression and growth of the adult, yet the tendency is to move toward the "maturity" end of the continuum with age.

Argyris would be the first to admit that few, if any, develop to full maturity.

2.2.6 George Elton Mayo's Hawthorne Experiments

George Elton Mayo was in charge of certain experiments on human behavior carried out at the Hawthorne Works of the Western Electric company in Chicago between 1924 and 1927. His research findings have contributed to organizational development in terms of human relations and motivation theory.

Flowing from the findings of these investigations he came to certain conclusions as follows:

- Work is a group activity.
- The social world of the adult is primarily patterned about work activity.
- The need for recognition, security and sense of belonging is more important in determining workers' morale and productivity than the physical conditions under which he works.
- A complaint is not necessarily an objective recital of facts; it is commonly a symptom manifesting disturbance of an individual's status position.
- The worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work plant.
- Informal groups within the work plant exercise strong social controls over the work habits and attitudes of the individual worker.
- The change from an established society in the home to an adaptive society in the work plant resulting from the use of new techniques tends continually to disrupt the social organization of a work plant and industry generally.
- Group collaboration does not occur by accident; it must be planned and developed. If group collaboration is achieved the human relations within a work plant may reach a cohesion which resists the disrupting effects of adaptive society.

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The Hawthorne Effect

In the training world, the Hawthorne Effect is a chameleon. Ask several trainers and you'll probably get several definitions, most of them legitimate and all of them true to some aspect of the original experiments by Elton Mayo, in Chicago that produced the term.

It has been described as the rewards you reap when you pay attention to people. The mere act of showing people that you're concerned about them usually spurs them to better job performance. That's the Hawthorne Effect.

The Hawthorne Effect at Work

Suppose you've taken a management trainee and given her specialized training in management skills she doesn't now possess. Without saying a word, you've given the trainee the feeling that she is so valuable to the organization that you'll spend time and money to develop her skills. She feels she's on a track to the top, and that motivates her to work harder and better. The motivation is independent of any particular skills or knowledge she may have gained from the training session. That's the Hawthorne Effect at work.

In a way, the Hawthorne Effect can be construed as an enemy of the modern trainer. Carrying the theory to the edges of cynicism, some would say it doesn't make any difference what you teach because the Hawthorne Effect will produce the positive outcome you want.

A Sense of Belonging?

How do you respond to executives who denigrate training and credit the Hawthorne Effect when productivity rises? So what? Effective training performs a dual function: It educates people and it strokes them. And there's nothing wrong with using the Hawthorne Effect to reach this other training goal. In fact, the contention is that about 50% of any successful training session can be attributed to the Hawthorne Effect.

The Hawthorne Effect has also been called the 'Somebody Upstairs Cares' syndrome. It's not as simplistic as the ideal popular under the human relations craze over recent years that you just have to be nice to workers. It's more than etiquette.
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When people spend a large portion of their time at work, they must have a sense of belonging, of being part of a team. When they do, they produce better. That's the Hawthorne Effect.

Orwellian?

One often hears a different interpretation of the Hawthorne Effect. George Orwell would understand this version: it has a Big Brother ring that's far less benign than other definitions. People use it when they talk about workers under the eye of the supervisor.

If someone should subtly observe workers on the job to see if they truly apply new procedures they've learned in a training course. Occasionally, managers object saying that observation isn't a valid test. Of course they'll do a good job if you're watching them.

In essence the Hawthorne Effect really is not just about "positive outcomes"-the positive effect of "attention" wore off later in the life-span of the Hawthorne Studies. It is about the absence of definite correlation (positive or negative) between productivity and independent variables used in the experiments (monetary incentive, rest pauses, etc.).

2.2.7 David C. McClelland - Achievement Motivation

Over the years behavioral scientists have observed that some people have an intense need to achieve; others, perhaps the majority, do not seem to be as concerned about achievement. This phenomenon has fascinated David C. McClelland. For over twenty years he and his associates at Harvard University studied this urge to achieve.

McClelland's research led him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. More important, the achievement motive can be isolated and assessed in any group.

Characteristics of people with a high need for achievement

McClelland illustrates some of these characteristics in describing a laboratory experiment.

Participants were asked to throw rings over a peg from any distance they chose. Most people tended to throw at random—now close, now far away; but individuals with a high need for achievement seemed carefully to measure where they were most likely to get a sense of
master—not too close to make the task ridiculously easy or too far away to make it impossible.

They set moderately difficult but potentially achievable goals. In biology, this is known as the overload principle.

In weight lifting, for example, strength cannot be increased by tasks that can be performed easily or that cannot be performed without injury to the organism. Strength can be increased by lifting weights that are difficult but realistic enough to stretch the muscles.

Do people with a high need for achievement behave like this all the time?

McClelland maintains, only if they can influence the outcome.

Achievement-motivated people are not gamblers. They prefer to work on a problem rather than leave the outcome to chance.

With managers, setting moderately difficult but potentially achievable goals may be translated into an attitude toward risks. Many people tend to be extreme in their attitude toward risks, favoring wild speculative gambling or minimizing their exposure to losses.

Gamblers seem to choose the big risk because the outcome is beyond their power and, therefore, they can easily rationalize away their personal responsibility if they lose.

The conservative individual chooses tiny risks where the gain is small but secure, perhaps because there is little danger of anything going wrong for which that person might be blamed.

Achievement-motivated people take the middle ground, preferring a moderate degree of risk because they feel their efforts and abilities will probably influence the outcome. In business, this aggressive realism is the mark of the successful entrepreneur.

Rewards and achievement-motivated people

Another characteristic of achievement-motivated people is that they seem to be more concerned with personal achievement than with the rewards of success. They do not reject rewards, but the rewards are not as essential as the accomplishment itself.
They get a bigger "kick" out of winning or solving a difficult problem than they get from any money or praise they receive.

Money, to achievement-motivated people, is valuable primarily as a measurement of their performance. It provides them with a means of assessing their progress and comparing their achievements with those of other people.

They normally do not seek money for status or economic security.

Feedback

A desire by people with a high need for achievement to seek situations in which they get concrete feedback on how well they are doing is closely related to this concern for personal accomplishment. Consequently, achievement-motivated people are often found in sales jobs or as owners and managers of their own businesses.

In addition to concrete feedback, the nature of the feedback is important to achievement-motivated people. They respond favorably to information about their work.

They are not interested in comments about their personal characteristics, such as how cooperative or helpful they are.

Affiliation-motivated people might want social or attitudinal feedback.

Achievement-motivated people might want job-relevant feedback.

Why do achievement-motivated people behave as they do? McClelland claims it is because they habitually spend time thinking about doing things better. In fact, he has found that wherever people start to think in achievement terms, things start to happen.

Examples

College students with a high need for achievement will generally get better grades than equally bright students with weaker achievement needs.

Achievement-motivated people tend to get more raises and are promoted faster because they are constantly trying to think of better ways of doing things.

Companies with many such people grow faster and are more profitable.
McClelland has even extended his analysis to countries where he related the presence of a large percentage of achievement-motivated individuals to the national economic growth.

Can this motive, the need for achievement, be taught to people?

McClelland was convinced that this can be done. In fact, he also developed training programs for business people that were designed to increase their achievement motivation.

He also developed similar programs for other segments of the population.

Achievement-motivated people

Achievement-motivated people can be the backbone of most organizations, but what can be said about their potential as managers? As we know, people with a high need for achievement get ahead because as individuals they are producers they get things done.

However, when they are promoted, when their success depends not only on their own work but on the activities of others, they may be less effective. Since they are highly job-oriented and work to their capacity, they tend to expect others to do the same. As a result, they sometimes lack the human skills and patience necessary for being effective managers of people who are competent but have a higher need for affiliation than they do. In this situation, their overemphasis on producing frustrates these people and prevents them from maximizing their own potential.

Thus, while achievement-motivated people are needed in organizations, they do not always make the best managers unless they develop their human skills. Being a good producer is not sufficient to make an effective manager.

McClelland has found that achievement-motivated people are more likely to be developed in families in which parents hold different expectations for their children than do other parents.

More importantly, these parents expect their children to start showing some independence between the ages of six and eight, making choices and doing things without help, such as knowing the way around the neighborhood and taking care of themselves around the house. Other parents tend either to expect this too early, before children are ready, or to smother the development of the personality of these children.
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One extreme seems to foster passive, defeated attitudes as children feel unwanted at home and incompetent away from home. They are just not ready for that kind of independence so early. The other extreme yields either overprotected or over-disciplined children. These children become very dependent on their parents and find it difficult to break away and make their own decisions.

The Herzberg link?

McClelland's concept of achievement motivation is also related to Herzberg's motivation-hygiene theory. People with high achievement motivation tend to be interested in the motivators (the job itself). Achievement-motivated people want feedback. They want to know how well they are doing on their job. On the other hand, people with low achievement motivation are more concerned about the environment. They want to know how people feel about them rather than how well they are doing.

According to David C. McClelland's research, achievement-motivated people have certain characteristics in common, including:

- the capacity to set high ('stretching') personal but obtainable goals.
- the concern for personal achievement rather than the rewards of success, and
- the desire for job-relevant feedback (how well am I doing?) rather than for attitudinal feedback (how well do you like me?).


The inherent attributes of hermeneutics are educational and epistemological because of the "calling forth" of the assumptions, presumptions, and ways of knowing which surround the daily lives of human beings. These attributes along with the research are considered and evaluated and the inferences are recorded.
2.3 Importance of Job Satisfaction for Teaching Faculty

Increasing teacher job satisfaction may prove to be the most important initiative that a state can undertake to improve performance. The link between work and satisfaction has long been established as key differentiators for all types of organizations. Yet few organizations do an effective job of measuring employee satisfaction.

Benefits of Teacher Satisfaction

Satisfaction is a powerful motivator of human behavior. It is imperative that administrators understand satisfaction vs. dissatisfaction. The benefits of employee satisfaction are often realized immediately and the results can be staggering:

- Improved Instruction
- Enhanced Teamwork
- Decreased Turnover / Improved Retention
- Increased Productivity
- Better communication
- Reduced Absenteeism

Measuring Teacher Satisfaction

Job satisfaction can often be difficult to measure. The consequences of ineffective measurement can be detrimental to any organization. Common measurement errors include:

- Inconsistent measurement. Organizations often make the mistake of polling employees when problems are obvious. Often, they will change the format and their questions. They neglect to gather consistent and comparable feedback over a defined time period in order to determine trends.
- Anecdotal input. "The squeaky wheel gets the grease." Organizations that rely on unsolicited information are reactive. A proactive approach does not rely on word-of-mouth or gossip.
Ambiguous language and definitions. Are questions structured to give feedback that is interesting (50% of employees are happy) versus actionable (27% of employees intend to look for new jobs)? Precise language, questions and analytics provide specific information needed for decision-making.

Expensive and time consuming. If conducting one survey is time consuming, then the on-going process of monitoring and surveying requires tremendous time, effort and expertise. Most districts don't have the luxury of in-house surveying. Consider automated services and outsourcing.

2.4 Statistically significant factors that affect job satisfaction

Opportunity

Faculties are more satisfied when they have challenging opportunities at work. This includes chances to participate in interesting projects, jobs with a satisfying degree of challenge and opportunities for increased responsibility. Important: this is not simply "promotional opportunity." As institutions have become flatter, promotions can be rare. People have found challenge through projects, team leadership, and special assignments—as well as promotions.

Actions:

- Promote from within when possible.
- Reward promising faculties with roles on interesting projects.
- Divide jobs into levels of increasing leadership and responsibility.

It may be possible to create job titles that demonstrate increasing levels of expertise that are not limited by availability of positions. They simply demonstrate achievement.

Stress

When negative stress is continuously high, job satisfaction is low. Jobs are more stressful if they interfere with faculties' personal lives or are a continuing source of worry or concern.
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Actions:
- Promote a balance of work and personal lives. Make sure that senior managers model this behavior.
- Distribute work evenly (fairly) within workteams.
- Review work procedures to remove unnecessary "red tape" or bureaucracy.
- Manage the number of interruptions faculties have to endure to do their jobs.
- Some colleges utilize exercise or "fun" breaks at work.

Leadership
Faculties are more satisfied when their managers are good leaders. This includes motivating faculties to do a good job, striving for excellence or just taking action.

Actions:
- Make sure your managers are well trained. Leadership combines attitudes and behavior. It can be learned.
- People respond to managers that they can trust and who inspire them to achieve meaningful goals.

Work Standards
Faculties are more satisfied when their entire workgroup takes pride in the quality of work.

Actions:
- Encourage communication between faculties and students. Quality gains importance when faculties see its impact on students.
- Develop meaningful measures of quality. Celebrate achievements in quality.

Trap:
Be cautious of slick, "packaged" campaigns that are perceived as superficial and patronizing.

Fair Rewards
Faculties are more satisfied when they feel they are rewarded fairly for the work they do. Consider faculty responsibilities, the effort they have put forth, the work they have done well and the demands of their jobs.
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Job Satisfaction – Theoretical Framework, Importance and factors

Actions\(^28\):
- Make sure rewards are for genuine contributions to the organization.
- Be consistent in your reward policies.
- If your wages are competitive, make sure faculties know this.
- Rewards can include a variety of benefits and perks other than money.

As an added benefit, faculties who are rewarded fairly, experience less stress.

Adequate Authority\(^29\)
Faculties are more satisfied when they have adequate freedom and authority to do their jobs.

Actions:
When reasonable:
- Let faculties make decisions\(^30\).\(^31\).
- Allow faculties to have input on decisions that will affect them.
- Establish work goals but let faculties determine how they will achieve those goals. Later reviews may identify innovative "best practices."
- Ask. "If there were just one or two decisions that you could make, which ones would make the biggest difference in your job?"

The secret\(^32\):
One thing that makes humans unique is our ability to focus energy. Whether to heat a home or to cut steel with a laser, focusing energy where it's needed produces significant results. As a manager, you need to know what is important and where it is a problem. Focusing time and resources on a specific problem is more likely to produce measurable benefits to the organization. The actual causes unique to any college can only be uncovered through a proper analysis.
ENDNOTES


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