CHAPTER 2

Review of Related Literature

- Studies Relating to Motivation
- Studies Relating to Job Satisfaction
- Studies Relating to Inter-related Motivation and Job Satisfaction
- Studies Relating to Co-relation between Job Satisfaction and Performance
2.1. Introduction

The literature review relating to the present study covers both national and international studies done earlier on motivation, job satisfaction, motivation and job satisfaction—the inter-relatedness, correlation between job satisfaction and performance. Studies undertaken among teachers regarding their level of motivation and job satisfaction are specifically included. The major findings of these studies are presented below:

2.2. Studies Relating to Motivation

**Hemavathi (1990)** in her study made an attempt to evaluate the motivational techniques for managerial development, identified and ranked 15 common motivators and demotivators relating to the intrinsic and extrinsic motivating techniques. The result indicates that:

1. Job security is the chief motivator in Government and Public sectors.
2. Money is the top motivator in private sector enterprises.
3. SSI entrepreneurs rank money, achievement needs and ego as principal motivators.
4. Co-operative sector considers opportunity to work itself as an important aspect because of problems of sheer survival.

**Lee Jean (1997)** examined the motives that stimulate women into becoming business entrepreneurs. The study aims to uncover the characteristics of a typical woman entrepreneur in Singapore; the
motivational needs of women entrepreneurs; and the factors influencing the motivational needs of women entrepreneurs. The study uses the Need Theory as a theoretical framework to assess the motivation of women entrepreneurs. The study concluded that women entrepreneurs are motivated by a high need for achievement, a slightly high need for dominance and moderate needs for affiliation and autonomy. The study also pointed out that women entrepreneurs demonstrate a higher need for achievement and dominance than women employees but there exists a significant difference in the needs for affiliation and autonomy.

**Powell (1997)** compared the perceptions of a sample of teachers and their students about the frequency with which those teachers used motivational strategies which support a mastery goal with both their high and low performing students. The important findings of the study were:

1. Teaches and students differed significantly in their perceptions of the frequency with which the teacher used adaptive motivational strategies. This lack of congruence between teachers and students perceptions is of special concern because even if teachers were attempting to use mastery goal focused strategies, the student did not perceive that they were.

2. Younger students tended to see their classrooms as more mastery focused than older students did. These findings might be explained by the fact that school tends to become more competitive as students move through the elementary grades.

**Bomia et al. (1997)** highlighted the impact of teaching strategies on intrinsic motivation by reviewing various motivational theories and models
and discussing whether research supports the hypothesis that teaching strategies can influence intrinsic motivation. Teaching strategies to support the various concepts are suggested as ways to impact intrinsic motivation in the learner. Various components or concepts of intrinsic motivation revealed through the research include autonomy, expectancy, instrumentality, effort, interest, satisfaction, valence, relevance, and self-efficacy. In examining these concepts and the teaching strategies associated with them, it was determined that specific teaching strategies can have a positive effect on the various concepts related to intrinsic motivation. Teachers awareness of strategies will positively affect motivation and help them to use an approach that reinforces student willingness and enthusiasm

*Lindner (1998)* in his Paper titled 'Understanding Employee Motivation', ranked the order of motivating factors as follows:

(a) interesting work  (b) good wages  (c) full appreciation of work done  (d) job security  (e) good working conditions  (f) promotions and growth in the organization  (g) feeling of being in on things  (h) personal loyalty to employees  (i) tactful discipline  and (j) sympathetic help with personal problems.

A comparison of these results to Maslow's need-hierarchy theory provides some interesting insights into employee motivation. The number one ranked motivator, interesting work, is a self-actualizing factor. The number two-ranked motivator, good wages, is a physiological factor. The number three-ranked motivator, full appreciation of work done, is an esteem factor. The number four-ranked motivator, job security, is a safety
factor. According to the theory of Maslow, if managers wish to address the most important motivational factor of employees - interesting work, physiological, safety, social, and esteem factors must first be satisfied. If managers wished to address the second most important motivational factor of employees - good pay, increased pay would suffice. Contrary to what Maslow's theory suggests, the range of motivational factors is mixed in this study. Maslow's conclusions that lower level motivational factors must be met before ascending to the next level were not confirmed by this study.

The author also compares the highest ranked motivational factor (interesting work) to Vroom's expectancy theory through an example. Assume that an employee just attended a staff meeting where he/she learned a major emphasis would be placed on seeking additional external program funds. Additionally, employees who are successful in securing funds will be given more opportunities to explore their own research and extension interests (interesting work). Employees who do not secure additional funds will be required to work on research and extension programs identified by the director. The employee realizes that the more research he/she does regarding funding sources and the more proposals he/she writes, the greater the likelihood he/she will receive external funding. Because the state legislature has not increased appropriations to the centers for the next two years (funds for independent research and extension projects will be scaled back), the employee sees a direct relationship between performances (obtaining external funds) and rewards (independent research and Extension projects). Further, the employee went to work for the centers, in part, because of the opportunity to conduct
independent research and extension projects. The employee will be motivated if he/she is successful in obtaining external funds and given the opportunity to conduct independent research and extension projects. On the other hand, motivation will be diminished if the employee is successful in obtaining external funds and the director denies the request to conduct independent research and Extension projects.

The author cites the following example to compares the third highest ranked motivational factor (full appreciation of work done) with Adams's equity theory. If an employee at the centers feels that there is a lack of appreciation for work done, as being too low relative to another employee, an inequity may exist and the employee will be de-motivated. Further, if all the employees at the centers feel that there is a lack of appreciation for work done, inequity may exist. Adams stated employees will attempt to restore equity through various means, some of which may be counter-productive to organizational goals and objectives. For instance, employees who feel their work is not being appreciated may work less or undervalue the work of other employees.

This final example compares the two highest motivational factors to Herzberg's two-factor theory. The highest ranked motivator, interesting work, is a motivator factor. The second ranked motivator, good wages is a hygiene factor. Herzberg, stated that to the degree that motivators are present in a job, motivation will occur. The absence of motivators does not lead to dissatisfaction. Further, they stated that to the degree that hygiene are absent from a job, dissatisfaction will occur. When present, hygiene prevent dissatisfaction, but do not lead to satisfaction. In our example, the lack of interesting work (motivator) for the centers’ employees would not
lead to dissatisfaction. Paying centers’ employee’s lower wages (hygiene) than what they believe to be fair may lead to job dissatisfaction. Conversely, employees will be motivated when they are doing interesting work and but will not necessarily be motivated by higher pay.

*Thibert and Karsenti (1998)* made a critical assessment of the relationship between effective teachers and the motivation change of Elementary school boys and girls. The Paper pointed out that girls are generally more motivated towards academic activity than boys. It shows that a balance tends to occur between girls and boys motivation at the Elementary school level. It is interesting to note that effective teachers have significantly greater impact on boys than on girls.

*Knowles Kaeli (1998)* examined the effect of teacher engagement on student achievement and motivation. Teacher engagement referred to a combination of teacher characteristics related to teacher knowledge and teacher motivation. The four teacher characteristics included teachers' pedagogical knowledge about English, teachers' pedagogical knowledge about student motivation, teachers' intrinsic motivation toward teaching, and teachers' self-efficacy toward teaching. It was predicted that the four teacher characteristics would be associated with student’s achievement and motivation. Similarly, teachers' pedagogical knowledge about English negatively predicted tenth grade achievement, and positively predicted tenth grade student motivation, after prior student achievement and motivation were controlled. Teachers' intrinsic motivation toward teaching positively predicted tenth grade student achievement and motivation, after prior achievement and motivation had been controlled. Teachers' self-efficacy toward teaching negatively predicted tenth grade student
achievement and motivation, after prior student achievement and motivation were controlled. Analyses also revealed that the four teacher characteristics were positively correlated with each other, and could be statistically represented with one factor (teacher engagement). Teacher engagement predicted tenth grade student achievement and motivation, after prior student achievement and motivation had been controlled. These findings suggest that teachers who are knowledgeable about student motivation and English, and are motivated toward teaching positively influence high school students' achievement and motivation. Teacher engagement was also shown to be a statistically supported construct, and was predictive of student achievement and motivation.

*Ruthankoon (2003)* attempted to test the validity of Herzberg's two-factor theory in the Thai construction industry. Herzberg's two-factor theory of motivation is widely known in management circles. However, it has been criticized regarding its validity in different work settings. Construction is an industry with unique characteristics, which may have special effects on employee motivation. This study tests the two-factor theory on Thai construction engineers and foremen following Herzberg's interviewing procedure and compares the results to Herszberg's. Responsibility, advancement, possibility of growth, and supervision contribute to job satisfaction, while working conditions, job security, safety on site, and relationships with other organizations contribute to job dissatisfaction. Recognition, work itself, company's policy and administration, interpersonal relations, personal life, and status contribute to both satisfaction and dissatisfaction. Achievement contributes to satisfaction for engineers but contributes to both satisfaction and dissatisfaction for
foremen. It was concluded that Herzberg's theory is not entirely applicable in the Thai construction setting. Some factors should receive attention if construction employees are to be motivated effectively.

Ofoegbu (2004) stated that the teacher motivation would enhance classroom effectiveness and improve schools. The analysis revealed that teachers would be adequately motivated if salaries were paid regularly, teaching and learning facilities were made available, and put in place, if teachers were encouraged to attend sponsored conferences and workshops, and provided with a conducive working environment. It appears that the proportion of response in support of teacher motivation is a significant consistent finding that could be replicated across schools in other parts of the country.

The essence of working as a teacher is not only to produce educated and skilled people but also to make the teacher be in the position to meet financial obligations. "Man", as the saying goes, "does not live by bread alone". The problems caused by delays and inconsistencies in paying teachers' salaries had conflicted seriously with teacher classroom activities, which are expected to integrate students into the larger society. The results indicated that through motivation, teachers pedagogical and management roles would be enhanced and subsequently translate into effective attainment of educational objectives.

Jeena Rani (2004) in her study attempted to ascertain the attitude of secondary school teachers towards grading system, concludes that;

1. There is no significant difference between the attitude of male and female secondary school teachers towards grading system.
2. There is no significant difference between the attitude of private and government secondary school teachers towards grading system.

3. There is no significant difference between the attitude of urban and rural secondary school teachers towards grading system.

4. There is no significant difference between the attitude of secondary school teachers towards grading system on the basis of their teaching experience.

Badu Edwin (2005) carried out a study to assess the motivation of university library staff in Ghana. This study not only proved that the motivational preferences of workers differ in different environments; it has also established that the different age groups and professional positions of the workers in the survey determine their motivational factor preferences. These findings without doubt indicate that trying to motivate the workers would be a very complex endeavor, as the respondents have different motivating values. However, the ranked importance of motivational factors of the employees provides useful information for Ghana’s university libraries. With regard to the results, respondents placed their highest rankings on ‘physiological needs satisfaction’ and ‘more pay’. Here workers can be motivated by the adoption of Herzberg’s and Maslow’s theories so that management can focus on their pay and their physiological needs. Similarly, for motivational problems, the best source of information is the employee. Employee must be asked on a regular basis what sparks and sustains their desire to work. The employees must be willing to let library managers know what motivates them. Suggestions of this study are useful in re-designing jobs, increase pay, change the
working environment, or give more credit for work done. The key finding of the study is that library managers must avoid the assumption that what motivates them motivates their employees as well.

**Nigel and Geoffrey (2005)** seeks to examine the issue of whether Herzberg's two-factor motivation theory still resonates nearly 50 years after it was first posited. The objective is to assess whether or not Herzberg's studies on motivation at work still hold true today. The results are derived from a survey providing over 3,200 responses. Analysis revealed that money and recognition do not appear to be primary sources of motivation in stimulating employees to contribute ideas. In line with Herzberg's predictions, factors associated with intrinsic satisfaction play a more important part. The Paper demonstrates that, despite the criticism, Herzberg's two-factor theory still has utility nearly 50 years after it was first developed.

**Vimala and Madhumita (2005)** concluded that 25 to 30% teachers are highly motivated and work very hard regardless of their personal circumstances. Another 30% comply with all the formal requirements – regularity, attendance, data on enrolment and retention, mid-day meal distribution and so on. These teachers have the potential but the system has worn them out. The remaining 40 to 45% can be categorised as ‘indifferent’– they are just not motivated and really do not care. Strict monitoring – by a highly motivated head master or a block/district official – can tip the scales and ensure better functioning. Given the right stimulus, teachers are known to perform well. The fundamental problem is that this stimulus is lacking. Most educated middle-class professionals – those who form the backbone of the administration and the larger community of
stakeholders – have abandoned government schools. Their children study in private aided or unaided schools. They do not have a personal stake in making the system work. Therefore, they just let the system drift along while making sure the data that is fed upwards is acceptable.

_Nasser et al. (2006)_ in their research report states that lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to demotivation. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are no factors motivating teachers, the productivity will decrease dramatically. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction.

_Norman (2006)_ investigates the effects of intrinsic and extrinsic motivation on reading achievement for urban middle school students. Results suggest that intrinsic motivation is a salient factor affecting the reading achievement of Assam middle school students where as extrinsic motivation seemed to have a negative impact on reading achievement. Furthermore, there was little gender difference in terms of the effects of intrinsic and extrinsic motivation ie: female students seemed to be more social and less competitive than their male counterparts. Finally there was a statistically significant decline in intrinsic and extrinsic motivation over time for Hispanic and Asian middle school students. This investigation highlights the importance of discovering more about the impact of motivation especially that of intrinsic motivation on the engagements of
middle school students and the relationship of that motivation to their growth in literacy and learning

Dieleman and Martineau (2006) examined;

- Motivating and demotivating factors of health workers
- Experiences with performance management, including job descriptions, continuous education, supervision, performance appraisal and career development.

The study showed that the main motivators of health workers were related to responsibility, training and recognition, next to salary. These can be influenced by performance management (job descriptions, supervisions, continuous education and performance appraisal). Performance management is not optimally implemented in Mali, as job descriptions were not present or were inappropriate; only 13 percent of interviewees received supervision throughout the year, and training needs were not analysed. Some 48 percent of the interviewees knew their performance had been appraised in the last two years; the appraisals were perceived as subjective. No other methods were in place to show recognition. The results enabled the research team to propose adaptations or improvements upon existing performance management. The results showed the importance of adapting or improving upon performance management strategies to influence staff motivation. This can be done by matching performance management activities to motivators identified by operational research.
Shiralashetti (2006) stated that identifying the right motivating factor is very difficult for small firms. The following are some of the factors that affect motivation of small scale Industries:

i) Regular payment of salary
ii) Increase in salary at least once in every year to adjust for change in cost of living
iii) Profit sharing schemes
iv) Employee participation in management
v) Training to employees
vi) Proper rest pauses to increase productivity and reduce stress in employees

Terry Burger et al. (2006) tried to examine whether gender or the level of competitiveness affects a person’s motivation to gamble. One hundred and fifty two participants completed a scale to measure whether they were intrinsically or extrinsically motivated to gamble (Gambling Motivation Scale) and a scale to measure their level of competitiveness (Hyper competitiveness Attitude Scale). As hypothesized, results indicate men scored higher than women on intrinsic motivations for gambling. However, no gender differences were found for extrinsic motivation in gambling. Participants with high-competitive scores (male and female) were more likely to have higher intrinsic and higher extrinsic motivations for gambling.

International Institute for Educational Planning (2006) in their project report relating to Teacher motivation, compensation and working conditions concludes that; In addition to compensation, teachers are motivated by a range of factors including:
• Dedication to profession
• Success in the classroom – professional rewards of seeing children achieve
• Status in community from exercising a respected profession
• Training and monitoring
• Appropriate working conditions including issues such as number of hours taught each week, number of students in the classroom, support of head teacher, availability of teaching and learning materials, parental involvement and support, clear school policies and guidelines and the physical condition of the learning space/classroom.
• The prospect of promotion and career advancement

_Surendran Jose (2007)_ discusses the motivation schemes of teachers. The Paper begins with a brief note on the scientific theories of motivation and proceeds to review the status of motivation and career management schemes in existence for the past few decades in Kerala for the teachers in higher technical education. The different pay scales and service conditions followed from time to time and the effect of these in the technical education field are discussed in detail. The major suggestions of the study are:

• The colleges should offer special incentives in addition to Early Faculty Induction Programme (EFIP) to attract the students back to college as faculty.
• The pedagogical tools of education are strange to the teachers in engineering colleges. So all newly appointed Lecturers need be given training on educational technology.
• Career and succession planning plays an important role in attracting and retaining talented people.
• Encouraging and promoting faculty members to take up sponsored research work as well consultancy services would keep the teachers attracted to the institution.

2.3. Studies Relating to Job Satisfaction

Helen Moore (1985) explores Job satisfaction and women's spheres of work. Job satisfaction for women workers is traditionally researched from the job-gender model in which sex roles generate the research framework. Women employed in the labour market are viewed as responding primarily to the confines of sex roles; as opposed to the structural rewards and constraints of the labour market itself. This study re-examined earlier studies that found no effect of the labor market on job satisfaction for women. Analysis of Quality of Employment national survey, 1972–1973 revealed significantly different levels of job satisfaction, which are in part structured by the characteristics of the labor market sectors in which women and men work. Women working in labor market sectors that are predominantly male or have a balanced proportion of male and female workers jobs have high job satisfaction. This job satisfaction is predicted almost exclusively by their perceptions of fewer income problems, flexibility of hours, and use of job skills. Factors related to maternity benefits and leaves are related only marginally to job satisfaction for
women workers in either labor market sector. Women in predominantly female sectors of the labor market have similarly high job satisfaction scores, but these are related to a wider cluster of factors, including fewer perceived income problems, skills, and challenge factors, as well as the socio emotional rewards of their work. This pattern is most similar to males who work in predominantly male sectors. In contrast, males who work in predominantly female or gender-proportionate jobs have significantly lower job satisfaction scores, even after controlling for income issues and other benefits. Labor market sectors and the rewards available within them are important structural dimensions of job satisfaction for women and men employees.

Singh Amar (1986) in his research paper tried to analyse the correlates of job satisfaction among different professionals in Amrit Kauri. The important conclusions of the study were:

1. Self-esteem, introversion and emotional stability correlate positively and significantly with job satisfaction.
2. Age and experience are positive correlates of job satisfaction.
3. Size of family is negatively related with job satisfaction of professionals.

Fossum (1989) in this article, the author made an attempt to assess whether there exists any difference in the job satisfaction of urban and rural workers. The study suggested that urban-rural differences in worker socialization might correspond to differences in work values and level of worker satisfaction. Both urban and rural workers demonstrated increased satisfaction as job complexity and variety increased. Workers whose areas
of socialization were the reverse of their present work environment (ie: urban socialization, rural work environment : rural socialization, urban work environment) were more satisfied than workers whose socialization environment matched their work environment. The degree to which increased satisfaction is related to decreased specialization.

Maidani (1991) in his article made a Comparative study of Herzberg's Two-Factor Theory of job satisfaction among public and private sectors. The purpose of this study was to identify through hypothesis testing how Herzberg's theory of job satisfaction applied to two different working populations using a questionnaire based on Herzberg's classification scheme. The study was conducted using private and public sector employees for comparative analysis. The t-test technique was applied and the t-value was computed to test the four formulated hypotheses in order to determine whether any significant differences were revealed between the two employee groups. The result of this analysis showed that employees' motives for work in either sector tended to emphasize intrinsic or motivator factors of employment, while those who worked in the public sector tended to value the extrinsic or hygiene factors significantly higher than those in the private sector. Also, the satisfaction of employees in both sectors was not attributable to hygiene factors.

Given the two diverse types of organizations - public and private, the following hypotheses were formulated for testing:

Hypothesis.1. Satisfied employees (accountants/engineers) in both private and public sectors value motivator factors significantly more than dissatisfied employees.
Hypothesis 2. Dissatisfied employees (accounts/engineers) in both public and private sectors value hygiene factors significantly more than satisfied employees.

Hypothesis 3. Private sector accountants and engineers value motivator factors significantly more than their public sector counterparts.

Hypothesis 4. Public sector accountants and engineers value hygiene factors significantly more than their private sector counterparts.

The results of the survey indicated that a larger majority of satisfied employees were in the public sector. It was concluded that those seeking hygiene factors would be attracted to the public sector. However, this study showed that hygiene factors were sources of satisfaction for both sectors. Motivators were also sources of satisfaction for both sectors. Furthermore, the study indicated that the public sector employees are more satisfied with their jobs than the private sector employees. Even though there was no significant difference in motivator factors the public sector placed a significantly higher value on the hygiene factors.

In conclusion, the findings showed that the motivator factors were sources of satisfaction rather than dissatisfaction. The hygiene factors were also sources of satisfaction rather than dissatisfaction. This is a reversal of Herzberg et al.’s study with concluded that hygiene factors are sources of dissatisfaction rather than satisfaction. However, the present study did support Herzberg’s theory that motivators are sources of satisfaction.
Beegam Lathifa (1992) attempted to examine the factors related to job satisfaction among college teachers. The important findings of the study were:

i) Women teachers are more satisfied on their job than male teachers  
ii) Teachers belonging to Arts faculty are more satisfied than teachers of Science faculty.  
iii) Job satisfaction decreases when age increases among male teachers.  
iv) Teachers belonging to forward casts are more satisfied than teachers of backward caste.  
v) Designation affects job satisfaction.

Reddy (1992) studied the job satisfaction attitude towards teaching and job involvement of teachers. Analysis revealed that:

1. Teachers of different age differ significantly in the level of their job satisfaction.  
2. Married and unmarried teachers would not differ significantly in the level of their job satisfaction.  
3. There could be no significant difference in the job satisfaction of different sub groups of teachers.  
4. One’s efficiency in teaching would have a significant bearing in his job satisfaction.  
5. There is no significant relation between one’s job satisfaction and family satisfaction.
Geetha (1996) in her study relating to job satisfaction of teachers in Professional and Arts and Science College in Kerala, disclosed the following findings:

i) All teachers irrespective of sex have study habits.
ii) 75% of teachers are satisfied with present salary.
iii) 79% of teachers have additional income.
iv) 79.36% of male and 88% of female teachers selected teaching as a profession because of interest.
v) 78% of teachers are not satisfied with transfer system

Jayanthimony (1996) brought out a report regarding Job satisfaction of college teachers in relation to their career preference which disclosed the following findings;

i) Teachers are heterogeneous group, the range being 42-74. Only 12.73% have high level of satisfaction, 70.45% have average level of satisfaction and 16.82% have low level of satisfaction

ii) The male and female teachers do not differ in job satisfaction. (C.R=1.232: P>.05) Rural and urban teachers do not differ in job satisfaction. (C.R=0.62 : P>0.05)

iii) Government and Private teachers do not differ in job satisfaction.

Kwok (1997) identified the satisfiers and dissatisfiers of Immigration Officers in the Immigration Department. The instruments used to measure job satisfaction are the Job Descriptive Index (JDI) and Job in General Scale (JIG). The study found that Immigration Officers are only moderately satisfied. They show the most satisfaction with pay but the least satisfaction with promotion prospect. However, it seems that the
dissatisfaction towards promotion decreases with the increase in tenure of service in the department. Working conditions may mean a wide range of job related matters. In this study, only the impacts of shift duty and public oriented office have been examined. It was found that both shift duty and working in public oriented office are factors leading to low level of satisfaction. Moreover, there is no explicit association between sex and job satisfaction. A V-shaped relationship between age and satisfaction is identified in this study. Although married officers are relatively more satisfied than their single counterparts, the difference is very trivial. Finally, an inverse relationship between education level and job satisfaction is also found in this study.

Perie and Baker (1997) had the following findings in their study:

1. The more favourable the working conditions, the higher will be the satisfaction scores. Administrative support and leadership, student behaviour and school atmosphere, and teacher autonomy are working conditions associated with teacher satisfaction.

2. Private school teachers tend to be more satisfied than public school teachers and elementary school teachers are more satisfied than secondary school teachers.

3. In public schools, younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers.

4. Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy.
5. Teacher’s satisfaction showed a weak relationship with salary and benefits.

6. Workplace conditions had positive relationship with teacher’s job.

7. The most satisfied secondary teachers felt they had more parental support.

*Rajasree Amma (1998)* carried out a study on the job satisfaction of Higher Secondary teachers and concluded that;

1. There is no significant difference between job satisfaction of male and female school teaches.

2. There is no significant difference between job satisfaction of government and private school teaches.

*Panda (2000)* studied attitude towards teaching profession and job satisfaction of college teachers of Assam and Orrisa, revealed that around 1/4th of college teachers have shown favorable attitude towards teaching profession. College teachers of Assam and Orrissa do not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status.

*Nataraj (2000)* concluded that:

1. There exists a significant sex difference in job satisfaction of teachers in favour of female teachers.

2. There is no significant difference in job satisfaction neither of married and unmarried teachers nor of rural and urban teachers.
3. There is no significant relationship between the locations of work, the type of management, the length of their experience, the subject they teach and job satisfaction.

**Venkateswara (2002)** in his doctoral thesis revealed the following findings:

i) Men and women differ in job satisfaction

ii) The level of satisfaction of married teachers will not be significantly different from that of unmarried teachers

iii) Size of the family has significant bearing on job satisfaction

iv) Experience does not have any influence on job satisfaction

v) Highly involved group teachers had a higher level of satisfaction

vi) Age is not a determinant factor of motivation

vii) Qualification affects the motivation of a teacher

viii) Majority of the teachers are dissatisfied.

**YesPakistan.com (2002)** made a study on the job satisfaction of primary school teachers in Pakistan and found that there were five reasons where primary school teachers in Pakistan lack motivation:

i) Inadequate salary - In Pakistan, primary school teachers earn roughly between Rs.1,400 and Rs.2,860 ($32 to $65). This is less than what a cook, gardener or chauffeur often earns.

ii) Unlike medicine and engineering, teaching as a profession does not garner the status and respect the former two vocations do. In fact, the status of teachers, particularly male teachers, has suffered so severely that men who are part of Pakistan's
"educated unemployed" (individuals with high qualifications but who remain unemployed) become teachers only as a last resort. Even in this case though, teaching is seen as a temporary job that will be left once a better opportunity comes along.

iii) The horrible working conditions discourage possible candidates from becoming teachers and often lead to incumbent teachers leaving the profession.

iv) There is little opportunity for career advancement in the teaching profession in Pakistan, especially for primary school teachers. The only option available to most teachers is to move into secondary school teaching. This however, has negative effects on the primary school system, since it is often the most motivated teachers who leave teaching primary school for secondary school.

v) Finally, there is virtually no system of accountability for teachers. Teachers are often accountable to Pakistan's education department, which is far from their teaching milieu. This means they can get away with absenteeism. There is no local authority to ensure that teachers attend classes and teach their students. Head teachers have little authority to censure teachers who do not turn up for work. Even parents have no way to endure proper teaching.

Daniel Raphel (2002) tried to analyse the relationship between attitude and job satisfaction of Higher Secondary School Teachers. The study revealed the following findings:
1. There is high positive correlation between attitude and job satisfaction of Higher Secondary School Teachers.

2. The attitude of male and female teachers differ significantly whereas job satisfaction of urban and rural Higher Secondary School Teachers do not differ significantly.

3. The attitude of government and aided Higher Secondary School Teachers do not differ significantly.

Sharon and Zhan (2003) in their study attempted to assess the job satisfaction of recent graduates in financial services and states that realization of expectation was a highly significant predictor of job satisfaction. The results suggest that if graduates obtain positions that are consistent with their expectations, they will be more satisfied, all other factors being equal. The results support the recommendations to graduates and other job seekers to find a position that is the "best fit." Furthermore, it emphasizes the importance of planning for career mobility. The results also support the consumer satisfaction research that compares the expectations of an experience with the experience itself. Satisfaction is greater if there is congruency between the expectation and the experience. Attitude toward the job was another highly significant predictor of job satisfaction. The results of the survey were similar to those of previous research showing that having a sense of control, a feeling of accomplishment, and a complex job contribute to an individual’s positive attitude toward the job. Further, the results emphasize to employers and students how much workers value both the support of management and having good relationships with their fellow workers. Pay was an important determinant of job satisfaction. However, it is important to note that the
statements that measure pay focus on the individual’s pay relative to others and relative to the demands of the job. The parameter estimate for "male" was negative, indicating that compared with female graduates, male graduates were less satisfied with their jobs in financial services. In summary, the average of 5.71 on a 7-point scale indicates that the graduates were fairly "satisfied," with their jobs, although they were not "extremely satisfied." Overall, there was support for the bottom-up theory of job satisfaction. In essence, individuals sum up the positive and negative factors and decide whether they are satisfied.

Chakraborty (2004) explores the relationship that job satisfaction of teachers holds with job nature, institutional scenario, facilities, salaries and standard of students. The major findings were:

1. There exists a notable relationship between nature of job and job satisfaction of teachers.

2. Teachers job satisfaction does significantly depend on institutional infrastructure.

3. Personal relation among the teachers does not significantly depend on their job satisfaction.

4. Teacher’s job satisfaction does significantly depend on institutional welfare amenities.

5. There exists a notable relationship between students’ general standard and teachers job satisfaction.
6. Though there exists a negligible relationship between job satisfaction and salary obtained by the teachers but the relationship is not significant at all.

7. Though there exists a negligible relationship between teacher’s job satisfaction and communication facility, the relationship is not significant at all.

8. Teacher’s job satisfaction is independent to their sexual status.

2.4. Inter Related Motivation and Job Satisfaction

Ghadially (1978) attempted to test how level of achievement motivation and sources of job satisfaction/ dissatisfaction differ according to the sex and job-level, and to see if there is any relationship between level of achievement motivation and the selection of motivators. The subjects, in this study, were 50 professional and 50 non-professional full-time working men and 50 professional and 50 non-professional full-time working women. These subjects were employed in the public sector. The Thematic Apperception Test was used to measure the achievement motivation. A separate set of pictures, with female characters, was developed for the female sample. Burke’s job description method was used to measure the sources of job satisfaction/dissatisfaction. Separate male and female characters were presented to men and women subjects, respectively. Considering the difficulties with which women enter into the profession, it was anticipated that professional women will have higher achievement motivation than professional men. The hypothesis was not supported. Professional men were found significantly higher on achievement motivation than professional women. As expected, professionals were
found significantly higher on achievement motivation than non-professionals and men were found significantly higher achievement motivation than women. The sample was further tested for Herzberg's two-factor theory of motivation. Professional men, professional women and non-professional men selected more motivators than hygiene for satisfying job situation supporting Herzberg's theory. For dissatisfying job situation too, three groups selected more motivators than hygiene, failing to support the theory. Non-professional women selected two motivators and three hygiene for satisfying as well as dissatisfying job situation. Regardless of the level of achievement motivation most of the professional men and professional women selected more motivators for satisfying as well as dissatisfying job situation, showing that there is no relationship between level of achievement motivation and the selection of motivators. A negative relationship was found between the level of achievement motivation and the selection of motivators in the case of non-professional men. Among non-professional women, those who had high achievement motivation selected more motivators showing that there is a positive relationship between level of achievement motivation and the selection of motivators. Thus it is concluded that sex and the job level of the individual have an impact on the level of achievement motivation. Study also shows that a particular characteristic can be a satisfier or a dissatisfier depending upon the way an individual perceives a particular job characteristic.
Bishay (1996) critically examines how job satisfaction and motivation related and revealed that:

1. Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity.

2. Gratification of higher-order needs is most important for job satisfaction.

3. Women reported lower overall levels of satisfaction.

4. Increased length of service correlated with greater satisfaction with salary, higher levels of self-esteem, higher levels of respect for the teaching profession, and decreased levels of stress.

5. Stress levels decrease with years of teaching experience.

6. The results revealing the differences in satisfaction between teachers of varying subjects, found in both the traditional and ESM responses may be due to the school’s focus on mathematics and science.

7. Although satisfaction seemed to be more associated with personal factors, the influence of environmental factors cannot be ruled out.

Jennifer (1996) found that job responsibility had a significant impact on job satisfaction. Teachers who had higher levels of responsibility, usually in the form of compensation–time work, administrative positions or advisorship of a club had slightly higher levels of satisfaction. Women teachers reported lower levels of satisfaction compared to male teachers.
It was also inferred from the response that increased length of service correlated with greater job satisfaction. The study also supports the belief that stress level decreases with years of teaching experience. The study concluded that although satisfaction seemed to be more associated with personal factors, the influence of environment factors can not be ruled out.

**Givvin and Karen (1998)** This study investigated the i) the degree of correlation between Teachers’ and students’ motivation regarding mathematical topics ii) the stability of teachers’ and students’ motivation across time iii) the coherence of rating across different beliefs, goals, behaviour and feelings. To the degree that teachers fail to differentiate motivation – related dimensions and fail to perceive changes in students on those dimensions over time and across contexts, they will be less able to make appropriate adaptations to their instructional activities and to their classroom environments. The result suggests that teachers may need assistance in making more differentiated and reliable assessments of beliefs, goals and behaviors in students that are associated with motivation and with learning.

**Mertler (2002)** examined the current state of teacher motivation and job satisfaction in the new millennium. Participants were predominantly white, female elementary, middle, and high school teachers. They responded to a Web-based survey that examined their overall level of job satisfaction as a teacher, whether they would choose to become a teacher again if starting all over in a new career, the extent to which teachers in general are motivated, and how many teachers they knew or worked with who were demotivated. Data analysis indicated that 77 percent of teachers were satisfied with their jobs as teachers. Males were slightly more
satisfied as teachers than females. Teachers early in their careers and near the end of their careers indicated the highest levels of job satisfaction. More teachers in their early 20s and 30s indicated a desire to enter the field of teaching again if given the opportunity. Males reported knowing significantly more unmotivated teachers than did females, and 23 percent of respondents reported knowing or working with more than 10 teachers they would classify as unmotivated.

**Jacob et al. (2004)** studied the differences in job satisfaction and intrinsic work motivation between employees with different characteristics. Based on a study of the literature assumptions regarding these differences are developed and tested on data from a survey in the Nordic countries. In these survey 9,623 employees from randomly selected households in the Nordic countries participated. It was found that Danish workers were found to be the most satisfied and that there is no difference between the genders with respect to job satisfaction in the Nordic countries.

**Donald and Sanjay (2004)** examine the effect of individual attributes, job characteristics, and organizational variables on three aspects of work motivation: job satisfaction, organizational commitment, and job involvement. The important findings are:

1. Managers have varying degrees of influence over different aspects of work motivation, with greatest influence over job satisfaction and least influence over job involvement.
2. The important variables that foster and maintain job involvement are not related to the actual job characteristics or organization. It does suggest that for such variables, the most important
workable levers that managers have at their disposal come in the form of recruitment, selection, hiring, and promotion. Such levers should seek employees with a strong sense of public service and involvement, and communicate the value of the employee through offering clear promotion opportunities.

iii) Organizational variables can have a direct effect on work motivation if managers can foster a sense of purpose and belonging among members. It also seems that the employees with high levels of self-efficacy, or those who bring added value, may be looking outside the organization to meet their salient needs.

iv) Length of time in the same position has a negative relationship with commitment and with job involvement. ie: the longer an employee is a member of the same organization, the less engaged they feel, even when controlling for the frustrations of employees stuck in the same position for a considerable period

v) Self-efficacy has a positive and significant impact on job satisfaction as predicted, but has a negative and moderately significant impact at the 0.1 level on organizational commitment

_**Kamdron (2005)** ascertains the work motivation and job satisfaction levels of Estonian higher officials, the factors influencing them (social-demographic as well as personal), and the ways of channeling them. The higher the work satisfaction, the less officials are motivated by material factors and good relations with their superiors. Stronger motivation comes from recognition and a sense of responsibility. All the average indicators of the Job Diagnostic Survey of this study exceed the corresponding average
results obtained in the USA, Finland, and Estonia. One notices a predominance of analyzer-type people among higher officials. The other predominant types are controller/analyzer and analyzer/controller. In the author’s view, man is an open, self-organized system, who is to stay alive and protect his life. The principle of a motivational system on the individual level is to understand the subordinates and help them to cope with the environment. The principle of a motivational system on the organizational level is to create high-performance government organizations and to develop the organizational culture.

**Hui-chung (2005)** focuses on the relationship with motivation, job satisfaction, family support, intention to stay and professional commitment. The survey adopted questionnaire as investigating method, and a total of 480 questionnaires are delivered to the high-tech R&D professionals. The findings are summarized as follows:

1. The motivation factor that the R&D professionals respect most is enjoyment, and they care less about the compensation. Generally speaking they are satisfied with their job, intrinsic satisfaction especially. In the all factors of the motivation, challenge, enjoyment, and outward positive correlated with job satisfaction. All of them can improve the job satisfaction, but compensation negative with the job satisfaction.

2. A significant positive correlation was identified between job satisfaction and intention to stay.

3. A significant positive correlation was identified between job satisfaction and professional commitment.
4. Job satisfaction was found to have full mediating effect between motivation factor and intention to stay.

5. Job satisfaction was found to have partial mediating effect between motivation factor and professional commitment.

6. Family support was found to have significant moderating effect between job satisfaction and intention to stay. In the moderating effect, family support in higher-grades groups influenced intention to stay more significantly than lower-grades groups.

7. Family support was found to have no moderating effect between job satisfaction and professional commitment.

_Turgut and Ibrahim (2006)_ attempted to determine the effect of various aspects of teachers’ expectations on their job satisfaction and motivation. With this aim, a Likert-type scale was developed and applied by the researcher to the teacher groups. The findings of this study revealed that the principal’s attitude and behaviour positively affected teachers’ job satisfaction and motivation at private schools while teachers seldom agreed with this opinion in public schools. Nevertheless, teachers thought positively in private schools in comparison with teachers in public schools regarding sufficiency of the workplace environment and the reputation of the schools. Both the teachers in private and public schools expressed their opinion that their job gives them the chance to evaluate their performance and that they can achieve their aims while performing their duties; however, teachers stated that they were under stress while performing their duties in private schools.
Adeyinka and Ayeni (2007) in their paper wanted to study work motivation, job satisfaction and organizational commitment of library personal in Oyo state found that there exists a correlation between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative. No difference was observed in the perceived motivation of professional and non-professional library personnel. Moreover, findings also show that differences exist in the job satisfaction of library personnel in academic and research libraries, and that no relationship exists in the organizational commitment of library personnel based on their years of experience. The correlation that exists in this study among perceived work motivation, job satisfaction, and organizational commitment corresponds with (Brown and Shepherd, 1997) who reported that motivation improves workers' performance and job satisfaction. The result also agrees with Chess (1994), reported that certain motivational factors contribute to the prediction of job satisfaction. However, negative correlation between organizational commitment and work motivation as reported in this study may be a result of the fact librarians are not highly motivated by their deeply held values and beliefs regarding the development of a shared vision as put forward by Brown and Shepherd (1997). Tang and Liping (1999) report that a relationship exists between job satisfaction and organizational commitment, and Woer (1998) finds that organizational commitment relates to job satisfaction, which both support this result. Furthermore, Stokes, Riger, and Sullivan's (1995) report that perceived motivation relates to job satisfaction, commitment, and even intention to stay with the firm corroborates this present result. The second result obtained on this study was that no significant difference was observed in
the perceived work motivation of professional and non-professional library personnel.

Gyanmudra and Vijaykumar (2007) investigated the predictors of motivation and job satisfaction among rural development functionaries. To analyse the factors influencing motivation and job satisfaction, data from 352 Government employees representing five departments in two States, i.e., Tamil Nadu and Orissa, were collected. There was an in-depth interview with Government officials at various levels to get qualitative insights. The study indicated that there was no gender effect on motivation and job satisfaction. Caste and religion also, had no such effect. With respect to age, not much difference was observed across the different age groups. To find out the motivation level among the permanent and temporary employees, their mean values were compared and no striking difference was observed. Predictors of general job satisfaction were tested statistically for gender, job tenure, and current job. There is a common notion that monetary incentives enhance motivation but this was not so in the case of officials. The level of motivation and job satisfaction was analysed with respect to different layers of income holders. However, there was a significant difference in the motivation levels between the education departments of Tamil Nadu and Orissa. The remaining departments showed no variation in their levels of motivation. Job satisfaction can be improved if money is not the reason for working. However, this is not the case with most of the working people. Another way must then be found to intrinsically motivate them. This could be best achieved if the workers enjoy what they do and become wrapped up in their works.
2.4. Co-relation between Job Satisfaction and Performance

Joseph (2004) conducted a study to determine the level of teachers’ job satisfaction and performance. A sample of 120 teachers from ten private schools under Kottayam cooperative agency was included in the study. The results of the study showed high satisfaction and better performance among teachers. Regarding working conditions, while the teachers are highly satisfied with co-workers and satisfied with overall working conditions and Administrative style (relationship) of the Administrator, they are satisfied only partially with the present compensations. Regarding the job satisfaction, teachers are satisfied with the motivation given to them and they have a positive attitude to their job. They are satisfied with their performance in the present situation. The teachers of these schools find a high correlation of administrative style (relationship) of administrators, supportive co-workers, compensations, workload and overall working conditions with teachers’ performance and job satisfaction. They also find a high relationship of motivation, attitude towards work and overall job satisfaction with performance.

Nwachukwu (2006) This study reveals that job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the differences and relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. The survey results revealed that teacher related sources of job satisfaction seem to have a
greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

William (2007) examines the relationship between professional satisfaction and the efficiency of teachers. The factors that affect professional satisfaction are grouped into three categories:

1. Personal factors: They include worker’s sex, education, age, marital status and their personal characteristics, family background, socio economic background and the like.

2. Factors inherent in the profession: They include the work itself, working conditions, influence of internal and external environment on the job which are uncontrolled by management etc.

3. Factors controlled by the management: They include the nature of supervision, job security, kind of work group, wage rate, promotional opportunities, transfer policy, duration of work and sense of responsibilities.

The paper concludes with the following findings:

1. High professional satisfaction may lead to improved productivity, improved attendance and less professional stress.

2. Satisfied teachers tend to have better mental and physical health and learn new teaching related tasks more quickly.
3. The effect of professional satisfaction goes beyond organizational setting of the institution. When teachers are happy with their profession, their lives away from institutes will be better off. In contrast, dissatisfied teachers carry that negative attitude home.

4. Teachers working in open and autonomous climate were found to be having high professional satisfaction as compared to those working in a closed climate.

5. Attitudes towards teaching as a career and personality were positively related.

It may be concluded from the above literature that job satisfaction and performance are positively co-related. Motivating employees is a complex issue in every organization since needs and wants of people differs from business to business and industry to industry. Hence, factors that motivate employees can not be specifically stated. However, institutional infrastructure, welfare amenities, nature of job, job security, promotional opportunity, training programmes, pay and fringe benefits are some of the factors that affects motivation. Some researchers have classified these factors into personal factors and factors inherent in the profession where as some others grouped these factors into intrinsic and extrinsic factors. Frederick Herzberg concluded that job satisfaction and job dissatisfaction arouse from two separate sets of factors called hygiene factors (dissatisfiers) and motivating factors (satisfiers).

Consequent to the introduction of grading system in Kerala, considerable significance has been put on quality of teachers, quality of
learning and quality based outcome from education. This calls for a radical change in the working of teachers who needs to be highly motivated, well trained and job oriented. The level of motivation at work of teacher’s consequent to reforms is a matter that needs to be addressed. The current study is an attempt in that direction.