REVIEW OF RELATED LITERATURE

In order to undertake the research efforts in appropriate and meaningful direction and also to capitalize on the trends of previous research in the formulation of hypotheses, review of related literature related to the study had been presented in this chapter. The various factors affecting job satisfaction had been categorized into three sets of variables, namely, personal, professional and organizational. The relationship of job satisfaction with these variables had been reviewed by taking one category of factors at a time.

JOB SATISFACTION AND PERSONAL CHARACTERISTICS

1. Job Satisfaction and Age

Several researchers have studied job satisfaction in different age groups of the same occupations or across different occupations. Among the early attempts, Super (1939) found that satisfaction developed cyclically as older adolescents (20 to 24 years) tended to be satisfied with their jobs, young men (25 to 34 years) dissatisfied and older men satisfied with possible temporary decrease between the age group of 45 to 54 years. A review of 33 studies conducted by Herzberg et al (1957) revealed “U” shaped relationship between the workers morale and age. Specifically, it indicated that job satisfaction was high in youthful employees in the immediate period. However after sometime, interest in job dropped sharply within first few years and then began to climb as workers continued on their jobs. To explain this phenomenon, the investigator held that early satisfaction was due to the newness to the job. Dissatisfaction cropped up quite rapidly due to uncertainty and lack of seniority followed by satisfaction on account of security of job with the completion of probation period, independence in decision making and adjustment to environment.

Hulin and Smith’s (1965) findings, however, were not in line with the findings of Herzberg et al (1957). They agreed that there was a linear relationship between age and job satisfaction. Chen (1977) using factor analysis investigated job satisfaction amongst elementary, junior high school, senior high school and vocational school teachers (N = 495) using MSQ (Minnesota Satisfaction Questionnaire) scores. The study revealed that teachers in the age group of 21 to 25 expressed their greatest dissatisfaction and job satisfaction went up with increasing age. After the age of 45, the degree of job satisfaction decreased up to the age of 50 years and thereafter the level of job satisfaction went up again.
Using the data from longitudinal studies of the labour market, Manfort (1980) began with the premise that job satisfaction was a function not only of variations among jobs but also of differences among workers and found job satisfaction to be positively related to age. By taking a sample of 1035 subjects including engineers, salesmen, clerical workers, mechanists, assemblers and maintenance men, Larouche (1972) revealed that the age was one such variable which had the most significant and positive impact on the level of job satisfaction, which increased with the advancement of age. Schultz (1973) demonstrated a moderately high level of satisfaction in employees between the ages of 30 and 35, while employees in the middle and late twenties were relatively dissatisfied. Gilham (1976) examined the job satisfaction among female civil service workers. The workers over 30 years of age were significantly more satisfied with their jobs than workers who were 30 and under. Probing into the realm of co-relational studies, Glenn, Taylor and Weaver (1977) assessed the job satisfaction of full-time employed white males (N=1080) and females (N=461). Computations of zero order coefficient of correlation proved a positive association of job satisfaction with age.

Lavan (1979) investigated organizational climate, job satisfaction and professionalism in an emerging professional group of rehabilitation counselors. A co-relational analysis indicated a positive relationship between job satisfaction and age. As many as 4709 workers drawn from seven annual national swings of the USA assessed by Weaver (1980) also showed a positive association between job satisfaction and age.

In the educational setting, the result of researches concerning the relationship between job satisfaction and age are less consistent. Parker's (1974) analysis of data through stepwise multiple regression on a sample of 498 teachers from 24 schools of Virginia revealed a positive and significant relationship between job satisfaction and age. The relationship between needs reinforcer correspondence and job satisfaction was explored by Olson (1974) on randomly selected 99 education teacher coordinators working in Minnesota secondary schools. The statistical analysis revealed that age was significantly and positively related to job satisfaction. Putt (1976) investigated the relationship of institutional and personal variables to the job satisfaction of public administration professors at a state university (N=21). An invariate analysis applied to the data revealed a positive relationship between job satisfaction and age. The multiple co-relational techniques applied to judge
professional attitude, commitment and selected demographic variables as indicators of Home Economists (N=450) employment satisfaction by Huang (1977) yielded a positive correlation between job satisfaction and age.

To trace the relationship between the general intrinsic and extrinsic job satisfaction on a sample of 345 teachers and the selected demographic variables of sex, age, experience and qualification, Barber (1980) employed multiple regression analysis which found a positive relationship between job satisfaction and age. Sullivan (1981) also reported a significant correlation between job satisfaction and age of school administrators. Highlighting, the interrelationship among teachers voluntary absenteeism, eight personal demographic characteristics (age, year in service, marital status, education, sex, grades taught, association of activism and personal stress) and job satisfaction, the findings of Smith (1982) revealed that older teachers were more satisfied than younger ones. Using factor analysis, Pinchak (1983) focused his attention on the factors related to the job satisfaction of teacher coordinators in occupational work adjustment in Ohio, and also crystallized the point that older teachers were more satisfied than younger ones.

Probe (1971) found that age had a significant and positive effect on Job satisfaction. Bowling (1974) determined the relationship between the leadership behavior and morale of chief student personnel officers and job satisfaction of their departmental Heads (N=87). Using co-relational techniques, age was found significantly related to job satisfaction.

McCoy (1974) investigated that job satisfaction of 1100 elementary teachers of English, Mathematics, Science and Social Studies of secondary schools of Lousiana. A multiple classification of the analysis of variance determined significant differences among Mathematics, English, and Science and Social Studies teachers. Elderly teachers were significantly more satisfied than the younger ones. Cory (1974) also found that the highest mean of job satisfaction belonged to the 46-50 age groups and the lowest to the 31-35 age groups. A comparative attitudinal analysis of selected business teachers in Iowa public secondary schools concerning their current job satisfaction was done by Bempry (1975). Applying "F" test to the data of 240 teachers' results showed that older teachers were more satisfied than the younger ones. The job satisfaction mean score for the 40-49 age group was appreciably better than both the 20-29 age group and the 30-39 age group indicating that job satisfaction increased with advancement in age. The results of the analysis of variance employed
by Grochek (1979) for analyzing biological and organizational characteristics of college administrators (N=236), explained that teachers having 36+ years of age were more satisfied than the younger or below 35 years of age. Tripathi et al (1981) examined the role of socio-personal factors in the job satisfaction of randomly selected 65 male and 41 female higher secondary school teachers and found the job satisfaction score higher in the case of the 35+ age group than the 35–groups. In a study of the relationship of professional identification and personal characteristics in the job satisfaction of home economists, Terrill (1983), too, reported that job satisfaction increased with age. Dwivedi and Pestonjee (1975) also reported that age was the important factor which played a significant role in the determination of job satisfaction. Holdaway (1978) reported that both facet and overall satisfaction were related to age of the teacher. Kentle (1985) also found that age was significantly related to job satisfaction.

Richard and Dewhirst (1979) disclosed that age demonstrated a significant positive relationship with extrinsic satisfaction and there was no such relationship between age and intrinsic satisfaction. Godkin (1982) also found a positive correlation between the age of respondents and the level of expected satisfaction on their job.

Hull and Kolstad (1942) observed the results of several investigations and concluded that job satisfaction was relatively high at the start, dropped slowly to the fifth or eighth year, then raised again with more time on the job. The highest morale was reached after the twentieth year.

Sinha and Sharma (1962) and Anand (1972) observed a significant relationship between job satisfaction and age. Altimus and Tersine (1973) found that younger workers were significantly lower in satisfaction with work self, esteem, self-actualisation and total work satisfaction.

Mokry (1981) in a study found that the young female teachers begin their job with enthusiasm, hope and satisfaction and older female teachers end up with feelings of frustration, disappointment and dissatisfaction, whereas young male teachers begin their job with low or average feelings of satisfaction and end up with a somewhat better level of satisfaction.

Salch and Otis (1964) reported that job satisfaction increased up to 60 years of age and then declined in the terminal period of 60-65 years among the managers in different companies. Belasco and Alutto’s (1972) study indicated that the most satisfied teachers tended to be older teaching in the elementary school. Similar results
were obtained by Smith (1982) and Al-Khalid (1939). Birmingham (1985) also observed that teachers over 55 years of age and fewer than 25 were the most satisfied. Cohen and Brawer (1988) found that faculty members in their 20's and 30's are less satisfied, those in their early 40's have experienced stresses associated with middle-aged transitions, and those over 55 years of age have high level of satisfaction. Gibson and Klein (1970) revealed an increase in satisfaction with age over all tenure levels in their sample. They explained the age satisfaction relationship in terms of changing needs, a mellowing process and changing cognitive structures associated with age from their own studies. Siassi et al (1975) reported higher levels of job satisfaction in workers over 40 than in those under 40 regardless of the length of time they had been in the job. They explained this result by suggesting that there was an increase in coping capacity with age, perhaps as a result of greater stability, ego strength and similar factors. Glenn et al (1977) suggested that cohort differences may play a role in the age and job relationship, in particular the tendency of older workers to have less formal education than young adults. Their theory suggested that education had a negative impact on job satisfaction because increased education was associated with higher expectation such that a person may become dissatisfied with performing the routine tasks required of most jobs. Hamilton (1978) studied the age and job satisfaction relationship and stated that older workers were more satisfied than younger workers only because they have better jobs; better is defined in terms of what people themselves say is important in their work. Smith (2007) found that job satisfaction increased with age. Eighty six per cent of people questioned between 1972 and 2006 said they were content in their work and only 4 per cent were not satisfied. The study showed workers over 65 years old were the most satisfied while workers under 29 were the least happy in their work. He added that as people get older they move up the career ladder and get into better positions, many of the least satisfied younger people are in starter jobs. They were at the bottom of the ladder, lowest paid and doing the most basic work not the creative.

A survey by the Segal Company (2008), found that state and local public sector workers under age 40 focused more on career than their older colleagues and actively look for work elsewhere. The study found that the biggest drive of turn over for employees under 40 was dissatisfaction with career opportunities and job content. This suggested the importance of establishing and communicating career path
opportunities, work development and interesting work assignments to successfully recruit and retain younger employees.

However, Harlons (1981) study on the relationship between the perceived leadership behavior of pupil service administrators (179 school counselors, 47 social workers, and 54 psychologists) using the analysis of variance and Pearson product moment correlations showed age to be negatively related to job satisfaction. Even the results of Pyles (1984) research on non-certified food service personnel (N=247) fell in line with Harlon's, exhibiting the most satisfied workers as being under 40 years of age and the most dissatisfied belonging the over 50 age group.

Besides, evidence of no relationship between age and job satisfaction had been reported by Talbot (1975), who investigated the causes of job satisfaction and dissatisfaction among 386 industrial teachers in Suffolk County. Using the analysis of variance and Chi-square test, he concluded that age did not make significant differences in job satisfaction of teachers. Likewise, discriminant functional analysis and the multivariate analysis of variance employed by Oladebo (1979) demonstrated age as having no appreciable effect or influence on job satisfaction.

Studies conducted by Rao (1970), Pestonjee and Singh (1973), Anand (1977) also reported that there was no significant relationship between age and job satisfaction of workers. Surbida (1984) also observed that there was no significant relationship between principal’s age and rating of their overall job satisfaction.

Bowen (1980) sought to identify variables relating to teacher educators job satisfaction and determined the proportion of variance in job satisfaction scores as explained by these variables named, age, tenure, qualifications, rank and experience. No relationship could be established between job satisfaction and age. That the variable of age is not a significant factor in determining overall job satisfaction had also been confirmed by Funch (1981) and Davis (1981). Aljaidi (2008) studied secondary school head teachers’ job satisfaction in Saudi Arabia and revealed no significant differences between job satisfaction and age.

Thus, although a majority of the studies reviewed above established a positive relationship between job satisfaction and age, contradictory findings of a negative relationship and no relationship between the two are also available. This intensifies further research into the field.
2. **Job satisfaction and Intelligence**

It is difficult to say whether intelligence can be considered as such a source of job satisfaction. Satisfaction is greater if a person’s I Q is appropriate to the level of the skill required for his job and intelligent people are less satisfied doing repetitive work. Kriedt and Gadel (1953) reported a greater turnover in case of the most intelligent workers. Suhaer (1962) investigated morale in an educational setting using the incomplete sentence technique. The results showed intelligence to be negatively related to job satisfaction. Dull individuals displayed the least dissatisfaction in highly repetitive work but when the work became fairly complex, considerable dissatisfaction was manifested, stated Snow (1927). Using data from national longitudinal studies of the labour market, Manfort (1980) explored the effect of intelligence on job satisfaction. The conclusion drawn was that the more intelligent persons were the least satisfied. A factor analytical study conducted by Phutela (1980) on teachers however showed significant loadings contributed by intelligence towards job satisfaction.

Contrary to this, Ash (1954) and Kaur (1986) argued that no relationship existed between intelligence and job satisfaction. Saharan and Sethi (2009) studied mental ability of secondary school teachers in relation to their general awareness, attitude and teaching aptitude. The data was collected using teacher’s general awareness scale, teacher’s mental ability scale, teacher’s teaching aptitude scale and teacher’s attitude scale. These tools were administered on 600 secondary and senior secondary school teachers from 55 schools of Hanumangarh and Sri Ganganager districts of Rajasthan both from Government and non-Government schools situated in urban and rural areas. There was no significant difference in the general awareness on the basis of sex, area and age but non-government teachers have more general awareness than government teachers, and the teaching attitude and aptitude varied according to sex and age but types of institution and area had no effect on it. Male teachers had high teaching attitude but low aptitude than females. The teachers above 40 years had higher teaching aptitude and attitude than teachers below 40 years. There was a positive and significant correlation between variables, mental ability and general awareness and mental ability and teaching aptitude irrespective of age, sex and type of institution. There was no significant correlation between teaching attitude
and mental ability with reference to sex but there was positive and significant correlation with respect to age and type of institution.

The limited research evidence available in the field is also too conflicting. Intelligence contributes significantly to job satisfaction in stimulating, challenging and creative work, while it has a negative effect when the work is repetitive or mechanical. Here, too, the inconclusive findings leave scope for further exploration in the field.

3. Job Satisfaction and Socio-Economic Status

The limited research work done to investigate the relationship between socio-economic status and job satisfaction does not reveal any definite trend of the effect of socio-economic status on job satisfaction. Apparently, there is scope for further exploration to provide evidence to have definite conclusions.

The job satisfaction of 164 elementary teachers and 22 principals from 22 districts of New York was assessed by Merrill (1970). The results showed that teachers with a high socio-economic status score were more satisfied than teachers belonging to a low socio-economic status. In a study by Parker (1974) of 498 elementary teachers from schools selected out of 1241 schools at Virginia, a stepwise multiple regression analysis revealed socio-economic status to be a significant contributor to job satisfaction. On the contrary, Hulin's (1966) analysis of data on female clerical workers (N=300) from catalogue order establishments reported a negative relationship between satisfaction scores and the prosperity of the community.

Wheeler (1978) compared the socio-economic status and job satisfaction of male high school and community college graduates. A survey was conducted among 415 male associate degree holders from the 1965-1970 graduating classes of Quinsigamond Community College (Massachusetts) and approximately the same number of male high school graduates, of the same average age and academic ability, who had attended the same high schools but did not significantly pursue higher education upon graduation, in order to compare their socio-economic status and job satisfaction levels. Additional comparisons were made between all of the responding high school graduates and terminal associate degree holders and between these two groups and those who obtained bachelor's degrees after graduating from Quinsigamond, and with those who obtained a minimum of a master's degree. Findings indicated that Quinsigamond graduates exhibited significantly higher socio-
economic status and job satisfaction levels. In addition, 59 per cent of the responding Quinsigamond graduates had obtained a bachelor's degree and 15 per cent had obtained a master's degree. It was concluded that the associate degree alone had a significant impact on Quinsigamond's alumni, while providing opportunity for further education for a substantial percentage, and that it was probably the best educational bargain available in terms of its efficiency and practical effect upon the lives of the recipients. Kaur (1986) in her study of job satisfaction of home science teachers in relation to their personal, professional and organizational characteristics revealed that there is a strong association between socio-economic status and job satisfaction.

Sargent and Hannum (2003) with multivariate analyses of a survey of rural primary school teachers, principals and village leaders in one of China’s poorest provinces, investigated the role of individual teacher background, social environment and community factors as influences on three measures of teacher work satisfaction. Consistent with research elsewhere, results showed that better educated teachers were less satisfied and suggested that teachers may be more satisfied in schools with an organizational climate that supports collaboration and in communities where village leaders support education. Results also showed ambiguous effects of economic resources in the community and school; while timely payment of salaries and school expenditures were positively linked to teacher satisfaction, others indicators of socio-economic status of communities and schools such as village income per capita, contributions of the village collective to the school and teacher salary were negatively linked to teacher satisfaction.

4. Job Satisfaction and Life Satisfaction

Significantly job satisfaction and life satisfaction of teachers are very essential for sustained growth of educational systems around the world and they rank alongside professional knowledge and skills, competency and personality of teachers in genuinely determining educational success.

Sooch (2009) studied factors affecting life satisfaction of teachers. The main objective of this study was to see the impact of some variables namely, sex, level of teaching, subject of teaching, teaching experience, type of school management, location of school and marital status of school teachers on life satisfaction. The data collected from 600 elementary as well as secondary level school teachers with the help of life satisfaction scale having a five-point rating scale. The t-value calculated
between the mean values of different categories of teachers indicated that they did not have any significant influence on the life satisfaction of the teachers. It may be due to the reason that teachers who studied in urban area schools were more satisfied in their lives as compared to teachers who studied in rural area schools. It may be due to the reason that teachers who studied in urban area had more exposure, better facilities and better care during their schooling period.

Saveri (2009) studied relationship between job satisfaction and life satisfaction among B.T. Assistant Teachers in Trichy and Lalgudi educational districts with regard to gender, type of school, location of the school, discipline, marital status, monthly income and experience in teaching profession. The study was carried out on a sample of 300 B.T. Assistant teachers. The study revealed that there was significant association between job satisfaction and total number of years of experience in teaching. It can be stated that experienced teachers being in the profession for a longer time might have developed better awareness of their role as educators. When the teachers were happy with their work as educators, their lives away from school would also be better off while unsatisfied teachers carried the negative attitude home. Lee, Hwang, Kim and Daly (2004) studied Predictors of life satisfaction of Korean hospital nurses to identify the levels of work satisfaction, burnout and life satisfaction and the relative importance of negative and positive work outcomes (burnout and work satisfaction) in explaining the variance of life satisfaction of nurses. A cross-sectional co-relational design was used. A survey was undertaken with 194 nurses from general hospitals of 300 beds or more in southern Korea between May 1999 and March 2000. Paper and pencil self-rating questionnaires were used to gather information. Data was analyzed using descriptive statistics, Pearson correlations and multiple regressions. Korean nurses reported moderate levels of life satisfaction, with low levels of work satisfaction and high levels of burnout. Burnout explained more variance in life satisfaction than work satisfaction. Those who experienced higher personal accomplishment and lower emotional exhaustion and who were satisfied with their professional status and did not work at night reported higher life satisfaction. This study highlighted the relative importance of negative work outcomes on nurses' overall well-being. Strategies to reduce emotional exhaustion, to enhance nurses' personal accomplishment and satisfaction with professional status, and accommodate shift preferences for work scheduling were suggested. Many previous studies have reported a positive relationship between job or work satisfaction and life satisfaction.
of women school counsellors (Wright, Bennett and Dun, 1999; Iverson and Maguire, 2000; Heller, Judge and Watson, 2002; Sandberg, 2002). Cimete, Gencalp and Keskin (2003) studied quality of life and job satisfaction of nurses. The purpose of this study was to determine whether there is a relation between job satisfaction and quality of life (QOL) of nurses. The study was based on a sample of 501 nurses. The results demonstrated a positive correlation between job satisfaction and QOL. It was also found that job satisfaction and QOL scores of nurses showed a significant difference according to their age, economic level, marital status, duration of working life, and position at work.

Dolan and Gossellin (2000) general objective was to empirically test a reciprocal model of job satisfaction and life satisfaction while controlling for some social demographic variables. 827 employees working in 34 car dealerships in Northern Quebec (56 per cent responses rate) were surveyed. The multiple item questionnaires were analyzed using correlation analysis, Chi square and ANOVA. Results showed interesting patterns emerging for the relationships between job and life satisfaction of which 49.2 per cent of all individuals have spillover, 43.5 per cent compensation, and 7.3 per cent segmentation type of relationships. Results, nonetheless, were far richer and the model became much more refined when social demographic indicators were taken into account. Globally, social demographic variables demonstrated some effects on each satisfaction individually but also on the interrelation (nature of the relations) between life and work satisfaction.

As far as related studies on life satisfaction domain are concerned, most of the studies have been conducted abroad and are related to life satisfaction of sick, the elderly people, handicapped, nurses, industrial workers, employees or the retired persons. The more important section of education “The Teacher” had comparatively been neglected. Very few studies had been conducted on life satisfaction of teachers in India which are still in their embryonic stage. Consequently, the present study was designed to fill the gap.

**JOB SATISFACTION AND PROFESSIONAL CHARACTERISTICS**

1. **Job Satisfaction and Salary**

   Money in hand implies the capacity to buy things and fulfill monetary needs. This seems to cause a direct bearing of salary on job satisfaction. Bose (1951) asked 400 miscellaneous industrial workers to rank job factors, in order of importance to
them. Adequate earnings were perceived as a way of satisfying needs and were thus ranked at number one. The results of Ganguli's (1954 and 1964) efforts also lend support to the conclusions drawn by Bose. Probing into the relationship between needs reinforce correspondence and the job satisfaction of 60 persons randomly selected from 94 education teacher coordinators belonging to Minnesota secondary schools, the result of Olson's (1975) study showed a significant positive relationship between salary and job satisfaction. Anjaneyulu (1968) found that inadequate salary was one of the most common causes for dissatisfaction among school teachers.

Those who were working under financial incentives had better job satisfaction than those who were under no such incentives (Pestonjee, 1971). These findings laid support to Ganguli’s (1964) prediction that for the present and in the foreseeable future, money will remain as an important incentive for Indian workers.

In this age of materialism and run-away inflation man’s worth is judged by the size of his bank balance according to Mishra (1972). Thus, economic factors tend to overshadow all others. A radical improvement in the economics status will do much to attract and retain good teachers. Shaver (1977) observed that the biggest contribution among journalism graduates to job dissatisfaction was low salary.

In the same line, Schmidt (1976) concluded that salary was highly dissatisfying to the administrators when it was not effectively present.

Rogger (1953) also found that the major dissatisfaction was inadequate salary, and factors related to the disproportionate number of women in the teaching staff.

It is very unfortunate that the scales of pay of teachers are lower than other categories of employees who possess similar or even lower qualifications, experience and responsibilities, observed Perumal (1969). He added that such a disparity promotes an unhealthy and undesirable competition and as a result, teachers become disgusted and dissatisfied lot.

According to Brown (1973), “An incentive is an objective goal which is capable of satisfying what we are aware of subjectively as a need, drive or desire”. So monetary incentive or financial need or drive is one of the most primary motives of work. Blum (1956) and Blum and Naylor (1968) stated that in most of the studies financial incentives were found to be the most effective determinants of job satisfaction.
Count (1978) conducted a study on public school teachers and found that inadequate salaries and the narrow salary range between beginning and retiring teachers were among the principle reasons for leaving the teaching profession.

Eckert, Stecklein and Sagan (1959) administered a questionnaire to 706 college faculty members and found that ‘low salaries’ was quoted as one of the three most common reason for job dissatisfaction. Anand (1972) also found that salary was significantly related to job satisfaction.

From a study on a nationwide sample of 4000 fully employed males, Weaver (1974) found that there was a strong positive relationship between job satisfaction and income. Greene (1973) found that pay caused satisfaction and increased the correlation between job satisfaction and pay. Orpen (1981) suggested, from an experimental study, that it was the absolute amount received under the different schemes, viz., continuous reinforcement conditions (CR) and production-partial reinforcement conditions (PR) and production arbitrary reinforcement condition (AR), rather than their distinguishing characteristic (nature) which determined the employee satisfaction with it.

Surbida (1984) indicated that overall, Principals responded that they were satisfied with their jobs and their salaries. In Kentle’s (1985) study income was rated highly important by 54 per cent of the respondents; however, only 36 per cent were satisfied with their income.

Stitt (1980) drew attention to the relationship of selected personal attributes and job satisfaction among 120 business teacher educators as measured by the MSQ. The analysis established the predictor variables- salary level and prior teaching experience contributed significantly to the canonical correlations.

In Oni's (1980) factor analytic study on lecturers of the university of Lagos, four clusters of job aspects emerged as significant factors influencing job satisfaction, namely, characteristics of work, characteristics of the individual work, atmosphere and supervision, the characteristics of work atmosphere including salary as one of the important factors. Othman (1980) tested the differences in the job satisfaction of primary and secondary teachers (N=1521) of urban, semi-urban and rural schools, with respect to various teacher characteristics. Using cross tabulations, factor analysis, he found salary and professional advancement to be significant factors associated with job satisfaction.
Probing further beyond the realm of correlational studies, a few research efforts, used discriminant analysis. Ohnesian (1975) on a sample of 402 student personnel workers and using the chi-square test found salary appreciably related to job satisfaction. Boucher (1977) assessed the job satisfaction and expectations of 150 distributive education graduates by employing the "F" test and Chi-square test, thus finding support to Ohnesian’s claim. Windley (1980) results indicated that teachers with high salaries were more satisfied than teachers with low salaries. Assad (1984), while studying the job satisfaction of women teachers also found salary significantly related to job satisfaction.

In another study, the relationship between the need for responsible work and job satisfaction among 296 new college graduates who were put to test by Stintzi (1970) revealed a slight departure from the above mentioned results. He found that satisfaction was not attained by paying the worker more, but it was related to utilizing his ability or priority of work. Khan (1975) suggested that it was the function of the state and the society to see that every teacher had adequate salary according to his status, his qualifications and his culture in order to lead a simple, contented and cheerful life. Lowman (1984) pointed out that awards were a common method of giving public recognition but they were, too, scarce for everyone who deserved them. In view of the important responsibilities entrusted to the teachers and the difficulties and problems faced by them, the Government of Pakistan was trying its level best to keep the teachers satisfied as long as their emoluments and social status in the community are concerned, but the real situation could be revealed by a scientific survey, a sample of 300 teachers was equally drawn from male and female teachers. An interview schedule was tested on 20 teachers to remove errors or omissions if any before finalizing it. Then the respondents were interviewed individually with the help of an interview schedule for gathering relevant information from them. The study revealed that majority of the respondent’s college teachers neither felt secure nor were satisfied with their social status, chances of promotion, and fringe benefits being presently provided to them. In the light of above conclusions, it was suggested that the government should make all possible efforts to satisfy the teachers as recommended by various Commissions on Education and the provisions of National Education Policies promulgated from time to time in the past. If the element of dissatisfaction is mitigated, then the talented persons are likely to be attracted towards this profession in comparatively large numbers.
Siddique, Malik and Abbass (2002), determined teacher’s level of job satisfaction in Faisalabad City. The main objective of the study was to determine the degree of job satisfaction of the college lecturers regarding their salaries, chances of promotion, fringe benefits, security of service and social status. The analysis of the data obtained from 300 randomly selected college lecturers revealed that majority of the respondents were not fully satisfied with the existing pay scales, security of service, chances of promotion, fringe benefits and social status. The Employee Satisfaction and Retention Survey (2009) determined that employers estimated that 77 per cent of their employees were satisfied. However, only 65 per cent of the employees were actually satisfied. The age of an employee also affected their level of satisfaction. Younger employees reported the lowest job satisfaction rates. Inadequate compensation was one of the top reasons that employees left a job. Other prominent reasons that why individuals left their job, were insufficient recognition and inadequate development opportunities. Ololube (2006) revealed that job satisfaction and motivation were very essential to the continuing growth of educational systems around the world and they ranked 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 seemed 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.

However, teachers on their part argued that the existing salary structure, benefits and working conditions did not satisfy their basic needs as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They felt that Nigeria’s economy was not properly balanced, hence, their demands. The teachers’ argument was in line with Adams’ (1963) Equity Theory of Motivation. Adams’ Equity Theory called for a fair balance to be struck between employees’ inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees’ outputs (e.g., salary, benefits, and intangibles such as recognition). Bhandari and Patil (2009) studied job satisfaction of women teachers working in primary and upper primary schools of Gulbarga City. The study found that a few of the women teachers were facing certain problems such as lack of coordination and
cooperation in the workplace. Majority of these teachers were satisfied with their work, job and salary. But they pointed out that they have not got recognition for the job and work done.

But there are a few instances where it can be observed that the influence of pay on job satisfaction is insignificant. According to Mayadeb (1972) salary was not the main factor which men, working in different positions as engineers, medical representatives and clerks, wanted from their jobs. Butler (1961) and Ramakrishnaiah (1980) reported no difference in the level of satisfaction among different salaried groups.

Although the empirical trend of evidences has led researchers to visualize the fact that salary was significantly related to job satisfaction, a few efforts have still been made to depict a factor analytic picture of this relationship and more so to denote salary as a potential predictor of job satisfaction. Thus an attempt in this direction based upon the factor analytic and regression approaches will be worthwhile.

2. Job Satisfaction and Experience

In dealing with the length of service, Herzberg et al (1957) highlighted the point that workers began with a high morale, which dropped during the initial year of service and remained low for a number of years. As service increased, the morale tends to go up. They concluded that tenure bears a "U" shaped relationship to job satisfaction. Hulin and Smith (1967) did not confirm Herzberg's results. Their data exhibited a linear relationship between experience and job satisfaction.

Almost every company employees a large number of persons who after several years with the company feel that advancement or salary increase have not been forthcoming with sufficient regularity and that they are working at a dead-end job. The effect of this is to cause a perceptible decline in the prevailing level of job satisfaction during the several years following the start of employment. The level of job satisfaction appears to increase again after six or seven years and reaches a maximum for workers who have remained with a company for about 20 years (Hull and Kolstad, 1942). This is undoubtedly due to the fact that the most dissatisfied employees have sought other employment either voluntarily or involuntarily. In addition, employees who have been encouraged to remain with the company for as long a period as 20 years have probably been provided with the kind of incentives that lead to feelings of job satisfaction.
According to Siegel (1969), job experience is related to satisfaction in a rather interesting fashion. As one might expect, new employees tend to be relatively well satisfied with their jobs. This ‘honeymoon’, however, terminates after a period of time unless the worker feels that he is making a rather steady progress towards the satisfaction of his occupational and social needs. Bowling (1974) attempted to exhibit the relationship between the leadership behaviour of students’ personnel officers and the job satisfaction of their departmental heads through correlational techniques. The study confirmed a significant and positive relationship between experience and job satisfaction.

Dwivedi and Pestonjee (1975) found that job satisfaction increased with increasing experience up to a period of 10 years and after that it starts going down. Hodgetts (1975) observed that the level of job satisfaction increased for both Negro and White professors as years of employment at the institutions increases.

Weinroth (1977) indicated that experienced teachers, over 55 years of age, with older children, had lower motivation and higher job satisfaction in the intrinsic area compared to (1) the young, childless inexperienced teachers, and (2) older, experienced teachers with pre-school children wanted less work, pressure and were less satisfied with the amount of pressure on the job than older, experienced teachers with school aged children. Lewis (1982) also found that teachers who had continuous experience in the current school were more satisfied than the others.

While studying job satisfaction among Chinese teachers, Chen (1977), too, found a significant and positive relationship between teaching experience and job satisfaction revealing the fact that teachers began with low job satisfaction which tended to increase as teaching experience increased. In factor analysis and canonical correlations computed by Still (1980) on data of 120 business educators, experience emerged as a significant contributor to job satisfaction. Likewise, an appreciable relationship between experience and job satisfaction was revealed in study of 120 administrators of Madison and Wisconsin school districts by Sullivan (1981) and Sinatra (1982) on 350 industry safety professionals. The two-way analysis of variance applied to the data of 192 teachers by Arcom (1983) showed that faculty members with fewer than 10 years of experience were less satisfied than teachers with more than 10 years of experience. The significant and positive relationship between experience and job satisfaction also got support from Amirtash (1983); Kaur (1986) and Saveri (2009).
Evidence of failure to locate any significant change in job satisfaction as the result of experience was also available. Cory (1974) made an attempt to test job satisfaction amongst 362 vocational teachers by employing the analysis of variance and observed no difference in the job satisfaction score with change in experience. Bowen (1980) collected data on 100 teachers educators and concluded that they did not differ in their levels of job satisfaction with tenure using correlations and a stepwise regression analysis in the data of secondary school teachers. Haywood (1980) also found no relationship between experience and job satisfaction. Pinchak’s (1983) investigation of the factors behind job satisfaction among 449 teacher’s coordinators resulted in no significant mean differences in job satisfaction between groups classified on length of teaching experience. Similar results have been reported by Mace (1971), Schleiter (1972) and Woznik (1973).

But Rao (1970) found that there was no association between job satisfaction and experience. Anand (1977) and Ramakrishnaiah (1980) in their studies pointed out that the years of experience by teachers had no role to play in the determination of job satisfaction. No significant relationship existed between the number of years served as a principal and rating of subjects and their overall job satisfaction (Surbida, 1984).

Studies in general, however, seems to suggest only that as the individual gained experience, he becomes more satisfied with job due to independence in decision making, responsibility, awareness and increased capability of adjustment to the environment.

3. Job Satisfaction and Qualification

Hamlin (1966) pointed out that there was a significant difference in the degree of job satisfaction among groups of teachers possessing different personal characteristics, notably education. In the following year, Kapoor (1967) investigated job satisfaction amongst 462 factory workers and found that more educated persons were more satisfied than less educated ones. Williamson and Kavas (1970) asked 34 female clerical workers to rank 10 job characteristics from Herzberg’s model. The result suggested that the female groups with college education ranked motivators for self actualization as significantly higher than female clerical workers who did not have college education while assessing the job satisfaction of 322 workers, Rao (1970) found that the higher the educational level, the more was job satisfaction. While making use of correlation technique, Bowling (1974) confirmed the point that
education was positively related to job satisfaction. It was also supported by the study of Kaur (1986). Still (1980) determined the relationship between selected personal attributes and the job satisfaction of 120 business teacher educators using canonical correlation and pointed out the existence of an appreciable positive relationship between the two variables—education and Job satisfaction. Oni (1980) applied factor analysis to the data of the lecturers at the University of Lagos and revealed that lecturers holding high degrees were more satisfied than those with lower degrees.

Principal and background variables relating job satisfaction to ESL, student achievement in secondary schools were explored by Villiafane (1981) who reported significant and positive relationship between age, education, and experience and job satisfaction. Rachna (1981) worked on the job satisfaction of 114 home science teachers working in Delhi and highlighted the point that post graduate teachers were more satisfied than graduate teachers. Sinatra’s (1982) results (on a sample of industrial workers) also fell in the line with Rachna. Varley (1973) assessed job satisfaction amongst 436 teachers and found that graduates from teachers colleges were relatively more satisfied with their work than less qualified teachers. Sagol (1979) tested job satisfaction of National Defence Academy faculty members (N=120) by using the analysis of variance and product moment correlation. He, too, found that higher the level of education, the higher was the level of job satisfaction.

Rao (1970) found that there was significant relationship between job satisfaction and education level of individuals. Carrell and Elbert (1974) in a study on postal clerks found that the educational qualification of the employees was one of the significant determinants of job satisfaction. The teachers with Bachelor degrees were more satisfied with their work situation than those who had master degrees, particularly in the areas of supervision and co-workers (Weiner, 1981). Teachers with master or higher degrees were more critical of the profession environment (Smith, 1982). Al-Khaldi (1983) found that employees with higher educational levels were less satisfied with their salary than those with lower education levels and hence lesser job satisfaction.

Ali and Khan (2004) in their study found females to be more satisfied than males but Gakhar and Sachdeva (1987) found males to be more satisfied than females. The result might be interpreted that the greater degree of job satisfaction among female teachers was also because of their higher educational level. The postgraduate teachers had job security and enjoyed all sorts of benefits. On the other hand, female
part time teachers were purely temporary and can be terminated at any moment from the job. Hence, they were feeling a sense of job insecurity that might led to low degree of job satisfaction. In case of part time teachers, hygiene factors were main contributors of job satisfaction of teachers. Here, it cannot ignore the Taylor's (1911) assumptions that money is the sole motivator because part time teachers were low paid and sharing the same responsibility as the postgraduate teachers. The non Ph.D. teachers showed significantly greater degree of job satisfaction in comparison to the teachers having Ph.D. degree. The result might be attributed to motivational factors of Herzberg et al. (1959) as achievement, recognition, advancement, work itself, possibility of growth and responsibility that having positive effect on job satisfaction of teachers. On the other hand, highly qualified teachers lacking the possibility of growth, advancement and such other factors at school level, hence they were less satisfied with their job. Job satisfaction of employees was the most important factor for the growth and development of any organization. It was suggested that the school administration should take suitable measures to increase the level of job satisfaction of teachers to improve the teaching.

Ali and Akhtar (2009) attempted to ascertain the job satisfaction of senior secondary school teachers as a function of gender, job status and the level of education. The results revealed that the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers. Secondly, postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers and thirdly, teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

McDonald and Gunderson (1974) reported that job satisfaction was negatively co-related with the subject’s level of education and this was further substantiated by Chen (1977); Futterman (1979); Sinha and Aggarwal (1971) and Padmawati (1995).

A non significant relationship had been found between the education and job satisfaction in certain studies. Hoppock (1935) took a sample of 500 teachers from 51 Urban and Rural communities in the north eastern part of U.S.A. to estimate their job satisfaction on four attitude scales. The survey revealed that education was not related to job satisfaction. Sinha and Sharma (1962) explored attitude and job satisfaction amongst 100 Indian workers without finding a significant relationship between education and job satisfaction. The results of studies conducted by Weaver
(1974); Ghosh and Shukla (1967) and Sinha and Nair (1965) also fell in line with those of Sinha and Sharma (1962). Gierach (1981) studied the job satisfaction differences among 109 technical college science graduates by employing “t” test and Pearson product moment correlations. He, too, did not find any significant relationship between education levels and Job satisfaction.

A majority of studies reviewed above, however, established a positive relationship of education with job satisfaction. Findings of a negative relationship or no relationship are nonetheless prevalent. Thus, it becomes difficult to make a cogent statement about the relationship between job satisfaction and qualification and this justified further research in the field.

4. **Job Satisfaction and Professional Growth / Development**

Teachers’ professional growth/development refers to the process that encourages and enables them to acquire the set of knowledge, skills, values and behaviour which are essential for them to perform their various expected professional courses in the classroom, school and society, besides enabling them to update their knowledge. Therefore, in the era of globalization, teachers should be competent in order to make their students competent towards the global market. To be effective teachers, they have to attend various seminars, workshops, conferences, orientation and refresher courses to improve their knowledge and teaching skills.

Kaur (1988) in her studies reported that in-service education and training significantly contributed to the development of professional competence of social studies and mathematics teachers as related to process variables that were, teaching effectiveness and educational awareness of teachers and structure variables – that were teacher attitude and rigidity or flexibility of teachers. Gupta (1990) reported that the majority of women teachers belonged to higher socio-economic background than the men and they perceived that they were not very successful in their teaching job although it was chosen voluntarily by them. Most of the women teachers mainly restricted their activities to within their departments and a larger proportion of male teachers had higher professional involvement in comparison to women teachers. A study by Tapodhan (1991) reported that area and caste; area and qualification; caste and qualification as well as sex, area and caste; sex, area and qualification had significant interaction effect on professional attitudes. Naik (2006) studied an interaction effect of selected demographic variables of college teachers on their
A sample of 150 college teachers working in 12 pre-university colleges, were administered the professional development scale. The study revealed that (i) the male and female teachers working in colleges did not differ significantly in respect of their professional development; (ii) the male and female teachers working in colleges with urban and rural background differed significantly in respect of their professional development; and (iii) the male and female teachers of urban and rural background working in colleges with maximum and minimum teaching experience did not differ significantly in respect of their professional development.

The studies of impact of orientation and refresher courses by Menon and Phalachandra (2001), Rajashekar and Chandar (2002) and Rastogi (2002) revealed (i) the level of usefulness in up-gradation and advancement of updating and advancement of knowledge, helpful for the revision of syllabus, helpful for the motivation of teachers towards better teaching skills, useful for the motivation of teachers towards research gained in terms of quantity and quality of knowledge and information, level of professional inspiration from the refresher courses; (ii) predicted orientation and refresher courses should aim at benefiting the teachers by improving their professional abilities with the topics directly related to teaching, research, and general topics for the up-gradation of knowledge.

Choudhary (2007) studied professional awareness vis-à-vis job satisfaction of college and university teachers in Assam with regard to institution, qualification, experience, type of management of college, and location of college. The study revealed that there was no significant relationship between professional awareness and job satisfaction of university and college teachers in general. The experienced teachers being in the profession for a longer period of time might have developed better awareness of their profession and it was of no concern whether or not they were satisfied with their job. On the other hand, being new recruits, the less experienced teachers felt insecure in their job and tried to internalize and intellectualize the values of the teaching profession and dedicated themselves to the service their profession stands for. The study had established a significant positive relationship between professional awareness and job satisfaction of the government college teachers which might be due to the fact that they were exposed to different professional growth and activities and enjoy perks, promotional and retirement benefits resulting in better job satisfaction. But this had not been the case with Aided college teachers, who even
being aware of their profession did not derive satisfaction out of their jobs because of irregular payments of salaries, lack of proper avenues for professional growth, lack of retirement and pension benefits etc.

The study also revealed no significant relationship between professional awareness and job satisfaction of the college and university teachers. However, it was found that there existed a significant relationship between these two variables in case of less experienced, urban and government college teachers. This might be attributed to the fact that professional awareness was an individual’s personal trait, and therefore, did not significantly related to teachers place of work, grade and qualification, etc. This result was corroborated by the studies of Shelat (1973), Lamonte (1986), Chukwuemeka (1990) and Panda (1998).

The limited research work done in the field of teaching profession do not reveal any definite trend of the relationship between professional development and job satisfaction leading to scope for further exploration into the subject matter.

**JOB SATISFACTION AND ORGANIZATIONAL CHARACTERISTICS**

1. **Job satisfaction and Organizational Climate**

Organizational climate played a significant role in promoting and achieving organizational objectives, academic achievements and satisfying work roles. Heller (1972) studied some possible determinants of job satisfaction in the educational setting. He reviewed Herzberg’s *et al* (1959) determinants, Maslows (1943) needs, Vroom’s (1964) individual differences, Adam’s (1965) equity theory and Smith’s (1963) frame of reference. There were three factors that seemed to influence job satisfaction, namely, the organization’s control, things under control of the informal organization and the organization’s group relations (Organizational Climate). Likert (1967), Farris (1969), Pritchard and Karasick (1973) also reported a positive relationship between organizational climate and job satisfaction. Treacy (1982) found that organizational climate was a main factor affecting job satisfaction. Kaur (1986) in her study revealed eight out of the eleven organizational characteristics, namely, disengagement, hindrance, esprit, emphasis, thrust, consideration, initiating structure and total leadership behaviour as major correlates of job satisfaction. Palmer and Carole (1995) made an attempt to determine the aspects of organizational climate that promoted and enhanced job satisfaction, to determine the degree of job satisfaction among health occupations program directors in Florida community colleges, and to
recommend changes that community college senior administrators can make to
improve job satisfaction and performance of health occupations program directors.
Program directors completed a questionnaire that included six institutional and five
position characteristics by rating and ranking the characteristics as to their general
importance, their personal satisfaction with them, and need for improvement on their
own campuses. The questionnaire was mailed to all 130 health occupations program
directors in Florida community colleges with two or more health occupations
programs with a 71 per cent rate of return. Health occupations program directors in
Florida community colleges were middle level administrators of a diverse array of
programs and number of faculty members supervised. The average respondents were
female, between 40 and 49 years of age, and held a master's degree. Internal
communication was the institutional characteristic rated most important and second
only to political climate in need for improvement. Among the position characteristics,
participation in decision making was rated most important followed by professional
effectiveness. Salary and benefits and autonomy, power and control were most in
need of improvement. Overall, the health occupations program directors were
satisfied with their positions and campuses.

Bpong and Ahmad (1997) explored the usefulness of teacher perceptual data
in school organizational climate and job satisfaction research by a study of two
selected residential and two non-residential schools in Kuala Lumpur. Seven school
climate dimensions of mission and goal consensus, empowerment, student support,
affiliation, professional interest, resource adequacy and work pressure were assessed
by seventy teachers from residential schools and sixty four teachers from non
residential schools. Comparisons of school climate in the selected residential and non
residential schools revealed statistically significant difference on six dimensions,
namely, mission and goal consensus, empowerment, student support, affiliation,
professional interest and resource adequacy. Teachers in the selected residential
schools perceived more positive school environments compared with teachers in the
selected non-residential schools.

The selected schools teachers’ job satisfactions were determined by two
separate measures of facet specific and facet free job satisfaction. Comparisons of
teachers’ facet specific job satisfaction in residential and non-residential schools
revealed no statistically significant difference on teachers’ intrinsic, extrinsic and
social satisfaction. Nevertheless, comparisons of teachers’ facet free job satisfaction
in residential and non residential schools revealed statistically significant difference on all the five global measures of occupation satisfaction, occupation expectation satisfaction, present job satisfaction, re-entry and optional retirement decision. Teachers in residential schools were found to be more satisfied with their facet free overall job.

Mela (2002) examined women higher education administrators' job satisfaction levels and the relationship between their job satisfaction and perceptions of and satisfaction with the organizational climate. A total of 186 useable surveys were returned from women administrators employed at five colleges and universities in the U.S. southeast and northeast. The survey, combining two existing instruments, assessed job satisfaction along three scales (Minnesota Satisfaction Questionnaire-short form), organizational climate perceptions and satisfaction along 14 dimensions (Organizational Climate Questionnaire), and beliefs about advancement opportunities. The study revealed a number of significant associations between job satisfaction and the organizational climate. Women higher education administrators' report good levels of intrinsic job satisfaction but only moderate levels of extrinsic job satisfaction. While this group characterized all 14 organizational climate dimensions as important, they report dissatisfaction with each. The dimensions with the highest dissatisfaction ratings include conflict management, reward system, equity, commitment/morale, and planning/decision-making. Women higher education administrators' extrinsic job satisfaction was found to be strongly associated with the organizational climate, as was intrinsic satisfaction although to a lesser degree. Extrinsic job satisfaction was predicted by satisfaction with the climate for career development, communication, conflict management and reward system. Intrinsic satisfaction was predicted by satisfaction with the climate for planning/decision-making, conflict management and career development. The organizational climate dimension career development and a non-organizational climate variable, belief in equal opportunities for advancement within the institution, exhibited strong relationship with all aspects of women higher education administrators' job satisfaction. The findings revealed that women higher education administrators' dissatisfaction with the organizational climate overall, and underscore the importance of the climate for career development. Equally important were the findings about advancement opportunities. Both factors affected women higher education administrators' job satisfaction, which may influence attrition as well as individual and organizational effectiveness.
Kumar and Giri (2007) examined the relationship among organizational commitment, climate, and job satisfaction. Scaled-down versions of Organizational Commitment Questionnaire, Organizational Climate Questionnaire, and Job Satisfaction Survey Scale were used to collect data from 380 respondents at junior, middle, and senior management levels in different organizations across the country. Correlation analysis reveals the positive correlation among job satisfaction, organizational climate, and organizational commitment. Multivariate analysis further revealed that the organizational climate works as the mediating variable, enhancing the relationship of organizational commitment with job satisfaction. They concluded that job satisfaction, along with organizational climate, played a vital role in retaining the employees by enhancing their commitment towards the organization. Apparently, job satisfaction level was related to organizational climate and it was found a significant factor in determining the job satisfaction of the individual.

2. Leadership Behaviour and Job Satisfaction

Pelz’s (1951) finding suggested that the effect of consideration dimension of leadership behaviour on job satisfaction depended upon the amount of influence exercised by the supervisors on his subordinates. Kahn and Katz (1953) reported consistent relationship between certain pattern of supervising behaviour and a worker’s satisfaction. The findings of research by Foal (1955) also confirmed the conclusions reached at the University of Michigan- a stern attitude of the supervisors went together with lower satisfaction of the workers. Fleishman et al (1956) explored the relationship between the consideration dimension of the leadership behavior of foreman and the satisfaction of the subordinates and found both variables positively related. Their results were later confirmed by Seeman (1957). Bowling (1974) focused his attention on determining the relationship between the leadership behavior of 87 chief student personnel officers and job satisfaction of their departmental heads. The results revealed a positive relationship between the two variables studied. Investigation of engineering teachers done by Indersen (1974) showed that both dimensions of leadership behavior (initiating structure and consideration) were significant predictors of Job satisfaction.

Washington (1975) also found job satisfaction highest in college academic department when the chairpersons’ leadership style was high on both dimensions of leadership behavior. Harlon (1980) studied the relationship between the perceived leadership behaviors of administrators and job satisfaction of their subordinates. As
many as 179 school councilors, 54 psychologists and 47 social workers comprised the sample. Significant effects upon job satisfaction were located for both consideration and initiating structure and the effect of consideration appeared to be stronger. De Vault (1983) focused his attention on the job satisfaction of 270 teachers and principals of secondary schools in Virginia. Both leadership style and teacher morale were analyzed as single constructs and in terms of individual dimensions of factors a significant positive relationship was found between leadership style and teacher morale.

No significant relationship was found by Espy (1976) between teachers’ job satisfaction and their Principals leadership style. Gangulong (1981) investigated the leadership behaviour, maturity levels and the job satisfaction of 151 elementary teachers. While studying the Job satisfaction of 137 physical educators, Amirtash (1983) reported no significant relationship between leadership style and Job satisfaction.

Both initiating structure and consideration dimensions of leadership behavior had been found to have a significant effect upon the Job satisfaction of subordinates. Although the effect of consideration has been found to be stronger than initiating structure (Harlon 1980) there was still ample scope left for further exploration.

Riffat-un-Nisa (2003) designed to test the path-goal theory of leadership in an educational setting and investigated the relationship among leadership of degree college principals, selected organizational and personal characteristics, and faculty job satisfaction, acceptance of leader and job expectancies. The moderators tested in three-way interactions included task structure, role ambiguity, stress, need for autonomy, need for achievement, perception about ability and locus of control. Leadership style was defined in four dimensions, (directive, supportive, participative, and achievement-oriented) and was measured by the leader behavior items. Subordinates satisfaction was measured by the Job Descriptive Index. Job Expectancy I (effort leads to performance) and Expectancy II (performance lead to rewards) were also examined by Job Expectancy scale. The measuring instrument comprising 149 items was administered to teachers. An instrument consisting of 29 items about role ambiguity and stress was administered to the principals. Response was received from 854 lecturers and 138 principals who were randomly selected. Measure of all four path-goal leader behaviors, seven moderators, and all nine subordinate outcomes were
obtained. Correlation analysis indicated that leadership styles were positively related to job expectancies and negatively related to acceptance of leader and job satisfaction. There were no differences between male and female respondents on any dependent measure. The new variables stress, had negative significant correlation with acceptance of leader and job satisfaction. Majority was satisfied with their work on the job, supervision, coworkers and job in general; but was dissatisfied with their pay and the promotion policy. Regression analysis indicated that only experiences and length of service under current principal had significant effect on acceptance and satisfaction. MANCOVA was used to know the moderating effect of situational variables on the relationship of leadership style and subordinates outcome controlling the effect of role ambiguity and stress of the principals. Findings indicated that the environmental factor and subordinates characteristics differentially affected subordinates outcomes relationship with the four leader behaviors. The support for the theory was limited. Only 19 of the 36 three way interactions were according to the predictions of theory. Kaur (1986) conducted research on 245 randomly selected Home Science Teachers to find their job satisfaction and its relation to personal, professional and organizational characteristics. In the light of result of Product-moment correlation, Factor Analysis and Regression Analysis pertaining to personal, professional and organizational characteristics and job satisfaction, she concluded that total leadership behavior appeared as correlates of job satisfaction.

Kuoppala et al (2009) found that leadership seemed to improve job satisfaction and job well-being as well as decrease sickness absenteeism. But the relationship between leadership and job performance is unclear. Apparently, leadership played an important role in affecting employee engagement and employee performance.

The review of various studies undertaken revealed that very little work was done in the field of job satisfaction in relation to personal, professional and organizational characteristics in respect of college teachers. Moreover, the studies did not reveal any definite trend in relationship of various factors such as age, intelligence, socio-economic status and life satisfaction with the job satisfaction of college teachers.

The lot of research was undertaken to study the relationship between various factors such as salary, qualification experience and professional growth with job satisfaction but the findings did not come to the conclusive decision. Similarly, there
was in conclusive decisions regarding relationship of organizational characteristics such as organizational climate and leadership behaviour with job satisfaction of college teachers. Apparently, there is ample scope for further exploration into the theme to have better understanding and definite conclusions.

The purpose of this review was not to present details of voluminous literature. Only a few studies had been described. Most of the literature referred, touch the problem in general. The constructs in the studies referred to need not have been defined and measured in the same manner as they have been in this investigation. Besides, the setting and objectives of different studies vary greatly. Finally, the literature lack in indication of which factors are better predictors of job satisfaction than others.

Workers may be very satisfied with one aspect of their work, while being indifferent to another aspect, and even dissatisfied in respect of yet another aspect. This could be one of the reasons why teachers were willing and prepared to stay in their profession, despite discomfort and a desire to stop teaching.

All the foregoing findings and discussions highlighted the value of gaining insight into job satisfaction factors amongst teachers so as to begin to find ways to remedy the apparent situation that prevails within the teaching profession. The present investigation was an attempt to determine some of these factors amongst college teachers of Punjab.