CHAPTER II

CONCEPTS AND REVIEW OF RELATED LITERATURE

The general purpose of this study is to document job satisfaction of teaching faculty. The primary goal of this chapter is to review and summarize literature that is relevant to the understanding job satisfaction among teaching faculty. Definition of job satisfaction history and theories of job satisfaction are discussed, and selected job satisfaction theories are reviewed. Studies exploring job satisfaction of teaching faculty are also addressed, with specific focus being placed on job satisfaction variables specific to teaching faculty in the Arts and Science Colleges.

DEFINITION OF THE JOB SATISFACTION

“To begin a discussion on job satisfaction, one might logically begin with a definition. According to Webster's Dictionary (1986), job satisfaction refers to how well a job provides fulfilment of a need or want, or how well it serves as a source or means of enjoyment. Job satisfaction is defined more specifically in the literature, and several theorists have generated their own workable definitions.

Of those researchers, Robert Hoppock is perhaps the most widely cited, although others have emerged with definitions reflecting more current theoretical underpinnings of job satisfaction. Some of the versions use the terms job attitudes, work satisfaction, and job morale
interchangeably, which may explain the lack of a standardized job satisfaction definition.”

Within the literature, Hoppock (1935) offered one of the earliest definitions of job satisfaction when he described the construct as being any number of psychological, physiological, and environmental circumstances which lead a person to express satisfaction with their job.”

Wexley and Yukl (1984) stated that job satisfaction is influenced by many factors, including personal traits and characteristics of the job. To better understand these employee and job characteristics and their relationship to job satisfaction, various theories have emerged and provided the vital framework for future job satisfaction studies.”

“According to Martin and Schinke (1998) Observed that Extrinsic factors are external job related variables that would include salary, supervision, and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction levels.”

“As O’Driscoll and Randall, (1999) observed later theories focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one’s satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings, and include factors such as recognition, advancement, and

responsibility. These factors have been strongly linked to job satisfaction.”

“According to Brown, (1998) early traditional theories suggested that a single bipolar continuum, with satisfaction on one end and dissatisfaction on the other, could be used to conceptualize job satisfaction. Later revisions of the theory included a two-continuum model that placed job satisfaction on the first scale, and job dissatisfaction on the second.”

All the above definition about the job satisfaction has described fulfill the need and wants can be helpful to obtained job satisfaction. Hoppock (1935) specifically said that three factors are helpful to indentify the job satisfaction that is psychological, physiological and environmental.

Whereas Wexley and Yukl (1984) observed that there are many factors influenced job satisfaction even that personal traits and job characteristics are most important to determinant of the job satisfaction.

Martin and Schinke (1998) has inferred that job satisfaction can be understand only by the extrinsic factors like salary, working condition, supervision etc. O’Driscoll and Randall, (1999) has brought to the new paradigm shift and introduced one more word is called job satisfaction and dissatisfaction and they argued that both may existed in the organizational setting

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HISTORY OF THE JOB SATISFACTION RESEARCH

For almost one hundred years, employee job satisfaction has been targeted by research. The origin of these studies dates back to at least 1911, “when Taylor began to study employees and their job duties to develop better ways to train workers.”\(^{27}\) Seven years later, the interest in job satisfaction had clearly arrived when

Edward Thorndike examined the link between work and satisfaction in the *Journal of Applied Psychology* in 1918. Some experts in the field suggest that the study of job satisfaction can be traced back to almost 200 years, when the industrial revolution had begun to blossom in the United States. However, these initial studies were focused on maximizing worker productivity and the data was often muddled with vague constructs such as “morale” which provided little conceptual clarity and results that were marginally useful.

According to Bruce & Walton by 1927, the study of employee’s positive or negative reaction to their jobs had fully begun to take hold when Elton Mayo first studied the effect of lighting at the Western Electric Hawthorne Works in Chicago.” These studies showed that lighting had little connection to worker productivity, creating the fundamental groundwork for future studies that asked about other factors that may have an impact on employees.

The Hawthorne Studies continued until 1932, and in the five-year interval, the research widened to include factors such as temperature, fatigue, breaks, and working hours. Mayo’s work may seem marginally relevant to job satisfaction today, but he discovered that the mere act of

studying workers and providing them with more attention increased their motivation and productivity. Mayo had stumbled upon the essence of human motivation, marking a new era of humanistic job satisfaction research, and revolutionizing the research and theories of job satisfaction.

Bravendam Research Incorporated, (2002) has found that the Job satisfaction studies continue to emerge, and the results are often valued for both humanistic and financial benefits. When employees are satisfied, they tend to care more about the quality of their work, they are more committed to the organization, they have higher retention rates, and they are generally more productive."²⁸

Spector (1997) suggests that job satisfaction data is helpful in evaluating the emotional wellness and mental fitness of employees and that organization can use the information to improve departmental policies and practices where dissatisfaction is expressed. Training programmes at higher learning institutions also value the research for evaluating their practices and addressing areas of dissatisfaction with practicing professionals in the field."²⁹

According to Merchant (1983) the practice of school psychology also began to emerge in the late 1800’s, as Dr. Lightner Witmer studied morally and mentally deficient children in the Cattell psychological laboratory."³⁰ “Cutts (1955) found that his studies prompted him to approach the American Psychological Association

(APA), to advocate a “new profession” in the field of psychology. Witmer’s vision of psychological experts in the schools became a reality in 1899, when the Chicago Public Schools first employed psychologists. New York, Cincinnati, Pittsburgh, and St. Louis all followed suit, and in 1915, Connecticut hired the first official “School Psychologist.”

**Merchant** in his early years of school psychology described that practitioners were mainly used to administer individual intelligence tests for the mentally disabled. Although the occupation would evolve considerably over the next one hundred years, this aspect of the career would become the most enduring element of the job.

“**Fein (1974)** had observed that the growth and development of special education programmes and services would have a major impact on the field of school psychology, as students with disabilities would be identified and placed in special classes. These assessments and placements were often mandated by state boards, as were other standards of practice for school psychologists.

In the 1950’s, the therapeutic element of the job would emerge as juvenile delinquency was on the rise, and schools were viewed as critical preventive agencies. School psychologists set their sights at understanding the emotional needs of students, and psychoanalytic methods and treatments were often employed. With the more expanded and challenging job responsibilities came a need for standardized training programmes and job qualifications.

This was the aim of the Thayer Conference of 1955, and the “**New Directions in School Psychology Conference**” in 1964. Both

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concluded that school psychologists need to be aware of and address the broader societal issues, utilizing clinical, research, learning-theory, and consultation skills.”

“According to Smith (1984) within the last 25 years, governing bodies have become heavily involved, with legislation identifying more and more areas of disabilities that must be served by the schools. Well-trained school psychologists became frustrated with their heavy assessment responsibilities, and most desired to diversify their roles to include consultative and direct interventions with students.” As school psychologists expressed more and more dissatisfaction with their roles within the school system, job satisfaction studies in the field began to emerge.

“According to Anderson, Hohenshil & Brown (1984) completed one study on the job satisfaction of school psychologists in 1982. This research surveyed a nationwide sample of school psychologists and found that 85 percent of surveyed National Organization of School Psychologists (NASP) members were satisfied or very satisfied with their jobs.”

“Brown (1998) replicated the study ten years later, with results again showing that 85 percent of practicing school psychologists who were members of NASP was satisfied or very satisfied with their jobs. Both studies used a modified version of the Minnesota Satisfaction

Questionnaire (MSQ), and on both the 1982 and 1992 studies, respondents were satisfied with 18 of the 20 subscales of the MSQ.

THEORIES OF JOB SATISFACTION

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks seem to be more prominent in the literature. The first is content theory, which suggests that job satisfaction occurs when one’s need for growth and self-actualization are met by the individual’s job.

The second conceptual framework is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one’s expectations and values. The third conceptual group includes situational theories, which proposes that job satisfaction is a product of how well an individual’s personal characteristics interact or mesh with the organizational characteristics. Each of the three theoretical frameworks has been explored and reviewed by countless scholars and researchers, and the purpose of this chapter is not to provide an exhaustive review of job satisfaction theories. Instead, a highlight of the main theories and theorists from each framework will be offered, to provide clarity, relevance and direction to this study of job satisfaction

CONTENT THEORIES

While discussing human needs, growth, and self-actualization, one cannot look far before finding Abraham Maslow and his “hierarchy of needs”. (Maslow’s, 1954) traditionalist views of job satisfaction were

based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food, and shelter were identified.

The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love. The fourth tier incorporated self-esteem needs and recognition by one’s peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction.

According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs.

Building on the theories of Maslow, Frederick Hertzburg (1974) suggested that the work could serve as a principal source of job satisfaction. His approach led to the above mentioned two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on a second. Hertzberg’s theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as “motivators” and “hygiene”. The motivators are intrinsic factors that influence satisfaction based on fulfilment of higher level needs such as achievement, recognition, and opportunity for growth.
The hygiene factors are extrinsic variables such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will be dissatisfying. However, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their job, motivators are present, but removing the motivators does not automatically lead to dissatisfaction.

Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job’s ability to fulfil one's higher level needs of self-actualization. Hence the two continuum model of Hertzberg’s Motivator-Hygiene theory.

**PROCESS THEORIES**

Process theories attempt to explain job satisfaction by looking at expectancies and values Gruenberg (1979) this theory of job satisfaction suggests that workers’ select their behaviours in order to meet their needs. Within this framework, Adams’ (1963) and Vroom, (1982) have become the most prominent theorists. J. Stacy Adams’ suggested that people perceive their job as a series of inputs and outcomes. Inputs are factors such as experience, ability, and effort, while outcomes include things like salary, recognition, and opportunity.

The theory is based on the premise that job satisfaction is a direct result of individuals’ perceptions of how fairly they are treated in comparison to others. This “equity theory” proposes that people seek social equity in the rewards they expect for performance. In other words, people feel satisfied at work when the input or contribution to a
job and the resulting outcome are commensurate to that of their co-workers.

**Vroom's (1964)** theory of job satisfaction was similar in that it looked at the interaction between personal and workplace variables; however, he also incorporated the element of workers’ expectations into his theory. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur.

Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of outcome. Salary also has significance beyond monetary value and the potential to acquire material items, **Gruenberg (1979)** notes that it is also an indication of personal achievement, organizational status, and recognition.

Vroom’s theory also goes one step further to incorporate an individual’s personal decision making within the workplace. **Vroom (1982)** explained that employees would choose to do or not do job tasks based on their perceived ability to carry out the task and earn fair compensation. To illustrate and clarify his ideas, Vroom generated a three-variable equation for scientifically determining job satisfaction. Expectancy is the first variable, and this is the individual's perception of how well he or she can carry out the given task. Instrumentalitity is the second variable of the equation, and this refers to the individual's
confidence that he or she will be compensated fairly for performing the task. Valence is the third variable, which considers the value of the expected reward to the employee. In Vroom’s formula each variable is given a probability value, and when all three factors are high, workers will be more satisfied and have more motivation. If any of the factors are low, work performance and employee motivation will decline.

SITUATIONAL THEORIES

The situational occurrences theory emerged in 1992, when Quarstein, McAfee, and Glassman stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job.

The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

MEANING OF THE TERMINOLOGY

Teaching faculty

The teaching faculty consists of all persons with an appointment to the faculty with one of the following academic ranks: instructor/Lecturer, assistant professor, associate professor, or
professor. Part-time teachers, adjuncts, and assistant instructors, although members of the teaching staff are not members of the teaching faculty.

**Self Financing College**

It is an organization or College having or generating enough income to finance itself.

**Affiliated to University**

It means being joined in close association/attached to the University.

**Workplace conditions**

It covers nature of the management, decision making opportunity, discharge of routine work, interpersonal relation, parental care and parent support, students attitude and involvement and students behaviour.

**Compensation**

It covers salary, allowance, other benefits and rewards and awards.

**Infrastructure Facilities**

It related to infrastructure in terms of physical environmental, Infrastructure in terms of general, Infrastructure in terms of Lab/Library and infrastructure in terms of teaching aids.
Professional Development

It covers professional development and higher studies, professional development and governmental program, professional development, seminars and conference and professional development and funding project and consultancy services.

REVIEW OF THE LITERATURE

JOB SATISFACTION IN GENERAL

There are various factors that should determine the job satisfaction of the employees. The researcher has presented the collection of the various

AGE

There is a strong belief among the researcher that age and job satisfaction are significantly correlated “Mixed evidence exists in the literature concerning the relationship between age and Job satisfaction Herzberg et al (1957) after an extensive review of job satisfaction literature, Concluded that the association is best described by a U-shaped function. Initially satisfaction is high, then decreases, and eventually, after hitting a low point, increases again with age.”36

“Saleh and Otis (1964) proposed a positive and linear function between age and job satisfaction until the preretirement period during which job satisfaction significantly declines. They attributed the increasing level of job satisfaction to the general adjustment to life, and

the Decreasing level of job satisfaction to a decline in health and an obstruction of channels for self actualization and psychological growth.”

“Hulin and Smith (1965) indicated that job satisfaction increases in a positive linear fashion with respect to age. As workers grow older, they tend to be more satisfied with their jobs. Older workers have lower expectations than younger workers, and they tend to be better adjusted to the work situation.”

“Quinn et al (1974) claimed that older workers are more satisfied with their work because they move into better work or more desirable positions across their careers.”

“According to Pearson and Seiler (1983, p. 36) “this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting.” Several demographic, institutional, and personal factors have been shown to impact job satisfaction levels for faculty members. A large number of researchers have used a combination of variables such as gender, ethnicity, job achievement, nature of work, salary, collegial relationships, and rank and tenure to study their impact on faculty job satisfaction.”

“Doerin et al (1983) there has been many investigations into the relationship between age and different forms of job satisfaction.

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Significant variations across age are commonly found, with older employees tending to report higher satisfaction than younger ones.  

“Clark, (1993) observed age differences in overall job satisfaction are greater than those associated with gender, education, ethnic background or income.”  

“Spector (1997, p. 26) suggested two reasons why job satisfaction might increase with age. (i) Better benefits such as pension, rewards and pay, could increase satisfaction.(ii) Spector stated that, “people adapt to the job by adjusting their expectations to be more realistic, so that they are happier with less as they get older.”  

GENDER  

“Herzberg, Mausner, Peterson, and Capwell (1957) observe that "the comparison of job attitudes between men and women is of less interest than a study of the effects of the societal roles of men and women on their attitudes toward jobs." They suggested that the job attitudes of the sexes depend essentially on the same determinants, but that the determinants vary in the intensity of their effects.”  

“Hulin and Smith (1964) maintain that if sources of correlated bias, such as pay, job level, promotional opportunities, and societal norms, are held constant or partially out, sex differences in job  

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satisfaction will disappear, and they (Hulin and Smith, 1965) caution investigators "to draw distinctions between male and female." 

"Gruenberg (1979) presented several reasons for the inconsistent results of the investigations concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men." 

"Nhundu (1994) found in his research that self-appraisals and role-clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe. An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers' supervisors. This could indicate that supervisors are not as well informed about the inner feelings, experiences and perceptions of an employee as they assume. Background variables such as gender, school level, and school size did not seem to be stable predictors of job satisfaction among Zimbabwean teachers. It also appears from this study that intrinsic, rather than extrinsic factors played an important role as precursors to perceived job satisfaction among this population of teachers." 

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Thompson and McNamara (1997) synthesized job satisfaction research findings published in the first 26 volumes of Educational Administration Quarterly. They reported that neither age nor gender was of value in the prediction of job satisfaction.\textsuperscript{48}

Smith, Smits, and Hoy (1998) recently also considered the issue of gender-related differences in job satisfaction for employees in small businesses. When the research team initially did not find differences in job satisfaction of men and women, they continued their investigation of the gender-related differences in job satisfaction considering the gender of the 13 small business owners. The results then indicated a significant difference. The most satisfied Females were employed in female owned and managed companies, with up to 25 employees. The most satisfied men were employed in male owned and managed companies, with 50 or more employees.\textsuperscript{49}

“A study by Ward and Sloane (2000), however, concluded that there are significant differences in job satisfaction levels based on the gender and disciplinary affiliation of faculty members. For female faculty members, they found that engineers were the most satisfied and social scientists were the least satisfied. For male faculty members, they concluded that social scientists had the highest levels of satisfaction and natural/physical scientists had the lowest levels. Although their study examined job satisfaction across gender and discipline, it was based on a sample of 900 academics at five Scottish universities more


than a decade ago. Disparity in pay across disciplines has also been shown to impact faculty job satisfaction.\textsuperscript{50}

“The majority of studies that focus on faculty satisfaction have explored the relationship between satisfaction and gender \textit{August and et.al ., (2004)} Most of these studies have found that male faculty members have higher levels of overall job satisfaction than female faculty members, particularly in terms of benefits and salary received.”\textsuperscript{51}

\textit{Okpara et al. (2005)} found that female faculty members in higher academic ranks expressed more satisfaction with their jobs than their male peers.\textsuperscript{52}

\textit{Bilimoria et al., (2006)} did not find any significant differences between male and female faculty members in overall levels of job satisfaction. They did observe, however, that male faculty members had almost three times the satisfaction levels of female faculty members when it comes to promotion opportunities.\textsuperscript{53}

\section*{EXPERIENCE}

“Hackman \textbf{and Oldham (1976)} suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further

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suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.\textsuperscript{54}

“According to Lawler (1977) work experiences have profound effects on both the individual employee and society as a whole. Furthermore, “the research evidence clearly shows that employees’ decisions about whether they will go to work on any given day and whether they will quit are affected by their feelings of job satisfaction.”\textsuperscript{55}

“Ball & Stenlund, (1990) has observed that Albania and South Africa, teachers experience and job satisfaction is highly correlated.”\textsuperscript{56}

“Kyvik, (1990), has inferred from this study that is Once included the control variables in our regression models, however, the results changed for engineering. In this field, assistant professors were more satisfied than associate professors while there was no significant difference in satisfaction levels of associate and full engineering professors. One possible explanation might be that junior faculty in engineering demonstrate higher levels of productivity when compared


with associate and full professors which could lead to higher satisfaction levels.”

Iiacqua et al.,(1995) analyzed factors that affect job satisfaction and dissatisfaction of faculty in higher educational institutions. Age was among the factors found to affect job dissatisfaction. Younger, less experienced faculty expressed more job dissatisfaction than experienced tenured faculty.”

Sari (2004) showed that the more experienced teachers have less job satisfaction than their less-experienced colleagues.”

EDUCATION

“Carrell and Elbert (1974) education a review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive for example, reported negative direct effects of education on job satisfaction. They concluded that younger workers, who have a higher level of formal education, may be dissatisfied with performing the routine tasks required in most jobs.”

“A study report De Santis and Durst (1996) compared job satisfaction among public and private-sector employees. They identified many similarities between the two groups, but one of the clear differences concerned the education variable. The expected negative

relationship between education and overall job satisfaction was much stronger for the private-sector employees than the public sector. DeSantis and Durst offered as a possible explanation that the private-sector individuals might be employed in unchallenging positions and might be experiencing larger gaps between expectations and realities.”

MARITAL STATUS

“Cetin et al.,(2006) have reported that marital status and children can also impact faculty satisfaction. The results of studies that explore the relationship between marriage and faculty job satisfaction have yielded mixed results. On the one hand, marriage has been shown to increase satisfaction levels for faculty members.”

“Cetin et al., 2006 among the non-work related factors that impact job satisfaction we found that married faculty members have higher satisfaction levels than unmarried faculty members in the sciences, social sciences, and health disciplines. This is a finding that supports previous results.”

TENURE

“Muncrief (1979) stated that since teacher education is a costly investment, if graduates do not remain in the profession, it would seem

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63 Ibid
beneficial to take steps to increase the tenure of teachers who are both successful and satisfied with teaching.”

“It is also possible, as evidence provided by Bedeian, Ferris, and Kacmar (1992) has shown, that tenure and job satisfaction are positively related.”

“De Santis & Durst, (1996) it is possible that an increase in job tenure can be associated with a decrease in job satisfaction.”

Tenured faculty members are more satisfied than untenured faculty within sciences, social sciences, and engineering, while the reverse is true for faculty in the health fields. It is difficult to directly compare this result with the previous study done by Adkins et al. (2001) (which found a positive correlation between tenure and job satisfaction) because their study did not account for disciplinary differences.”

“A study conducted by Bender and Heywood (2006) concluded that tenured faculty members have higher job satisfaction levels than untenured faculty members. Our findings by academic rank indicated that within the sciences, social sciences, and health disciplines, full professors were more satisfied than associate and assistant professors.”

“Ambrose, Huston, and Norman (2005) conducted a qualitative study to investigate faculty satisfaction and retention. The study focused on the faculty of a private university over a period of 2 years. Findings suggested sources of satisfaction or dissatisfaction clustered into areas such as salaries, collegiality, mentoring, and the reappointment, promotion, and tenure process of departmental heads.”

**DISCIPLINE**

“According to Olsen et al. (1995) has divided the variables that contribute to faculty job satisfaction into two main categories: (1) mediators and (2) triggers. Academic discipline served as a mediator in the model to predict faculty job satisfaction. Yet, Hagedorn did not find academic discipline as a significant predictor of job satisfaction. A similar result was obtained by who attempted to explain the job satisfaction of women and minority at a Carnegie Research I university. Disciplinary differences were observed in the amount of time expended by faculty in research and teaching, but discipline did not have an impact on job satisfaction levels.”

**ATTITUDES**

“According to Taylor (1970) Systematic studies about nature and causes of job satisfaction began in the 1930s, though the importance of the workers’ attitudes in determining their satisfaction and

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productiveness was recognized long before, for example by Taylor in 1912.”71

“Furnham, (1997) and Locke (1976) defined it as positive attitudes or emotional dispositions people may gain from work or through aspects of work.”72

“Research conducted under the rubric of organizational climate has had success in aggregating individual employees’ perceptions and investigating their relationship to both organizational-level and individual-level outcomes (Schneider, White, & Paul, et al., 1998). In addition, there are a handful of studies that have explored the relationship between aggregated employee job satisfaction attitudes and organizational (or unit-level) performance.”73

“In a unique study conducted by Harter et al. (2002), the authors conducted a meta-analysis of studies previously conducted by The Gallup Organization. The study examined aggregated employee job satisfaction sentiments and employee engagement, with the latter variable referring to individual’s involvement with as well as enthusiasm for work. Based on 7,939 business units in 36 organizations, the researchers found positive and substantive correlations between employee satisfaction-engagement and the business unit outcomes of productivity, profit, employee turnover, employee accidents, and customer satisfaction.

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More importantly, these researchers explored the practical utility of the observed relationships. For example, business units in the top quartile on the employee engagement measure yielded 1 to 4 percentage points higher profitability. Similar findings were found for productivity. Specifically, business units in the top quartile on employee engagement had, on average, from $80,000 to $120,000 higher monthly revenue or sales. Based on these data, it seems clear that aggregated measures of employee satisfaction and employee engagement are meaningfully related to business outcomes at a magnitude that is important to many (if not all) organizations.

In comparison to prior studies, the strength of Harter and his colleagues’ research is the large number of participants ($n = 198,514$), business units ($n = 7,939$), and firms ($n = 36$) included, thereby providing a level of precision and statistical power rarely found in scholarly (i.e., non-proprietary) research.”

“Velnampy (2008), in his study "Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka" concluded that job satisfaction does have impact on future performance through the job involvement, but higher performance also makes people feel more satisfied and committed. It is a cycle of event that is clearly in keeping with the development perspective. Attitudes such as satisfaction and involvement are important to the employees to have high levels of performance. The results of the study revealed that

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attitudes namely satisfaction and involvement, and performance are significantly correlated.”

FEELING /NEED/MOTIVATION

“According to Herzberg’s (1968) two factors theory looks at job satisfaction from a set of variables, which are motivators or satisfiers. The same theory uses a set of variables governing job dissatisfaction that of hygiene factors or dissatisfiers. In other words, these factors can be described as either intrinsic (such as feelings of accomplishment, recognition and autonomy) or extrinsic (such as pay, security and physical work conditions).”

“As Locke (1976) describes, differs from employee morale in two respects. Firstly, job satisfaction refers to a single individual and his/her job situation, whereas employee morale focuses more on how an employee relates to a sense of common (or group) purpose within an organization. Secondly job satisfaction more appropriately addresses past and present situations, while morale addresses feelings about the future.”

“According to Salancik and Peffer (1977), the need-satisfaction model suggests that persons have basic, stable, relatively unchanging identifiable attributes, including needs. Also, the model posits that jobs have a stable, identifiable set of characteristics that are relevant to those needs of individuals. Job attitudes and motivation are presumed to result from the association between the person’s needs and the job

characteristics. Thus, when the needs of the individual are compatible with the job’s characteristics, it is presumed that the person is satisfied and more motivated to perform the job. In other words, jobs that fulfill a person’s needs are satisfying and those that do not are not satisfying.”

“Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater is the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one’s feelings or state of mind.”

“Lester (1988), suggested that Teachers job satisfaction does not allow one to assume that satisfaction is directly and ineluctably tied to commitment.”

“Spector (1997) believes that job satisfaction “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job.”

“According to Pathik and Pestonjee (1997) the human behavior, people are more interested to work in those companies and service organizations from where they get mental satisfaction. Study found that

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politics-free work environment is significantly correlated to job satisfaction of employees.”

“*Weiss (2002)* argues that job satisfaction is an attitude; it refers to how content an individual is with his or her job. Job satisfaction is a relatively recent term in the Nigerian context since in previous centuries; the job available to a person was often predetermined by the Parents’ occupation.”

“A report issued by the *National Professional Teachers’ Organization of South Africa (2002)* highlighted the how teacher morale affects the job satisfaction it was observed that 38.2% had a negative morale towards job satisfaction.”

“*Shah & Shah (2008)*, in their study "Job Satisfaction and Fatigue Variables" concluded that relationship between fatigue and Job Satisfaction variables which were found to be significantly negative. The study also found that fatigue is negative predictor of Job Satisfaction.

The study is clearly indicative of different issues for Call Centre employees in Indian context. There are different ON THE JOB and OFF THE JOB FACTORS leading to dissatisfaction and fatigue for them which were explored in this study. If fatigue can be reduced and job

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satisfaction can be increased by various innovative and encouraging strategies.”

**WORKPLACE CONDITIONS**

“The importance of job satisfaction among the employees of organizations and institutions goes back to the second half of the 20th century, with the appearance of Maslow's theory (1954). Since then, researchers have given deep consideration to the matter and various analytical studies have been undertaken. The movement towards human relationships sheds more light on the importance of the morale and improvement of the work conditions for the employees of organisations and institutions aiming at increasing productivity.”

Some interesting findings have been reported by *Eckert and Stecklein (1961)* on job satisfaction of college teachers. Using open-ended questions they found that aspects related to the nature of the work (such as "association with students," "helping young people grow") and working conditions (such as "fine colleagues," "intellectually stimulating associations") constituted the major sources of satisfaction, whereas recognition was little mentioned as a source of satisfaction. The "very satisfied" teachers were more often found in four-year institutions than in junior colleges, tended to spend more time in research and writing, and were more likely than the "dissatisfied"

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85 Hardik Shah & Hiral Shah (2008), "Job Satisfaction and Fatigue Study", SCMS-COCHIN Journal managementhelp.org/person_wll/job_satisfaction.htm
teachers to mention the intellectual challenge and stimulation of the job as a major satisfaction."^{87}

“*A research report of Hill and French (1967) found that the sanctions employable by the department chairman in the area of effective interpersonal contacts which are likely to affect professors may contribute to the satisfaction of professors in the department.*"^{88}

“**Bachman** (1968) showed that the "effectiveness" of the dean in terms of his influence through personal qualities such as expertise and respect is significantly related to faculty satisfaction while faculty members would be less satisfied to view their own actions as deferring to the dean's legitimate rights and pressures by virtue of his position."^{89}

“It appears, then, that for academicians, the work or role activity itself can partly account for their satisfaction. Perhaps academic work provides an opportunity for developing a sense of self-worth or self-actualization which is intrinsically gratifying.

Thus, in a study of occupational goals of the academic world and of the business world, **Goodwin (1969)** found that professors assigned the greatest importance to having the kind of work that "gives me a chance to develop my own special abilities" followed by "helping other people." Business executives, while also placing greatest importance on developing special abilities, considered having a chance "to get to the top" second in importance. Further, college professors clearly showed a

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^{89} Bachman, J. G. "Faculty Satisfaction and the Dean's Influence: an Organizational Study of Twelve Liberal Arts Colleges." *Journal of Applied Psychology,* 52 (February, 1968), 55-61.
de-emphasis of monetary reward which to the business executives is a symbol of success.

Thus, academia and business represent two rather different worlds with different occupational orientations. Professional values and self-conceptions apparently play an important part in the work of academicians. It has been observed that the social organization of academic faculties centres on the ideals of professional expertise and the collective collegial pattern. Indeed, the implications of a collegial structure, in terms of mutual influence in interpersonal interactions, have been found to be related to the satisfaction of academicians."90

"Barnowe (1972) has observed that Working conditions and the individual's perceptions of his or her success and the internal-external feedback one receives from his or her performance all have some effect."91

"Cohen (1974) followed Herzberg's example by using the critical incident method to question 222 community college instructors from twelve colleges to relate aspects of their work that led them to feel satisfied and aspects that led them toward feelings of dissatisfaction. More than two thirds of the group indicated that they gained satisfaction from student learning or from interaction with students, and nearly two-thirds related administrative, collegial, and/or organizational difficulties

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91 Barnowe, J.T. (1972) The relative importance of job facets as indicated by an empirically derived model of job satisfaction. Survey Research Center, University of Michigan, Ann Arbor.
as leading to dissatisfaction. The study supported the Herzberg’s two factor theory.\textsuperscript{92}

“Edwin A. Locke’s Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. An early form of job satisfaction theory held that all elements of one’s work environment contributed in additive fashion to the total job satisfaction which one realized.”\textsuperscript{93}

“Friedlander (1978) analyzed job satisfaction data of two-year humanities faculty and non humanities chairpersons. In general, participants were satisfied with their jobs but expressed some dissatisfaction with working conditions. Other findings of Friedlander’s research included that a general job satisfaction measure was relatively independent of a specific work-activity satisfaction measure and that the general measure was a better predictor of the desire to remain at the college than the specific measure.”\textsuperscript{94}

“Benoit and Smith, (1980) studied demographic and job satisfaction characteristics of Florida community college faculty. The term “faculty” included not only full-time and part-time Instructors, but also administrators, counsellors, librarians, and media support people. The two main reasons given for satisfaction were related to enjoyment of teaching and associating with and helping college-age students.


Dissatisfaction was expressed with ill-prepared or unmotivated Students. Overall, 95% of the faculty was either satisfied or very satisfied.⁹⁵

“Sweeney (1981) define teachers’ satisfaction in terms of the discrepancy between actual opportunities in the environmental and teachers’ performance for those opportunities. He found that teachers’ satisfaction was related to teachers age, with older teachers expressing more satisfaction than younger teachers, students ability levels etc.”⁹⁶

“A study report of Bacharch and Mitchell (1983) has pointed out that within the educational context the importance of the reality of teachers and their attitudes towards their jobs came at the cost of studying the importance of the reality of other employees in the educational context, such as head teachers and supervisors.”⁹⁷

“Diener (1985) elicited faculty judgment about their jobs and stressors and job satisfaction and dissatisfaction. Student achievement, their own intellectual growth in a discipline and the world of ideas, working under flexible and relatively autonomous conditions, and association with stimulating peers contributed to job satisfaction. Job conditions (equipment and facilities, inflexible teaching schedules), personal conditions (lack of recognition, heavy teaching load), salary,

red tape, and student and colleague apathy presented reasons for job dissatisfaction.  

Judith Kleinfeld et al., (1986) studied The Job Satisfaction of Alaska's Isolated Rural Teachers with their work life'. This study examines the sources of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska. These teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that inter-organizational relationships with the district office cause them more stress than cross-cultural relationships with the students and community.

In many isolated rural schools, high teacher turnover erodes the quality of education rural students receive. Hartrick, Hills, arid Wallin found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later.  

Judith Kleinfeld et al., (1986) A recent study of teachers in rural Alaska found that majorities have taught at their present schools less than two years. Since the sources of teacher dissatisfaction depend on the specific conditions of the schools in which they teach, research on rural teachers' satisfaction with their work life should describe with some care the particular community and school context.  

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100 Ibid
Judith Kleinfeld et al., (1986) points out that most teachers in rural Alaska work in isolated Eskimo or Indian villages of a few hundred residents. While a handful of these communities are on the highway system, most are accessible only by light aircraft. These small communities offer few of the amenities teachers can take for granted elsewhere. While some school districts or communities provide modern teacher housing, in others teachers must rent cabins or plywood shacks.\textsuperscript{101}

Judith Kleinfeld et al., (1986) the conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated Native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district office was unexpected.\textsuperscript{102}

\textquote[Ashton & Webb (1986)]{Ashton & Webb (1986) Pointed out that, It is difficult to imagine that teachers satisfaction would not somehow translate into important effects in the teaching/learning process, Indeed, teachers “enthusiasm” has in the past been used as a simple index of teaching effectiveness.}\textsuperscript{103}

\textquote[Savicki and Cooley (1987)]{Savicki and Cooley (1987) investigated work environment factors associated with burnout in mental health professionals. Work environments associated with high burnout were those that required adherence to work through restriction of worker freedom and that deemphasized planning and efficiency. Higher levels of burnout were

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\textsuperscript{101} Ibid \\
\textsuperscript{102} Ibid \\
\end{flushleft}
also associated with vague job expectations, extensive rules and regulations, and minimal support of new ideas and procedures. Conversely, low levels of burnout were associated with environments in which employees were dedicated to their work, co-worker relationships were encouraged, and supervisory relationships were supportive.”

“A study report of Cherniss & Kane et al.,( 1987) brings out the Characteristics of the job such as pay, promotion, supervision, working conditions and relationships with co-workers have been shown to be components of job satisfaction.”

“According to Bryk & Driscoll (1988) if teachers are dissatisfied with their work lives and lack commitment to their organizations, not only will they suffer, but their students will suffer as well.”

“The job satisfaction of employees in any organization, as Conley et al. (1989) have indicated, is regarded as a main component of the work environment and one of the main factors determining organizational climate.”

“Kennerly (1989) investigated the relationship among administrative leadership behaviours, organizational characteristics, and faculty job satisfaction in baccalaureate nursing programmes of private liberal art colleges. The existence of organizational behaviours such as mutual trust, respect, certain warmth, and rapport between the

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dean/chair and the faculty member was a predictive factor in the development of nurse faculty job satisfaction.”

“In research conducted by, amongst others, Esterhuizen (1989), on the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvement. Factors influencing job satisfaction among white teachers covered a broad spectrum, and included intrinsic as well as extrinsic factors.”

According to “Konicek’s (1992), random sample included 204 faculty members from 37 community colleges in Texas. The relationship between diversity of workload and job satisfaction was assessed and identified as being not significant. Significant differences were discovered with respect to faculty perceptions of industrial training assignments. An increase in the number of negative statements concerning industry training assignments was accompanied by a decreasing satisfaction level with overall working environment.”

“Cranny, Smith et Stone, 1992 Concern for the quality of working life preoccupied social scientists for the past 50 years. It is no

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wonder that thousands of studies revolved around the concept of job satisfaction as a core concept of it.\textsuperscript{111}

\textbf{“Ostroff (1992),} studied a sample of 364 schools, investigated the relationship between employees’ attitudes and organizational performance. Ostroff found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as student academic achievement and teacher turnover rates. Across 12 organizational performance indexes, the magnitudes of the correlations between teacher satisfaction and performance ranged from .11 to .54, with a mean of .28. When the unique characteristics of the schools were statistically controlled for, teacher satisfaction and other job-related attitudes continued to predict many of the organizational performance outcomes. Results were strongest for teacher satisfaction; thus, organizations with more satisfied employees tended to be more effective than organizations with dissatisfied employees.\textsuperscript{112}

\textbf{“Ostroff (1992),} study indicates that satisfaction is an important social process factor that fosters organizational effectiveness. The major limitation of this study pertains to the nature of the study sample; all organizations were secondary schools. The extent to which similar relationships would hold for organizations in other types of industries (manufacturing, service, etc) and occupations cannot be determined.\textsuperscript{113}


\textsuperscript{113}Ibid
“A study report of **Tack & Patitu (1992)** has concluded that faculty satisfaction rates are important because dissatisfaction with any aspect of a faculty position can result in decreased productivity and quality of work.”\(^{114}\)

“Job satisfaction can be affected by the work situation. Any aspect of the job and employing organization is part of the work situation. Based on an extensive review of the literature, **Bruce and Blackburn et al.,(1992)**, identified challenging work, equitable rewards, supportive working conditions, and supportive colleagues as main determinants of job satisfaction as challenging work.”\(^{115}\)

“A study report of **Schneider, Gunnarson, & Wheeler, (1992)** the work itself is the factor that correlates most highly with overall job satisfaction.”\(^{116}\)

“A research report of **Bruce & Blackburn, et al.,(1992 )** was that Employees' preference tends to be jobs that let them apply their abilities and skills and embody a diversity of tasks, freedom, and performance feedback. This preference makes work mentally challenging. Challenge has to be balanced. Not enough challenge can lead to boredom, but too much challenge and employees experience frustration and feelings of

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failure. An appropriate level of challenge will cause feelings of pleasure and satisfaction.”  

“Bruce & Blackburn, et al., (1992) Supportive colleagues many individuals’ social need can be satisfied through their favourable interaction with both co-workers and managers at work. Sympathetic and helpful co-workers can increase employee job satisfaction. Managers who interact favourably with employees assist in solving problems are aware of employees’ challenges and are able to communicate effectively and provide constructive feedback periodically. These managerial behaviours can lead to increased job satisfaction for employees.”

According to “Konicek’s (1992) random sample included 204 faculty members from 37 community colleges in Texas. The relationship between diversity of workload and job satisfaction was assessed and identified as being not significant. Significant differences were discovered with respect to faculty perceptions of industrial training assignments. An increase in the number of negative statements concerning industry training assignments was accompanied by a decreasing satisfaction level with overall working environment.”

“Anna F.Lobosco and Dianna L.Newman (1992) studied ‘Teaching Special Needs Populations and Teacher Job Satisfaction’. Teachers' perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively

118 Ibid
predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect. Yet teachers' self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions. This has clear implications for urban school districts involved in massive mainstreaming efforts. Teacher preparation and the impending merger of general and special education are discussed.”

“Tack and Patitu (1992) performed a count of the number of articles indexed within the research databases ERIC and PsycINFO during the period of 1970–1992 on the topic of job satisfaction. They found that only 13.7% of all satisfaction articles were focused on faculty job satisfaction. Those factors include: school-specific factors like availability of material resources, teacher-students ratio, school environment, and school culture, prompt payment of salary, and feelings of successful teaching, among others. Interestingly, teachers have different factors that could influence their job satisfaction. For instance, prompt payment of salary might be an influencing factor to a teacher while school environment might be an influence factor to another. Job satisfaction has been demonstrated to be closely related to commitment, turnover, job performance, productivity and burnout.”

“Furnham (1992) pointed out that, according to the literature, job satisfaction factors are divided into three groups. These are 1) organisational characteristics focussing on issues such as reward, supervision, and decision-making practices, 2) specific aspects of the

job that include workload, autonomy, feedback and the physical working environment, and 3) individual characteristics concerning personal characteristics such as self-esteem and general life satisfaction.”

A study report of the “Barrett et al. (1992) Respondents were only somewhat satisfied with their teaching positions and least liked their promotional opportunities and workload and most liked student contact. Significant differences in Job Satisfaction were found between the university and college faculty across 9 of the 36 job characteristics. No significant differences in Job Satisfaction for each of the career patterns and the selected demographic variables between the university and college faculty.”

Several researchers Cano & Miller et al., (1992) imply that faculty with high job satisfaction would be innovative and motivated to develop an environment, which would be conducive for student learning.”

“A research report of (Choy et al., 1993) the satisfaction of public and private school teachers indicates that teaching in a private school is associated with greater job satisfaction on average. Similarly, elementary school teachers tend to be more likely to be highly satisfied with their working conditions than secondary school teachers.”

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“According to Organ and Ryan, (1995) there is even some evidence that job satisfaction positively influence organizational citizenship behavior.”

“Research conducted by Vander Westhuizen and Du Toit (1994) on the factors influencing job satisfaction among black female teachers in South Africa indicated that all the job satisfaction factors revolved around the teacher’s learners, her teaching, and her own security. It was apparent that she sought her job satisfaction within her classroom. Factors concerning her personal life and her relationships with colleagues were also accorded high priority, indicating that intrinsic factors played an important role in determining job satisfaction.”

“In another Australian study by Rice and Schneider (1994), participation in decision-making and autonomy were identified as contributing to job satisfaction. Both studies therefore ascertained that among Australian teachers, intrinsic factors seemed to play the primary role in job satisfaction.”

“A study conducted by Olsen et al. 1995 found that faculty members who expressed greater satisfaction with teaching are less likely to receive support and recognition from their peers in their department.”

“Clarke and Keating (1995) discovered that interaction with students was the most satisfying aspect for teachers, while lack of administrative support was the least satisfying aspect.”

“Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995) in the Transkei included positive relationships between teachers and principals, colleagues, learners, and parents; holidays; learners' results and achievements; and the fact that teaching is culturally considered to be a fine and challenging profession. This study therefore also seems to highlight the importance of intrinsic factors in determining job satisfaction among the teachers in the sample.”

“A report by Moody (1996) found a relationship between number of years teaching in the institution and satisfaction with the job, salary, and co-workers.”

“The study of Alarami(1998) approached the issue of the dimensions of job satisfaction from a different angle by including workload, promotion, financial reward, work challenges, work relationships, authority, and adequacy of resources.”

“McNamara and War, (1998) Job satisfaction can be influenced by a variety of factors, for example, the quality of one’s relationship with their supervisor, the quality of the physical environment in which they

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work, the degree of fulfilment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance.”

“Truell et al. (1998) determined that their study’s participants, full-time and part-time occupational-technical faculty, were satisfied with their jobs. Comparing satisfaction levels of ten satisfaction/dissatisfaction factors, which were based on Herzberg’s motivation-hygiene theory, part-timers experienced significantly higher satisfaction levels in the areas of policy and administration, responsibility, supervision, and working conditions. Of the four statistically significant different factors, supervision was the only one that might have been of practical significance. Approximately 9.79% of variance in supervision could be explained by the status of full-time versus part-time. Work itself reflected the highest level of satisfaction for both part-time and full-time faculty.”

“Huang (1999) pointed out that, Job satisfaction results from the balancing and summation of many specific likes and dislikes of employees experienced over a period of time through gaining more and more information about the workplace.”

“The study of Team (1999) includes another two dimensions; namely, work stability and educational supervision.”

“Syptak et al., (1999) concluded that satisfied faculties are inclined to be more industrious, inspired, and dedicated to their work.”

“In Botswana, Chimbmanda (1999) conducted research that focused mainly on teachers of English as a second language. Although the study did not measure the teachers’ job satisfaction per se, findings indicated that factors such as workload (including extra-curricular activities), class size and working conditions played an important role in determining whether the teachers in the sample found their job satisfying or not. In this study, the focus on job satisfaction precursors appeared to be more extrinsic in nature.”

“Judge and Church, (2000) Pointed out that, the work situation also matters in terms of job satisfaction and organization impact. Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet.”

“A study by De Frias and Schaie (2001) found significant differences in perceived work environment based on age, gender, and

occupation type. Employees aged 50-56 had the highest perceived autonomy, control, and innovation in the workplace. Men, in all occupation types but blue collar, tended to have a higher perception of the work environment. Lastly, employees in managerial positions had the highest perceived levels of autonomy, control, and innovation in the workplace. ¹⁴¹

“Liu (2001) reached a similar conclusion when she found that faculty members who spend a greater percentage of time on teaching (and less time on research) express greater dissatisfaction with their work.”¹⁴²

“The studies of Alroyali (2002) who found out that relationship with colleagues were considered by head teachers as a source of satisfaction.”¹⁴³

“Alomari. k(1992) reported that, determined the dimensions of job satisfaction to include six dimensions; namely, working conditions, relationships with educational administration, relationships with colleagues, social status, salary and advancement.”¹⁴⁴

“While De Nobile (2003) defined it as the extent to which a staff member has favourable or positive feelings about work or the work environment.”

“Alagbari (2003) who found out that the satisfying factors were salary, achievement, relationships with teachers, compatibility between qualifications, experience and work, social status and job security.”

“A study of faculty from the agricultural college at a large university in Ohio by Castillo and Cano (2004) used the Herzberg's theory and the Wood Faculty Satisfaction/ Dissatisfaction Scale (WFSDS) to explore the factors that explain job satisfaction. Their findings showed that the work itself was the most important factor that contributed to job satisfaction, with working conditions being the least important. However, they did report that all of the factors of the Herzberg's theory were moderately related to job satisfaction. The increase in enrolment and the demands placed on faculty by the community, hospitals, and the college to produce a larger number of nursing graduates appears to be affecting morale and overall job satisfaction.”


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Project--a project designed to address issues of teacher workload and job satisfaction."¹⁴⁸

“Butt, Graham & Lance, Ann (2005) The initiative was launched in 2002 by the Department for Education and Skills (DFES) to enable 32 pilot schools to explore ways in which they might restructure their working practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. Here we concentrate on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analyzed across the duration of the project, as are patterns of evening and weekend work. Teachers' views on job satisfaction are also analyzed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher workload, job satisfaction and work-life balance is explored within the context of the future modernization of the entire school workforce."¹⁴⁹

¹⁴⁹ Ibid
“A research finding of Freund and et al., (2005) has shown that job satisfaction is affected by organizational commitment, perceived organizational support, leadership behaviour, and level of education.”\textsuperscript{150}

Within the educational context, Crossman and Harris (2006) classified the factors that might affect job satisfaction into three general categories. These are: 1) environmental factors such as the work itself and the environment, 2) psychological factors such as personality, behaviour, and attitudes, and 3) demographic factors such as gender. One of the most significant factors affecting job satisfaction, especially in the educational context, is the work itself, which is highly associated with the characteristics of the structure of the educational organization.\textsuperscript{151}

“Jain, Jabeen, et. al. (2007), in their study "Job Satisfaction as Related to Organisational Climate and Occupational Stress: A Case Study of Indian Oil" concluded that that there is no significant difference between managers and engineers in terms of their job satisfaction and both the groups appeared almost equally satisfied with their jobs. When the managers and engineers were compared on organizational climate, it was found that both the groups differed significantly. Managers scored significantly high on organizational climate scale than the engineers indicating that the managers are more satisfied due to the empowerment given to them.”\textsuperscript{152}

“Gupta & Joshi (2008) concluded in their study that Job satisfaction is an important technique used to motivate the employees to work harder. It had often said that, "A HAPPY EMPLOYEE IS A PRODUCTIVE EMPLOYEE." Job satisfaction is very important because most of the people spend a major of their life at their work place.”

Brown, Forde, et. al. (2008), in their study "Changes in HRM and job satisfaction, 1998–2004: evidence from the Workplace Employment Relations Survey" examined that their significant increases in satisfaction with the sense of achievement from work between 1998 and 2004; a number of other measures of job quality are found to have increased over this period as well. It also finds a decline in the incidence of many formal human resource management practices. The paper reports a weak association between formal human resource management practices and satisfaction with sense of achievement. Improvements in perceptions of job security, the climate of employment relations and managerial responsiveness are the most important factors in explaining the rise in satisfaction with sense of achievement between 1998 and 2004. We infer that the rise in satisfaction with sense of achievement is due in large part to the existence of falling unemployment during the period under study, which has driven employers to make improvements in the quality of work.”

“Paloa spagnoli et.all (2011), their study examines the evolution of job satisfaction in a service organization over a six-year period. The following aspects affecting job satisfaction were examined:

153 Gupta K. Shashi & Joshi Rosy, Human Recourse Management, 2008, Pg (20.9 to 20.17)
management practices, rewards, work climate and the work itself. The main theoretical implication of this study resides in its contribution towards filling the literature gap on satisfaction with job aspects from a time perspective."^{155}

**COMPENSATION**

“Morse et al.,(1953) found that dissatisfaction can occur when a faculty member experiences inequities with pay based on discipline or the amount of work they accomplish.”^{156}

“Schaffer's (1953, p.3) interpretation of job satisfaction is one of individual needs fulfilment. Schaffer stated that “Overall job satisfaction will vary directly with the extent to which those needs of an individual can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfilment” Schaffer argued that individuals use monetary rewards and salaries to satisfy their physical needs such as food, shelter, and clothing and their psychological needs as a symbol of achievement and recognition.”^{157}

“Mansfield and Evans (1975) concluded that groups of workers who experienced deprivation at work aspired to seek Compensatory rewards outside work.”^{158}

155 Paola Spagnoli, Antonio Caetano and Susana Correia Santo, Satisfaction with job aspects: Do patterns change over time?, Instituto Universitário de Lisboa (ISCTE-IUL), Lisboa, Portugal Available online 12 March 2011.
“A person’s salary is often linked to one’s level of achievement and success. **Hoppock (1977)** suggested that a significant difference exists in the average salaries of the most satisfied and the least satisfied teachers. Those teachers who earn higher salaries were more satisfied that those who had low-income earnings.”\(^{159}\)

“The **Schlechty and Vance (1983)** also propose that low salaries and truncated salary scales are among the main reasons that the most academically able—those with alternative career options—leave teaching. In China, both level and reliability of remuneration may be important, given recent trends described in the preceding section that have led to late payments to teachers.”\(^{160}\)

**Sylvia and Hutchinson (1985) (p. 841)** investigated the relationship between primary school teachers’ job satisfaction and their perceptions of merit payment (i.e., performance-related payment) in the United States and concluded that “Based upon our findings, schemes such as merit payment were predicted to be counterproductive in service organizations which employ professionally trained people.”\(^{161}\)

“**Hill (1986)** set out to identify which facets of job satisfaction (i.e., work, supervision, co-workers, pay, and promotion) would be predictors of commitment to or withdrawal from the work organizations among selected community college faculty in New York state. The independent variable work itself was the best predictor of dependent variables, commitment and withdrawal. Satisfaction with promotional opportunities

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and co-workers also had predictive value. The Job Descriptive Index was used to assess facet-specific levels of job satisfaction.162

“Filan et al. (1986) measured job rewards, job values, achieved social statuses, ascribed social statuses, and job satisfaction of community college faculty. The population of the study included all full-time faculty of a multi-campus community college district located in a metropolitan area in the Southwest. The researchers determined the contribution of job rewards, job values, achieved social status, and ascribed social status to job satisfaction. The results communicated that the positive predictors of job satisfaction were the work itself, job rewards, good supervision, and chronological age. Gender was not significantly related to job satisfaction.”163

“McClain (1987) showed that faculty did not believe teaching was adequately rewarded with merit, promotion, and tenure. Rather than having all teachers receive the same pay within a system of regulated and mandated compensation systems, teachers should be compensated with a system that better corresponds with teachers’ competencies and performance.”164

“Kyvik, (1990), has observed that higher salaries are correlated with higher levels of satisfaction for all disciplines.”165

164 McClain, C. (1987). Study to determine the perceptions of faculty at the University of Nebraska concerning teaching, promotion and tenure. Unpublished report, Teaching and Learning Centre, University of Nebraska-Lincoln, NE.
“Firestone, (1990) found that while the slight relationship between salary and turnover may seem counterintuitive, a similar finding exists between salary and both teacher satisfaction and commitment. Specifically, researchers have found only a limited impact of such incentives and rewards as high salaries and merit increases on teacher commitment and satisfaction. In fact, low salaries can be associated with increased organizational commitment because workers with such salaries may develop other rationales for remaining at their job.”\(^{166}\)

“Wisniewski (1990) found that there were mainly three related factors that influenced the job satisfaction experienced by Polish teachers. These were good pay, good organization of the school, and the atmosphere in the school — an environment congenial to the teachers' needs, as well as good conditions for experimenting in teaching and education.”\(^{167}\)

“Finley (1991) compared unionized and non-unionized faculty job satisfaction levels of nine dimensions. The economic dimension, which encompassed salary and benefits, was the only, one for which unionized faculty reported a higher satisfaction level, a difference that was not significant. Non-unionized faculty indicated higher satisfaction levels in all other dimensions with a significant difference in three:


\(^{167}\) Wisniewski W 1990. The job satisfaction of teachers in Poland. Comparative Education, 26:299-306
governance (i.e., involvement in decision-making), support (i.e., clerical and equipment), and convenience (i.e., physical surroundings).”

“According to Tuettemann (1991), the vast majority of secondary-school teachers in Western Australia considered classroom success, acknowledgement and recognition to be important factors associated with job satisfaction.”

“Perkins (1991) also found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching. Universities that have overall salary levels that are externally competitive are more likely to have faculty members that are more satisfied with their jobs and with their pay.”

“Bowen and Radhakrishna (1991) found that agricultural education faculty during the years 1980 to 1990 were most satisfied with interpersonal relationships inherent in being a faculty member, and least satisfied with the level and method used to determine their salaries. They further noted that job satisfaction levels of agricultural education faculty remained constant over the same time period.”

“McBride et al. (1992) examined the effects of 10 job satisfaction factors, role ambiguity, and role conflict on community college faculty’s propensity to leave. They discovered that as satisfaction levels of

growth opportunities, salary, work, policy and administration, and supervision decreased, turnover intent, an attitude not widely represented, increased. Propensity to leave increased as role conflict increased. Work itself reflected the highest satisfaction level and salary the lowest. The generally satisfied faculty appeared to experience a moderate amount of role conflict and a very low level of role ambiguity. Age was the only demographic variable that significantly influenced propensity to leave.”

“Blanchflower et al., (1993) has concluded that job satisfaction reflects the rewards (salary) the employees get for the type of work they do. Other classic studies suggest a positive correlation between job satisfactions and pay.”

“Kim & Loadman (1994) conducted a study of 2054 practicing classroom teachers. They found that job satisfaction and pay satisfaction were significantly related.”

“Ingersoll et al., 1995 Salary is only slightly related and benefits are unrelated to staff turnover. Furthermore, among teachers with similar levels of salary and similar benefits, other workplace conditions are found to be related to turnover, including the degree of faculty influence over school policy, control over classroom decisions, and the degree of student misbehaviour.”

“Perie and Baker (1997) reported a non significant relationship between salary and benefits and primary school teachers' job satisfaction in the United States.”\(^{176}\)

**Fink and Longenecker (1998)** Negative perceptions towards an institution’s compensation programme can have detrimental effects. Noted that it takes a very long time to undo damage caused by an ineffective compensation system and that unjust compensation policies may result in the poor use of human resources, frustration, high turnover, and lower productivity.”\(^{177}\)

“Fink and Longenecker (1998) noted that the key factors which created frustration within compensation systems were consistently low merit pay percentages, unattainable/conflicting goals, diminutive payouts for goal attainment, internal/external salary compression, unclear performance standards/goals, internal pay inequities, unstructured/unprofessional performance reviews, compensation not commensurate of responsibility, and a lack of trust in the performance measurement system and political performance ratings.”\(^{178}\)

“Fink and Longenecker (1998) noted that key factors found to be consequences of an ineffective supervisory compensation system are demonization/erosion of work ethic, consideration of leaving the organization, less willingness to take on new challenges, increased levels of work-related frustration, decline in morale within the supervisory ranks, feelings of being unappreciated, unwillingness to

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\(^{178}\) ibid
change/try new things, increased stress, bitterness/anger, and a lack of trust in the organization.”

“According to Yaseen, 1990 the same studies, factors contributing to job dissatisfaction included salary, financial reward and promotion.”

“Hammond, et al., (1999) found that faculty perceptions toward their compensation Programmes were unfavourable and led to lower levels of motivation, satisfaction, and work ethic.”

“In Nigeria, Ubom (2001) reported that extrinsic incentives such as merit payment and effective teaching rewards did not have a significant effect on primary school teachers’ job satisfaction and effectiveness.”

“Bowman (2001) has revealed that modifications to compensation systems should recognize that superior teachers should be paid more than average teachers; poorly performing teachers should be expeditiously removed; and across-the-board pay hikes should be resisted and/or discontinued.”

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179 ibid
“Adkins et al. (2001) has observed that “Higher salaries are correlated with higher levels of satisfaction for all disciplines.”\(^\text{184}\)

“Ingersoll et al., (2001) have observed following facet from his study was Socio-economic and organizational resources in schools may be linked to teacher satisfaction. Socio-economic conditions in the school encompass both broad measures, such as the human capital composition of the faculty and expenditures per student, as well as teachers’ own economic circumstances. Concerns with remuneration may be paramount. In the U.S., poor salary is one of the most important reasons for leaving teaching due to dissatisfaction in urban, high-poverty public schools and attrition due to dissatisfaction for teachers in small private schools.”\(^\text{185}\)

“The studies of Alroyali (2002) who found out that promotion were a source of dissatisfaction.”\(^\text{186}\)

“Barry (2002) reported that among 173 Michigan high school principals surveyed during the 2000-2001 school year, those principals who were paid more, were more satisfied with their work.”\(^\text{187}\)

“Sargent and Hannum (2003) found that salaries and incentives did not have a significant effect on primary school teachers’ job satisfaction in China.”\(^\text{188}\)


“Schneider et al. (2003) report analyses of employee attitude survey data aggregated to the organizational level of analysis. These authors explored the relationships between several facets of employee satisfaction and organizational financial (return on assets; ROA) and market performance (earnings per share; EPS) using data from 35 organizations over a period of eight years.”

“Schneider et al. (2003) suggests in contrast to previous studies, Schneider and his colleagues’ study was able to make some inferences about directional causality (i.e., are employee attitudes a stronger cause of organizational performance than the reverse). Their results showed consistent and statistically significant positive relationships (over varied time lags) between attitudes concerning satisfaction with security, satisfaction with pay, and overall job satisfaction with financial (ROA) and market performance (EPS). Although these findings are consistent with applied researchers’ and managers’ implicit beliefs, their study was not without some surprises.”

“Schneider et al. (2003) views that one of the more surprising findings was related to overall job satisfaction and the performance criteria. Results demonstrated that the causal directionality flows from financial and market performance to overall job satisfaction. This latter result does not deny the fact that there were significant relations going from overall job satisfaction to ROA and EPS; nevertheless, the reverse direction relationships tended to be stronger in magnitude. Moreover,

190 Ibid
the relationship between satisfaction with pay and the performance indicators appeared to be reciprocal in nature."\textsuperscript{191}

“Research in \textbf{OECD countries} has consistently found that ‘working with children’ is the main determinant of teacher job satisfaction. It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. Teachers are most dissatisfied about work overload, poor pay, and low status.” Teacher motivation and incentives in \textit{Sub-Saharan Africa and Asia}, (Knowledge and Skills for Development, Brighton).\textsuperscript{192}

“Aswathappa (2003) opines that the Job Satisfaction of employees can be judged through the system of wage payment. Different organization adapts different type of wage payment system. Along with wages and salaries they are paying incentives, perquisites and non-monetary benefits.

According to him, he explained 3 theories of remuneration:

A. Reinforcement and Expectancy Theory
B. Equity Theory
C. Agency Theory."\textsuperscript{193}

“\textit{Al-Mutairi} (2005) who pointed out that the main source of satisfaction is the relationships with teachers and who regarded incentives and salaries as a source of dissatisfaction."\textsuperscript{194}

\textsuperscript{191}Ibid
\textsuperscript{192}Shamima Tasnim, Job Satisfaction among Female Teachers: A study on primary schools Bangladesh, University of Bergen, Norway. Spring 2006
\textsuperscript{193}Aswathappa k., Human Recourse & Management, 2003, Pg (244 to 245)
“Mhozya (2007) reported a non significant relationship between salaries and different facets of primary school teachers’ job satisfaction in Botswana.”

INFRASTRUCTURE

“Job satisfaction may be both intrinsic, derived from internally mediated rewards such as the job itself and opportunities for personal growth and accomplishment, and extrinsic, resulting from externally mediated rewards such as satisfaction with pay, company policies and support, supervision, fellow workers, chances for promotion, and customers (Walker et al., 1977). Based on this definition, it appears that the work climate can have a significant impact on one’s job satisfaction. In part, satisfaction is determined by policies and supervision, both factors influencing a firm’s ethical climate. Policies and supervisory direction may help eliminate ambiguity on the job related to handling ethical situations. As a result, greater satisfaction may arise because the climate eliminates these ambiguities. Furthermore, an ethical climate may be a more pleasant environment in which to work because it may foster ethical values such as honesty and trust.”

McGuffey (1982) identified a number of studies that examined the possibility of a relationship between building condition and student performance on standardized tests. The findings, synthesized across a number of studies, linked student achievement with building quality, newer buildings, improved lighting, thermal comfort and indoor air

quality, as well as specific building features such as science laboratories and libraries. More recent research has continued to add to the evidence of a direct link between the quality of a school's physical environment and student achievement.\(^{197}\)

“Vorster (1992) maintains that working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor.”\(^{198}\)

“In another study of school building design and student learning, Cash (1993) found that comfort factors appeared to have more of an effect on student achievement than did structural factors. High achievement was associated with schools that were air conditioned, enjoyed less noisy external environments, had less graffiti, and where classroom furniture and student lockers were in good repair.”\(^{199}\)

“Mwamwenda's (1995) research indicates that nearly 50% of rural teachers are dissatisfied with their working conditions. The latter research revealed that teachers in these areas indicated that they would not choose teaching again as a career if given a second chance.”\(^{200}\)

“Bishay (1996) postulates that if employees are satisfied with their work they will show greater commitment. Conversely, dissatisfied workers with negative attitudes will ultimately leave the organisation.


Research reveals inadequacies in working conditions, resources and support, limited decision-making latitude and restricted opportunities, require improvement in the teaching profession."\(^{201}\)

"**Bishay, (1996)** observed that Teachers workload; changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. The working environment of teachers also determines the attitude and behaviour of teachers towards their work."\(^{202}\)

"**Bishay (1996)** indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools."\(^{203}\)

"**South African research (Ngidi & Sibaya, 2002)** indicates that conditions under which Black teachers work are demoralizing, as the Black teacher in particular has to cope with poor physical conditions such as overcrowding, inadequate equipment and lack of adequate facilities."\(^{204}\)


\(^{202}\) Ibid

\(^{203}\) Ibid

“Alagbari (2003) who found that, school buildings, the availability of tools, equipment and school utilities were seen as factors of dis-satisfiers.”

PROFESSIONAL DEVELOPMENT

“Cohen and Friedlander (1980) asked the question: “What do instructors want?” They found that faculty responses could be categorized in two ways. One way was attitudes about the work situation and another way was attitudes about themselves. Considering their work situation, instructors wanted better support services, better students, and better media and materials. For themselves the instructors wanted more time, more interaction with colleagues, and better professional development opportunities.”

In their pilot study of the academic profession, Parsons and Platt (1968) analysed their data in terms of institutional levels. Institutions were classified as "high," "medium," and "low" on a Scale of Institutional Differentiation, which referred to the institution's preoccupation with intellectual and collegial values and research orientation. Satisfaction, one of their dependent variables, was found to be associated with institutional level. Sixty per cent of the faculty in those institutions that are "high" in differentiation, compared with 25 per cent at those that are "low", rated their career advancement in the top fifth of their profession in comparison with their contemporaries. Sixty-two per cent at the "high" schools were satisfied with their current position, compared with 58 per cent at the "low" schools. It was also found that the faculty at the “high”

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schools was more dependent upon their recognition among their colleague for their personal evaluation than those at the "low" schools (83 per cent vs. 60 per cent).\textsuperscript{207}

“One of the consequences of job turnover among teachers, as reported by Becker (1969), was the cost to society for the continual training of far more teachers than would appear to be required.”\textsuperscript{208} The researcher stress the important of the training which would lead to the job satisfaction and turn over may be come down.

“Quinn and Baldi de Mandilovitch (1980) analyzed data from 11 studies of American workers. Based on this analysis, they documented a positive relationship between the workers’ Educational level and overall job satisfaction. The attainment of a college degree resulted in the largest increase in overall job satisfaction.”\textsuperscript{209}

“Hill (1983) set out to examine the extent to which individual characteristics and work related characteristics influence levels of facet-specific job satisfaction. The participants were 161 faculty members in community colleges in Pennsylvania. Based on factor analysis, Hill identified six facets of job satisfaction: economic, teaching, administrative, associational, recognition-support, and convenience. The predictors included, for example, academic rank, degree level, age, sex, disciplinary affiliation, and involvement in faculty development programmes. Results showed that satisfied faculty was likely to be among the older groups, among those with higher ranks, and among those who teach in business and nursing. Women tended to be less

satisfied than men on several dimensions. As degree level of faculty increased, so did level of job satisfaction.\textsuperscript{210}

“\textit{Hutton and Jobe's (1985)} study inquired about community college faculty job satisfaction. The respondents were 390 faculties from 14 community colleges in Texas. Were indicates that Professional development opportunities, time allocation, and student preparation/motivation were the variables indicating the least job satisfaction. Women seemed to be more satisfied than men overall.”\textsuperscript{211}

“\textit{Coll and Rice (1990)} have observed that curious about the overall level of job satisfaction of Community College Counsellors. They also wanted to know more about factors influencing job satisfaction. Using the Minnesota Satisfaction Questionnaire and the responses of 66 community college counsellors, the following results were obtained. Highest levels of job satisfaction with opportunities to help others (mean: 4.63).”\textsuperscript{212}

“\textit{McKee (1991)} researched the leadership styles of community college presidents based on faculty perceptions, job satisfaction of faculty, and the possibility of a correlation between presidential leadership styles and faculty job satisfaction. McKee concluded that leadership style makes a difference in job satisfaction level. A high relationship/low task leadership style corresponded with high job satisfaction. Another interesting finding was the significantly lower job satisfaction of women on several dimensions. As degree level of faculty increased, so did level of job satisfaction.\textsuperscript{210}”


satisfaction experienced by faculty who had been over 15 years at their institutions.”213

Chieffo (1991) assessed job satisfaction and organizational commitment of community college leadership team members and identified factors that influenced the members’ satisfaction and commitment. The participants appeared to be fairly committed to their institutions and they were fairly satisfied with their jobs. Consideration of the position characteristics of role clarity, role overload, and task significance showed significant correlations with commitment. Only role clarity showed a significant correlation with job satisfaction.

Role clarity was the key factor in predicting commitment and job satisfaction. Furthermore, with regard to personal characteristics, one labelled “inclusion in decision-making meetings with the president” was identified as being significant in the determination of commitment and job satisfaction.”214

“Auerbach and Dolan, 1997, Baba and al., (1998) Job satisfaction has been studied as an independent variable explaining such outcomes as direct performance, indirect performance as well as physical and mental health.”215

“In the United Kingdom, job satisfaction amongst teachers was influenced by factors such as student learning and achievement, professional development, relationships with colleagues, and the status

and image of teaching Scott, Cox & Dinham (1999). Overall, Scott et al. found that the sources of teachers’ satisfaction in the UK lay within the domain of the intrinsic rewards of teaching and were centred around learner and teacher achievement.\textsuperscript{216}

Perrewe et al., 1999 Employees who find themselves unable to adjust between work and family, generally seem to be less satisfied with their jobs as well as their life. Fair promotional policies in any organisation become their foundation of growth. When an employee gets fair promotion, which is generally based on his true assessment, he gets a type of recognition, and hence, increases his job-satisfaction.\textsuperscript{217}

Ronit (2001) studied 'The Influence of Leadership Style on Teacher Job Satisfaction’. This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy.\textsuperscript{218}

Ronit (2001) studied with a quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job

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\textsuperscript{216}ibid.
\textsuperscript{217}Perrewe L, A Hochwarker, and C Kiewitz, 1999. "Value attainment: That is participation in the work (family) role is made more difficult by virtue of participation in the family (work) on the job and life satisfaction". Journal of Occupational Health Psychology, 4 (4), 318–326.
\end{flushright}
satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.\footnote{219}

“\textit{Andrew J. Wayne and others (2008)} studied ‘Experimenting with Teacher Professional Development: Motives and Methods’. According to the opinion of the authors that a strong base of research is needed to guide investments in teacher professional development (PD). This article considers the status of research on PD and articulates a particular direction for future work. Little is known about whether PD can have a positive impact on achievement when a programme is delivered across a range of typical settings and when its delivery depends on multiple trainers. This article explains the benefits offered by experiments in addressing current research needs and—for those conducting and interpreting such studies—discusses the unique methodological issues encountered when experimental methods are applied to the study of PD.\footnote{220}"

\textbf{Susan L. Swars and Others (2009)} studied 'A Two-Dimensional Model of Teacher Retention and Mobility'. In this mixed-methods study is a teacher-initiated, collaborative inquiry involving a professional development school (PDS) and a university.

\footnote{219}{Ibid}
The investigation focused on teachers' perceptions of teacher retention and mobility at their PDS. Participants were 134 teachers at a high-needs elementary school with data sources including surveys, interviews, and open-ended questionnaires. The findings clustered around two primary dimensions: (a) congruency of teachers' beliefs and practices with organizational norms and (b) teachers' relational needs and administrators' willingness and ability to meet such needs. Although this study affirmed many of the findings in the extant literature, it also challenged others—namely, the links between teacher turnover and workplace conditions, student body characteristics, and student achievement.

OTHERS

“Charles A. O'Reilly and Karlene H. Roberts (1973) Examined job-satisfaction response patterns for white and nonwhite females (N = 495) across 3 hospital occupational levels by means of the job Description Index, Brayfield and Rothe’s job satisfaction index, and Kunin's GM Faces Scale. Results suggest that the frame of reference of one's culture or subculture influences the way a job is perceived and those facets of it which are satisfying and dissatisfying.”

“J. D. Wiggins (1976) has observed that, the job satisfaction of 110 teachers of the educable mentally retarded was significantly and usually substantially correlated with the Social, Artistic, and Realistic scales of the Vocational Preference Inventory (VPI). The direction of

these correlations was consistent with theoretical and commonsense expectations. Job satisfaction was not significantly related to certification, degree, or teaching level. The implications of the results for the selection and placement of teachers and for Holland's theory are examined.”^222

“According to Paula Jorde-Bloom (1986) job satisfaction is one that has always had personal and organizational relevance to educators. But recent reports of increased occupational stress and burnout in early childhood education indicate that the issue merits increased attention. It provides a brief overview of some of the diverse approaches that have evolved to define and measure work attitudes. It then presents a conceptual framework for understanding how the many facets of job satisfaction interrelate. The model builds on a social-ecological perspective of human behavior and stresses the dynamic, interactive nature of person-environment variables.”^223

“Simcha Ronen (1977), has Investigated whether the nonmonetary aspects of job satisfaction are the same for unpaid workers as for paid workers, by comparing job satisfaction as reported by 135 kibbutz members working in industrial firms with that reported by 187 industrial employees from a similar industry in the private sector. They were administered an index of job satisfaction and the Job Descriptive Index. Results indicate that the non pay factors were as clearly discriminated in an unpaid population as in a paid

^222 J. D. Wiggins, retarded, Journal of Vocational Behavior, Volume 8, Issue 1, February 1976, Pages 13-18

population, and the order of importance of the non pay factors of job satisfaction was similar for both populations. The results of the Job Descriptive Index for the Israeli sample paralleled those of American samples, and it is suggested that the test can be used as a valuable tool in Israel.\textsuperscript{224}

\textbf{“Arie Shirom and Tsevi Mazeh (1988)} the objective of this study was to specify the nature of the function relating seniority to job satisfaction. Questionnaire responses of 900 teachers with 23 or less years of seniority, in a representative sample of Israeli junior high schools, were analyzed for year-to-year differences in job satisfaction. The results, and a spectral analysis performed on the data points, suggest that the first 23 years of seniority may be characterized by a periodic modulation of job satisfaction by seniority, with peaks of the former occurring on the 2, 7, 11–12, 17, and 21–22 years; that is, with a periodicity of about 5 years. The findings are interpreted as possibly representing the effects of major moves, in and out of the labor market and between schools, which occur in a teacher's work life.\textsuperscript{225}

\textbf{“Leo G. M. Prick (1989)} has studied the job satisfaction in teaching can be interpreted usefully within the framework of personality theories related to adult development. In the Dutch context, a large-scale study has shown that general job satisfaction among secondary school teachers is primarily determined by the content of the work itself, and that roughly between the ages of 45 and 55, there is growing dissatisfaction with activities related to teaching for full-time personnel. International comparisons show some sharp


\textsuperscript{225} Arie Shirom and Tsevi Mazeh, Periodicity in seniority—Job satisfaction relationship, Journal of Vocational Behavior, Volume 33, Issue 1, August 1988, Pages 38-49.
differences between levels of job satisfaction in different countries. Also, Dutch teachers of all ages are less satisfied with their work than former colleagues who have left teaching, and older teachers feel more ‘stressed’ than ex-teachers of the same age.”

“Marilyn L. Lamborn (1991) has identified the factors influencing the job satisfaction of deans of schools of nursing were analyzed using the motivational theory of expectancy. A questionnaire was sent to 595 deans/directors of baccalaureate and higher degree schools of nursing accredited by the National League for Nursing. The three part questionnaire consisted of (1) Demographic data, (2) Motivation and Reward Scales, and (3) The Job Description Index. Significant relationships were found within each job satisfaction variable ($P \leq .05$). The most significant and numerous relationships were found within the variable of pay or salary. Deans who had long tenure in their administrative positions and were associated with large universities and schools of nursing were also found to be statistically significant ($P \leq .05$). A direct relationship between the scores on the Motivation and Reward Scale and the scores on the Job Description Index was supported. The individual and collective facets of job satisfaction were positively and significantly correlated ($P \leq .05$) with motivation, providing support for the theoretical framework that proposes an interdependent relationship. Additional findings from regression analyses suggested that motivation is a significant predictor of job satisfaction.”

“Max Smith and Sid Bourke (1992) has Perceived levels of work-related stress, workload, and job satisfaction were measured for 204 secondary teachers in the Hunter Region of New South Wales, Australia, using self-report questionnaires. A causal model was developed hypothesizing relationships between teacher characteristics; aspects of the teaching context; perceived workload; satisfaction with teaching; and four aspects of teacher stress: stress from staff tensions and conflict, time pressure, students and classroom conditions, and lack of rewards and recognition. Teaching context, workload, and satisfaction were found to affect stress directly. The importance of workload and job satisfaction was demonstrated by indirect effects between teaching context and stress outcomes.”

“Nancy B. Moody (1996) Faculty dissatisfaction and fewer qualified recruits choosing a career in academia threaten the integrity of the higher education system. Retention of highly qualified nurse faculty affects the reputation of the school of nursing, the faculty commitment to the organization, and the learning environment for students. Through use of a system’s framework derived from Neuman and Kast and Rosenzweig, the purpose of this survey was to ascertain the relationship between job satisfaction among nurse faculty and selected demographic variables, organizational characteristics, and role orientation. Approximately 80 per cent of the schools of nursing in the target population of universities offering a doctorate in nursing participated in the study.

The overall subject response rate was 60 per cent. Instruments used for data collection included three researcher-developed tools and

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228 Max Smith and Sid Bourke, Teacher stress: Examining a model based on context, workload, and satisfaction, Teaching and Teacher Education, Volume 8, Issue 1, February 1992, Pages 31–46.
two standardized instruments to measure job satisfaction (the Job Descriptive Index and the Job in General Scale). Significant correlations ($P < .05$) emerged between each of the demographic variables and at least one of the criterion measures of job satisfaction. In addition to descriptive statistics and correlation analysis, a stepwise linear regression-correlation analysis showed that salary, degree level of nursing students taught, and length of annual contract were significant indicators of nurse faculty job satisfaction.”

“Linda Evans (1997) has contributed to the study of teacher morale and job satisfaction. It presents, as a case study, findings of the author’s research into staff morale and job satisfaction at an English Primary school. The effects on individual teachers of prevailing, context-specific circumstances and of specific events are described, highlighting the importance, as morale and job satisfaction determinants, of factors such as leadership and individuals’ professionalism orientations, relative perspectives and realistic expectations.”

“Munyae Mulinge and Charles W. Mueller (1998) Although developing countries that rely on agriculture continue to invest considerable amounts of resources toward the training of qualified agricultural manpower, the intensification of agricultural research, and the development of favourable agricultural policies, little attention is given to the organizational and social structure of the workplaces of the technical workers in agriculture. They argue that an understanding of what produces satisfied agricultural technicians is important in its

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own right, but is also important for indirectly increasing agricultural production in these developing countries. Following a social exchange theoretical argument, and using a national sample of technically trained agricultural personnel in Kenya, they identify the factors in the workplace that affect job satisfaction. Implications for management are drawn from these findings.”

“Eileen Mary Weiss (1999) has pointed out that, the relationships between perceived workplace conditions and morale, career choice commitment, and planned retention were examined for first-year teachers in the United States. A nationally representative sample of first-year teachers (K-12) was extracted from the United States Department of Education’s Schools and Staffing Surveys database for 1987–88 and 1993–94. A school culture that supports collaboration and teacher participation in decision-making was most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession. The study highlights the importance of providing supportive workplace conditions during a formalized induction year that socialize new teachers into a collaborative and participatory work-ethic that sustains commitment.”

“Anit Somech and Anat Drach-Zahavy (2000) the study was to explore the construct of extra-role behavior in schools, and to examine the relationships between extra-role behavior and three factors: job satisfaction, self-efficacy, and collective efficacy. Subjects were 251 Israeli teachers. A factor analysis revealed three distinctive facets of

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extra-role behavior, corresponding to three levels of the school system: the student, the team, and the organization as a unit. In addition, the results demonstrated positive relations between job satisfaction and extra-role behavior at all three levels of the school system; self-efficacy was positively related to extra-role behavior towards the team and the organization; and collective efficacy was positively related only to extra-role behavior towards the team. These results enhance the multidimensional approach to extra-role behavior, and also emphasize the importance of examining the determinants of each construct separately."

“Adrian Furnham et. al., (2002) , has investigated the relationships between personality traits and aspects of job satisfaction. In Study 1, job applicants \( n=250 \) completed the Eysenck Personality Profiler and the Work Values Questionnaire (WVQ), which requires respondents to rate various work-related facets according to the extent to which they contribute to their job satisfaction. These facets were combined into two composites (hygiene and motivator) based on previous research.

The three personality super factors accounted for a small percentage of the variance in importance ratings (about 5%). In Study 2, employees \( n=82 \) completed a measure of the ‘Big Five’ personality traits and the Job Satisfaction Questionnaire (JSQ), which assesses both what respondents consider as important in their work environment as well as their satisfaction with their current job. Importance ratings were again combined into two composites while

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job satisfaction ratings were factor analyzed and three factors, differentiated along hygiene versus motivator lines, emerged. Personality traits again accounted for a small percentage of the total variance both in importance ratings and in levels of job satisfaction. It is concluded that personality does not have a strong or consistent influence either on what individuals perceive as important in their work environment or on their levels of job satisfaction.”

“Ronit Bogler (2002) this study attempts to construct profiles of two types of teachers: those with a low level of job satisfaction and those with a high level of job satisfaction. In addition to their background and demographic characteristics, teachers’ perceptions of their occupation and of their principals’ leadership styles (transformational or transactional) are examined as predictors that discriminate between teachers with low and high levels of satisfaction. The results suggest that teachers with a low level of satisfaction can be reliably distinguished from teachers with a high level of satisfaction by their occupational perceptions, principals’ leadership styles, and a number of their demographic characteristics. Implications of the findings for school principals and teachers are examined.”

“Huey-Ming Tzeng (2002) has observed that the present era of cost-containment pressures indicates that nursing executives have to ensure that, their nurses have a work environment with the work characteristics known to be linked to job satisfaction and good outcomes. The research hypothesis investigated here was: the higher

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nurses’ levels on general job satisfaction, overall satisfaction with their professional role, and general job happiness, the lower their intention to quit would be. The controlling variables included demographic characteristics, working motivation, and nine job satisfaction subscales. This study was conducted in 3 hospitals located in southern Taiwan. All nurses working for these 3 hospitals were the target subjects. The overall response rate (648 completed questionnaires) was 82%. The nurses' Job Satisfaction and the perceptual degree of its importance questionnaire were used. Ordinal logistic regression analyses were utilized. General job satisfaction, general job happiness, satisfaction with salary and promotion, institution, educational background, and age of nurses' youngest child were proved to be significant predictors of nurses’ intention to quit. Suggestions for future studies and administrative strategies in decreasing nurses’ intention to quit were examined.

“Gian Vittorio Caprara et. al.,(2003) has observed that, self- and collective-efficacy beliefs were examined as main determinants of teachers' job satisfaction. In 103 Italian junior high schools, 2,688 teachers filled out self-reports to assess self-efficacy beliefs, their perceptions of the extent to which other school constituencies, namely, the principal, colleagues, staff, students, and families, were behaving in accordance with their obligations toward school well-functioning, their collective-efficacy beliefs, and their job satisfaction. Multilevel structural equation modeling analyses corroborated a conceptual model in which individual and collective-efficacy beliefs represent, respectively, the distal and proximal determinants of

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teachers' job satisfaction. The perceptions that teachers have of other constituencies' behavior largely mediated the links between self- and collective-efficacy beliefs. Collective-efficacy beliefs, in turn, partially mediated the influence that teachers' perception of other school constituencies’ behavior exerts on their own job satisfaction.”

“Elena C. Papanastasiou and Michalinos Zembylas (2005), the main purpose of this study is to compare the differences in job satisfaction among public and private kindergarten school teachers in Cyprus. These comparisons take place from the perspectives of the teachers themselves and how they evaluate the working conditions in their own schools.

More specifically, a series of three logistic regressions and a MANOVA were performed to predict whether the teachers are employed in private or public schools based on (a) the motivational factors that influenced them to enter the teaching profession, (b) their satisfaction with their working conditions, (c) the status and recognition that they receive, and (d) their satisfaction with the work of educational boards and associations. The results are interpreted in the context of how a country's cultural, social, and economic structures contribute to the development of particular forms of private/public schooling and the ways in which these structures seem to influence teacher job satisfaction.”

237 Gian Vittorio Caprara, Claudio Barbaranelli, Laura Borgogni, Patrizia Steca, Efficacy Beliefs as Determinants of Teachers’ Job Satisfaction, Journal of Educational Psychology, Volume 95, Issue 4, December 2003, Pages 821-832
“Hossein Zainalipour et. al., (2005), the main purpose of this study is analysis of the correlation between organizational justice and job satisfaction. This study also analyzes the impact of organizational justice components as encompassed by three specific forms of justice perceptions; distributive justice, procedural justice, and interactional justice on job satisfaction, which includes five dimensions: supervision, co-worker, pay, promotion and nature of job. It is essential that administrators and principals of educational institutions appreciate and understand factors that may influence teachers’ job satisfaction. Findings indicated significant positive relationships between organizational justice and job satisfaction. Correlation analysis for the three components of organizational justice showed that two dimensions of organizational justice namely, distributive and interactional justice had positive relations with four dimensions of job satisfaction namely supervision, co-worker, pay and promotion and they didn’t have correlation with nature of job as a dimension of job satisfaction. Procedural justice demonstrated a significant correlation for all dimensions of job satisfaction.”

"Gian Vittorio Caprara et. al(2006) pointed out that teachers' self-efficacy beliefs were examined as determinants of their job satisfaction and students' academic achievement. Over 2000 teachers in 75 Italian junior high schools were administered self-report questionnaires to assess self-efficacy beliefs and their job satisfaction. Students' average final grades at the end of junior high school were collected in two subsequent scholastic years. Structural equation modeling analyses corroborated a conceptual model in which

teachers’ personal efficacy beliefs affected their job satisfaction and students’ academic achievement, controlling for previous levels of achievement.  

“I. Theodossiou, E. Vasileiou (2007) this study investigates the relationship between job satisfaction and job security in European countries. In doing so, it attempts to take into account the endogenous nature of the job security–job satisfaction relationship after controlling for the various economic and personal characteristics. The results show that workers in jobs with low likelihood of job termination derive higher utility from work compared to the workers in insecure jobs. This holds even after controlling for endogeneity by using both a conventional IV approach and a selection model. This appears to be the case for both men and women.”

“Nathan A. Bowling (2007) has pointed out that, the job satisfaction–job performance relationship has attracted much attention throughout the history of industrial and organizational psychology. Many researchers and most lay people believe that a causal relationship exists between satisfaction and performance. In the current study, however, analyses using meta-analytic data suggested that the satisfaction–performance relationship is largely spurious. More specifically, the satisfaction–performance relationship was partially eliminated after controlling for either general personality traits (e.g., Five Factor Model traits and core self-evaluations) or for work

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241 I. Theodossiou, E. Vasileiou, Making the risk of job loss a way of life: Does it affect job satisfaction?, Research in Economics, Volume 61, Issue 2, June 2007, Pages 71-83
locus of control and was almost completely eliminated after controlling for organization-based self-esteem.”242

“Josse Delfgaauw (2007) has using survey data of public sector employees in the Netherlands, this paper shows that workers’ satisfaction with various job domains not only affects whether but also where workers search for another job. An intuitive pattern emerges. Workers try to leave their current employer when they are uncomfortable with an organization-specific job domain, like management. Conversely, when workers are dissatisfied with a job domain that differs sufficiently across jobs within an organization, like autonomy, they look for another position in their current organization. Dissatisfaction with job domains which may have an industry-specific component, such as job duties, drives workers out of their industry. The findings provide a unique view on the relative heterogeneity of job domains across jobs within organizations and industries.”243

“Adam E. Nir, Ronit Bogler (2008) examines the literature, has shown that on-the-job professional development programs are most beneficial when they are long-term, focused on students’ learning, and linked to the curricula. They hypothesized that the higher the control teachers have over job professional development processes, and the greater the resemblance of these processes to the typical teaching culture in classrooms, the greater the teachers’ satisfaction with job professional development processes. The findings of this study demonstrate that the main factors affecting teachers’ satisfaction with the instructional programs are related to their desire to maintain

instructional processes “close to home”, and to shape these processes in accordance with their needs and expectations. The implications of the study are discussed with relation to decision-makers in the school setting and at the local authorities’ level.”

“Xiaofeng Steven Liu and Jase Ramsey (2008) analyzed that teachers’ satisfaction with various aspects of their job through multilevel analyses of national surveys conducted in the United States. The data came from the National Center for Education Statistics Schools and Staffing Survey for 1999–2000 and Teacher Follow-up Survey for 2000–2001. They found that teachers were least satisfied with work conditions and compensation, and that minority teachers were generally less satisfied with their job than were non-minority teachers. They also found that teachers’ job satisfaction varied with gender, years of teaching, and career status. These findings provide significant implications for educational policy aimed at retaining teachers in education.”

“Einar M. Skaalvik and Sidsel Skaalvik,(2009) has examined relations between teachers' perception of the school context, teacher burnout, and teacher job satisfaction. Participants were 563 Norwegian teachers in elementary school and middle school. Four aspects of teachers' perception of the school context (supervisory support, time pressure, relations to parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion,
depersonalization, and reduced personal accomplishment) were measured.

The data were analyzed by means of structural equation modeling using the AMOS 5 program. Teachers' job satisfaction was directly related to two of the dimensions of burnout (emotional exhaustion and reduced personal accomplishment) and indirectly related to all aspects of the school context, through emotional exhaustion and reduced personal accomplishment. The three dimensions of burnout were differently related to the school context variables. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents. Implications for both research and educational practices were examined.²⁴⁶

“Mehmet D. Karslı and Hale İskender(2009) has examined teachers and their institutional commitment. Sampling of the research is based on four hundred teachers working in Sakarya. Data was obtained through Minnesota Job Satisfaction Scale, Cook and Wall Institutional Job Commitment Questionnaire and Motivation Questionnaire as well as three questions determining gender, branch and educational status was used. At the end of the research it was found that administration motivated teachers in a positive way and teachers were committed to the institutions.

It is also found out that the level of motivation affects the institutional commitment and the level of institutional commitment.

changes according to motivation given by the administration. The level of motivation also affects the job satisfaction and high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction. The level of job satisfaction affects the institutional commitment and teachers having high job satisfaction show high institutional commitment. The difference between branch variations and level of job satisfaction has been found and branch teachers were observed to have higher job satisfaction than form teachers. It has been found out that gender, branch and educational status doesn’t affect teachers’ motivation and their institutional commitment.

“Li Gui et. al., (2009) has reports the effects and related factors of nurse teachers’ job satisfaction. Much of the research to date has focused on the factors of job satisfaction with recent studies providing some evidence about its predictors. However, little research has focused on the effects of job satisfaction on individual nurse teachers or from an organizational or student perspective despite the growing global shortage of nurse teachers. The challenge and potential direction of research are discussed and it is argued that there is a need to establish a comprehensive model of job satisfaction and measure the impact of nurse teachers’ job satisfaction from the perspective of key stakeholders.”


247 Mehmet D. Karslı, Hale İskender, To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment, Procedia - Social and Behavioral Sciences, Volume 1, Issue 1, 2009, Pages 2252-2257

beliefs for 221 teachers from the Yukon and western Canada. Teachers’ self- and collective efficacy and workload stress were lower for Yukon teachers, but levels of overall stress and satisfaction were similar across settings. In Study they conducted interviews to examine how geographical, community, and cultural factors were related to Yukon teachers’ job beliefs. Results showed that job stress and job satisfaction were influenced by physical and human geography, level of connection with the community, and by the community's cultural transitions. The findings highlight the influence of cultural and community factors on teachers' working lives.  

“Mine Sancar (2009) observed the leadership behaviors of public school principals as perceived by public school teachers in relation to teacher job satisfaction in Northern Cyprus. Teachers’ perceptions of their school principals’ leadership behavior was measured by the Leadership Behavior Description Questionnaire (LBDQ). Teachers’ expressed job satisfaction level was measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). A Linear Regression analysis proved a significantly positive relationship between school principals’ perceived ‘consideration’ behavior and teachers’ expressed job satisfaction. However, there was no significant relationship between school principals’ perceived ‘initiation of structure’ behavior and expressed teachers job satisfaction levels.”

“Shwu-yong L. Huang and Hersh C. Waxman (2009) pointed out that, a supportive school environment is crucial to the enhancement

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250 Mine Sancar, Leadership behaviors of school principals in relation to teacher job satisfaction in north Cyprus, Procedia - Social and Behavioral Sciences, Volume 1, Issue 1, 2009, Pages 2855-2864
of student teaching experiences. This study assesses student teachers' perceptions of secondary school environments, and then relates the perceptions to their satisfaction with school experiences and teaching commitment. The results show that considerable disparities between student teachers' perceptions of actual and preferred school environments and suggest certain directions for improvement. Student teachers' perceptions about their school environments, especially in the areas of professional interest and staff freedom, were positively associated with their satisfaction. Several school environmental aspects influenced the total years they planned to teach and their intention to teach at the placement schools.  

“Toni Mora and Ada Ferrer-i-Carbonell (2009) has focuses on the gender differences in job satisfaction reported by recent university graduates in Catalonia (Spain). The data allows distinguishing five areas of job satisfaction: work content, promotion possibilities, earnings, applicability of acquired knowledge, and job security. Young and highly educated women in this study report a lower satisfaction with some aspects of their job. For two of the five job satisfaction domains, the lower reported level can be explained by differences in observable characteristics, notably wages and type of contract. For two other satisfaction domains we are unable to explain the lower female satisfaction level although we argue that unobservables are the most plausible explanation. This is surprising given the nature of the sample, i.e. very young and highly educated population.”


Rafael Muñoz de Bustillo Llorente and Enrique Fernández Macías (2010) has studied the relation between the characteristics of the job performed and the level of subjective satisfaction of workers. In other words: whether job satisfaction reflects the characteristics of jobs, and therefore, can be used as an indicator of job quality. Two different approaches are followed. First, using the International Social Survey Program of 1997 we explored whether differences between countries in job satisfaction can be explained by variables usually considered to be related to job quality, such as working hours, wages, etc. Second, we studied the relationship between certain objective measures of job quality and job satisfaction in a given country, using Spain as a case study. In both cases the results do not support the use of job satisfaction as a measure of job quality. Finally, we discuss the different processes that could explain the coexistence of wide variations in job quality with high overall levels of job satisfaction."

Robert M. Klassen and Ming Ming Chiu (2010) The authors of this study sought to examine the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career

253 Rafael Muñoz de Bustillo Llorente, Enrique Fernández Macías, Job satisfaction as an indicator of the quality of work, Journal of Socio-Economics, Volume 34, Issue 5, October 2005, Pages 656-673
and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.”

“According to Zülfü Demirtas (2010), job satisfaction is a positive or pleasant emotional state resulting from a person’s appreciation of his/her own job or experience. The purpose of this research was identified the primary school teachers’ job satisfaction levels. The research has been designed with the survey model. In accordance with this approach, the primary school teachers’ job satisfaction levels have been measured. In the research,

Teaching Satisfaction Survey (TSS) was used. According to results, teachers’ job satisfaction levels are pretty high. In terms of age difference there is a meaningful difference in averages. The of group 36-40 age have the highest averages. On the other hand, the group of 41 and above age has the lowest averages. There are no meaningful differences in terms of the professional seniority and the branch of teaching variables. That the level of job satisfaction of teachers is very high affects positively the educational aims come true. It is expected

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254 Robert M. Klassen and Ming Ming Chiu, Effects on Teachers’ Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress, Journal of Educational Psychology, Volume 102, Issue 3, August 2010, Pages 741-756
that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students."\textsuperscript{255}

"\textbf{Robert W. Lent et al., (2010)} this study tested a social cognitive model of work and life satisfaction (Lent \& Brown, 2006, 2008) in a sample of 235 Italian school teachers. The model offered good overall fit to the data, though not all individual path coefficients were significant. Three of five predictors (favorable work conditions, efficacy-relevant supports, and positive affectivity) produced significant, direct paths to job satisfaction. Job satisfaction, progress at personal work goals, and positive affectivity were predictive of teachers' life satisfaction. Task self-efficacy was related indirectly both to job satisfaction (via work conditions) and life satisfaction (via goal progress). Implications of the findings for future research and efforts to promote teachers' job satisfaction are discussed."\textsuperscript{256}

"\textbf{Hassanreza Zeinabadi (2010)} presented little empirical research has looked at casual relationships between job satisfaction, organizational commitment and OCBs (Organization Commitment and behaviour) of teachers. Also there is minimal attention to the impact of specific facet of job satisfaction and organizational commitment on OCB of teachers.

The purpose of this study was to investigate casual relationships through testing 36 structural models. The sample was 652 teachers and 131 principals. Data were collected through 3 questionnaires. Results showed that just 1 model has the best fit indexes. In this model, intrinsic

\textsuperscript{255} Zülfü Demirtas . Teachers’ job satisfaction levels, Procedia - Social and Behavioral Sciences, Volume 9, 2010, Pages 1069-1073
\textsuperscript{256} Robert W. Lent, Laura Nota, Salvatore Soresi, Maria C. Ginevra, Ryan D. Duffy, Steven D. Brown, Predicting the job and life satisfaction of Italian teachers: Test of a social cognitive model, Journal of Vocational Behavior, In online 23 December 2010.
job satisfaction is a dominant variable which influence OCB directly and indirectly through partial mediating role of value commitment.  

“Shafqat Naeem Akhtar et.al., ( 2010) The present study was conducted to investigate a comparative study of job satisfaction in public and private school teachers. ‘Job satisfaction’ refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Researches support that teacher's job satisfaction has been found one of the very important variable related to positive teaching behavior toward their job.

There has also been considerable interest in the complex relationship between an individual's job satisfaction and satisfaction with other aspects of his or her life. It was hypothesized that a comparative study of job satisfaction in public and private school teachers. To test this hypothesis the researcher conducted this study to investigate the sense of teacher's job satisfaction. For this purpose the researcher developed a questionnaire of 25 items and 5 options. A sample of 150 public and private school teachers was conveniently selected for the study. Data analysis was conducted through ‘t-test’ and ‘ANOVA’ Which showed that there is no significance difference between teacher's job satisfaction in public and private schools.”

“Angelica Moè et.al. (2010) has examines how good strategies and praxis interplay with positive affect and self-efficacy to determine a teacher’s job satisfaction, in the hypothesis that teaching effectively does not in itself guarantee satisfaction: positive affect and self-efficacy beliefs are needed. Self-assessment scales, designed to assess the use of efficient teaching strategies and praxes, self-efficacy in teaching, positive affect and job satisfaction, were completed by 399 teachers. Structural equation modelling (SEM) analysis revealed the mediating role of both positive affect and self-efficacy beliefs in the relationship between teaching strategies/praxes and job satisfaction.”

“Xiaoxiao Hu et.al., (2010) has examined the degree to which blue- versus white-collar workers differentially conceptualize various job facets, namely the work itself, co-workers, supervisors, and pay. To examine these potential differences, they conducted a series of analyses on job satisfaction ratings from two samples of university workers. Consistent with the study hypothesis, results revealed that blue- and white-collar workers held different conceptualizations regarding the nature of co-workers, pay, and the work itself, but not of supervisors. In general, more dimensions for each facet emerged for the white-collar workers, suggesting that these individuals possess more differentiated and multidimensional evaluations of these job facets than do blue-collar workers.”

259 Angelica Moè, Francesca Pazzaglia, Lucia Ronconi, when being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching, Teaching and Teacher Education, Volume 26, Issue 5, July 2010, Pages 1145-1153

“Kathleen A. Lane et al. (2010) has examined that, here are many factors that influence nurse faculty job satisfaction including professional achievement and growth, interpersonal relations, leadership, recognition, responsibility, salary, and working conditions. However, much of the research in this area is limited to the clinical nurse setting. There are few studies that focus on nurse faculty job satisfaction in the community college setting. One of the primary drivers for the current nursing shortage in the United States is a shortage of faculty. Better understanding of the factors influencing job satisfaction among faculty may be helpful in addressing the faculty shortage.

The purpose of this study was to explore the constructs of job satisfaction and intent to stay. Community college nursing faculty was chosen given that all of the authors were nursing faculty in this type of setting. Examining the relationship between job satisfaction and intent to stay of nurse faculty in community colleges in Florida could provide information for deans and administrators of nursing programs to address the nurse faculty shortage. The sample was drawn from Associate in Science Programs faculty from the 23 community colleges in Florida that offer a nursing program. The qualitative part of this study focused on the perceptions or feelings of nurse faculty. The open-ended questions were based on the subscales of Herzberg's Motivation to Work Theory. The findings revealed that nurse faculty was most passionate about the salary and the work itself. The overwhelming majority response was that the faculty loved their jobs. This study found that overall job satisfaction can be used as a predictor for intent to stay.
Findings further revealed that nurse faculty in community colleges in Florida are generally satisfied with their jobs and have intent to stay.

“Anna M. Zalewska (2011) has examined the relations between anxiety and job satisfaction from the perspectives of three distinct approaches to well-being, i.e. ‘bottom-up’, ‘top-down’, and ‘transactional’ (boosted with elements of greatest significance of the former two approaches). Overall Job Satisfaction (OJS), diversification in satisfaction according to job facets (Work Description Inventory), situational (four items from the Job Affect Scale) and persistent job-related anxiety (Mood at Workplace Questionnaire), Neuroticism and Extraversion (NEO–FFI) were investigated among 240 employees (120 males).

Analyses done from the perspective of ‘bottom-up’ theories showed that two forms of job-related anxiety were negatively correlated with the level of satisfaction but were not associated with diversification in satisfaction. Data analyzed from the perspective of the ‘top-down’ model demonstrated that Neuroticism affected job-related anxiety and job satisfaction; moreover, persistent anxiety mediated the relation between Neuroticism and OJS. Data analysis within the transactional model indicated that OJS depended on interaction between persistent anxiety, Neuroticism and Extraversion. The study reveals the possible methodological problems and measurement artifacts of the ‘bottom-up’

261 Kathleen A. Lane, Joni Esser, Betty Holte, Marie Anne McCusker, A study of nurse faculty job satisfaction in community colleges in Florida, Teaching and Learning in Nursing, Volume 5, Issue 1, January 2010, Pages 16–26
and ‘top-down’ approaches. In addition, it provides evidence supporting the adaptive role of anxiety and individual properties as its moderators.²⁶²

The next chapter deals with the profile of the study area and the status of the self financing Arts and Science colleges affiliated to Bharathidasan University, Tiruchirappalli, and Tamil Nadu.