CHAPTER II
REVIEW OF LITERATURE

2.1 INTRODUCTION

Any research is aimed at discovering the new phenomena or reasons for certain observed phenomena. The endeavors of researchers aim at building new theory or proving the existing theory. These demands for an exhaustive review of the documented previous research work from various sources of literature. In this chapter, the researcher has thoroughly discussed the previous research work of the scholars across the world. The literature on job satisfaction of software industry employees etc has been reviewed.

2.2 REVIEW OF PREVIOUS STUDIES

“Schaffer’s (1953, p.3) interpretation of job satisfaction is one of individual needs fulfillment. 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 fulfillment” 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.”

“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 organizations and institutions aiming at increasing productivity.”

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." He also observes 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."

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" teachers to mention the intellectual challenge and stimulation of the job as a major satisfaction."

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

"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."

"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 dissatisfies. 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).“
“Bachman (1968)\textsuperscript{8} 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.” “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.

In their pilot study of the academic profession, Parsons and Platt (1968)\textsuperscript{9} analyzed 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 percent of the faculty in those institutions that are "high" in differentiation, compared with 25 percent at those that are "low", rated their career advancement in the top fifth of their profession in comparison with their contemporaries. Sixty-two percent at the "high" schools were satisfied with their current position, compared with 58 percent at the "low" schools. It was also found that the faculty at the “high” schools was more dependent upon their recognition among their colleague for their personal evaluation than those at the "low" schools (83 percent vs. 60 per cent).

“Charles A. O'Reilly and Karlene H. Roberts (1973)\textsuperscript{10} 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.”

“Carrell and Elbert (1974)\textsuperscript{11} 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.”

“Cohen (1974)\textsuperscript{12} 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 as leading to dissatisfaction. The study supported the Herzberg’s two factor theory.”

“Hackman and Oldham (1976)\textsuperscript{13} 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 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.”

“Edwin A. Locke’s Range of Affect Theory (1976)\textsuperscript{14} 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.”

“J. D. Wiggins (1976)\textsuperscript{15} 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.”

“According to Lawler (1977)\textsuperscript{16} 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.”

“According to Salancik and Peffer (1977)\textsuperscript{17}, 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.”

“Simcha Ronen (1977)\textsuperscript{18}, 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 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.”

“Friedlander (1978)\textsuperscript{19} 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.”

“Gruenberg (1979)\textsuperscript{20} 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.”

“Benoit and Smith, (1980)\textsuperscript{21} 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, counselors, 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.”

“Quinn and Baldi de Mandilovitch (1980)\textsuperscript{22} 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.”

McGuffey (1982)\textsuperscript{23} 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.”
“According to Pearson and Seiler (1983, p. 36) 24 “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.”

“Schlechty and Vance (1983) 25 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.”

“Hill (1983) 26 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.”

“Diener (1985) 27 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, and Wallin found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later.

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

“According to Paula Jorde-Bloom (1986) job satisfactions 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.”

“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 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.”

“Kennerly (1989) 32 investigated the relationship among administrative leadership behaviors, organizational characteristics, and faculty job satisfaction in baccalaureate nursing programmes of private liberal art colleges. The existence of organizational behaviors such as mutual trust, respect, certain warmth, and rapport between the 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) 33, 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.”

“Kyvik, (1990) 34, 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.”

“Firestone, (1990) 35 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.”

“Wisniewski (1990) 36 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.”

“Coll and Rice (1990) 37 have observed that curious about the overall level of job satisfaction of Community College Counselors. 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).”

“Peretomode (1991) and Whawo (1993) 38, 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.”

“Finley (1991) 39 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 governance (i.e., involvement in decision-making), support (i.e., clerical and equipment), and convenience (i.e., physical surroundings).”

“Bowen and Radhakrishna (1991) 40 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.”

**Chieffo (1991)** 41 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 labeled “inclusion in decision-making meetings with the president” was identified as being significant in the determination of commitment and job satisfaction.”

“Marilyn L. Lamborn (1991) 42 has identify 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 .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 .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 .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.”
“Cranney, Smith et Stone, (1992) 43 Concern for the quality of working life preoccupied social scientists for the past 50 years. It is no wonder that thousands of studies revolved around the concept of job satisfaction as a core concept of it.”

“Ostroff (1992) 44, 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.”

“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) 45, identified challenging work, equitable rewards, supportive working conditions, and supportive colleagues as main determinants of job satisfaction as challenging work.”

“A research report of Bruce & Blackburn, et al.,(1992) 46 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 failure. An appropriate level of challenge will cause feelings of pleasure and satisfaction.”

“Tack and Patitu (1992) 47 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)48 pointed out that, according to the literature, job satisfaction factors are divided into three groups. These are 1) organizational characteristics focusing 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.”

“Alomari.k (1992)49 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.”

“McBride et al. (1992)50 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.”

“Vorster (1992)51 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.”

“Blanchflower et al., (1993)52 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.”
“Nhundu (1994)\textsuperscript{53} 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.”

“Research conducted by Vander Westhuizen and Du Toit (1994)\textsuperscript{54} 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)\textsuperscript{55}, 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.”

“According to Olsen et al. (1995)\textsuperscript{56} 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, Haledon 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.”
“Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995)\textsuperscript{57} 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.”

“Ingersoll et al., (1995)\textsuperscript{58} 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 misbehavior.”

“A study report De Santis and Durst (1996)\textsuperscript{59} 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.”

“Nancy B. Moody (1996)\textsuperscript{60} 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 percent of the schools of nursing in the target population of universities offering a doctorate in nursing participated in the study.
“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.”

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

“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.”

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.”

“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.”
“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 work, the degree of fulfillment 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.”

“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.”

“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 favorable 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 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.”
“Huang (1999)\textsuperscript{70} 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.”

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)\textsuperscript{71}. 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 centered on learner and teacher achievement.”

“Eileen Mary Weiss (1999) \textsuperscript{72} 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.”

“A study by Ward and Sloane (2000)\textsuperscript{73}, 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.”
“Judge and Church, (2000)\textsuperscript{74} 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.”

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)\textsuperscript{75} (which found a positive correlation between tenure and job satisfaction) because their study did not account for disciplinary differences.”

A study by De Frias and Schaie (2001)\textsuperscript{76} 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.”

“Bowman (2001)\textsuperscript{77} 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.”

“Adkins et al. (2001)\textsuperscript{78} has observed that “Higher salaries are correlated with higher levels of satisfaction for all disciplines.”

Ronit (2001)\textsuperscript{79} 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.” He also studied with a quantitative questionnaire using Likert-type scales were administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job 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.”

“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.

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 ($n$
“Weiss (2002)\(^{81}\) 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.”

“Adrian Furnham et. al., (2002)\(^{82}\), 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 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.”

“Huay-Ming Tzeng (2002)\(^{83}\) 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 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.”

“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.”

“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.” He also suggested 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.”

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

“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.”

According to the study conducted by Timothy Lee Dore (2004) on the relationship between job characteristics, job satisfaction and turnover intention among software developers, the result of the study uncovered several factors that can influence turnover intentions. Identified in the study as statistically significant job characteristics that can be influenced by management are training, autonomy, feedback, task significance and skill and variety.

“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.”

“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.”

“Elena C. Papanastasiou and MichalinosZembylas (2005)\(^{91}\), 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.”

“HosseinZainalipour et. al., (2005)\(^{92}\), 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.”

“Bilimoria et al., (2006)\textsuperscript{93} 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.”

“Cetin et al.,(2006)\textsuperscript{94} have reported that marital status and children can also impact faculty satisfaction. The results of studies that explore the relationship between marriage and individual job satisfaction have yielded mixed results. On the one hand, marriage has been shown to increase satisfaction levels for individual members.”

“A study conduct by Bender and Heywood (2006)\textsuperscript{95} 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.”

“Jain, Jabeen, et. al. (2007)\textsuperscript{96}, in their study "Job Satisfaction as Related to Organizational 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.”
“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 locus of control and was almost completely eliminated after controlling for organization-based self-esteem.”

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

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

“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.”

“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.”

“Mehmet D. Karlı and Hale İskender(2009)\textsuperscript{104} 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)\textsuperscript{105} 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.”
“Mine Sancar (2009)\(^{106}\) 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.”

“Toni Mora and Ada Ferrer-i-Carbonell (2009)\(^{107}\) 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 unobservable are the most possible explanation. This is surprising given the nature of the sample, i.e. very young and highly educated population.”

“Rafael Muñoz de BustilloLlorente and Enrique FernándezMacías(2010)\(^{108}\) 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.”

“According to Zülfü Demirtas (2010)\textsuperscript{109}, 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 to identify 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 that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students.”

“Shafqat Naeem Akhtr et al., (2010)\textsuperscript{110} 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.”

“Xiaoxiao Hu et.al., (2010)\textsuperscript{111} 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”.

“Kathleen A. Lane et.al.,(2010)\textsuperscript{112} 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.

“Paloaspagnoliet.all (2011)\textsuperscript{113}, 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 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.”
“Anna M. Zalewska (2011)\(^{114}\) 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’ and ‘top-down’ approaches. In addition, it provides evidence supporting the adaptive role of anxiety and individual properties as its moderators.”

2.3 SUMMARY

The related literature and studies reviewed on the number of factors that bring the job satisfaction to the software employees and other professions. The personal attributes like age, gender, designation, domain of responsibility, location etc. Some of the studies reviewed also correlate the Quality of Work Life dimensions and the level of job satisfaction in various professions. They revealed empirical evidences on the relationship between the designation, location and other factors which influences job satisfaction. The researcher has also analyzed the gap of existing studies and made the present study in a comparative mode for measuring the job satisfaction of software employees in Bengaluru and Kochi.

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