CHAPTER IV

JOB SATISFACTION
## CHAPTER IV

### JOB SATISFACTION

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JOB SATISFACTION

In the wide spectrum of human resources, researchers have studied job satisfaction for over half a century. In preparation of the twenty first century additional research must be done in the area of job satisfaction of teachers. Varied population, conflicting findings, varying job metaphors and burden of the job are variables that warrant this research. Given the rapid pace of educational transformation and job related stress, teachers will find this study to have practical value. It will also serve as a guide to prospective teachers seeking employment in an urban perspective.

4.1 INTRODUCTION

A high quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is at the center of the educational process. The role of teachers in transfer of knowledge to the younger generation need not be underscored.

Attracting and retaining high quality teachers is thus a primary necessity for education in India. One step in developing a faculty of eminence is to understand the factors associated with teaching quality. It is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is an important issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Since the faculty is the largest asset in a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential in order to improve the information base needed to support a successful educational system.
Since it was pioneered in the 1930’s the study of employees’ attitudes to job satisfaction has contributed a substantial volume of knowledge about what makes people happy or unhappy about their jobs. Job satisfaction among teachers has been extensively researched and it has been recognized as a significant factor in motivation and professional improvement. In a developing country like India, there is a great paucity of information. Ascertaining the status of job satisfaction and its related factors would contribute immensely to bridging a serious gap in our knowledge base. The application of policy based on sound data in these areas could radically improve teacher morale and proficiency. This would contribute toward the successful outcome of current reforms being undertaken in the education sector.

4.2 JOB SATISFACTION AND MOTIVATION

It should be noted that job satisfaction is not the same as job motivation. These terms are related but are not synonymous. These two terms are often used interchangeably in the literature. However motivation is more complex. One view of motivation is that it embraces a consideration of needs and drives which may be of both biological and social origin. Action leads to satisfaction and reduction in the initial needs, which then may result in the emergence of new higher order needs. Another conception of motivation regards job characteristics rather than needs as the key to energizing behavior. While job satisfaction gives an indication of teachers well being induced by the job, motivation is defined as their willingness, drive or desire to engage in good teaching.
4.3 DEFINITIONS OF JOB SATISFACTION

Job satisfaction has been a subject of interest and study for over fifty years. It is important for organizations to facilitate job satisfaction if they want to achieve their goals and objectives. The reason for wanting a job is often considerably more than a paycheck. It can be viewed as a means to achieve personal goals. When a job meets or exceeds an individual’s expectation the individual often experiences positive emotions, which represents job satisfaction. Most job satisfaction research has been conducted by business and industry. However over a period of time it has extended to the field of education as well, be it to class-room teachers, principals or educationists.

Although no uniform definition of job satisfaction exists, job satisfaction is generally considered to be the overall ‘feel good factor’ of an employee towards his/her job. There is no universal definition of job satisfaction. This is because of the fact that though many researchers have defined job satisfaction, they all vary and the only common element among them seems to be that job satisfaction is a job related emotional reaction. Young\textsuperscript{120}(1984) defined job satisfaction as “the affective reaction that employees have about their jobs”. According to Young, job satisfaction has implications for the individual related to physical and mental health, for the organization related to the acceptance of and good performance on the job and for society related to quantity and quality of life. According to Hoppock\textsuperscript{121}, “Job satisfaction can be defined as essentially any combination of psychological, physiological, and environmental circumstances that cause a person to say, “I am

\textsuperscript{120} Linda Evans, Teacher morale motivation and job satisfaction, sage publications, 2005
\textsuperscript{121} Hoppock P, job satisfaction, New York, Harper Brothers, 1935
satisfied with my job”. Spector\textsuperscript{122} stated, “Job satisfaction is simply how people feel about their jobs and the different aspects of their jobs”. Lawler\textsuperscript{123} focused on expectations and stated, “Overall job satisfaction is determined by the difference between all those things a person feels he should receive from his job and what he actually receives”. Locke\textsuperscript{124} defined job satisfaction in terms of values as “pleasurable or emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values.”

Job satisfaction is a positive emotional state resulting from analyzing one’s work experiences. Job dissatisfaction takes place when expectations are not met. Every human being seeks to maintain his existence and enhance himself. There have been many social scientists, who have devoted much time to the study of job satisfaction. Considerable progress has been made over the years defining and attempting to measure job satisfaction. Locke and Herne\textsuperscript{125} noted “The achievement of one’s job values in the work situation results in the pleasurable emotional state known as job satisfaction”. Thus the high level of agreement on the components of job satisfaction is the result of much study and effort by psychiatrists, psychologist, sociologists and other professionals who study interpersonal attitudes in the work force.

In light of these definitions, we can define the job satisfaction as the sum of all negative and positive aspects related to the individual’s salary, physical and emotional conditions at the workplace, the authority that ensues, the autonomous usage of this authority, the level of success maintained, the rewards given due to this success, the

\textsuperscript{122} Spector PS, Job satisfaction among technical and industrial teachers , Journal of Industrial teacher education, 40, 2, 2003
\textsuperscript{123} Lawler EE, Relationship of job characteristics to job involvement& intrinsic motivation, Journal of Applied psychology, 54, 305-312
\textsuperscript{124} Locke EA, The nature and causes of job satisfaction, Handbook of Industrial and organizational psychology, 1297-1349
\textsuperscript{125} ibid
social status maintained in relation with the job as well as relations with colleagues and administrators. Individual elements do not result in job satisfaction. Job satisfaction can only be complete if all these elements exist in harmony. From the above the researcher has to define job satisfaction in a pragmatic manner in order to simply indicate whether teachers do or do not like their job. No specific distinction is made between satisfaction and dissatisfaction models such as Herzberg’s famous two-factor analysis would suggest.

Thus as per the researcher in the context of teachers; "Job satisfaction can be defined as a tangible level of self-appreciation towards or in the profession keeping in mind the working conditions vis-à-vis the output standard required by the system".

Thus if the individual teacher perceives that his/her values are realized within the job then he/she develops a positive attitude towards the job and acquires job satisfaction.

4.4 THE CONCEPT OF JOB SATISFACTION

The study of Job satisfaction began with Elton Mayo’s126 famous Hawthorne study, conducted in the 1920’s at the Western Electric Company. The Hawthorne study implied that satisfied workers increased productivity. In the beginning of workers were organized into groups with incentive pay awarded to individuals, based on the entire group’s performance. Working conditions were also improved. Productivity increased when these changes were introduced. Subsequently all the factors were returned to the original state. However the increased productivity continued. It could

126 Paul Hersey, Kenneth Blanchard, Dewey Johnson, Management of Organizational Behavior, Prentice Hall of India, New Delhi, 2001
then be inferred that there was more to productivity than money and working conditions. This phenomenon later came to be known as the Hawthorne effect.

Studies conducted by Hoppock in 1935 revealed that satisfied teachers demonstrated fewer indications of emotional maladjustment and that more of the personally satisfied teachers chose teaching as their vocation. In the last 50-60 years many researchers have clung to Hoppock’s postulates that job satisfaction cannot be examined independently based on an individual’s life.

There have been considerable changes in the reasons to study job satisfaction since the Hawthorne studies. The motives for seeking enhancement of job satisfaction have changed. In the 70’s job satisfaction theories were classified as process theories and content theories. While process theories examined the process by which variables combined with each other and the characteristics of the job itself to what produces job satisfaction, the content theories describe the factors most conducive to achieve job satisfaction. Maslow and Herzberg were two prominent theorists dominating a host of content theory researchers. The two factor theory of Herzberg’s hypothesis that high job satisfaction leads to increased job performance could find little relationship between job satisfaction and productivity later by other researchers. Herzberg later moved into the arena of job enrichment claiming that the goal of management should be to motivate employees. He asserted that external pressures of threat or rewards, only served to reinforce hygiene factors and by making the job more pleasing to the worker through enhancement of motivational factors, a higher degree of job satisfaction would result.

Job satisfaction has been treated both as an independent as well as dependant variable by various researchers. As an independent variable job satisfaction is seen as the cause of other phenomenon such as productivity and motivation. Job satisfaction as it relates to employee productivity and retention has its historical roots in the work of Fredrick Taylor Mayo. Process theorists such as Vroom in expectancy theory viewed job satisfaction, as an interaction of the contextual factors of the job with needs, values and expectations that an individual brings to a job.

The equity theory of job satisfaction described two sets of variables, which related to a worker and his job one set was the input or attributes a worker bring to his job such as age, gender, education and experience. The other set of variables was called outcomes, which were received by the worker. In case of theory X it was assumed that people require either rewards or need to be coerced for motivation. Theory Y in turn has its center complex man, possessing a bundle of social and self-actualizing needs and given an appropriate condition of work show increased level of responsibility and self-direction

Job satisfaction literature tends to indicate that high job satisfaction is related to increased morale, decreased absenteeism and turnover and finally improved employee relations. While stress, burnout, depression, anxiety, unrewarding and unpleasant working conditions lead to decreased job satisfaction, factors such as after work happy hours, off the job activities with co-workers increased job satisfaction.
4.5 THE IMPORTANCE OF ASSESSING JOB SATISFACTION OF TEACHERS

Job satisfaction is an affective reaction to an individual’s work situation. It can be defined as an overall feeling about one’s job or career or in terms of specific facets of the job or career (e.g., compensation, autonomy, coworkers) and it can be related to specific outcomes, such as productivity. With teachers, satisfaction with their career may have strong implications for student learning. Specifically, a teacher’s satisfaction with his or her career may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom. In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life. These actions disrupt the school environment and result in the shift of valuable educational resources away from actual instruction towards costly staff replacement efforts.

A satisfied employee is an asset to the organization and a dissatisfied employee will contribute adversely to the sustenance of the organization. A dissatisfied employee is more likely to lay off from work leading to loss of valuable time. A dissatisfied employee may also suffer from stress, which could affect the performance. Such disgruntled workers do great harm to the morale of the organization and run the risk of group cohesiveness. They may spread this attitude to other employees, which can severely affect productivity. People use their mental and physical abilities and give their time to the jobs they perform. Many try to make a difference in their lives and in others lives by working. It seems eminently logical that a happy employee is a
“better” employee, which is often defined as a “more productive” employee. Though, thousands of studies have been carried out seeking to establish a positive and unmistakable correlation between high job satisfaction and high productivity, nothing conclusive has been proven. Though researchers have attempted to correlate job satisfaction with efficiency, absenteeism, turnover, and various other aspects of performance, their studies have decidedly produced only mixed results. At times satisfied employees perform better, and sometimes they do not.

The most important evidence that indicates that the condition of an organization has deteriorated is the low rate of job satisfaction. The job satisfaction is the condition of establishing a healthy organizational environment in an organization. Individuals want to maintain statute, high ranks and authority by giving their capabilities such as knowledge, ability, education, health etc. to their jobs on which they spend most of their time. The individuals who cannot meet their expectations with regard to their jobs become dissatisfied. Thus, this dissatisfaction affects the organization for which the person works. Job satisfaction is very important for a person's motivation and contribution to production. Job satisfaction may reduce irregularity at work, replacement of workers within a cycle or even the rate of accidents.

The NPE 1986\textsuperscript{128} devotes a section on “The Teacher” as follows: “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise

\textsuperscript{128} Mohanty J, Primary & Elementary education in India, 2003
appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

While much of the work in the field of job satisfaction has been conducted in general, some has been related to specific professions and a small proportion of this to the teachers. Opinions differ in the width of applicability of research findings and theories related to job satisfaction. Herzberg's two-factor theory has been tested on educational contexts. But the contextual problem related to researching teachers' job satisfaction emanates from the lack of clarity and of consensus on the definition of job satisfaction. Though there are ranges of definitions there is a vast disparity amongst them.

Teachers are the indispensable cornerstones of the society. The qualifications of the teaching personnel are the fundamental determinant of the development and organization of the education. Rendering effective service in a classroom depends on the human source. Job satisfaction of the teachers, who have an important place in the information society, will affect the quality of the service they render. In this respect, the question of how the material and moral elements affect the job satisfaction of the teachers gains importance.

Satisfaction with teaching as a long-term career versus more ephemeral satisfaction with a particular job during a career is a broader and, in some ways, more important consideration for developing the nation's teaching group. Workplace conditions that affect not just current job satisfaction, but satisfaction with teaching as a career, need to be identified and examined by policy makers. If these conditions can be modified through changes in policy, then it might be possible to increase the satisfaction levels of the teaching force. To the degree that schools and school districts may be able to
increase teachers' control over their classrooms and school-wide rules and regulations or hiring practices, they may be able to increase long-term satisfaction among teachers.

For achieving its goal of improving quality of work of teachers increasing job satisfaction is important. With the caveat that satisfaction is prelude to improvement, the meeting of job satisfaction and reduction of dissatisfaction might be a more effective way of developing self-inspired teachers. Further increase in job satisfaction may also result in professionalism in teachers.

The unfortunate consequence of this lack of a clear cause and effect relationship is that, when management discovers there is no guarantee of a one-to-one correlation between individual satisfaction and individual productivity, interest usually wanes.

The three reasons to stress the importance of job satisfaction are as follows:

1. Organizations, which give importance to humanitarian values, will treat their employees with respect. A job satisfaction assessment will serve as an indicator of the extent to which employees are dealt with efficiently.

2. In case of organizations where behavior is expected to influence organization operations job satisfaction can be assessed with the help of positive and negative behavior. While satisfied employees express positive behavior, dissatisfied employees express it through their negative behavior.

3. Job satisfaction can be considered as an indicator of organization operations and this helps in identifying areas of improvement.
Each of these reasons is important in assessing job satisfaction and the combination of these reasons paves the way for focusing on understanding job satisfaction.

While earlier generations may have viewed their jobs predominantly as a source of income, today's employees see their careers as more. As the importance of job satisfaction rises in the minds of workers, they are more likely to consider it as a reason to stay with their current job or accept a job offer elsewhere. Most workers have experienced or at least heard tales of the "rats deserting a sinking ship" syndrome, and an organization that has the reputation of being an unpleasant place to work may have trouble attracting new employees, especially in today's job market. It is important to keep in mind that increasing teacher satisfaction will not eliminate attrition, as some attrition is natural. However, it is important to study teachers who left the profession because they were dissatisfied with some aspect of the job. This type of analysis might help identify ways to alter negative types of teacher turnover. Whether or not satisfaction and performance are directly and strongly correlated is not the issue. The issue is that in order to attract and retain qualified employees in the upcoming tight labor market, employers will have to treat people as their most important asset.

Further a study of job satisfaction is most appropriate at this particular point in the evolution of education system in India. It is time of high mobilization of resources and training, the enthusiastic adoption of decentralization policies, putting more resources into school and demanding more responsibility from the teachers. This is the time of great expectations and increased work. If we do not apprehend the effect this will have on job satisfaction and dissatisfaction and ultimately motivation, then much may be counter productive.
4.6 FACTORS INFLUENCING TEACHER JOB SATISFACTION

As is the case with all white-collar positions, both intrinsic and extrinsic factors affect a teacher's satisfaction.

4.6.1 Intrinsic factors:

For teachers, intrinsic satisfaction can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction (Smith, 1991). Several studies have found that these factors are related to both attrition and satisfaction in teaching, as well as other professions. Intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teachers enter the profession because they enjoy teaching and want to work with young people. There are a few teachers who enter the profession because of external rewards such as salary, benefits, or prestige. However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their satisfaction in this position and their desire to remain in teaching throughout their career.

4.6.2 Extrinsic factors:

A variety of extrinsic factors can be associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others. When teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom, and when teachers are not

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129 Ramakrishniah & Bhaskara Rao, Job satisfaction of college teachers, Discovery Publishing House, New Delhi, 1998
satisfied with their working conditions, they are more likely to change schools or to leave the profession altogether.

4.7 THEORIES OF JOB SATISFACTION

Employees in an organization feel appreciated when the corporate goals and objectives are met which in turn increases the level of employee job satisfaction. On the other hand the work place that is characterized by poor relationship with co-workers and supervisors and unclear work policies, affect the extent to which an individual is fulfilled in his/her work.

Job satisfaction fulfills needs. Hence Maslow developed his needs hierarchy theory, which postulates that only after lower order needs have been met can higher order needs be fulfilled. Regardless of the authors, generally it is agreed that job satisfaction involves the attitudes, emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee's personal life. Given the many definitions of job satisfaction, many scholars have proposed various theories of job satisfaction. These theories have been developed, then either supported or rejected by others in the field of work motivation and behavioral research.

Today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction. Content theories assume that all individual possess the same set of needs and also recommend
the characteristics that ought to be in a job and process theories relate motivation to psychological process that affect basic needs and are concerned with people’s perception of it.

The present-day theories of job satisfaction can be divided into two groups, content theories which give an account of the factors that influence job satisfaction and process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslow’s (1943) Needs Hierarchy Theory and its development by Herzberg into the two-factor theory of job satisfaction are examples of content theory. Equity, fulfillment and Vroom’s (1964) expectancy theory are examples of process theory.

4.7.1 CONTENT THEORIES

Content theories were concerned with the specific identity of what it is within an individual or his/her environment that energizes and sustains behavior. In other words, it meant ‘specific things that motivate people’ (Campbell et al, 1970). Maslow\(^\text{130}\) (1954) suggested that people are driven by unsatisfied needs that shape their behavior. He theorized that after a person has moved from a lower to a higher level of need, the higher-level needs assume less prominence since they have been adequately met. Although lower level needs may at times increase in importance as a consequence of progressing through stages of psychological development, a person tends to develop a “personality structure” in which his various needs form a hierarchical system.

\(^{130}\) AH Maslow, A theory of Human Motivation, Management & Motivation ed by VH Vroom & Deci, Penguin Books
4.7.1.1 Maslow's Theory

Maslow (1954)\textsuperscript{131} and Hoppock (1935) suggested that job satisfaction and dissatisfaction share a single continuum. They reasoned that both intrinsic and extrinsic factors have the capacity to create satisfaction and dissatisfaction. Maslow developed a hierarchy of human needs, with psychological needs (basic needs of air, food and water) at the bottom of the pyramid. When these needs are not satisfied, the need becomes a highly powerful drive of human behavior that continues to exist as a powerful influence on an individual till the needs are met. Maslow's next set of needs is security, belonging and ego development. Last but not the least at the top of the pyramid is self-actualization. This is need, which reflects the man's desire as to what he wants to become. Self-actualization stresses the maximum personal accomplishment of the individual. Maslow described one end of these continuums a "growth" needs and, at the other end of the continuum "deficiency" needs. The first set of needs are best described as basic survival needs, which can be looked as those needs being concerned with the avoiding of pain and discomfort and as providing primary needs such as sex, thirst, and hunger. The second set of growth needs can be described as those, which express themselves in attempts by people to become all that they are capable of becoming. Some organizational consequences of Maslow's theory have become apparent when one looks at the changes in the motive pattern. Extrinsic rewards are no longer satisfactory. The younger employees are demanding intrinsic rewards as well.

\textsuperscript{131} AH Maslow, A theory of Human Motivation, Management & Motivation ed by VH Vroom & Deci, Penguin Books
Maslow's theory has been criticized due to the lack of empirical proof to support the existence of hierarchy or even some of the needs themselves.

**Implications of the Theory for the Teachers**

1. Although Maslow did not address job satisfaction specifically, it can be concluded that those settings in education, which allow administration and allied factors to satisfy each level of need, would produce job satisfaction.

2. Those factors, which do not result in achieving the needs, could create an environment of job dissatisfaction.

**4.7.1.2 Motivator/Hygiene Theory (Two-Factor Theory)**

No theory has been studied, copied and criticized as Herzberg's. Physiologist Fredrick Herzberg\(^\text{132}\) (1959) studied job satisfaction based upon the needs of creative problem solving, dedication and perseverance in achieving one's goal. He interviewed 200 engineers and accountants in Pittsburgh, Pennsylvania area. They were asked how they felt about their work. He found out that five factors stood apart as strong determinants of job satisfaction and he theorized that the growth or motivators intrinsic to the job are: achievement, recognition, work itself, responsibility and growth for advancement. Out of the five factors work itself, responsibility and advancement were greatest in terms of for lasting change of attitude. Job dissatisfaction was due to company policy, administration, supervision, salary, interpersonal relations and working conditions and he theorized them as hygiene factors.

\(^{132}\) Herzberg Fredrick, Motivation & Maintenance factors in Job Satisfaction, New York, William Morrow, 1993
In 1968, Herzberg wrote about the two different needs of men. The first need is the one that comes from human’s animal nature – or the ingrained drive to avoid pain from the environment or the learned practices that arise as a response to the basic biological needs. The other set of needs relates to the unique characteristics of humans, the ability to achieve. It is through this achievement that a person experiences psychological growth. It is important to note that removal of job dissatisfiers did not improve the level of job satisfaction since job satisfaction was based upon other factors. The basis of Maslow and Herzberg theories were predicated on the thoughts of industrialized bureaucracy by the German sociologist Max Weber.

By separating the factors involved with job satisfaction, Herzberg argued that the causes of job satisfaction and dis-satisfaction are separate and distinct. Satisfaction is on a continuum from satisfaction to no satisfaction. Dissatisfaction is on a continuum from dissatisfaction to no dissatisfaction. The presence of intrinsic motivators results in satisfaction with the job, but their absence does not necessarily lead to job dissatisfaction. He further argued that the extrinsic hygienic factors are necessary condition for, but do not produce job satisfaction. Herzberg found that people usually mention that hygiene factors when describing dissatisfying job related events. He further believed that hygiene factors whether present or absent were not associated with effort. Thus the two-factor theory had strong implications for job design. The reward should provide both financial and non-financial results.
Implications of the Theory for the Teachers

1. The teachers must be given adequate opportunities to demonstrate their professional skills, as it is a motivator, the presence of which will lead to job satisfaction.

2. The Principal must provide recognition for a good work as and when the opportunity arises to a teacher as it leads to satisfaction in their jobs.

3. The management must ensure a fair ‘pay package’ and school policies because as a hygiene factor its presence will increase the level of satisfaction.

4.7.2 PROCESS THEORIES

Process theories try to explain and describe the process of how behavior is energized, directed, sustained, and stopped. To explain and describe behavior these theories try to define the major variables that are important for explaining motivated people. Process theorists see job satisfaction as being determined not only by the nature of the job and its context within the organization, but also by the needs, values and expectations that the individuals have in relation to their job. For example some individuals have a greater need for pay and achievement than others and where a job gives no opportunity for increased pay or achievement; such individuals are likely to be more frustrated than those whose need for higher pay and achievement is less.

Vroom’s\textsuperscript{133} expectancy theory stresses ‘Perception of a link between effort and reward’. According to Vroom, people calculate a connection between their effort and performance so that valued rewards are significant for them which follow from high

\textsuperscript{133} Paul heresy, Kenneth Blanchard, Johnson, Management of Organizational Behavior, Prentice Hall of India, New Delhi
performance. This theory predicts that jobs which produce low level of morale will be those where aspects of job performance are out of workers' control. Three sub-theories of process theory have been developed: theory based on discrepancy between what the job offers and what is expected, theory based on what an individual needs, and theory based on what the individual values.

4.7.2.1 Equity Theory

Equity theory was most heavily influenced by James Adams\textsuperscript{134} and originated around 1965. Equity theory was based upon three main assumptions. First, that people develop beliefs about what constitutes a fair and equitable return for their contributions to their jobs. Secondly, equity theory assumes that people tend to compare what they perceive to be the exchange they have with their employers to that which they perceive co-workers have with their employers. Thirdly, equity theory holds that when people believe that their own treatment is not equitable, relative to the exchange they perceive others to be making, and they will be motivated to do something about the inequity. For example, one employee believes that another employee makes twice as much as they do. Whether that belief results in dissatisfaction depends on their beliefs about the value of contributions they make as compared to their coworker.

People can tolerate seeing others earn more in pay and benefits if they do believe that others are contributing more in the way of inputs. One main criticism of equity theory is that issues of fairness and justice can be a matter of "the eye of the beholder". There is always the possibility that what one thinks or believes is not congruent with what is

\textsuperscript{134} Moorhead Gregory & Griffin Ricky W, Organizational Behavior, Managing People & organization, Delhi, 1999
actually happening. Another limitation to this theory is that it can be hard to compare one organization to another, thus this theory is localized for the person. Thus this theory argues that the social comparison process is driven by our concern with fairness and equity and the implications for management is the requirement of developing equitable rewards and employment practices.

**Implications of the Theory for the Teachers**

1. The school management must ensure that it grants fair fringe benefits, pay and rewards system to teachers, as they are the factors that cause core equity discernment.

2. Teachers must be given an epigrammatic on the basis of awards granted to them to establish that the system is just and candid.

**4.7.2.2 Reference Group Theory**

Reference group theory\(^{135}\) was based on the thought that employees compare their inputs and outputs from his/her job to others, such as his/her co-workers and others in the same profession. In the field of education, teachers and administrators often tend to compare salary and benefits between other schools and themselves. Various Theorists have argued that the understanding of the groups to whom the individuals relate is critical to understanding job satisfaction.

4.7.2.3 Needs/Fulfillment Theory

Fulfillment theorists\textsuperscript{136} believed that people's satisfaction is a function of how much of a reward or outcome they are receiving for their work. Satisfaction can be measured depending on how much of a given outcome or group of outcomes a person receives. The Criticism against this theory was that in the researchers failing to take into account the individual-difference factors of a person. The individual-difference factor is how people feel about what they receive and what outcomes they feel they should receive for their work. A person who expects to be paid more for their work is more likely to be dissatisfied than someone who feels that he is paid adequately for his work. “This theory is criticized on the ground that its approach to job satisfaction is not valid, since this approach fails to take into account differences in people’s feelings about what the outcomes they should receive”

Vroom (1964) developed two forms of need fulfillment theory. The first model was the subtractive model, which states that job satisfaction, is negatively related to the degree of discrepancy between what the worker needs, and the extent to which the job meets those needs. His second model is the multiplicative model in which the need for importance is taken into account by multiplying the perceived amount of need fulfillment offered by the job by the importance of the individual of that need.

\textsuperscript{136} Gregory Moorhead & Ricky W Griffin, Organizational Behavior, Jaico Publishing House, Mumbai, 2003
Implications of the Theory for Teachers

This Theory believed that satisfaction is determined by the differences between the actual outcomes a person receives and some other outcome level and when the actual outcome level is lesser than what others receive dissatisfaction results. This theory can be clearly checked in teacher salaries. Teachers who feel their salaries or benefits are below when compared to their counterparts in other schools may become dissatisfied with their employer.

4.7.2.4 Work Adjustment Theory

In 1964, Dawis\textsuperscript{137}, England, published the first version of work adjustment theory. The theory was revised in 1968, and extended forms of the theory were published in book form in 1969 (Lofquist & Dawis, 1969). The Theory of Work Adjustment (TWA) describes the relationship of the individual to his or her work environment. TWA was developed as the guiding framework for a program of research in vocational psychology, and this is the area of its greatest application today. The theory of work adjustment is based on the concept of correspondence between the individual and environment and includes a basic assumption that the individual seeks to achieve and to maintain correspondence with the environment. While many kinds of environments exist for an individual – home, work, etc to which an individual must relate, achieving and maintaining correspondence with one environment may affect the correspondence with other environments.

Work then represents one such environment in which one must relate. Satisfaction then indicates the correspondence between the individual and the work environment.

\textsuperscript{137} Rene V Davis, Lloyd H Lofquist, A psychological theory of work Adjustment, Vocational Psychology Research, Minnesota University Press, 1984 (www. Psych.umn.edu)
As individuals respond to their environment, their responding becomes associated with the environment. This theory can be summarized in the following statements:

1. Work is conceptualized as an interaction between an individual and a work environment.

2. The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks.

3. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work.

4. The environment and the individual must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.

5. Work adjustment is the process of achieving and maintaining correspondence. Work adjustment is indicated by the satisfaction of the individual with the work environment and by the satisfaction of the work environment with the individual, by the individual's satisfaction.

6. Satisfaction results in tenure, the principal indicator of work adjustment.

7. Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions.

Each of the seven statements adds to the concept that individuals act, react, and come to terms with their work environment thus adjusting to the work environment.
Implication of the Theory for Teachers

1. The school management must provide a comfortable working environment for teachers.

2. The school management must endow a satisfactory compensation to bring out the paramount capacity of the teachers.

4.7.2.5 Kalleberg's Theory of job satisfaction

Kalleberg\(^{138}\) (1977) pointed out that what impels us to study job satisfaction includes such diverse reasons as the need to study personal value systems, the potentially important link between the quality of working life, physical and mental health and a desire to improve productivity and organizational functioning. All of these indicate the importance of a employees job in their overall life experience.

He criticized Herzberg's theory because it explained job satisfaction only in terms of nature of the job. This has had considerable success and value in that it has led to suggestions as to how can employees can increase satisfaction or decrease dissatisfaction through manipulation of job characteristics. Kalleberg recognized the importance of individual, the differences between the people, what they want, expect or need from their jobs. Thus employee personality is also an important factor in considering job satisfaction.

Kalleberg does not separate satisfaction from dissatisfaction, but rather explores the complexity of the impact worker individuality and how individuals might differently value different aspects of work.

1. The intrinsic stimulation from and the challenge of the job might be the most important aspects for one group of people with some features more or less highly valued than others depending upon the individual.

2. For other group of workers extrinsic features such as the convenience offered by the job, in terms of working hours, congruence with working life, financial conditions etc might be the driving force behind job comfort.

3. For yet others the psychosocial aspects of potential relationship with co-workers, possibilities of recognition and advancement might be the most attractive or meet the most felt needs.

4. Still others might regard the adequacy of resources made available to them most important.

Kalleberg felt there was a need to explore the characteristics of people who value work in different ways and these arise from three sets of social factors namely socialization and other types of life’s experiences before entry to work, non work social roles and work experiences. With an understanding of these factors it might be possible to explore different mechanisms of job reward distribution. There are some explicit inputs aimed directly at increasing job satisfaction like accommodation etc, but they are short lived in their effect. A best teacher award may lead to a sense of failure to many who compete yet do not gain recognition. But Kalleberg concludes his theory by saying that some threshold of extrinsic conditions need to be provided first before the employee can be possibly satisfied by higher order intrinsic elements of the job.
Implications of the Theory for Teachers

1. Sometimes programs for improving the overall conditions of the teachers like more material to work with, revised curricula, improved systems of assessing and evaluating students’ progress or better classroom may add to the betterment of the system and teachers working life. A major danger however and hardly acknowledged in the risks and the constraints column of the log frame is the increase in this activity will cause in the work complexity of the teachers and possibly even the motivation and satisfaction aspects of the teachers may be damaged.

2. School Management must ensure that a healthy competition prevails among teachers while competing for awards or rewards instituted by the school.

3. The school management must guarantee that the teachers are provided with a fair compensation, and working conditions so that they initiate their thoughts towards attaining higher level intrinsic needs.

4.8 VARIABLES OF JOB SATISFACTION OR JOB SATISFACTION AS A CRITERION VARIABLE

Some research has been completed on teachers’ job satisfaction and the relationship to specific characteristics. Throughout the research, little consistency is apparent in the findings. The characteristics most often examined include: age, gender, salary, experience, tenure, school socio-economic level and school size. Originally job satisfaction was studied as a predictor of behaviors such as performance, absenteeism and turnover. But the modern trend of today has shifted the interest towards identifying
factors that influence job satisfaction such as personal and work related characteristics.

Chart 4.1 VARIABLES OF JOB SATISFACTION

Variables of Job Satisfaction

Personal Characteristics
- Age
- Tenure
- Educational Qualification
- Gender

Work Related Characteristics
- Salary
- Principal
- Students
- Class Size
- Challenging Work
- Security
- Rewards
- Supportive Colleagues
4.8.1 PERSONAL CHARACTERISTICS

Personal characteristics such as age, gender, education, tenure etc are often included in job satisfaction research to determine the relationships among the variables. Past research work has shown evidence of relationship between personal characteristics and job satisfaction, but the results have been mixed. The relationship has been positive sometimes and negative at other times for the same variable.

4.8.1.1 Age

Age is an important variable because employees of any organization usually vary in ages. Researchers looking at job satisfaction often study age. Herzberg et al. (1957) studied age relative to job satisfaction and found that job satisfaction for a younger worker starts high at the beginning of the career, declines, and then starts to rise again with increased age. The U shaped curve result that shows the relationship between job satisfaction and age starting high, declining, and then starting to improve again suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase, as workers grow older because the extrinsic rewards of work tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels of administration are usually not open to young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence, and these feelings contribute to a greater level of job satisfaction.

The impact of the aging worker on organizations has become an increasingly important research area for several reasons: One important consideration as the work
force grows older is ‘why’ job satisfaction varies with age. Studies continue to validate the fact that job satisfaction varies with age. Researchers continue to explore this relationship in an attempt to address the needs of various populations in various positions within the work force.

4.8.1.2 Tenure (Years in current school)

Tenure and age are often similar from a research perspective. If a teacher has a long tenure in a school they tend to be older. Tenure is an important topic deserving further study. Unlike related demographic variables such as age or sex, tenure has been judged a legal and defensible basis for disbursing organizational rewards and making staffing decisions. Conducting a job satisfaction research with tenure a variable would enable a researcher to determine if job satisfaction increases or decreases with length of service in one school. Very little research has been developed that explores the relationship of tenure in a school and job satisfaction. It would be an interesting component of the proposed research to use tenure in the current position as a criterion variable as a predictor of job satisfaction.

4.8.1.3 Educational qualification

The relationship between education and job satisfaction is distinctly non-linear. The assumption is that the higher one’s educational level, the greater are one’s chances of securing a desired and presumably satisfying job; however, there is not a direct correlation between an incremental increase in education and an incremental increase in job satisfaction.
4.8.1.4 Gender

Many people take for granted the idea that most people, male and female, will hold down a job for much of their lives. Gender however has long been a factor in many aspects of human existence such as child rearing, voting rights, and military participation in the workforce. Recently, technological and industrial change has played a major role in what kinds of jobs are available to both men and women. Gender issues in education administration have only recently come to the forefront of research due to the increases in females in administrative positions. One view of job satisfaction holds that women are satisfied with jobs in which they can interact with others in a supportive and cooperative way, even though the jobs may be only minimally demanding and challenging. The basis for this view is that women are socialized into values, attitudes, and behaviors that are communal in nature; whereas men's socialization reflects agentic values and behaviors. A communal orientation involves a concern for others, selflessness, and a desire to be at one with others, whereas an agentic orientation is manifested in self-assertion, self-expansion, and the urge to master. The general consensus concerning gender differences in job satisfaction is that there is little practical significance between the two sexes and research indicates the differences in job satisfaction by sex are negligible when the factors of pay, tenure, and education are controlled statistically.

4.8.2 WORK RELATED CHARACTERISTICS

Job satisfaction can be affected by work related conditions. Any aspect of the job is considered as a work related condition. Demographic variables have been examined in a number of studies to determine their effects on the overall level of job satisfaction as well as satisfaction with various aspects of the job experienced by workers in
various positions. School size, Challenging work, equitable rewards or salary, supportive colleagues and ideal working conditions are some of the examples of work related variables of job satisfaction.

Consistently, previous research have shown that interaction with students and peers and privacy within the classroom have been major sources of satisfaction for teachers and intrinsic work motivations, financial rewards, good supervision, and opportunities for skill enhancement are all positively correlated with job satisfaction. Less satisfying features of the workplace have been identified as:

1. Lack of time to adequately prepare for class or keep up to date with the field, to develop innovative teaching methods or to do a proper job with individual students

2. Lack of recognition or support for professional growth through writing, advanced study, and recognition and release time for professional development

3. Lack of support for instruction (e.g., the need for better support services, instructional media and materials) by the governing board and administrators

4. Poor facilities and equipment, inadequate parking, and lack of building security

5. Little voice in college decision making

6. Routine teaching content, teaching schedule, instructional methods, professional roles, and interaction with students

7. Inflexible or heavy teaching schedules, lack of recognition, low salaries, and high levels of bureaucracy and red tape
8. Working with unappreciative, unmotivated, or under-prepared students

9. Teacher evaluation processes

4.8.2.1 Salary

A person's salary is often linked to one's level of achievement and success. Pay and promotion are rewards employees tend to expect of their efforts or input put in by them. Pay and promotion lead to satisfaction when they are perceived as fair. Hoppock (1977)139 suggested that a significant difference exists in the average salaries of the most satisfied and the least satisfied teachers. For pay to be fair, decision and amount to pay should reflect job requirement, employee abilities and community pay standards by equitable standards. Employees encounter satisfaction when they perceive their promotion decisions are the result of fair policies and processes. Herzberg classifies salary as a care factor and stated that salary can either contribute or undermine satisfaction. Those teachers who earn higher salaries were more satisfied that those who had low-income earnings. It can be concluded that job satisfaction reflects the rewards (salary) the employees get for the type of work they do. Teachers may not be satisfied with their pay but they can be dissatisfied when it does not meet their basic needs.

4.8.2.2 Principal

Principal is one of the important determinants of teacher morale. Teachers dissatisfied with their principal may even leave their jobs especially when they work under an incapable or inefficient head. Previous studies have found that teacher satisfaction has influence on perceived ability of the principal to provide rewards for

139 Ramakrishniah& Bhaskara Rao, Job satisfaction of college teachers, Discovery Publishing House, New Delhi, 1998
high quality teaching performance. Further if the principal restricts a teacher’s creativity it may also lead to dissatisfaction of teachers.

4.8.2.3 Students

In ancient times students and teachers shared a special bond of supporting each other. But today the class control is a major task faced by a teacher. Anjeyulu 140 (1968) made an observation that satisfied teachers rated a large number of students as excellent, good and average on student qualities and behavior while dissatisfied teachers rated most of their students as poor or below average.

4.8.2.4 Class Size

One of the controversies surrounding class size is that class size affects the quality of interpersonal relationships one experiences in the school setting. Class size needs to be examined for a possible influence on teacher job satisfaction. Class size refers to the number of students enrolled in the identified school location in a particular class for which the teacher is in charge. With an increase in class size comes more extra and co-curricular activities and thus more supervisory responsibilities and more activities to monitor.

4.8.2.5 Challenging work

The work itself is the factor that correlates most highly with overall job satisfaction of employees. Employees preference tends to be jobs that let them apply their abilities and skills, embody and diversify tasks, freedom and performance feedback. This preference makes work mentally challenging. But if challenge is not balanced it may

140 Ramakrishniah & Bhaskara Rao, Job satisfaction of college teachers, Discovery Publishing House, New Delhi, 1998
led to boredom and too much of it may lead to employee frustration and feelings of failure.

An appropriate level of challenge will lead to higher level of job satisfaction and vice versa. The school principal must ascertain the needs of every individual teacher and their abilities and then assign duties accordingly.

4.8.2.6 Security

Security is one of the most important factor and Blum and Naylor (1952\textsuperscript{141}) asserted that “it is always less important to qualified people as there was no such fear of losing their jobs by way of lay offs or they are more confident of obtaining other jobs or probably more confident of obtaining another job of necessary. They further made an observation that security contributes to job satisfaction but security is both social and economic and both are essential for attaining job satisfaction.

4.8.2.7 Rewards

As per equity theory, an employee is likely to be satisfied as long as the magnitude of the rewards he or she gets equal or exceeds the rewards of comparable others and will be dissatisfied upon discovering that his rewards are lesser in magnitude when compared to others.

\textsuperscript{141} Plate, Kenneth, Stone, Elizabeth W, Factors affecting Librarians job satisfaction, London, Aslib, 1980
4.8.2.8 Supportive Colleagues

Favorable relations with colleagues and superiors tend to satisfy the social needs of an individual. Supportive colleagues play a positive role in increasing job satisfaction. In the context of a school setting, an supportive principal who is aware of his teachers challenges, communicates effectively and provides constructive feedback regularly can lead to directing satisfied employees.

Table 4.1 VARIABLES OF JOB SATISFACTION AND ITS IMPLICATION

<table>
<thead>
<tr>
<th>Variables</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>The impact of age on satisfaction of worker is an important research area because</td>
</tr>
<tr>
<td></td>
<td>1. Job satisfaction may increase with age as extrinsic rewards increase with age.</td>
</tr>
<tr>
<td></td>
<td>2. Job satisfaction may increase with age as an individual’s confidence and prestige also increases.</td>
</tr>
<tr>
<td>Tenure</td>
<td>Conducting job satisfaction research with tenure as a variable is necessary to find if it is a legal and a defensible basis for disbursing organizational rewards and staffing decision.</td>
</tr>
<tr>
<td>Educational Qualification</td>
<td>It is essential to check whether there is any incremental increase in job satisfaction because of incremental increase in education.</td>
</tr>
<tr>
<td>Gender</td>
<td>Gender issues in educational context have come to the forefront due to increasing number of female teacher entering the profession. It is essential to diagnose whether there is any significant difference between male and female teachers when factors of pay, tenure and qualification are similar.</td>
</tr>
<tr>
<td>Salary</td>
<td>Linked to achievement and success, it will be interesting to find out it implication of job satisfaction if salary does not meet the basic needs.</td>
</tr>
</tbody>
</table>
Principal | It is essential to find out if Principal’s ability to provide rewards for high teaching performance and level of authority to be creative has influence on job satisfaction of teachers.

Students | In the current situation it’s a must to check if job satisfaction is related to student behavior and academic performance.

Class Size | The implications of a class size on quality of interpersonal relation one experiences make, class size an important variable of job satisfaction.

Challenging Work | To check the co-relation between employees’ preference to embody and diversify task and apply their skills and job satisfaction is essential in the changed education scenario.

Security | Security can have an impact on job satisfaction in both social and economic sense, as there is a huge labor turn over in the current situation.

Rewards | It is essential to check whether the magnitude of rewards has an impact on job satisfaction.

Colleagues | Colleagues who satisfy the social needs of the employee form a important role in increasing and decreasing the job satisfaction of teachers.

4.9 JOB SATISFACTION AS A PREDICTOR VARIABLE

The variables of job satisfaction that have a direct influence on organizational development are performance, absenteeism and employee turnover.

4.9.1 Job Satisfaction and Performance

Job performance is viewed as an amalgam of distinct but related constructs. The dimension of job performance other than task proficiency is increasingly seen as important in human performance in work organization. This scheme of altruistic or pro-social activities is especially relevant to commitment in organization, as these
activities do not fall within the purview of formal organizational reward and control system.

During the initial half phase of the twentieth century there was a strong notion present that happy workers were productive workers. Vroom\textsuperscript{142}, the process theorist found little correlation between the two and stressed on the fact that positive job satisfaction to performance is possible, but so is the possibility of negative relationship or no relationship. The recent research in the field suggests that better performers experience more satisfaction, since their outcome in the form of rewards is associated with performance.

More recent research has attempted to look at job satisfaction as an antecedent of less concrete but equally important aspects of job performance. One of the most interesting areas of organizational science research in recent years has been in the area of Organizational Citizenship Behavior (OCB), which Paul Spector\textsuperscript{143} defines as "behavior by an employee intended to help coworkers or the organization." OCB-inspired actions are those, which are outside the employees' specific assigned tasks, or above and beyond the call of duty. The opposite of OCB is counterproductive behavior, which includes sabotage, aggression, and theft. Research seeking a relationship between job satisfaction and OCB or counter productivity is in the early stages, but the few available studies clearly suggest an important role for job satisfaction in these behaviors. Indeed, since job satisfaction is by definition an attitudinal concept, it seems logical that its effects would be more intangible than quantifiable. Recent trends towards more holistic views of psychology make clear the

\textsuperscript{142} Paul heresy, Kenneth Blanchard, Johnson, Management of organizational behavior, Prentice hall of India, New Delhi, 2001
\textsuperscript{143} Roland E, Kevin W, Nathan Cohesiveness and organizational citizenship behavior, Journal of Management, Dec 1997
importance of work in the individual’s overall enjoyment of life. A miserable employee cannot leave the dissatisfactions of an unhappy job at the office at the end of the day.

Thus the concept of job satisfaction is multi faceted and is composed of range of factors including teachers’ salaries, working conditions, students performance, colleagues, status, complexity and stress of the job. But previous research in this field has little evidence of how this related to the performance of the teachers in the classroom and the quality of student learning.

4.9.2 Job satisfaction and absenteeism

Absenteeism is undesirable for employees their colleagues and employers. Hence an employer has to enlarge insight into possible causes at work. The majority of the previous empirical studies have found two broad explanations for absenteeism namely, the withdrawal and stress. While the former relates to aversive working conditions the latter relates to stressful working conditions. The following are the factors that lead to absenteeism:

4.9.2.1 Unfavorable work conditions

High job demands and low job control predict absenteeism. The way the organization behaves with an employee plays a major role in their satisfaction. When an organization does not support its employee’s absenteeism is most likely to be high making unfairness at work an important determinant of absenteeism.
4.9.2.2 Unfairness at work

Distributive fairness where the evaluation of outcomes received in exchange relationship with the organization and the procedural fairness, which refers to the process by which they arrive at the judgment, play a pivotal role in absenteeism rate in employees.

4.9.2.3 Withdrawal

Absenceism as a withdrawal reaction to unfairness may be interpreted as withdrawal from work obligation, to lower the inputs in the exchange relationships or as withdrawal from the organization to weaken the exchange relationship within the organization.

4.9.2.4 Stress

This focuses on the employees reduced ability to go to work due to health problems caused by stressful work condition.
The relationship between job satisfaction and absenteeism has always been documented as consistent, significant and has reflected negative relationship. Absenteeism is rampant only among dissatisfied employees than the satisfied ones. An organization, which provides incentives for attendance or punishment for absence, can reduce absenteeism in the long run.
A recent study commissioned by the World Bank and done by Harvard University (Michael Kremer et al, 2004) compiled information of teacher absenteeism in India after surprise visits to 3,750 schools across India. The study revealed that 25% of teachers in government schools were absent from the school premises, with the absence rate varying from 15% in Maharashtra to 42% in Jharkhand. The study also revealed “the more powerful (male teachers, older teachers, more educated teachers and head teachers) are more likely to be absent.

The study reveals that absence rates are influenced by:

1. Power – gender, age, years of service and status of a head teacher. Male teachers were found to be 1.5% to 2% more likely to be absent than women teachers;

2. Distance from home to school – longer commuting time led to higher absence;

3. The quality of the head teacher;

4. Multi-grade schools – where one or two teachers manage children of two or more classes in the same room;

5. Poor infrastructure – no building/very poor quality building, no amenities;

6. Schools away from paved road and not easily accessible;

7. Where PTAs have met at least once in the last three months (the mere presence of a PTA did not make much difference, its effectiveness did);

8. Level of economic development in the state (richer states have lower absence rates as against poorer states which record high rates of absence)
9. School management – the absence rate and level of teaching activity in private aided schools were pegged at 20% and 58% respectively. In comparison, absence and level of teaching activity in government schools were 24.8% and 44.8% respectively.

10. Operative mid-day meal revealed lower absence rates.

4.10 JOB SATISFACTION VARIABLES MEASURED IN THIS STUDY

There seems to be many ways to measure job satisfaction. Faceted measurement is desired because it coincides with the multidimensional character of job satisfaction. And provides respondent comparability which permits a degree of direction and understanding of the phenomenon by the researcher. Individuals respond to common factors of the job and the nature of supervision. Since there are many dimensions of work and individual needs and values, job satisfaction measurement must be designed to tap a variety of aspects of the job and the person.

The common themes that permeated throughout the study are based upon the relationship with administration, compensation, opportunities for advancement, student management and discipline, job tasks, relationship with colleagues, with parents and community.

4.10.1 Administration

The quantity and quality of administrative support provided to the teachers significantly affect teacher satisfaction levels. Inadequate instructional leadership from the principal limits teacher coordination with respect to instructions for teachers, thus making their jobs difficult. But when a principal praise their staff for
accomplishments, and enforces clear rules, supports or encourages teachers the teachers’ satisfaction level will increase.

4.10.2 Compensation

Teacher compensation is another issue. Today one of the main strategies for improving schools by retaining teachers is by offering competitive salary and benefits. Differences in compensation between various schools causes disparity and generally where salaries are significantly higher teachers tend to be more satisfied with their jobs.

4.10.3 Opportunities For Advancement

Professional development affects teacher satisfaction. Talented and dedicated teachers are not created just by completing their education but also by classroom experience and continuing professional development. And this can be achieved only by gaining time, reflection and opportunity to consult with other professionals about problem and methods to solve them. The attention paid to teacher professional development makes a difference in teacher’s capacity to effectively instruct students. Hence teachers must be treats as professionals to make them more confident and increase their job performance

4.10.4 Student Management and Discipline

Student management and discipline can fall under the umbrella of school climate. For productive teaching to occur, students and teachers must feel safe. If Teachers are frequently disrupted, by misbehaving students neither teacher nor the students can
perform well. The way teachers perceive their working relationship with their students clearly define their job satisfaction levels.

4.10.5 Job Tasks

Teacher’s satisfaction is related to job tasks. The demand placed upon the teacher affects their job satisfaction. Teachers not only lead classrooms but the also participate in lot of extra curricular activities. When preparation time is adequate and non-teaching duties are limited the teachers are more satisfied and enhance student achievement.

4.10.6 Colleagues

Cooperation among colleagues is most important. School climate has profound effect on teacher satisfaction. One component that is conducive to teacher commitment and job satisfaction is a common set of values and goals among teachers. Satisfaction among teachers in this regard will increase when the colleagues too share their belief, have a similar vision for school and work cooperatively.

4.10.7 Relationship with Parents and Community

A good working relationship with school community and parents fosters job satisfaction. To achieve the goal of student achievement parent’s and teachers need to work hand in hand.

4.10.8 Availability of Educational Aids and Supplies

Job satisfaction is affected by one’s surroundings and can affect student and teacher performance. A pleasant, physical environment encourages work performance. A well
lighted, safe, clean, building shows respect care and concern for those individuals who work inside the building.

Thus it is reasonable to conclude that the survey has used this measurement device because it reflects a wide range of areas of specific needs of job fulfillment and efficacy.