Chapter I

INTRODUCTION

Food, clothing and shelter constitute three basic necessities of life, which must be fulfilled in order to survive. Needless to mention, human wants are unlimited and as soon as basic needs are met, other needs such as security, psychological, social aesthetic start arising. Maslow presented an interesting theory concerning human needs and their effect upon human behaviour.¹

Man works and he has to depend upon others for the fulfillment of his various needs. Such dependency gives rise to seek to motivate human beings to perform well. While getting some work done to the utmost capacity of human element, one can not lose sight of the fact that it is in a certain social environment, in which they are called upon to work in a special managerial climate, based on human relations. According to Davis, "human relations facilitate integration of people into a work situation that motivates them to work together productively, co-operatively and with economic, psychological and social satisfaction".²

With the growing consciousness and aspirations, people have started regarding their work, both as a means of livelihood and a way of life and can't be satisfied with economic rewards alone. Roethlisberger has stated that "they (workers) like to feel secure and independent; they like to be listened to and their views taken into account. Further, they like to be consulted about and participate in any change, which affects them personally. Therefore their development as an important input becomes all the more important as the overall development depends upon them".$^3$

Ginzberg pointed out that human resources are the key to economic development.$^4$ It is a known fact that out of the three resources—man, material and money,' man is the only one, which develops his own methodology, for the use of the remaining two. Importance of developing man can well be highlighted from one Chinese saying, 'while planning for a year, grow corns, while planning for a decade, plant trees and that while planning for life train and educate men.' Henry Ford had said long back, "take out my building take out my machine and all capital, but

leave my men with me, I will become Henry ford again".5

Human resources development is a very fascinating subject of all the components of an organisation because the aim of human endeavour is the development of the whole man. Dr. Radha Krishanan opined, "He is a whole man, who has a balanced development of the different sides of his nature. He should have the play of life, the satisfaction of mind and tranquility of spirit".6

Likert has rightly observed, "all the activities of any enterprise are initiated and determined by the persons who make up that institution. Plants, offices, computers, automated equipment and all else that a modern firm uses are unproductive except the human effort and direction".7 Frederick and Charles have described human resources as, "the total knowledge, skills, creative abilities, talents and aptitudes of an organisation's work force as well as the values and attitudes of an individual involved".8

India's National Policy of Education expressed that for economic, social, political and cultural development of society, it becomes necessary to provide it with a foundation of mass literacy; for education refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit. This policy emphasised that the human resources of a nation can be developed by "making investments in education". This report further says, "It is the development of human resources through education, which is more crucial of all the other sources; while the development of physical resources is a means to an end, that of human resources an end in itself and without it, even the adequate development of physical resources is not possible".

Kothari Commission Report had widely accepted, giving explicit recognition to the function of education that education is an investment in development and also an instrument of peaceful social change. Probably inspired by the necessity of education, Dr. Kothari said, "education has always been important but perhaps never more so in man's

10. ibid., p.2.
history than to-day\textsuperscript{12} and the opening sentence of the Education Commission Report, "the destiny of India is now being shaped in her class-room,"\textsuperscript{13} reflects the conviction of the Commission about the potent role of education to meet the challenges facing the country. Similarly Naik has cautioned that, "India is now facing the worst ever challenge in its long recorded history of more than 6000 years. This challenge can be squarely met by effective education".\textsuperscript{14}

Marshall emphasised the importance of education as a national investment. In his view, the most valuable of all capital is the investment in human beings.\textsuperscript{15}

Yakabe in a glance at the history of Japan tells that in Japan, investment in education was preferred over industrial investment and education was made compulsory over a hundred year ago. The result is obvious. The economic miracle is due to the high standard of education. There is no doubt that the

\begin{itemize}
  \item \textsuperscript{12} ibid., p.15.
  \item \textsuperscript{13} ibid., p.1.
  \item \textsuperscript{14} J.P. Naik (1964-66), Head, Department of Educational Planning, Administration and Finance, \textit{A Report of the Education Commission}, Ministry of Human Resource Development, New Delhi, p.3.
\end{itemize}
manpower resources has sustained Japan's economic growth.\textsuperscript{16}

✓ Education and economy go hand in hand. It is an important ingredient for economic development. It is the education alone that can help in transforming the society and in improving all and sundry. Heilbroner described the journey to economic development undertaken by a traditional society as the great ascent and point out that the essential conditions for its success is human change on a grand scale.\textsuperscript{17}

✓ Education has become all the more important as an effective response to the challenges posed by scientific and technological advancements which are increasing at an accelerating pace exerting tremendous influence on the lives of the people. So, it is recognised as a catalytic factor which leads to human resource development, comprising better health and nutrition, improved socio-economic opportunities and more congenial and beneficial natural environment.\textsuperscript{18}

✓ Higher education is the engine which drives development. In view of its varied significance, higher education was assigned a place of primacy in the post independence era and

\textsuperscript{16} Katsumi Yakabe (1974), \textit{Labour Relations in Japan}, Tokyo University, p. 73.

\textsuperscript{17} Robert Heilbroner (1963), \textit{The Great Ascent}, Harper & Row, Inc. New York, p. 66.

\textsuperscript{18} Government of India (1992-1997), Education, Culture and Sports, \textit{Eighth Five Year Plan}. 
Government of India paid special attention to its growth.

The Indian Constitution adopted in 1950, five year plans implemented since 1951 and the Kothari commission appointed in 1964 have strongly underlined the vital role of higher education in promoting economic growth with social justice in the country.19

One of the important elements which contributes to the efficiency of the education system is the manpower like administrators, scholars, students and above all the teachers, as efficiency mainly revolves around the learning and teaching process, therefore, the teacher is a pivot of the whole process.2

Dr. Radhakrishanan had remarked that "a nation is built in its educational institutions, where youth are trained, the raw material of humanity, the youth of the world came into the hands of educators with innocent and eager, curiosity and a craving for fellowship, always half in conscious and we twist them out of shape by hammering out of their heads lies, illusions and darkness".20

Boynton, et al., observed that experimental and


observational evidence is gradually accumulating that pupils not only learn what the teacher teaches, but also imitate his ways of behaviour, mannerism, mode of speech or attitude of the teacher through the process of identification.  

Bernard concluded that "the personality of the teacher has direct and cumulative impact on the lives and learning habits of the students. How far this impact will be positive depends on the desirable qualities of the teacher". Sorenson supported this view concluding the psychological aspects of teacher's personality. This however, does not imply that all teachers must have identical personality, but that some desirable traits may be kept in view as ideal. This would allay Bernard's fear that, "It is neither desirable nor expected that some ideal model of a teacher be established". But one must surely know the ideal as the societal norm, so that he can modify his behaviour in an appropriate manner.

A teacher in higher education contributes significantly towards preparing his students as role performers in different

The teacher is the architect of our future generations. It is he, who moulds the national character and prepares the future citizens of the country. He has the rare privilege of shaping the most precious material of the land, the boys and girls during their crucial period of development. Sharma has remarked, "If we can't secure teaching personnel that is keen and intelligent and has a high sense of duty and integrity and if we can't keep them reasonably satisfied and contented in the work, the educational scheme can have the slightest chance of success".26

Satisfaction is of paramount importance, which enables a person to put his best to do the assigned work. Satisfaction is all the more important in teaching, where the teacher is to

deal with another human being, i.e. the student. So, satisfaction and dissatisfaction of the teacher is likely to be transferred. Not only this, teacher's satisfaction affects the morale of the teacher also.

"Apart from economic rewards, a man gets social and psychological satisfaction out of his job. It helps him to define what he is and what he is doing with his life. His relationships with others in the work environment affects his performance."\textsuperscript{27}

Hoppock writes that satisfaction can result from a job, which meets our needs to-day and from a job which promises to meet them in future.\textsuperscript{28}

Davis explained the more accurate relationship between high performance and job satisfaction; that is, high performance leads to high job satisfaction, which then becomes feedback to influence future performance. Better performance typically leads to higher, rewards. If rewards are seen as inadequate for one's level of performance, dissatisfaction tends to occur and vice-versa.\textsuperscript{29}

\textsuperscript{28} R.Huppock (1935), Job Satisfaction, New York, Harper and Row.
In a rapidly developing society, the importance of job satisfaction can't be over-emphasized. It is important to the employer, the worker and the community. Investigations have shown that when a man is satisfied with his work, he alone is not satisfied, but the employer too gets benefits. Besides, satisfaction brings many other tangible and intangible results. That is why, the understanding of the dynamics of job satisfaction requires a serious consideration of all concerned.

While tracing the origin of the term job satisfaction, one finds that the credit of bringing the term job satisfaction into currency goes to Hoppock, who described that the degree of satisfaction is determined by the ratio between what we have and what we want.30

The term job satisfaction has been defined differently by different authors. One comprehensive definition is as given by Stanley that it is (job satisfaction) generalised attitude resulting from many specific attitudes in three areas, viz; specific job factors, individual adjustment and group relationship. These factors can never be isolated from each other for analysis.31

Herzberg found that satisfying job experiences often increased the individual's self confidence. By the same logic, dissatisfying experiences are likely to have an adverse effect on one's self-confidence. However, overall job satisfaction varies directly with the extent to which the needs of an individual actually satisfied in a job. Brayfield and Crockett concluded that absenteeism and turnover were related to worker's satisfaction.

Davis defined job satisfaction as all those factors which make a person 'like his job' and go about it willingly without distaste.

Morse stated job satisfaction as a function of job content, identification with the organisation, local management, immediate supervision, co-workers and working conditions.

Similar interpretations of job satisfaction being a summative phenomena were advanced by Evans, Wanous and Lawler.

Kaplen has given his thought about job satisfaction, "as the whole matrix of job factors that make a person like his job, his work situations and be willing to head for it without distaste."

From the above discussion, it may be concluded that job satisfaction improves the performance as well as the effectiveness of an individual irrespective of the nature of work.

Teachers needs are the same as those of other people. They desire security, recognition, new experience and independence. Absence or unfulfillment of these needs is likely to make them tense. In other words, satisfaction of teachers is an important factor; as effective teaching requires a feeling of satisfaction and positive identification with the institution.

So, the teaching job needs all the considerations and

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attention on account of the fact that the future of our society decidedly depends upon the output of the work done by the teacher.

Blair, et.al., described the job satisfaction of teachers as, "the friendly, enthusiastic, secure and well adjusted teacher can contribute to the well-being of his pupils. On the other hand, the irritable depressed, hostile, tired and neurotic teacher can create tensions, which are disturbing to pupils and which may permanently alter their outlook."\(^{39}\)

The task of creating a new democratic society is born by our teachers, who discharge this pious responsibility. Kelley in a study has supported this view of maximising satisfaction and in return social productivity.\(^{40}\) This can be done largely and competently if and only if teachers are satisfied. Because the efficiency of the teaching profession and its contribution to national development in general and educational improvement in particular, will depend largely on their job satisfaction.

On the other hand, a dissatisfied teacher does not make a positive contribution to pupil growth. On the contrary, he can

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be a source of great danger to the country. As Kaplen remarked, "a dissatisfied teacher has more chance to do harm to the personalities of those in her work environment - her pupils".41

Those who are worried about the lowering down of the standards in education may look for the remedy in job dissatisfaction in the teaching profession. Mukerji pointed out, "It is no wonder that most of our teachers are teachers not because it is their chosen calling, but because they could not secure employment elsewhere".42

The reason that presently the profession is unable to attract intelligent and talented men and women is, that the financial prospects and the social status are so meagre that many of the talented persons do not think of becoming teachers. Stephens states "we are worried about the 'low prestige' of the teaching profession. We feel that the public does not place us on a par with other professions and this fact acts as a growing frustration to our very natural need for esteem".43

Similarly, most teachers feel that they are more restricted socially than are members of other leading

41. Kaplen (1948), op. cit., p.672.
professions. Wynn remarked, "Neglect of these dissatisfying conditions is not safe for the country's future as the discontented and disgruntled teacher causes havoc to the country's morrows".  

The work of teaching itself should be sufficiently inspiring and amply challenging so that a teacher is stimulated to put in his best. The teacher should feel like enjoying and not disliking his job. When a teacher cherishes these feelings, he arrives at a state of mind which enjoys full job satisfaction in his teaching. Report of the Education Commission states, "Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers and to feed back talented young persons into the profession". 

The Education Commission Report also states, "the future of education and consequently of the nation is at stake and the price must be paid".  

It is in this background that the present study has been initiated. In the subsequent chapter the review of literature indicates that in India only stray attempts have been made in


46. ibid., p.103.
the area of teaching profession.

The present study has been taken up to analyse the degree of job satisfaction among teachers by employing scientific methods, so that it can lead to certain generalisation.

Theoretical Basis of the Study

Many psychologists, sociologists and behavioural scientists have attempted to systematize the available knowledge concerning human needs in a hierarchical order. A brief review of those theories is made as under.

Maslow's Theory

The Figure 1.1 shows that man after satisfying his lower order needs works for satisfying his social needs such as love and belongingness, social position and esteem needs. Lastly a person also works for satisfying his needs of self actualisation such as self-fulfillment and personal growth.47

In the work situation, when the lower needs in the hierarchy are satisfied, the individual starts thinking about his higher needs and potential, such as gaining recognition of his work, achievement, prestige, self-expression and possibility of growth etc. Only when all these needs have been satisfied, man can give of his best, realise his true potential

Figure 1.1
Maslow's Hierarchy of Human Needs

Social Actualisation

Esteem and status or ego

Belonging or social

Safety and security

Physiological

and reach a state of self-fulfillment. Since a good part of his life is spent at work, it stands to reason that work must provide the opportunity for a man to satisfy all his needs, so that his full potential is released for utilisation.

The answer to the question posed above 'why people work'? can best be given in the words of Blum "work is a form of activity that has social approval and satisfies a real need of the individual to be active. To produce, to create, to gain respect, to acquire prestige and incidentally to earn money. These are some of the reasons for which people work."  

Another important factor in Maslow's theory is the relative potency aspect of various needs. When a need continues to be potent and an individual derives satisfaction would largely depend on his level of aspiration and his ability to rationally draw qualitative distinction. The marginal potency varies with fulfillment. Some needs are fully satisfied and level off, others keep on expanding. The steps of such curves of needs differ from individual to individual and even for the same individual over time. Maslow called this phenomenon as marginal potency of needs.  

Herzberg's Motivator-Hygiene Theory

Herzberg and his associates used Maslow's theoretical framework to propose their theory. That is: (a) having the lower needs satisfied will not lead to satisfaction, although a non-fulfillment of these would lead to dissatisfaction. (b) Being satisfied on a job is basically a function of satisfying the higher order needs, although non-fulfillment of these needs, will not lead to job satisfaction.50

These considerations have led them to propose what they call the two factor theory of job satisfaction. This states that (a) job satisfaction is a function of challenging and stimulating work activities or work content. These are called 'motivator' or satisfier factor such as achievement, recognition, the work itself, sense of responsibility and opportunity for advancement.

(b) Job satisfaction is a function of environment, supervision, co-workers, working conditions and general job context. These are called hygiene factors or dissatisfiers.

From these results, Herzberg et.al. concluded that one group of factors was causing job satisfaction and other group of factors was causing job dissatisfaction. They labelled the

former 'motivator' (which when present cause satisfaction) and the latter hygiene (which when not present cause dissatisfaction).  

According to Gray & Fredrick, Herzberg's framework can be synchronised with Maslow's concept of hierarchy of needs. It seems reasonably to argue that Herzberg's motivators satisfy Maslow's higher order needs that is ego and self-fulfillment, while the hygiene factors are the equivalent of the physiological, safety and social needs of the need hierarchy. Figure 1.2 below, shows the relationship between Maslow's need hierarchy theory and Herzberg's motivator and Hygiene model:  

**Figure 1.2 below gives relationship between Herzberg's motivator-Hygiene theory and Maslow's need hierarchy Theory**

Gray and Fredrick opined, that although the motivation theories of Maslow and Herzberg are very popular and widely accepted in the literature, yet it is interesting to note that they made dramatically different assumptions about employees. Maslow argued that a satisfied need is not a motivator, whereas Herzberg believes that the reverse is true (for motivator). So, there is a difference between the two theories (see Table 1.1). Whatever the case may be, a review of work done in the field of job satisfaction shows that motivator-hygiene theory has stimulated research in this field to a considerable extent.

Figure 1.2

Similarities in Maslow’s and Herzberg’s Theories

Maslow Theory

Herzberg Theory

- Self actualisation
- Ego
- Social
- Safety
- Physiological

- Motivator
- Hygiene

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Issue</th>
<th>Maslow</th>
<th>Herzberg</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Type of theory</td>
<td>Descriptive</td>
<td>Prescriptive</td>
</tr>
<tr>
<td>2</td>
<td>The satisfaction Performance relationship</td>
<td>Unsatisfied needs energize behaviour; this behaviour causes performance</td>
<td>Satisfied needs cause performance.</td>
</tr>
<tr>
<td>3</td>
<td>Effect of need satisfaction</td>
<td>A satisfied need is not a motivator (except self-actualisation)</td>
<td>A satisfied need (hygiene) is not a motivator, other satisfied needs are motivators.</td>
</tr>
<tr>
<td>4</td>
<td>Need order</td>
<td>Hierarchy of needs</td>
<td>No hierarchy</td>
</tr>
<tr>
<td>5</td>
<td>Effect of Pay</td>
<td>Pay is a motivator if it satisfies needs</td>
<td>Pay is not a motivator</td>
</tr>
<tr>
<td>6</td>
<td>Effect of needs</td>
<td>All needs are motivators at various times</td>
<td>Only some needs are motivators.</td>
</tr>
<tr>
<td>7</td>
<td>View of motivation</td>
<td>Macro view-deals with all aspects of human existence</td>
<td>Micro view-deals primarily with work related motivation.</td>
</tr>
<tr>
<td>8</td>
<td>Workers Level</td>
<td>Relevant for all workers</td>
<td>Probably more relevant for white-collar and professional workers.</td>
</tr>
</tbody>
</table>

(By Gray and Fredrick)
Hence the work done by Herzberg and his associates represents a useful frame of reference for continuing research in this field.

There are many other related studies which support the view of Herzberg. The study of a group of supervisors conducted by Schwarts, Jenusaities and Stark substantially confirms the findings of Herzberg.52

Myers conducted another study upon scientists, engineers, manufacturing supervisors, hourly technicians and female assemblers, in which he tend to confirm the results and theories from Herzberg's study. He found that there was however difference among the various groups of individuals about the relative importance of various 'satisfiers' and 'dissatisfiers'.53

Dayal and Saiyedain have analysed the validity of Herzberg's theory. The research findings of this study are highly supportive of Herzberg's motivation-hygiene theory in the Indian context.54

In a nut-shell, according to the motivation-hygiene

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52. Milton M. Schwarts and Edmund Jenusaities and Harry Stark (1963), Motivational Factors Among Supervisors in the Utility Industry, Personal psychology, 16:1, pp.45-53


theory, satisfaction on a job is basically a function of satisfying the higher order needs. In case satisfiers and dissatisfiers are both present at the appropriate level. Herzberg and his associates proposed that job satisfaction and dissatisfaction could not be separated as two end points on a single scale of attitude towards the job. This means that the worker who is not dissatisfied is not necessarily satisfied with the job, he or she may be neutral. Similarly, it is also true for the other way round. They described satisfaction and dissatisfaction as two different concepts, each caused by two different set of job related factors.\textsuperscript{55}

There are however various studies, the results of which are against the model given by Herzberg. In a study conducted in India by Lahiri and Srivastva, responsibility, domestic life, accomplishment, job and the utilisation of abilities on the job have been found to be motivational factors, while organisational policy and administration, promotion, salary and growth were dissatisfiers.\textsuperscript{56}

The reason is that in India, more importance is attached to job security because of the fact that job opportunities are

\textsuperscript{55} F. Herzberg, B. Mausner, R. O. Peters on and D. F. Capewell (1957), Job Attitudes: Reviews of Research and Opinions Pittsburgh; Psychological Service of Pittsburgh, XII, p. 279.

limited, considering the number of aspirants, 'There are more people want the job, than the job wanting' In under-developed countries where even lower order needs are not reasonably satisfied, due to lack of socio-economic progress, then such needs are motivating factors.

**Expectancy Theory**

This is another widely accepted theory developed by Vroom, based on earlier works by others. The model has been expanded and refined by Lawler and Porter and others. Vroom explained that motivation is a product of the values, one seeks and one's estimation of the probability that a certain action will lead to these values.

This relationship is explained in the following formula:

Motivational forces = Expectancy X Valency (first level outcome)

Where,

Valency = Instrumentality between the first level outcome and second level outcome, multiplied by the valency of the second level outcome. Vroom defined valence as the "attractiveness of a goal or outcome". It is an expression of the amount of one's desire for a goal.

Expectancy: is the strength of belief that a particular act will be followed by particular outcomes. It represents employee's judgement of the probability that achieving one
result will lead to another result. Since expectancy is an action outcome association, it may range from zero to one. Normally, employee's expectancy is somewhere between these two extremes.

**Figure 1.3 shows the expectancy model of satisfaction by Vroom**

![Expectancy Model Diagram](image)

The expectancy model suggests that through experience what kind of rewards can be achieved and people also develop estimates of the probability that a certain quality of performance would lead to certain amount of outcomes.57

**Need fulfillment Theory**

This theory is presented by Wolf. Under this theory of job satisfaction, it is believed that a person is satisfied if he gets what he wants and the more he wants something or the more important it is to him, the more satisfied he is when he gets

it and the more dissatisfied he is when he does not get it.\textsuperscript{58}

\textbf{The Social Reference Group Theory}

This theory has the similar characteristics of the 'need fulfillment theory', except that it takes into account not the desires, needs and interests of the given individual, but the point of view and opinions of the group to whom the individual looks for guidance; such groups are defined as the 'reference groups' for the individual in that they define the way, in which he should look at the world and evaluate various phenomena in the environment (including himself). It would be predicted, according to this theory that if a job meets the interests, desires and requirements of a person's reference group, he will like it and if he does not, he will not like it.

A good example of this theory has been given by Hulin. He has measured the effects of community characteristics on job satisfaction of female clerical workers employed in 800 different catalogue order offices. He has found that with the job conditions held constant, job satisfaction is less among persons living in a well-to-do neighbourhood, than among those whose neighbourhood are poor. Hulin thus provides strong evidence that such frame of reference for evaluation may be provided by one's social groups and general social

Similarly, Mumford in her study considered the needs of employees and that of the firm to be important in job satisfaction. She observed, "a more realistic approach to job satisfaction, may be to look at the individual's needs in work but to examine also the need of firm and the demands which it has to make of its employees because pressure exerted by the environment in which it operates. This leads to the considerable job satisfaction in terms of the degree of fit between what an organisation requires of its employees and what the employees are seeking of the firm.\textsuperscript{60}

Apart from the above mentioned major findings of the leading studies, proposed in recent years, there are certain other theories of work motivation, just as discrepancy theory adopted by Locke\textsuperscript{61} and equity-inequity theory extended by Adams.\textsuperscript{62} These theories have as their central theme the assumption that behaviour in organisation is viewed as a


\textsuperscript{60} E. Mumford (1972), \textit{Job Satisfaction: A Study of Computer Specialists}, Longman, London, pp.4-5.


function of the interaction of personality.

Toren and Kapell pointed out that analysis of the procedures used in studies of work motivation are remarkably similar to those used in studies of job satisfaction.\(^6\)

In the light of the above discussion, it can be said that job satisfaction is a nebulous concept. It has been conceptualized primarily within the psychological frames of reference and behavioural scientists have put forward somewhat different explanations of the term. To sum up, satisfaction on the job has been attributed to the two main types of satisfiers-intangible or intrinsic and tangible or extrinsic. According to Herzberg's motivator-hygiene theory, satisfaction on a job is basically a function of satisfying the higher order needs. In case satisfiers and dissatisfiers are both present at the appropriate level, the satisfaction will be high.\(^4\)

Herzberg's motivator-hygiene factor theory has been considered as the more appropriate frame of reference in terms of the objectives of this study. The distinct set of job factors (motivators and hygienes) of this theory termed as important in determining the level of job satisfaction among teachers. These factors related directly to certain

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64. Herzberg (1957), *op. cit.*, p. 279.
administrative and organisational matters, such as recognition and rewards, promotion policies, salary, participation in decision making etc. These above mentioned factors of this theory influenced directly the employees of an organisation; so the qualitative and quantitative assessment which was made during study could serve as basis for bringing about pertinent changes in the educational organisation and to the functioning of teaching community. For the purposes of this study, Herzberg's theory provides the basis for the selection of variables constructed for this study for operational model construction.

The self explanatory conceptual model used for the present study is given below in figure 1.4 Lines and arrows have been used to indicate the dimensions, interactions and directions of the different sets of variables.

Statement of the Problem

A need has been felt to generate information on the basis of which improvements can be incorporated in the teaching profession. It would contribute towards improving the conditions of the profession and in return satisfaction to the teachers.

According to Mayo understanding of the factors like desirable conditions of work, job performance, opportunity for professional development etc. help to enhance job satisfaction.
The Conceptual Model of the Study

Socio-personal Characteristics of Respondents

- Age
- Designation
- Education
- Service Experience
- Distance of Place of Posting from home
- Background - Rural / Urban
- Marital Status
- Father's Occupation
- Type of family
- Family Income
- Family Obligation
- Anxiety about the Job.

JOB SATISFACTION

Job Factors

Motivators

- Feeling of Achievement.
- Ability Utilisation.
- Recognition and Rewards.
- Freedom of expression.
- Scope for Professional growth.

Hygienes

- Behaviour of Immediate Boss.
- Physical conditions of work.
- Adequacy of Salary and Fringe Benefits.
- Security and Advancement.
- Social Status attached to the Job.
Till mid 1800's, it was assumed that workers were motivated by the economic benefits only. Various financial benefits were tried and higher wages given, but with no effect. This led to the search of non-financial incentives on work. He through his study on industrial workers at the Hawthorne plant concluded that the assumption that man works for bread alone, was wrong and because social, motivational and attitudinal factors are also important for workers in the work situation.65

Such assumptions can also be applicable in teaching situation, where the social and economic status of a teacher may contribute to his job satisfaction. Because job satisfaction is perhaps a necessary if not a sufficient condition for the continued high productivity of the person in his respective field.

The solution to the problem relating to job satisfaction among the employees is indeed very difficult to discover. Though a layman may unhesitatingly come out with the answer that job satisfaction is primarily depended upon the size of the pay-pocket, an employee receives, yet there may be other aspects about the job and the work environment, which influence job satisfaction among the employees.

Needless to say, that a contented and motivated worker is

certainly an asset to any organisation, which can be true for teachers as well.

Most of the studies conducted in the field of job satisfaction are on industrial workers; very little has been done to determine the job satisfaction among the teachers. Considering the need for knowing the job satisfaction among teachers, the present study has been undertaken. An understanding of the needs and feelings of the employees in this case would help in interpreting a number of problems related to their conditions of work, individual and social adjustment and opportunities for continuing professional development.

These change agents touch the lives of many people and there is dire need to focus attention on their motivation and job environment. Also to know the influence of organisational characteristics and personal -social characteristics (of the teachers) on their job satisfaction. Secondly contribution of job performance towards a sense of job satisfaction. Thirdly, what can an educational organisation do to instill high motivation and job satisfaction among its teachers?

The likely answers to these questions posed above are the focus of this study.
Specific Objectives of the study

Keeping in view the foregoing discussion, the following specific objectives are framed for the present study:

(i) to determine the existing level of job satisfaction among the university and college teachers.

(ii) to examine variation in job satisfaction among teachers of various faculties, working in the state of Punjab and Chandigarh.

(iii) to find out variation in job satisfaction among teachers working in rural and urban areas as well as under different settings of government and non-government colleges.

(iv) to explore the relationship, between some selected personnel and social characteristics of various categories of teachers and job satisfaction;

(v) to examine the relationship between job satisfaction and stability in the profession.

(vi) to bring out the relationship between job satisfaction and educational organisational characteristics.

(vii) to ascertain the relative importance and contribution of selected job factors (motivation and hygiene) to job satisfaction among the teachers.
Hypotheses

In order to examine the nature of relationship among the study variables, the following explicit hypotheses were formulated. The verbal statements relate only to the null form, for testing the empirical relationship.

In the investigation, through statistical analysis, following hypotheses were tested.

1. The college and University teachers at present are not satisfied with their job.

2. There is no variation in job satisfaction across teachers of various faculties.

3. There is no difference in the level of job satisfaction of University teachers vis-a-vis those in colleges.

4. There is no difference in the level of job satisfaction between the teachers working in government vis-a-vis in non-government colleges.

5. There is no difference in the level of job satisfaction between teachers working in urban colleges and in rural colleges.

6. Personal and social characteristics are not associated to job satisfaction.
6.1 There is no significant relationship between the age of the respondents and their level of job satisfaction.

6.2 There is no association between education and level of job satisfaction.

6.3 There is no association between marital status and level of job satisfaction.

6.4 There is no relationship between number of dependents with that of job satisfaction.

6.5 There is no association between family income and level of job satisfaction.

6.6 There is no association between rural/urban background and level of job satisfaction.

6.7 There is no relationship between the distance of place of posting from home and level of job satisfaction.

6.8 There is no relationship between the service experience and level of job satisfaction.

6.9 There is no relationship between father's occupation and level of job satisfaction.

6.10 There is no relationship between type of family and level of job satisfaction.
6.11 There is no association between family obligation and level of job satisfaction.

6.12 There is no association between house building obligation and marriage of dependents and level of job satisfaction.

6.13 There is no relationship between overall obligation and level of job satisfaction.

6.14 There is no relationship between designation of the respondents and level of their job satisfaction.

6.15 There is no association between anxiety about the job and level of job satisfaction.

7. Job Factor—Two Types—(A) Motivator (b) Hygiene.

7.A.1 There is no relationship between feeling of achievement and level of job satisfaction.

7.A.2 There is no relationship between ability utilisation and level of job satisfaction.

7.A.3 There is no relationship between freedom of expression on the job and level of job satisfaction.

7.A.4 There is no relationship between scope for professional advancement and level of job satisfaction.

7.A.5 There is no association between recognition and rewards and level of job satisfaction.
7.B.1 There is no relationship between behaviour of immediate boss and level of job satisfaction.

7.B.2 There is no relationship between adequacy of salary and level of job satisfaction.

7.B.3 There is no relationship between involvement of teachers in the formulation of policies and level of job satisfaction.

7.B.4 There is no relationship between security and advancement and level of job satisfaction.

7.B.5 There is no association between available fringe benefits and level of job satisfaction.

7.B.6 There is no association between physical conditions of work and level of job satisfaction.

7.B.7 There is no relationship between social status attached to the job and level of job satisfaction.

Plan of the Study

After the 'Introductory Chapter', the prevalent practice is to place the review of the literature, prior to the chapter on Theoretical study orientation. However in this study, the discussion concerning 'Theoretical Orientation' precedes the 'Review of the literature' on job satisfaction.
The main consideration behind this arrangement is to first develop an awareness and understanding of the theoretical basis of job satisfaction of the studies and then present review of past research to explore empirical support available in the literature for particular theoretical prepositions. Next comes 'Research Methodology' followed by 'Features of the Sampling Population'. In Chapter V the 'Relationship between Job Satisfaction and Selected Variables' has been studied. Chapter VI contains discussion on 'Determinants of Job Satisfaction'. In last comes 'Summary and Conclusion' which is succeeded by the literature cited and the appendix are placed at the end of the study.