Chapter II

REVIEW OF LITERATURE

The present chapter deals with review of literature.

An exhaustive review of past research in job satisfaction is extremely useful in tackling an important problem concerning this field. For, it provides information on the work already done, factors in job satisfaction and various statistical techniques used in the field. It maps out the research methodologies, along with their relative efficiency and effectiveness. While searching for the unknown, it may be safer to build on what is already known, especially in deriving hypotheses. It also helps in choosing the research design and interpretation of data.

It has to be admitted, however that it is impossible to incorporate all the relevant information available on the subject in just one chapter.

Only stray studies concerning job satisfaction of teachers are available. Some studies are referred in literature. Most of the research work relating to the present one, has been done in foreign countries. However, some work related to industrial workers, agricultural employees, bank employees and other concerns has been reviewed.
Hoppock (1935) was the first one to explore the job satisfaction in teaching as well as in the industries. His study based on comparison of satisfied and dissatisfied teachers revealed factors like emotional adjustment, religion, social status, interest, age and size of institution to be of significant influence on the satisfied and dissatisfied teachers from urban and rural communities. They were surveyed during the data collected on 500 teachers in 51 rural and urban communities. On the basis of his obtained results he stated, "satisfied teachers enjoy better human relationship with associate and supervisors."\(^1\) He being industrial psychologist too, came out with most cogent definition to the concept of job satisfaction as, "any combination of psychological and environmental circumstances that causes a person truthfully to say I am satisfied with my job."\(^2\)

McCusky and Strayer (1940), during the analysis of the reaction of teachers to the teaching situation found that teachers between 4 and 12 years of experience were comparatively less happy, less satisfied in their work than those with lesser or higher teaching experience. He did not observe any noticeable difference between married and single

\(^1\) Robert Hoppock (1935), Comparison of Satisfied and Dissatisfied Teachers, _Psychology Bulletin_, 32,p.681,

\(^2\) Robert Hoppock,(1935), _Job Satisfaction_, New York: Harper and ROW.
teachers.\textsuperscript{3}

In the words of Blum (1942) "Job satisfaction is a generalised attitude resulting from many particular attitudes in three areas, i.e specific job factors, individual adjustment and group relationship. Job satisfaction is thus an individual phenomenon and is measured by ascertaining attitudes."\textsuperscript{4}

According to Poffenberger (1942), "When one is satisfied, he is satisfied all over and when he is dissatisfied, he is dissatisfied all over". He further said that a businessman's day can be spoiled with a bad start, e.g., delayed morning newspaper or a broken shoe lace etc. "It would seem therefore that efficiency would demand a surveillance of the twenty four hours of each day".\textsuperscript{5}

Maslow (1943) perceived job satisfaction in terms of the degree to which the work situation results in the fulfillment of the needs or certain values, the individual possesses. Maslow (a clinical psychologist) says, "man is a wanter and he is never satisfied." The things he craved most yesterday may not hold his attention to-day. There is a overlapping

arrangement of desires and wants. They operate in such a way
that when one is minimally satisfied, the next higher set takes
over. These needs have ladder like arrangement.6

Kornhauser (1944) described job satisfaction as a complex
phenomenon and a feeling of satisfaction and dissatisfaction.
Working people may be satisfied with some conditions of their
job, still on the other hand, markedly dissatisfied with other
features of their working lives.7

Raube (1947) reported that employees gave maximum
importance to the factors in relation to their morale and
satisfaction e.g., job security, compensation, opportunity for
advancement and job status.8

Taylor (1947) concluded that job should be created to fit
man's abilities rather man should fit himself according to job.
He was sure that his doctrine would help management, workers
and society.

Kline (1949), while studying job satisfaction concluded
that many male teachers may at times worry over the fact that

7. A. Kornhauser (1944), Psychological Studies of Employees
   Attitudes, Journal of Consulting Psychology, p.8
8. S.A. Raube (1947), Factors Affecting Employee Morale,
   Studies in Personnel Policy: 85, New York, National
   Industrial Conference Board.
the profession is not always considered manly or challenging.9

Saluja (1950) conducted a study to procure information about the cases of dissatisfaction among teachers and to find out solution for their elimination. A questionnaire was issued to 172 teachers. The investigator discussed with some teachers, their written replies and obtained additional information.10

Bose (1951) analysed the fact that in comparison to western countries, there has been less work done in India about the concept of job satisfaction. He paved the way for other investigators to undertake research in this area to find out important job factors.11

Weitz (1952) found from his studies on life insurance agents a measure of general satisfaction \( r=0.39 \) with a number of items concerning their jobs.12

Evans (1953), made an attempt to study attitude towards teaching (by a specially constructed scale) as a factor in teaching competence, by comparing the scale scores with

supervisor rating in five training schools in England. She found no significant correlation between attitude scores and teaching efficiency.\textsuperscript{13}

Clark and Burk (1955) stated that people who opted for teaching had lower needs and desires for prestige, income as well as professional growth than other people.\textsuperscript{14}

Similarly Smith (1955), also conceptualized job satisfaction as the employees evaluation of how well his job on the whole was gratifying his various needs. Because people have different approach towards their jobs, some attach greater value to security, while some attach greater importance to income and there are still others, for whom non-economic rewards and incentives carry more satisfaction.\textsuperscript{15}

Bidwell and Charles (1956) viewed teacher's satisfaction of utmost importance because effective teaching requires a feeling of satisfaction and positive identification with the

\begin{itemize}
\item \textsuperscript{13} K.M.Evans (1953), A critical Survey of Methods of Assessing Teaching Ability British, \textit{Journal of education Psychology}, 21, p.25.
\end{itemize}
Herzberg et.al. (1957) classified the job factors into motivator and hygiene, whereby, the former included intrinsic elements and the latter consisted of dimensions, which were extrinsic to job. They further reported that primarily motivator factors contributed more to satisfaction.

Festinger (1957), reported in terms of cognitive dissonance theory because high level of fulfilment outside the work situation were in congruent with feeling of job satisfaction. Individuals who were satisfied with family and leisure would tend to feel satisfied with their jobs as well.

Brophy (1959), while studying on a group of 81 female nurses reported a correlation of 0.50 between general satisfaction and satisfaction on the job.

Kahn (1960) conducted a study among 6000 workers and identified four components of job satisfaction, Those were:

intrinsic job satisfaction, satisfaction with the company and supervisor, satisfaction relating to rewards and mobility opportunities.20

King (1961) concluded that aptitude interest in various activities and one's personal characteristics played a major role, in making a person to like the job without distaste.21

Butler22 Rudd and Wiseman23, Shah24 and Kuhlen25, Thakur et al.26 studied about the satisfied and dissatisfied teachers and concluded that satisfied teachers praised the administrators, whereas dissatisfied expressed a lack of confidence in them. They also noted that maladjusted teacher is

mere prone to job dissatisfaction. Rodefer talked of opportunity in decision making and freedom of expression more important for the high morale of teachers.27

Friedlander28 and Rogers29 (1963) made factor analytic studies and found social and technical environment, recognition and motivation, which help to shape the development of a company.

Ganguli (1964) conducted his studies on industrial workers and superiors and found 5 percent workers highly satisfied, 3 percent highly dissatisfied and as much as 44 percent occupied the neutral zone.30 Vroom stressed the need of individual differences in work motivation (work situation and the worker himself), which was ignored by Herzberg and his associates.31

Handyside and Speak\textsuperscript{32} and Barrett\textsuperscript{33} declined that job satisfaction is a measure of life satisfaction, rather they were separate. Whereas Sinha and Nair studied that lack of job satisfaction led to lower rate of efficiency and absenteeism.\textsuperscript{34}

Tiffin and McCormick\textsuperscript{35}, Rohilla\textsuperscript{36}, Sarkar and Patnaik\textsuperscript{37}, Mill\textsuperscript{38}, Blum and Naylor\textsuperscript{39} and Hinrich,\textsuperscript{40} all identified different job factors, influencing job satisfaction. They were

\begin{itemize}
  \item Handyside and M. Speak (1964), Job Satisfaction, Myths and Realities, \textit{British Journal of Industrial Relations}, 2, pp.57-65.
  \item J. Tiffen and E. J. McCormic (1965), \textit{Industrial Psychology (6th Ed.)} New Delhi, Prentice Hall of India, p.44.
  \item P. Rohilla (1966), Job Satisfaction, A Summary of Research, \textit{Indian Education Review}, 1, pp.85-95.
\end{itemize}
security income (pay packet), recognition of the work done, opportunity for advancement, behaviour of superior, responsibility and achievement.

Dunnette, et al.41, Flieshman and42, Locke43 have stated job satisfaction resulted as a consequence of the workers' experience in the job and pleasurable emotional state resulting from the appraisal of his job.

Yong44 and Lacy45 (1969) studied job satisfaction of teachers in changing urban environment and public high school business teachers and concluded that recognition, achievement and advancement provided more satisfaction, whereas sex, marital status and number of dependents etc. didn't affect the level of job satisfaction of teachers.


Friedlander and Morgulis\textsuperscript{46} (1969) and Mosier\textsuperscript{47} Mantia\textsuperscript{48} (1970) and Mann\textsuperscript{49} (1971) studies satisfaction and dissatisfaction of teachers at middle and high school level and concluded organisational climate and job satisfaction significantly related. According to them, experience proved a major source of satisfaction and sex didn't have a significant relationship to job satisfaction of teachers.

Mehta (1970) had opined that the success and future of Indian Banking would largely be based on the type of personnel it employs, because the range and quality of service in the new developmental roles of banks is very closely linked with the type of personnel.\textsuperscript{50}

\begin{itemize}
\item \textsuperscript{46} F. Friedlander and N. Morgulis (1969), Multiple Impact of Organisational Climate and Individual Value Systems Upon Job Satisfaction, \textit{Personnel Psychology}. p. 15.
\item \textsuperscript{47} Melvin Leray Mosier (1970), An Investigation of the relationship between the Satisfaction Experienced by Teachers in a Middle School Situation and Selected Teacher Characteristics. Doctoral Dissertation, \textit{Dissertation Abstracts International}, 31, p. 114 A.
\item \textsuperscript{48} Gerald Paul La Mantia (1970), Innovation Adoption and Organisational Climate; Their Relationship to the Job Satisfaction of High School Teachers. Doctoral Dissertation, \textit{Dissertation Abstracts International} 30, p. 3241 A.
\item \textsuperscript{49} Nean Bisson Mann (1971), Dimensions of Teachers Ideology and their Relationship to Aspects of Perceived Work Environment and Job Satisfaction in Crisis Secondary School, Doctoral Dissertation, \textit{Dissertation Abstracts International}, 31, p.4264 A.
\end{itemize}
Wilkstorm\textsuperscript{51}, Probe\textsuperscript{52}, Hammer\textsuperscript{53} and Price\textsuperscript{54} (1971), investigated the level and source of job satisfaction and dissatisfaction and found top ranking satisfiers as sense of achievement, inter-personal relations and work itself. The job dissatisfiers revealed lack of achievement, policy, administration, working conditions etc.

Hafen (1971) in a study conducted on job satisfaction among health educators obtained some variables such as salary, professional designation, geographic location, length of time in the field of education and type of institution.\textsuperscript{55}

Penzer and Bodin (1971) conducted an attitude survey of Negro and white clerical employees and found that scope for


advancement and satisfaction comes from the job itself, which contributed more to the overall satisfaction than pay.\textsuperscript{56}

Sparkman\textsuperscript{57} (1971), Verma\textsuperscript{58} (1972) reported the coefficient of correlation as 0.75 between job satisfaction scores and efficiency scores of 205 teachers, which is significant at .01 level.

Kolte and Supe\textsuperscript{(1972)}, determined promotion, salary and good work to be appropriately recognised by way of praise and merit certificate. This positive reinforcement will give them a sense of importance and motivation to put in their best on the job.\textsuperscript{59}

Lawler (1972), while reviewing nine operational definitions of job satisfaction observes different ways of measuring facet satisfaction by different researchers; but according to him, facet satisfaction is the satisfaction

\begin{enumerate}
\item N.V.Kolte and S.V. Supe (1972), Determinants of Job Satisfaction of village level Workers; A Test of Herzberg's Dual Factor Theory. Indian Journal of Psychology, 47;4, pp.405-413.
\end{enumerate}
derived from a particular aspect of the job and moreover overall job satisfaction is the sum of all facets satisfaction across the facets of a job.  

Kalanidhi (1972) studied job satisfaction among draftswomen, where it was noted that security of service and income were rated most important by the least satisfied and nature of work and co-workers were found contributing significantly to their satisfaction.  

Mumford (1972), observed that a more practical and realistic approach to job satisfaction may be to see into the individual's needs in work. This establishes a perfect rapport between the employer and employees, in terms of the degree of 'fit' between what an organisation requires of its employees and what they are seeking in return.  

Singhal (1973) defined job satisfaction as the enthusiasm an employee exhibits in his harmonious relationship on the job as a result of his adjustment on the three dimensions—personal, 


61. M.S. Kalanidhi (1972), A Study of Job Satisfaction among Draughtswomen, MANAg, 19, p.2.

Muthayya and Gnanakannan (1973) conducted a psycho-social study in three states of India (Kerala, Mysore and Tamil Nadu) and observed that a higher percentage of highly qualified B.D.O's were dissatisfied whereas a higher percentage of B.D.O's studied upto matric only were more satisfied with their jobs.

Porter and Steers (1973), Lavingia (1974) and Sinha (1974) related job satisfaction to human need and expectations and their fulfilment through work. In fact, job satisfaction is the outcome of an individual's own perceptions of how well his job on the whole is satisfying to his various needs. Further Dolke (1974) talked about job attitudes more contributory

63. S.Singhal (1973), Psychology of Men at Work; Communication and Job Perceptions, Indian Journal of Industrial Relations, 8, pp. 415-424.
towards job satisfaction. Kanungo and Dayal (1975) analysed such relationship and the results of their study support the notion that employee's attitudes can act as a moderator variable to influence employee's cognitive evaluation of the importance of various job factors.

Sarswathi (1974) studied that home science teachers were satisfied with their profession and community conditions.


Further Wiggins\textsuperscript{71}, Talbot\textsuperscript{72}, Morgan\textsuperscript{73}, Washington\textsuperscript{74}, Pond\textsuperscript{75}, Olson\textsuperscript{76}, Schackmuth\textsuperscript{77} and Hallum Jr\textsuperscript{78} (1975) conducted studies of teachers of various levels and concluded that situational


\textsuperscript{77} Thomas George Schackmuth, the Relation of organisational Structure and Personal Attributes to work Satisfaction Among Public School Teachers. Doctoral Dissertation. Dissertation Abstracts International, 36:4, p.2444-A.

and environmental variables, tenure, status, age, type of school and sex played a significant role in their level of job satisfaction.

Pandey and Mishra (1975) studied level of job satisfaction of randomly selected 15 supervisors and 15 workers from Agra and U.P. It was seen from the results that the supervisors' satisfaction level was low in comparison to the workers.\(^7^9\)

Joshi and Dubey (1976) studied personality dimensions of job satisfaction of one hundred and fifty nurses in the age group of 20-39 years of age. Conclusion was derived that satisfaction on wage and working conditions was greater than on other variables. Comparatively their score was low on ego, need of satisfaction relation with supervisors and individual job satisfaction.\(^8^0\)

Paliwal (1976) studied the effect of cultural differences on job satisfaction of sugar factory employees from Eastern and Western parts of the state of U.P. and cultural differences were found to be responsible for the difference in job satisfaction level, because people having same pay, qualification and status in the two groups were significantly


different in respect of their satisfaction. The satisfaction levels of teachers from 52 high schools were studied by Bernard and Kulandaival in 1976, who concluded that female teachers, teachers of aided schools, and those with fewer dependents were more satisfied, while teachers from very high economic backgrounds had lower job satisfaction levels.

Davis (1977) defined job satisfaction as the result of a fit between job characteristics and the wants of the employees, as well as favourableness or unfavourableness with which employees view their work. He further said that job satisfaction is an expression between one's expectations of the job and the rewards that the job provides.

Balasubramaniam and Narayanan (1977) explored the relationship between personality dimensions of extroversion-introversion, neuroticism, and job satisfaction, observing that emotional stability seems to contribute to job satisfaction.


Anand\textsuperscript{85} (1977) and Bhattacharya\textsuperscript{86} (1978), while identifying the relationship of job satisfaction with anger and aggression of school teachers observed that teachers highly satisfied in their job were less aggressive, whereas teachers poorly satisfied in their job were persons with marked anger and aggression in their character. Further Anand revealed teacher's satisfaction determined by their possession of a degree of extraversion.

Jannet (1978) expressed that the nature of one's environment of the job. Since a job is an important part of life, job satisfaction influences one's general life satisfaction immensely.\textsuperscript{87}


\textsuperscript{85} S.P. Anand (1977), School Teachers' Job Satisfaction vs. Extroversion and Neuroticism, Indian Educational Review, 12:2, pp. 69-78.

\textsuperscript{86} Debi Pras and Bhattacharya (1978), Job Satisfaction of Teachers and its Relationship to their Anger and Aggression as Related by them. Journal of Education and Psychology, 34:3, pp.160-162.

\textsuperscript{87} Fleshin Jannet (1978), Prespectives and Principles For Physical Education. John Wiecy & sons, New York.
Reddy and Reddy (1978) and Sathyadas (1979) conducted a study to judge job satisfaction among teachers working under different types of management and also satisfaction level between teachers and clerks were analysed. These findings proved that extrovert teachers were more satisfied with the jobs than introvert teachers.

Kooner (1979) experimented to find out the level of job satisfaction of village level workers, in which 53.64 percent expressed a medium level of job satisfaction and 23.18 percent reported high and low level of job satisfaction.

Gupta (1979) concluded from her study on the level of job satisfaction among women workers from four professions, i.e., teaching, clerical, medical and nursery, that a majority 66.66 percent were satisfied, 25 percent undecided and the rest were not satisfied.

Barber (1980) summed up job satisfaction as the quality and state of mind which is the result of various interests and attitudes (18) of a person towards the job.\textsuperscript{92}

Karami\textsuperscript{93}(1981) from his study of agricultural extension agents of Iran and Kaur\textsuperscript{94} (1983) in another study on job satisfaction of Mukhya Savikas found a negative and non-significant correlation between age and level of job satisfaction. Whereas Kaur\textsuperscript{95}(1982), revealed from her study of job satisfaction of gram sevikas in Punjab that age of the subjects was positively and significantly correlated with their job satisfaction.

Srivastava (1984), defined job satisfaction as the outlook people have towards their job. Positive outlook towards job connotes satisfaction with it and negative towards dissatisfaction. The dissatisfied workers become less friendly and more emotionally imbalanced as compared to the satisfied


Fareri (1985) pinpointed towards positive and negative aspects which contribute towards job satisfaction of female teachers. The two main positive aspects of teaching were - the ability to interact with children and enjoyment of the subject taught. The negative aspects included lack of recognition, lack of respect and intrinsic satisfaction.

Hashim and Baker (1986), studied job satisfaction among academic staff of universities of Malaysia and stated that Malaysian University lecturers have moderate approach towards satisfaction. They were neither highly satisfied nor seriously dis-satisfied with their jobs. They perceived low satisfaction as well as dissatisfaction towards some facets of job. Significant difference exist for demographic factors like age, institution, length of service and level of pay. On the other hand, no significant difference was observed for comparison by sex, marital status and level of education.


Garg (1987) studied personality and job satisfaction of librarians from universities of Delhi and Rajasthan and concluded that the two groups differed significantly with respect to each of the variables, affecting their level of satisfaction. Though they revealed significant difference with respect to several of their personal and background factors.99

Cobb (1987) concluded that basic teachers were greatly satisfied from their jobs. On the contrary the secondary teachers were less satisfied with their jobs. When comparisons were made concerning rapport among teachers curriculum issues, teacher status and facilities etc; they perceived basically the same level of satisfaction.100

Thanagosai (1989) compared job satisfaction and dissatisfaction among faculty members at six teachers colleges in the Bankok metropolitan area and concluded that faculty members with high age, more teaching experience, high salaries and high administrative positions were more satisfied with their jobs than those who had lower ranking etc. Male faculty

99. B.S. Gerg (1987), Personality and Job Satisfaction of Librarians of Universities of Delhi and Rajasthan, A Multivariate Analysis. Indian Dissertation Abstracts, 16;1&4, p.96-A

100. Sera Frances Head Cobb (1987), Job Satisfaction of Teachers in a Selected County as Measured by the Purdue Teacher Opinionaire. Dissertation Abstract Interntional, 47:8,p.2814-A.
members were more satisfied than their female counterparts.\textsuperscript{101}

Ravitz (1990) focussed his study on the identification of job elements which were requisite to the satisfaction of selected pupil personnel service workers and found that elements like ability utilisation, authority, creativity, moral values, responsibility were all highly satisfying. Working conditions and technical supervision were rated as moderately satisfying. Age was a significant demographic variable for all disciplines.\textsuperscript{102}

Herbert (1990) concluded that increased costs and decreased revenues have created pressures on rehabilitation facilities to improve the effectiveness of their services. The study was an analysis of rehabilitation staff's satisfaction and performance level within a non-profit rehabilitation faculty; which was measured through Minnesotan satisfaction questionnaire administered to three subordinate groups and a general job satisfaction score was determined. The results indicated that there was not a significant difference in the level of job satisfaction though a lower level of satisfaction

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\textsuperscript{101} Suntherin Thanagosai (1989), Job Satisfaction among Faculty Members at Six Metropolitan Area Teachers, Colleges in Bankok (thailand), Dissertation Abstracts International, 50:4, p.241-A.
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was indicated towards company's policies and procedures.103

Tanaomi (1990), while making comparison among groups in academic settings of job satisfaction and intention to turn over concluded that University of LA Verna employees in general were similar to other occupational groups on the level of job satisfaction. The least satisfied dimensions were promotional opportunities and pay because there were differences on promotion, pay and work satisfaction among each group of employees at the University of La Verna.104

Barber (1990) indicated that both pay and firm size were used as signals with pay providing relatively strong and consistent signals. For all subjects, the pay signal was positive; more pay signalled more of other desirable attributes.105

Sharma and Bhasker (1991) described level of job satisfaction/dissatisfaction as the experience of a person within the organisation and not that of his background or

103. Smith Joel Herbert (1990), A Study of the Relationship between Job Satisfaction and Programme Effectiveness in a Non-Profit Rehabilitation Faculty, Dissertation Abstracts International, 50:7, p.120-A.


personality. In other words, employees are not predisposed to feel either satisfied or dissatisfied with their jobs, when they enter an organisation. They develop such positive or negative feelings as a result of the experiences, they have with the job assigned to them and the treatment they receive from their superiors in the organisation.\textsuperscript{106}

Review of literature reveals that most of the studies concerning job satisfaction pertain to industrial workers. Other professions particularly teaching profession has not been paid adequate attention in India. The present study thus is an attempt to contribute to existing knowledge of job satisfaction by specifically confining to the college and University teachers.