CHAPTER II
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REVIEW OF LITERATURE

A review of literature related to the problem, is very essential to clearly understand the problem and to make predictions regarding outcome of the manipulation of the variables. In this chapter, studies related directly or indirectly to the problem are reviewed.

2.1 Job Satisfaction/Dissatisfaction in the Context of Herzberg's Theory.

Work is motivated by a variety of needs and provides a variety of satisfactions. The study conducted by Kuhlen & Dipboye (1959), shows that an individual will select the occupation which offers the greatest potential for satisfaction of his needs. The researchers found the basic source of satisfaction to be associated with the nature of work in an occupation. Satisfaction reflects these needs which lead to a person's occupational choice. Similarly, basic dissatisfaction reflects those conditions which frustrate the satisfaction of those needs. Prior to entrance into the occupation, prospective teachers are not particularly high in the need for achievement, but are high in nurturance needs comparing to persons pursuing other occupations. Thus, teacher's basic source of satisfaction was found in working with students and with the outcomes that they perceived as a result of such work. Since teachers appear to be essentially "people oriented" rather than "material oriented" or "achievement oriented", it was found that basic satisfactions were derived from interaction with people, whether students, peers or superiors. The researchers found that basic frustrations were
those that interfered with the satisfaction of nurturance and affiliation needs. Kuhlen and Dipboye's findings seem to be congruent with the valence expectancy theory presented by Vroom (1964).

The basic source of teachers' satisfaction is also related to work itself which is one of the motivating factors as stated by Herzberg et al. (1959). In the study conducted by Kuhlen & Dipboye (1959), teachers derived intrinsic satisfaction from the nature of work itself. When asked to indicate what part of teaching occupation gave the most satisfaction, two items high on the list were: (1) seeing results of one's teaching in the growth and development of student, and (2) experiencing opportunities for satisfaction through affiliation with one's peers. The first item is implicit in Herzberg's achievement factor, and the second item in his recognition factor. Both are job content which according to the Herzberg's dual factor theory are the source of job satisfaction. In the same study, those who were thinking about having the teaching occupation were asked to indicate why they planned to leave. It was found that financial problem is one of the prominent factors especially for men. The financial or salary factor is categorized by Herzberg's dual factor theory as hygiene factor. According to Herzberg et al. (1959), job dissatisfaction is associated with high negative ratings on hygiene factors. Similarly in Lambert's study (1967), financial problem was viewed by teachers as a major cause of dissatisfaction. These teachers, according to Lambert, simply left teaching occupation for opportunities providing the basic necessity for their families. Butifish's (1967), findings are
consistent with Lambert’s study that one of the causes of teachers leaving the profession was low salary rate. Other causes were identified by Butefish that these were lack of promotion opportunities and poor facilities.

McGreal (1968) used a "personal survey" as an instrument in his study. The sample was stratified into two groups: former teachers who had resigned during the three years period before the study was conducted, and the teachers who remained in their teaching occupation during the period of study. An analysis of variance was applied to the data to test a significant difference between the responses of two groups on hygiene and motivation factors. The difference indicates that satisfaction and dissatisfaction are related to two different sets of factors. The existence of independent factors of satisfaction and dissatisfaction was generally consistent with Herzberg’s model.

Cremer (1979), attempted to test the generality of Herzberg’s motivation-hygiene theory with mid-level managers. The results of his study failed to confirm the generality of Herzberg’s motivation-hygiene theory because the subjects were more reluctant to discuss the dissatisfying aspects of their present job than the satisfying aspects of it.

Cruz (1980), applied Herzberg’s theory of job satisfaction to study the job satisfaction/dissatisfaction of public elementary school teachers in Puerto Rico. The Teachers’ Job Satisfaction and Dissatisfaction Inventory and the Teachers’ Characteristics Questionnaire were used to collect the data. The results of study revealed that motivation factors were mostly mentioned as contributing to satisfaction whereas hygiene
factors were mostly mentioned as contributing to dissatisfaction. Teachers indicated that they are more satisfied with their responsibilities at work than with other motivational factors. They also indicated that they are more dissatisfied with salaries than with any other hygiene factors. The relationships were not found between factors contributing to the satisfaction and dissatisfaction.

Karugu (1981) investigated job satisfaction/dissatisfaction on elementary school teachers and head-teachers in Nairobi, Kenya. 14 selected job factors from Herzberg's dual factor theory were conducted in comparison of the two group members' perceptions. 388 teachers and 35 head-teachers were administered the questionnaire. Chi-square, t-test, and analysis of Variance were used to analyse the data. The results revealed that there was no significant difference in the preferences of the total respondent group with respect to motivation and hygiene factors. No significant differences were found between teachers' and head-teachers' preference with respect to motivation and hygiene factor.

Olasiji (1983), investigated the job satisfaction/dissatisfaction of the faculty members of a selected university in Nigeria. The dual factor theory, originally developed by Herzberg in 1959, was applied in this study. 97 faculty members and 40 administrators of the university participated in this study. The findings of the study indicated that five out of six motivators were strongly determiners of job satisfaction among both the faculty and administrator. Hygiene factors were also found to be the major source of job dissatisfaction finding among the two groups.
Lacewell (1983), attempted to test the applicability of Herzberg dual factor theory of job satisfaction to three groups of full time faculty in a community college and a post-secondary vocational technical school of Arkansas. His sample was obtained from 119 of community college and 85 of vocational and technical school. The results revealed that some of Herzberg’s "Hygienes" acted more like satisfier (Motivators) than dissatisfiers (Hygienes) while some of the motivators acted less as satisfiers than did some of the hygiene factors. The directions hypothesized in Herzberg’s motivation-hygiene theory are not supported by the data while all of job satisfaction variables showed strong relationships to the level of overall satisfaction. Hence, there was no clear-cut delineation between motivation factors and hygiene factors.

Diener (1985), examined work-related attitudes of 72 faculty members (age range of 35-49 years) at 2 predominantly back colleges in the U.S.A.. Results indicate that the overwhelming majority of Ss surveyed expressed strong satisfaction with their work. Among the problem areas identified were institutional bureaucracy, student motivation, promotion opportunities, responsiveness of administration to problems, committee work, and recognition for good teaching.

Observing and supporting student growth was generally identified as the chief source for Ss’ job satisfaction while factors chiefly responsible for dissatisfaction with work tended to be related to circumstances surrounding Ss’ job (e.g. job conditions, salaries, and bureaucracy). Findings support the dual factor theory of job satisfaction developed by Herzberg et al.
(1959) suggesting that work satisfaction for college faculty in predominantly black institutions stems from the nature of the work itself while dissatisfaction is causal from the work environment.

Hilton (1985), attempted to identify the satisfying and dissatisfying factors and to determine the level of job satisfaction for post-secondary vocational education faculty in public supported institutions in India. Mann–Whitney U. test was applied to determine a significant difference in the relationships of the factors identified as satisfiers and dissatisfiers, and a "t-test" was applied to determine a significant difference in the level of job satisfaction between the two different faculty members. The results revealed that the satisfying and dissatisfying factors identified for faculty members contributed to their job satisfaction and job dissatisfaction. There was no significant difference between the faculty members employed at four-years school and two-years school concerning factors identified as job satisfiers and dissatisfiers.

Galloway et al. (1985), studied the sources of dissatisfaction and satisfaction of New Zealand primary school teachers. 292 primary and intermediate teachers participated in the study. A mail questionnaire containing of 42 satisfaction with teaching survey and biographical items were administered to Ss. Results are consistent with Herzberg’s (1959), dual factor theory of job satisfaction. The usefulness of a single item measuring of overall satisfaction is discussed. Comparison
between groups of teachers suggested that the teacher's own age was related to job satisfaction.

May (1986), applied the Motivation - Hygiene theory (Herzberg & Snyderman, 1959) to study the job satisfaction and dissatisfaction of the chief administration officers of teacher education programs (N=260). Friedlander's (1964) Job Satisfaction Index was used to determine to what extent 18 factors appearing on two scales presented satisfiers and dissatisfiers. Data analysis includes t-test and analysis of variance. The results revealed as follows: a) Motivators were most clearly related to job satisfaction, and hygienes were most closely related to job dissatisfaction, b) 16 factors were significantly higher for satisfiers over dissatisfiers, c) None of the four demographic variables (sex, age, years in position, and type of institution) was significantly related to job satisfaction or dissatisfaction. d) Two continua rather than a single continuum construct for the Motivation - Hygiene theory.

Taylor (1986), attempted to determine how elements of Herzberg's dual factor theory were perceived as being met in the survey with the subject certified staff of Florida public elementary schools. Each job factor was analyzed with regard to the group as a whole and with regard to selected biographical information such as years of teaching experience, job position, and degree held by Ss. The results revealed that the job factors of achievement and interpersonal relationships with students were perceived by over 90% of the Ss as contributing to their job satisfaction. Ss with the most years of teaching experience tend
to have more members that perceived job factors as contributing
to their job satisfaction than subjects with lesser years of
teaching experience.

Gaziel (1986), investigated the generality of the dual
factor theory of job satisfaction as proposed by Herzberg et al.
(1959) through 2 questionnaires using to examine the source of
job satisfaction and dissatisfaction for 120 elementary school
principals in Israel. Results support the dual factor theory.
Factors designed by Herzberg et al. (1959) as satisfiers were
dominant sources of job satisfaction. A comparison of the answers
to 2 questionnaires indicates that the attitudes toward the
items were usually consistent.

Hill (1986), applied Herzberg’s dual factor theory to
examine faculty job satisfaction. Data were gathered from the
1089 full-time faculty in 20 college campuses. Generally,
findings supported Herzberg’s contention that intrinsic factors
are the leading cause of job satisfaction. Job satisfaction was
due to ministering students and due to the work itself while
dissatisfaction arose from external factors of the job.

Janelli & Jarmuz (1987), examined motivational factors that
contribute to the retention of reserve flight nurse in
aeromedical evacuation flights. The Motivation - Maintenance
theory developed by Herzberg (1957, 1959, 1966), which contains 2
sets of factors can impinge on job satisfaction, hygiene factors
(e.g. salary, working conditions) and motivations factors (e.g.
job content, professional achievement) were tested. 69 reserve
flight nurses (aged 27-48 years) completed a demographic
questionnaire and reserve flight nurse satisfaction questionnaire. The results revealed that the nurses were able to identify motivational factors, and these factors had more impact on job satisfaction than did the hygiene factors.

Silver (1987), tested the dual factor job satisfaction/dissatisfaction theories of Herzberg et al. (1959) who proposed that there are basically 2 types of human needs. Herzberg’s hygiene factors are associated with employee pain - avoidance needs, and motivation factors are associated with their psychological growth needs. In 3 experiments, 78 teachers, 4 principals, and 10 department heads (who were all unfamiliar with Herzberg’s theory) completed 3 sets of questionnaire. Motivation and Maintenance factors associated with satisfaction and dissatisfaction were shown to be different and unrelated, thus supporting the dual factor theory.

Gould (1987), attempted to determine whether selected work variables identified by Herzberg studies or satisfiers and motivation factors or hygiene factors or dissatisfiers contribute to job satisfaction and job dissatisfaction. The motivator work variables comprise recognition, achievement, responsibility and advancement. The hygiene work variables comprise supervision, human relations, salary, working conditions and policy & administration. The demographic variables comprise sex, race, level of education, number of years in present position, type of school, size of school and age level. The results of finding revealed that the motivator and hygiene factors do not form two separates sets of work variables which contribute to job satisfaction and job dissatisfaction and the
demographic variables were not related to the level of job satisfaction.

Pedersen (1988), investigated job satisfaction and job dissatisfaction on the sample of teachers. The researcher also investigated subgroups of teachers to determine whether gender and tenure of teachers related to different reports of job satisfaction and dissatisfaction factors. 40 teachers were randomly selected and interviewed. They were asked to rate four sequences (experiences) of job satisfaction/dissatisfaction. By using content analysis, the collection of sequences was categorized by judges into Herzberg's satisfaction and dissatisfaction categories. The findings of this study indicated the predominant job factors for teacher's achievement and recognition. The predominant dissatisfaction factors were lack of a sense of achievement, and school policy and administration. Factors of satisfaction/dissatisfaction within subgroups of teachers tended not to differ from the group as a whole.

Thanagasai (1989), investigated the job satisfaction and dissatisfaction among faculty members at six teachers' training institutions in Bangkok with respect to age, gender, length of teaching experience, level of education, administrative position, academic rank, departments, and salary levels. The questionnaire consisted of 10 demographic items and 67 statements based on Herzberg's dual factor theory with five point rating scale. Frequency, Percentage, Mean, t-test, One-way Analysis of Variance, and Sheffe method were applied for the purpose of analysis. The results of the study revealed that faculty members with higher ages, higher working experiences, higher salaries,
higher academic ranks, higher administrative positions were more satisfied with their job than faculty members with lower ranking on the above demographic variables. The results of this research work were similar to Vatthaisong’s (1982), but different from Karoonlanjakon’s (1986) findings. The faculty members in Vatthaisong’s findings were satisfied with their job in every aspects except salary, while Karoonlanjakon’s findings reported no areas of dissatisfaction.

2.2 Job Satisfaction/Dissatisfaction in General.

Indirsan (1981), investigated the job satisfaction of engineering teachers of India and England. 50 English and 158 Indian teachers were administered the job Satisfaction Inventory, the Work Environment Performance Schedule, and a Job Involvement Inventory. Results show that English Ss expressed greater job satisfaction than did Indian Ss who had greater expectations for the future. Significant differences for the 2 samples were also found on job security, financial position, and bureaucratic organization. Context job factors were perceived to be more important in contributing to job satisfaction of India Ss while content job factors were perceived to be more important by English Ss.

Krampen (1981), studied the relationship between domain specific job satisfaction and related value orientations of 120 German teachers. The results revealed that teachers were most satisfied by coming in contact with students and their educational activities, and less satisfied with their possibilities for further education, job mobility and school administration.
Vathaisong (1982), used 10 factors of job satisfaction/dissatisfaction that comprise of achievement, growth, recognition responsibilities, the work itself, administrative policies, interpersonal relations, salary, supervision, and working conditions to study job satisfaction/dissatisfaction of faculty members of Thai teachers in teacher training institutions. Faculty job Satisfaction/Dissatisfaction Scale consisted of two-part questionnaire. In the first part, there are 2 items of demographic classification and in the second, there are 67 items divided into 10 factors which was used to collect data. The results revealed that the sources of satisfaction for faculty in rank-order of importance were interpersonal relations, the work itself, achievement, recognition and administrative policies. The source of dissatisfaction was salary. The faculty members with over 10 years teaching experience were more satisfied with their achievement and working conditions than the faculty members with under 10 years of experience.

Haughey & Murphy (1983), investigated the job satisfaction of 528 rural teachers in British Columbia. Only 22% Ss were moderately or highly satisfied with their teaching positions. Two major sources of dissatisfaction were society’s perception of teachers and administrative practices. Ss were found to gain greatest satisfaction from interaction with students, relationships with colleagues and the autonomy they acquired as teachers.

Anderson et al. (1984), studied job satisfaction among practicing school psychologists. Responses to a modified version
of the Minnesota Satisfaction Questionnaire by 245 school psychologists show that 86% of Ss were satisfied or very satisfied with their current jobs. Ss tended to express dissatisfaction only with opportunities for advancement and school system policies and practices.

Karoonlanjakorn (1986), applied One-Way ANOVA, and Two-Way ANOVA to analyse overall job satisfaction as well as ten dimensions of job satisfaction of faculty members at non-metropolitan teacher's training institutions in the central part of Thailand. The Faculty Job Satisfaction/Dissatisfaction Scale developed by Olin R. Wood (1973) was used to collect the data. The results revealed that the sources of satisfaction for faculty members in the rank order of importance were interpersonal relations, responsibility, achievement, recognition, the work itself, growth, working conditions, policy and administration, salary, and supervision. But no area of dissatisfaction was revealed. The ten facets of satisfaction did not differ significantly with regard to age and faculty affiliations. The three major findings were also reported by the researcher which are as follows: Firstly; the longer the faculty members were engaged in their profession, the more they were satisfied with the personal growth. Second; faculty members with low salary were more satisfied with their achievements than those who were intermediate at their salary level and third. The instructors were more satisfied with the working conditions than administrators.

Solly & Hohenshil (1986), studied the job satisfaction of 106 school psychologists practicing in West Virginia, using a
modified version of the Minnesota Satisfaction Questionnaire (M.S.Q). Findings indicate that more than 35% of the Ss were dissatisfied with their jobs while nearly 65% reported general satisfaction. Personal ratings of job satisfaction were compared favorably with overall job satisfaction on M.S.Q. Major sources of satisfaction included co-workers and activity. Major sources of dissatisfaction were school system, policies and practices, advancement opportunities, working conditions, salary, and supervision.

Porwell (1987), compared certain personality traits of 100 satisfied and 100 dissatisfied teachers from secondary school in India using the Sixteen Personality Factors Questionnaire (16 P F). Satisfied Ss tend to be critical and cool, like things rather than people, prefer working alone, and avoid compromise. Dissatisfied Ss were likely to be easy-going, emotionally expressive, ready to be co-operative, attentive to people, soft-hearted, kindly and adaptable with greater probability of interaction with colleagues and outside interests.

Giaimo (1988), surveyed the satisfaction and dissatisfaction of the mentor teachers and classroom teachers in Southern California School Districts. 50 mentor teachers and 54 classroom teachers completed the questionnaire. The results of finding reveal that mentor teachers were significantly less dissatisfied with recognition and advancement than were classroom teachers. Mentors received more opportunities for promotion than their counterparts. Age affected perceptions toward specific job factors. Mentors with age of 50 and over were significantly more satisfied with relations with colleagues than were mentors of age.
49 and under, mentors aged 49 and under were significantly less dissatisfied with pay than were classroom teachers age 50 and over.

Young (1988), found that interactions and success with students were the most satisfying aspects of teaching occupation, and working conditions were the most dissatisfying aspect of teaching occupation.

Ushasree (1988), examined the differences in job satisfaction between 100 Social Disadvantaged (SD) and 100 Social Advantaged (SA) male college teachers (age 25 years and above), by using the Job Descriptive Index. Analysis of data revealed no significant differences between SD and SA of Ss in overall satisfaction. However, age of Ss had a significant effect on satisfaction with supervision.

Elder (1989), found that the urban elementary school teachers in Southern California showed greater satisfaction than dissatisfaction in the sub-area of job on supervision, colleagues' responsibility, the work itself, and security, and showed greater dissatisfaction than satisfaction in the sub-areas of job on working conditions, pay, advancement and recognition. Teachers with least experience reported greater satisfaction with work itself, advancement, supervision, colleagues, and recognition.

Chewapan (1989), investigated job satisfaction of the physical education instructors at teacher training institutions in Thailand by using the Faculty Job Satisfaction/Dissatisfaction Scale developed by Olin R. Wood which was translated into Thai language by Vathaisong. The results revealed that interpersonal
relations, work itself, achievements, recognition, responsibility, working conditions, growth, policy and administration, supervision, and salary were ranked in successive order from the highest mean score. The gender variable did not contribute significantly to job satisfaction while age, working conditions, years of teaching experience and salary level did contribute significantly to job satisfaction.

Monroe (1989), investigated job satisfaction of the faculty members of the Tennessee public institutions on higher education. The results revealed that faculty members were satisfied with work itself, interpersonal relations, achievement, opportunity for growth, and were dissatisfied with salary, policy and administration. Faculty members from the career technical teaching areas were significantly less satisfied with their working conditions than faculty members from the other teaching areas.

Weeks (1989), compared the job satisfaction of rural special education teachers with that of their urban counterparts. For sample 1, 51 rural teachers and 35 urban teachers completed six scales (work on the present job, present pay, opportunities for promotion, supervision, people on present job, and job in general) of the Job Descriptive Index (J.D.I). Six separate t-tests were computed. The results revealed that none of the t-values indicated statistically significant differences between the rural-special educators and urban-special teachers. For sample 2, 40 rural elementary, 30 rural secondary, 32 urban elementary, and 30 urban secondary teachers completed the Job Descriptive Index (I.D.I). Analysis of variance by location of
teachers (rural-urban) and school level taught (elementary, secondary) was conducted. The only statistically significant difference was found between elementary-special education teachers and secondary-special education teachers on the scale for people on present job. Elementary teachers rated their satisfaction with their co-workers higher than the urban teachers. In both the studies, all groups of teachers assigned low satisfaction on ratings to the salary scales, present pay, and opportunities for promotion.

Charoenkul (1990), attempted to determine relationships of the job satisfaction/dissatisfaction factors with sex, age, level of teachers in four teacher training institutions in the North of Thailand and also tried to identify their levels of job satisfaction/dissatisfaction. The results revealed that sex and age were significantly associated with job satisfaction/dissatisfaction. The Ss were the most satisfied with salary when they reached the age of 50 and over. However, they were least satisfied with interpersonal relations.

2.3 Ages and Job Satisfaction.

About 33 researcher's work was reviewed by Herzberg et al. (1957). They found a "U-shaped" relationship between age and job satisfaction. Further, they indicated that job satisfaction was higher among younger employees immediately after employment but dropped sharply after first few years and then began to increase as workers continued on their jobs. To explain these findings, the investigators stated that early satisfaction was due to the newness of the job. Satisfaction dropped quite rapidly due to
uncertainty and lack of seniority followed by satisfaction on account of society of job with the completion of the probation period, independence in decision making and adjustment to the environment. Hulin & Smith's (1965) findings, however, were not in the line with findings of Herzberg et al. (1957). They argued that there were curvilinear relationships between age and job satisfaction.

McCoy (1974), investigated the job satisfaction of 1,100 elementary school teachers of English, Mathematics, Science and Social Studies of Louisiana. He found elderly teachers were significantly more satisfied than the younger ones.

Cory (1974), found that the highest mean of job satisfaction belonged to 46-50 age group and the lowest to the 31-35 age group. Parker's (1974) study also revealed age and job satisfaction to be significantly related.

On a randomly related sample of 99 educational teacher coordinators working in Minnesota Secondary School, Olson (1974), found the age to be significantly and positively related with job satisfaction. Sprague (1974), conducted a study on 477 faculty members of Kentucky University. The results of the study revealed that age contributed significantly to job satisfaction.

Putt (1976), investigated the relationship of institutional and personal variables (including age) with the job satisfaction of public administration professors (N=21) at a State University. A Univariate analysis was applied to analyze the data. The results showed the significant differences between age levels and the levels of job satisfaction. The younger age group had lower mean scores than the higher ones.
Gilham (1976), examined the job satisfaction of female civil service workers. The workers over 30 years old were significantly more satisfied with their job than those who were 30 years old and below.

Glenn & Taylor (1977), attempted to assess the job satisfaction of full-time employed white males (N=1080) and females (N=461) by applying the correlations to analyze the data. The results revealed that age and job satisfaction are significantly positive.

Chen (1977), applied one-way analysis of variance to analyze the data which was completed by 495 elementary school, junior high school, and vocational teachers on Minnesota Satisfaction Questionnaire. The results revealed that teachers in age group of 21-25 expressed greatest dissatisfaction. The job satisfaction went up with age. After the age of 45, the degree of job satisfaction decreased until around the age of 50 and thereafter the level of job satisfaction went up again.

Monfort (1980), stated that the job satisfaction was a function not only of variables among jobs, but also on differences among workers. He also found job satisfaction to be positively related with age.

Tripathi et al. (1981), examined the role of socio-personal factors on the job satisfaction of randomly selected 65 males and 41 females of higher secondary school teachers and found that job satisfaction score was higher in the group of age above 35 years than the group of age below 35 years.

Smith (1982), studied the teachers' voluntary absenteeism and personal demographic characteristics (age, years in service,
marital status, education, grades taught) and job satisfaction. He found that the older teachers were more satisfied than the younger ones.

Saiyadian (1983), examined the impact of some personal variables on job satisfaction on a sample of 778 Indian and 630 Nigerian employees. The analysis of data obtained from the Indian sample showed that age had positively significant relationship with job satisfaction. Pinchak (1983), revealed that the older teachers in India were more satisfied with their work than the younger ones.

Clarke et al. (1985), administered the Job Descriptive Index (JDI) to 166 teachers in 3 age groups (30 years of age and younger, 31-50 years of age, 51 years of age and older). The analysis of results indicated a strong support for the positive linear relationship between the teacher’s age and overall job satisfaction and the positive linear relationship between the 3 age groups and the work itself, pay, supervision, co-workers and promotion subscales of the Job Descriptive Index (JDI).

Lowther et al. (1985), studied age and the determinants of teachers’ job satisfaction. The results of finding are based on a secondary analysis of data from 3 national probability studies of employment conducted in 1966, 1973 and 1977 by the University of Michigan (the Survey of Working Conditions and Employment Surveys) in which 182 teachers participated. The surveys focused on questions about job satisfaction, that is, what aspects of a job were valued most and the rewards derived from working at a job. The results show that: 1) job satisfaction increased with age, 2) job rewards increased with age, and 3) the major
determinants of satisfaction were intrinsic for younger teachers and extrinsic for elder ones.

Furey & Lauroesh (1986), studied the relationship between life cycle theory and dissatisfaction with teaching at mid-life, using data gathered from teachers who had left the position and teachers who remained in the same school system. Results show a higher dissatisfaction among male teachers in their 30’s than for male teachers in their 40’s and older age groups.

Morgan (1987), investigated the nature and sources of job satisfaction among school counsellors in the American School Counsellor Association. 686 Ss participated in this investigation. The survey consisted of a personal and employment data section and the Minnesota Satisfaction Questionnaire (MSQ). The MSQ measured 20 sources of satisfaction as well as general job satisfaction. The results showed that there was a weak but statistically significant (p<.05) and positive relationship between age and job satisfaction.

Lindstrom (1988), assessed age related differences in job characteristics and their relation to job satisfaction among 4,502 Finish workers (age 15-64 years). Males rated the meaning of work in their lives higher than women, and the meaning of work increased with age among men but not among women. Overall job satisfaction increased with age and was highest in the oldest group. The most important sources of job dissatisfaction were low salary and the pressure at work. The main sources of job satisfaction were independent of the job itself, and high content variety.
Kravitz et al. (1990), surveyed 648 Ontario, Canada Physicians to determine the level of their professional satisfaction. Most of Ss were moderately satisfied with each of 16 aspects of their work and a consistent association between age and satisfactional level were found positive.

Singh (1980), studied job satisfaction on a sample of supervisory staff. The results revealed that the level of job satisfaction was higher in the younger group (below 30 years) and low in the middle group (between 30 and 40 years) and older group (above 40 years). The level of satisfaction was also high during the first year of service.

Buhmeyer & Hunt (1982), studied job satisfaction and level of aspiration in academic employees of Medical University of South Carolina. 39 college faculty members (mean age 36 years) completed a questionnaire that assessed age, years employed, level of aspiration, and job satisfaction. Older Ss were less satisfied and had lower aspiration than the younger ones.

The results of Pyles’s (1984), research revealed that the most satisfied food service personal as being under 40 years of age and the most dissatisfied belonged to the over 50 years of age.

The negative relationship between age levels and job satisfaction has also been found by Turner (1955), Natraj & Hafeez (1969), Halon (1981) and Kumal (1986).

Some studies have shown no significant differences between age levels with regard to the level of job satisfaction such as: Talbot (1974), investigated the job satisfaction and dissatisfaction of industrial arts teachers (N=386) in Suffolk
Country, U.S.A. An analysis of variance was applied to test the significance of differences between the age groups. The results revealed that age did not make any significant differences in the job satisfaction of teachers. Similar results were revealed by Goodwin's (1974) study which compared the perceptions of faculty members and administrators regarding the importance of selected factors in determining job satisfaction in the faculty. Age was perceived as the least important factor by most of the subjects. Bowen (1980), also found no significant difference between age levels with regard to the level of job satisfaction.

Semapakdi (1988), investigated the job satisfaction of elementary school teachers in Phuket Province of Thailand. The data were gathered by using the Job Descriptive Index (JDI). The obtained data were analyzed through statistical procedures of Multivariate Analysis of Variance, an Analysis of Variance, and Chi-Square. The results of analysis of data revealed that there were no significant differences attributable to age of the principals and teachers in their expression of job satisfaction.

2.4 Salary Levels and Job Satisfaction.

The money in hand implies the capacity to buy things and fulfill many needs. This seems to cause a direct bearing on salary and job satisfaction. Bose (1951), asked 100 industrial workers to rank job factors. Adequate earnings were perceived as a way of satisfying needs, and were ranked at number one. Ganguli's (1954, 1964) studies also support the conclusions drawn by Bose.

Ohnesian (1975), on a sample of 402 student personnel workers found salary appreciably related to job satisfaction.
Boucher (1977), assessed the job satisfaction of 150 distributive education graduates by applying the analysis of variance. His results support Ohnesian's finding.

Goodwin (1978), attempted to examine perceptions of faculty members and selected administrators (N=949) on the factors determining job satisfaction. The results revealed that most groups perceived salary to be an important factor affecting job satisfaction.

Othman (1979), tested the differences in job satisfaction level of primary and secondary school teachers (N=1521) of urban, semi-urban, and rural area with respect to various teacher's characteristics. He found salary to be a significant factor associated with job satisfaction.

Windley (1980), focused attention on the effect of demographic variables on the job satisfaction of 124 secondary school teachers. The results revealed that teachers with high salaries are more satisfied than the ones with low salary.

Givens (1988), studied job satisfaction of vocational education teachers in Tennessee. 385 public high school vocational office education teachers, and 220 teachers participated in the study. The data were analysed by applying the analysis of variance test to determine whether there was a significant difference among job satisfaction scores of the teachers' groups by the demographic characteristics of teaching experience. The results revealed that the significant differences were found between satisfaction with job factors and salary levels.
Orpen & Bonnici (1990), examined the relationships among perceptions of pay level, pay equity and pay satisfaction in 101 Australian University teachers, using a specially designed questionnaire. The results revealed that pay level and pay equity perceptions were positively related to pay satisfaction.

Kravitz et al. (1990), surveyed 648 Ontario, Canada Physicians to determine the level of their professional satisfaction. The results revealed a consistent association between lower satisfaction and lower income.

Evidence of failure to locate any significant change in job satisfaction as a result of salary levels is also revealed in the following studies:

Stintzi (1970), studied the relationship between the need for responsible work and job satisfaction of the new college graduates (N=296). He found that satisfaction was not attained by paying the worker more, but it was related to the utilization of his ability.

Lawler (1971), found that the relationship between pay level and job satisfaction is not so strong. The people receiving higher pay are generally more satisfied, but many well-paid persons are relatively dissatisfied and many who are not so well-paid are relatively satisfied.

Morgan (1987), investigated the nature and source of job satisfaction among school counsellors in the American School Counsellors' Association. 686 Ss participated in this investigation. The results showed that the relationship between salary level and job satisfaction did not exist.
McDonald (1988), studied the relationship of job satisfaction of Chief Executive Officer of National Sport Organization in Canada with salary. The results revealed that no significant relationship was found between salary and the facets of satisfaction.

The failure to locate any significant change in job satisfaction as a result of salary was also found by Rao (1970).

2.5 Experience and Job Satisfaction.

Dealing with the length of service, Herzberg et al. (1957), concluded that tenure bears a "U-shaped" relationship with job satisfaction. Hulin & Smith (1967) did not confirm Herzberg's results. Their data exhibited a linear relationship between experience and job satisfaction. According to Siegel (1969), job satisfaction tends to decrease following the first year of service, but after six or seven years of service job satisfaction tends to increase to a moderately high level until it reaches a maximum for workers who have remained with the same company/institution for 20 years. Hafen (1971), found that experience contributed significantly and positively to job satisfaction.

Probe (1971), investigated the relationship between teachers’ job satisfaction and selected personal characteristics. By applying the Two-Way Analysis of Variance, the researcher found that experienced teachers were more satisfied than others. Olson (1975), also found experience to be significantly and positively related to job satisfaction.
Sprague (1974), examined 477 university faculty members of Kentucky by applying the Multivariate Analysis of Variance. Results clearly showed that more experienced teachers were more satisfied than less experienced ones. Himelston (1975), investigated teachers' satisfaction and dissatisfaction and found that more experienced teachers were more satisfied than less experienced teachers. Chen (1977), investigated job satisfaction of Chinese teachers and found a significant and positive relationship between teaching experience and job satisfaction by revealing the fact that teachers begin with low job satisfaction which then tends to increase with teaching experience.

Gupta & Nisha (1979), studied personal factors affecting job satisfaction in 45 male and 55 female secondary school teachers (means age 31.6 years). Data from the Questionnaire for Secondary School teachers indicate that teaching experience affects job satisfaction.

In Stitt's (1980), study on data of 120 business educators, experience emerged as a significant contributor to job satisfaction. The relationship between experience and job satisfaction was also revealed in the study of 120 administrators of Medison, Wisconsin School Districts by Sullivan (1981) and Sinatra (1982).

Srivastava (1982), investigated job satisfaction amongst private and public secondary school teachers. 160 public and private secondary school teachers (age 30-55 years) were administered to measure job satisfaction. Findings indicate that Ss with 15 or more years of teaching experience were more satisfied than those with lesser experience.
Vathaisong's (1983), research results showed that the faculty members with under 10 years of experience were less satisfied than teachers with over 10 years of experience. The significant and positive relationship between experience and job satisfaction got support from Amistash’s (1983) study, also.

Dixit (1985), studied the effect of teaching experience on the level of job satisfaction among secondary school teachers. A job satisfaction scale was administered to 500 high school teachers with varying lengths of experience (less than 10 years, 10-20 years, and more than 20 years). Findings indicate that the teachers with least experience were more satisfied with their job than to teachers with 10-20 years of experience. The most experienced teachers were the most satisfied.

Roberts & Sarvela (1989), used the Job Descriptive Index (JDI) to examine factors related to job satisfaction (as an assessment method of employee turnover) among 393 community care workers who worked with the elderly employees. The majority of Ss were satisfied. However, Ss employed for longer than 11 years had significantly lower satisfaction scores than Ss employed for less than 11 years Reasons why new employees quit included low wages, no benefits or no raises or promotions, inability to cope with or dislike for the elderly, and lack of suitable for the type of work.

Evidence of failure to have any significant change in job satisfaction as a result of experience is found in the following studies:

Cory (1974), made an attempt to test job satisfaction of 363 vocational teachers by applying the analysis of variance to
analyse data. The results revealed that there is no significant difference in the job satisfaction score on different group of experience.

Bowen (1980), collected data from 100 teachers to study job satisfaction. He concluded that the teachers did not differ in their level of job satisfaction with regard to their tenure.

Haywood (1980), conducted a study on secondary school teachers. He found no relationship between experience and job satisfaction. In the study on 449 teachers, Pinchak (1983) also found no significant mean difference in job satisfaction between groups classified on length of teaching experience.

Similar results have also been found by Mace (1971), and Woznaik (1973).

The longer the length of service, the less will be the level of job satisfaction, was found in the results of study of Buhmeyer & Hunt (1982) while they conducted their study on job satisfaction and level of aspiration in academic employees of Medical University of South Carolina.

2.6 Teachers’ Categories and Job Satisfaction.

Christesson (1983), studied overall job satisfaction as well as job satisfaction in nine job dimensions (challenge, pay, benefits, recognition, opportunity for advancement, working conditions, co-workers, supervision, and management of public school administrator). The significant differences of job satisfaction were not found among the sub-groups (such as principals, vice-principals, co-ordinators/director) after analysis of variance was applied.
Gana (1984), investigated the work values and job satisfaction of principals and teachers of Nigerian post-primary schools. The results revealed that principals are more satisfied than teachers with regard to working conditions and general remuneration offered for the job. Teachers have greater dissatisfaction than principals with the praise or recognition they get for doing a good job, the pay, and the conditions of working environment. Both occupational groups are satisfied with co-workers, and the way the job provided for management.

Sutton & Huberty (1984), examined teacher stress and job satisfaction in 100 special-education teachers (average age 25.5 years) and 100 regular-education teachers (average 31.8 years). A 36 items stress profile for teachers was used to assess Ss job stress Ss also rated their level of job satisfaction. The results indicate that special education teachers reported slightly more satisfaction with their jobs than regular-education teachers. However, the sources of stress or how Ss coped with stress did not show any differences between the two groups.

2.7 Departments/Faculties and Job Satisfaction.

Hill (1987), investigated the job satisfaction among faculty members in Oklahoma’s public junior community colleges. The data were collected from a sample of 343 faculty members representing twelve Oklahoma public junior community colleges. The analysis of data provided both the overall level of job satisfaction and the level of satisfaction for each of sixteen job satisfaction factors. The results of finding revealed that the level of job satisfaction of respondents based upon the subject teaching area were not of a significant difference.
Monroe (1989), surveyed the job satisfaction and job performance among faculties from different teaching areas and different types of institutions. The samples consisted of a stratified random sample of 358 faculties. The finding revealed that faculties from the career technical teaching areas were significantly less satisfied with their working conditions than the faculty from the other teaching areas. The faculty members from the teaching areas of Math/Science and Career/Technical were significantly less satisfied with their job performance than the members from the teaching areas of Humanities/Education and other remainder teaching areas.

2.8 Educational Institutions and Job Satisfaction.

Srivastava (1982), investigated job satisfaction amongst private and public secondary school teachers. 160 public and private secondary school teachers (age 30-55 years) were administered to measure job satisfaction. Findings indicated that compared to public school Ss, private school Ss were significantly more satisfied in the teaching profession.

Velazquez (1989), studied differences of job satisfaction between employees of profit and non-profit organization, using Herzberg’s Motivation – Hygiene factors and with an inquiring of job satisfaction as a function of demographic variables. Job attitude was measured for each of Herzberg’s factors by using Likert Type Scales. The results revealed that differences between profit and non-profit were found in growth, policy and administration, salary, job security and working conditions. Those in profit organizations had higher satisfaction scores than those in non-profit organizations with the exception of job security.