CHAPTER II

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In order to direct the research efforts in an appropriate and meaningful direction, as also to capitalize on the trends of previous research in the formulation of hypotheses, a review of research literature related to the problem under study is presented in this chapter.

The factors affecting job satisfaction have been categorized into three sets of variables—personal, professional and organizational—and the relationship of job satisfaction with related variables has been reviewed by taking one category of factors at a time.

Job Satisfaction and Personal Characteristics

Age and job satisfaction: Several researchers have detected job satisfaction in different age groups in the same occupation or across different occupations. Among the early attempts, Super (1939) in a study of 273 men found that satisfaction developed cyclically, as older adolescents (20-24 years) tended to be satisfied with their jobs, young men (25-34 years) dissatisfied and older men satisfied with a possible temporary decrease between the ages 45 and 54. A review of literature of 33 researchers made by Herzberg et al (1957) revealed a "U" shaped relationship between a worker's morale and age.
Specifically, it indicated that job satisfaction was high in a youthful employee immediately after employment, dropped sharply after the first few years and then began to climb as workers continued on their jobs. To explain these findings, the investigators held that early satisfaction was due to the newness of the job. Dissatisfaction cropped up quite rapidly due to uncertainty and lack of seniority followed by satisfaction on account of security of job with the completion of the probation period, independence in decision making and adjustment to the environment.

Hulin and Smith's (1965) findings, however, were not in line with the findings of Herzberg et al. (1957). They argued that there were a curvilinear relationship between age and job satisfaction.

Chen (1977) utilized factor-analysis and one-way analysis of variance to investigate the job satisfaction among elementary, junior high school, senior high school and vocational school teachers (N=495) on the MSQ (Minnesota Satisfaction Questionnaire) scores, revealing that teachers in the age group of 21-25 expressed the greatest dissatisfaction and job satisfaction went up with increasing age. After the age of 45 the degree of job satisfaction decreased until around the 50, and thereafter the level of job satisfaction went up again.

Using the data from longitudinal studies of the labour
market, Monfort (1980) began with the premise that job satisfaction was a function not only of variations among jobs but also of differences among workers and found job satisfaction to be positively related to age.

By taking a sample of 1,035 subjects, including engineers, salesmen, clerical workers, machinists, assemblers and maintenance men, Larouche (1972) revealed that age was one of the variables which had the most significant and positive impact on the level of job satisfaction, or, that satisfaction increased with advancement in age. Schultz (1973) demonstrated a moderately high level of satisfaction in employees between the ages of 30 and 35, while employees in their middle and late twenties were relatively dissatisfied. Gilham (1976) examined the job satisfaction of female civil service workers. The workers over 30 were significantly more satisfied with their jobs than workers who were 30 and under.

Probing into the realm of correlational studies, Glenn of and Taylor (1977) assessed the job satisfaction/full-time employed white males (N=1080) and females (N=461). Computations of zero-order coefficients and correlations proved a positive association of job satisfaction with age. Lavan (1979) investigated organizational climate, job satisfaction and professionalism in an emerging professional group of rehabilitation counsellors. A correlational analysis indicated a positive relationship between age and job satisfaction. As many as
4,709 workers drawn from seven annual national surveys of the U.S.A. assessed by Weaver (1980) also showed a positive association between age and job satisfaction.

In the educational setting, the results of researches concerning the relationship between age and job satisfaction are less consistent. Parker's (1974) analysis of data through stepwise multiple regression on a sample of 498 teachers from 24 schools of Virginia revealed a positive and significant relationship between age and job satisfaction. The relationship between needs reinforcer correspondence and job satisfaction was explored by Olson (1974) on randomly selected 99 education teacher coordinators working in Minnesota secondary schools. Statistical analysis, including Pearson correlations, the "t" test, chi square and $D^2$, revealed that age was significantly and positively related to job satisfaction. Only 477 faculty members of Kentucky University responded to the 1,159 questionnaires sent by Sprague (1974). A statistical analysis of the multivariate analysis of variance and stepwise multiple regression confirmed that age contributed significantly to job satisfaction. Putt (1976) investigated the relationship of institutional and personal variables (including age) to the job-satisfaction level of public administration professors ($N=21$) at a State university. A univariate analysis applied to the data revealed a positive relationship between age and job satisfaction. The multiple correlational technique applied
to judge professional attitude, commitment and selected demographic variables as indicators of Home Economists' (N=450) employment satisfaction by Huang (1977) yielded a positive correlation between job satisfaction and age.

Recently, attempting to trace the relationship between the general intrinsic and extrinsic job satisfaction on a sample of 345 classroom teachers and the selected demographic variables of sex, age, experience and qualifications, Barber (1980) employed multiple regression analysis which suggested a positive relationship between age and job satisfaction. Sullivan (1981) also reported a significant correlation between age and the job satisfaction of school administrators. Highlighting the interrelationships among teachers' voluntary absenteeism and eight personal demographic characteristics (age, years in service, marital status, education, sex, grades taught, association activism and personal stress) and job satisfaction, the findings of Smith (1982) revealed that older teachers were more satisfied than younger ones. By using factor analysis Pinchak (1983) focused his attention on the factors related to the job satisfaction of teacher coordinators in occupational work adjustment in Ohio, and also crystallized the point that older teachers were more satisfied than younger ones.

By employing the two-way analysis of variance, and the Chi-square and "t" tests to the data of 334 public school teachers
belonging to Regina and Saskatoon, Probe (1971) found that age had a significant and positive effect on job satisfaction. Bowling (1974) determined the relationship between the leadership behaviour and morale of Chief Student Personnel Officers and the job satisfaction of their departmental heads (N=37) by using correlational techniques. Age was found significantly related to job satisfaction.

McCoy (1974) investigated the job satisfaction of 1,109 elementary teachers of English, Mathematics, Science and Social Studies of related secondary schools of Louisiana. A multiple classification of the analysis of variance determined significant differences among mathematics, English, science and social studies teachers. Elderly teachers were significantly more satisfied than the younger ones.

Cory (1974) also found that the highest mean of job satisfaction belonged to the 46-50 age group and the lowest to the 31-35 age group. A comparative attitudinal analysis of selected business teachers in Iowa public secondary schools concerning their current job satisfaction was done by Bembry (1975). Applying the "F" test to the data of 240 teachers' results showed that older teachers were more satisfied than younger ones. The job satisfaction mean score for the 40-49 age group was appreciably better than both the 20-29 age group and the 30-39 age group, indicating that job satisfaction increased with advancement in age. The results of the analysis
of variance employed by Grochek (1979) for analyzing biological and organizational factors of college administrators (N=236) explained that the 36+ were more satisfied than the younger or below 35+ years of age. Tripathi et al. (1981) examined the role of socio-personal factors in the job satisfaction of randomly selected 65 male and 41 female higher secondary school teachers and found the job satisfaction score higher in the case of the 35+ age group than the -35 group. In a study of the relationship of professional identification and personal characteristics in the job satisfaction of home economists, Terrill (1983) too reported that job satisfaction scores increased with age.

However, in Harlon's (1981) study on the relationship between the perceived leadership behaviour of pupil service administrators and the job satisfaction of their subordinates (179 school counsellors, 47 social workers and 54 psychologists), the analysis of variance and Pearson product moment correlations showed age to be negatively related to job satisfaction. Even the results of Pyles' (1984) research on non-certified food service personnel (N=247) fell in line with Harlon's, exhibiting the most satisfied workers as being under 40 years of age and the most dissatisfied belonging to the over 50 age group.

Besides, evidence of no relationship between age and job satisfaction has been reported by Talbot (1974), who investigated the causes of job satisfaction and dissatisfaction among...
386 industrial arts teachers in Suffolk County. By applying the analysis of variance and the Chi square test he concluded that age did not make significant differences in the job satisfaction of teachers. Likewise, discriminant functional analysis and the multivariate analysis of variance employed by Oladebo (1979) demonstrated age as having no appreciable effect or influence on job satisfaction. Similar results were arrived at by Goodwin (1979) while comparing 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) sought to identify variables relating to teacher educator's job satisfaction and determined the proportion of variance in job satisfaction scores as explained by these variables (age, tenure, qualifications, rank and experience). No relationship could be established between age and job satisfaction. That the variable of age is not a significant factor in determining overall job satisfaction has also been confirmed by Finch (1981) and Davis (1981).

Thus although a majority of the studies reviewed above establish a positive relationship between age and job satisfaction, contradictory findings of a negative relationship and no relationship between the two are also available. This justifies further research into the field.

Intelligence and job satisfaction: It is difficult to say
whether intelligence as such can be considered a source of job satisfaction. Satisfaction is greater if a person's I.Q. is appropriate to the level of the skill required for his job and intelligent people are less satisfied doing repetitive work. Kriedt and Gadel (1953) reported a greater turnover in the case of the most intelligent workers. Suhaer (1962) investigated morale in an educational setting, using the incomplete sentence technique. The results showed intelligence to be negatively related to job satisfaction. Dull individuals displayed the least dissatisfaction in highly repetitive work, but when the work became fairly complex, considerable dissatisfaction was manifested, stated Snow (1927). Using data from national longitudinal studies of the labour market, Manfort (1980) explored the effect of intelligence on job satisfaction. The conclusion drawn was that in a number of jobs the more intelligent persons were the least satisfied.

A factor analytical study conducted by Phutela (1980) on teachers, however, showed significant loadings contributed by intelligence towards job satisfaction.

Contrary to the results of the above studies, Ash (1954) argued that no relationship exists between intelligence and job satisfaction.

The limited research evidence available in the field is to some extent conflicting. Intelligence contributes significantly
to job satisfaction in stimulating, challenging and creative work, while it has a negative effect on the same when the work is repetitive or mechanical. Here too the inconclusive findings leave scope for further exploration in the field.

SES and job satisfaction: The limited research work done to investigate the relationship between SES and job satisfaction does not reveal any definite trend of the effect of SES on job satisfaction. Thus there is scope for further exploration to provide evidence to lend support to the earlier findings.

The job satisfaction of 164 elementary teachers and 22 principals from 22 districts of New York was assessed by Merrill (1970). The results of one-tailed "t" and "F" tests showed that teachers with a high SES score were more satisfied than teachers belonging to a low SES. In a study (Parker, 1974) of 498 elementary teachers from 24 schools selected out of 1,241 schools at Virginia, a stepwise multiple regression analysis revealed SES to be a significant contributor to job satisfaction.

On the contrary, Hulin's (1966) analysis of data on female clerical workers (N=300) from catalogue order establishments reported a negative relationship between satisfaction scores and the prosperity of the community (SES).

Need satisfaction and job satisfaction: Work is motivated
by a variety of needs and provides a variety of satisfactions. While studying the job satisfaction of factory workers (N=200), Singh and Wherry (1963) reported that workers gave top priority to job security, meaning that the fulfilment of security needs was important to them. The results of Ganguli’s (1964) exploration on the job satisfaction of 120 foundry workers also highlighted the importance of security needs over either pay or advancement. While analyzing the factors leading to job satisfaction among 140 stenotypists, Lahiri (1965) emphasized job security as the most important factor contributing to job satisfaction. He, in a later study (1973), reported that it was not just the lower level workers who were concerned with job security. The satisfaction of security needs was important even for managers. Frank’s (1982) study proposed to determine the relationship between elements of a formal organizational structure and the job satisfaction of deans of Baccalaureate and higher degree nursing programmes. His results confirmed the point that satisfaction of the security need was significantly and positively related to job satisfaction, meaning thereby that satisfaction increased in proportion to the satisfaction of security needs.

As far as the satisfaction of social needs is concerned, Centers and Bugental (1966) selected a cross-section of the working population (N=692) to explore intrinsic and extrinsic motivators of job satisfaction. The results showed that women place a higher value on co-workers, an extrinsic motivator
contributing to job satisfaction, thereby supporting the earlier findings of Kuhlan (1963) that women were more satisfied with their jobs when their social needs were met. Blum (1968) too stated that family relations, recreational outlets and participation in activities of voluntary associations (social needs) contributed ultimately to job satisfaction. While examining the differences in the job satisfaction of 150 primary and secondary teachers belonging to urban, semi-urban and rural schools with respect to personal and professional teacher characteristics, Othman (1980) employed cross tabulations, factor analysis and regression analysis and concluded that relations with co-workers (social need) contributed significantly to job satisfaction. Major job satisfactions and dissatisfactions of 124 secondary business teachers from public secondary schools in Maryland investigated by Windley (1980) too revealed the relations with co-workers as one of the four most frequently mentioned items of a teacher's satisfaction.

With regard to the next need in the need hierarchy, i.e. satisfaction of ego needs, a review of literature by Karsh (1957) showed that job satisfaction was linked with the degree to which a worker could exercise his judgement and have control over how he spent his time and effort on the job (to have greater control over the work and be able to exercise judgement in his work had been considered as ego satisfying activities). Vroom (1962) asserts that jobs which afford exercise of individual judgement and initiative, provide for the use and development
of aptitudes and permit knowledge of the results of a person's performance were more ego satisfying than those which did not have these characteristics. A greater satisfaction was derived from ego satisfying work. Argyris (1964) found that challenging jobs which provided more opportunities for ego satisfaction were preferred to those which provided little ego satisfaction. In an earlier mentioned study by Phutela (1980), higher-level jobs were perceived as more satisfying to ego needs, thus making the worker more satisfied with their jobs. In a similar vein Pastor (1981) identified the areas of teacher motivation and teacher need-satisfaction and their relationship to the job satisfaction of randomly selected 150 secondary public school teachers and concluded that need satisfaction promoted job satisfaction.

The researches reviewed above, thus show a definite trend of increasing job satisfaction with the satisfaction of needs. The negative effect of need satisfaction on job satisfaction has not been noted by researchers from amongst the studies available to this researcher.

Job Satisfaction and Professional Characteristics

Salary and Job Satisfaction: Money in hand implies the capacity to buy many things and fulfil many needs. This seems to cause a direct bearing of salary on job satisfaction. Bose (1951) asked 400 miscellaneous industrial workers to rank job factors, in order of their importance to them. Adequate earnings were perceived as a way of satisfying needs and were thus ranked at
number one. The results of Ganguli's (1954-1964) efforts also lent support to the conclusions drawn by Bose. Probing into the relationship between needs reinforcer correspondence and the job satisfaction of 60 persons randomly selected from 94 education teacher coordinators belonging to Minnesota secondary schools, the results of Pearson's correlations in Olson's (1975) study showed a significant positive relationship between salary and job satisfaction. Stitt (1980) drew attention to the relationship of selected personal attributes and job satisfaction among 120 business teacher educators as measured by the MSQ. The analysis established that the predictor variables—salary level and prior teaching experience—contributed significantly to the canonical correlations (0.429). Eight demographic variables (sex, age, rank, experience at present institutions, previous experience, non-teaching work experience, higher degrees attained, salary levels) repeatedly occurred with three factors of job satisfaction—salary level, prior teaching experience and education level—and accounted for 36.7 per cent of the variance of Factor II Work Environment. The multivariate analysis of variance with Duncan's multiple range test and stepwise regression used by Sprague (1974) while studying the job satisfaction of university teachers, exhibited pronounced positive differences on job satisfaction made by salary. In Oni's (1979) factor analytic study on lecturers of the University of Lagos, four clusters of job aspects emerged as significant factors influencing job satisfaction, namely characteristics of work, characteristics of the individual, work atmosphere and supervision. The characteristics
of work atmosphere included pay as one of the important factors. Othman (1979) tested the differences in the job satisfaction of primary and secondary teachers (N=1521) of urban, semi-urban and rural schools, with respect to various teacher characteristics. Using cross tabulations factor analysis and regression analysis he found salary and advancement to be significant factors associated with job satisfaction.

Probing further beyond the realm of correlational studies, a few research efforts, but just a few, have used discriminant analysis. Ohnesian (1975), on a sample of 402 student personnel workers and using the Chi square test found salary appreciably related to job satisfaction. Boucher (1977) assessed the job satisfaction and expectations of 150 distributive education graduates by employing the "F" test and Chi square test. His findings support Ohnesian's claim.

To examine the perceptions of faculty members and selected administrators and the factors determining job satisfaction (N=949) at Alabama public junior colleges, Goodwin (1978) employed the analysis of variance and regression analysis. Most groups perceived salary to be an important factor affecting job satisfaction. Windley (1980) focussed attention on the effect of demographic variables on the job satisfaction of 124 secondary business teachers. The results indicate that teachers with high salaries are more satisfied than teachers with low salaries. Assad (1984), while studying the job satisfaction of women teachers, also found salary significantly related to job satisfaction.
In another study the relationship between the need for responsible work and job satisfaction among 296 new college graduates who were put to test by Stintzi (1970) revealed a slight departure from the above mentioned results. He found that satisfaction was not attained by paying the worker more, but that it was related to utilizing his ability or priority of work.

Although the empirical trend of evidences has led researchers to visualize the fact that salary is significantly related to job satisfaction, a few efforts have still been made to depict a factor analytic picture of this relationship and more so to denote salary as a potential predictor of job satisfaction. Thus an attempt in this direction, based upon the factor analytic and regressingal approaches, would be worthwhile.

Experience and job satisfaction: In dealing with the length of service, Herzberg et al. (1957) highlighted the point that workers begin with a high morale, which drops during the first year of service and remains low for a number of years. As service increases, the morale tends to go up. They concluded that tenure bears a "U" shaped relationship to job satisfaction. Hulin and Smith (1967) did not confirm Herzberg's results. Their data exhibited a linear relationship between experience and job satisfaction. According to Siegal (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 for about 20 years.

However, studies conducted by the American Vocational Association (AVA) on Home Economists (1948) made the point that teachers with more experience are more satisfied. Singh (1962) and Suhaer (1962) also lent support to the AVA findings. Using multilinear regression analysis and product moment correlations to study the job satisfaction among 396 health educators, Hafen (1971) found that experience contributed significantly and positively to job satisfaction. Experience was also found to be significantly and positively related to job satisfaction by Olson (1975).

Bowling (1974) attempted to exhibit the relationship between the leadership behaviour of 87 student personnel officers and the job satisfaction of their departmental heads through correlational techniques. His results too confirmed a significant and positive relationship between experience and job satisfaction.

Comparing teacher satisfactions and dissatisfactions (N=500) through factor analysis, Himelstein (1975) found that more experienced teachers were more satisfied than less experienced teachers. While studying job satisfaction among
Chinese teachers, Chen (1977) too found a significant and positive relationship between teaching experience and job satisfaction, revealing the fact that teachers begin with low job satisfaction, which then tends to increase as teaching experience increases. In factor analysis and canonical correlations computed by Stitt (1980) on data of 120 business educators, experience emerged as a significant contributor to job satisfaction. Likewise, an appreciable relationship between experience and job satisfaction was revealed in study of 120 administrators of Madison, Wisconsin School districts by Sullivan (1981) and Sinatra (1982) on 350 industrial safety professionals.

While investigating the relationship between a teacher's job satisfaction and selected personal characteristics by employing the two-way analysis of variance and the chi square test, Probe (1971) found experienced teachers more satisfied than others. Sprague (1974) examined 477 university faculty members of Kentucky by employing the multivariable analysis of variance, which clearly showed more experienced teachers to be more satisfied than less experienced ones. The two-way analysis of variance applied to the data of 192 teachers by Arcom (1983) gave results showing that 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 also got support from Amirtash (1983).
Evidence of failure to locate any significant change in job satisfaction as a result of experience is also available. Cory (1974) made an attempt to test job satisfaction among 362 vocational teachers by employing the analysis of variance and observed no difference in the job satisfaction score with change in experience. Bowen (1980) collected data on 100 teacher educators and concluded that they did not differ in their levels of job satisfaction with tenure. Using correlations and a stepwise regression analysis on the data of secondary school teachers, Haywood (1980) also found no relationship between experience and job satisfaction. Pinchak's (1983) investigation of the factors behind job satisfaction among 449 teacher coordinators resulted in no significant mean differences in job satisfaction between groups classified on length of teaching experience. Similar results have also been reported by Mace (1971), Schleiter (1972) and Woznaik (1973).

Studies in general, however, seem to suggest only that as the individual gains experience, he becomes more satisfied with job due to independence in decision making, responsibility, awareness and increased capability of adjustment to the environment.

Qualifications and job satisfaction: Hamlin (1966) pointed out that there was a significant difference in the degree of job satisfaction among groups of teachers possessing different personal characteristics, notably education. In the following
year, Kapoor (1967) investigated job satisfaction among 462 factory workers and found the more educated persons more satisfied than less educated ones. Williamson and Karra (1970) asked 34 female clerical workers to rank 10 job characteristics from Herzberg’s model. The results suggested that the female group with college education ranked motivators for self-actualization as significantly higher than female clerical workers who did not have college education. While assessing the job satisfaction of 322 workers, Rao (1970) found that the higher the educational level, the more was job satisfaction.

While making use of the correlation technique, Bowling (1974) confirmed the point that education was positively related to job satisfaction. Huang (1977) studied professional attitudes, commitment and related demographic variables as indicators of 450 Home Economists’ employment satisfaction. By using multiple correlations, he found a significant positive relationship between education levels and job satisfaction. Three models of the relationship between job satisfaction and life satisfaction were tested by Paul (1977). The results indicated a positive relationship between education and job satisfaction. More recently Stitt (1980) determined the relationship between selected personal attributes and the job satisfaction of 120 business teacher educators using canonical correlation and pointed out the existence of an appreciable positive relationship between the two variables—education and job satisfaction. Oni (1980) applied factor analysis to the data of lecturers at
the University of Lagos and revealed that lecturers holding high degrees were more satisfied than those with lower degrees. Principals' job satisfaction and background variables relating to E.S.L. student achievement in secondary schools were explored by Villafane (1981), who reported significant and positive relationships between age, education, experience and job satisfaction. Rachna (1982) worked on the job satisfaction of 114 Home Science teachers working in Delhi and highlighted the point that postgraduate teachers were more satisfied than graduate teachers. Sinatra's (1982) results (on a sample of industrial workers) also fell in line with Rachna.

Probing further than correlation studies, Merrill (1970) investigated job satisfaction among 164 elementary teachers and 22 Principals of New York by employing the one-tailed "t" and "F" tests whereby education was discovered to be positively related to job satisfaction. Probe (1971), on the basis of exploration of the relationship between a teacher's job satisfaction and selected personal characteristics of 344 teachers from public schools of Regina and Sarsakatoon, by employing the Chi square, the "t" test and the two-way analysis of variance, concluded that the more educated were more satisfied with their job's than their less educated counterparts. Varley (1973) assessed job satisfaction among 436 teachers and found that graduates from teachers' colleges were relatively more satisfied with their work than less qualified teachers. The
purpose of the study conducted by Clauson (1974) was to identify the job satisfaction of teachers in selected schools where the ESY (extended school years) programme had been implemented. The analysis of variance and multiple comparisons revealed that the more educated were more satisfied. Sagol (1979) tested job satisfaction of National Defence Academy faculty members (N=120) by using the analysis of variance and product moment correlations. He too found that the higher the level of education, the higher was the level of job satisfaction. Socio-personal factors in job satisfaction among 106 higher secondary teachers (65M + 41F) were studied by Tripathi et al. (1981). The calculations of "t" ratios revealed that trained graduates were more satisfied than untrained graduate teachers.

A non-significant relationship has been found between education and job satisfaction in certain studies. Hoppock (1935) took a sample of 500 teachers from 51 urban and rural communities in the north-eastern part of the U.S.A. to estimate their job satisfaction on four attitude scales. The survey revealed that education was not related to job satisfaction. Sinha and Sharma (1962) explored union attitudes and job satisfaction among 100 Indian workers without finding a significant relationship between education and job satisfaction. The results of studies conducted by Ghosh and
and Shukla (1967) and Sinha and Nair (1965) also fall in line with those of Sinha and Sharma (1962). The analysis of variance used to study vocational teachers (N=362) revealed no differences in job satisfaction with respect to education. Discriminant functional analysis and the analysis of variance used by Oladebo (1979) to assess the job satisfaction and dissatisfaction among secondary teachers (N=356) of Nigeria exhibited that education did not make any significant difference in job satisfaction. The job satisfaction of 128, 4-H agents in the North Carolina Agriculture Extension Service was probed by Feaster (1981) by using regression analysis and correlations and he crystallized the point that education was not significantly associated with job satisfaction.

In some factor analytic studies too similar results have been found. Ritters (1975) explored factors which affect job satisfaction and dissatisfaction among male and female inter-scholastic head coaches and reported that education made no significant difference in the level of their job satisfaction. Randomly selected 200 professionals and para professionals directly involved in the provision of programmatic and health care services for residents at Parlow State School Hospital were tested by Finch (1981). Education was again not a significant factor in determining overall job satisfaction. Factors related to job satisfaction among teacher coordinators in the Occupational Work Adjustment Programme in Ohio have also been the focus of the attention of Pinchak (1983), but education
did not come out as a significant factor contributing to job satisfaction.

Gierach (1981) studied the job satisfaction differences among 109 technical college science graduates. By employing the "t" test and Pearson product moment correlations, he too did not find any significant relationship between education levels and job satisfaction.

An inverse relationship was observed between the degrees of job satisfaction and the levels of education in studies conducted by Walker and Guest (1952) and Vollmert and Kinney (1955). Prasad (1965) studied the personality and some personal factors and job satisfaction of 50 clerks. Computations of "t" ratios disclosed that the less educated persons were more satisfied than those more educated. McDonald and Gunderson (1974) reported that satisfaction was negatively correlated with the subject's level of education and this was further substantiated by Chen (1977) and Futterman (1979). Monfort (1980) observed job satisfaction and its determinants in the lives of young workers using data from the National Longitudinal Studies of the Labour Market. The results revealed that the relationship between education and job satisfaction was problematic and not well established; generally, it was negative where it existed.

A majority of the studies reviewed above, however, establish a positive relationship of education with
job satisfaction. Findings of a negative relationship or no relationship are nonetheless prevalent. Thus it becomes difficult to make a cogent statement about the relationship and this justifies further research in the field.

Job Satisfaction and Organizational Variables

Organizational climate and job satisfaction: Organizational climate plays a significant role in promoting and achieving organizational objectives, academic achievements and satisfying work roles. Heller (1972) studied some possible determinants of job satisfaction in the educational setting. He reviewed Herzberg et al's (1959) determinants, Maslow's (1943) needs, Vroom's (1964) individual differences, Adam's (1965) inequity theory and Smith's (1963) frame of reference. There were three factors that seemed to influence job satisfaction, namely the organization's control, things under the control of the informal organization and the organization's group relations (organizational climate). Likert (1967), Ferris (1969), Pritchard and Karasick (1973) and Indirsen (1973) also reported a positive relationship between organizational climate and job satisfaction.

Dicaprio (1974) examined the relationship between organizational climate and job satisfaction in suburban and rural secondary schools. Biographical characteristics and
Job satisfaction were found related in a positive manner to organizational climate. Focussing his attention on a study of the relationship between job satisfaction and esprit, intimacy, aloofness, thrust and consideration (characteristics of organizational climate), Wyman (1974) found intimacy and aloofness having the greatest "r" (.68) with job satisfaction, thus confirming a strong positive relationship between the two. Govental (1974) and Shaw (1976) calculated the value of "r" for organizational climate and job satisfaction, which came to .70 and .86 respectively, indicating a significant relationship between organizational climate and job satisfaction, which was further supported by the results of Lavan's (1979), Indirsen's (1979) and Vernan's (1979) studies. The results of Roth's (1979) study of school Principals revealed that there was at least one statistically significant facet (P < .01)—the facet of organizational climate—that was capable of predicting satisfaction on each of the 21 sub-scales of the MSQ. Burke (1982) investigated leadership style as an independent variable and organizational climate and job satisfaction as dependent variables of 18 principals and 180 teachers. Using Pearson Product Correlations he found a significant relationship between some aspects of the OCDQ and five JDI (Job Description Index) scales. While studying achievement, organizational climate and job satisfaction among 238 teachers, Treacy (1982) found that organizational climate was a main factor affecting job satisfaction.
The results of Madonia's (1983) exploration also fell in line with Burke's findings.

It becomes evident from the above cited studies that job satisfaction is related to organizational climate and organizational climate is a significant factor in determining the job satisfaction of the individual.

Leadership behaviour and job satisfaction: Among 29 aircraft commanders, Halpin and Winer (1952) found a correlation of .94 between consideration (dimension of leadership behaviour) and job satisfaction. Pelz's (1951) findings suggests that the effects of the consideration dimension of leadership behaviour on job satisfaction depended upon the amount of influence exercised by the supervisor on his subordinates. The Survey Research Centre of the University of Michigan, on the basis of research efforts completed there, reported a consistent relationship between certain pattern of supervising behaviour and a worker's satisfaction (Kahn and Katz, 1953). The findings of research by Foa (1955) also confirmed the conclusions reached at the University of Michigan—a stern attitude on the part of the supervisor went together with lower satisfaction of the worker. Fleishman et al. (1956) explored the relationship between the consideration dimension of the leadership behaviour of foremen and the satisfaction of their subordinates and found both variables positively related. Their results were later confirmed by Seeman (1957).
Bowling (1974) focused his attention on determining the relationship between the leadership behaviour of 87 chief student personnel officers and the job satisfaction of their departmental heads. The results revealed a positive relationship between the two variables studied. Investigation of engineering teachers done by Indirsen (1974) showed that both dimensions of leadership behaviour (initiating structure and consideration) were significant predictors of job satisfaction. Washington (1975) also found job satisfaction highest in college academic department, when the chairperson's leadership style was high on both dimensions of leadership behaviour. Shaw (1976) examined the relationship of leadership behaviour and job satisfaction among 1,752 teachers by employing correlational analysis and found the value of "r" .72, implying a significant positive relationship between the two variables. The conclusions of this study were further supported by Ecker's (1979) and Cumming's (1979) results. Harlon (1980) studied the relationship between the perceived leadership behaviour of administrators and the job satisfaction of their subordinates. As many as 179 school counsellors, 54 psychologists and 47 social workers comprised the sample. Significant main effects upon job satisfaction were located for both consideration and initiating structure and the effect of consideration appeared to be stronger. De Vault (1983) focussed his attention on the job satisfaction of 270 teachers and Principals of secondary schools of Virginia. Both leadership style and teacher morale were
analyzed as single constructs and in terms of individual dimensions of factors. A significant positive relationship was found between leadership style and teacher morale. By employing Pearson correlations and the "t" test, Barnard (1983) explored job satisfaction among 580 teachers and revealed a positive relationship between Principals' scores on consideration and initiating structure and teachers' job satisfaction.

No significant relationship was found by Espy (1976) between teachers' job satisfaction and their Principals' leadership style. Guagulong (1981) investigated the leadership behaviour, maturity levels and job satisfaction of 151 elementary teachers. Statistical analysis, including Whitney's "U" test and Spearman's rank order coefficients, indicated that Principals' leadership behaviour did not contribute to teachers' job satisfaction. While studying the job satisfaction of 137 physical educators, Amirtash (1983) employed correlations and multiple regressions and reported no significant relationship between leadership style and job satisfaction.

Both initiating structure and consideration dimensions of leadership behaviour have been found to have a significant effect upon job satisfaction of subordinates. Although the effect of consideration has been found to be stronger than initiating structure (Harlon, 1980), there is still ample scope left for further exploration.
The related available research literature has been reviewed to shed light on the relationship of job satisfaction with personal, professional and organizational characteristics.

It indicates a positive relationship between the personal variables of age and need satisfaction with job satisfaction, but intelligence and SES lack enough research evidence to arrive at any conclusion.

As far as the relationship of professional variables and job satisfaction is concerned, job satisfaction increases with the increase in salary and experience. However, no definite conclusions can be drawn for the existing relationship between the level of education and job satisfaction.

In the case of organizational variables, organizational climate and leadership behaviour have been found to be positively related to job satisfaction.

The purpose of this review was not to present details of voluminous literature. Only a few studies have been described. Most of the literature referred to touched the problem in general. The constructs in the studies referred to need not have been defined and measured in the same manner as they have been in this investigation. Besides, the settings and objectives of different studies varied greatly.

A final point must be made. The literature lacks an indication
of which factors are better predictors of job satisfaction than others.

Hypotheses

Emanating from the review of related studies and directed towards the objectives of the present study, the following hypotheses were formulated:

I. Personal characteristics are significantly related to job satisfaction.

II. A significant relationship exists between professional characteristics and job satisfaction.

III. A significant relationship exists between organizational characteristics and job satisfaction.

IV. Personal, professional and organizational variables constitute unique constellations of group factor/factors with the criterion variable of job satisfaction.

V. Personal characteristics are significant predictors of job satisfaction.

VI. Professional characteristics are significant predictors of job satisfaction.

VII. Organizational characteristics are significant predictors of job satisfaction.

VIII. Personal, professional and organizational characteristics, when taken conjointly, contribute more to job satisfaction than when considered individually.