RESULTS AND DISCUSSION

Correlations

This chapter is devoted to the presentation of results and the discussion of the product moment correlations of the personal (age, intelligence, socio-economic status and need satisfaction), professional (experience, salary and qualifications) and organizational variables (organizational climate and leadership behaviour), with each of the 20 dimensions and summated score of job satisfaction taken one at a time. It may be pointed out that the above mentioned variables were found to be continuous and almost normally distributed (vide Table 4.2 and Table 4.3, Chapter IV).

In order to visualize a meaningful picture of the correlational analysis, the results have been discussed under three separate headings, i.e. "Personal characteristics and job satisfaction", "Professional characteristics and job satisfaction" and "Organizational variables and job satisfaction". Further, only such values of correlations as were found to be significant at or above the .05 level of statistical significance have been considered for discussion. Table 5.1 has been extracted from the larger intercorrelation matrix (Table 6.1, Chapter VI).
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* Significant at .05 level
** Significant at .01 level

Note: Decimal points omitted.
Table 5.2
Nature of Significant Coefficients of Correlations Between Personal, Professional and Organizational Characteristics and Job Satisfaction

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+Ve or -Ve Sign indicates type of relationship between the two variables.
Personal characteristics and job satisfaction

Under personal characteristics, the values of "r" between age, intelligence, socio-economic status and need satisfaction on the one hand and the variable of job satisfaction and its dimensions on the other, taken one at a time, were calculated. The correlations between age, SES and need satisfaction and job satisfaction, found to be significant, have been discussed. The value of "r" of intelligence with each of the 21 dimensions of job satisfaction did not reach the .05 level of significance and hence have not been taken up for interpretation.

Age and job satisfaction: Values as entered in Table 5.1 revealed positive and significant correlations between age and five out of the 21 dimensions of job satisfaction, namely profession, security, institution, workload and family life (r = .15, .15, .16, .17 and .19 respectively). A significant but negative correlation was found between age and growth and development (r = -.16). The values of "r" between age and the remaining dimensions of job satisfaction, i.e. salary, relations with colleagues, teacher-principal relations, teacher-student relations, working conditions, ability utilization, achievement, activity, community aspects, supervision, freedom, policies and practices, library policies and practices, recognition and total job satisfaction were found to be insignificant.
As to the significant positive relationship of the profession, security, institution, workload and family-life dimensions of job satisfaction with age, it may be said that the beginning teachers, till now accustomed to a carefree student life, face problems of adjustment to the work, including its physical and social environment, as well as to the changed expectations of the family and community. Gradually dissatisfied workers/teachers are weeded out, and the rest struggle to survive and move ahead. Also, with increasing age, an individual makes his or her own place and adjustment in the profession, acquires a position of responsibility, is made permanent in the job and is able to discharge duties with ease and expertize, consequent upon which he or she is likely to feel more satisfied and secure in the job.

Evidence in support of the positive relationship of age with job satisfaction was presented by Huang (1977) on a sample of 400 Home Science teachers. Similar findings were reported by Sullivan (1981), Smith (1982) and Pinchak (1983).

Conversely, as an individual advances more and more in age, his ability to move from one job to another decreases, thus reducing his chances of growth and development. With the passage of time, one is socially adjusted well and, due to mainly problems at the home front, such as children's studies, does not want to change jobs and move to other places. These seem to be the possible reason for the negative "r" between
Socio-economic status (SES) and job satisfaction: The value of \( r = -0.15 \), between the achievement dimension of job satisfaction and the socio-economic status of the person is significant at the .05 level. In other words, the lower the score on SES, the greater is the satisfaction with achievement and one's job and vice versa. High scores on SES are characteristics of a high-class hierarchy with more financial resources at hand. Persons belonging to a high socio-economic status can very easily fulfill their physical, security and social needs. This leads one to argue that a high socio-economic status increases the job expectations and aspirations of high scorers on SES more than it increases the ability to attain these. Moreover, teachers belonging to a high socio-economic status come to compare their achievements with the achievements of higher social reference groups in other jobs. This comparison is not likely to bring satisfaction with their jobs.

The results reveal that SES is significantly and negatively related to only the achievement dimension of job satisfaction (the remaining 20 dimensions correlate insignificantly with it). Therefore, SES can be considered a significant correlate of job satisfaction only in respect of its achievement dimension. Earlier, Hulin's (1966) analysis of female workers also reported a negative correlation between satisfaction scores and SES.
Need satisfaction and job satisfaction

Physical need satisfaction: Physical need satisfaction has a positive relationship with 10 out of 21 dimensions of job satisfaction, i.e. family life ($r = .30$), achievement ($r = .24$), profession ($r = .23$), ability utilization ($r = .21$), total job satisfaction, community aspects and work load ($rs = .18$), relations with colleagues ($r = .16$) are significant at .01 level; and teacher-student relations ($r = .14$) and activity ($r = .13$) are significant at .05 level vide Table 5.1

Satisfaction results from the gratification of needs. However, satisfaction is greater when a previously ungratified need is fulfilled than when a previously gratified need is fulfilled on an on-going basis. Satisfaction of physical needs is necessary for maintaining the individual's existence in the world and is largely dependent on the financial resources of an individual.

Work is the main source of one's income and an individual tries to fulfill his basic needs through the money earned from his work or profession. If his work fails to be financially rewarding, he is forced to leave it or to supplement his income with part-time jobs (money increases the ability to buy things, thus satisfying the basic needs). When physical needs are satisfied, an individual's family life becomes smooth, he gets more time for social interaction and can put in more efforts to achieve higher goals.
Maslow believed that people at work are motivated by a desire to satisfy a hierarchy of needs. Inherent in Maslow's (1954) hierarchy is the belief that the healthy individual desires to mature and develop and to use his native abilities to the extent that he realizes fully his human potential (Hall and Nougaim, 1968). Thus the satisfaction of physical needs in teachers also paves the way to the satisfaction of the achievement, profession and ability utilization dimensions of a job. This also explains the reason why physical need satisfaction is a correlate of 10 dimensions of job satisfaction.

Security need satisfaction: Satisfaction of security needs is positively related to 11 out of 21 dimensions of job satisfaction, namely family life \( (r = .23) \), relations with colleagues and achievement \( (r = .18) \), security, total job satisfaction and profession \( (rs = .17) \), ability, utilization, activity, community aspects and policies and practices \( (rs = .16) \), which are significant at .01 level, and institution, for which the value of \( r = .14 \) is significant at .05 level. The needs for a steady source of income and socio-psychological security for the individual and his family are considered social needs. The gratification of these needs ensures the present and secures the future of the individual and his family. With the satisfaction of security needs, one develops a sense of satisfaction with work and environment and wishes to cling to the same job. With the awareness that the same set-up is going to continue for a long period, one's relations with colleagues and neighbourhood become more congenial and stable.
Instead of exploring other job outlets, an individual tries to use his abilities to the maximum to achieve more in his profession and on the social front. By the time he feels secure in his job, he attains a senior position and gets more opportunities to exercise his potential. The job brings him a sense of achievement and adjustment in the work environment. It no longer remains a problem. Thus persons with a high degree of satisfaction of security needs exhibit high levels of job satisfaction.

The results of studies conducted by Ganguli (1964) and Lahiri (1965; 1973) on industrial workers and Frank (1982) on nurses also lend support to the view that security need satisfaction is important for job satisfaction. From the results of the present study, it can be inferred that the satisfaction of security needs is equally important and relevant in the job satisfaction of teachers.

Social need satisfaction: Table 5.1 depicts significant and positive correlations between social need satisfaction and 18 out of 21 dimensions of job satisfaction. Significant at .01 level, the values of 'r' are: relations with colleagues \(-r' = .36\); total job satisfaction \(r = .34\); teacher-principal relations, teacher-student relations and community aspects \(-r' = .26\); institution, working conditions and achievement \(-r' = .25\); profession \(-r' = .24\); activity \(-r' = .23\); security and supervision \(-r' = .22\); ability utilization, policies and
practices and family life—$r^2 = .21$; freedom—$r^2 = .19$; and workload—$r^2 = .18$. The value of "r" (.15), between social need satisfaction and growth and development is significant at .05 level.

In general, social needs are concerned with an individual's need for belonging to a group and his interpersonal relationship with other members of the group. Interaction with students, colleagues, the Principal and community and the opportunities or facilities provided by one's teaching job become the sources of social need satisfaction, which in turn generate still greater satisfaction with one's job and a positive attitude towards the institution, working conditions, workload policies and practices and growth and development.

The emergence of satisfaction of social needs as a correlate of job satisfaction in the present study falls in line with the results of Hardin et al. (1951), Kuhlen (1963) and Centers and Bugental (1966), all of whom conclude that women place a greater emphasis on good co-workers. Blum and Naylor (1968) too stated that family relations, recreational outlets and participation in activities of voluntary associations contribute ultimately to job satisfaction. The results of the present study are also in tune with those of the research efforts made by Othman (1979) and Windley (1979) to study the job satisfaction of teachers, showing that relations with co-workers is a significant factor in determining job satisfactio
Ego need satisfaction: The relationship of satisfaction of ego needs was found to be positive and significant with 13 out of 21 dimensions of job satisfaction. Table 5.1 reveals the values of "r" of ego need satisfaction with profession as .27, ability utilization and total job satisfaction as .24, relations with colleagues and activity as .22, community aspects and family life as .21, teacher-student relations and achievement as .18, workload as .17 and salary and freedom as .16, all of which are significant at .01 level, and working conditions as .13, which is significant at .05 level.

Ego needs are concerned with the individual's self-concept or esteem that may be generated because of a feeling of achievement in life and at work. These needs are concerned with the prestige an individual commands at his workplace, in his family, among neighbourhood friends and in the community. To be unemployed is a great threat to the ego and, therefore, every individual wants to get a job, whichever is available. If the work is such that it provides him a sense of achievement and opportunities to show his worth, he feels happy with the world of work itself and with what he gets in return for his inputs. He wants to stick to the job because of its own inherent interest and puts in more efforts to achieve more. The sense of completing difficult tasks, facing challenging situations successfully and achieving more than others further reinforces the satisfaction of his ego needs.
These results are similar to those of Gurin et al. (1960) who found that greater job satisfaction was derived from ego satisfying work. Argyris (1964) also stated that greater satisfaction of ego needs leads to greater job satisfaction.

Total need satisfaction: Total need satisfaction was found significantly and positively related to 17 out of 21 dimensions of job satisfaction. The values of 16 "r"s were found to be significant at .01 level—working conditions, freedom, security (rs = .17), policies and practices (r = .19), teacher-Principal relations (r = .20), institution (r = .21), workload (r = .22), teacher-student relations (r = .23), activity (r = .28), community aspects (r = .29), ability utilization and achievement (rs = .30), profession and job satisfaction (rs = .33) and relations with colleagues and family life (rs = .34). The value of "r" in respect of supervision (r = .15) was significant at the .05 level (vide Table 5.1).

These results are in line with those obtained through research by Schaffer (1953) and Bottenberg (1980), which revealed that job satisfaction was significantly related to the satisfaction of needs of the teachers.

Satisfaction of needs is very important for teachers. Dissatisfaction results either from the frustration or the non-gratification of an active need or from an interruption or threatened interruption of the confirmed gratification of previously gratified needs. When a job helps in satisfying
a teacher's needs, he works to stay longer in that job. Staying for a longer time at his job takes him to senior positions, where he can exercise his preferences, make decisions and gain a reasonable amount of autonomy. With better adjustment in the work environment, a teacher can spare more time for his professional growth. This explains why satisfaction of needs is linearly related to job satisfaction.

Professional characteristics and job satisfaction

Experience and job satisfaction: Table 5.1 reveals significant positive correlations of experience with job satisfaction dimensions of family life ($r = .19$), institution ($r = .17$), security ($r = .16$), profession ($r = .15$) and workload ($r = .14$), meaning thereby that the more the experience one gets in teaching, the greater is the satisfaction which the teacher draws out of it, particularly in terms of security and the very nature of the profession. With more experience, a teacher gets adjusted to his profession and secures a permanent place in it. Seniority and promotion are usually coupled with more experience and working at higher-level posts provide one with a greater degree of freedom both in decision making and in implementing the decision. Economically too one becomes more sound as one puts in a greater number of years in service, due to promotions or increments in salary earned. This roots one in a position capable of fulfilling family needs and achieving family goals in a much better way. With increased
professional experience, the teacher has to put in less effort to carry out the workload allotted to him because he then has a better understanding of the nature of the work to be done. This also makes the same work more enjoyable and less tiresome.

The findings of a positive relationship between experience and job satisfaction empirically support the earlier findings of Olson (1975), Chen (1977), Stitt (1980), Sullivan (1981) and Sinatra (1982) that experience is significantly and positively related to job satisfaction.

The negative relationship between experience and the possibility of growth and development \( (r = -.15) \) is in consonance with the negative correlation between age and growth and development, as stated earlier, and, similarly, may be attributed to the decreasing chances of promotion because of stagnation in the job at higher posts and the lack of mobility on the part of the teacher who may not like to leave his accustomed place due to family responsibilities and social adjustments.

Salary and job satisfaction: As is clear from Table 5.1, three dimensions of job satisfaction, namely family life, profession and working conditions, are positively and significantly correlated with salary, with the values of "r" being equal to .16, .15 and .13 respectively. In other words, as the salary in a job increases, a teacher finds the job more satisfying in terms of the status he holds in the job.
as also in his family. With the increase in salary, the teacher's ability to fulfill his family needs is strengthened, earning him greater respect at home, in the world of work and in society in general, thereby leading to the emergence of a state of satisfaction and a positive attitude towards the teaching profession and its working conditions.

These results are partially in line with the findings of Ohnesion (1975), Goodwin (1979), Oni (1980), Othman (1980) and Windley (1980), which indicated that teachers with high salaries were more satisfied than teachers with less salaries.

Qualifications and job satisfaction: Qualifications had a significant positive correlation (.05 level) with the possibility of growth and development ($r = .13$). Thus the higher the qualifications, the greater are the choices of professional growth and development and vice versa.

Teachers with high qualifications command more respect and recognition as compared to teachers with lower qualifications because of their increased knowledge, experience and skills. They get more opportunities to actively participate in the decision-making process and compete to rise in the same profession, leading the way to vertical mobility, e.g. from school teaching through college teaching to university teaching. These opportunities and promotional gains seem to be a plausible explanation for the fact that more qualified teachers have
more avenues for professional growth and development than less qualified teachers.

Barring one positive relationship between qualifications and growth and development, all other values of correlations between qualifications and various dimensions of job satisfaction (the remaining 20) do not reach the accepted level of significance. This supports the notion that high qualifications add to a teacher's professional growth and development, but may not necessarily lead to overall satisfaction with the job and its working conditions.

The results of the studies conducted by Oladebo (1979), Feaster (1981), Gierach (1981), Finch (1981) and Pinchak (1983) too revealed no significant differences in job satisfaction with any change in the educational level.

Organizational variables and job satisfaction: Organizational variables include eight subtests of organizational climate (disengagement, esprit, hindrance, intimacy, aloofness, production emphasis, thrust and consideration) and three measures of leadership behaviour (initiating structure, consideration and a summated score of leadership behaviour). Aloofness (a subtest of organizational climate) was not significantly related to any of the 20 dimensions and a summated score of job satisfaction. The values of "r" between the remaining seven subtests of organizational climate and three measures of leadership behaviour
on the one hand and job satisfaction along with its dimensions on the other have been discussed below, one by one.

Organizational climate and job satisfaction

Disengagement: Statistically significant rs of disengagement with 11 out of the 21 dimensions of job satisfaction, namely teacher-Principal relations -.30; working conditions -.20; total job satisfaction -.18; supervision -.16; relations with colleagues, institution, ability utilization, policies and practices -.15; and freedom -.13, show that the greater the disengagement, the lesser is the job satisfaction. This also reveals that teachers working in a task-oriented controlled situation are disengaged and thus not motivated by leaders towards achieving the goals of the institution. They are less satisfied with the above mentioned dimensions of job satisfaction and also lack overall job satisfaction. When the leaders of an educational institution—school, college or university—fail to challenge the staff towards goal accomplishment, the staff members merely go through the routine motions of completing a task, take less interest in day-to-day activities, are reluctant to agree with the decisions taken by the leader and exhibit less job satisfaction with the profession, institution, its policies and practices. Principals relations with colleagues become less harmonious, leading to interference in each other's work. Out of this situation
emerges a feeling of unconcern for each other's welfare and social participation is reduced to small selected groups.

The results of a study conducted by Davis (1981) also exhibit a negative correlation between disengagement and job satisfaction. The correlations of disengagement with salary, teacher-student relations, workload, achievement, community aspects, family life, growth and development, library policies and practices, security and recognition were also negative, but did not reach the .05 level of significance.

Hindrance: Significant and negative correlations were found between hindrance and overall job satisfaction and its 15 out of 20 dimensions. The values of "r" as entered in Table 5.1 are -.34 for profession; -.33 for achievement; -.31 for total job satisfaction; -.29 for ability utilization; -.28 for activity; -.24 for working conditions, workload and family life; -.22 for relations with colleagues; -.21 for institution; -.19 for community aspects; -.17 for teacher-student relations and policies and practices; -.16 for freedom; -.15 for teacher-Principal relations; and -.14 for security.

The correlations between hindrance and salary, supervision, growth and development, library policies and practices and recognition were also negative in nature, though insignificant.

The high scores on hindrance refer to a closed environment wherein the leader's delegation of members to committees,
routine duties and other requirements is thought to be unnecessary. In such a type of climate, Home Science teachers in the present study indicate less job satisfaction. Understandably so, because their relations with their Principals are less cordial, accompanied by a lack of freedom to participate in day-to-day activities and lack of motivation for discharging professional duty and achieving goals. There is an excessive amount of paperwork and routine reports, just to keep teachers busy, which seem to hinder the teachers in task-accomplishment.

Esprit: A positive and significant relationship is revealed in Table 6.1 between esprit and 15 dimensions of job satisfaction, namely relations with colleagues, teacher-Principal relations, profession, teacher-student relations, institution's working conditions, workload, ability utilization, achievement, activity, community aspects, supervision, family life, policies and practices and total job satisfaction. The range of the values of "r" is from .15 to .31.

Esprit refers to the social needs of faculty members. A high score on esprit depicts the fact that teachers have adequate opportunities to develop social relations with colleagues, their Principals and students. The congenial atmosphere helps them to perform their professional duties well and they are satisfied with the working conditions, the workload and the policies and practices of the institution.
All these factors go a long way in the satisfaction which teachers draw from their jobs.

The results of this study are in consonance with those reported by Wyman (1975), Davis (1981) and Amirtash (1982) that a positive relationship exists between esprit and job satisfaction.

The insignificant correlations of esprit with the remaining dimensions of job satisfaction, namely salary, freedom, growth and development, library policies and practices, security and recognition are also positive in nature.

Intimacy: Positive and significant rs were found between intimacy and relations with colleagues ($r = .13$) and intimacy and workload ($r = .17$). The values of r's with the remaining dimensions of job satisfaction were not found to be significant.

A climate of intimacy provides opportunities to the teachers to develop friendship within the work context. Therefore, their relations with their colleagues are bound to be healthy and intimate. Within the framework of the opportunities provided to establish associations in the institution and a feeling of satisfaction derived thereupon, they enjoy working with them without any resentment to even
a heavy workload.

Wyman (1975) and Amirtash (1982) also reported similar findings of a positive and significant relationship between intimacy and job satisfaction.

Production emphasis: The values of \( r \) between the production emphasis and job satisfaction dimensions of workload, teacher-Principal relations, profession and relations with colleagues were found to be .22, .18, .15 and .13 respectively. These values, positive and significant at or above the .05 level, imply that relations with colleagues and the Principal are more satisfying in an organizational climate wherein the leader is able to pay carefully supervised attention to the tasks of the teachers; when the teacher's workload is well planned; and when his abilities to teach the subject matter are well checked and the work well supervised, but directed to greater production emphasis in terms of work output rather than mere administrative supervision. The production emphasis in an organizational climate thus seems to generate a concern with the work as also an increased effort to be acquainted with the subject matter.

Thrust: Table 5.1 depicts that 15 out of 21 dimensions of job satisfaction, namely teacher-Principal relations \((r = .39)\), profession \((r = .30)\), relations with colleagues \((r = .29)\), total job satisfaction \((r = .28)\), family life \((r = .25)\),
activity (r = .23), institution and working conditions (r = .21), achievement and policies and practices (r = .20), workload (r = .19), ability utilization (r = .17), supervision and community aspects (r = .14) and growth and development (r = .13) have a significant relationship with the thrust dimension of organizational climate. Most of the values of "r" are significant at the .01 level.

In a thrust alienated organizational climate, the Principal (leader) goes out of the way to help his subordinates, gives constructive criticism, takes care of the personal welfare of teachers and sets an example for the teachers. The behaviour of such a leader is most encouraging and supporting. Teachers working under the leadership of such a person are likely to feel greater satisfaction in their relations with colleagues and the Principal, their work, the working conditions and the policies and practices of the institution. The thrust-oriented climate of an institution also provides greater opportunities of growth and development.

In tune with the results of the present study, the findings of Wyman (1975) also reveal the thrust dimension of organizational climate as being positively related to job satisfaction.

Consideration: Seven dimensions of job satisfaction, namely teacher-Principal relations—r = .25; relations with colleagues, achievement, activity and policies and practices—r = .17; total job satisfaction—r = .16; and ability utilization
—$r = .14$, were significantly and positively related with the consideration 0 dimension of organizational climate.

Consideration 0 refers to the ability of the leader to treat subordinates in a kind and socially oriented manner. The Principal understands the human qualities of the teacher. Thus the teacher feels satisfied with his or her relations with colleagues and the Principal and enjoys working in such conditions. In such an institutional climate, the abilities of the teachers are likely to be best utilized towards the achievement of instructional goals.

The results of the present study support the findings of Wyman's (1975) work which reveals a significant and positive relationship between consideration and job satisfaction.

Leadership behaviour and job satisfaction

Initiating structure: The correlations between the initiating structure dimension of leadership behaviour and 14 dimensions of job satisfaction, including teacher-Principal relations ($r = .36$), profession ($r = .31$), ability utilization ($r = .29$), total job satisfaction ($r = .28$), achievement, activity, institution ($r = .27$), working conditions ($r = .25$), family life ($r = .24$), community aspects ($r = .21$), workload ($r = .20$), supervision, policies and practices ($r = .19$), and relations with colleagues ($r = .17$), were found to be positive and significant at the .01 level (vide Table 5.1) and the value of
The correlation between initiating structure and freedom (r = .14) came out to be significant at the .05 level.

The existence of a positive relationship between initiating structure and 15 of the 21 dimensions of job satisfaction could best be explained by the inherent characteristics of a leader with an initiating structure. Initiating structure refers to a leader's behaviour in delineating the relationship between himself and members of the work group, and in endeavouring to establish well-defined patterns of organization, channels of communication and methods of procedure. It is true that the leader must lead—must initiate action and get things done. High scores on initiating structure imply that if the leader (in the present study the Principal of a school or college or the head of a university department) can initiate the staff towards goal achievement, the teachers not only experience satisfaction in their relationship with the Principal but also with the profession itself and with the institution and its functioning.

The results obtained in the present study with regard to the relationship between initiating structure and job satisfaction are similar to those of Indirsen (1973), Barnard (1983) and Sinprasong (1984), who reported a high score on initiating structure as being positively and significantly related to job satisfaction.
Consideration L: Table 5.1 exhibits positive correlations between the consideration dimension of leadership behaviour and the following dimensions of job satisfaction: institution—$r = .30$; teacher-Principal relations—$r = .29$; relations with colleagues—$r = .24$; total job satisfaction—$r = .23$; policies and practices—$r = .22$; profession—$r = .21$; and working conditions—$r = .16$, all of which are significant at the .01 level; and freedom—$r = .15$; achievement and activity—$r = .14$; ability utilization, supervision, workload, family life and library policies and practices $rs = .13$ which are significant at the .05 level.

The leader is not only supposed to initiate action, he also has to accomplish group goals through other people in the group without jeopardizing the intactness or integrity of the group and by maintaining good human relations. Consideration refers to behaviour indicative of friendship between the leader and the members of the staff. A high score on consideration means that the Principal is characterized by behaviour that generates friendship, mutual trust, warmth and respect in the interpersonal relationship with the staff. This type of behaviour stands to amply explain the positive attitude of the staff members towards the Principal and their colleagues, thereby leading to satisfaction with the job and its working conditions.

These findings are consistent with the findings of
Washington (1975), Davis (1981), Barnard (1983) and Sinprasong (1934) who found a positive and significant relationship between consideration and job satisfaction.

Total Leadership Behaviour

Positive and significant correlation, at the .01 level, were found between total leadership behaviour and teacher-Principal relations ($r = .38$), institution ($r = .34$), profession ($r = .30$), relations with colleagues, policies and practices ($r = .25$), working conditions ($r = .24$), ability utilization, achievement, activity ($r = .23$), family life ($r = .21$), supervision ($r = .19$), workload ($r = .18$), community aspects and freedom ($r = .17$) and total job satisfaction ($r = .30$). The values of "$r$" between leadership behaviour and library policies and practices ($r = .13$) were found to be significant at the .05 level.

Initiating structure and consideration—two dimensions of leadership behaviour—are not traits of leadership. They simply describe the behaviour of a leader as he operates in a given situation. A high score on leadership behaviour exhibits both the initiating ability and consideration of the leader, who, in carrying out a task, is thus capable of facilitating co-operative group action that is both efficient and effective. When the leader is both strong in initiating structure and shows high consideration for his group (in the present study Home Science teachers), the group members are
likely to be well adjusted and satisfied.

Similar to the results of the present study, Bowling (1974) and Shaw (1976) found significant positive correlations \((r = .72)\) between leadership behaviour and job satisfaction. De Vault (1981) too reported a significant relationship between leadership behaviour and job satisfaction \((r = .60)\).

Summary of Significant Correlations Between Personal Characteristics and Job Satisfaction

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>Dimensions of Job Satisfaction</th>
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<tbody>
<tr>
<td>Age</td>
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<tr>
<td>SES</td>
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<tr>
<td>Phy NS</td>
<td>RC Prof Abu Ach Act CA FL TJS TSR WL</td>
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<tr>
<td>Sec NS</td>
<td>RC Prof Abu Ach Act CA FL TJS Ins PP Sec</td>
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<tr>
<td>Soc NS</td>
<td>RC Prof Abu Ach Act CA FL TJS TSR WL Ins PP Sec</td>
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<tr>
<td>ENS</td>
<td>RC Prof Abu Ach Act CA FL TJS TSR WL WC F Sal J</td>
</tr>
<tr>
<td>TNS</td>
<td>RC Prof Abu Ach Act CA FL TJS TSR WL Ins PP WC Sup F</td>
</tr>
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</table>

Probing the nature and values of the correlation between personal characteristics and job satisfaction, it is seen that:

1. Among the personal characteristics under consideration (age, socio-economic status and need satisfaction), the measures
of need satisfaction emerge as a correlate of total job satisfaction as well as of most of the dimensions of job satisfaction, followed by the variable of age that does not correlate with total job satisfaction but is found to be positively related to five dimensions of job satisfaction, namely profession, institution, workload, family life and security; and negatively related to the growth and development dimension of job satisfaction. The weakest link persists between socio-economic status and job satisfaction in view of the fact that SES is found to be a correlate of neither total job satisfaction nor any of its 20 dimensions except achievement.

2. As far as the results regarding need satisfaction and job satisfaction are concerned, the satisfaction of physical needs seems to be the basic necessity in the teaching profession. When the physical needs of Home Science teachers are satisfied they become satisfied with the profession, relations with colleagues and students, workload, ability utilization, achievement, activity, community aspects and family life (as indicated by the positive correlation of physical need satisfaction and 10 dimensions of job satisfaction).

When the job, in addition to physical need satisfaction, provides the satisfaction of security needs, Home Science teachers, as indicated in the summary table above, remain satisfied with all dimensions of job satisfaction already found to be positively related with physical needs (except that they
cease to pay much attention to their workload and their students' cooperation) and at the same time also feel satisfied with additional dimensions of job satisfaction like institution, policies and practices and security.

Thus the satisfaction of security needs makes them feel secure and confident of staying on in that very job and enhances their social and environmental adjustment, resulting in satisfaction with relations with students, working conditions, workload supervision, freedom and the growth and development dimensions of job satisfaction. In other words, the satisfaction of higher-order needs (from physical to social needs) is associated with the satisfaction of a greater number of dimensions of job satisfaction, especially those which relate to internal job factors.

Such an assertion is in accordance with Maslow's postulate that the satisfaction of higher-order needs leads to one's seeking satisfaction of still higher needs. Furthermore, with the satisfaction of social needs, ego needs emerge and demand satisfaction. When a job caters to the satisfaction of ego needs, a teacher remains satisfied with his or her salary, relations with colleagues and students, profession, working conditions, workload, ability utilization, activity, community aspects, family life, freedom and total job satisfaction—mostly external factors of the job—but
starts looking critically at supervision, policies and practices, teacher-Principal relations, institution and growth and development—the internal job factors—which is indicative of a shift from the satisfaction of lower needs to the higher order needs. Thus from external job factors the teacher now seems to be moving to and clamouring for satisfaction from internal job factors.

The results obtained in the study validate to a considerable extent the theoretical formulations of Maslow's need hierarchy theory and his conceptualisation that, man's needs being arranged in a hierarchy, when the lower needs are satisfied, higher needs demand satisfaction and that the satisfaction of higher-order needs and previously unsatisfied needs give more satisfaction.

Thus the hypothesis I that "Personal characteristics are significantly related to job satisfaction" stands accepted in respect of age and need satisfaction. While the variable of intelligence failed to be a correlate of job satisfaction, socio-economic status was found to be significantly related to only one out of the 21 dimensions of job satisfaction.

Summary of Significant Correlations Between Professional Characteristics and Job Satisfaction

<table>
<thead>
<tr>
<th>Professional Characteristics</th>
<th>Dimensions of Job Satisfaction</th>
<th>Values of 'r'</th>
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<td>sig. at .01 level</td>
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<td>Experience</td>
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On the basis of the significant correlations found between professional characteristics and job satisfaction it can be concluded that:

1. None of the professional characteristics under consideration emerges as a significant correlate of total job satisfaction.

2. Different professional characteristics differentially relate to different dimensions of job satisfaction.

   (a) Experience is significantly and positively related to five dimensions of job satisfaction, namely institution, family life, security, profession and workload, meaning thereby that the more the experience gained in the teaching profession, the greater is the satisfaction with the job, especially in terms of security and the nature of the profession, and also the feeling of adjustment is greater. Putting a greater number of years in service also brings chances of promotion and increments, thereby equipping a teacher adequately to fulfil family needs and goals in a much better way than earlier. With increased professional experience, teachers get a basic understanding of the nature of the work. Thus their workload becomes less tiresome, but at the same time they start becoming less mobile, which reduces the chances of their professional growth and development vide the negative correlation between experience and the growth and development dimension of job satisfaction.

   (b) As compared to the professional variable of experience that was found to be significantly related with five dimensions of job satisfaction salary is significantly related to three job
satisfaction dimensions, namely family life, profession and working conditions, implying thereby that with an increase in salary a teacher, along with a feeling of satisfaction in fulfilling the needs of the family, develops a satisfied outlook and positive attitude towards his profession and working conditions.

(c) Qualifications are significantly related to only one dimension of job satisfaction—growth and development. It may be recalled that the growth and development dimension was found to be negatively related to experience and unrelated with salary. Thus higher qualifications, it seems, coupled with a teacher's increased knowledge, skills and understanding, enhance his professional growth and development.

(d) None of the job dimensions except family life and profession, which relate significantly to both experience and salary, indicate a consistent trend of being commonly related to the professional variables.

Thus the hypothesis II that "A significant relationship exists between professional characteristics and job satisfaction" stands partially accepted in respect of specific dimensions of job satisfaction. Professional variables do not emerge as correlates of total job satisfaction.
Summary of Significant Correlations Between Organizational Variables and Job Satisfaction

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<th>Organizational Variables</th>
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<td></td>
<td>Values of 'r'</td>
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<td>Sig. at .01 level</td>
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<tr>
<td>Disengagement</td>
<td>TPR WC Act Sup TJS</td>
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<td>Hindrance</td>
<td>TSR WC Act PP TJS RC Prof Ins WL Abu Ach CA FL F</td>
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<tr>
<td>Esprit</td>
<td>TPR Ach WC Act Sup TJS RC Prof Ins WL CA FL PP</td>
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<td>Intimacy</td>
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<td>Production Emphasis</td>
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<td>Thrust</td>
<td>TPR Ach WC Act PP TJS RC Prof Ins WL FL</td>
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<td>Consideration C</td>
<td>TPR Ach Act PP TJS RC Abu</td>
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<tr>
<td>Organizational Climate</td>
<td>TPR Prof WL RC</td>
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<td>Initiating Structure</td>
<td>RC TPR Prof Ins WC WL Abu Ach Act CA Sup FL PP TJS</td>
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<td>Consideration L</td>
<td>RL TPR Prof Ins WC PP Abu Ach Act Sup TJS</td>
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<td>Total Leadership</td>
<td>RC TPR Prof Ins WC WL Abu Ach Act CA Sup FL PP TJS</td>
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<tr>
<td>Behaviour</td>
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On the basis of the obtained correlations between organizational characteristics and job satisfaction, it can be stated that:

1. Esprit, thrust and consideration are positively and significantly related to total job satisfaction as well as to a majority of the dimensions of job satisfaction (14 and six respectively). High esprit, high thrust and high consideration are the characteristics of an open type of organization consisting of healthy and warm relationships among colleagues and understanding and encouraging attitudes of the Principal. Such a type of climate, it can be inferred, is conducive to job satisfaction. Teachers feel satisfied with the working conditions, policies and practices, workload, the institution, achievement and their ability utilization.

2. Disengagement and hindrance on the other hand are significantly and negatively related with total job satisfaction as also with a majority of its dimensions (disengagement with 11 dimensions, hindrance with 16 dimensions). An organizational climate characterized by high disengagement and high hindrance does not provide opportunities for teachers to achieve goals, thereby decreasing their concern with the institutions. Such a kind of institutional climate is perceived as closed and undemocratic wherein teachers feel bound and dissatisfied with their relations with colleagues and the Principal, with the working conditions, with supervision and with policies and practices of the institution. Their ability utilization also
remains untapped.

3. Intimacy and production emphasis measures of organizational climate do not seem to be as effective as esprit, thrust and consideration, disengagement and hindrance in being positively or negatively associated with total job satisfaction along with a majority of its dimensions. These two dimensions are positively related to only the relations with colleagues and workload dimensions of job satisfaction. In addition, production emphasis also relates to two more dimensions, namely teacher-Principal relations and profession. Thus, intimacy and production emphasis in an institution seem to generate satisfactory interpersonal (teachers and the Principal/Head of the Department) and intrapersonal (among the teachers) relations as also a positive attitude towards the profession and workload, but fail to associate with those factors of job satisfaction which are termed as job motivators (Herzberg et al. 1959), such as ability utilization, activity, growth and development.

4. The two measures of leadership behaviour, i.e. initiating structure and consideration, are found to be significantly related to total job satisfaction as also to its various dimensions—initiating structure to 14 dimensions and consideration to 13 dimensions of job satisfaction. This leads one to infer that when the leadership behaviour of Principals/Heads of the Department is characterized by
initiative to achieve the goals of the institution, with the provision of two-way communication channels to staff members, and there prevails an atmosphere of friendliness and trust, the teachers feel more satisfied with the job and its various facets in their world of work.

In the light of these results, the hypothesis III that "A significant relationship exists between organizational characteristics and job satisfaction" stands accepted.

To conclude, the correlations between personal characteristics on the one hand and job satisfaction along with its dimensions on the other have, in most of the cases, been found positive and significant at the .05 or .01 levels. The trend of the correlations of job satisfaction was more favourable with the measures of need satisfaction than with age and socio-economic status. The variable of intelligence did not emerge to be a correlate of job satisfaction (total or its dimensions). Thus need satisfaction in this context may be considered a correlate of job satisfaction along with most of its the dimensions. The correlation with regard to the various dimensions of job satisfaction reflected a trend in which age seemed to be favouring job satisfaction in respect of its dimensions of profession, institution, workload, family life and security, but dissatisfaction in terms of job, growth and development. SES appeared with a negative correlation with the achievement job dimension.

In general, these results lead to the inference that
to conceive of personal characteristics as correlates of job satisfaction is justified in respect of need satisfaction and to a limited extent in respect of age and SIS. On the basis of the correlations, the empirical validity of obtaining need satisfaction as a correlate of job satisfaction is established beyond chance, which speaks of thinking in terms of certain common elements which favoured both satisfaction of needs and satisfaction at the job.

This phenomenon can be better understood within the framework of Maslow's (1954) theory of the hierarchy of needs and Herzberg's (1959) conceptualization of the motivator and hygiene factors of job satisfaction. In the former, needs are arranged in a hierarchical order and the fulfilling of lower needs results in the demands for fulfilling higher-order needs. Beyond doubt, this shift in satisfaction from the lower to the higher-level needs seems to be equally potent in explaining the satisfaction with external hygienic factors (such as working conditions, workload, policies and practices and supervision), extending in scope to the satisfaction of internal factors (such as achievement, ability utilization and activity) in the present study.

It may amount to an over-generalization to say that the nature of the correlations between need satisfaction and job satisfaction in the present study validates Maslow's or Herzberg's two-factor theory by justifying the point that one becomes more
aware of his abilities when satisfaction comes from internal factors. Nevertheless, the fact remains that measures of need satisfaction do appear as correlates of job satisfaction and that the shift from lower to higher-order need satisfaction does accompany a shift in job satisfaction from the internal to the external dimensions. It may, however, be cautioned at this stage that prediction of job satisfaction on the basis of need satisfaction or vice versa too would amount to an overgeneralization. The issue of prediction will be dealt with more thoroughly in Chapter VII.

The results of the present study are not unusual. The evidence that need satisfaction and job satisfaction are positively related has already been demonstrated by Ganguli (1964), Vroom (1964), Srivastva (1974) and Bottenberg (1980).

There are also references of several other studies where significant correlations were found between age and job satisfaction (Parker, 1974; Chen, 1977) and between SES and job satisfaction (Hulin et al., 1963; Merrill, 1970).

Coming to the conclusion imminent to the discussion pertaining to the relationship between organizational characteristics and job satisfaction, it can be seen that:

Leadership behaviour, along with its measures of initiating structure and consideration L exhibits a consistent picture of correlations with total job satisfaction and also with its 13 dimensions, namely relations with colleagues,
teacher-Principal relations, profession, institution, working conditions, workload, ability utilization, achievement, activity, supervision, family life, freedom and policies and practices. Besides, initiating structure is a correlate of community aspects, and leadership behaviour (the measure derived from cumulative scores of initiating structure and consideration) is a correlate of community aspects and library policies and practices.

Initiating structure and consideration represent the two major classes of leadership behaviour. In other words, behaviour which is interpersonal in orientation (i.e. consideration), reflecting the extent to which the individual is likely to have job relationships characterized by mutual trust and respect for subordinate's ideas and consideration of their feelings, and behaviour which is goal or task-oriented (i.e. initiating structure) reflects the extent to which an individual is likely to define and structure his role and those of subordinates towards goal attainment. These characteristics of mutual trust, respect for colleagues' ideas and the leader's own goal-directed participation in achieving the group goals undoubtedly go a long way in job satisfaction, particularly in the teaching profession, in which interpersonal human relations are of vital importance.