Chapter 2
Review of Literature

The present study is based on profile and job satisfaction of personnel of Childline Project. Childline Project is a national toll-free telephone helpline for children in distress. A review of literature and research work on the subject of job satisfaction among personnel working in different settings / organisations was undertaken to understand the subject of the present study.

2.1 Job Satisfaction

Job satisfaction was first identified by Hoppinks (1935). Job satisfaction, despite decades of study in various settings, intrigues and propels newer research. The study of job satisfaction has expanded from the earlier industrial setting domain to other domains such as human service professionals, doctors, engineers, teachers, social workers, child care workers, counselors, nurses to name a few. The subject has been studied by researchers from various disciplines such as psychology, sociology, economics, social work, management and so on. Job satisfaction has also been studied in conjunction with other related issues such as motivation, job profile, job performance, job design, human relations, productivity etc.

As discussed in Chapter I, job satisfaction refer to happiness of an employee while working on his job. It is considered as a result of
combination of factors related to an employee's personality, personal and family life, environment and work place. Thus, a number of factors can have a bearing on job satisfaction. Though historically, blue and white collar employees in the industrial setting were the most researched on job satisfaction, attention is being paid to job satisfaction among employee groups and professionals such as doctors, nurses, Government employees, teachers, lecturers, Social Workers, specially child care workers, counselors and so on. Job satisfaction is a dynamic issue and hence the concept attracts research and experiments. A review of literature was undertaken to understand the work carried out in the realm of job satisfaction among personnel in a variety of work settings. Some of the studies on job satisfaction will be discussed in the following paragraphs.

The components of Job satisfaction include employee groups; rewards or monetary compensation in the form of salary, perks, incentives or other forms, working conditions, personnel policies and intrinsic or extrinsic factors that contribute or inhibit satisfaction. Job satisfaction can be better understood in relation to the context of personal variables of personnel such as study of relationship between job satisfaction and certain personal traits or variables such as age, sex etc.

Literature on Job Satisfaction provides insights on various dimensions. The Employee Job Satisfaction Survey 2009 identified the five top-most gratifying factors to be (i) job security, (ii) benefits, (iii) compensation /
pay, (iv) opportunities to use skills/abilities and (v) feeling safe in the workplace.

Various studies (Onu et al., 2005; Sur et al., 2004; Tutuncu and Kozak, 2006; Knowles, 1978; Salmond, 2006; Wiedmar, 1998; DeVaney and Chen, 2003; Greenberg, 1986) identified factors that influence job satisfaction. These include (i) inter-personal relationships, (ii) conditions of service, (iii) type of social insurance possessed, (iv) supervision, (v) promotion, (vi) job design, (vii) organisational environment, (viii) age, (ix) gender, (x) equal treatment by management, (xi) income and (xii) attitudes.

Two studies employing three questionnaires to examine whether personality factors predict job satisfaction concluded that personality does not have a strong or consistent influence either on what individuals perceived as important in their work environment or on their levels of job satisfaction (Furnham, Petrides, Jackson & Cotter 2002).

In a study of job satisfaction among academic staff of Malaysian University, the results indicated that, overall, the academic staff of the university had a moderate level of job satisfaction. In addition, current status, marital status, age and salary appear to have significant impact on the respondents' level of satisfaction' (Noordin & Jusoff: 2009). A study of job satisfaction among 53 teachers of Bangladesh found that both the male and female teachers are dissatisfied but the female
section was more dissatisfied than male teachers (Tasnim, 2006). In a study of academic professionals in tertiary institutions, it was found that a great proportion of academic staff was not satisfied with their jobs. Reasons for dissatisfaction included high volumes of work, inadequate salaries, allowances, loans to facilities purchase of housing stands and cars. (Chimanikire, Mutandwa et al., 2007).

In a study in the hospital setting, system dynamics model was used to explore staff retention and job satisfaction in a Maternity Department. The system dynamics model showed that an unfavourable spiral may be reversed by qualitative interventions. The study concluded that system dynamics may increase the understanding of factors determining staff retention, job satisfaction and work pressures in a hospital setting (Holmstrom & Elf, 2006).

A country-wide sampled study in the hospital setting covering 1066 nurses, 390 auxiliary nurses and 358 doctors of Norway on job satisfaction found that the only domain of work that significantly predicted high job satisfaction important for all groups was positive evaluation of local leadership. Analyses suggested that professional development is most important to doctors; experiencing support and feedback from the nearest superior was main explanatory variable for nurses. For auxiliary nurses, professional development and local
leadership were important for job satisfaction (Unni Krogstad, Hofoss et al., 2006)

Another study assessed the job satisfaction of nurses who worked in private psychiatric hospitals. A total of 3024 respondents completed the Employee Satisfaction Survey of which the Registered Nurses (N=546) reported fair levels of satisfaction. While they reported high level of pride in their hospitals but low levels of satisfaction with the parent company. Differences in satisfaction were as a function of work shift, supervisory role, work setting and tenure. The nurses were less satisfied than employees in all job classifications (Aronson, 2005). In another study in clinical setting on 23 Cardiac nurses, Bare (2004) found that nurses had a moderate level of job satisfaction. It was also found that the Motivational Factors and Hygiene Factors correlated almost equally with job satisfaction, meaning that nurses must be satisfied with both types of factors to be overall satisfied with their jobs. Another study on job satisfaction in UK studied 3962 nurses sampled through a combined and multi-stage approach. The study found that “no single pattern across time emerged”. The trend varied by branch and job satisfaction component. Nurses were least satisfied with pay and most satisfied with relationships at 6 and 18 months and with resources and relationships at 3 years (Murrells, Robinson & Griffiths, 2008).

A study on job satisfaction of college teachers of Punjab, found the level of job satisfaction of male college teachers was higher as compared to
their female counterparts. Majority of women teachers lamented that they have not got recognition for job and work done. It may also be attributed to dual nature of job both at workplace and homes for female teachers. The study revealed that rural college teachers were more satisfied as compared to urban college teachers because of their low expectations. Furthermore, Government owned College teachers were more satisfied than Government-aided and Self-financed College Teachers (Kaur & Sidana, 2010).

A comparative study for employee job satisfaction in two municipalities among 220 employees found the variable of management-democratic style of supervisor had the greatest effect on job satisfaction, followed by the variables of “level of role cleanness”, “health facilities”, “autonomy”, “and participation in decision”, “job involvement”, and “training and educational facilities” (Dogan, Hulusi, 2009).

A study of Secondary School teachers on job satisfaction and job status, gender and level of education as determinants found that the degree of job satisfaction in female teachers was more as compared to male teachers. PG Teachers revealed significantly greater degree of job satisfaction as compared to part-time teachers and teachers holding only a Post-graduate degree were significantly more satisfied that teachers holding Ph.D degree (Ali & Zuki, 2009). A Cyprus-based mixed methodology approach study among elementary and secondary school teachers and administrators to understand teacher job satisfaction found
intrinsic reasons of the aspiration to become a teacher was the source of job satisfaction. The sources for job dissatisfaction among teachers were social problems, students' misbehavior, lack of interest, a decline in teachers' respect, status, power relationships with national authorities and teachers' lack of voice in educational decision-making processes (Zembylas, Michalinos et al., 2004).

2.2 Social Workers / Child Care Workers

A study of characteristics and job satisfaction among 1,729 Child Welfare Workers in the US revealed that Child Welfare Workers having any graduate or social work degree in a non-urban setting were more satisfied than their peers. Regression results indicated that worker satisfaction is associated with quality of their supervision and urban setting but does not have a clearly independent relationship with having a degree in Social Work. (Barth, Lloyd et. al., 2008).

A group of US Social Workers were studied on turnover and job satisfaction. A discriminant function analysis differentiated respondents significantly on all aspects of job satisfaction. It was also found that for every one-unit increase in the satisfaction with organisational structure, salary and promotions, workers were 11.7 per cent and 17.4 per cent less likely to consider leaving their jobs respectively (Zembylas and Papanastasiou, 2004).
Results from survey of 82 Workplace Counselors indicated that role conflict was a significant predictor of the experience of burnout and that intrinsic job satisfaction was significantly predicted by the counselor’s perception of job challenges as well as level of organisational knowledge. It was also found that the strength of relationship between job satisfaction and challenge suggested that the experience of a challenging work environment is a key variable in accounting for workplace counselors’ satisfaction with their work (Wallace, 2004).

A study of job satisfaction among elementary school counselors conducted in 2001 indicated that they were satisfied. However, when compared with the studies carried out in 1988 and 1995, it actually declined. Demographic data and Minnesota Satisfaction Questionnaire (MSQ) were used for analyzing data (DeMato, & Curcio, 2004). Another study investigated job satisfaction among 122 vocational rehabilitation counselors using the Minnesota Satisfaction Questionnaire (MSQ) – short form. The study found significant general satisfaction level (Nerison, 1999). The results of an empirical study on job stress and job satisfaction on performance in a private manufacturing firm revealed that higher stress levels are related to lower performance while higher job satisfaction indicates higher performance (Shahu, Rashmi & Gole, 2008).

This study aimed to investigate the relationship between emotion regulation, perceived global stress and job satisfaction by taking into account the changes due to aging. The study covering 239 respondents
(males & females) employed in various economic sectors of Turkey found that emotion regulation is associated with decreased stress and increased job satisfaction, and stressors in life do not need to be work-related to decrease job satisfaction. Managerial style, job control and job insecurity also highly influenced job satisfaction (Mehmet & Simay, 2010). Occupational stress and job satisfaction among 40 Navy personnel revealed that a majority of respondents reported moderate levels of job satisfaction. High occupational stress was reported and attributed to an unknown superior's evaluation of one's workplace performance. Spector (1985) Job Satisfaction Scale (JSS) was used while the Job-related Tension Index (JRTI) was used for measuring occupational stress (Bokti, Liyana & Talib 2009).

2.3 Job Satisfaction & Job Performance

A happy employee is a productive employee. On average, the correlation between job satisfaction and productivity across studies was about $r = 0.30$. The magnitude of this is equivalent to prediction of phenomenon such as college grades etc. Studies have shown that increased job satisfaction leads to increased motivation (behavioral intentions), less apathy (low performance as withdrawal), and better worker mood, all of which increase efficiency and overall quality of job performance. In a meta-analysis, analyzing data from over 50,000 workers, again job satisfaction was estimated to modestly correlate with job performance, $r = 0.30$ (Judge, 2001). Another meta-analysis study had documented the relationship between various measures of job
satisfaction and job performance. In general, correlations are about $r = .30$, which indicate modest effects (Humphrey, 2007). Across two separate studies, using several different measures of job satisfaction, the researchers found that worker satisfaction modestly predicted job performance, with correlations ranging from $r = .23$ to $r = .38$ (Schleicher, 2004).

In a study of over 5,000 employees, employees self-reported their level of psychological wellbeing. This was then compared to supervisor ratings of job performance. The correlation between satisfaction and performance was $r = .36$, indicating a modest effect (Wright, 2007).

A key predictor of job performance is environmental congruence, or the fit between person and environment. Thus, environments that facilitate worker satisfaction are predictive of increased job performance and efficiency (Kieffer, 2004).

A variety of variables related to job satisfaction have been shown to predict performance. For example, job performance was predicted by work-life balance ($r = .32$), job security ($r = .29$), resources ($r = .34$), employer commitment ($r = .36$), and pay and benefits ($r = .26$) (Jacobs, 2007).

To conclude, the above review of studies portrays an overview of empirical research conducted for various personnel in different regions.
It can be stated that job satisfaction is result of both intrinsic and extrinsic factors. There seems to be consensus that job satisfaction is a dynamic concept. The facets of job satisfaction are varied and based on an individual's perception of factors relating to the job, job design, job characteristics and job enrichment, working environment, relations with supervisors and peers in the organisation, cognitive aspects such as recognition, esteem, feeling wanted etc. Needless to mention, these attributes / determinants have not been examined in the context of personnel of Childline Project. Therefore, there is a need to examine these factors in the Childline setting, which can have implication of the working / implementation, and which justifies in providing a system of justice to children.