CHAPTER I

JOB SATISFACTION

THE CONCEPT
Introduction

Job Satisfaction: The Concept

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JOB SATISFACTION – THE CONCEPT

INTRODUCTION

The destiny of India is being shaped in the classrooms, in which the teacher plays a significant role states the Kothari Education Commission Report 1964-66. A number of external and internal forces act upon a teacher that influence her/his behaviour in implementing the educational policy of a nation. It is one of the basic truth in education that the quality of education depends largely upon the quality of the teachers. Teachers occupy a place of unique significance in the social and national hierarchy and are called nation builders. Due to unique position and most valuable services, a teacher is rightly regarded as the king of himself and servant of mankind. (Rai, 1995) It is through teaching that the teacher brings about harmony in students and subject matter.

The teacher must know exactly what role he has to play in the society. It must be understood by him that he is no more expected to be simply
an agent and the conservator of the traditional culture of the society. The newly emerging expectations and aspirations of the Indian society enjoin upon the teacher that he makes use of his powers, experiences, skills and discretions in such a manner that a right sort of socialization within and outside the school situation is fostered by him. Therefore, teaching should be helpful to the child to adjust himself to his environment. The school can help the child to make successful adjustments by developing healthy attitudes and right knowledge to meet the environment with its growing complexities through teaching. Teaching can enable the child to equip himself with such habits, skills, attitudes and knowledge which he needs for his successful living in a complex environment.

In India, many social, political and economic factors put pressure on the educational system in which the teacher works as a "paid servant". He must know these factors very well and must play his role as an agent of
social change effectively.

Teacher's efforts will be considered fruitful if he produces hardworking, well-informed, energetic, disciplined, skilled, intelligent, well-cultured, enthusiastic and forward looking students. Citizens with sound character and good health is the need of the hour of our country. If the school teacher helps to achieve above mentioned expectations, he will be considered to be an effective agent of social change.

Modern society expects the teacher to play the role of a philosopher, a friend and a guide while undertaking the responsibility of education of the future citizens. The teacher is regarded not only as a giver of knowledge and information but also as director of learning activities, socializer and character builder.

The teacher's role in a dynamic society may be expressed in terms of the following functions given by Shukla (1970):
1. Giving pupils information and knowledge of different subjects with a view to develop desirable attitudes, thinking and understanding.

2. Developing qualities such as tolerance, honesty, courage, fearlessness which are necessary for a democratic way of life.

3. Moulding pupils in the art of leading a good family life.

4. Training pupils in the art of leading a good family life.

5. Preparing pupils for a vocation for earning livelihood.

6. Providing pupil's with education for leisure

Society expects a teacher to play the role of a friend, a philosopher and a guide of the pupils. As a friend of the pupils the teacher is expected to cultivate a very intimate attitude which is different from an attitude of familiarity
that breeds contempt. He is expected to take an active part on playground. A friendly environment is very much essential for imparting the culture that he has acquired. As a philosopher the teacher is expected to be a man of wisdom. Wisdom is nothing but knowledge in action. He must shoulder the responsibility of building the character of the pupils. In this regard the most effective method would be setting up an example by himself. A teacher would be successful in fulfilling his role as an intellectual guide of the young when he acquires good knowledge of the subject he has to deal with.

The teacher is of paramount importance in any system of education. The whole system of education revolves round the teacher. Teacher leads the students from the darkness of ignorance to the light of knowledge and understanding and helps to keep the lamp of civilization burning. In the words of Dr. S Radhakrishnan (1950),
"The teachers place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill, from generation to generation, and helps to keep the lamp of civilization burning."⁴

The teacher is the backbone of any educational system. In order to do the job of teaching well, the teacher should be well conversant with the skills of teaching and must have adequate mastery over the tricks of his trade. If we look back into the history of teacher education from ancient period to medieval period we find teachers were given the highest position and respect in the society. Gradually with the socio-economic changes, status of the teacher changed. The status of respect changed to neglect of teachers consequently there was change in attitude towards their job. Attitudes are the particular ways in which a person thinks, feels and acts. Attitude ranges from strongly positive to strongly negative.
Teachers should feel happy and proud to say, "I am a teacher" because the work of a teacher is the basis for the work of building of mankind out of innumerable professions in which man has involved himself, teaching is the noblest profession. It is the teacher, who plays an important role in moulding and shaping the personality of a child. The crucial role of a teacher in the national development has been nicely summed up by the National Education Commission (1964-66):

"Of all the factors which determine the quality of education and its contribution to national development – the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend. Teachers must therefore, be accorded an
honoured place in the society. Their emoluments and other service conditions should be adequate and satisfactory, having regard to their qualifications and responsibilities"^5

The teacher as a citizen has a special responsibility. This means the teacher must be prepared to participate in local, regional and national activities concerned with education and prepared to examine the issues from the point of view of the general as well as the professional interest.

WHY DO PEOPLE WORK:

Work is one of the central activities of life, a source of satisfaction and dissatisfaction, the basis of identity and the main object of motivation, it can be the cause of mental health or mental ill health. There is a definite relationship between mental health and job satisfaction – satisfied workers have better mental health.
According to Micheal Argyle (1972), work is the setting for several kinds of basic social behaviour – co-operation and helping in groups, assessment and appraisal. These forms of social behaviour take place in a complex environment setting which contains certain social organizations where people are all placed in definite relationships to one another. In any institution work is done in a way that gives satisfaction to those who do it.

Why do people work? If this question is asked to anyone, probably we will get a simple answer that they work because there is work to be done, because they like work or because they need to earn a living etc. Human nature shows a nice adaptation between propensity to work and the need to maintain a complex material culture. In order to survive man needs clothes, house and cultivated food and to provide all these there has to be persistent striving for the achievement of goals and co-operation in groups i.e. forming a social group where individual may work to earn their livelihood.
Work is one of the central activity of life and all of us live and work within the framework of some kind of organisation. Work is a social activity as all work roles require social interaction with other people. Behaviour at work is one of the most important and interesting forms of social behaviour. Social psychologists have been studying social behavior at work since the early 1930's. They have studied such things as behaviour in working groups, relation between workers and supervisors etc. They have also studied the conditions which result in the greatest job-satisfaction because the conditions under which an individual attempts, to accomplish something can greatly influence the efficiency and rapidity of his efforts.

CONDITIONS OF WORK:

There are some conditions which facilitate or hinder workers in the performance of their jobs. Conditions of work include:

1. Physical conditions of work,

2. Temporal conditions of work and
3. Psychological conditions of work

All the above mentioned factors interact to form the immediate physical environment of a job, and this environment helps to determine how well or how poorly the work is done.

1. Physical conditions of work:

The physical work environment includes everything from the parking facilities outside the institution, location and design of the building to the amount of light and noise received for performing the act. Inadequate parking space may irritate employees and their attitudes towards their jobs and the employers are negative before they even arrive at their work institution. The size of an school building also influence working relationships. All these factors, none of which involves the actual work itself can impair working efficiency of an individual on the job.

2. Temporal conditions of work:

A vital part of the overall work environment
is the amount of time spent on the job. The number of hours worked daily or weekly and the amount of rest allowed during working hours are capable of influencing morale and attitude towards the job.

3. Psychological conditions of work:

Other factors that make up the work environment are concerned with the nature of the job itself and its impact on the workers which may be called as the internal environment of the job. The individual who is engaged in work of his own choice and for which he is adequately prepared usually evinces interest in it and often he is enthusiastic about it and the worker may have positive attitude towards his profession.

**MEANING OF PROFESSION:**

The word profession has a broad meaning other than occupation, vocation or avocation. However, there is authoritative set of criteria by means of which we can distinguish professions from other occupations. Many definitions of the
word 'profession' have been proposed from time to time. These definitions are not regarded as authoritative because they don't reflect the common characteristics of a profession.

The major author on nature and organisation of professions, A. M Carr – Saunders, (1933) Opines.

"A little reflection shows that we now call a profession emerges when a number of persons are found to be practicing a definite technique upon a specialized training. A profession may perhaps be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary."

Carr – Saunders considers every occupation as a profession which is based on the specialized intellectual training and a 'fee-work'. It gives us an idea that only a paid work or
remunerative work can be considered for a real profession.

A profession, therefore, is a group of people organized and trained in certain techniques with a view to serve the society as well as to earn livelihood. Teaching is very vaguely referred to as a profession in India. Very few words such as occupation, vocation and avocation are so loosely used as the word profession. That ever were the new occupations, vocation or avocation a few years ago are now fully recognized and acknowledged as professions.

An occupation is a fairly general term meaning a particular action or course of action in which one is engaged. It also signifies the principle of business of one's life.

Vocation means the work in which a person is regularly employed which involves some skills. But a profession is a vocation in which a professed knowledge of some development or discipline of learning is used in its application to
the affairs of others or in the practice of an art founded upon it. So a profession is a social phenomenon.

Since a profession has a social purpose and has to perform certain specialized and specified functions, it is desirable on the part of a profession to have an understanding of the needs aspirations and ideals of the society unless the social needs are clearly able to evolve the most desirable means to satisfy the society.

R.H. Tawney (1920) holds that any legitimate occupation can be considered as a profession if it is efficiently organized to perform certain functions. He defines profession as "a trade which is organized, incompletely no doubt, but genuinely, for the performance of a function". Unlike Carr-Saunders, Tawney does not seem to attach any importance to the intellectual requirement of a professional work.

Tawney is not particular about remuneration to the practitioners of a profession. He
considers a profession:

“Not simply a collection of individuals who get a living for themselves by the same kind of work, nor it is merely a group which is organized exclusively for the economic protection of its members, though that is normally among its purpose”.

Myron Lieberman (1964), like Tawney, also attaches importance to the function performed in a profession. He stresses on two distinct functions i.e.

i. Functions to earn a livelihood,

ii. Functions to serve the society.

Thus, Myron Lieberman opines, “profession as a group of people organized and trained in its technique with an intention to serve the society as well as drawing salary for their livelihood.”
The society and profession are related to each other. These two agencies are inseparable and they cannot exist and operate in an isolated condition. The society needs the specialized services of various professions and the professions needs recognition from the society as agencies of service. The reciprocal relationship between the two agencies lead towards the sound functioning of any social order.

Almost every specialized and trained group begins to identify itself as a profession and many of the recognized professions such as engineering, medicine, law, etc. are some of the developing sub-professional groups which perform the less specialized skills of the profession.

In the words of Reddy (1969) a profession could be defined as:

"Cluster of occupational roles, that is roles in which the incumbent perform certain functions valued in the society"
in general and by these activities typically earn a living, at a full time job"\textsuperscript{12}

Each profession has its own definite and practical goal in serving the society. In addition, the profession is expected to posses certain communicable techniques or skills so as to enable the society to receive and use the material or services imparted by the profession. The service of the profession must improve the conditions of the society. If the professions are not altruistic in nature, there is possibility of group or professional rivalry, that mars the progress of professions and society as well.

The profession of teaching differs from other professions. The teaching profession is expected to communicate certain skills and thoughts to the society for the progress as well as the preservation, propagation and promotion of culture and training.

Misra (1961) writes about the origin of teaching profession as follows"
“Teaching as a profession originated from the government policy of providing for the instruction of the mass of the people, not through English but through the medium of their own language.”

CHARACTERISTICS OF A PROFESSION:

Different writers enlisted different characteristics of a profession.

Myron Liberman (1964) is of opinion that a profession should possess the following characteristics:

1. A definite, unique and social service to perform.

2. A long period of specialized training.

3. An emphasis upon intellectual technique in performing its services.

4. An emphasis upon the services to be rendered rather than economic gains to the
practitioners for the performance of social service provided to occupational groups.

5. A comprehensive self-governing organization of practitioners.

6. A code of ethics which has been clarified as ambiguous and doubtful points by concrete cases.

7. A broad based autonomy for individual practitioners and for an occupational group.

8. An acceptance by practitioners of personal responsibility for judgments made and acts performed.\textsuperscript{14}

Abraham Flexner (1965) enumerates six criteria of a profession as follows:

1. They involve essentially intellectual operations.

2. They draw their raw material from science and learning.

3. They work up this material to a practical and definite end.
4. They possess an educationally communicative techniques.

5. They tend towards self organization.

6. They become increasingly altruistic in nature.¹⁵

The National Education Association of the United States (1948) suggested the following criteria of a profession.

1. Involves activities essentially intellectual.

2. Demands continuous in service growth.

3. Requires extended professional preparation.

4. Affords a life career and permanent membership.

5. Sets up its own standards.


7. Sets up a strong, closely knit professional organisation.¹⁶
Horton (1983) listed the following ten criteria of a genuine profession:

1. A profession must satisfy an indispensable social needs and be based upon well established and socially acceptable scientific principles.

2. It must demand an adequate professional and cultured training.

3. It must demand the possession of a body of specialized and systemitized knowledge.

4. It must give evidence of needed skills that the general public does not possess that is, skills that are partly native and partly acquired.

5. It must have developed a scientific technique that is the result of tested experience.

6. It must require the exercise of discretion and judgment as to the time and manner of the performance of duty.
7. It must be a type of beneficial work, the result of which is not subject to standardization in terms of unit performance or time element.

8. It must have a group consciousness designed to extend scientific knowledge in technical language.

9. It must have sufficient self-impelling power to retain its members throughout life. It must not be used for a mere stepping stone to other occupations.

10. It must recognize its obligations to society by insisting that its members live up to an established and accepted codes of ethics.¹⁷

A glance at the above characteristics reveals that teaching also possess these characteristics and, therefore, may be rightly recognized as a profession. Infact teaching profession has to be considered as the "Mother of professions" because it meets all the
essential criteria of a profession like that of medicine, law or engineering.

These points of view necessitated the researcher to establish that the teaching is a profession. In the light of the following characteristics she made an attempt to justify that the teaching is a profession.

1. Implies a distinct and essential social function.

2. Involves essentially an intellectual social activity.

3. Requires specialized training.

4. Exalts service above personal gains.

5. Follows a self imposed code of ethics.

Teaching is a profession that can be described as an occupation which provides highly specialized intellectual services. Sheela Mangla (1992) has given three principle features of teaching profession:
1. A body of erudite knowledge, a set of attitude and a technique which is applied to the services of mankind through an educated group.

2. The standard of success is measured by accomplishment in serving the needs of the people rather than by personal gains, and

3. A system of control over the practise of the calling and the education of its practitioners through associations and codes of ethics.\textsuperscript{18}

Thus teaching profession is based on long specialized intellectual training, representing a high degree of creative thought and contributing to the development of a wide range of specialists.

The teaching profession is one of the helping profession. The basic purpose is to help pupils to learn.

The effectiveness of a teacher does not
depend upon how detailed descriptions he gives. Each teacher has a unique approach which is essentially his own. The teacher's task is to help the individual learner to discover his personal resources and to help him to develop them properly which is not an easy task to accomplish and the teacher's job becomes infinitely complex and everchanging, depending upon the changes taking place in the society. The teaching profession, therefore, is one of the most challenging profession. It is performed for others and not for oneself.

The indigenous members of the teaching profession are from the major pool of educated local people. The expansion of administrative and social services at a highly accelerated rate, and the need to find local people to fill the posts of key political significance, have converted the teaching profession from a profession for life into a "Bridge Occupation". The significance of this development has been analysed by R.Broom and J.H. Smith (1970) ¹⁹
The teaching profession has heavy responsibility for over and above professional competence, as a teacher of a particular discipline, he has the problem of how to contribute, in temporary and changing conditions, to the establishment of values leading to stability of character in individual pupils.

TEACHING:

Teaching is a complex human act performed by a complex human organism and directed towards more complex human organism i.e. a student in the complex situation i.e. classroom. The dictionary meaning of teaching is to impart knowledge or skill, give instruction, instil or inspire with (Oxford dictionary - 1995).

An attempt is made in this research project to examine a few definitions of teaching given by some scholars, to clarify the concept of teaching and to give idea about teaching – as a profession.
English H.B (1958) in his comprehensive dictionary of Psychology defines teaching as:

"Teaching is the art of assisting another to learn. It includes providing of information, appropriate situations, conditions or activities designed to facilitate learning."\(^{20}\)

Teaching is an interactive process which takes place between teacher and pupils and it occurs during definite activities. Flanders (1970) opines.

"Teaching behaviour by its very nature exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils, and the interchange itself is called teaching".\(^{21}\)

Thus, we can say that teaching is defined as an interactive process. Interaction means participation of both teacher and students and
the process in which both are benefited. The interaction takes place for achieving desired objectives.

In ancient India teaching was considered to be a solemn responsibility, a Guru was bound to discharge irrespective of the consideration of the fee in order to bring education within the reach of the poor. Teachers were expected to devote their lives to the cause of teaching with the spirit of self sacrifices. The society laid down the principle that both the public and the state should help financially to learned teachers and educational institutions very liberally.\textsuperscript{22} The major reason for the tremendous respect a teacher enjoyed was due to the spirit of his self sacrifice.

**EVOLUTION OF TEACHING AS A PROFESSION**

Teaching as an occupation is as old as law, engineering and medicine. However, teaching as a profession is one of the recent developments.
The emergence of teaching as a profession has to be viewed with the help of the history of other professions. Teaching in India is comparatively a new product, especially of the late 19th century because of its connection with religion. Unlike, law and medicine, teaching had broken off its ties or connections with religion in the beginning of 19th century. It emerged as a profession and acquired an independent status called the "teaching profession". The entry of the state into the field of education and support of schools gave a powerful aid to the development of teaching as a profession. Yet certain quarters or sections of the society do not consider teaching as equal in status to that of law, medicine and engineering. Moreover the custodians of teaching, the teachers, are assigned lesser professional status than that of lawyers, physicians and engineers.

The term profession as used in the modern establishments had no counterpart in the ancient societies or establishments. However, there existed a distinct three classic professions
namely, theology, law and medicine which have enjoyed prestige and have received high status for a long time in the west and east as well.

The professions except teaching had become secularized by the end of 16th century. Teaching, however, continued to be dominated by the church and teachers continued to be the member of the priesthood. Only law and medicine continued to be recognized professions throughout the 18th century because professions were regarded as the occupation of gentlemen. By the end of 18th century, the industrial revolution, scientific and technological innovations have created new areas of intellectual activity and new professions began to proliferate rapidly.

The 19th century brought the rapid rise and recognition of a cluster of new professions. Several occupations like architecture, engineering, dentistry, teaching, journalism, forestry, nursing, etc. are some of the vocations to which the status of profession was granted in all the developed societies.
THE EMERGENCE OF TEACHING PROFESSION:

Teaching, as already discussed, as an occupation is as old as law and medicine. Teaching as a profession is among the newest of the profession. The reason for the late emergence of the profession of teaching is due to its intimate connection with the church or religion.

The important factors for effective and successful teaching are teacher’s attitude, teaching skills, social and professional adjustment, his background and environment.

MEANING OF ATTITUDE:

Attitude is a broad term covering all the important fields of human knowledge. Attitude is an important variable in human behaviour which indicates individual’s likes or dislikes.

Before quoting important definitions, it is fruitful to bring out the salient features which contribute to the meaning of attitudes. The
following are the six features:

1. Attitudes refer to feelings and beliefs of individual or groups of individuals.

2. The feelings and beliefs are directed towards other people, objects or ideas.

3. Attitudes tend to result in behaviour or action.

4. Attitudes can fall anywhere along a continuum from very favorable to very unfavorable.

5. Attitudes endure.

6. All people irrespective of their status or intelligence, hold attitudes.\(^{23}\)

Munn (1973) considers attitude as:

"Attitudes are learned pre-dispositions towards aspects of our environment. They may be positively or negatively directed towards certain people service or institutions."\(^{24}\)
Though attitude is a learned predisposition to respond either positively or negatively to persons, situations or things, they carry a strong emotional component and, therefore, can never be neutral.

Blum and Naylor (1968) define attitude as -

"The beliefs, feelings and action tendencies of an individual or group of individuals towards objects, ideas and people. Quite often persons and objects or ideas become associated in the minds of individuals and as a result attitudes become multi-dimensional and complex".  

Attitudes provide the "frame of reference" for a person's life, all that he thinks, feels, sees and does is consistent with the references. Attitudes involve organization of motivational, emotional, perceptive and cognitive processes.

Robbins (1989) opines about attitude as follows:
"Attitudes are evaluative statements either favorable or unfavorable concerning objects, people or events. They reflect how one feels about something".  

Thus attitude is often defined as a tendency to react favorably or unfavorably towards particular stimuli such as racial, group, custom or an institution. Attitude for the teaching profession is generally discussed among academic circles. It is evident, that attitudes cannot be directly observed but must be inferred from the behavior, both verbal and non-verbal. Attitudinal scale yields a score based on the individual responses to a series of questions pertaining to the issues under investigations.

COMPONENTS OF ATTITUDES:

The term attitude is widely used in psychological testing. It has three elements:

1. A cognitive component (opinion or information) of belief or disbelief.
2. An affective or emotional component of likes or dislikes.

3. An action or conative behavioral habit component of readiness to respond.

Thus attitudes are the particular ways in which a person thinks, feels and acts. The affective component can be measured by physiological responses or verbal statements of dislikes or likes. The cognitive component may be measured by self-ratings and beliefs or by the amount of knowledge which a person has about a relevant topic. The behavioural component can be measured by direct observation of how the person behaves in a specific situation but is also very often measured by his self report of how he would behave.27

RANGE OF ATTITUDES:

Attitudes range from strongly positive to strongly negative. By “Positive” we mean that the person involved shows some tendency to approach the object towards which they have
the positive attitude, while "negative" refers to a pre-disposition to avoid the object, in most cases strong negative or strong positive attitudes are accompanied by intense feelings.\textsuperscript{28}

MEASUREMENT OF ATTITUDE:

Attitude is a mental readiness which carry a strong emotional component and, therefore, can never be neutral. Hence, it is quite evident, that attitudes cannot be directly measured but must be inferred from the responses. In order to collect responses attitudinal scale is used. The first scale for measuring attitude was developed by Bogardus (1924), leading to Thurstone (1929) and Likert (1932) scale's.

A The Bogardus Social Distance Scale:

Bogardus (1924) developed a series of statements representing different degrees of social intimacy for varying social groups. The sample (subject) indicates the degree of relationship of which they would admit members of a given group. This particular test is used in
assessing attitudes relating to racial or ethnic prejudice (Ghosh, 1992). 29

B Thurstone's Attitude Scale:

Many attitude scales are based on a construction technique devised by Thurstone. In constructing a scale for measuring attitudes toward a specific issue or a group, the first step involves collecting a large number of statements representing various stands or position in the issue. These statements are to be given to a number of judges, who are asked to sort them into 11 piles according to the stand or position represented by each statement. Thus, the statements representing the most extreme stands on the issues are to be placed in the end piles while those representing neutral or moderate stands are to be placed in the middle piles.

When there is considerable disagreement among the judges about the position or stand of a particular statement, that statement is discarded. The final scale, then, is composed of
11 or more statements that represent clearly defined position on the issue. Each of three final statements is then assigned a scale value based on the median scale position given by the judges. For examples, if half of the judges assign a particular statement to position 3.0 or lower, and the other half assign it to a position 3.0 or higher, the median or scale position of the statement would be 3.5 (Ghosh, 1992).\textsuperscript{30}

C The Likert Attitude Scale:

Likert suggested the use of an attitude scoring technique that is simpler than the Thurstone method. In the Likert scale each item, or statement in the attitude scale is followed by five responses, one of which is checked by the subject. The responses, indicating the degree of strength of attitude are:

- Strongly Agree (SA).
- Agree (A).
- Undecided (UD).
- Disagree (D).
- Strongly disagree (SD).
Arbitrary scoring weights of 1, 2, 3, 4, 5 or 5, 4, 3, 2, 1 are assigned for the respective responses. An individual's score on a particular attitude scale is the sum of his ratings on all items. The advantage of Likert's method is that it avoids the use of a group of judges to arrange statements into categories representing degrees of favorableness or unfavorableness as in the case of Thurstone method (Ghosh, 1992).31

ATTITUDE OF WORKERS TOWARDS THEIR WORK:

Attitude of workers vary from extreme discontent and bitterness to almost complete happiness, satisfaction and loyalty. Many factors contribute to this variation in feeling. Attitude towards one's profession is important both by way of professional pride as well as determining the level of commitment towards the profession. But negative attitude of the members of the profession can create a considerable damage to the profession. Similarly, a positive attitude can considerably enhance the prestige of the profession.
The individual who is engaged in work of his own choice and for which he is adequately prepared usually evinces interest in it and often he is enthusiastic about it, inspite of other undesirable elements in the situation. A worker's attitude towards his job, his supervisor, his fellow workers or the institutions itself affects the success and value of his work. The worker whose attitude towards all phases of his work is favorable is a contented and effective worker.

A worker's chance to perform adequately on the job and to experience personal satisfaction in the work are conditioned by:

- Vocational selection based upon personal interest in the work and ability to meet its demands.
- Available job opportunities.
- Healthy working conditions.
- Intelligent and understanding supervision.
- Pleasant co-workers relationship and
- Adequate financial remuneration.\(^{32}\)
TEACHER'S ATTITUDE:

Teachers attitude towards their profession may be considered the most responsible factor which predicts the success in the profession and hence provides satisfactory professional adjustment by revealing the natural bent, the strength of different dispositions, tendencies and capacities inherent in the original constitution of professional behavior. Another important factor which is correlated with the professional behavior is the effective classroom communication between the teacher and the students for the proper educational growth of the student. Teaching profession is the profession which involves largest number of individuals to interact with each other. It influences the life of other individuals to such an extent that there is practically no one who at sometimes or other comes to recognize its importance. Besides, this formation of attitudes towards life and society to a large extent depends upon the period individual spends in teaching process.
If an individual is to develop a successful and satisfying pattern in his daily life activities and relationships, it is essential that he recognizes and understands the various areas of adjustment. Human adjustment is a complex process. The making of desirable adjustments to the various demands of life is influenced by the differing inherited characteristics and varying environmental conditions and situations to which he is exposed.

MEANING AND DEFINITION OF SATISFACTION:

Satisfaction is an emotional response which can only be discovered by a process of introspection, that is an act of conceptual identification directed to one's mental contents and process. Satisfaction is an essential factor in any work, unless a man is satisfied with his work it is very difficult for him to carry out that activity efficiently. It is also true for the job in which he is involved.  

Before proceeding to job-satisfaction, it is
useful to understand the meaning of satisfaction.

MEANING OF SATISFACTION:

James Price (1972) defines satisfaction as:

"Satisfaction is the degree to which the members of a social system have a positive affective orientation towards membership in the system. Members who have a positive affective orientation are satisfied, whereas members who have a negative affective orientation are dissatisfied."$^{34}$

Satisfaction refers to a person's affective attitude or orientation towards a job. It is one of the measures of quality of life. Recognition in society is now being given to the importance of the kinds of affective reactions that people experience on the job which meet a person's need and if it is not so a person may be considered as dissatisfied in a given situation.
Porters (1968) view regarding satisfaction is as follows:

"Satisfaction is the extent to which rewards actually received meet or exceed the perceived equitable level of rewards. The greater the failure of actual rewards to meet or exceed perceived equitable rewards, the most dissatisfied a person is considered to be in a given situation".  

Super D.E (1939) in his definition, opines that,

"Work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate actlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play
the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.  

JOB SATISFACTION – WHAT IS JOB SATISFACTION:

Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with such specific factors as salary, service conditions, advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job and other benefits.

In case of job satisfaction of teachers there are certain other factors also which are important such as intrinsic aspect and rapport with students etc. However, a more comprehensive approach requires that all those factors which influence a job be included so that complete understanding of job satisfaction is achieved. Such factors as employees health,
age, desires, temperament and level of aspiration should also be considered. (Dr Meera Dixit 1993)

Job satisfaction is, of course, basically an individual matter. It is the result of various attitudes possessed by the employee. Job satisfaction refers to one's feelings towards one's job. It can only be inferred but not seen and is often determined by how well outcomes meet to exceed expectations. Satisfaction in one's job means increased commitment in the fulfillment of formal requirements. Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Job satisfaction is an important element in employer and employee relationship. Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill important job values, provided these values are compatible with one's needs.

The terms job satisfaction and job attitudes
are typically used interchangeably. Both refers to effective orientation on the part of individuals towards their work roles which they are occupying. Positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitudes towards the job indicate job dissatisfaction.

Though the terms job satisfaction and attitudes are used interchangeably, there are differences between the two. Attitudes, as was mentioned earlier, refers to predisposition to respond. Job satisfaction, on the other hand, relates to performance factors. Attitudes reflect one’s feeling towards individual, organization and object. But satisfaction refers to one’s attitude to a job. Job satisfaction is, therefore, a specific subset of attitudes. (Aswathappa, 2000)\textsuperscript{37}

\textbf{SOME DEFINITIONS OF JOB SATISFACTION:}

It is generally observed that a competent person in any field, usually enjoys a greater
sense of job satisfaction. If the teacher is professionally satisfied then he will have friendly attitude, great enthusiasm and a sense of security. Such a teacher contributes immensely towards the educational advancement of children. A teacher who is satisfied with his job is also a teacher of high morale and such teachers are boon to any educational institution as well as to the society.

Blum and Naylor (1968) define job satisfaction as:

"The result of various attitudes the employee holds towards his job, towards related factors, and towards life in general".\(^3^8\)

Job satisfaction, in simple words, is an individuals emotional reaction to the job itself. It is a person's attitude towards the job which is the result of various attitudes possessed by an employee, these attitudes may be towards various aspects of the job and related factors. The attitudes may be towards pay, supervision,
administration policy, etc. Similarly, job satisfaction may be affected by individual characteristics as well as by group relation outside the job.

Page and Thomson (1979) defined job satisfaction in their International Dictionary of Education as:

"Job satisfaction is the extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content".  ^{39}

A person who is engaged in work of his own choice and for which he is adequately prepared usually evinces interest in it and often remain satisfied with that work in that environment.

Webster's Dictionary (1991) gives the following meaning of the term job satisfaction
as "Fulfillment of a need or want from a piece of work".  

Job satisfaction can be defined as the fulfillment of individual needs from the job in which he is involved. This shows that employees satisfaction with his work and work performance will only be high when he fulfills the basic needs.

Robert Hoppocks (1935) states about job satisfaction as follows:

"Job satisfaction is the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want".  

Beena Shah (1983) in Determinants of Teacher Effectiveness defined job satisfaction as:

"The extent to which the
individuals needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation.\textsuperscript{42}

Job satisfaction and job dissatisfaction are seen as function of perceived relationship between what one wants from one's job and what one perceives it as offering or entailing. Job satisfaction may be global or specific.

Vroom (1978) says about job satisfaction as:

"Job satisfaction is a set of favorable or unfavorable feelings and emotions with which individuals view their work. Job satisfaction is an affective attitude a feeling of relative like or dislike towards work role which they act.\textsuperscript{43}

According to Ronan (1970):

"Job satisfaction is the expressed
opinion concerning the job, the organization, and variables related to job context".

Thus, job satisfaction is a positive emotional state resulting from the perception of one's job fulfilling or allowing the fulfillment of one's job values, provided these values are compatible with one's needs. Since a job is not an entity or a physical thing, but a complex inter-relationships of roles, responsibilities, interactions, incentives and rewards. So, job satisfaction is intimately related to all of them. Job satisfaction is highly subjective, general impression of the benefits that derive from the job. Clearly, this variable is critically linked to perception. If job satisfaction is to be improved, the workers perception of the job, characteristics, supervision and the general organisation climate must be positive.

Job satisfaction is as important in the teaching profession as it is in any other profession. If an individual worker is satisfied with his work, he is not only the person who is
benefited by it but others too get profit. Job satisfaction improves the performance as well as the effectiveness of an individual, irrespective of the nature of work.

**FACTORS INFLUENCING JOB SATISFACTION:**

Job satisfaction refers to a set of attitudes that employees have about their jobs. We may describe it as the psychological disposition of people towards their jobs-how they feel about the work and this involves a collection of numerous attitudes or feelings. Thus job-satisfaction or dissatisfaction depends on a large number of factors, these factors can influence job-satisfaction. These factors may be classified under two groups (Blum and Naylor, 1968).\[^{45}\]

1. Characteristics of the individual,
2. Characteristics of the job.
CHARACTERISTICS OF THE INDIVIDUAL:

The following characteristics of an individual affect the job satisfaction of an Employee:

1. **Individual differences:**

   Individual difference is one of the factor influencing job-satisfaction because each one is different in his habits, attitudes, nature etc. so each one differs in his perception about self, his job and the organization he works for. A person may be fully satisfied with his job and the organization while others may be fully dissatisfied. Some others may be quite indifferent in the similar work environment. Thus individual differences provides the extend of job satisfaction. (Blum and Naylor, 1968).

2. **Age:**

   There are difference of opinions regarding correlation between age and job-satisfaction. Herzberg (1959) has established an important correlation between age and job satisfaction. According to him, in the early years
of his employment, the morale of the youth is high and it decreases after sometime. Some other researchers show that taking into account the occupational level constant, that there is generally a positive correlation between age and job-satisfaction up to the age of early sixties and then there is a sharp decrease. On the other hand, there are studies that show no relationship between age and job-satisfaction.

3. **Educational level and intelligence:**

   There is a relatively constant trend of evidence which indicates that, with occupational level held constant, there is negative relationship between educational level and job-satisfaction particularly his pay satisfaction. (Blum and Naylor, 1968). ⁴⁷

4. **Sex:**

   One of the studies in this subject revealed that women workers are more satisfied with their job than men inspite of the fact that men and women were getting the same pay and status. (Blum and Naylor, 1968, Hullin and Smith, 1964). ⁴⁸
CHARACTERISTICS OF THE JOB:

There are different job characteristics that are related to job-satisfaction. These are as follows:

1. **Occupational level:**
   
The general conclusion of various studies shows that the higher the level of job, the greater the job-satisfaction. Various needs are being satisfied at different levels of job. Porter (1962) established that higher level jobs satisfy the ego of the person because they get high status, and more pay. In society, people value some jobs higher than others hence they like such highly valued jobs in comparison to lower level jobs and they feel themselves more satisfied as soon as they get it.

2. **Job content:**
   
Herzberg (1959), in his two factor theory, has identified one of the factors of job satisfaction as job content (intrinsic) and other as job-context (extrinsic). The intrinsic value of job differs from man to man, so job-satisfaction
also differs. A person is satisfied with his job and has the capability of performing it well, the other prefers that job only because, he gets recognition in the group or society. The others may be interested because it is easy to perform. Whatevsoever may be the reason for accepting the job? They may feel him satisfied or dissatisfied with the job due to number of reasons.

The second set of job characteristics has been identified as job context factors or extrinsic factors. These factors focus on the context in which a job is done and job features that are determined by external events or other people. The most common dimension appear to be:

3. **Pay and promotional opportunities:**

These two variables are positively related to job-satisfaction. That is both of these variables tied up with occupational level and social prestige, in addition each of these variables also has the capacity to fulfill an increasing number of needs. If there are
promotional avenues open in a particular job the person concerned will feel satisfied because promotional avenues are important considerations in job satisfaction. (Blum and Naylar, 1968).50

4. Considerate leadership:

There is a large number of research studies that point out to the conclusion that considerate leadership results in higher job-satisfaction than inconsiderate leadership. (Blum and Naylar, 1968).

5. Social interaction and working in a group:

Interaction of people with others or group may result in job-satisfaction and dissatisfaction. If interaction is not satisfying a person may withdraw himself in case of voluntary group but it is not always possible in an organizational group to withdraw and the result is frustrating and the more the interaction, the more the frustration. The interaction is more satisfying if other's behaviour in the group is
similar to his own and others recognize him or
when interaction facilitates him in the
achievement of goals. (Blum and Naylor, 1968).

6. Security of job:

Security of job is an important factor in
determining the job-satisfaction. If the institution
provides job security, the people in institution
feel satisfied and if they are quite insecure
they will be frustrated. Job security is an
important consideration, teachers working in
government aided schools have job security.
(Blum and Naylor, 1968).

7. Attending and solving problems:

It is desirable that complaints of the
teachers should be heard and the problems
should be solved as far as possible. This is very
much important for smooth functioning of the
institution because one's teachers lose
confidence in the manager and management may
become frustrated... (Blum and Naylor, 1968). 51
8. **Respect of creative suggestions:**

Generally speaking, the employee working under a particular set of conditions is best qualified to say how and where improvements can be made. If workers are encouraged to suggest ways and means of improving the condition of work. They often come up with very valuable ideas. This helps in increasing job-satisfaction because when the work is praised for giving good ideas, he tends to pay more attention to his work or in order to win more praise. If suggestions are neglected then the worker feels dissatisfied since apparently, there can be no improvement in the conditions in which he works.

9. **Cordial analysis or evaluation of work:**

In every institution the manager (H.M) or the supervisor has to offer criticism of the work performed by the teachers because he must point out the teacher’s mistakes and try to eliminate them. If this criticism is offered in a cordial and friendly way, greater job satisfaction
is maintained.

10. Praise for good performance:

If the teachers are not praised for exceptional performance in their work they lose interest in it and as a result, the institution suffers and even if they do good work, they will remain dissatisfied.

11. Proper quantum of work:

If job satisfaction is to be maintained, it is essential that the quantity of work does not exceed the individuals ability to complete it. If he has to work more than he comfortability go for a long time, the employee is bound to become disgusted, depressed and tired.

MEASURING JOB-SATISFACTION:

Job satisfaction was used to measure the employees satisfaction with various areas of his job like the work itself, his immediate supervisors, pay, co-workers, opportunity for promotion etc.
Job satisfaction has been of interest to organizational researchers for a long time. However, success in measuring it has been limited because job satisfaction refers to a set of attitudes that employees have about their jobs and by attitudes we mean the beliefs, feelings and action tendencies of an individual or group of individuals towards objects, ideas and people. Quite often person and objects or ideas become associated in the minds of individuals and as a result attitudes become multidimensional and complex. In a job satisfaction survey the employees report their feelings towards their job and work environment. There are several techniques for measuring job satisfaction.

WAYS OF MEASURING JOB SATISFACTION:

There are several techniques for measuring job satisfaction all of which involve in essence asking workers how they feel about various aspects of their jobs. The most common approach of measuring job satisfaction is use of
rating scales.

Another technique often used in conjunction with scale is the personal interview in which employees discuss various aspects of the job with interviewer and responses reveal their satisfaction or dissatisfaction. The critical incidents approach to the measurement of job satisfaction was developed by Herzberg and his associates where employees are asked to describe incidents in their job when they were satisfied or dissatisfied, these incidents were then content analyzed in determining which aspects were closely related to positive and negative attitudes.

Another method of measuring job attitudes is the sentence completion test where they have to complete the list of phrases.

In the construction of scale following two procedures have been used extensively 1) Thurstone technique and 2) Likert method. In the present study Likert type scale have been used. This consist of a series of questions, with
five alternative responses.

THEORIES OF JOB-SATISFACTION

In today's society, money no longer serves as the sole motivating force. Other social forces have increased the necessity for providing adequate motivation for employees. Human being is continuously involved in one or the other work either to satisfy his needs or for some other purpose. Most people work to earn enough money to support themselves and their families, but it can no longer be assumed that this is the sole or primary reason for working. Many people work to satisfy a host of inner needs as people have different needs.

Social and industrial psychologists have determined what these various motivators are and how jobs and working conditions can be designed to satisfy them. Because the concept of motivation and job-satisfaction and involvement are interrelated. Satisfaction and involvement can result from motivation, and new sources of satisfaction and involvement can
generate other motivators. Several theories of work motivation have been proposed by different psychologist.

Theories of work motivation or job satisfaction have been classified by Cambell et al (1970)\(^5\) into two categories:

1. Content theories and

These theories differ in their views on the factors that cause job-satisfaction.

**CONTENT THEORIES:**

These theories deal with content of motivation and job satisfaction as a result of meeting the needs, values or expectations of the individual by his or her organisation.

**PROCESS THEORIES:**

Process theories of motivation focus on the psychological processes involved in making decisions and choices about work. It aims to describe the interaction between variables in their relationship to job satisfaction. Process theories do not agree that satisfaction can be
achieved simply by giving employees more of variables that normally leads to satisfaction, such as monetary benefits etc.
THEORIES OF JOB SATISFACTION:

NEED HIERARCHY THEORY:

Abraham Maslow (1943). Prominent psychologist and past president of the American Psychological Associated (APA) developed a theory of motivation in which human needs or wants are arranged in a hierarchy of importance. According to him people constantly desire better circumstances; they always want what they do not have. Consequently needs that have been satisfied are no longer capable of motivating behaviour and a new need rises to prominence. Lower level needs must be satisfied before attention can be paid to higher level needs. He categorizes the needs into five categories. The five categories of needs are as follows -

1. Physiological needs: The basic human needs, including food, oxygen, water, sleep, etc.

2. Safety needs: security, stability order and physical safety in one's environment.

3. Belonging and love needs: social needs
involving interaction with other people such as affection, affiliation and identification.


5. Self actualization needs: the highest need level, self fulfillment, involves achieving one's potential, realizing one's full capabilities.

The first three needs are lower order needs and the fourth and fifth are higher order needs. Maslow explains his theory as saying that it is true that man lives by bread alone; if he has plenty of bread, higher needs emerge and when these in turn are satisfied, new and still higher needs emerge. In the work environment this theory would suggest that only after the lower order needs have been satisfied the employee will seek satisfaction from the work itself. Work, according to Maslow's theory, is most likely to satisfy the lower needs.
FIG. 1.1 Flow diagram of needs satisfaction
(Source: T. Herbert, Dimensions of Organisational Behaviour, P. 23)
Maslow's need hierarchy theory has been highly appreciated. It is said that the theory offers some useful ideas for helping managers (HM) to think about motivating their employees. As a result of their widespread familiarity with the model, the managers, are more likely to identify employee needs, recognize that they may be difference across employees, offer satisfaction for the particular needs, and realize that giving more of the same reward may have a diminishing impact on motivation.

The need hierarchy theory is important because of its contribution of its terms of making management reward diverse needs of humans at work. Their names or hierarchy are not important. But some of them, particularly higher level needs like esteem and actualization needs, are important to the content of work motivation.

THE ERG THEORY OF WORK:

This theory was developed by Clayton Alderfer which was closely related to Maslow's
theory. Alderfer suggested three basic human needs as:

Existence needs.

Relatedness needs and

Growth needs.

Fig. 1.2 Two key components of ERG Theory:
Satisfaction - Progression and Frustration - Regression
Existence needs are lowest level needs and are concerned with physical survival—food, water, shelter and physical safety.

Relatedness needs involve interactions with other people and the satisfaction they can bring in the form of emotional support, respect, recognition and a sense of belonging. These needs can be satisfied on the job by social relationship with co-workers and of the job by friends and family.

Growth needs focus on the self and include the need for personal growth and development which can be satisfied only by using one’s capabilities to the fullest. This conception includes Maslow’s self esteem and self actualization needs. A job can provide satisfaction of the growth needs if it involves challenge, autonomy and creativity.

The ERG needs are not rigidly hierarchial. More than one of the ERG needs can operate at the same time. Satisfaction of one need does not lead automatically to the emergence of a
higher need.

Another difference between Maslow’s theory and Alderfer’s theory is that frustration of one of Alderfer’s higher needs may lead to a reversion to a lower need. Maslow believed that once a need is satisfied it no longer motivates the individual and Alderfer suggests that satisfaction of a need may increase its intensity.

**MOTIVATION – HYGIENE THEORY OR HERZBERG’S TWO FACTOR THEORY:**

This theory was proposed by Frederick Herzberg in 1959. Herzberg believes that the presence of certain motivators leads to satisfaction, while their absence does not lead to dissatisfaction. These factors (intrinsic factors) or motivators such as achievement, recognition and the intrinsic interest of the work itself match the higher levels of self actualization in Maslow’s theory of needs. On the other hand, hygiene factors (extrinsic factors) such as pay, security and physical working conditions match the lower order needs in Maslow’s theory. The inadequacy of hygiene
factors leads to job dissatisfaction. Herzberg argues that hygiene factors such as working conditions are context factors; they are necessary conditions for job satisfaction but do not produce it themselves.

Herzberg's theory, assumes that the motivators contribute to the satisfaction and the hygiene factors contribute to dissatisfaction.

\[
\begin{array}{c}
\text{Hygiene factors} \\
\downarrow
\end{array}
\begin{array}{c}
\text{No Dissatisfaction} \\
\downarrow
\end{array}
\begin{array}{c}
\text{Dissatisfaction} \\
\downarrow
\end{array}
\begin{array}{c}
\text{Motivators} \\
\downarrow
\end{array}
\begin{array}{c}
\text{Satisfaction} \\
\downarrow
\end{array}
\begin{array}{c}
\text{No satisfaction.}
\end{array}
\]

Fig 1.4 Contrasting view of satisfaction and dissatisfaction.
Source: K. Aswathappa, Organisational Behavior, p-207.

According to Herzberg, satisfaction and dissatisfaction are not opposite poles of one dimension. Satisfaction is affected by motivators and dissatisfaction by hygiene factors. This is the key idea of Herzberg and it has important implications for managers.

This view has been criticized by some
researchers King (1970) and Gardner (1977), in contrast to Herzberg's theory, support the view that motivators contribute more to satisfaction than do hygenies and vice-versa for dissatisfaction. Other studies support the view that certain hygiene factors can contribute to job satisfaction. Those individuals who gain such satisfaction are regarded by Herzberg as being unfortunate who have not reached due stage of personality development; the level of self-actualization needs. Those individuals are more interested in lower level needs such as pay, security and physical conditions. A hygiene seeker, according to Herzberg, is motivated in the direction of temporary satisfaction. It is clear that this is not true all the times and there are individual differences in need. The higher level of needs are not available for everyone; there is a limitation in opportunities for psychological growth on the job. These opportunities are confined to few people that some people, therefore, seek only hygiene satisfaction from their jobs.
VALENCE-EXPECTANCY THEORY OF MOTIVATION:

The expectancy theory, originated by Victor Vroom (1964), who states that people make choices based on their perceived expectancy that certain rewards will follow if they behave in a certain way. In the work situation, this means that people will choose to perform at the level that results in the greatest pay off or benefit. They will work hard if they expect this effort to lead to desirable rewards such as higher pay or promotion. A person is motivated to obtain a particular outcome, the importance of which varies with the individual. The person's perception of the psychological value of the outcome — the valence of the outcome — determines its motivating strength. It seems higher our expectation of receiving some reward — the harder we shall work for it.

EQUITY THEORY OF MOTIVATION:

The notion that our motivation is influenced by our perception of how equitably; we are
treated at work was proposed by J. S. Adams. In any work situation, may be in a classroom or an office, we assess both our inputs – how much efforts we are putting into the work – and our outcomes – how much reward we are receiving for the work.

It is generally accepted that a sense of being treated fairly with respect to others can influence work motivation, either by increasing or reducing it. (Aggarwal, 2000)

REFERENCE GROUP THEORY:

The reference group theory was proposed by Hulin and Blood, in 1968. This theory considered the groups with whom the individual relates as an important factor in understanding job satisfaction. This theory receives criticism because it does not predict, how individuals choose to reference group to relate individual personality or influence on choosing a reference group; thus, expectations based on reference groups must be supplemented by a knowledge of personality.
JOB CHARACTERISTICS THEORY OF MOTIVATION:

The job characteristics theory was developed by two psychologists, J Richard Hackman and G. R. Oldham. According to this theory, certain job characteristics influenced both behavior and attitudes at work, but these characteristics did not affect all workers in the same way. The presence of positive job characteristics causes employees to feel a positive emotional state when they perform well on the job.

The theory states that specific job characteristics lead to psychological conditions, which in turn, lead to increased motivation, performance, and job satisfaction.

GOAL SETTING THEORY OF MOTIVATION:

The goal setting theory was developed by Edvin Locke (1968). Locke argues that our primary motivation in a work situation can be defined in terms of our desire to achieve a particular goal. Goals are important in any
endeavor, motivating and guiding our behavior so that we perform in the most effective way.

Goals facilitate job performance in four ways:

1. They direct attention and action.
2. They mobilize energy and effort.
3. They increase persistence and
4. They motivate the development of the behaviors that are appropriate and necessary to attain the goals.

NEED FOR STUDY

Teacher occupies a place of unique significance in the social and national hierarchy and is called nation builder. Due to unique position and most valuable services, he is rightly regarded as the king of himself and servant of mankind. In India, many social, political and economic factors put pressure on the educational system in which the teacher works as a "paid servant". He must know these
factors very well and must play his role as an effective agent of social change.

The teacher is of paramount importance in any system of education. The whole system of education revolves round the teacher. Teacher leads the students from the darkness of ignorance to the light of knowledge and understanding and helps to keep the lamp of civilization burning. If we look back in the history of teacher education, we find teachers were given the highest position and respect in the society. But gradually with socio-economic changes, position of the teacher changed in the society and these changes resulted in the formation of certain attitudes towards their job. Attitudes are particular ways in which a person thinks, feels and acts. Attitude of workers vary from extreme discontent and bitterness to almost complete happiness, satisfaction and loyalty. Satisfaction is an emotional response, which is an essential factor in any work. Satisfaction in one’s job means increased commitment in the fulfilment of formal
requirements. If the teacher is professionally satisfied than he will have friendly attitude, great enthusiasm and a sense of security. Such a teacher contributes immensely towards the educational advancement of children. A teacher who is satisfied with his job is also a person of high morale and such a teacher is boon for the educational institution as well as to the society.

Satisfaction is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. Job satisfaction is the result of attitude possessed by employee. This attitude is related with certain job factors. This study made a comprehensive approach to study the influence of these factors in job so that complete understanding of job satisfaction is achieved.

The present research project, attempts to study the degree of job satisfaction among secondary school teachers of Marathi, Urdu, English and Hindi media of Aurangabad District.
PROBLEM:

“Job-Satisfaction Among Secondary School Teachers – An Investigation”.

DEFINITION OF IMPORTANT TERMS:

The term used in this thesis are defined here both for the purpose of clarity and for delimiting the scope of the study.

Job Satisfaction: The term ‘Job-Satisfaction’ used in this research, means the extent to which the needs of an individual are satisfied and the extent to which the individual perceives it.

School: The term ‘School’ refers to all the secondary schools of Marathi, English, Urdu and Hindi media of Aurangabad District.

Teachers: The term ‘Teachers’ denotes the teachers teaching secondary school classes i.e. trained teachers working in different media school of Aurangabad District.
The present research project aimed at achieving these objectives.

**OBJECTIVES OF THE STUDY**

1. To study the degree of job – satisfaction of secondary school teachers.

2. To compare the attitude of teachers of different media schools.

3. To suggest ways and means to improve the existing situation so as to make the teacher enthusiastic, contended and dedicated.

**HYPOTHESES:**

To realize the above stated objectives, the following hypotheses were formulated and tested.

1. There is normal of degree of satisfaction about the job among secondary school teachers of Aurangabad District.

2. Secondary school teachers working in aided schools are more satisfied than those working in non-aided schools.
3. There is no significant difference between the attitudes of secondary school teachers of aided schools belonging to different media.

LIMITATION OF THE PROBLEM:

The problem has been delimited to study the degree of job-satisfaction among secondary school teachers of Marathi, Urdu, English and Hindi media of Aurangabad District only. This means that B.Ed teachers (trained graduate teachers) of Aurangabad District were only taken into consideration.
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45. Blum and Naylor, op.cit p-363.

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