CHAPTER II

CONCEPTUAL OVERVIEW

2.1 NATURE OF STRESS
2.2 SECTORS OF STRESS
2.3 CAUSES OF STRESS
2.4 THEORIES OF STRESS
2.5 JOB SATISFACTION
2.6 THEORIES OF JOB SATISFACTION
CHAPTER II

CONCEPTUAL OVERVIEW

The 21st century is called “century of the stress” because there will not be a single person without stress. People from all walks of life face stress in one or other way. Stress is a general response of the body on any psychological or environmental emotion. The factors or situation that can generate stress vary from individual to individual. Several factors are responsible to create stress in an individual. The ability to keep balance with the stress depends upon individuals’ capacity to adjust with the situation as a whole. The same problem can be tackled by same person in different way at different situation.

Stress is caused by a bad “person-environment fit” objectively, subjectively, or both, at work or elsewhere and in an interaction with social structures. It is like a badly fitting shoe. When environmental demands are not matched to individual ability, or environmental opportunities do not measure up to individual needs and expectations it may give way to stress in the individual. Stress may occur due to both pleasant and unpleasant events.

Stress is the state of affairs in which an individual is not able to handle a situation either because of lack of knowledge, skill, or any other reasons which are beyond his/her control. It is mainly because of excessive
pressure or any other types of annoyance placed upon him/her. Robbins (2001) stated stress is a dynamic condition in which an individual is confronted with an opportunity, constrained or demand related to what he/she desired and for which the outcome is perceived to be both important and uncertain.

Various studies indicate that professionals of the various segment experience high stress, which adversely affects their profession. Any effort to reduce the amount of stress among teachers, one therefore needs to consider the entire teaching situations and the personal surroundings of teachers. Each person reacts differently to the same stress situation in different manner. Some person may handle the event as stressful whereas some others may interpret in a quite different manner.

2.1 NATURE OF STRESS

The common belief about stress is that all stresses are harmful to the individual. An optimal level of stress is essential and good for a secure life to all the individuals. Stresses are of two types Eustress (positive stress) and Distress (bad stress). Eustress is a positive form of stress having beneficial effect on the individual. Stress becomes positive when it forces one to adapt or reminds that he/she is not coping well. Hence one should try to maximize the eustress. On the other hand distress may cause negative effect
on the individual in many ways. The distress becomes the most significant health issues of individual.

The following graph shows that when the stress level increases from low to moderate, the performance also increases accordingly (eustress). At the optimal level (the peak of the curve), performance has reached its peak. When stress exceeds the optimal level, it will reach the distress region, where it will become excessive and debilitating, and performance will weakening Everly & Lating, (2002).

![Figure 2.1 level of performance based on eustress and distress](image)

2.1.1 Characteristics of Eustress

- Motivates the individual.
- Can be short term or long term
- Perceived as within our coping abilities.
• Feels exciting.
• Improves performance.

2.1.2 Characteristics of Distress

• Causes nervousness or anxiety.
• Can be short- or long-term.
• Perceived as outside of our coping abilities.
• Feels unpleasant.
• Decreases performance.
• Can lead to mental and physical problem

2.2 SECTORS OF STRESS

Stress is an uninvited guest in everybody’s life, and it disturbs the physiological and psychological wellbeing of the individual in many ways. A vast majority of the employees in organization across the sphere are undergoing stress due to various reasons. Stress can emanate from a variety of sources. Pestonjee (1992) has identified three important areas of life from which stress may originate.

(i) Job sector

These refer to the totality of the work environment, such as work culture, job description, inter-personal relationships and compensation offered.

Stress from the job sector builds up over a long time and can take a hard toll on one’s body. It can be caused by working too much or too hard at job(s), school, or home. It can also be caused by not knowing how to
manage one’s time well or how to take time out for rest and relaxation. This can be one of the hardest kinds of stress to avoid, because many people feel this is out of their control.

(ii) **Social Sector**

It denotes the socio-cultural environment of a person. It may include religion, caste, language, attitudes and beliefs of others, the political and legal environment, and so on. Stress from social sector is a response to things around a person that cause stress, such as noise, gathering and pressure from work or family. Identifying this environmental stress and learning to avoid them or deal with them will help to lower one’s stress level. In short, environmental stress is produced from one’s own surroundings. In fact whenever there is a group of people working together, tensions are bound to arise. If the members of the group are totally different in nature and characteristics, the group working is bound to affect and can cause tremendous amount of stress.

(iii) **Psychic Sector**

This encompasses the aspects such as an individual’s perceptions, values, abilities, temperament, needs, expectations and health etc. Sometimes one may worry about things without any reasons. People even worry about various things that have no connection with them or there is nothing to deal with it altogether. This is internal stress, and it is one of the most important kinds of stress to be understood and managed as early as
possible. Internal stress often happens when we worry about things that we can’t recognize, control or put ourselves in situation we know the situation will cause stress.

2.3 CAUSES OF JOB STRESS

The causes of job stress are many and different for each individual. Various studies of stress at work have shown that there is a diversity of organizational factors that are active in causing stress (Sutherland & Cooper, 2000). McGrath exposed that there are six possible course of stressors in an organizational setting including task based stress; role based stress, stress intrinsic to behavior, stress arising from the physical environment, stress arising from the social environment, and stress within the person system. Identifying the reason for stress in one is often the first step towards learning how to better deal with stress. The most common causes of stress include the following.

2.3.1 Social Support

Social support has been one of the most widely studied social phenomena caused for stress for the last few years. It has also been one of the most difficult to pin down conceptually and operationally (Gottlieb, 1985, Shumaker and Brownwell, 1984). The different spheres of social support range from social relationships and family support are the main source of energy for a successful work. Lack of these supports will definitely create stress in the individual. Jarvis (2002) found that issues such
as support from the society have an impact on levels of stress among teachers.

2.3.2 Work Place Support

When examining job stressors the role of supportive communication in organisations has been predominantly considered (Ray & Mioller, 1991). Both supervisors and co-workers are in optional positions to provide support because of their understanding of the stresses inherent in the work place. It is possible that supervisors and co-workers could relieve job stress by sharing information and resources, proposing suggestions, and helping to realise that they are not alone. It was found that poor psychological working conditions of job have been linked to physical and mental health of the individual. Cooper and Bright (2001) stated that along with the work environment, the person’s role at workplace has been identified as the major source of stress because of role conflict, accountability for people and conflict of role border.

2.3.3 Family Support

Several researchers have found that support from family and friends can have positive effect on a wide range of physical and psychological outcomes (Allrecht and Adelman, 1987). However, the dearth of beneficial effects of home support may also be the cause of stress.
2.3.4 Organizational Support

Cooper (2001) state that psychological concerns is often due to poor management style inside an organization. He emphasized that factors relating to poor administration and meager working environment that allow employees little sharing in decisions related to their work. Lack of communication at administrative level is one of the reasons for stress. It indicate that limited chance for progress, inadequate performance feedback, performance appraisal events being too little and biased be in command of systems and culture within the organizational level, may be perceived as stressors. The organization’s strength and success depends on the physical and mental health of the employee. If the employees are not mentally fit, their contribution towards the organization in the form of input is not effective.

2.3.5 Interpersonal Relation

Struggles may take place due to difference in perception, values, attitudes and beliefs between two or more individuals and groups. Such struggles can be a source of stress for group members. Poor interpersonal relations and the lack of support from co-workers can be major source of stress for employees. According to Sutherland and Cooper (2000), the quality of interpersonal relations at work is important in that helpful relationships are less likely to create force associated with competition. In addition, the relationship can be possibly stressful when the leadership style
is demanding and acknowledgment and praise for effort are valuable for administrator - employee association. In combination with this, where the relationship between administrators - employee is harmful, problems of emotional unsteadiness may occur (Cartwright and Cooper 1997).

2.3.6 Lack of Recognition

Cooper & Bright (2001) believes that one of the major causal issues to job stress is lack of recognition and rewards. When an individual enjoy the friendship and support of colleagues and others in the work place, their ability to cope with the effects of stress increases accordingly. When this kind of public support and recognition is not available, then the employee experience more stress. Seyle believes that an inspiring level of recognition is necessary to the individual for better performance at work place, but when the encouragement exceeds over his/her ability a feeling of fatigue and worry is experienced. In contrast, when employees are not comfort or believe that their contribution do not valued properly poor morale are experienced.

2.3.7 Qualitative and Quantitative Overload

When qualitative superfluous occur on the individual he/she loose the necessary ability to do a new job and it leads to a source of stress. In contrast, qualitative under load is harmful as the individual is not given the chance to use his/her attained skills and abilities, resulting in feelings of powerlessness to demonstrate talents (Sutherland & Cooper 2000). If the job
demands and pressures in the workplace exceed the skills and abilities of an individual or if the employees’ goals and values conflict with the work demands, a misfit between the characteristics of an individual and his/ her work environment occurs.

2.3.8 Role Conflict

Role conflict or role confusion is one of the dimensions of stress in the individual. Stress occurs because of role ambiguity (Jones et al., 2001). According to Lopopolo (2002), role conflict happens when an employee experiences mismatched stress or incompatible goals nearby tasks linked with their job that can influence negative emotional response due to apparent failure to be effective on the job. Furthermore, when a task is not perceived to be part of one's job role can potentially lead to stress linked with role conflict (Cooper & Sutherland, 2000). Role conflict occurs when the person does not know what he is supposed to do on the job. In simple words when employee is not sure what he is expected to do, it creates confusion in the minds of the employee which in turn results in stress. Role conflict occurs when organisations have different expectations from the person performing a particular role. It can also occur if the job is not as per expectations of the individual and the organisation, or when a job demands a certain type of behavior that is against the person’s moral values.
2.4 THEORIES OF STRESS

Several theories propounded concerning the dynamics of job stress. Some of them are the following.

2.4.1 Person Environment Fit Theory

The central idea of Person Environment fit theory is that stress arises from conflict between the person and his/her environment. The theory was developed by French (1972) and his colleagues who advocated that occupational stress occur if an individual lack the capabilities skill or resources which are needed to satisfy the demands of his/her work and organizational climate (French & Caplin 1972; French, Caplan & Harison 1982). It states that, the stress in workplace is caused by the interaction of a worker with his environment. When the individual lack the capabilities or resources to do work, it creates occupational stress among the individual. Thus, the Person Environment Fit theory establishes stress as a condition resulting from the mismatch between the work environment and work occupant. When the discrepancies between the person and his/her environment are larger, the more severe the occupational stress and the individual will experience adverse result in his/ her job performance.

In the person fit theory, the fit between the person and his/her work environment is projected. Four types of fit are explained in this theory. They are explained below.
(i) **Person–Organization Fit**

The Person–organization fit is the most widely studied area of person–environment fit theory. It is defined as, "the compatibility between employee and organizations that occurs when (a) at least one entity provides what the other needs, (b) they share similar fundamental characteristics, or (c) both", Kristof (1996). This can be related to the shared sense of corporate community and levels of trust.

(ii) **Person–Job Fit**

The Person–job fit refers to the match between a person’s characteristics and those of a job (Kristof-Brown & Guay, 2011). This includes the traditional view of selection that emphasizes the matching of employee knowledge skills and abilities and other qualities to job demands (Ployhart, Schneider, & Schmitt, 2006). The discrepancy models of job satisfaction and stress that focus on employees’ needs and desires being met by the materials provided by their job (Locke, 1969, 1976).

(iii) **Person–Group Fit**

The Person–group fit is a relatively new topic with regard to person–environment fit. Limited research has been conducted person–group fit. It demonstrates show the psychological compatibility between coworkers influences individual outcomes in group situations. However, a study by Boone & Hartog (2011) revealed that person–group fit is most powerfully
related to group-oriented results like co-worker satisfaction and feelings of unity.

(iv) Person–Person Fit

Person–person fit is conceptualized as the fit between an individual's culture preferences and those preferences of other individuals or organisation.

2.4.2 Selye’s Systemic Stress Theory

According to Selye (1976) ‘stress’ responses of the organism represented a common set of generalized physiological responses that were experienced by all organisms exposed to a variety of environmental challenges. From his outlook, the stress response was no specific; the type of stress or experienced did not affect the pattern of response. In other words, a wide variety of external stressors elicited an identical or general stress response. He termed this nonspecific response as General Adaptation Syndrome (GAS), which consisted of three stages (Alexander, 2008). Three phases are the alarm phase, resistance phase and exhaustion phase which describe the body’s response to stress:

(a) The Alarm Phase

When the organism perceives a threat, the body is rapidly aroused activates the sympathetic nervous system to meet the immediate threat and the release of adrenal hormones, epinephrine and nor-epinephrine. In the alarm phase, the initial reaction of the body to stress is that it labels the
stressor as a threat or danger to balance that is why it immediately activates its fight or flight response system, and releases the “stress” hormones such as adrenaline, nor adrenaline and cortisol. These hormones enable the individual to perform activities that he/she don’t usually do.

(b) The Resistance Phase

This phase is a continued stage of arousal phase. If the stressful situation is lengthy, the high level of hormones during the resistance stage may upset homeostasis and damage internal organs leaving the organism vulnerable to disease. After the body has responded to the stressor, the stress level has been eradicated, or simply reduced. After the fight or flight response body’s defenses become weaker, as it needs to allocate energy to the repair of damaged muscle tissues and lower the production of the stress hormones. Although the body has shifted to this second phase of stress response, it remains on-guard, particularly when the stressors persist and the body is required to fight them continuously, although not as stronger as it could during the initial response.

(c) The Exhaustion Phase

In this stage, persistent stress lowers the energy of body, and increases weakness to physical problems and eventually illness. The same reactions that allow the body to respond effectively in the alarm and resistance phases become harmful. Tense muscles can cause side effects
such as headache and neck pain along with increased blood pressure and digestive disorders (Koslowsky, Kluger, & Reich, 1995). During this phase, the stress has been persistent for a longer period. The exhaustion stage can be referred to as the gate towards burnout or stress overload, which can lead to health problems if not resolved immediately.

2.4.3 Stress Cycle Theory

McGrath proposed the Stress cycle theory in 1976. McGrath developed a model based on the perception that stress behavior in an organization is a product of interaction among three sets of variables. (a) Interpersonal relationship within which behavior takes place (b) Physical and technological environment in which behavior takes place (c) the self-system of the focal person.

2.4.4 Lazarus theory

Two concepts are central to any psychological stress theory: appraisal, i.e. individual’s evaluation of the significance of what is happening for their well-being, and coping, i.e. individual’s efforts in thought and action to manage specific demands (Lazarus, 1993).

The concept of appraisal consists of a continuously changing the set of judgments which is evaluative in a personal sense about the significance of the flow of events for the person’s well-being. Such judgments are always
taking place—adaptive commerce with the environment is continual and ever-changing—through appraisal having often repetitious features.

Cognitive appraisal can simply be understood as the mental process of placing any event in one of the series of evaluative categories related either to its significance for the person’s well-being (primary appraisal) or to the available coping resources and options (secondary appraisal).

Primary appraisal: In a person’s primary appraisal, he or she evaluates two aspects of a situation: the motivational relevance and the motivational congruence (Smith & Kirby, 2009). When evaluating motivational relevance, an individual answers the question, “How relevant is this situation to my needs?” Thus, the individual evaluates how important the situation is to his or her well-being. The motivational relevance aspect of the appraisal process has been shown to influence the intensity of the experienced emotions so that when a situation is highly relevant to one’s well-being, the situation elicits a more intense emotional response. The second aspect of an individual’s primary appraisal of a situation is the evaluation of motivational congruence. When evaluating the motivational congruence of a situation, an individual answers the question, “Is this situation congruent or incongruent (consistent or inconsistent) with my goals?” (Smith & Kirby, 2009). Individuals experience different emotions when they view a situation as consistent with their goals as when they view it as inconsistent.
Secondary appraisal involves people’s evaluation of their resources and options for coping (Lazarus, 1991). One aspect of secondary appraisal is a person’s evaluation of who should be held accountable. A person can hold herself, another, or a group of other people accountable for the situation at hand. The secondary appraisal components are distinguished: blame or credit results from an individual’s appraisal of who is responsible for a reaction event. By coping potential Lazarus means a person’s evaluation of the prospects for generating certain behavioral or cognitive operations that will positively influence a personally relevant encounter. Specific patterns of primary and secondary appraisal lead to different kinds of stress. Three types are distinguished: harm, threat, and challenge (Lazarus & Folkman, 1984). Harm refers to the psychological damage or loss that has already happened. Threat is the anticipation of harm that may be imminent. Challenge results from demands that a person feels confident about mastering. Lazarus (1991) distinguished 15 basic emotions. Nine of these are negative (such as anger, fright, anxiety, guilt, shame, sadness, envy, jealousy, and disgust), four are positive (such as happiness, pride, relief, and love) and two more emotions, hope and compassion, and have a mixed valence.

Coping is intimately related to the concept of cognitive appraisal and, to the stress relevant person-environment transactions. Most approaches in coping research follow Folkman and Lazarus (1980), who define coping as
the cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them (Krohn, 1996). Coping potential is potential to use either problem-focused coping or emotion-focused coping strategies to handle an emotional experience. Problem-focused coping refers to one’s ability to take action and to change a situation to make it more congruent with one’s goals. Thus, a person’s belief about their ability to perform problem-focused coping influences the emotions they experience in the situation. On the other hand, emotion-focused coping refers to one’s ability to handle or adjust to the situation should the circumstances remain inconsistent with one’s goals (Smith & Kirby, 2009).

2.4.5 James Lang: Theory of Emotion

William James and Carl Lang proposed the Theory of Emotion by 19th century. This theory attempts to explain the cause and effect relationship between emotions and physiological events of the individual. As per this theory (arousal), the autonomous nervous system (ANS) reacts to it and creates some physiological signals such as faster heartbeat, more perspiration, increased muscular tension etc. When these physical events occur, the brain will interpret these reactions. Brains interaction results in an emotion. In this sense the theory is linked to the “fight-or-flight” reaction, in which the bodily sensation prepare a person to react based on the brain’s interpretations of the event and the physiological events.
2.4.6 The Emergency Theory

Walter Cannon and Philip Bard rejected the theory of Emotions and proposed their own theory in opposition of the James Lang: Theory of Emotion. In the late 1920 s Cannon and Bard formulated a new theory called The Emergency Theory. According to them emotions and bodily changes do not have a cause-and –effect relationship. They found out that emotions are bodily changes occur simultaneously, following a stimulating environment. Cannon suggested that when the organism identifies a threat, the body is rapidly stimulated and motivated via sympathetic nervous system and endocrine system. Receptors in hypothalamus are activated that stimulate the autonomic system and the adrenal glands begin pumping hormones into the blood stream. These substances in turn have powerful effects upon the nervous that controls lungs, heart and stomach. Heart rate speeds up; blood pressure increase, blood sugar and respiration increase; the circulation of blood to the skin is reduced whereas to muscles, it is increased.

2.4.7 Integrative-Transactional Process Theory

The model propounded Schuler emphasis the reciprocity of transactions. It clearly states that transactions are not unidirectional, but is essentially reciprocal. This theory is an integrative one as it is developed for research in the multi-disciplinary area. The components of this theory include environmental stressors, personal traits, and personal response.
2.4.8 Role Episode Theory

Kahn postulated that desire for identity is a major concern for people. This leads to seek satisfaction at work situation, where persons are confronted with conditions of conflict and ambiguity. This theory identifies role stress, role conflict and the role ambiguity. This theory incorporates organizational, personal and interpersonal factors that affect role episodes. Apart from the above theories of stress there are some physical theories of stress too. They are as follows.

2.4.9 Schechter-Singer Theory

The Schechter-Singer Theory is proposed by theorist Schechter and Jerome Singer. According to Schechter-Singer both cognitive actively and emotional arousal are necessary factors required for identification as well as to experience an emotion. Attribution of the process where in the brain can identify the stress stimulus producing an emotion is also proposed by Schechter-Singer.

2.4.10 Dynamic Equilibrium Theory

Dynamic Equilibrium Theory proposed by Hart and wearing (1993) deals with the concern of the role of personality plays in the stress process. According to this theory, Stress is not conceptualized as a demand, a response or process but as a state of disequilibrium exists when it affect the individual’s normal level of psychological well-being. Stress results from a
diversity of variables including personality characteristics coping process positive and negative work experience.

2.5 JOB SATISFACTION

Job satisfaction may be defined as the pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction can be an important indicator of how well the employees feel about their jobs and a forecaster of work behaviors. It seems that some persons who tend to be relatively satisfied with their jobs, while others tend to be dissatisfied; no matter what job they hold (Staw and Ross, 1985). Job satisfaction is nothing but the favorable attitude or high industrial morale towards one’s work/profession. It is an elaborate composite concept including individual’s mental disposition, interpersonal relations that exists in the work place. The job satisfaction depends upon many factors in and around of the individual. The source, which offers satisfaction to some employees, may not give satisfaction to others. The concept of job satisfaction among individual has created different streams of thought among researchers. The individual differences are also play a prominent role in expressed levels of job satisfaction. In fact, recent findings indicate that even genetic factors are also play a major role in the job satisfaction of the individual. Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors. This correlation between personality variable and work behavior is reciprocal, people who are
satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction.

Bullock (1962) remarked that job satisfaction is an attitude which results from balancing and summation of many specific likes dislikes and experience in connection with job. This implies when an employee has high job satisfaction, he really likes his job and has positive feelings and attitudes towards the job. The other mostly used definition is Locke's (1976) definition who defined it as "a pleasurable emotional state resulting from the appraisal of one's job or job experience". Whereas Garton (1976) expressed employees' satisfaction and morale are attitudinal variables about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employee.

It is seen that if teachers are motivated to attain satisfaction, it will certainly progress their performance. Various research studies indicate that employees' job satisfaction is supremely important in an organisation because productivity entirely depends on employees' satisfaction (Wagner & Goodring 1987; Wright & Crapanzano-1997).

2.6 Factors of Job Satisfaction

The causes of factors can be categorised in to organizational factor and individual factor.
2.6.1 Organizational Factors

The important organizational factors that make contribution to the attitude of an employee towards job consist of remuneration, scope for being promoted, nature of the work, rule and regulations prevailing in the organization and the working environments

(a) **Remuneration**

Concerns with remuneration are a vital factor for job satisfaction. Though attaining money is not the sole aim of life, it is one of the important means in fulfilling one’s needs live. Late payment of teachers’ salaries could have a greater impact on teacher satisfaction than the actual amount of teacher salary received.

Employees often sees wage as a reflection of employer’s concern for them. When wage system is fair, based on job demands, satisfaction is likely to result.

(b) **Scope for Being Promoted**

The need for promotion is generally strong among employees as it involves change in wage, responsibility and status. The employee take promotion as the vital achievement in his career and when it is realized, he feels enormously satisfied. Hence the scope for being promotion affects job satisfaction significantly
(c) **Nature of Work**

This creates opportunities for the application of skills and capabilities and when the employees get a job which promises multiple tasks, independence and response regarding the way and the quality of their doings, they become satisfied.

(d) **Rules and Regulations**

The rules and regulations of the organization include promotion and transfer policy, assignments in abroad, policy of termination retrenchments, appraisal and compensation system, technique of motivation, and participation in management / decision making etc. influence employees’ job satisfaction.

(e) **Working Environment**

Previous research studies revealed that several factors associated with the school environment would affect teacher satisfaction. It is the conformation with an employees’ material comfort and that pay way for doing a good job contribute to job satisfaction. Environmental factors like warmth and moisture aeration illumination and sound, duration and time of work, hygiene of the place of work, sufficient tools and quality of supervision affect the level of job satisfaction of employees to a great extent.

(f) **Supervision**

Supervision styles are related to teacher satisfaction. The quality of supervision and leadership in the school environment, including the overall
organizational climate of the school affect job satisfaction very much. A prosperous supervisor provides a well-maintained, pleasant working atmosphere, gives teachers opportunities for professional improvement, places great importance on making ample teaching opportunities, and gives teachers encouragement and feedback using both emotional and material rewards. In such a way quality of supervision affects job satisfaction. Satisfaction tends to be high when people believe that their supervisors are more competent, capable and treat them with dignity and respect.

2.6.2 Individual Factors

The personal variables self-esteem and ability to withstand job stress have a bearing on job satisfaction. Stronger an individual on these traits, more satisfied is he/she on the job. Status also influences one’s job satisfaction. It is fact that the higher the position of an individual in an organizational hierarchy, the more is the degree that the individual tends to be satisfied. Further, job satisfaction as an association with the size to which employees perform their jobs matching with their interests and aspirations. Finally, job satisfaction is seemed to be closely associated to the general life satisfaction of an individual.

2.7 THEORIES OF JOB SATISFACTION

Although several theories advocated regarding the dynamics of job satisfaction, none of the theories have been garnered a great deal of
empirical conformation, which suggest that job satisfaction is a complex phenomenon with many casual bases and no one theory has been effective in incorporating all of the bases into a single theory. Campbell et al., (1970) have been classified job satisfaction theories into as content theory and process theory.

The content theory gives an account of the factors, which influence job satisfaction. It emphasizes the specific factors that are motivating the individuals towards job. The important content theories are ‘Need Hierarchy Theory’ by Abraham Maslow (1943) and its development by Herzberg (1959) into Two-factor Theory and McGregor’s (1960) theory ‘X’ and Theory ‘Y’ and Alderfer’s (1969) ‘ERG’ Theory of job satisfaction.

2.7.1 Content Theories

The content theories give an account of ‘What’ needs, values or expectations are important to the individual in determining their degree of job satisfaction. The important content theories are the following

(i) Maslow’s theory of hierarchy

Maslow’s Theory of Hierarchy a motivation theory laid the foundation for job satisfaction theory. It is one of the first need theories of Maslow (1943), who postulated a need hierarchy, with need divided into those of a lower order and those of a higher order. This theory describes that people who seek to satisfy five specific needs in life, physiological needs, safety
needs, social needs, self-esteem needs and self-actualization needs. If a particular job satisfies an employee's needs, he will be more satisfied and well-adjusted than others and can perform his duty well as job satisfaction depends on employee's perception of how well his needs are fulfilled by his job. This served as a good basis from which early researchers could develop job satisfaction theories. The five basic needs are the following

1. Physiological needs
2. Safety and security needs
3. Social needs
4. Esteem needs
5. Self-actualisation needs

- **Physiological needs**

The most basic biological and obvious of all human needs is the need for physical survival. The needs included are need for food, oxygen, water, sleep and protection from extreme temperature. These physiological drives are directly concerned with the biological maintenance of the organism and motivated by higher order needs. Physiological needs are crucial to the understanding of human behavior. They dominate human cravings.

In the organizational context, physiological needs are represented by employees concern for salary and other working conditions. When these needs are not satisfied, a person may feel uncomfortable and painful and
thus motivate him to alleviate. It is the duty of the managers to ensure that these needs of the employees are met so that they can be motivated to strive for gratification of higher order needs.

- **Safety and security needs**

  Safety needs are primarily psychological needs it include need for affection and demands secure environment which is free from restrictions and threats.

  Security needs in the organizational context is the preference for secured income, job security, safe working conditions, owning one’s own house, and acquisition of insurance policy may be regarded as motivated in part by safety seeking.

- **Love and belongingness**

  These needs can be defined as social relationship, sense of belongingness, appreciation and acceptance by others. These needs arise only when psychological and safety needs are satisfied. Maslow believed that an individual is motivated on this level involves a healthy, loving relationship between two people, which include mutual respect, admiration and trust at home and society.

  In the organizational context, these needs are directly concerned with behavior of colleagues and management. Social needs represent the need for
a compatible work group, peer acceptance, professional relationship and friendly supervision.

- **Self-Esteem Needs**

Esteem needs include self-respect and admiration of others about an individual or employee. Maslow classified these needs into two subsidiary sets: self-respect and esteem from others. The former includes such things as desire for competence, confidence, achievement, personal strength, independence and freedom. Esteem from others includes recognition, acceptance, attention, prestige, status and appreciation. In the workplace, self-esteem needs correspond to job title, merit pay increase, supervisory recognition, publicity in company publications.

Fulfillment of self-esteem needs is necessary to develop self-respect and self-confidence in employees. Such type of needs can be fulfilled by supervisors by appreciating and rewarding good performers in profession.

- **Self-Actualisation Needs**

Self-actualisation needs are the highest level in the theory of hierarchy. It refers to 'the desire to become more and more what one is'. It is the desire for the full use and utilization of talents and capacities of the individual. Maslow characterised self-actualisation as the desire to become everything that one is capable of becoming. These needs correlate to desire
for excelling oneself in one’s job, advancing an important idea, successfully managing a body and the like.

Maslow (1943) states that the first three are lower order needs and the remaining are higher order needs. Only after the satisfaction of lower needs, man is capable of being concerned with fulfilling higher order needs.

In this context, we can say that self-actualisation needs can be satisfied by giving employees challenging work and responsibilities so that they could maximise their potential. The job should have sufficient challenge to utilise the full capacities of the worker.

Maslow (1943) argues that the first three are the lower order needs and the remaining are higher order needs. Only after the satisfaction of lower order needs, an individual is capable of being concerned with fulfilling the higher order needs.

(ii) Herzberg’s Two Factor Theory

Herzberg in his book 'The Motivation to Work' presented a theory known as 'Motivation Hygiene Theory' or 'Two-Factor Theory'. He remarked that there are certain factors that cause job satisfaction or job dissatisfaction. He believed that job satisfaction or dissatisfaction act independently on each other. He stated that there are hygiene factors (supervision, administrative policies, working conditions, interpersonal relations and salary) and motivation. No theory of job satisfaction has
Herzberg argues that the causes of job satisfaction and job dissatisfaction are separate and distinct. An analog might be with the concept of pleasure and pain. Herzberg relates the concepts of job satisfaction and dissatisfaction. The mentally healthy individual will seek psychological growth from the job and those who seek satisfaction from hygiene factors have characteristic, which add up to neurotic personalities. Intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement and growth seem to be related to job satisfaction. These factors are variously known as motivators, satisfy and job content factors. On the other hand, when they were dissatisfied, they tended to extrinsic factors such as company policies and administration, supervision, work conditions, salary, status, security and interpersonal relationships. These factors are also known as dissatisfies, hygiene factors or maintenance factors. Satisfaction is always affected by motivators and dissatisfaction by hygiene factors. This is the key idea of Herzberg and it has important implication for managers. Table shows the representation of Herzberg’s Hygiene and Motivators in Herzberg’s Two Factor theory.
Hygiene Factors (leading to Dissatisfaction) | Motivators (leading to satisfaction)  
---|---  
☐ Administrative Policies | ☐ Achievement  
☐ Working conditions | ☐ Recognition  
☐ Supervision | ☐ Responsibility  
☐ Salary / Wages | ☐ Personal Development  
☐ Interpersonal relationship | ☐ Chance for Advancement  

Table 2.1 Hygiene Motivation Factors

According to two factor theory, hygiene factors are extrinsic factors which bring short term success (job satisfaction) whereas motivate factors are intrinsic factors and these factors are helpful in creating job satisfaction based on human's need for personal growth, status and gaining recognition.

The two factor theory has received support from Myers (1964), Friedlander & Walton (1964) and Whitsett & Winslow (1967). But Dunnet (1967) is the most severe critic of this theory. Blum and Naylor (1968) pointed out the factors involved in feelings of satisfaction and dissatisfaction not appear to dive themselves as neatly as assumed by Herzberg’s original studies of not appear. Herzberg’s theory has been criticized primary for its method of data collection, and secondly, since many study failed to replicate Herzberg’s findings. With its positive and negative aspects, Herzberg’s theory has strongly influenced the job satisfaction research as a whole.
(iii) **McGregor’s Theory ‘X’ and Theory ‘Y’**

Douglas McGregor (1960) formulated the Theory X and Theory Y recommending two different views of human behaviour at work, one of which is negative, called as Theory X and the other is positive, called as Theory Y. According to McGregor, the perception of managers on the nature of individuals is based on various assumptions.

- **Characteristics of Theory X**
  - An average employee tries to escape from work because he does not like work intrinsically.
  - Since the employee does not want to work, a close supervision is required on part of managers. So the managers adopt a more dictatorial style.
  - Many workers rank job security on top, and they have little or no aspiration/ambition.
  - Employees generally dislike responsibilities.
  - Employees resist change.
  - A mediocre employee needs formal direction.

- **Characteristics of Theory Y**
  - Employees can remark their job as relaxing one. They exercise their physical and mental energies in an inherent manner in their jobs.
  - Employees can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives.
• If the job is satisfying and rewarding, it will result in employees’ loyalty and commitment to organization.

• An average employee can recognize his responsibility.

• The employees have skills and capabilities it should be fully utilized. These skills and capabilities of the employees can be utilized to solve organizational problems

Thus, the theory X presents a negative view of employees’ nature and behaviour at work, while theory Y presents a positive view of the employees’ nature and behaviour at work.

The implication of McGregor’s theory in the context of job satisfaction is that fairly a few organizations use theory X today. Theory X encourages use of tight control and supervision. It implies that employees are unwilling to organizational changes. Thus, it does not encourage innovation.

Many organizations are adopting theory Y techniques. The managers create and encourage a work environment which provides opportunities to employees to take initiative and self-direction. Theory Y searches and discovers the ways in which an employee can make significant contributions in an organization. It harmonises and matches employees’ needs and aspirations with organizational needs and aspirations.
Alderfer’s ‘ERG’ Theory

Alderfer (1969) reformulated Maslow’s need hierarchy into three basic human needs: Existence, Relatedness and Growth. These are not as severely hierarchical in nature as Maslow’s needs.

- **Existence**: It is the lowest level need, which is concerned with physical survival and concludes the obvious needs for food, water and shelter, which can be satisfied through salary, safe working environment fringe benefits, and some measure of job security.

- **Relatedness**: This need involves the emotional support, respect, recognition and sense of belonging acquired by the contact with other people. These needs can be satisfied by the friends, family and co-workers.

- **Growth**: It is the needs focus on the personal growth and self-development of the individual, which can be satisfied only by using one’s capabilities to the fullest.

As against Maslow’s theory, ERG needs are not hierarchical and more than one need can operate at the same time. But there is some evidence that this theory does not work in some organisations (Wanous and Zwang, 1977). Maslow’s theory also points to the possibility that the same job situation may have different appeal to different people working in it.
2.7.2 Process Theories


Sensing the fact that it is the motivation of an employee that contributes to the perception and experience of satisfaction and dissatisfaction of workers, the process theories attempt to trace the process involved in the development of different motivations. The important theories having relevance in the context of job satisfaction are mentioned below.

(i) Vroom’s Expectancy Theory

Vroom's expectancy theory states that behavior results from conscious selections among alternatives options, whose purpose is to increase pleasure and to decrease pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, experience, knowledge and abilities. He suggested that effort, performance and motivation are linked in a person's motivation. Vroom's theory separates effort (which arises from motivation), performance, and outcomes.
He uses the variables Expectancy, Instrumentality and Valence to account for this.

- **Expectancy (E)**

  It is the belief that increased effort will lead to increased performance. For the better performance the following conditions are necessary

  1. Availability of the right resources such as raw materials, time
  2. Availability of the right skills to do the job
  3. Availability of the essential support and directions to the job from the authority

- **Instrumentality (I)**

  It is the belief that for all the better performance a valued outcome will be received. The performance of the individual affected by such things as:

  1. Clear understanding of the relationship between performance and outcomes
  2. Trust in between employer and employee
  3. Transparency of the process that decides who gets what outcome

- **Valence (V)**

  Valance is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. If someone is mainly motivated by money, he / she might not value offers of additional time off.
The three elements are important behind choosing one element over another, effort-performance expectancy (E>P expectancy) and performance-outcome expectancy (P>O expectancy).

**E>P expectancy**: our assessment of the probability that our efforts will lead to the required performance level.

**P>O expectancy**: our assessment of the probability that our successful performance will lead to certain outcomes.

Thus, Vroom's expectancy theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.

**(ii) Locke’s Value Theory**

Locke’s (1976) Value theory is a philosophical theory. As per this theory, job satisfaction is the pleasurable emotional state resulting from the perception of one’s job as fulfilling or allowing the fulfillment of one’s important job values. These values in turn are influenced by one’s own needs.

The main principle of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of and how one satisfied/dissatisfied when expectations are/aren’t met. When a person values a particular facet of a job, his satisfaction is more greatly impacted
both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet. Depending upon the value considerations, job elements will evoke different emotional responses and may differ from the actual objective satisfaction with the element. Study by Ewan (1966) shows that in spite of the appeal of its operation, evaluating job by importance doesn’t improve the prediction of overall job satisfaction. Locke’s theory even though deals with the concept of job satisfaction in simple way; it is not empirical in nature.

(iii) **Opponent-Process Theory**

Landy (1978) proposed a radically different job satisfaction theory. This theory was formulated to explain the uniformity of mood or satisfaction across time patterns of observations (Landy, 1978; Solomon & Corbit, 1973, 1974). Many research studies show that mood states and satisfaction tend to be relatively stable across time.

According to opponent process theory (Bowling, Beehr, Wagner & Libkuman, 2005; Solomon & Corbit, 1973, 1974), emotional events elicit two sets of processes. The first set is called primary processes, which arouse emotions that are consistent with the affective tone of the event. Threatening events, such as examinations, elicit processes that provoke anxiety. Relaxing events, such as meditation, evoke processes that foster serenity.

The second set is opponent processes, which evoke emotions that counter these primary processes. Threatening events elicit opponent
processes that promote composure. Relaxing events evoke opponent processes that provoke anxiety, and so forth.

Opponent process theory makes many practical implications. When managers introduce initiatives, intended to evoke positive emotions, opponent processes might ultimately prevail. To exclude these negative emotions, several measures should be considered. First, initiatives that evoke mild, rather than prominent positive emotions should be preferred--these initiatives are less likely to elicit opponent processes. Second, initiatives should be modified over time & initiatives that do not change are more likely to elicit opponent processes.

Opponent process refers to opposing process for dealing with emotion. Landy suggest that the reason people differ in job satisfaction is because they differ in terms of the stage of their protective psychological function. The theory does not explain why people become more satisfied or dissatisfied with their job over time. Hence, the explanation of job satisfaction on the basis of this theory is not conclusive

(iv) Comparison-Process Theory.

According to McCormick (1980), “The most widely accepted view of job satisfaction assumes that degree of ‘affect’ experienced by a person results from some comparison between the individual’s standard and his perception of the extent to which the standard is met”. Comparison process
theory compares what a person wants, with what he or she receives. These theories are based on the extent to which a job is perceived to meet a person’s needs of values. If there is a wide discrepancy between what is needed or desired and what is obtained, job satisfaction results. A job could become dissatisfying; if the strength of a person’s needs were to change or if new values were acquired. This ‘intra-person’ comparison process suggest to that if a person worked in a ‘social vacuum’, but needs or values were met, satisfaction would result.

Some researchers believe the standard consists of human needs. The research of Schaffer (1953) and Porter (1962) exemplify the view of job satisfaction as a function of ‘need fulfillment’. Other researcher believe the standard derive from ‘human values’, not needs. Thus, a satisfying job would provide an opportunity to attain outcomes that a person values, the research of Locke (1969) and Mobley & Locke (1970) support this view.

(v) Social Comparison Theory

The basis of the social comparison theory is the belief that people compare themselves with others in assessing their own failings of job satisfaction. The person compares himself or herself to other people and then derives feelings of satisfaction based upon how others feel about their jobs (Salancik and Pfeffer, 1977).
(vi) Social Learning Theory

Social learning approaches to job satisfaction and similar to Lawler’s facet model, in fact, attitudes are seems to be determined in part by and examination of the behavior of other workers. This theory claims that workers use other people sources’ of information for selecting appropriate attitudes and behaviors. People receive some co-workers who are believed to be successful or powerful, as being appropriate models and select appropriate attitudes. Thus, the theory maintains that a worker’s job satisfaction is not determined internally but externally. Studies conducted by Weiss and Shaw (1979) support this.

(vi) Coherent Data Based Theory

Recently Loke and Luthans (1990) have offered a ‘coherent data based theory’ of a relationship between work motivation and job satisfaction by focusing on the high performance cycle. It states that if organisational members face high challenges or difficult goals, and if this is accompanied by high expectancy of success or self-efficacy, high performance results. The high performance is achieved through 4 mechanisms- direction to perform an action, effort persistence, the development of task strategies and plans. High performance, if rewarding, leads to job satisfaction, which intern facilitates commitment to organization and its goals. This potentially useful models, stresses the importance of self-efficacy, which is the well-known individual difference variable (Furnhan, 1994).
Process theorists see job satisfaction as being determined, not only by the nature of the job and its context but by the needs, values and expectations that individual have in relation to their job. All process theories agree that the job satisfaction depends on the relationship between the individual and his environment.

(viii) Roll Theory

The recent years an increased interest has seen in the use of roll theory to describe and explain the stresses associated with membership in organization. Within organisational context the term ‘Roll’ can be defined as a set of expectations applied to the incumbent of a particular position by the incumbent and by roll centers within and beyond organizational boundaries (Gross, Mason and McEachers, 1958). In many instances the incumbent personalizes the position (Grean, 1976) so that individuals in the same position will exhibit different effective behaviors. It is the range of freedom in roll performance which allows people to fill a roll without experiencing roll strain. Individuals frequently are confronted, however with situations in which they may be required to play a roll which conflicts with their value systems or to play two or more roles which conflict each other. Additionally, the single and multiple roles which confront the individual may not be clearly articulated in terms of behaviors or performance levels expected. The formal situation is referred to as role conflict and later as role ambiguity (Khan, Wolfe, Quinns, Snack and Rosenthal, 1964). More
specifically role conflict is defined as incompatibility of the expectations associated with a role. Several types of role conflict have been identified

(a) Intra sender role conflict- incompatible expectations from a role sender
(b) Inter sender role conflict - expectations from one role sender which are incompatible with those from another role sender.
(c) Person role conflict – incompatibility between the expectations held by the role incumbent and expectations otherwise associated with his or her positions.
(d) Inter role conflict- role pressures stemming from one position incompatible with the role pressures arising from a different position.
(e) Role overload- expecting a role incumbent to engage in several role behavior, all of which may be mutually compatible in the abstract, within too short a period (Khan et.al 1964).

CONCLUSION

The investigator examined in detail the theoretical framework of job stress and job satisfaction of various professions, especially teaching. It exposed that teacher performance is determined by various personal, environmental, social, psychological and organisational factors. Whenever there is change in the above said factors, there is a corresponding change in the teachers’ performance. The vision and thoughts of various educationists broadened the inner world of the investigator and she could frame a suitable methodology and to carry out topic of study in a successive way.