Job satisfaction-conceptual issues

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Abstract: The concept of Job satisfaction is not so easy to explain. In spite of such type of difficulties, it is very urgent to clear about the concepts of Job satisfaction for the benefit of various profit and non-profit seeking concerns. Also determination of job satisfaction of employee of every organization is required to assess constantly for obtaining the ultimate goal of the organization. So a small attempt is taken to explore the concept of Job satisfaction, its advantages, and various theories relating to Job satisfaction. mainly secondary data has been taken into consideration for such a study. The study conclude that various factors related to Job satisfaction and from that review I have made the concept that demographic factors have a great impact on Job satisfaction with other factors.

Index Terms – **Job Satisfaction, Concept, Advantages, Process Theory, Content Theory.**

I. INTRODUCTION:

The study of Job satisfaction is an old one but it never be old, it is a contentious process. As the human being is the core in this study so to understand and to read the mind of the employees, it is always need to study such topic. The study has been done to investigate predictors of Under Graduate College Teachers Job Satisfaction including those that are personal and those that are job related. The purpose of this Chapter is to explore the different concepts of Job Satisfaction and it includes literature on job satisfaction, job satisfaction theories, characteristics of job satisfaction, and previous studies of job satisfaction.

II. OBJECTIVES:

There are certain objectives in my study which are as follows:
a.   To study the concepts of job satisfaction.
b.   To study the history of Job satisfaction.
c.   To study the different theories of Job satisfaction.
d.   To study the benefits of Job satisfaction and measurement of Job satisfaction.
e.   To draw a conceptual framework and make some conclusion.

III. RESEARCH METHODOLOGY:

The study is mainly descriptive type in nature based on purely literature review basis of secondary data and the data is collected from different books, seminar proceeding, journals and websites etc.

IV. ANALYSIS AND DISCUSSION:

a) History of Job Satisfaction:

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction. Scientific management also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, Principles of Scientific Management, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work. Some argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.

ii) Concepts of Job Satisfaction:

Hoppock (1935) indicates that job satisfaction means the mental, physical and environmental satisfaction of employee and the extent of job satisfaction can be known by inquiring employees about the job satisfaction extents. The academic definitions of job satisfaction can be divided into three types. Namely:

(1) Integral definition: This definition emphasizes workers' job attitude toward environment with focal attention on the mental change for individual job satisfaction of employee (Locke, 1976; Fogarty, 1994; Robbins, 1996).

(2) Differential definition: It emphasizes job satisfaction and the difference between the actually deserved reward and the expected reward from employees; the larger difference means the lower satisfaction (Smith et al., 1969; Hodson, 1991).

(3) Reference structure theory: It emphasizes the fact that the objective characteristics of organizations or jobs are the important factors to influence employees' working attitude and behaviors but the subjective sensibility and explanation of working employees

about these objective characteristics; the said sensibility and explanation are also affected by self-reference structures of individual employee (Morse, 1953; Homans, 1961).

Within this research, for the dimension of job satisfaction, we adopt the frequently applied Minnesota Satisfaction Questionnaire and divide the job satisfaction of employee into the external satisfaction and internal satisfaction for the subsequent researching investigation.

Although no uniform definition of job satisfaction exists (Siegel & Lane, 1982); job satisfaction is generally considered to be the overall feeling that a worker has about a job.

Young (1984) defined job satisfaction as "the affective reaction that employees have about their jobs" (p. 115). According to Young, job satisfaction has implications for the individual related to physical and mental health, for the organization related to the acceptance of and good performance on the job, and for society related to quantity and quality of life.

Job satisfaction was defined by Lofquist and Dawis (1969) as "the pleasurable emotional state resulting from the appraisal of the extent to which he works environment fulfills an individual's requirement" (p. 47).

Solly and Hohenshil (1986) stated "Job satisfaction is defined as an attitude individuals hold about their work consisting of a general or global factor of satisfaction as well as a collection of specific factors related to sources of work reinforcement" (p. 119).

According to Hoppock (1977), job satisfaction can be defined as essentially any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job".

Paul Spector's refers to job satisfaction as "a cluster of evaluative feelings about the job" and identifies nine facets of job satisfaction that are measured by the Job satisfaction:

1. Pay - amount and fairness or equity of salary
2. Promotion - opportunities and fairness of promotions
3. Supervision - fairness and competence at managerial tasks by one's supervisor
4. Benefits - insurance, vacation, and other fringe benefits
5. Contingent rewards - sense of respect, recognition, and appreciation
6. Operating procedures - policies, procedures, rules, perceived red tape
7. Coworkers - perceived competence and pleasantness of one's colleagues
8. Nature of work - enjoyment of the actual tasks themselves
9. Communication - sharing of information within the organization.

iii) Importance of Job Satisfaction:

After reading about job satisfaction and the factors related to it, you may want to know that why job satisfaction important is? The importance of job satisfaction plays a major role in our occupational life. It has relation with many aspects because it affects a person's

(i) Mental health
(ii) Physical health
(iii) Increase in output

(i) Mental Health:

If a person remains continuously dissatisfied with the job it affects the mental health of the individual. The continuous tension leads to much maladjustment in the behavior.

(ii) Physical Health:

Job Satisfaction affects the physical health of the person. If a person is under continuous stress, he/she will suffer from health problems like headaches, heart and digestion related diseases etc.

(iii) Increase in output:

The output automatically increases with job satisfaction because when a person is happy with his job situation, he would like to put more effort in his work, which in turn will increase the output.

iv. Theories of Job Satisfaction:

Regardless of the authors, generally it is agreed that job satisfaction involves the attitudes, emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee's personal life. Given the many definitions of job satisfaction, many scholars have proposed various theories of job satisfaction. These theories have been developed, then either supported or rejected by others in the field of work motivation and behavioral research. Today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction.

In their book on theories of job satisfaction, Campbell, Dunnettee, Lawler, and Weik (1970) divide the present-day theories of job satisfaction into two groups, content theories which give an account of the factors that influence job satisfaction and process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslow's (1943) Needs Hierarchy Theory and its development by Herzberg into the two factor theory of job satisfaction are examples of content theory. Equity, fulfillment and Vroom's (1964) expectancy theory are examples of process theory.

Content Theories:

Content theories were concerned with the specific identity of what it is within an individual or his/her environment that energizes and sustains behavior. In other words, what specific things motivate people (Campbell et al, 1970)? Maslow (1954) suggested that people are driven by unsatisfied needs that shape their behavior. He theorized that after a person has moved from a lower to a higher level of need, the higher-level needs assume less prominence since they have been adequately met. Although lower level needs may at times increase in importance as a consequence of progressing through stages of psychological development, a person tends to develop a "personality structure" in which his various needs form a hierarchical system. Maslow (1954) and Hoppock (1935) suggested that job satisfaction and dissatisfaction share a single continuum. They reasoned that both intrinsic and extrinsic factors

have the capacity to create satisfaction and dissatisfaction. Maslow described one end of this continuum as a "growth" needs and, at the other end of the continuum "deficiency" needs. Pinder (1998) describes the first set of needs as basic survival needs, which can be looked at as those needs being concerned with the avoiding of pain and discomfort and as providing primary needs such as sex, thirst, and hunger. Pinder describes the second set of growth needs as those that express themselves in attempts by people to become all that they are capable of becoming.

Motivator/Hygiene Theory (Two-Factor Theory):

Herzberg (Herzberg, Mausner, Patterson, & Capwell, 1957; Herzberg, Mausner, Patterson, & Capwell, 2002) used Maslow's needs hierarchy to formulate the motivator/hygiene theory of employee motivation. In 1968, Herzberg wrote about the two different needs of man. The first need is the one that comes from human's animal nature – or the ingrained drive to avoid pain from the environment or the learned practices that arise as a response to the basic biological needs. The other set of needs relates to the unique characteristics of humans, the ability to achieve. It is through this achievement that a person experiences psychological growth (Gruneberg, 1976). Herzberg also theorized that growth or motivation factors intrinsic to the job are: achievement, recognition for achievement, the work itself, responsibility, and growth for advancement (Gruneberg, 1979). He also theorized that the hygiene factors or those factors that produce dissatisfaction are: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security (Gruneberg).

Herzberg's two-factor theory was tested by Schmidt (1976), when he conducted a study using 74 educational administrators in Chicago. Schmidt collected data using a modification of Herzberg's interview technique and a questionnaire on characteristics of the job. Each principal was asked to think of an incident that made him feel exceptionally good or exceptionally bad about his job as an administrator, either in his present position or in previous administrative positions. Each participant was limited to four specific sequences of events: two positive and two negative. The written responses were then coded by a set of encoders. Using an ANOVA to determine relationships, Schmidt found that achievement, recognition, and advancement, significant at the .01 level were perceived to be major determinants of his subjects' overall satisfaction. The author also reported that interpersonal relations with subordinates, policy and administration, interpersonal relations with superiors, and interpersonal relations with peers were perceived to be major determinants of overall dissatisfaction.

Process Theories:

Process theories try to explain and describe the process of how behavior is energized, directed, sustained, and stopped. To explain and describe behavior these theories try to define the major variables that are important for explaining motivated people (Campbell et al, 1970). Process theorists see job satisfaction as being determined not only by the nature of the job and its context within the organization, but also by the needs, values and expectations that the individuals have in relation to their job (Gruneberg, 1979).

Expectations and Equity Theory:

Equity theory was most heavily influenced by James Adams and originated around 1965 (Pinder, 1998). Equity theory was based upon three main assumptions. First, that people develop beliefs about what constitutes a fair and equitable return for their contributions to their jobs. Secondly, equity theory assumes that people tend to compare what they perceive to be the exchange they have with their employers to that which they perceive co-workers have with their employers. Thirdly, equity theory holds that when people believe that their own treatment is not equitable, relative to the exchange they perceive others to be making, and they will be motivated to do something about the inequity (Pinder, 1998). For example, one employee believes that another

Reference Group Theory:

Reference group theory gave rise to the thought that employees compare their inputs and outputs from his/her job to others, such as his/her friends, co-workers, and others in the industry. One can easily see this is prevalent in the field of education as teachers and administrators often compare salary and benefits between districts and states. Theorists, such as Hulin and Blood (1968) have argued that the understanding of the groups to whom the individuals relate is critical to understanding job satisfaction.

Needs/Fulfillment Theory:

Fulfillment theorists believed that people's satisfaction is a function of how much of a reward or outcome they are receiving for their work. Theorists simply viewed satisfaction depending on how much of a given outcome or group of outcomes a person receives (Lawler, 1994). The weakness of this theory was that in the researchers failing to take into account the individual-difference factors of a person. The individual-difference factor is how people feel about what they receive and what outcomes they feel they should receive for their work. A person who expects to be paid more for their work is more likely to be dissatisfied than someone who feels that he is paid adequately for his work. "Individual-difference factors suggest that the fulfillment-theory approach to job satisfaction is not valid, since this approach fails to take into account differences in people's feelings about what the outcomes they should receive" (Lawler, p.83).

Theorists believed that satisfaction is determined by the differences between the actual outcomes a person receives and some other outcome level. They would say that what is received should be compared with another outcome level, and when the outcome level is below the other outcome level, dissatisfaction results (Lawler, 1994).

This theory is clearly evident in teacher salaries. Teachers who feel their salaries or benefits are below the state or regional level become dissatisfied with their employer.

Work Adjustment Theory:

In 1964, the first version of work adjustment theory was published by Dawis, England, and Lofquist. The theory was revised in 1968, and extended forms of the theory were published in book form in 1969 (Lofquist & Dawis, 1969). The theory of work adjustment is based on the concept of correspondence between the individual and environment (Davis & Lofquist, 1984). This theory includes a basic assumption that the individual seeks to achieve and to maintain correspondence with the environment. While many kinds of environments exist for an individual – home, school, work, church – to which an individual must relate, achieving and maintaining correspondence with one environment may affect the correspondence with other environments. Work then represents one such environment in which one must relate. Satisfaction then indicates the correspondence between the individual and the work environment (Davis & Lofquist, 1984).

Davis, England and Lofquist (1964) formulated a theory of vocational psychology that was based on the idea that the individual is a responding organism. As individuals respond to their environment, their responding becomes associated with reinforces in the environment. Davis et al. (1964) summarized the theory of work adjustment in the following statements:

1. Work is conceptualized as an interaction between an individual and a work environment.

2. The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks.

3. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work.

4. The environment and the individual must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.

5. Work adjustment is the process of achieving and maintaining correspondence. Work adjustment is indicated by the satisfaction of the individual with the work environment and by the satisfaction of the work environment with the individual, by the individual's satisfaction.

6. Satisfaction and satisfactoriness result in tenure, the principal indicator of work adjustment.

7. Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions (p. 9-10).

Looking at these seven summary statements of work adjustment it is easy to see why many researchers use this instrument when exploring aspects of job satisfaction (Chen, 2000; Genzen, 1993; Sutter, 1994; Waskiewicz, 1999). Each of the seven statements adds to the concept that individuals act, react, and come to terms with their work environment thus adjusting to the work environment.

Job Characteristics Model:

Hackman & Oldham proposed the Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.).The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors----. A meta-analysis of studies that assess the framework of the model provides some support for the validity of the JCM.

Dispositional Theory:

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluation Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her\his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Affect Theory:

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise 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 work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes 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. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

V. MEASURING JOB SATISFACTION:

There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert Scale (named after Rensis Likert). Other less common methods of for gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklists, and forced choice answers. This data is typically collected using an Enterprise Feedback Management (EFM) system.

The Job Descriptive Index (JDI), created by Smith, Kendall, & Hulin (1969), is a specific questionnaire of job satisfaction that has been widely used. It measures one's satisfaction in five facets: pay, promotions and promotion opportunities, coworkers, supervision, and the work itself. The scale is simple, participants answer either yes, no, or can't decide (indicated by '?') in response to whether given statements accurately describe one's job.

The Job in General Index is an overall measurement of job satisfaction. It is an improvement to the Job Descriptive Index because the JDI focuses too much on individual facets and not enough on work satisfaction in general.

Other job satisfaction questionnaires include: the Minnesota Satisfaction Questionnaire (MSQ), the Job Satisfaction Survey (JSS), and the Faces Scale. The MSQ measures job satisfaction in 20 facets and has a long form with 100 questions (five items from each facet) and a short form with 20 questions (one item from each facet). The JSS is a 36 item questionnaire that measures nine facets of job satisfaction.

Finally, the Faces Scale of job satisfaction, one of the first scales used widely, measured overall job satisfaction with just one item which participants respond to by choosing a face.

The chart below indicates the summary of factors related to job satisfaction, but in my study it was shown only taking personal or demographic factors as independent variable and Job satisfaction is taken as dependent variable
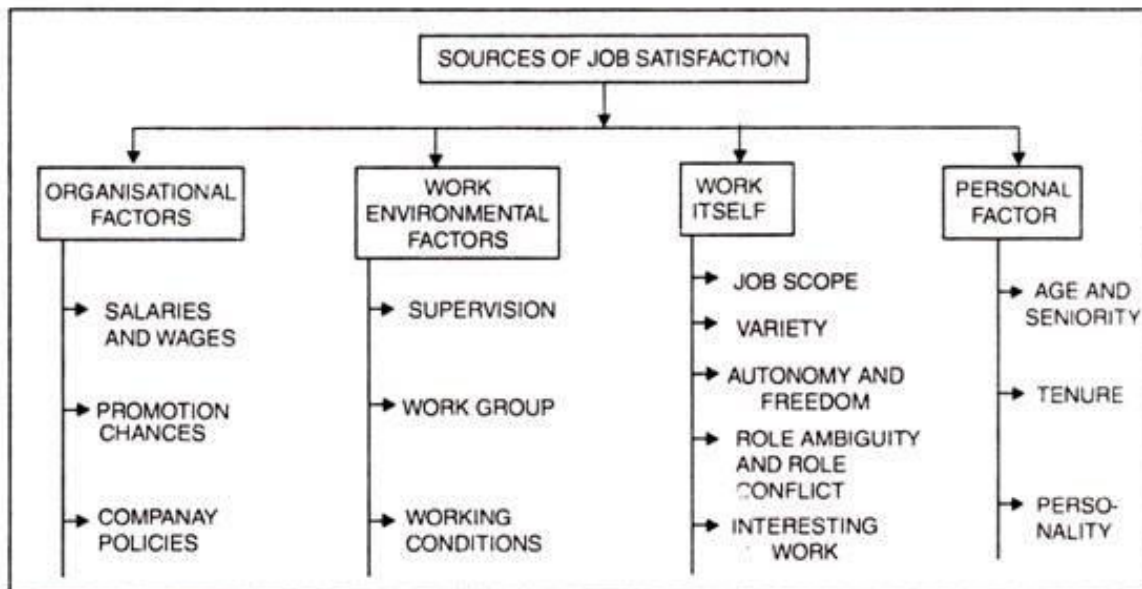
VI. CONCLUSION & RECOMMENDATION:

From the discussion of the above study, it is clear that job satisfaction topic is an essential and very popular study. Its dimension is vast and the study of this topic can never be end. So from the above study, it has been discussed gradually first of all about the different concepts of job satisfaction, secondly about history of job satisfaction, thirdly about different theories of job satisfaction and the discussion has been closed through discussion of benefits of job satisfaction. It may be recommended that each and every organization whether profit seeking or not, does not matter but continuous study is to be done to understand the better about mental condition of the employees. It is vital and necessary also thinking about the health of any organization.

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