



JOB SATISFACTION

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ABSTRACT:

Conceptions of job satisfaction until very recently have been largely psychological and individualistic in orientation. Empirical studies have been confined to local situations or special populations with interpretive purposes reflecting the values of employed individuals or of their managers. However, if job satisfaction measures are to be useful in monitoring the quality of employment on a societal scale, it will be necessary to enlarge the perspective, to invoke some societal and political values, and to begin to treat job satisfaction in the context of a larger array of associated variables.

Job satisfaction is a multi-dimensional concept in the sense that it is affected by a number of variables, intrinsic and extrinsic to the individual. So that Many Industrial psychologist and researchers defined the job satisfaction in various dimensions.

KEY WORDS: work environment, negative attitude, physical, economic and emotional.

INTRODUCTION:

- **Defining Job Satisfaction:-**

Job satisfaction is defined by Arnold and Feldman (1986:86) "...as the amount of overall positive affect (or feelings) that individuals have toward their jobs".

Robbins (2001) defines job satisfaction as one's general attitude towards work. He states further, that an individual with high job satisfaction has a positive attitude to the job and a dissatisfied individual has a negative attitude about the job.

Spector (1996) contends that job satisfaction is not only how people feel about their jobs overall, but also how they feel about the various facets of the job. He says there are two approaches in the study of job satisfaction: the global approach and the facet approach. The global approach considers job satisfaction as a single, overall feeling toward the job, whilst the facet approach focuses on different factors of job satisfaction such as pay and the work environment.



Fraser (1983) supports Spector and states that job satisfaction is not a unitary factor. It is possible that an individual could be satisfied with one factor of the job, such as work, but be dissatisfied with another factor, like pay.

Models of Job Satisfaction:-

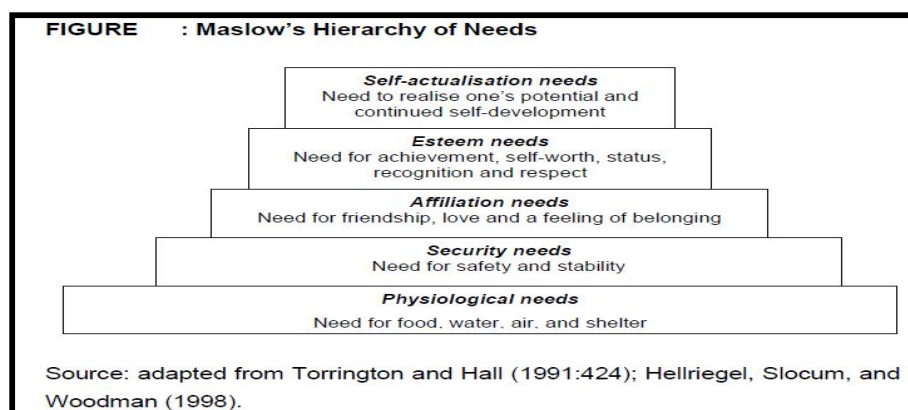
Locke (1975) postulates that models of job satisfaction endeavour to identify the types of variables such as needs, values and expectancies that are relevant to job satisfaction and how these variables are combined in order to determine overall job satisfaction. There is agreement among researchers that an individual's affective reaction is dependent on the interaction between the individual and the environment. However, there is disagreement about the mental process that determines these reactions. Campbell et al. (1970) distinguish between process theories and content theories. Process theories are concerned with describing the process of *how* behaviour is energised, directed, sustained and stopped. Content theories, on the other hand, focus on *what* it is in individuals or the environment that energises and sustains people.

A) Content theories:-

Content theories assume that all individuals have the same set of needs and stipulate the characteristics that should be evident in jobs. These theories identify factors that lead to job satisfaction or dissatisfaction (Gruneberg, 1979; Staples & Higgins, 1998). The content theories that will be discussed below include Maslow's needs hierarchy, Herzberg's two-factor theory, Alderfer's ERG theory and McClelland's needs theory.

1) Maslow's Need Hierarchy Theory

Abraham Maslow's need hierarchy is one of the most well known motivational theories. Maslow (1943) postulates that individuals are satisfied when certain needs are met. These needs are arranged hierarchically and divided into lower- and higher-order needs. He holds that before the higher-order needs can be satisfied, the lower-order needs first have to be met. The first three needs are considered to be lower-order needs, while the fourth and fifth are higher-order needs (Gruneberg, 1979). The five major needs are as follows, starting from the lowest-order needs: Maslow proposed that a person has five basic needs arranged in ascending hierarchical order as shown in **Figure No.1:- Maslow's Hierarchy of Needs**.



(1) Basic physiological needs. This theory postulates that individuals are primarily concerned with satisfying needs such as food, water, air and shelter.

(2) Safety needs. According to Maslow (1943), once the physiological needs have been satisfied, the need for safety becomes evident. These needs refer to freedom from physical, economic and emotional harm (Locke, 1975; Robbins et al., 2003).

(3) Social Needs. Once the physiological and safety needs have been satisfied, the need for love, affection and belongingness emerge (Maslow, 1943). According to Aamodt (cited in Josias, 2005), organisations see to these social needs through the establishment of office canteens and social programmes.

(4) Esteem needs. Maslow (1943) states that esteem needs can be divided into two types, namely mastery and achievement (self) and recognition and approval (others). Organisations are able to satisfy their employees' esteem needs through recognition and award programmes and promotion and salary increases (Aamodt, cited in Josias, 2005).

(5) Self-actualisation needs. According to Maslow (1943, p. 382), "what a man can be, he must be". This refers to the concept of self-actualisation, the fifth and final level of the hierarchy, which includes the need for growth, achieving one's potential and self-fulfilment.

Based on the above theory, an individual's ideal job environment will be one that best meets his/her current needs as per the hierarchy of needs postulated by Maslow (Locke, 1975). Maslow's hierarchy of needs was not intended to be applied to the world of work. It was McGregor who popularised Maslow's theory for the work environment.

2) Alderfer's ERG Theory:-

According to Alderfer's theory, the individuals' needs can be classified into three groups, namely existence, relatedness and growth (Fincham & Rhodes, 2005).

(1) Existence needs. These are basic needs such as nutritional and material requirements. From a work perspective, this refers to issues such as pay and working conditions.

(2) Relatedness needs. These needs are fulfilled through interacting and building relationships with family and friends, and in the work context, with peers and colleagues.

(3) Growth needs. These refer to the individuals' personal psychological needs.

These needs are represented in a continuum, along which individuals can move in either direction. This theory, in contrast to that of Maslow, states that even though lower order needs have been met, they are still important and will continue to satisfy individuals, and are not superseded by the higher-order needs (Fincham & Rhodes, 2005).

3) McClelland's theory of needs

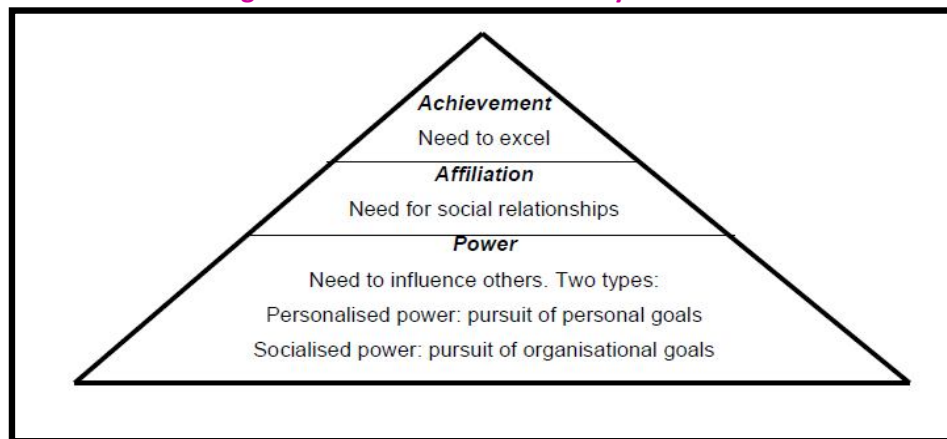
David McClelland developed a model of motivation that was rooted in culture. He believed culture influenced the manner in which people viewed their jobs and lives. He proposed that an individual has three important needs as shown in **Figure** below. The first is the need for achievement which is the drive to excel, pursue and attain goals. The second is the affiliation need which is the need to relate to people on a social basis, and the third is the need for power which is the desire to influence and coach people.

According to this theory, all individuals acquire needs over time and these are learnt and shaped by the individual's personal experiences (McClelland, 1962). He postulates that these needs are present in all individuals, although one of the three needs will be more dominant. This theory, unlike that of Maslow, does not specify transition between needs.

The three needs associated with this theory are the need for achievement, for power and for affiliation (Robbins et al., 2003). Employees who have a preference for one of the above needs will be satisfied in positions

in which these needs are met. For example, someone who has a dominant affiliation need, will probably be satisfied in a position that requires close interaction with his/her work colleagues.

Figure No.2:- McClelland's theory of needs.

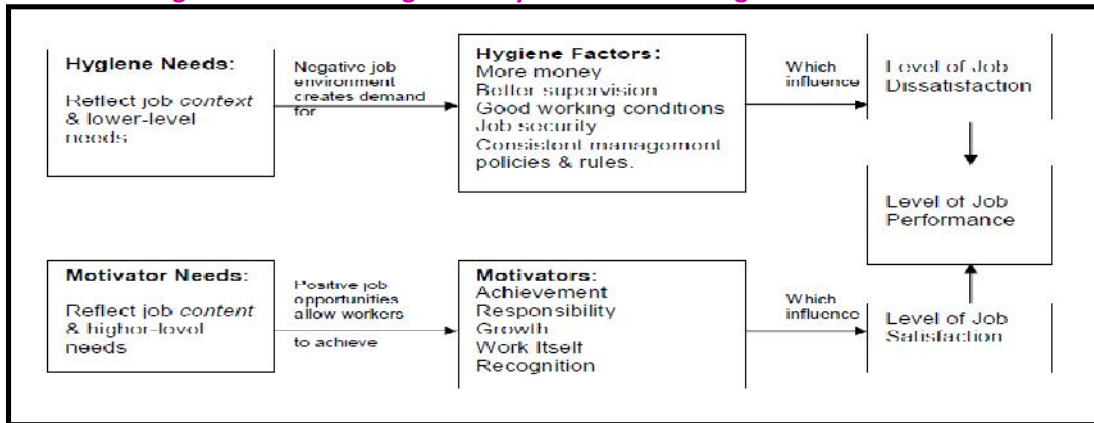


The difference between a worker motivated by achievement or affiliation is evident by their behaviour. An achievement-motivated person will work harder when their manager provides a detailed evaluation of their work. Whilst people who are motivated by affiliation are influenced when they are complimented for their cooperation and attitude. Achievement motivated people will select people who have the capability, to work with them, without concern for their personal feelings. However, persons with affiliation motives would select friends to work with them (Newstrom and Davis, 1993).

4. Herzberg's two-factor theory

According to this theory, satisfaction and dissatisfaction are two separate concepts resulting from different causes and are not interrelated (Campbell et al., 1970). Herzberg (1968) identifies two groups of factors that are involved in job satisfaction. The first group, motivators, are intrinsic to the job and refer to factors such as the work itself, achievement, promotion, recognition and responsibility (Locke, 1975; Gruneberg, 1979). When present in the work situation, these factors result in job satisfaction and have no influence on job dissatisfaction (Campbell et al., 1970). The second group, referred to as hygiene factors, do not result in job satisfaction, but if they are inadequate, may cause job dissatisfaction (Herzberg, 1968). Examples of factors include pay, security and working conditions. These factors are necessary for employees to be satisfied but do not causes job satisfaction. **Figure** depicts Herzberg's theory and a list of the motivators and hygiene factors can be found.

Figure No.3: Herzberg's Theory- Factors Affecting Job Satisfaction:-



B) Process Theories:-

Process theories highlight the differences in people's needs and are concerned with the cognitive processes involved in these differences. According to Campbell et al. (1970), process theorists postulate that job satisfaction is not only a function of the job and its related environment, but also determined by individuals' needs, values and expectations. Equity theory, goal-setting theory and expectancy theory will be reviewed in the subsections below.

a) Equity theory:- The equity theory, developed by Adams (1963), acknowledges that variable factors affect an employee's evaluation and perception of his/her relationship with his/her work and employer. Campbell et al. (1970) state that although this theory has predominantly been applied to compensation issues it can be used more widely to include a variety of inputs and outputs relevant in an organisational setting.

Equity theory, which is regarded as a discrepancy theory, considers the ratio of an individual's job inputs to job outputs to that of another's job inputs and job outputs (Campbell et al., 1970). Individuals will be satisfied if there is a positive relationship between what they put into their work (inputs) and what they get out of it (outputs) (Robbins, 2005). Hence, the theory is built on the belief that employees become demotivated if they feel that their inputs are greater than their outputs. Adams (1963) holds that when individuals experience inequity, tension arises which they attempt to eliminate in various ways. Examples include changing their own inputs and/or outputs, changing the inputs and/or outputs of the comparison person, cognitively distorting their inputs and/or outputs, leaving the situation or changing their comparison person (Gruneberg, 1979; Robbins, 1998; Steers, 1977).

b) Goal-Setting Theory :- Locke and Latham's (2002) goal-setting theory explores the correlation between the goals an employee sets and the performance he/she deliver. According to this theory, when a goal is set at a difficult level, a person is required to put more effort into meeting it, meaning that the most difficult goals will result in the highest levels of performance. Satisfaction is experienced when a goal is met.

Goals influence performance in four ways. First, the attention and effort of the worker are focused on actions specific to the goal. Second, the individual increases his/her effort towards achieving the goal (the higher the goal, the larger the effort). Third, a goal will increase persistence of goal attainment when the participant is in control of the time devoted to achieving the goal. Lastly, arousal, discovery, and the use of task-relevant knowledge are affected through the goals introduced, which have an effect on performance. To summarise, on

the basis of at least 400 research studies, goal-setting theory states that a positive relationship exists between high goal difficulty and higher level of performance (Locke & Latham, 2006).

C) Job characteristics model:-

Hackman and Oldham's job characteristics model (JCM) can be used to explain how certain characteristics of jobs can intrinsically motivate employees and increase their level of job satisfaction and job performance (Lee-Ross, 1998; Friday & Friday, 2003). According to theory, positive personal and work outcomes are achieved when the employee experiences three psychological states created by the presence of five job dimensions (Hackman & Oldham, 1975). The model also purports that when individuals know they have performed well on a task that has meaning for them, they will feel intrinsically rewarded (Friday & Friday, 2003). The JCM consists of three sets of variables. It further proposes that the above mentioned core job dimensions (CJDs) influence the critical psychological states (CPSs) which, in turn, affect job-related outcomes such as job satisfaction, growth satisfaction, internal work motivation and other job-related outcomes or affective outcomes (AOs) (Friday & Friday, 2003).

The five CJDs identified by Hackman and Oldham (1975) are highlighted and discussed below:

- (1) Skill Variety. This dimension is concerned with the various activities associated with a particular job which involved a range of the employees skills and abilities.
- (2) Task Identity. This refers to the degree to which the job requires completing a task, from start to finish, with an identifiable outcome.
- (3) Task Significance. This dimension refers to how important the job is and its impact on the organisation and/or to the external environment.
- (4) Autonomy. In this dimension, issues such as independence, freedom and discretion are highlighted. This refers to the degree to which an employee is able to make decisions regarding how they prioritise and schedule the work for completion.
- (5) Feedback. This refers to the degree to which the employee receives direct and clear feedback regarding their performance and work outcomes.

D) Interactive Theories:-

Interactive theories of job satisfaction are those that consider both person and situation variables. These theories include the Cornell Integrative Model and Locke's Value-Percept theory.

1. Cornell Model:- Hulin, Roznowski and Hachiya (1985), subsequently elaborated upon by Hulin (1991), proposed a model of job satisfaction that attempted to integrate previous theories of attitude formation. According to the model, job satisfaction is a function of the balance between the role inputs, what the individual puts into the work role (e.g. training, experience, time and effort), and role outcomes, including what is received (pay, status, working conditions and intrinsic factors). The more outcomes received relative to inputs invested, the higher work role satisfaction would be, all else equal. According to Cornell model, the individual's opportunity costs affect the value individuals place on inputs. In periods of labour oversupply i.e. (high unemployment), the individual will perceive their inputs as less valuable due to the high competition for few alternative positions, and the opportunity cost of their work role declines (i.e. work role membership is less costly relative to other opportunities). Therefore, as unemployment (particularly in one's local or occupational labour market) rises, the subjective utility of inputs falls- making perceived value of inputs less relative to outcomes- thus increasing satisfaction. Finally, the model proposes that an individual's frames of reference, which represent past experience with outcomes, influenced how individuals perceive current outcomes

received. The fewer or less valued, the outcomes received in the past and as current employment opportunities erode, the same outcomes per inputs would increase job satisfaction (i.e. more was received than had been in the past). Again, the reverse scenario is also true. Although the breadth and integration of the Hulin model is impressive, direct tests of the model are lacking. One partial test (Judge&Hulin 1993) of the model was not particularly supportive; therefore, more research on it is needed.

2. Value-Percept Theory:- Following his definition of values as that which one desires or considers important, Locke (1976) argued that individuals' values would determine what satisfied them on the job. Only the unfulfilled job values that were valued by the individual would be dissatisfying. Accordingly, Locke's value-percept theory expresses job satisfaction as follows: $S = (V_c - P) \times V_i$ or Satisfaction = (want – have) x importance Where S is satisfaction, V_c is value content (amount wanted), P is the perceived amount of the value provided by the job and V_i is the importance of the value to the individual. Thus, value-percept theory predicts that discrepancies between what is desired and received are dissatisfying only if the job facet is important to the individual. Individuals consider multiple facets when evaluating their job satisfaction, so the satisfaction calculus is repeated for each job facet. One potential problem with the value-percept theory is that what one desires (V or want) and what one considers important (V_i or importance) are likely to be highly correlated. Though in theory, these concepts are separable, in practice, many people will find it difficult to distinguish the two. Despite this limitation, research on Locke's theory has been supportive (Rice, Phillips & McFarlin, 1990). Rice; Gentile and McFarlin (1991) found that facet importance made rated the relationship between facet amount and facet satisfaction, but it did not moderate the relationship between facet satisfaction and overall job satisfaction. This is exactly what Locke predicted in his theory, as he argued that facet satisfactions should additively predict overall satisfaction because facet importance was already reflected in each facet satisfaction score.

RESULTS

Job Satisfaction Scale: -

To assess the level of job satisfaction scale was used, constructed by Dr. Amar Singh & Dr. T.R. Sharma (1999) National Psychological Corporation, Kacheri Ghat, Agra.

It contains 30 items. The scale was personally administered to each of the 320 professionals consisting of an equal number of engineers, doctors, advocates and college teachers selected as per stratified random technique from all over the state of Panjab. The rural and urban areas were given due representation. The scale in its totality or in parts depending upon the requirements can be administered to any category of professionals. It is comprehensive and omnibus in nature.

Table – : Correlation coefficients of the variables (Total).

		Type-A	Type-B	Organizational Climate	Sector	Job Satisfaction
Type-A	Pearson Correlation	1	.009	.003	.065	-.050
	Sig. (2-tailed)		.850	.947	.195	.321
	N		400	400	400	400
Type-B	Pearson Correlation		1	-.005	-.096	.196**
	Sig. (2-tailed)			.926	.056	.000
	N			400	400	400

Organizational Climate	Pearson Correlation			1	.271**	.321**
	Sig. (2-tailed)				.000	.000
	N				400	400
Sector	Pearson Correlation				1	-.069
	Sig. (2-tailed)					.171
	N					400

** . Correlation is significant at the 0.01 level (2-tailed).

Above table describes the nature of association between research variables. It is observed that there is no relationship between type-A personality and job satisfaction, $r = -0.050$ which doesn't reach statistically significant level.

Our second study variable, i.e. Type-B personality pattern is positively related to job satisfaction, $r = 0.20$, which is significant on 0.01 level.

Our third variable, i.e. organizational climate is positively related to job satisfaction, $r = .32$, which is significant on 0.01 level.

CONCLUSION:

He states further, that an individual with high job satisfaction has a positive attitude to the job and a dissatisfied individual has a negative attitude about the job.

The global approach considers job satisfaction as a single, overall feeling toward the job, whilst the facet approach focuses on different factors of job satisfaction such as pay and the work environment.

Locke postulates that models of job satisfaction endeavour to identify the types of variables such as needs, values and expectancies that are relevant to job satisfaction and how these variables are combined in order to determine overall job satisfaction.

Equity theory, which is regarded as a discrepancy theory, considers the ratio of an individual's job inputs to job outputs to that of another's job inputs and job outputs.

Hackman and Oldham's job characteristics model can be used to explain how certain characteristics of jobs can intrinsically motivate employees and increase their level of job satisfaction and job performance.

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