

## JOB SATISFACTION

DR. ABDOLLAH SHAFIABADY

The University of Allameh Tabatabai

### ABSTRACT

*Work, by definition, means being occupied, contributing to a cause, and creativity. It is nearly a total way of life. Job satisfaction, therefore, is termed as the individual's evaluation of his own work behaviour. Support, trust, and contact with fellow employees are instrumental in this interpretation. To help the client to find a job which matches his abilities and interests, is the responsibility of a vocational counselor, by fully understanding the significance of job satisfaction.*

### Introduction

Work is an effort required to accomplish a task, whether physical or mental. It has been open to many forms of interpretations all through the history of man, ranging from a privilege or a blessing of God to a curse of evil.

It is, sometimes, viewed as an experience of creativity and self-expression. Some people are greatly challenged by their work opportunity for innovation, imagination, creativity, freedom, and contribution. Others are deeply frustrated, often experience anomie and a personal disorientation, as they fail to identify themselves in a work frame of reference. For many, work remains to be a way of life, and apparently not just a matter of producing or distributing commodities, not even providing services. For some the most

important aspect of work entails its human relations (Locke, 1976; Fisher, 1980; Herzberg, 1969).

### Definitions

Work satisfaction is defined as individual's evaluation of the stimulus conditions in the work environment and their effectiveness in reinforcing his behaviour. It is, in fact, the individual's evaluation of his work behaviour in terms of the quality and quantity of performance, conformity to job related rules, and interpersonal relations (Crites, 1969; Hopson & Hayes, 1968).

Ginzberg identified three different types of work satisfaction: intrinsic, concomitant, and extrinsic. Intrinsic satisfactions come from the pleasure which is derived from engaging in work activity, and the sense



of accomplishment which is experienced from meeting social standards of success. The concomitant satisfactions are associated with the physical and psychological conditions of a persons's work. The extrinsic satisfactions are the tangible rewards of work, i.e. pay and bonuses (Crites, 1969).

Sociologists and industrial psychologists have compiled a list of items that are related to job satisfaction and meaningful work. Some of the items selected at random are: earnings, advancement, colleagues, communication, health, benefits, freedom, hours of work, intellectual stimulation, responsibility, security rules, management, working conditions, and tenure (Locke, 1976; Tylor, 1968).

For many individuals, job satisfaction can mean an opportunity for personal growth and self-acceptance. This vocational restlessness can motivate one to try a variety of jobs in order to discover his likes and dislikes, his strength and weakness to find out where his niche in the working world lies. He experiences deprivation of his need which is used to ferret out future jobs which, if conditions permit, will eventually focus on one occupation (Schuler, 1975; Inkson 1978).

### Researches

In a study over more than 700 employees doing clerical work, it is reported that when workers are content with their situation, pay and status, their attitude and feelings are favourably increased while their interest in leaving the company decreased. The degree of satisfaction is a junction of level of aspiration, need-tension level, and the amount of return for the involvement (Tylor, 1968).

Hoppock in a 27 year long study found that older persons are more occupationally satisfied than the younger ones, and the greatest increase in job satisfaction are achieved by individuals who have made great changes in their jobs (Hoppock, 1960).

The increase in real wages and benefits are not enough incentive for job satisfaction. Some countries

are experiencing increases in wildcat, strikes, walkouts, rapid turnover of manpower, and absenteeism arising from sheer boredom, in protest to monotony, noise and smoke.

In 1974, the director-general of the International Labour Office (ILO) reported that regardless of a 40% increase in real wages during the past decade for the European factory workers, dissatisfaction among workers has never been more evident. For example, in Sweden, the Volvo automobile firm had a 52% labour turnover in 1969, and in Paris at a later date, 1400 workers suddenly walked out at a Renault automobile plant.

The subject of morale related to the job satisfaction has been the object of extensive research. Studies indicate lower rates of productivity where there is low or poor morale. In other words, the results show that high morale and productivity are entwined (Tylor, 1968).

Many job seekers have accidentally found themselves in a career to which they are either immediately or gradually committed. But this does not mean to imply that one will ever be fully satisfied with one's job. The commitment occurs because one attains a relatively acceptable level of job satisfaction (Varga, 1973).

In a study with 150 school teaches in Tehran, it was found that 78 teaches (52%) were highly satisfied, 24 teachers (16%) were approximately satisfied, and only 48 teacher (32%) were dissatisfied with their job. They were also asked, "Which factors make you feel dissatisfied with your job?" 69 teachers (46%) pointed to the inappropriate relationship with school principal and colleagues; 30 teachers (20%) believed teaching job having a socially low status; 21 teachers (14%) pointed to inappropriate methods of evaluating teachers' work; 9 teachers (6%) complained of strict rules and regulations at school; and 21 teachers (14%) were dissatisfied due to the lack of school possibilities (Shafiabady, 1991).



### Application

What does job satisfaction have to do with the vocational counselor? It is recognized that he must be knowledgeable in assessing abilities and needs, in locating and interpreting information about job ability requirements and job reinforcer systems. Thus, the vocational counselor is able to consider the individual accordingly, assess his potential for work, and specify relevant job conditions necessary for work adjustment-Satisfaction and Satisfactoriness (Hopson & Hayes, 1968; Cull, 1973).

The vocational counselor needs to have an understanding of the reasons why an individual is satisfied or dissatisfied with his vocational choice. He can then use the data to identify mismatches between individuals and jobs; to assimilate undesirable jobs in terms of requirements and rewards, and evaluate the effects of sudden changes in the individual physical and emotional conditions, or in the pattern of job changes, duties, automation, restrictions, etc. He needs to be aware of books and periodicals which publish studies with regard to work satisfaction.

### References

1. Crites, J. O., *Vocational Psychology*, New York: MacGraw-Hill Book, Co. (1969).
2. Cull, J. G., & Hardy, R. R. (Eds.), *Adjustment to work*, Springfield, Ill., Charles C. Thomas, (1973).
3. Fisher, C. D., On the Dubious Wisdom of Expecting Job Satisfaction to Correlate with Performance, *Academy of Management Review*, Vol. 5, (1980).
4. Herzberg, F., et al., *The Motivation to Work*, New York, John Wiley & Sons, Inc., (1969).
5. Inkson, J. H., Self-esteem as a moderator of the relationship between job performance and job satisfaction, *Journal of Applied Psychology*, Vol. 6, (1978).
6. Locke, E. A., The nature and Causes of Job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology*, Chicago, Rand McNally, (1976).
7. Hoppock, R., A twenty-seven year follow-up job satisfaction of employed adults, *Personnel and Guidance Journal*, Vol. 38, (1960).
8. Hopson, B. & Hayes, J., *The Theory and Practice of Vocational Guidance*, New York, Pergamon Press, (1968).
9. Quigg, P. W., The Blue Collar Revolt, *Saturday Review World*, (1973).
10. Schuler, R. S., Role Perceptions, Satisfaction, and Performance: A parctical Reconciliation, *Journal of Applied Psychology*, Vol. 60, (1975).
11. Shafiabady, A., Theachers' Job Satisfaction as Related to Educational Administration, a paper presented at the First Seminar on Educational Administration, Allamah Tabatabaei University, Tehran 1991 (1370).
12. Tylor, L., *Occupational Sociology*, New York, Oxford University Press, (1968).
13. Varga, L., Occupational Floundering, *The Personnel and Guidance Journal*, Vol. 52, (1973).