

Gender & Job Satisfaction: A Review Of The Factors Causing Job Satisfaction & Dissatisfaction Among Employees

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ABSTRACT

Job satisfaction is essential to maintain the productivity and enthusiasm of the workforce. The following study evaluated the various factors affecting Job Satisfaction among employees. A systematic review of literature was carried out by the researcher on the various factors found to have an impact on Job Satisfaction among employees. The aim of the study was to identify the differences in factors leading to job satisfaction among employees. The researcher has a firm belief that the identification of specific factors which lead to job satisfaction and dissatisfaction can help the organizations take steps to reduce discrepancies in job satisfaction levels. This may enable the organization to improve the job satisfaction levels and productivity among the employees. Factors pertaining to improving job satisfaction and reducing dissatisfaction were reviewed by the researcher. The researcher believes that with the help of these factors future policies and initiatives can be taken by the various organizations to improve their decision making and hopefully develop a positive and enthusiastic workforce. The researcher has also attempted certain suggestions and recommendations to tackle the issues.

Keywords: *Job Satisfaction, Gender, Recognition, Rewards, Working Environment, Communication, Feedback, Advancement*

1. INTRODUCTION

An organization is able to achieve success when the workforce and the personnel involved will be able to acquire job satisfaction from the job performances and the other associated factors. Amongst all the assets of the organization, human resource is regarded to be the most significant and a valuable asset, which is essential for the adequate operation of all the other resources of the organization. When the human

resources are satisfied with their jobs, then they will contribute towards the functioning of the organization to the best of their abilities and enhance productivity.

Job satisfaction describes how contented an individual feels with his job; this concept not only benefits the employees but also the organizational structure to a large extent. Job Satisfaction has always been a heavily researched area in the past few years. Although we have been able to conclude certain specific facts about Job Satisfaction and its related factors however, even today it is not possible to point towards certain factors and state with absolute certainty that 'these' are the factors leading to job satisfaction and dissatisfaction among all people. Job satisfaction, it seems, is fluid. It keeps changing according to situation, person etc. Thus, it is imperative to understand every aspect that may lead to or lead away from Job Satisfaction.

Job satisfaction is one of the important factors which have drawn attention of managers in the organization as well as academicians. Various studies have been conducted to find out the factors which determine job satisfaction and the way it influences productivity in the organization. Though there is no conclusive evidence that job satisfaction affects productivity directly since productivity depends on so many variables, it is still a prime concern for managers. Job satisfaction is the mental feeling of favorableness which an individual has about this job. Job satisfaction is very important because most of the people spend a major portion of their life at their workplace. Moreover, job satisfaction has its impact on the general life of the employees also, because a satisfied employee is a contented and happy human being. A highly satisfied worker has better physical and mental well-being.

Job Satisfaction plays a critical role in ensuring that employees remain loyal, committed and energetic in their work environment. A 'Job' is an occupational activity performed by an individual in return for his or her wage. 'Job satisfaction' portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Satisfaction refers to inner contentment or happiness for the person engaged in any job. It shows the relationship between 'what one expects' and 'what one achieves',

No task can effectively be accomplished unless a person derives enough of satisfaction out of it because the work plays an important role in the life of a man.

One of the most important purposes to do a job is to earn money because it is money only through which needs, demands can be fulfilled. If one gets a handsome salary by which one can afford the living may cause job satisfaction. But if the salary cannot bear one's expenditure then one cannot be satisfied with the salary. Findings from several studies underline pay as one of the most important factors influencing one's level of job satisfaction. Sometimes it has also been found that other job related factors are not satisfactory but pay is good, in these kind of situations employees are willing to serve the organizations just because of good pay. Thus job satisfaction may be a resultant feeling of satisfaction which the employee achieves by gaining from the job what he expects from it to satisfy his needs. It may be a function of the need straight or expectation and the potentiality of the job to provide for the fulfillment of needs.

Job satisfaction is the attitude of an employee which results from specific factors related with jobs such as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of the job, prompt with grievances, fair treatment by employer and other similar items. Job satisfaction is positive attitude towards one's job. A large number of research studies have established that job satisfaction is derived from caused by a number of inter related factors.

Job satisfaction of employees has been reported to vary with their occupational levels. Job satisfaction means good or positive attitude or feeling towards one's job. It is important to mention that an individual may hold different attitudes toward various aspects of the job. Character of individuals also influences job satisfaction. Individuals with high positive effectively are more likely to be satisfied with their jobs. Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations.

Some important factors influencing job satisfaction may be classified in two categories: **(A) Environmental Factors:** -Job content, Occupational level, Pay and

promotion and Supervision & **(B) Personal factors:** -Age, Sex, Educational level, Marital status and Experience (Ghosh, 2015).

The main purpose of this research paper is to identify the factors that influence job satisfaction. The main areas that have been taken into account are, theories of job satisfaction, factors influencing job satisfaction, and measurement of job satisfaction.

2. LITERATURE REVIEW

THEORIES OF JOB-SATISFACTION

Theory is a structure of fundamental concepts and principles around which knowledge in a field is organized. Principles are regarded as fundamental truths which can be used to describe and predict the results of certain variables in a given situation (Koontz & O'Donnell, 1972). Theory is a conceptual device for organizing knowledge and providing a framework for action. It is a roadmap to guide towards goals (Griffin, 1990). Theory is a systematic grouping of interdependent concepts and principles that gives a framework to or ties together a significant area of knowledge (Wehrich & Koontz, 1999). Theories offer explanations of how and why people think, feel, and act as they do. Theories identify important variables and link them to form tentative propositions that can be tested through research (Newstrom, 2007).

Though most of the discussions about the theories of job-satisfaction start with Maslow's theory of "Hierarchy of Needs" (1943) however, the story actually begins from early decades of the 20th century with the theory of "Scientific Management" commonly referred to as "Taylorism" by Frederick W. Taylor (1911) wherein humans are treated as "Economic-men" therefore "Money" is considered the biggest motivator for job-satisfaction. This view was then split apart by Elton Mayo & Associates (1924-33) during "Hawthorne Studies" about the nature of human being. They found that multiple factors contribute to the motivation and satisfaction of workers including, personal morale, positive interrelationships, management founded on the understanding of individual and group behavior through interpersonal skills like "motivating, counseling, leading and communicating (Wehrich & Koontz, 1999)."

CLASSIFICATION OF THE THEORIES

Across the literature, theories about the job-satisfaction have consistently been grouped either on the “nature of theories” or „chronological appearance these theories. For example, Dr S. Shajahan&LinuShajahan (2004) give nature-based grouping as Content-theories (Maslow’s Needs Hierarchy, Herzberg’s Two Factor theory, Theory X and Theory Y, Alderfer’s ERG theory, and McClelland’s theory of Needs) and Process-theories (Behavior Modification, Cognitive Evaluation Theory, Goal Setting theory, Reinforcement theory, Expectancy theory, and Equity theory).

Fred Luthans (2005) have been using a mix of nature-based and historically founded classifications and organized the theories into:

1. Content i.e. Needs Hierarchy, Two-Factors, and ERG theories;
2. Process i.e. Expectancy theory and Porter & Lawler model and
3. Contemporary i.e. Equity, Control and Agency theories.

Content Theories

The content theories base on what motivates people at work that is, identifying the needs, drives and incentives/goals and their prioritization by the individual to get satisfaction and thus perform effectively (Luthans, 2005). Researchers have prepared different lists of biological, psychological, social and higher order needs or requirements of human beings. Almost all the researchers have categorized these needs into primary, secondary and high level requirements of employees, which need to be fulfilled whenever worker is required to be motivated and satisfied. There are several content theories, which guide the managers in understanding “What motivates the workforce?”

Maslow’s Theory of Motivation/Satisfaction (1943)

Maslow’s hierarchy of needs is “the most widely mentioned theory of motivation and satisfaction (Wehrich& Koontz, 1999).” Capitalizing mainly on humanistic psychology and the clinical experiences, Abraham Maslow postulated that an individual’s motivational needs could be arranged in a hierarchy. Once a given level of needs is satisfied, it no longer helps to motivate. Thus, next higher level of need

has to be activated in order to motivate and thereby satisfy the individual (Luthans, 2005). Maslow (1943) identified five levels in his need hierarchy:

1. Physical needs: (food, clothing, shelter, sex),
2. Safety needs: (physical protection),
3. Social: (opportunities to develop close associations with other persons),
4. Esteem/Achievement needs: (prestige received from others), and
5. Self-Actualization: (opportunities for self-fulfillment and accomplishment through personal growth) (Maslow, 1943).

Furthermore, individual need satisfaction is influenced both by the importance attached to various needs and the degree to which each individual perceive that different aspects of his or her life should, and actually do, fulfill these needs (Karimi, 2007). Some argue that Maslow's hierarchy of needs theory is the first motivation theory actually laid the foundation for "job satisfaction theory".

Herzberg's Two-Factor Theory (1959)

Herzberg developed a specific work motivation theory. He did a motivational study on about 200 accountants and engineers employed by firms in Pittsburgh, Pennsylvania. He used the critical incident method of data collection with two questions: a. when did you feel particularly good about your job – what turned you on? And b. when did you feel exceptionally bad about your job – what turned you off? (Luthans, 2005).

Tabulating these reported good and bad feelings, Herzberg concluded that job satisfiers (motivators) are related to job content and that job dissatisfiers (Hygiene factors) are allied to job context. Motivators relate to the job contents like Achievement, Recognition, Work itself, Responsibility and Advancement). They hygiene factors do not "motivate/satisfy" rather "prevent dissatisfaction." These factors relate to the context of the job such as, Company policy, Administration, Supervision, Salary, Interpersonal relations, Supervisor, and Working conditions (Herzberg et al., 1959).

The theory has been admired as the most useful model to study job satisfaction (Kim, 2004), for example, the theory has been found supported in educational settings (Karimi, 2007) and it has been used as a theoretical framework for scientifically assessing police officers' job satisfaction (Getahun et al., 2007) however, a review of literature revealed criticisms of the motivator-hygiene theory (Karimi, 2007). For example, researchers have not been able to empirically prove the model. Likewise, the theory ignores the individual differences and assumes that all employees react in a similar manner to the changes in motivators and hygiene factors.

Theory X & Y by Douglas McGregor(1960)

After viewing the way in which managers dealt with employees, McGregor concluded that a manager's view of the nature of human being is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior toward subordinates according to these "assumptions" (Robbins, 1998).

Theory X Assumptions

1. Average human beings have an inherent dislike of work and will avoid it if they can.
2. Because of disliking work, most people must be coerced, controlled, directed, and threatened with punishment to get them work for organization.
3. Average human beings prefer to be directed, wish to avoid responsibility, have relatively little ambition, and want security (Wehrich& Koontz, 1999).

Theory Y Assumptions

1. Physical and mental efforts in work are as natural as play and rest.
2. External control and threat are not the only means for producing effort toward organizational objectives. People will exercise self-direction and self-control in achieving committed objectives.
3. Degree of commitment to objectives is in proportion to the size of the rewards associated with achievement.
4. Average human beings learn, under proper conditions, not only to accept responsibility but also to seek it (Wehrich& Koontz, 1999).

Theory of Needs - Achievement Theory (David McClelland, 1961)

McClelland and Associates argued that some people have a compelling drive to succeed. They are striving for personal achievement rather than the rewards of success per se. they have desire to do something better or more efficiently than it has been done before so they prefer challenging work - these are high achievers (Shajahan&Shajahan, 2004). Theory emphasizes on the achievement motives thus, also known as "achievement theory" however model includes three interrelated needs or motives:

1. Achievement: The drive to excel, to achieve in relation to asset of standards, to strive to succeed.
2. Power: The need to make others behave in a way that they would not have behaved otherwise (Shajahan&Shajahan, 2004). It refers to the desire to have an impact, to be influential, and to control others (Robbins, 2005).
3. Affiliation: The desire for friendly and close interpersonal relationships (Shajahan&Shajahan, 2004). People with high affiliation prefer cooperative situations rather than competitive ones (Robbins, 2005).

ERG Theory by Clayton P. Alderfer (1969)

Clayton Alderfer (1969) has reworked Maslow's need hierarchy to align it more closely with the empirical research. He did a grouping of the Maslow's hierarchy of needs into three groups of needs: Existence, Relatedness, and Growth, thus ERG theory. His classification of needs absorbs the Maslow's division of needs into: Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualization) (Shajahan&Shajahan, 2004). Alderfer is suggesting more of a continuum of needs than hierarchical levels or two factors of prepotency needs. Unlike Maslow and Herzberg, he does not content that a lower-level need must be fulfilled before a higher-level need becomes motivating or that deprivation is the only way to activate a need (Luthans, 2005).

Process Theories

Unlike content theories, process theories are more concerned with "how the motivation takes place? ".The concept of "expectancy" from "cognitive theory" plays

dominant role in the process theories of job-satisfaction (Luthans, 2005). Thus, process theories try to explain how the needs and goals are fulfilled and accepted cognitively (Perry et al., 2006). A number of process-oriented theories have been suggested. Some of these theories have caught the attention of researchers who tested these hypotheses in different environments and found them thought-provoking. The leading theoretical formats in process domain are the following:

Equity Theory by J. Stacy Adams(1963)

Equity theory says that employees weigh what they put into a job situation (input) against what they get from it (outcome) and then compare their input-outcome ratio with the input-outcome ratio of relevant others. If they perceive their ratio to be equal to that of the relevant others with whom they compare themselves, a state of equity is said to exist (Robbins, 2005). The first of these fairness perceptions - distributive justice - has been extensively studied over the past few decades under the more readily recognizable name of equity theory (Yusof&Shamsuri, 2006). Continuing through the motivation cycle suggests that high performance leads to the receipt of rewards, both intrinsic and extrinsic, which leads to increased employee satisfaction when such rewards are valued by the employee and perceived as equitable (Perry et al., 2006).

Vroom's Expectancy Theory (1964)

Victor H. Vroom holds that people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see (probability) that what they do will help them in achieving them (Wehrich& Koontz, 1999:470). Vroom's theory is characterized with three major variables: valance, expectancy and instrumentality. Valance is the strength of an individual's preference (or value, incentive, attitude, and expected utility) for a particular output. Expectancy refers to the probability that a particular effort will lead to a particular first-level outcome. While instrumentality is the degree to which a first-level outcome will lead to a desired second-level outcome. For example, a person would be motivated (motivational force or effort) toward superior performance (first-level output) to realize promotion (second-level output) (Luthans, 2005).

Vroom recognizes the importance of various individual needs and motivations (Wehrich& Koontz, 1999). For example, expectancy theory suggests that rewards used to influence employee behavior must be valued by individuals (Perry et al., 2006). Thus, theory is considered as the “most comprehensive theory of motivation and job satisfaction (Robbins, 2005).” This theory explains that motivation is a product of three factors: how much one wants a reward (valance), one’s estimate of the probability that effort will result in the successful performance (expectancy), and one’s estimate that performance will result n receiving the reward (instrumentality), which is explained as **“Valance × Expectancy × Instrumentality = Motivation”** (Newstrom, 2007).

Porter/Lawler Expectancy Model (1968)

Porter and Lawler point out that “effort” (force or strength of motivation) does not lead directly to “performance.” It is moderated by “abilities and traits” and by “role perceptions”. Similarly, the “satisfaction” does not depend on performance rather it is determined by the “probability of receiving fair rewards” (Wehrich& Koontz, 1999). The Porter-Lawler motivation model suggests that motivation depends on several interrelated cognitive factors, for example, effort stems from the “perceived effort-reward probability” before it is initiated. However, before this effort is converted into performance, the “abilities and traits” plus “role-perceptions” cast moderating effect on the real efforts invested for performance. Finally, it is the “perceived equitable rewards”, which detemines „job-satisfaction.“ (Luthans, 2005).

Goal-Setting Theory by Edwin Locke (1968)

In late 1960s, Edwin Locke argued that intentions, expressed as goals, can be a major source of work motivation and satisfaction (Shajahan&Shajahan, 2004). Some specific goals lead to increased performance. For example, difficult goals, when accepted, result in higher performance than easy goals and that feedback leads to higher performance than no feedback. Similarly, “specific hard” goals produce a higher level of output than “generalized” goals of “do your best”.

Furthermore, people will do better when they get feedback on how well they are professing toward their goals because feedback helps to identify discrepancies

between what they have done and what they want to do. Studies testing goal-setting theory have demonstrated the superiority of specific, challenging goals with feedback, as motivating forces (Robbins, 2005).

The goal-setting theory is the single most researched and dominant theory of employee motivation in the field, for example, researchers have applied goal-setting theory to studies of more than 40,000 participants' performance on well over 100 different tasks in eight countries in both lab and field settings (Perry et al., 2006). Goal theory proposes that difficult goals require focus on the problem, increase sense of goal importance, and encourage persisting and working harder to achieve the goals. Goal theory can be combined with cognitive theories to better understand the phenomena, for example, cognitive tool of self-efficacy is the perception of the difficulty of a goal and ability to achieve the goal. Greater self-efficacy is positively related to employees' perception that they are successfully contributing to meaningful work and therefore foster enhanced work motivation (Moynihan & Pandey, 2007).

Job Satisfaction & Factors Affecting Job Satisfaction:

Davis et. al.(1985) stated that job satisfaction is a permutation of positive and negative emotions experienced by workers towards their work. The state that workers bring along with them needs desires and experiences which lead to expectations from the job itself. Job satisfaction thus, is representative of the extent to which expectations are met in reality and is linked to his or her behavior at the workplace. The attribution of positive and favourable attitudes towards jobs indicates job satisfaction and negative and unfavourable attitudes indicate job dis-satisfaction (Armstrong, 2006). Kaliski(2007) further proclaimed job satisfaction to be a key ingredient which led to worker recognition, income, promotion and goal achievement within the job. Therefore, it can be construed that job satisfaction brings with it a sense of achievement and success on the job. This can further lead to one believing that it will lead to worker productivity.

George et.al.(2008) have said of Job Satisfaction as being a collection of feelings and beliefs that workers have about their job and the degrees of satisfaction may range between extremely positive and extremely negative.

Factors such as the nature of work, peer relations and income can also have an impact on Job Satisfaction. Herzberg (1976) as cited by Aziri (2011) differentiated factors causing job satisfaction in two distinct categories viz. Hygiene Factors (Company Policies, Supervision, Interpersonal Relations, Work Conditions, Salary, Status and Job Security) and Motivators (Achievement, Recognition, Work Itself, Responsibility, Advancement and Growth). These factors play a major role in the job satisfaction of employees at the workplace.

According to Mitra, (2018), job is an occupational activity whereas, satisfaction is a combination of psychological and emotional experiences at work. In her work, she states, that education is a widely recognized indicator of development. Employees are an important resource in the education infrastructure. The quality of an education system is dependent on the quality of employees. High morale is one of the factors leading to the quality of teaching as per Bolin(2007).

Job satisfaction is a complex area in management research which has been heavily studied and focused upon and managers need a highly satisfied staff to ensure motivated and productive employees. Job satisfaction is known to have a direct impact on business performance (Aziri, 2011). Job satisfaction has been defined as, "any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job" (Hoppock, 1935). The well-known scholar Vroom(1964) defines it as affective orientations on the part of individuals toward work roles which they are presently occupying. Job satisfaction can also be defined as the extent to which a worker is fulfilled with the rewards received out of his job, especially intrinsic motivators (Statt, 2004).

Job satisfaction is the combination of emotional and psychological experience at any work. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Any work cannot be effectively done without satisfaction. School employees are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's wellbeing. Job satisfaction is one factor that will ensure employee performance and productivity. The employees would get interested to teach their students effectively when they are

satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Employees would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomenon in every sector especially in the teaching profession (Nigama, 2018).

Job satisfaction directly is related to motivation and morale. This has a direct impact on the involvement and commitment employees have towards their jobs. In the Education Sector, Employees play a most vital role where they ensure the fulfillment of the needs and achievement of goals of the students. It is through their efforts that students are molded into a finished and confident product. A survey conducted on employee's job satisfaction in 12 countries identified that absenteeism; irregularity and shortage of commitment were the effect of Low Job Satisfaction according to Bennell & Akyeampong (2007) as cited by Nigama *et. al*, (2018).

Shann (2001) as discussed by Nigama *et. al*, (2018) says that Employee's job satisfaction is not only important to the employees but also important to the students. Employees retention, commitment can be predicted by job satisfaction. The quality of employees, commitment, satisfaction and motivation levels are key determinants of employee performance and in turn, they become supporting pillars of the organization (Jyoti, 2006). The opportunities for growth, supervision, social relationships, quality and stability of position may be factors that influence the career of an employee and in turn affect the performance of his or her duties. Mitra (2018) in her work points out both extrinsic and intrinsic factors affect satisfaction levels of employees. She further classifies intrinsic satisfaction is derived from classroom activities and extrinsic factors as including salary, perceived support from superiors, safety and resources.

Sukiet.*al*.(2011) examined and found that gender does not have impact on employee perception of job satisfaction and organizational commitment. They found that men and women have similar levels of organizational commitment. On similar lines, Kumari & Jafri(2011) found that female employees identified greater levels of organizational commitment than male employees. Zilliet.*al*.(2012) re-affirmed the findings of Kumari & Jafri(2011) when conducting their study. Mehta (2012) on the other hand found that job satisfaction perception was affected by type of

organization, as well as, gender wherein there was a significant difference in levels of job satisfaction among government and private school employees. Nagar (2012) in his study could identify that the mean scores for job satisfaction was higher for female employees than male employees.

Quarsteinet.al.(1992) had identified that situational characteristics such as salary, supervisory practices, working environment, promotion, extra vacation time, rewards etc. have a positive or negative effect on perception of job satisfaction. Griffin (2000) found that if due rewards are not given then satisfaction levels and performance levels decrease. Bavendam (2000) reported that job satisfaction of employees affects attitude towards the job and thereby impacts student learning process. He further stated that only satisfied employees can lead to better performance and improved quality in teaching. Bavendam (2000) in his report, also clarified that satisfied employees are more industrious, committed and have a higher retention rate.

A study conducted job satisfaction of 236 employees in secondary school observed that the female employees are highly satisfied when compared to the male employees. The employees working in the government schools according to the study, showed higher satisfaction than the employees working in the private schools (Ahamd, 2003).

Gupta *et. al.* (2009) conducted a study on job satisfaction. They observed that the relationship of job satisfaction with the organizational stress and locus of control on vocational employees resulted in there being no significant different regarding gender. Thus, it can be inferred that organizational stress may not always have impact on Job Satisfaction pre se.

Berger-Schmitt *et. al.* (2000) examined the factors which affected the job satisfaction perceptions among employees. Through their study, it was observed that the motivation, employees relationship with the administration and working environment were the factors that had a significant effect on the job satisfaction of the employees.

Agarwal (1991), had conducted his study on job satisfaction of primary and secondary level school employees. The results revealed that the experienced and

married employees of government schools are highly satisfied as compared to the employees of the private schools. The report also shed highlighted that the age and the marital status have no significant effect on the relationship with job satisfaction.

Shama & Jyoti (2009) conducted a survey among private and government school employees in Jammu City. The sample contained 120 respondents. The revelation from the study state that the levels of satisfaction among government and private employees have a significant difference with respect to high satisfaction and low satisfaction levels. Also, it was observed that private employees were having higher levels of satisfaction. Muchhal M.K. *et. al.*, (2010) conducted a study on job satisfaction of primary school employees in the Bagpat district. The study revealed that there was a significant difference between female and male employees with respect factors leading to job satisfaction levels.

Kumar *et. al.* (2011), found indicators that the employees' satisfaction levels and their attitude towards teaching was affected by the gender of the employee, marital status of the employee and the minimum qualification of the employee. Thus, different factors which may lead to differences in job satisfaction were identified by them.

John (2010), Mehta (2012), and Zilli (2012) in their respective studies identified that an employee's perception is affected by the type of organization he or she is working for. A significant difference was found in the levels of satisfaction among employees in government and private schools.

Iqbal & Akhtar (2012) carried out a study to compare the levels of satisfaction among employees and through a t-test analysis attempted to compare the levels of satisfaction among employees with respect to their gender. The results showed that female employees have a tendency towards greater satisfaction when compared to the male employees.

Raj & Lalita (2013) concluded through their study that there was no significant difference with respect to levels of satisfaction among private and public sector schools. Moorthy, (2013) in his empirical study to find the satisfaction levels of female employees resulted in the revelation that they experience a moderate level of satisfaction. Achanta *et. al.* (2014) in their study, conducted a survey on the level of

satisfaction among primary school employees. The resultant outcome of the survey was that male employees gained a higher mean score when compared to female employees and thus inferred that there was a significant difference between male and female employee job satisfaction levels.

Neog *et. al.* (2014) in their found the determinant factors which were accountable for job satisfaction such as; the relationship between job satisfaction and fair compensation; working environment and job satisfaction, job security and job satisfaction. They observed that salary was a factor of vital importance which influenced the job satisfaction levels of employees and showed that the level of satisfaction is average among employees.

Nadeem (2011) concluded that demographic factors such as age, gender, experience, academic rank and degree were not highly related to job satisfaction but identified that there is a significant difference between contractual and regular employee's job satisfaction levels with respect to pay, fringe benefits and rewards. Atta *et.al.*(2012) found that a job satisfaction level of employees directly affects students and classroom performance. Bishay (1996) on the other hand found that job satisfaction and motivation are significantly correlated with responsibility levels, gender, subjects being taught, age, experience and activities conducted by the employees within classroom. Yet, Sapana (2013) *et.al.* states that improving the conditions of employees and identifying the factors affecting their job satisfaction have not been seriously attempted as of yet.

3. METHODOLOGY

3.1 Objectives of the Study:

1. To evaluate the various theories propounded by scholars on the topic of Job Satisfaction.
2. To identify the different factors affecting job satisfaction male and female employees.
3. To review and assess the various findings and suggest certain effective areas in which these findings can be used by the future scholars.

3.2 Sampling Methodology:

A systematic literature review was conducted for the purpose of this study with the intention that there is a requirement for analyzing the past inferences drawn by the countless scholars that have come before. The researcher identified core studies and current articles with respect to the Indian scenario and also many foreign scholars and their reports, books and research papers as well for the same.

3.4 Data Collection:

Secondary Data: The following is a theoretical study limited to the secondary data and secondary data sources only. It is with respect to the review being conducted by earlier scholars and researchers on which the present study has been based. The secondary data was collected through the several sources such as journals, articles, textbooks and websites.

Limitations: The study is limited to a review and analysis of research conducted by past scholars and researchers. It was conducted with an intention to ensure that the work which is being done is analyzed and the various factors affecting job satisfaction are identified. The study limits itself to the effect or differences in perceptions among employees only.

4. ANALYSIS AND DISCUSSION

The above results help the author infer that there are significant differences with respect to the areas such as Training Opportunities, Reward Systems, Recognition of performance, Favourable working environment, Communication within organization, Appropriate and timely feedback, Code of Ethics and Opportunities of advancement. Thus, it is clearly visible from the above results that the male and female perspectives with respect to job satisfaction are quite different from each other. There is a clear difference with respect to eight factors of job satisfaction. The above analysis lends an idea that there is a significant difference between multiple factors which affect job satisfaction. The only way to tackle these issues is through the actions of the senior management for promoting gender neutrality. There is a need to give greater importance to female Employees in future training opportunities. There is also a need to test whether the reward and recognition systems are not

unfairly biased towards the males. There is also a need to improve the communication and feedback systems within organizations significantly. Also, greater importance should be given to adherence to the Code of Ethics within organizations as well as, provide greater opportunities of advancement to females. There is a need for the management to be sensitized towards the needs of female Employees. This can be achieved through greater dialogue and detailed discussions as to what may be troubling them. It is evident from the findings that the work environment is not favourably perceived by the females and they also believe that the communication within the organization is not up to the mark so these two factors can be taken care of using greater communication. Also, future training opportunities and greater recognition and rewards for them. It may also be very helpful in enforcing more ethical behaviour within the organization.

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