Review of Literature

The study by Abdul Qayyum Chaudhry (2012) aimed to find out the relationship between occupational stress and job satisfaction based on age, gender, nature of job, cadre, work experience of university teachers, and sector of university.

The study by Ravindra Pathak and Dr. Manoj Patwardhan (2011) identified the factors of job involvement, organizational effectiveness and established the relationship between job involvement and organizational effectiveness. This study revealed that the job involved that the employees directly contribute in organizational effectiveness by way of their working style, approach towards the attainment of organizational goals, quality improvement, acquisition of new talent and skills, etc.

Jaime X. Castillo & Jamie Cano (2004) in his paper factors explaining job satisfaction among faculty have described the amount of variance in faculty member’s overall level of job satisfaction. The factors “recognition,” “supervision,” and “relationships” explained the variability among faculty members’ overall level of job satisfaction. Additionally, they also investigated the suitability of a one-item versus a multi-item measure of overall job satisfaction.

Chughtai, Aamir Ali (2008), examined the impact of job involvement on the self-report measures of in-role job performance and organizational citizenship behavior. The results of this study revealed that job involvement was positively correlated with both-in-role job performance and Organizational citizenship behavior. In addition to this, it was found that organizational commitment partially mediated the job involvement-performance relationship. Furthermore, the findings of this research uncovered that job involvement exerted a stronger impact on Organisational citizenship behavior than on in-role performance.

Cheng Chi Keung (2008) examined theoretically the causal relationship between teacher participation in decision-making and their affective outcome for developing a participatory decision model, and identifies the decision domains that would assist school administrators to effectively involve teachers in decision-making under the school-based management policy. Furthermore the study extended their knowledge of the relationships between decision-making involvement and affective outcomes. It does not support the theory that a school-based management governance structure automatically enhances teachers’ participation in decision-making. School administrators should encourage teacher participation in curriculum and
managerial decision domains, as the intent of the SBM policy is to increase job satisfaction and to enhance greater commitment to the school policies.

An attempt was made by **P.C. Mishra and Minum Sharma (2005)** to find out the relationship of social support and job involvement in prison officers. The result shows that social support (overall) and its dimensions, namely, appraisal support, tangible support and belonging support have a significant positive relationship with job involvement. The study suggests that overall social support is a significant predictor of job involvement in prison officers. The other predictors are belonging support, appraisal support and tangible support.

**Salman Khalid, Muhammad Zohaib Irshad and Babak Mahmood (2012)** investigated the relationship between various facets of job satisfaction among university academicians in Punjab Province, Pakistan and how these differences affect overall job satisfaction of academicians. Further it offered practical suggestions to the educational institutions and human resource manager on how to pay, promote, retain and maintain equity in the organizations.

**Gedaliahu H. Harel, Shay S. Tzafrir and Yehuda Baruch (2003)** reviewed the literature of three streams of management studies – Human Resource Management (HRM), women in management and organizational effectiveness- a model was developed, bringing these perspectives together into a single comprehensive framework. The model suggests positive associations between HRM practices, fairness in promotion and organizational effectiveness. The findings indicate a significant and positive association between high-quality HRM and fairness in the promotion of women in organizations. Fairness in the promotion of women in managerial ranks was also found to be associated with higher organizational effectiveness.

**Abraham Carmeli (2005)** proposes and tests a model that attempts to explain the role of situational and personal-related factors relating to why top executives become involved in their jobs. The results indicate that both situational and personal-related factors predict job involvement. The findings show that the relationship between perceived external prestige and job involvement is mediated by affective commitment, and that the relationship between protestant work ethic and job involvement is mediated by normative commitment.

**Ishwara P., P.Laxman (2007)** evaluated the perceived level job involvement among the university teachers working at the post graduate departments in Karnataka State. Analysis of the data indicated that around 60% of the university teachers perceived and were reported to have been moderately involved in the job. There is no significant difference in the levels of job
involvement among the university teachers, irrespective of their cadre. All the teachers are perceived to have more or less the same level of job involvement.

**Bernard Redshaw (2000)** explained in his study that trainers are often pressed to explain to potential clients the anticipated gains the organization can expect from a training event. The task is made all the more difficult as organizations often demand that the explanation be given in financial terms with measurable quantifiers. The study considers measures commonly used for organizational effectiveness and suggests a way of combining them to form the basis of a framework that can be agreed with the client before the event takes place. This framework should also fit into the origination’s existing performance evaluation system.

The study by **Muhammad Saboor Hussain, M. Manshoor Hussain Abbasi, Muhammad Afzal Awan and Aisha Farid (2012)** explored the issue of teacher identity in the field of SLE. Furthermore, the study reported that second language teachers are primarily concerned about student achievement and institutional evaluation beside numerous other factors such as job satisfaction, socio-economic concerns, choices of teaching strategies and tools and native and non-native speaking issues which directly and indirectly influence the second language teacher identity.

**Vinita Sinha (2010)** in her article Job Burnout, Individual Coping Styles and Well-Being at Work: A Comparative Study of Men and Women Employees of a Private Enterprise have concluded that burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism and inefficacy. The focus on engagement, the positive antithesis of burnout, promises to yield new perspectives on interventions to alleviate burnout. The social focus of burnout the solid research basis concerning the syndrome and its specific ties to the work domain make a distinct and valuable contribution to people’s health and well-being.

**Lampe Enderlin and Scherie (2002)** examined the degree of congruence between teacher’s perceived and aspired level of shared decision making and teacher self-efficacy, which is believed to be a central component in the restructuring of schooling. It is asserted that there is a lack of clarity regarding the role expectations and aspirations of teachers regarding decision making, which results in a lack of general and personal self-efficacy.

An attempt has been made by **Talat Islam, Zulifqar Ahmad, Ishfaq Ahmed, Ashfaq Ahmad, Saeed Muhammad and Saher Khushi Muhammad (2012)** to find the influence of
compensation and demographical impact on the commitment and job satisfaction of the teachers. The data was collected from 169 faculty members; SPSS was used to analyze the data. The findings of the study indicate that compensation is positively associated with both teacher’s commitment and job satisfaction. Findings of the study also revealed that married and female teachers are more satisfied and committed with their institutions. Similarly satisfaction and commitment level of the teachers increased with the increase in their job experience.

Marius Stander and Sebastiaan Rothmann (2009). Shift-share analysis of employment as a measuring instrument for human resource management was proposed by this study. The results obtained through this technique can assist human resource management on the macro-level in making informed and strategic decisions regarding future employment practices and trends.

An attempt was made by Khurram Shahzad, Sajjad Hussain, Sajid Bashir, Anwar F. Chishti, Zafar Mueen Nasir (2011) at finding the impact of organizational environment, job satisfaction of employees and career growth opportunities upon the employee’s intent to leave the organization in the public sector of Pakistan. Inferential statistical tests were conducted to analyze the data for exploration of the extent of relevance among the variables taken into the consideration in this study. The results of this study indicate significant negative correlations among three independent variables and turnover intentions. The study contributes for understanding of the factors other than compensation on the employee’s decision of retention with current employer in a developing country like Pakistan.


In their study Nadeem Bhatti, Ghulam Murta Maitlo, Naveed Shaikh, Muhammad Aamir Hashmi and Faiz. M. Shaikh (2012) investigated the impact of Autocratic and Democratic Leadership style on job satisfaction in private and public school. It was found that Leadership style has a positive impact on job satisfaction and public teachers have high level of job satisfaction rather than private teachers.

Popa Daniela and Bazgan Marius (2011) prompted to study their professional satisfaction correlated with job performance. The results showed a low level of overall satisfaction, which is an indicator of the phenomena that correlate.
Dap Louw, Evy George and Karel Esterhuyse (2011) focused on the magnitude and nature of burnout amongst Namibian teachers as well as the influence of biographical factors on their levels of burnout. Further they aimed to determine the extent to which the results of this study correlate with research findings in other countries. The main findings of the study were that the participants experienced similar levels of burnout compared to teachers in other countries. This was especially true for emotional exhaustion. Teaching experience was the biographical variable that yielded the most significant positive correlation with burnout.

The study by Michael Adeniyi Omoyemiju, Alaba Adeyemi Adediwura (2011) examined the teachers’ perceptions of school organizational health (i.e. resource support, job satisfaction among staff, morale boosts, institutional integrity and initiating structure). It was found that with little motivation and encouragement, the commitment to good organizational health could be transformed into commitment to work and thus, leading to better academic performance of students in the public schools.

Ayaz Ul Haq, Asad Iqbal Khattak, Syed Neiman Raza Shah and Kashif-ur-Rehman (2011) investigated the issues affecting the job satisfaction of the teachers of private colleges of Rawalpindi and Islamabad, Pakistan and further the overall effect of job satisfaction on turnover intention. Results showed that culture of an organization and its reward system are having positive impact on job satisfaction and workload and leadership role have negative impact job satisfaction. Job satisfaction itself has strong relation with turnover intention.

Safdar Rehman Ghazi (2011) through his study documented age and qualification influence on facet-specific levels of job satisfaction as measured by the Minnesota Satisfaction Questionnaire (MSQ). Results based on this study provide a sufficient ground to frame the following recommendations; salary of the teachers should be increased, a large amount in annual budget should be reserved to improve the working conditions in the schools, special attention should be given to facilitate the medium age teachers, studies on satisfaction and age should be conducted to investigate the reason why satisfaction increases in younger and older age while decreases in middle age, and studies on satisfaction to investigate more predictors to job satisfaction should be conducted.

Azhar Mahmood, Saira Nudrat and Muhammad Musaud Asdaque (2011) explored the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. The findings were that generally teachers were less satisfied with
advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers’ job satisfaction.

The study by Shoukat Ali Raza, Nadeem Bhatti, Muhammad Aamir Hashmi, Faiz.M. Shaikh and Kamran Shafiq (2011) investigates the relationship between job stress and job satisfaction among University teachers in Pakistan. The determinants of job stress that were examined included management role, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. The results showed that that Job stress has negative impact on their health.

Milda Astrauskaite, Raimundas Vaitkevicius and Aidas Perminas (2011) examined Job Satisfaction Survey’s (JSS) relevance for estimation of job satisfaction in teacher population. Furthermore, the best model in the present study was determined to be a three facet model, including promotion, supervision and nature of work.

The study by Sabry M. ABD-EL-FATTAH (2010) investigates the longitudinal effects of a pay-increase schema, known as the teachers’ cadre, on teachers’ job satisfaction. The results of the study showed that pay increase did not have a significant effect on teachers’ job satisfaction. After pay increase, teachers with high academic attainments were significantly less satisfied with their teaching profession than teachers with low academic attainments. After pay increase, male teachers were significantly more satisfied with their teaching profession than female teachers. Length of service did not have a significant effect on teachers’ job satisfaction.

Maylén L. Rojas, Johana A. Zapata and Hugo Grisales (2009) determined the prevalence of burnout syndrome, its relationship with several demographic and labor variables, and labor satisfaction in teachers who were working in the National Faculty of Public Health. They concluded that, in general, teachers reported low levels of emotional tiredness, depersonalization and personal fulfillment (the latter being a negative indicator). Furthermore, no differences were found in scores of job satisfaction by sex, age or the type of contract.

Muhammad Ehsan Malik, Samina Nawab, Basharat Naeem and Rizwan Qaiser Danish (2010) investigated the impact of teachers’ satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimensions to their job.
The study by **Muhammad Madi Abdullah, Jegak Uli and Balakrishnan Parasuraman (2009)** provides empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. It also attempts to identify the work dimension factors that affect the job satisfaction of the teachers and to ascertain how these factors relate to the aforementioned teachers’ characteristics.

**Cavit Yavuz, Cemile B. Karadeniz (2009)** have statistically analysed whether there are factors affecting job satisfaction and demographic features. Further they have investigated the dimensions of the effect on job satisfaction of motivation of class teachers.

The study by **Ofili A, Usiholo E and Oronsaye M (2009)** aimed to ascertain the level, causes of job dissatisfaction, intentions to quit and psychological morbidity among teachers in private secondary schools in a developing country. This study shows a low level of job satisfaction among Nigerian teachers. Poor salary was the major cause of job dissatisfaction and intension to quit.

**Engin Karadag (2009)** aimed to find out the determination of the relationship between the leadership styles perceived by teachers of primary schools and their job satisfaction.

**Zhenxiong Chen (2001)** investigated the relationship between loyalty to supervisor and two employee outcome variables, i.e. job satisfaction and intent to stay. His results indicated that loyalty to supervisor is positively related to job satisfaction and intent to stay. Loyalty to supervisor explained variance in these two outcome variables over and above that explained by organizational commitment. The results also confirm the previous findings that only the three extended loyalty to supervisor dimensions were significantly associated with employee outcomes, while the two original loyalties to supervisor dimensions were not.

**Josée Bloemer, Gaby Odekerken-Schröder (2006)** in their study they investigated the impact of employee relationship proneness (RP) on the three different types of attitudinal loyalty (affective, calculative, and normative commitment (NC)) and relate these different types of attitudinal loyalty to employee loyalty behaviours in terms of word-of-mouth, intention to stay (ITS), benefit insensitivity (BI), and complaining (COM). Their study results revealed that employee RP is a strong antecedent of affective and NC. Affective commitment plays a pivotal role in creating all positive loyalty behaviours of employees, whereas normative commitment only supports intention to stay and benefit insensitivity while it has a negative impact on
complaining. Calculative commitment has a negative impact on benefit insensitivity and complaining.

Chen, Zhen Xiong, Tsui, Anne S. and Farh, Jiing-Lih Larry (2002) investigated the relationship between loyalty to supervisor and employee's in-role and extra-role performance in comparison with that of organizational commitment in the People's Republic of China. Two studies were conducted. In the first study, a five-dimension loyalty to supervisor scale was developed and validated. In the second study, the relationships between loyalty to supervisor, organizational commitment and employee performance were examined. Results indicated that loyalty to supervisor was more strongly associated with both in-role and extra-role performance than organizational commitment. The findings are discussed in terms of their implications for future research and management practices in cross-cultural settings.

Miguel Pina e Cunha (2002) in his case study of an integrated information technology services firm, examines how the interplay between culture, structure, and leadership is managed in order to build control and employee loyalty. He focuses on the salient features of the case, namely that a high-profile culture combines with a low-profile leadership and with minimal structuring to create a vibrant and loyalty-generating organizational environment. He proposes that these processes are effective because they reinforce one another. It is their articulation, not their existence that acts both as an unobtrusive control mechanism and as an employee loyalty-generating process, fulfilling the needs of both the organization and its professionals.

Brian P. Niehoff, Robert H. Moorman, Gerald Blakely, Jack Fuller (2001) provided a useful outline of the work in the area of “Maintaining survivors’ loyalty in a downsizing environment is a difficult problem for management practitioners”. Theorists have suggested that empowerment and job enrichment are mechanisms that allow survivors to cope with the stress of downsizing. Their study examined the relationships between managerial empowerment behaviors, perceptions of job enrichment, and loyalty behaviors with employees who have survived downsizing in an organization. Results showed that empowerment does not have a direct effect on loyalty but affects loyalty indirectly through job enrichment. The results are discussed in terms of their implications for theory and practice.

Kyle LaMalfa (2007) in his study pointed out that as an employer, you need to understand why your employees are emotionally connected to your business - and it's generally much more than
salaries, training, or benefits. Research shows that emotionally connected employees are the best employees because they are engaged and productive, and they feel validated and appreciated.

Frederick Reichheld (2006) in his study he reported that loyalty, for those who plan to stay with an employer at least two years, can be affected by several factors, including benefits and pay, working environment, job satisfaction and customers. Employee loyalty is critical for organizations as constant turnover or churn can be very expensive. In his report he stated that one of the most effective ways to improve employee loyalty is to make employees feel like they are an important part of the organization. His report found that only 55 percent of the employee’s surveyed feel like their organization treats them well. He suggested that an employee feedback system can help raise employee loyalty by providing two-way communications between employees and management. If employees feel like the organization is listening to them, recognizing them for their contributions, they will more likely be loyal to the company.

Rhian Silvestro (2002) in his paper reported some empirical findings which appear to challenge the received wisdom prevailing in the operations management, service management, TQM and HRM literatures, namely, that employee satisfaction and loyalty are key drivers of productivity, efficiency and profit. An empirical study of one of the UK’s four large supermarket chains reveals an inverse correlation between employee satisfaction and the measures of productivity, efficiency and profitability, the most profitable stores being those in which employees are least satisfied. Employee loyalty, measured in terms of length of service, also appears to be inversely correlated with productivity and profitability.

The study by Zhenxiong Chen, Anne s. Tsui, Jiing-Lih Larry Farh (2002) examined the relationship between loyalty to supervisor and two employee outcome variables, i.e. job satisfaction and intent to stay. The results indicate that loyalty to supervisor is positively related to job satisfaction and intent to stay.

Paul L. Martin, Roy T. Black (2006) in the intensive phase of their study the authors explored how a firm can incorporate real estate strategy with its core strategy, using the workspace to support its human resource objectives. The intent is to examine how important the quality of the workplace is to employees and the resulting impact it can have on productivity, loyalty, satisfaction, and retention in a knowledge industry.

Ioannis Nikolaou, Ioannis Tsaousis (2002) in their study they explored the relationship between emotional intelligence and sources of occupational stress and outcomes on a sample of
professionals in mental health institutions. He suggested a new role for EI as a determinant of employee loyalty to organizations.