

The importance of job satisfaction management essay

[Business](#), [Management](#)



In finding relevant literature on job satisfaction, some authors seem to use the terms " job satisfaction" and " motivation" interchangeably. However, the two concepts can also be viewed as separate concepts. Motivation can be defined as a persistent effort directed towards a goal (Weallens, 2003, p. 267). Job satisfaction, on the other hand, refers to a collection of attitudes that workers have towards their jobs (Johns, 1992, p. 382; Robbins, Odendaal & Roodt, 2003). Similar with above statement, Ivancevich, Konopaske, and Matteson, (2008) define job satisfaction as an attitude that individuals have towards their jobs which stops from their perception of their jobs and the degree to which there is a good fit between the individual and the organization (Ivancevich, Konopaske, Matteson, 2008, p. 67). While according to Spector, job satisfaction is defined as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997, p. 2). Malayu SP. Hasibuan stated that job satisfaction is a gratifying emotional attitude of an employee and the love for the job. This attitude reflected by it is work morale, discipline, and work performance and achievement (Hasibuan, 2001, p. 202). In line with Hasibuan, T. Hani Handoko also said that job satisfaction is a gratifying emotional situation of an employee on how they see and feel about their job (Handoko, 1994, p. 143)According to Moh. As'ad, job satisfaction is an employee's evaluation on how big their job in general, can satisfy their needs (As' sad, 1994, p. 104). Adding the statements above, Robbins, Odendaal & Roodt (2003) said that the level of job satisfaction for each person is different; it depends on the perception of how they understand and value their job. Many aspects that affect it, and the more aspects that meet the employee's expectations, the

level of employee's job satisfaction will be higher. Also, if the aspect that an employee expects is less than their expectation, the level of employee's job satisfaction will be lower, which then will be reflected in their work performance and achievement, discipline and their work morale (Robbins, Odendaal & Roodt, 2003, p. 128). So in conclusion, job satisfaction is the individual insight about how their job can fulfill their needs and expectations. The insight will be reflected in the work. If the insight is good, which means the job satisfaction is good, the work performance and attitude will be good. And so is the opposite.

The Importance of Job Satisfaction

As concluded that job satisfaction level will be reflected in working performance, it's clear that job satisfaction plays an important role in a company's achievement. Job satisfaction even plays an important role in employee's personal life. Like stated by Robbins (2005), when an employee feels unhappy with their job or environment, s/he will become less productive compare to one who is satisfied with his job, and if the employee feels satisfied with his job, s/he will bring a positive attitude to his/her personal life and people inside and outside the company. Employees who have achieved satisfaction in their job will work with higher motivation and handle their job in a positive way. They will also have a positive attitude and able to maintain a good relationship in society, including working environment (Robbins, 2005, p. 78). The goal of the company will then be achieved easily and faster, also it will increase productivity. Therefore, top management should be aware that job satisfaction is really important for their employees due to its effect to productivity and attitude. The Importance

of Job Satisfaction for Individuals As suggested by Robbins (2005), job satisfaction will bring positive attitudes to an employee's job as well as in personal life. Added by Ellison (1997), in certain level, job satisfaction contributes to mental health and general life satisfaction, due to the opportunity to experience a sense of accomplishment and performing in a satisfying job, and this feeling spills over to their personal life (Ellison, 1997, p. 16). Furthermore, the opportunity to participate in a satisfying work is often thought to contribute to psychological well-being. The more satisfied employee tends to be psychologically healthier (George, 2000, p. 96). In other side, when it goes toward job dissatisfaction, Kadushin & Egan (2001) said that one of the consequences of job dissatisfaction is burnout-inclined stress. This kind of stress is an individual experience and specific to the work context. It happens in a gradual process, where an individual detaches himself or herself from work and other meaningful personal relationships as a response to job dissatisfaction, which manifest to prolonged stress and physical, mental, and emotional strain (Kadushin & Egan, 2001, p. 49). So it's clear that job satisfaction is important for employee individual, because a satisfy employee will be happier and more stress-free compared with those who are not satisfy, both in job or personal life.

The Importance of Job Satisfaction for the Organization The experience of job satisfaction is not only important for the individual functioning but also for organizational functioning which refers specifically to performance, absenteeism, staff turnover and organizational citizenship behavior (O'Malley, 2000, p. 55). Many organizations recognize the importance of the potential link between job satisfaction and a number of expected organizational outcomes such as

performance, absenteeism, staff turnover, and employee productivity (Robbins, Odendaal & Roodt, 2003, p. 128). Thus, job satisfaction important for an organization because dissatisfy employee will show his/her unhappiness through bad attitude, and even worse, by leaving the company.

The Importance of Job Satisfaction for Job Performance

The impact of job satisfaction on job performance has been studied for many decades. One of the most widely debated and controversial issues in the study of job satisfaction are its relationship with job performance. The following three general views of this relationship have been advanced: (1) satisfaction causes performance; (2) performance cause satisfaction; and (3) the satisfaction & performance relationship is moderated by other variable such as rewards (Ivancevich & Matteson, 2005, p. 16). The views are illustrated in

Analyzing the theory above, it shows that job satisfaction is an important factor in a job performance. Either added with another factor (such as reward) or not, job satisfaction is a factor that can cause the job performance, or a factor that happened because of the job performance.

Factors that Influenced Job Satisfaction

Generally, wages or salary is the major factors that affect job satisfaction. In a developing country like Indonesia, this statement could be true to certain levels of job satisfaction. But once someone has reached a higher level of living, wages or salary are no longer becoming major factors to achieve job satisfaction. According to P. Robbins factors that influenced job satisfaction are (Robbins, 1996, p. 181): a. Challenging work

Most employees prefer a job that can show their potential, and is a job that can offer many tasks,

activities, freedom in doing the work, and feedback about how good they are doing. It will create motivation in them (Robbins, 1996, p. 181). b.

Appropriate rewardsMost employees want a fair, appropriate, and acceptable reward system and promotion policy (Robbins, 1996, p. 181). c. Supportive

working conditionA great working environment will make the employee feel comfortable and more enjoyable in doing their work. Experts say that

employees prefer a physically safe working environment (Robbins, 1996, p.

181). d. Supportive co-workersMost employees think that working is not only about money and achievement, but it is also to fulfill the need to socialize

with each other. Friendly and supportive co-workers will increase employee's job satisfaction (Robbins, 1996, p. 181). e. Compatibility between individuals

and workPeople who have their personality type congruent with the job that they choose should realize that they have the right talent and skills to

fulfill the needs of their job (Robbins, 1996, p. 181). Ivancevich and

Matteson (2005, p. 17) mentioned that there are five factors that become the core dimensions of job satisfaction. Those five factors are pay, job,

promotion, supervisor and co-workers. While some other authors stated that

there are eight factors that influence job satisfaction. Those factors are pay, job, promotion, supervisor, co-workers, autonomy in doing job, perceived of

growth or no growth, and self assessment of qualification. (Weallens, 2003;

Lockburn & Terry, 2004). The explanation of these eight factors are as below.

Pay

Pay is a number one factor that is stated by most of the authors. In the

literature, pay is often mentioned as the most motivator of performance and

a determinant of job satisfaction, although the exact role of pay has been questioned (Vigoda-Gadot, 2003). Johns (1992, p. 89) suggests that the role of pay as a factor of job satisfaction refers to the amount of pay received and the perceived equity of pay. The perceived equity of pay refers to the perception of employees regarding the fulfillment of payment obligations by the employer. If pay is acceptable to an employee, a level of job satisfaction may be increased. And if employees perceived some equity between their work and pay, their job satisfaction will be increased as well. He also suggests that satisfaction and pay have a positive interrelationship.

However, not everyone desires money to the same level, and some workers are willing to accept less physically demanding work, less responsibility or fewer working hours for lower pay. Also, he found in most companies there are groups of employees who are especially anxious to earn money by doing overtime and another group who actively avoid overtime. To summarize, despite level of desire to the money, pay is still becoming one of the most important factor that influence job satisfaction of the employee.

Uncompetitive pay is often becoming one of the factors that lowering job satisfaction, although it's not always vice versa, which means highly paid employee still can't be guaranteed will provide high level of job satisfaction.

Job

Job, which means the nature of job itself, is the second mentioned factors that influence job satisfaction. According to Ivancevich and Matteson (2005, p. 20), the nature of the job as a factor of job satisfaction focuses on how the job is structured. This factor also refers to the level where job tasks are

considered interesting and provide opportunities for learning and accepting responsibility. It is also stated by the same author that when job content is intrinsically challenging, it builds strong levels of job satisfaction that can result in good performance and might prove as highly satisfying. Jobs should also afford an opportunity to experience a need for achievement, being recognized for achievements, feel accountable, and present opportunities for career growth. Agree with above statement, Weallens (2003) said that the structure of the job affects job satisfaction, in the sense that the job are allowing enrichment and enhancement of the level of employee empowerment in terms of authority and responsibility. Dubinsky (2004) added that the job should also offer opportunity for more innovation and flexibility, and does not involve too many routine activities. Strengthen the theory, Armstrong (2006, p. 264) mentioned, jobs that enhance job satisfaction allow employees to accept responsibility by being more accountable. Employees can be entrusted with some decision-making powers for them to plan the execution of their jobs. This may enhance their confidence in their jobs and they are likely to experience some satisfaction with their jobs because they can define the destiny of their actions (Armstrong, 2006, p. 264). In line with it, Johns (1992, p. 89) suggests that job satisfaction might be influenced by mentally challenging work (work that tests employees, skills and abilities and allows them to set their own working pace). Such work is usually perceived as personally involving and important and provides the worker with clear feedback on performance. Spector (1997) agreed; if the job is considered more routine and boring, and has less mental challenge and low/no decision making authority, it may be considered non-

challenging and thus prove highly dissatisfying. However, Dubinsky (2004) said, some work may be too challenging, and this can result in feelings of failure and reduced satisfaction. In addition, some employees seem to prefer repetitive, unchallenging work that makes few demands on them (Weallens, 2003). To summarize, the above factors are directly related to the nature of the job or the task, and how it influences the job satisfaction will depend on the individual of the employee. Most literatures are mentioning about challenge as the important factor in the nature of job. The challenge should be seen on both sides, because high challenge can be suitable for some persons and will increase the level of job satisfaction, but in other side can also reduce the satisfaction if it's considered as too high.

Promotion

Promotion as a dimension of job satisfaction refers to the availability of opportunities for career advancement (George, 2000, p. 11). Career advancement may not necessarily be associated with hierarchical progress in the organization, but it includes opportunities for lateral movement and growth (Robbins et al, 2003). Johns (1992) and Vigoda-Gadot (2003) suggest that in order for promotion to be satisfying, promotion opportunities should fulfill the following: The position should enhance a need for achievement. The employee should feel the sense that he or she is being recognized in the organization. He or she should assume more challenging responsibility. In principle, plenty opportunities for promotion are a vital contributor to job satisfaction because promotions contain a number of valued signals about a person's self-worth. Such signals may be material (such as an accompanying

raise), while others are social (recognition in the organization and increased prestige in the community) (Vigoda-Gadot, 2003). Weallens (2003) however, suggests that the availability of promotions that is based on a fair system contributes to job satisfaction. Agreed with Weallens, Johns (1992) expanded that there is a cultural and individual difference in what is seen to constitute a fair promotion system. Some employees may prefer a strict seniority system, while others may desire a system based strictly upon job performance. Johns (1992) also stated that these people feel that fair and sufficient opportunities will contribute most to job satisfaction. However, individuals who are unwilling or unable to accept the extra work or responsibility that accompanies promotion will probably be less concerned with opportunities and fairness, and these factors will be shown as less influence on their job satisfaction (O' Malley, 2000).

Supervisor

Supervisor factor is seen as one of the important factors that affect job satisfaction. This factor specifically refers to the supervisors' ability to demonstrate interest in and concern about employees (Lockburn & Terry, 2004). It also refers to the ability of the supervisor to provide emotional and technical support as well as guidance on work related tasks (Robbins et al, 2003). According to Herzberg (1966) and Robbins et al (2003), the availability of a competent supervisor as in the above definition, does not necessarily increase job satisfaction but at least to maintain a level of "no dissatisfaction". It must be borne in mind that in a number of instances, supervisors represent their organizations in selection interviews, disciplinary

hearings and are charged with signing other documents (offers of employment, performance contracts etc) on behalf of the organization. Supervisors may be perceived as organizations by their subordinates, as they normally represent the organization (Ellison, 1997). If employees are dissatisfied with the superiors, there is a good chance that they may also be dissatisfied with the organization (Dubinsky, 2004). Another important role of the supervisors is during the induction phase. Supervisors are expected to ensure that new employees receive all the information necessary to enable them to function as efficiently and effectively as possible. This includes supervisors nurturing the range of feelings and beliefs that employees have about their jobs. If this nurturing does not take place, there is a good chance that employees will be dissatisfied with the jobs and their job context (Dubinsky, 2004). On the opposite, there are many negative ratings on survey issues directly affected by supervisory practices (O'Malley, 2000). Insensitive, incompetent and uncaring supervisors seem to have the most negative effect on employee job satisfaction. This includes unfair, biased treatment by supervisors, failure to listen and respond to employees' problems or concerns and problems with management communication credibility (George, 2000; O'Malley, 2000). However, job satisfaction is improves when supervisors are perceived to be fair, helpful, competent and effective (Dubinsky, 2004). This includes the supervisor's skill as a problem-solver, coach, trainer and listener, and as the timely, authoritative source of key job-related information for employees. Thus the provision of emotional and technical support by supervisors may increase job satisfaction (Dubinsky, 2004; Spector, 1997).

Co-workers

Co-workers as a dimension of job satisfaction relates to the extent to which they are friendly, competent and supportive. This dimension is critical because employees need a friendly and considerate working environment to experience job satisfaction (Johns, 1992). Johns (1992) further suggests that individuals have a need to affiliate with others, and this affiliation is most rewarding when co-workers are comfortable company. In principle, individuals enjoy people who are easy to be around. Further, individuals tend to be more satisfied in the presence of people who offer assistance in their attainment job outcomes that they value. Such outcomes might include doing their work better or more easily, receiving a raise or promotion, or even staying alive (Spector, 1997; Robbins et al, 2003). This is in line with Herzberg's (1966) theory which suggests that if co-workers create a supporting environment and allow individuals to unleash their full potential, the job might be satisfying. The need for affiliation in interpersonal relationship seems especially important in lower-level jobs with clear duties and various dead-end jobs and clear boundaries (Spector, 1997). As jobs become more complex, pay becomes tied to performance or promotion opportunities increase, the ability of others to help others do their work well may contribute to overall job satisfaction in the workplace (Ellison, 1997; Johns, 1992; Robbins et al, 2003). The quality of relationships in the work group is crucial to employees, especially the extent to which the individual is accepted as part of the work unit and the friendliness and support of his or her fellow employees. Thus if co-workers create a supportive environment and allow individuals to unleash their full potential, the job might be

satisfying (Ellison, 1997) Conversely, interpersonal conflict, lack of teamwork, unfriendliness between co-workers and rivalries between managers and supervisors are reported to have a major negative effect on employee job satisfaction (Dubinsky, 2004).

Autonomy in Doing Job

Autonomy in doing job is defined as the job related independence, initiative, and freedom, with less permitted or required in daily work activities (Stamps and Piedmonte, 1986; George, 2000). Autonomy has been consistently linked to employee satisfaction as a positive factor. It also considered as an essential component for professional development, due to effectiveness of resolve problems because of the freedom to choose strategies to deal with the situation (Hackman & Oldham, 1976; Dubinsky, 2004, George, 2000). In general, there are two types of job autonomy that can positively influence job satisfaction: control of task and control of time. Control of task can be further divided into the method of task being used and organizing the contents of work on a daily basis. Autonomy regarding work scheduling refers to the level of control employees have in scheduling, sequencing, or timing their work activities, such as a choice of working from home versus workplace attendance (Hackman & Oldham, 1976; George, 2000).

Perceived of No Growth and Over Qualification

Perceived over qualification is defined as the extent to which an employed individual perceives that he or she; (a) possesses surplus job qualifications, or (b) has limited opportunities to acquire and use new job-related skills (Johnson and Johnson, 2002). Johnson and Johnson's (2000) research

identified two dimensions of perceived over qualification, the perceived lack of growth opportunity and the perceived mismatch. These two dimensions align with two of Herzberg's intrinsic motivators (needs), growth opportunity and meaningful work. According to the Johnson and Johnson's studies, perceived over qualification may become a source of job dissatisfaction because it destroys motivation and perceptions regarding opportunities for need satisfaction inside the work situation. Herzberg's theory states that the lack of intrinsic motivators does not cause high dissatisfaction. Herzberg, et al. (1959), said that the lack of "motivators" in a job will increase the sensitivity of employees to real or imagined job "hygiene" factors (extrinsic dissatisfiers). In a study of a Midwest American Postal Workers Union, Johnson and Johnson (2000) found evidence that perceived over qualification has a negative effect on job satisfaction. The study found that there was a significant negative relationship between perceived no-grow and job satisfaction and perceived mismatch and job satisfaction (Johnson and Johnson, 2000). Johnson and Johnson (2002) also conducted further research on the POQ scales across work settings. They tested the scale on: (1) a sample of nurses from the staff of the serves department of a large, Midwestern teaching hospital; (2) a sample of unionized railroad workers; and (3) a sample of unionized U. S. Postal Service employees. The results of their testing of the data from these samples suggest that the two dimensions of perceived over qualification, no-grow and mismatch, are significantly and negatively correlated with dimensions of job satisfaction and organizational commitment. To summarize, employee's perceive or insight regarding his/her qualification is analyzed as one of important factor that influence job

satisfaction. If the employee thinks that s/he is over qualified, it will affect his/her perceive on the job, and will impact the level of job satisfaction which will ended with job dissatisfaction. Also, regarding employee's perceive of no growth, where s/he thinks that the opportunity of growing is not there, will affect the motivation yet job satisfaction, and could come to the job dissatisfaction which will be ended to risks of less productivity and leaving the job.

Other literatures are providing similar theories

According to Moh. As'ad, factors that influenced job satisfaction are (As'sad, 1994, p. 106): Individual factors, including age, health, personality, and expectation. Social factors, including public perspective, family relation, a chance to be creative, job serenity, employee organizational activities, political freedom, and social relation. Work major factors, including salary, supervision working condition and a chance to improve. Also reward towards achievement, social relations at work, and feelings of being treated fairly. Still related with factors that influence job satisfaction, according to Malayu S. P. Hasibuan factors that influence job satisfaction are (Hasibuan, 2001, p. 203): a. Fair and appropriate rewardsThe rewards that the employee receives should be appropriate and fair with the job being done and also appropriate with the ability and skill of the employee, otherwise the employee will think that they are being treated unfairly and no satisfaction occurs (Hasibuan, 2001, p. 203). b. The right placement for the employee based on their skills and abilityThe company should match an employee's individual competencies with job requirements; it should best fit the required

tasks. If the employee is wrongfully placed in the company by the management, and the job tasks does not fit with the employee's skills and ability, the employee will feel depressed and become unproductive, which creates no job satisfaction in the self of the employee (Hasibuan, 2001, p. 203).

c. Job difficulties level Sometimes an employee will feel relax if he has to do a simple task in their job and sometimes an employee can also feel the pressure if he has to do difficult tasks. But it depends of the individual characteristic of the employee, some employees like simple tasks and there are others that like difficult jobs. That is why job difficulties level can affect job satisfaction (Hasibuan, 2001, p. 203).

d. Working condition and environment A good working condition and environment will boost the employee's job satisfaction. If an employee working in company that has a clean and comfortable environment, the employee will feel happy to do the work and that is when job satisfaction occurs (Hasibuan, 2001, p. 203).

e. Sufficient working equipment If the company provides sufficient working tools for their employees to do the job, it will make the job easier to complete, and it will affect job satisfaction (Hasibuan, 2001, p. 203).

f. The style of leadership An employee job satisfaction depends upon the leadership style of managers. As long as managers can implement the right leadership style to their employee, then employee job satisfaction will occur (Hasibuan, 2001, p. 203).

g. The variety of job tasks Most employees do not like monotonous job tasks; they want a variation of job tasks so they will never get bored and they will feel satisfied and happy in doing their job tasks (Hasibuan, 2001, p. 203).

Seeing slightly from different point of view, Mangkunegara thinks; factors that influence job satisfaction are divided into two factors, as follows

(Mangkunegara, 2004, p. 120): Factors that come from the employee itself such as intelligence (IQ), special skills, age, physical condition, education, working experience, work length, individual characteristic, emotion, the way of thinking and perception (Mangkunegara, 2004, p. 120). Work factors such as type of job, organizational structure, position, supervision, financial warranty, promotion chance, social interaction, work relationship

(Mangkunegara, 2004, p. 120). To distinguish what kind of factors that affect job satisfaction according to Luthans we can use job descriptive index (JDI).

There are 5 factors based on Job Descriptive Index (Luthans, 1992, p. 126-127): The work itself is a job that has interesting tasks, an opportunity for employees to develop their skills and the chance to received responsibility.

Employees prefer a job that has a chance to use their skills, ability, have a freedom in doing the job and getting feedback. This characteristic makes jobs more challenging. A job that is less challenging will result in boredom, and if a job is too challenging it may result in failure and frustration.

Therefore, challenging work should be on the average level of an employee's ability and skills to achieve satisfaction and enjoyment (Luthans, 1992, p.

126-127). Fair salaryIt is the amount of financial remuneration received and the degree that is viewed as equitable in regards to others in organization.

Employees want a fair salary system and promotion policy that is still in the range of their expectation. If a fair salary is measures based on job

responsibility, individual skill level and standard wage then it may results in satisfaction, but not everyone main purpose is money; there are some

people that do not have problem receive a lower salary as long they work in a company that they wanted or have less job responsibilities or have more

freedom in doing the job (Luthans, 1992, p. 126-127). Good working condition Working condition in the company can be very helpful to increase the employee performance. With a very comfortable and appropriate working condition, it will affect the performance of employees, because they will feel happy and enjoy their job (Luthans, 1992, p. 126-127). Supervision It is the abilities of supervisors to guide the employee in giving technical assistance and behavioral support. Supervision plays an important part in the management of the company; it influences an employee's performance. Basically, employees will do their job well if they have fair, friendly, competent supervisors (Luthans, 1992, p. 126-127). Co-workers It is a degree which fellow workers are technically proficient and social supportive. For most employees working is also one of many ways to fulfill the need of social interaction. Having friendly and supportive co-workers will help to boost job satisfaction (Luthans, 1992, p. 126-127). Factors that influence job satisfaction consist of individual factors, which include factors that come from inside the individual themselves and environmental factors which include factors that come from outside of the individual. For each individual, every factor that can create job satisfaction has a different level of influence on them; this level of influence depends on the perception from each individual. There are some employees who become satisfied because of the high salary even though their work condition is not good; meanwhile there are some employees who feel satisfied because of praises and achievement that they get although their salaries are not big enough. Once job satisfaction has been achieved, usually the way employees view their job will

change, they will view their job in a positive way. It will help the company achieve its goals easier.

Job Satisfaction Theory

Theories that are related to job satisfaction according to K. N. Wexley and G. A. Yukl are (Wexley and Yukl, 1992, p. 130):

- Discrepancy theory** According to Wexley and Yukl, satisfaction and dissatisfaction with some work aspects depend on discrepancies between what an individual expects to receive from a job, such as good pay and promotional opportunities, and what he or she actually receives. The amount that is demanded from job characteristics defines as the minimum amount that is needed to fulfill the available needs. An individual will be satisfied if there is no discrepancy between demand conditions and actual conditions. On the other hand, when expectations are greater than what is received, a person will be dissatisfied.
- Equity theory** Theory of equity explains basic conditions of what income an employee thinks he or she deserves to get and what they actually get, as well as what income others deserve and are actually getting. The theory was developed by Adam and this theory is a variation from the social comparison theory. The main components from this theory are "input", "comparison person", "fairness" and "unfairness". Input is all the valuable matters that are being contributed by the employees for the company such as education level, experience, skill, effort, time. An outcome is something that is valued by employees. It is everything that is valuable that they get from their job such as: salary, wages, profit, status, awards and also a chance to be successful and a chance to express them. Comparison person is another

person who becomes a benchmark or the one set as a standard. A comparison person can be someone from the same company, another person from outside the company or their own self in the past; usually at the same level with the person that is being compared. According to this theory, every employee will compare their own input ratio with someone else's input ratio, if the results from the comparison are equal, therefore the employee will feel satisfied, and vice versa.

c. Two factors theory

It is a theory that was developed by Frederick Herzberg, which states that job satisfaction and job dissatisfaction acted independently of each other. According to this theory, job characteristics can be divided into two categories; first is dissatisfiers or hygiene factors, and the other is satisfiers or motivator. Hygiene factors include components like job security, salary, status. Hygiene factors usually comes from outside of the job itself or extrinsic such as company policies or supervisory practices. Motivators, such as challenging work, recognition, and responsibility, give positive satisfaction to employees and come from intrinsic conditions of the job itself. When motivator needs are fulfilled, the employee becomes satisfied; but if these factors are absent it does not always causing dissatisfaction. A certain amount from hygiene factor is needed to fulfill the biological and basic needs of the employee such as: security needs and social needs. If these needs are fulfilled the employee will not feel dissatisfied, but it does not mean the employee will be satisfied. The concept of job satisfaction relies on the fulfillments of the needs of human being, according to Pareek one of the many reasons why people go to work is because they have several needs that need to be fulfilled (Pareek, 1996, p. 110). Since job satisfaction is related to the fulfillment of needs, there are

also another motivation theories that can support the job satisfaction theory, there are: Maslow's hierarchy of needs theory (Beardwell and Holden, 1997, p. 551), McClelland's theory of motivation (Robbins, 2005, p. 177),

Expectancy theory, theory X and Y, and Hawthorne Studies. Maslow's

Hierarchy of Needs Theory Psychologist Abraham Maslow's hierarchy of human needs model proposed that people have several different needs that they attempt to satisfy in their work. Maslow classifies these needs into five basic types and suggests that they be arranged in the hierarchy of importance as shown in Figure 2.: Maslow hierarchy of needs pyramid below:

Physiological needs are basic biological needs essential for survival. They include food, air, water, rest, sleep, drink, oxygen. Safety and security needs include protection from physical and psychological threats in the

environment such as freedom from fear, and wish for certainty. Social and belonging needs include a need for affection, love, friendship, social-

interaction and acceptance of others. Esteem needs include a need for self-respect, confidence, recognition, respect from others, status, power and competence. Self-actualization needs. Includes self fulfillment, individual growth, achievement and the realization of potential. <http://t3.gstatic.com/images?q=tbn:ANd9GcRTUyvNGZIRfyDQAga1bGOyoBgp9Oy24cvAKOqmhpUc1kXqDxajSource>

com/images? q= tbn:

ANd9GcRTUyvNGZIRfyDQAga1bGOyoBgp9Oy24cvAKOqmhpUc1kXqDxajSource: Kreitner and Kinicki, 2007, p. 237 Figure 2.: Maslow hierarchy of needs

pyramid Maslow believed once one level of needs had been satisfied they no longer motivated the individual and other needs would become more prominent. Individuals would be motivated to progressively work their way up to the hierarchy, satisfying each level until they reached the final level of

self-actualization. Thus in order to increase employees' motivation managers have to consider the higher level of needs as well as physiological and safety needs. Maslow's theory recognizes that because different people have different needs, they are motivated by different things. Furthermore, hierarchy varies widely, not only for different people but also across different cultures.

McClelland's Theory of Motivation This Theory was developed by David McClelland and his associates (Robbins, 2005, p. 177). This theory focuses on three needs: achievement, power, and affiliation. They are defined as follows:

- Need for achievement:** The drive to excel, to achieve in relation to a set of standards, to strive to succeed. McLelland found from the research into achievement need that high achievers differentiate themselves from others by the desire to do things better (Robbins, 2005, p. 177).
- Need for power:** The need to make others behave in a way that they would not have behaved otherwise (Robbins, 2005, p. 177).
- Need for affiliation:** The desire for friendly and close interpersonal relationship (Robbins, 2005, p. 177).

Expectancy Theory According to Victor Vroom's expectancy theory, employee expectations can affect an individual's motivation. Therefore, the amount of effort employees exert on specific task depends on their expectations of the outcome (Nickels et al, 2002, p. 312). This theory suggests that people are motivated to work toward rewards that they want and they believe they have a reasonable chance of obtaining. Expectancy theory helps explain why some people do not work as hard as they can when their salaries are based purely on seniority. Expectancy theory does note that expectation varies from individual to individual. Employees therefore establish their own views in term of task difficulty and the value of the

reward. Theory X and Y There is a theory called theory X and Y; which was concluded by Douglas McGregor. This theory says that " managers had radically different beliefs about how best to use the human resources employed by a firm". He separated this opinion to " Theory X" and " Theory Y" (Erbert and Griffin, 2005, p. 265). The assumptions of theory X tend to believe that people are naturally lazy and uncooperative and therefore must be either punished or rewarded to be made productive. The assumptions of theory X tend to believe that people are naturally energetic, growth oriented, self-motivated, and interested in being productive (Erbert and Griffin, 2005, p. 265). Hawthorne Studies The Hawthorne Studies were conducted in 1927 for 6 years. It examines the impact of work conditions in employee productivity. The factors examined were the influences of the workplace to physical and environmental influences of the workplace (e. g. brightness of lights, humidity) and later, moved into the psychological aspects (e. g. group pressure, working hours, managerial leadership) and their impact on employee motivation as it applies to productivity. Researcher now use the term Hawthorne effect to refer the tendency for people to behave differently when they know they are being studied (Nickels et al, 2002, p. 300). In essence, the Hawthorne effect, as it applies to the workplace, can be summarized as Employees are more productive because the employees know they are being studied. Elton Mayo's experiments showed an increase in worker productivity was produced by the psychological stimulus of being singled out, involved, and made to feel important.