

Intrinsic and Extrinsic Factors in Job Satisfaction; A Case Study of Physical Education Professionals

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Abstract-Managing human resources effectively has become vital to organisations of the twenty first century. Increased levels of competition, complexity of technical and financial constraints, regulatory pressures and many such factors have alerted the organisations to the fact that all resources must be fully utilized better than before. There is a growing awareness that the satisfaction of human needs and values is essential to an organisation's ability to rise above the average in the quality of their products and services. Recognizing the importance of job satisfaction, the present study attempted to study whether there is any difference between the intrinsic and extrinsic factors in explaining the satisfaction among Physical Education professionals. Herzberg's two-factor theory of job satisfaction was also examined in this context for the current scenario.

Key Words: Intrinsic, Extrinsic Factors, Job Satisfaction, PHE professionals.

Job Satisfaction - Meaning and Concept

Locke (1976) described job satisfaction as individuals' positive or negative attitudes toward their jobs. Crow and Hartman (1996) viewed job satisfaction as the absence of feeling bad or dissatisfaction at work and stated that satisfied employees just feel good about their jobs. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience (Locke, 1976). A job may be a means to earn money for other pursuits or it can be an opportunity for self-fulfillment or both (Miller and Catt, 1989). Rarely, however, a job allows achieving one's work values; the more satisfied the person will be on the work. Conversely, the greater the discrepancy between the values and their achievement, the more likely the person will become dissatisfied from the work and the organization. Thus, the achievement of one's job values in work situation results in a pleasurable emotional state known as Job satisfaction (Locke and Henne, 1986).

One might also explain job satisfaction as the extent to which rewards actually received meet or exceed the perceived equitable level of rewards (Porter and Lawler, 1968). Job satisfaction has also been explained as a “multifaceted construct

that reflects an employee's feelings about a variety of both intrinsic and extrinsic job elements” (Schappe, 1996, p. 339). The most recent definition of job satisfaction is by Hulin and Judge (2003), which state, “Job satisfaction refers to internal cognitive and affective states accessible by means of verbal – or other behavioural – and emotional responses.

Thus, job satisfaction has been defined in many ways – as a general attitude towards work, as a cluster of attitudes toward different aspects of work resulting from achievement of needs, or values or a function of values, importance of values and perception. Nevertheless, all definitions incorporate that it is an affective evaluation response to a job or job conditions and as such can be negative, positive or neutral.

However, there is little consistency in the satisfaction facets considered by various job satisfaction theorists and researchers. The most typical categorization of facets (Smith et. al., 1969), for example, includes pay, promotion, coworkers, supervision and the work itself. Locke's (1976) divided the job factors into agent and event categorization and added four more, i.e., recognition, working conditions, benefits,

and company and management, to those discussed by Smith et. al. Later on, Landy (1989) also proposed the work itself (consisting challenge, physical, goal attainment), self, others in organization, organization and management, and fringe benefits as important job factors for computing job satisfaction. Another common categorization suggested by Herzberg (1966), who classified job factors into intrinsic (those related to the contents of work, such as work itself, challenge, recognition, autonomy, participation etc.) and extrinsic factors (those related to the context in which work is performed, such as working conditions, pay and fringe benefits, supervision, coworkers, promotion etc.). Employees may generalize the satisfaction level of their prior job to the present job (Kinieki, Prussia, and McKee Ryan, 2000). The relationship works in both the directions and there is an effect of both on each other (Judge and Watanabe, 1993). They need to fully understand the nature of job satisfaction and pay attention to employee's attitudes continuously to keep their employees happy, productive, stress free, and committed to their jobs (Newstrom and Dawis, 2002).

Intrinsic and Extrinsic Satisfaction

The classification of intrinsic and extrinsic satisfaction is based on an early theoretical framework developed by Fredrick Herzberg (1966) who argued that these two are generally independent types of events that affect job satisfaction and dissatisfaction differently. Intrinsic satisfaction refers to satisfaction on factors associated with work itself. It originates from within the individual and has psychological values. Such satisfactions are essentially self-administered. Challenge, achievement, recognition autonomy and other elements directly related with the nature of job are all sources of intrinsic satisfaction. Extrinsic satisfaction, on the other hand, is meant for satisfaction with working conditions, supervision, organization's policies and procedures, coworkers, pay, additional income, and other components of the environmental context in which the work is performed. The sources of extrinsic satisfactions originate from outside the individual. Forces beyond the

individual's control determine the frequency and magnitude of extrinsic sources of job satisfaction (Vecchio, 2000). Such a classification not only helps in studying job satisfaction more logically but also, as Steiner and Truxillo (1987) proposed is useful in clarifying the job - satisfaction relation. The present study also applied the concepts of intrinsic and extrinsic satisfaction to measure the facets satisfaction and test the Herzberg's theory for Physical Education professionals.

Theoretical Construct

The researchers have developed many theories of job satisfaction in the past 75 years of history of job satisfaction research. These theories attempt to answer the questions about the source and development of job satisfaction such as what determine job satisfaction. Under what conditions job dissatisfaction is likely? There are many theories which include Maslow's Need Fulfillment Theory (1954), Vroom's Valence Satisfaction Theory (1964), Locke's Value Discrepancy Theory (1969) Landy's Opponent Process Theory(1978) but the main theory which caters to intrinsic and extrinsic factors is Herzberg's Two Factor Theory which is explained below.

Herzberg's Two Factor Theory

Herzberg's motivation-hygiene theory or the **dual-factor theory** states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by Frederick Herzberg, a psychologist, who theorized that job satisfaction and job dissatisfaction act independently of each other .The theory was based around interviews with 203 American accountants and engineers in Pittsburgh, chosen because of their professions' growing importance in the business world. The subjects were asked to relate times when they felt exceptionally good or bad about their present job or any previous job, and to provide reasons, and a description of the sequence of events giving rise to that positive or negative feeling.

Based on the responses collected, Herzberg argued that the factors that led to satisfaction are

often different from those that lead to dissatisfaction when asked to consider factors connected to a time when they felt satisfied with their jobs individuals generally talked about intrinsic factors such as the work itself, responsibilities recognition, advancement achievement and possibility of personal growth motivators. Conversely, when they were asked to consider factors such as pay, company policies, administration, supervision, coworkers, job security and working conditions. (hygiene and maintenance factors). Herzberg further found that intrinsic factors were strongly related with satisfaction, while extrinsic factors strongly correlated with dissatisfaction.

Based on these findings, Herzberg argued that opposite of job dissatisfaction is not satisfaction, but simply no dissatisfaction and suggested elimination of hygiene or extrinsic factors from a job would only remove dissatisfaction, but not bring satisfaction. To bring out job satisfaction the organization must focus on motivation or intrinsic factors such as making the work more interesting, challenging or personally rewarding. Herzberg also emphasized that hygiene, on extrinsic factors are not a 'second class citizen system'. They are as important as the intrinsic or motivators but for different reasons. Hygiene or extrinsic factors if cared well prevent the dissatisfaction and bring the satisfaction and motivation at a neutral state, which is equally important. They are necessary to avoid unpleasantness at work to deny unfair treatment. Motivators or intrinsic factors reflect people's need for self-actualization while hygiene's represent the need to avoid pain. The theory casts a new light on the content of work. He was first to argue that hygiene factors are absolutely necessary to maintain the human resources of the organization. Motivators, on the other hand, relate to what people are allowed to do and the quality of human experience at work. They are the variables that actually motivate and satisfy people.

Herzberg emphasized the importance of 'quality of work life'. His two-factor theory advocated the restructuring the jobs to give greater emphasis to the motivating/intrinsic factors at work, to make

jobs more interesting and to satisfying higher level needs. Like Maslow, Herzberg's theory also offers people in organization a way to solve performance of individuals, hygiene factors help in preventing decline in their performance.

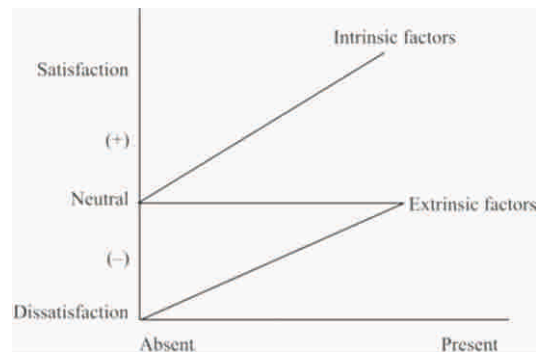


Fig. : Herzberg's Two-Factor Theory

Objectives of the study

1. To find out the differences between intrinsic and extrinsic factors (as explained by Herzberg's two-factor theory) that affect the job satisfaction level amongst Physical Education professionals

Intrinsic factors:

- Challenge in job
- Personal accomplishments
- Recognition
- Prestige and status in org.
- Responsibility
- Involvement in decision making
- Autonomy
- Access to important information
- Participation in goals
- Opportunity to meet challenges
- Use of abilities
- Self esteem
- Growth and development
- Help to other people

Extrinsic factors:

- Pay
- Security
- Work closely with others
- Fringe benefits
- Working conditions
- Rules and procedure

- Additional income
 - Advancement
 - Supervision
 - Image and status outsider org.
 - Authority
2. To investigate the specific aspects of job attributes that correlate to satisfaction/dissatisfaction amongst Physical Education professionals.

Hypotheses

- H₁ Intrinsic work factors cause job satisfaction among working Physical Education professionals.
- H₂ Extrinsic work factors do not cause job satisfaction among working Physical Education professionals.
- H₃ The Herzberg's Motivation- Hygiene Theory of job satisfaction is relevant in explaining job satisfaction of the working Physical Education professionals.

Research design and Methodology

Having taken a look at the context of the study, identified its objectives and justified the need for understanding such a study, we now need to put in place the research design and methods of data selection and analysis so that the results of the study are scientifically tenable.

The present study is essentially a quantitative and exploratory research to explore the impact of work and personal factors on occupational patterns. The research method selected for conducting the research is the survey method.

Universe and Sample of the Study-The universe of the study comprises of the total number of students studying in physical education departments in different universities of Haryana. The total number of students had been calculated from 1990 batch onwards till 2010 passouts (HAU-Department now closed, CDLU-Department Started Post-2002-03). Stratified random sampling technique has been applied to collect a representative sample of alumni of Physical Education from the four universities. To collect primary data, the prepared questionnaire

was administered to a sample of 500 professionals. The data contains total 26 variables including 8 key variables and 18 demographic variables.

Porter's Need Satisfaction Questionnaire: It examines the satisfaction of Physical Education professionals on intrinsic and extrinsic factors of the job. An enlarged version of Porter's Need Satisfaction questionnaire (1961, 1962) has been used for measuring satisfaction on these variables. It also measures the importance of intrinsic and extrinsic job factors. The higher scores represent the dissatisfaction and lower scores represent the satisfaction level of the respondents. The range of the discrepancy scores for individual factor is 6 to + 6, including 0 for neutral point. This provides a 13-point scale, in which high scores represent high dissatisfaction. The ratings on importance scores range from 1 to 7, where high scores represent high importance attached to the variable and low score represents the low importance of the concerned variable. The compute intrinsic satisfaction, the scores of discrepancies on intrinsic factors have been totaled (retaining the signs) and divided by the total number of intrinsic factors, i.e. 15.

Univariate Analysis Of The Key Variables

Univariate descriptive statistics for the key variables, such as overall job satisfaction, intrinsic satisfaction, extrinsic satisfaction, intrinsic factors; importance and extrinsic factors' importance was done. The objectives of the univariate analysis have been to have a description of the key variables and to estimate the range within which they might be present in the population. Hence, the descriptive statistics have been complemented with the inferential statistics by producing the margins of error and 95% confidence intervals. Results of the descriptive and inferential analysis for the key variables are given.

Table shows the mean, standard deviation, standard error of means margin of error and interval estimation of the key variables.

Table : Descriptive and inferential statistics of the key variables with the reliability scores.

Variable	Mean	Standard deviation	Standard error	Margin of error	95% confidence interval		Cronbach's Alpha
					Lower	Upper	
Overall job satisfaction	3.75	.55	.025	.05	3.70	3.80	.87
Intrinsic satisfaction	1.48	.99	.044	.08	1.39	1.56	.90
Extrinsic satisfaction	1.68	1.03	.056	.09	1.59	1.77	.79
Intrinsic factors importance	6.11	0.68	.030	.06	6.05	6.17	.85
Extrinsic factors importance	5.76	.71	.032	.06	5.69	5.82	.75

The standard error of mean shows the extent to which a man may be expected to vary in different samples of the same single randomly selected from the same population, or in sample terms show the sampling variability of the mean. The smaller the standard error, the lower is the variability of the mean in the sampling distribution of means and the greater the confidence one may have in the sample mean as representing the population mean margin or error shows the degree to which the estimation of population mean is accurate. As a rule, at 95% confidence level the population mean will be within it two standard errors nits of the sample mean. Confidence interval represents the range of values between which the population parameter is estimated to the like margin of error, the confidence interval is also used in conjunction with the confidence level which for the present analysis, is fixed at 95%.

As seen in the table, the overall satisfaction of the Physical Education professionals is inclined towards a moderate high on a five point scale. The mean of the overall job satisfaction is 3.75 which is more towards the higher end of the scale. The inventory used to measure the overall job satisfaction implies that higher the score, higher is the overall job satisfaction from their work. The standard deviation of the variable i.e. .55 is also moderate, accounting for high moves the overall job satisfaction move toward the higher levels. The standard error is 0.025 that reflects a good amount of confidence we can have in the

sample mean as an estimate of the population mean. As mentioned above at 95% confidence level, the population mean will be with in 0.025 standard errors units of the sample mean. Hence, we can say with 95% confidence that population the mean on overall job satisfaction will be within the range of 3.0 to 3.80 with a margin of error of 0.05. It is also shows a moderate level of satisfaction amongst the Physical Education professionals in the population.

As far as the intrinsic and extrinsic job satisfaction are concerned, the mean score on intrinsic satisfaction is 1.48 and its standard deviation is 0.99. The mean for extrinsic satisfaction is 1.68 and the standard deviation is 1.03. The intrinsic and extrinsic satisfaction are measured on a 13-point scale, ranging from 6 to +6 (with 0 as the amount of being (neutral)). The higher score on the scale shows that the Physical Education professionals are more dissatisfied on intrinsic or extrinsic factors. Similarly, the lower score shows that the respondents are more satisfied on intrinsic or extrinsic factors. Negative scores represent the satisfaction level and positive scores show the dissatisfaction level. Therefore, it seems from the positive mean scores that the respondents are somewhat dissatisfied on both the intrinsic and extrinsic work factors, though the level of dissatisfaction on both the factors is not very high. The margin of error for the intrinsic satisfaction is 0.08 and for extrinsic satisfaction it is 0.09. At 95% confidence, the population mean of intrinsic satisfaction will be

1.39 to 1.56, and for extrinsic satisfaction it will be 1.59 to 1.77. The figures are again of not much difference from those for the sample.

The comparison of means of intrinsic and extrinsic satisfaction shows that respondents are less satisfied or more dissatisfied on extrinsic factors than intrinsic factors. The mean scores of intrinsic work factors (1.48) is less than the mean score of the extrinsic work factors (1.68). Both are positive, thus show the dissatisfaction levels. The higher score on the scale of extrinsic factors shows that respondents are more dissatisfied on extrinsic or hygiene factors than on intrinsic or motivational factors. Comparison of the

standard deviation scores on both the factors indicates that the variability in the scores of extrinsic factors is slightly higher than the variability of the scores on intrinsic factors. Consideration of standard deviations along with means of intrinsic and extrinsic satisfaction confirms the same conclusion that the respondents' extrinsic work dissatisfaction is higher than the intrinsic work dissatisfaction.

The table further shows that the mean importance score of all intrinsic factors is 6.11 with a standard deviation of 0.68 whereas the mean for

Table: Mean and Standard Deviation of satisfaction and importance scores of intrinsic and extrinsic factors

Variables	Mean satisfaction scores	S.D. satisfaction score	Man importance score	S.D. importance score
Intrinsic factors				
Challenge in job	1.11	1.78	5.92	1.30
Personal accomplishments	1.45	1.53	6.08	1.11
Recognition	2.08	1.64	6.20	1.16
Prestige and status in organization	1.48	1.55	6.24	1.08
Responsibility	0.69	1.28	6.48	0.87
Involvement in decision making	1.45	1.49	6.03	1.24
Autonomy	1.48	1.63	6.25	1.05
Access to important information	1.66	1.42	6.13	1.11
Participation in goals	1.86	1.52	6.09	1.18
Opportunity to meet challenges	1.26	1.57	6.10	1.10
Use of abilities	1.74	1.58	6.29	1.07
Self-esteem	1.39	1.54	6.34	1.02
Personal growth and development	2.28	1.66	6.34	1.00
Help to other people	0.85	1.30	6.40	0.91
Extrinsic factors				
Pay	2.07	1.68	5.80	1.26
Security	1.78	2.04	6.30	1.03
Work closely with others	1.13	1.44	5.94	1.21
Fringe benefits	1.93	1.74	5.23	1.52
Working conditions	2.03	1.73	6.20	1.06
Rules and Procedures	0.83	1.94	5.85	1.23
Additional income	2.06	2.28	4.00	2.17
Advancement	1.86	1.82	5.49	1.83
Supervision	1.52	1.70	5.60	1.88
Prestige and status outside organization	1.39	1.57	6.13	1.15
Authority	1.74	1.77	5.71	1.37

all extrinsic factors is 5.76 with a standard deviation of 0.71. These high absolute means indicate that the Physical Education professionals give high importance to both the intrinsic and extrinsic factors. However, the table depicts that not only the mean of intrinsic factors' importance is higher than the extrinsic factors, but the variability therein is also less compared to the variability of extrinsic factors. This means that the Physical Education professionals have assigned more importance to the intrinsic factors than to the extrinsic factors and showed more consistency in the importance scores of intrinsic factors. The standard errors and margins of error are fairly low in both the scores. The confidence intervals show that in population also both intrinsic and extrinsic factors are given high importance, though the intrinsic factors are given more importance.

As seen in table, all mean scores on satisfaction are positive for both the intrinsic and extrinsic sub components of job satisfaction. This indicates that the respondents are dissatisfied on all individual factors of their work. However, for some job factors such as challenge in job, personal accomplishment, prestige and status in the organisation responsibility, autonomy, opportunity to meet challenges, self-esteem procedure, additional income, supervision, and prestige and status outside organisation, the position improves towards satisfaction after accounting for the standard deviations.

In intrinsic factors, the job factor 'personal growth and development' has shown the maximum dissatisfaction (M = 2.28) followed by 'recognition' (M = 2.08), both of which incidentally have appeared as the facets with highest dissatisfaction among all job factors. The respondents are least dissatisfied on 'responsibility' (M = 0.69) and 'help to other people' (M = 0.85) among the intrinsic factors. If we arrange the mean satisfaction scores of other intrinsic factors, the descending order list would consist participation (M = 1.86), use of abilities (M = 1.74), access to important information involvement in decision making (M = 1.45), personal accomplishments (M = 1.45), self esteem (M = 1.39), opportunity to meet

challenges (M = 1.26), and challenge in job (M = 1.11). Among extrinsic factors, the respondents most dissatisfied on pay (M=2.07) and additional income (M = 2.06) closely followed by working conditions (M = 2.03). The factors on which there is least dissatisfaction include rule and procedures (M = 0.83) and working closely with others (M = 1.13). Other extrinsic jobs factors, in the descending order of mean satisfaction scores, include fringe benefits (M = 1.93), advancement (M = 1.86), job security (M = 1.8), authority (M = 1.74), supervision (M = 1.52), and prestige and status outside the organisation (M = 1.39).

To present a comprehensive view of the intrinsic and extrinsic job factors, the mean and standard deviations of the importance scores, for all individual job factors have also been shown in the table 4.2.2, in addition to the means and standard deviation of their satisfaction scores. It is clear from the mean importance scores that the Physical Education professionals give more importance to the intrinsic aspects of their work. The factors, given highest importance by the respondents include responsibility (M = 6.48), help to other people (M = 6.40), self-esteem (M = 6.34), and personal growth (M = 6.34). From the extrinsic category, job security (M = 6.30) appears to be the factor assigned most importance followed by working conditions (M = 6.20), and prestige and status outside the organisation (M = 6.13). Additional income (M = 4.000) is the factor to which they give the minimum importance among the extrinsic factors.

Thus, the results show that the Physical Education profession are slightly dissatisfied on both the intrinsic and extrinsic factors. An interesting point observed from the table is that the variability, in both the satisfaction and importance scores, is least in two variables, namely responsibility and help to other people, both intrinsic.

Bivariate Correlation Analysis

Intrinsic satisfaction is found significantly correlated with only a few variables namely:

1. Sector of occupation ($r = .186, p < .01$): Respondents working in private sector are more satisfied on intrinsic factors in contrast to the respondents who are working in public sector organizations.
2. Determinant of recruitment ($r = .107, p < .05$) showing that professionals recruited with Academic performance are more dissatisfied than professional recruited with sports achievement on intrinsic aspects of job.
3. Number of subordinates ($r = -.095, p < .05$): Respondents assisted with more subordinates feel less dissatisfaction on intrinsic factors.
No significant correlation has been found between intrinsic satisfaction and the remaining demographic and personal variables. Even with the above variables, the association is weak, except for sector of occupation.

Extrinsic satisfaction on the other hand appears significantly related with the following:

1. Assets ($r = -.136, p < .01$): Respondents with more material possessions are less dissatisfied on extrinsic factors on work.
2. Age ($r = -.127, p < .01$): as the age increase the Physical Education professionals get less dissatisfied on extrinsic factors as compared to those young in age.
3. Marital status ($r = -.123, p < .01$): extrinsic dissatisfaction is less among married respondents. Unmarried respondents are more dissatisfied on extrinsic factors.
4. Duration of work ($r = -.115, p < .01$): with the rise in tenure, there is a tendency in extrinsic dissatisfaction to get reduced amongst professional. In other words, as the duration of work increases the respondents become more satisfied on extrinsic factors.
5. No. of subordinates ($r = -.115, p < .01$): as the no. of subordinates or assistants increases the dissatisfaction on extrinsic factors gets reduced.
6. Income ($r = -.096, p < .05$): increase in income is associated with less dissatisfaction on extrinsic factors on work. Those earning

less are more dissatisfied on extrinsic factors.

The variables with which the extrinsic satisfaction is not found significantly related include gender, level of education, sector, determinant of recruitment professional bodies, spouse work status, no. of dependents and family occupation.

Main Findings And Conclusion

The study results in the following findings:

1. In general, the Physical Education professionals are moderately satisfied on work. The mean overall job satisfaction score of 3.75 on a five-point scale indicates moderate satisfaction amongst respondents. There is still scope in the Physical Education sector organizations to improve the overall job satisfaction amongst Physical Education professionals as the moderate amount of satisfaction also indicates that they are dissatisfied somewhere on some aspects of the work.
2. The mean intrinsic satisfaction score of 1.48 and mean extrinsic score of 1.68 on a 13-point scale (where negative score shows satisfaction, zero indicates neutral, and positive score means dissatisfaction) shows that the Physical Education professionals slightly dissatisfied on both the intrinsic factors and extrinsic factors. The amount of dissatisfaction is higher for extrinsic factors and comparatively lower for intrinsic factors. It shows that comparatively the Physical Education professionals are less dissatisfied on the intrinsic factors.
3. The Physical Education professionals give high importance to both the intrinsic and extrinsic factors. The mean intrinsic factors' importance score is 6.11 and mean extrinsic factors' score is 5.76 on a seven-point scale, comparatively its

intrinsic factors, which are assigned more importance than extrinsic factors.

4. a) Among all factors, the Physical Education professionals are most dissatisfied on the 'opportunity for personal growth and development'. They are most satisfied and least dissatisfied on 'responsibility'. Both the factors are incidentally intrinsic by nature.
b) Among all job factors, the most important factor for Physical Education professionals is 'responsibility'
- 5) a) Among extrinsic factors, the Physical Education professionals are most dissatisfied on 'pay' very closely followed by 'opportunity to earn additional income'. They are least dissatisfied and most satisfied on 'rules and procedures'.
b) Among extrinsic factors, the most important factor is 'job security' and the least important is 'opportunity for additional income'.
- 6) The correlations of overall job satisfaction with intrinsic satisfaction and extrinsic satisfaction are $-.356$ and $-.329$ respectively. The relationships are significant and negative showing that the Physical Education professionals who are more satisfied (or less satisfaction, and vice versa). The association of overall job satisfaction, however, is stronger for intrinsic satisfaction.
- 7) Extrinsic satisfaction is significantly different in different age, designation tenure and number of dependants. No significant difference in the extrinsic satisfaction is there among the groups of Physical Education professionals on the basis of gender, level of education, spouse work status, and family occupation.
- 8) Intrinsic factors of work are more important for the Physical Education

professionals who are post-graduates, senior teachers, possessing sports related achievement, than their counterparts. Significant difference have also been found in intrinsic factors' importance among different income groups. Physical Education professionals who are earning 'above Rs. 30,000' give more importance to the intrinsic factors than those who are earning 'less than Rs. 15,000'. No other significant difference is found amongst the Physical Education professionals in the intrinsic factors' importance.

Recommendations- The present study has disclosed that the Physical Education professionals are slightly dissatisfied on intrinsic and extrinsic aspects of their work, showing the need to improve these two areas particularly. Thus, it is suggested that the Physical Education professionals should be given the opportunities to improve their intrinsic satisfaction. Efforts should particularly concentrate in this direction on personal growth and development, recognition, participation, and use of abilities. Similarly, the extrinsic factors must also be taken care of to not let the dissatisfaction grow amongst the Physical Education professionals. The specific area in the extrinsic factors, which require improvements, include the working conditions, income, fringe benefits, job security, advancement, and authority. Moreover, on further analysis only intrinsic factors have been found predicting overall job satisfaction. Therefore, it is also suggested that the managers should focus more on the intrinsic factors for ensuring long-term improvement in job satisfaction and performance of Physical Education professionals.

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