

Impact of Job Satisfaction on Teacher's Performance

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Abstract

Teaching being one of the extensively noble professions, they are a blessing to the society. The core education process can be simplified in terms of the meaningful interaction amidst the teacher along with the things that are taught. Thus, the teacher plays a crucial and a direct role in reshaping the children undertaking education. As the teacher acts as the students role model, job satisfaction and gradually the teacher's performance is vital in the educational field. So, the need to further investigate was felt by the researcher on job satisfaction and teacher's performance of schools that follow varied different of education. The above links to the school authorities, society and the policy makers at large to enlist factors that contribute to teacher's job satisfaction at the extent maximum which then improves the performance of teacher.

Keywords: Job Satisfaction, Teachers, Performance of Teachers.

Introduction

Teaching being one of the extensively noble professions, they are a blessing to the society. The teachers teaching acts is thought to infuse a sense of confidence in youth and hence that the students undertake knowledge both at the time of schooling and their entire lifetime. The job of a teacher is to show students thing they should study and also challenge them by laying up higher standards and further criticize to aid achievement, helping surmount spots blind for evaluation of the progress of students with respect to valid objectives. So, teachers need to take up different strategies of teaching turning students capable of getting jobs.

The labour management and human resource prime purpose is improving the confidence or enhancing the attitude of employee with respect to job in an effective way. For the past few decades, this has emerged to be the major research area as researchers study the association with satisfaction at job and influential aspects. The job satisfaction significance on an array of organizational variables is investigated by several past researchers. Primarily, we see that job dissatisfaction account for job turnover of employees. And so, considering the employee's job satisfaction along with the influential factors has immense value for institutions or the concern to remain alive and also prosper. The current years witnessed huge importance from several economists due to job satisfaction and employee behavior having a correlation, job satisfaction of an Individual might eventually play a vital part for nation civilization as the employees contentment within an organization and is more likely to add to the industrial health, which further has an impact on economic contribution.

Here people are expected to stay satisfied if they are happy with their jobs. The prime reason behind such an issues is that employees that are satisfied are less likely to quit from job. This in a way reduces the rate of absenteeism providing higher outputs and hence it can be debated that happier the workforce, greater is the contribution given by employees. Satisfaction at Job is the multifaceted construct having varied definitions or related concepts that are studied in several disciplines since many years. Several articles and theories of interest to social psychologist, managers, and scholars, that focus on satisfaction at job since majority of people spend a lot of time at work and further understand factors which leverage satisfaction and is then important to better the individuals well-being in the living domain [1].

For the past two decades, the system of Indian education has undergone significant changes structurally, particularly the sector of higher education because of economic liberalization. This leveraged the entrance capacity of private players. Their entry in higher education account's in

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Indian education dynamism. Then, competition both at the global and the national level along with the need of having multidisciplinary human capital attributed higher education's fast growth. Today, higher education is the amalgamation of flows globally and the networks of knowledge, ideas, investment, and the dealing that are inter-institution. Widening of higher education along with private players entry provoke fresh appraisal of Indian higher education. Various studies stat that today India is struggling because of lack of qualified human capital, employment generation which then depends on the presence of trained and skilled personnel.

There occur plenty of ground-breaking changes in higher education since years. One of the most crucial change has, been the contribution to economy. Seeing India striding speedily in the race of being the society of knowledge, higher education is not confined to only the rich or the higher sections of the society. Today even the poorest of poor have access to higher education.

Teachers that are unsatisfied with their own positions might not perform as much as their capabilities, thereby stifling the process of continuous learning for learners in the school community. Then, Shonk (2010) notified three different factors which effect ways by which promote successfully promote the satisfaction and then lead to the continuous workplace growth. The prime factor being the willingness of the organization to empower employees and participate in activities of problem solving which is related to work [2]. The next factor being commitment of the organization to aid employee participation for planning, goal setting and decision making. Lastly, the ability of the organization' for task accomplishment by coordinating them via smaller team units.

The establishment of the personal work relationships via teams lay a positive effect on the teachers that at times works in situations that are stressful and frustrating [3]. Such Teaming might boost the knowledge Sharon likelihood for the learner's improvement. One Janssen (2001) maintains that teamwork between professional educators need not be only ideal but a practice. To aid the profession of teaching, and the student's achievement, teamwork is more of an educational necessity. The concept of teamwork promises to provide better quality services for families and children with higher morale and higher satisfaction at job [4]. If the teachers are job satisfied, they remain innovative, energetic, and productive. Collegial Working might end up in creation of support to help teachers with frustrating, stressful, and dissatisfying role that hinder satisfaction at job.

Performance of Teachers

Teachers performance primarily depends on the characteristics of the teacher like responsibility sense, knowledge base, and inquisitiveness; characteristics of the student like learning opportunity, academic work; factors of teaching like communication and lesson structure, aspects of learning like success and involvement; and the phenomena at classroom like climate and environment along with organization and

management. Taking care of such factors by the teachers, they can improve their performance to the desired extent [5]. But the proxies implemented by districts and states for determining the quality of teacher are woefully inadequate. Entrance and exit score of Teachers examination, experience years, advanced degrees, and the credentials of teaching aren't linked to the achievement of student and teacher effectiveness ratings. Leigh and Mead (2005) she's light on the idea of the downfall of teaching quality, further demonstrating that the teachers skills has lowered because of out-dated teacher preparation and stagnant schemes of compensation by the educational institutions management [6]. Such a condition in past few years accounted for teachers (1) lesser growth opportunities (2) lack of compensation structure. And the condition gets worse with the disadvantaged students that need excellent teachers. In the suggestion by Seigh and Mead for lifting teachers performance have promoted the requirement of teachers performance appraisal periodically similar to the ones on business or corporate. Teachers should be evaluated periodically and the drafting of the compensation structure to be done on the basis of performance. A policy stringent needs to be developed for modernizing and enriching the teacher's quality for evaluating, hiring, and compensating. Rewards given based on merit. This showcases how quality affects students' performance of the average teacher as with the excellent teacher's students' performance.

Hakanen and others (2006) has used the model of Job Demands-Resources in terms of the proposal stating the presence of parallel processes as part of the work that relates to the teachers well-being, primarily the energetically process (such as burnouts, job demands, ill health) along with the motivational process (such as organizational commitment, engagement, job resources) [7]. The given results affirm the existence of both the processes, even when the energetically process is more prominent. Specifically, (i) the demand of high job and its effect has been mediated by burnout (ii) the job resources effect on commitment of organization mediated by work engagement and (iii) absence of resources effect on the engagement has been mediated by burnout

Job Satisfaction

The satisfaction at job is the feeling global related to the job or constellation of attitudes on several aspects of job facets. The facet approach has been used to seek out the parts that lead to job satisfaction or on contrary, dissatisfaction. The core factors that are conducive to satisfaction at job consist of work that is mentally challenging, equitable rewards, condition of supportive working and the supportive colleagues. For majority of the employees work is seen to map the social interaction need and hence, employees having a friendly supportive environment account for higher satisfaction at job [8]. Further, Job satisfaction is the indicator of psychological health and emotional well-being [9].

In the same way, the perspective utilitarian to satisfaction at job asserted that this job satisfaction

accounts for behaviors which have a positive or the negative impact on the organizational functioning. For instance, the ways students are related to teachers and teacher's relationship with other colleagues get strongly influenced by their satisfaction sense in school [10]. Several studies as done by Goeransson and Aronsson (1999) then concluded that the workers on contract have lesser satisfaction because of poor control on the status of employment. McMurdo (1998) supported findings that state the teachers of contract are concerned with condition of insecure employment [11]. Further, satisfaction at Job is amalgamation of beliefs and feeling employees have for their current job. The degree of satisfaction at job of individuals range better higher to lower. People have varied attitudes on job aspects like the type of work, payment, co-workers, supervisors and subordinates [12].

Job satisfaction appears to be more of a multifaceted and I concept that has different meaning for different people. Satisfaction at Job is linked to motivation, yet the relationship nature remains unclear. Motivation and Satisfaction are not same. Satisfaction at job is like the intern state attitude. For example, this can be linked to the feeling of achievement, qualitatively or quantitatively [13]. We think that satisfaction at job represents the feeling which is the outcome of ones perception about the job which can map the needs of both material and psychological [14].

Satisfaction at job has been deemed as the major factors when thinking about the business organization effectiveness and efficiency. As a matter of fact, the paradigm of the new managerial era promotes the employees needs to be treated and primarily considered as human having self needs, own wants, personal desires which is the good indicator for the job satisfaction importance in contemporary companies. At the time of job satisfaction analysis, the logic which accounts for satisfied employee is the happy employee and any happy employee is the employee successful. The job satisfaction importance is seen to rise to the surface, had they in mind the consequences of many negative consequences of job dissatisfaction like leveraged absenteeism, loyalty, and higher accidents etc.

Job Satisfaction amongst Academic Professionals (Teaching Professionals)

Teachers of College fall among the most important professional group for the future of our nation. So, it is extremely surprising to see that today most of the teachers of college are not satisfied with one's job. It is important both for self and the society, that the college teachers remain satisfied dissatisfied with their jobs. This leverages performance in classroom and productivity in college. Societal Wellbeing relies on the teacher role. They are the guidance source in all major steps in students' academic life. When teachers are job satisfied, they perform with devotion and concentration.

Given the global world, satisfaction at job is a major issue. This is then important for the educational system long term growth across the globe. Here, job satisfaction is the capability of the job to map the

needs of the teacher and also better their performance. Skills, knowledge and the competencies take place if one is satisfied with others behavior. So, satisfaction is the need of the teacher's behavior in case she needs to do productive acts in college.

An educational system to be successful and well-known, it needs to have a reputed, shining, and higher quality teaching staff. Teacher's role holds immense importance since they take up the efficient skills, teaching activities and strategies to help students perform better in their life.

The teachers providing high quality education across the globe are a crucial part of the world's different civilization in lieu of the historical perspectives, so that the job satisfaction level of teachers becomes important part of the study. The satisfaction at job is the wider concept of a profession. Locke (1976) has defined satisfaction at job to be the positive or the pleasurable emotional state that is the result of the job experiences appraisal." In majority of the studies, satisfaction at job is the ways individuals think about one's own job and corresponding aspects.

As per Robbins and Sanghi (2006) "Satisfaction at Job is the fusion of feelings which the individual has for his job. This also was said by Masud Ibn Rahman et al (2008) "Satisfaction at job is the general attitude with respect to one's job. This is in reference to the feeling of an employee or the mind state relating to work nature."

Again Lockey (1970) has expressed the idea that "Satisfaction or the dissatisfaction at job is the perceived relationship function between the expected and the attained. Also the added importance or value to the attributes of the individual" Satisfaction of Employee is the requirement fundamental for effective performance in practical work. Also, satisfaction at job is an important pre-requisite for efficient and effective workforces as "A Dissatisfied workforce leads to problems immediate only to particular organizations"

Satisfaction at Job is linked to a Randy of factors since it is multifaceted as argued by Smith, Kendall and Hulin (1969) that "Satisfaction at Job is multidimensional; as one can be satisfied more than other". Hence, the aim is to study the job satisfaction level among teachers as influenced by the components like salary, work, the relationship with the co-workers, motivation, supervision, opportunities of promotion, recognition, security of job, benefits (life and health insurance), balance of work family etc. For every profession, employees feel same on the above components.

Relevance of Job Satisfaction and Motivation

The job satisfaction relevance along with motivation is important for the educational system long-term growth worldwide. They rank at par with the skills and professional knowledge, core competencies, strategies and educational resources being the veritable determinants of performance and educational success. Professional skills, knowledge, and core competencies take place when either of them feels effective in the behavior. Alongside, skills, professional knowledge, and competencies occur when one takes on or masters the challenging tasks as directed towards the performance and educational

success (Filak & Sheldon, 2003). All the factors stated above has been linked effectively to efficacy, and, also the same is known as teachers could not build self-efficacy within the setting of educational domain (Dweck, 1999). Additionally, satisfaction needs and work motivation is important for all the teacher's as they account from the life working core reasons. Where nearly all the teachers work to map the needs of her life, they are gradually agitated for the satisfaction needs. Here, Job satisfaction is the capability of job to map the needs of the teacher and further better the performance of teaching.

Objectives of the study

The present study objective includes:

1. Investigating the presence of relationship significant amidst the satisfaction at job and teachers performance.

Review of Literature

Gupta (1988) has investigated the correlation of both the effectiveness and the ineffectiveness in teaching of a teacher's teaching. He saw the satisfaction at job and the financial support to significantly influence effective teaching.

Bruhn (1989) has performed an investigation that relates to job satisfaction, job stress, along with professional growth and the sample that encompasses major professions, finding that satisfaction at job is more of a necessity to control stress at job and promote career growth.

Naseema (1994) has studied the job satisfaction relation with teaching competence finding that the form contributes to effectiveness in teaching.

Kulsun (1998) made an attempt to relate the climate in school with satisfaction at job

Jyothi and Reddy (1998) in the study needs special attention as the job satisfaction stuff in all teachers that work in special schools.

Teacher's job satisfaction appears to be the popular area for recent year researchers. Yezzi and Lester (2000) has examined the satisfaction at job among teachers thereby finding that age and the requirement for achievement acts as the job satisfaction predictors which used the method of multiple regression.

Jabnoun and others (2001) represented the study that outlines the factors that influence the teacher's job satisfaction in select Malaysia secondary school. Evaluating the teacher satisfaction with components extrinsic and intrinsic seek significance in demographic variables.

Rasku and Kinnunen (2003) is seen to compare the situation at work of Finnish school teachers of upper secondary with that of European teachers, and then examine the extent up to which several conditions at job along with the coping strategies suggest well-being. The demand of job and control attain prime effects on the well-being: greater demands show lower satisfaction at job and burnout and greater control shows higher job satisfaction and personal accomplishment.

Van Dick (2004) saw in a study that identification of organization that leads to satisfaction at job and then predicts intentions of turnover.

Cetin (2006) performed a research seeing the presence of significant difference amidst the satisfaction at job, occupational along with organizational commitment of nearly 132 academics, thereby highlighting that presence of relationship between performance and satisfaction.

Zhang Jin, Zheng Wei (2009) postulated novel ideas when it comes to methods to associate satisfaction with profession and work with work performance. Impactful commitment was experimented as a crucial mediator between work satisfaction and performance, whereas traditionalistic was utilized as a critical moderator between work satisfaction as well as impactful commitment. With 292 staffs a research or survey was done from seven Chinese organizations. The research outcomes recommend that affective compliance or loyalty is a key method through which work contentment impacts work performance/execution.

Indhumathi (2011) conducted a study with 444 secondary educators for an analysis of job satisfaction as well as performances. An important connection was obtained between work contentment or satisfaction and performance of various teachers who come from various sections of institutions. Their job satisfaction as well as performance greatly varied with respect to categories of institutions.

Beverly et al (2007) state that studies on job satisfaction within the genre of education has analysed the results as well as impacts of teachers' satisfaction. As per the study, minimum three potential results (retention, attrition as well as absenteeism) as well as three important impactful factors (demographic factors, work role associated features as well as work experiences) have been found. This genre of study has explored and stated again and again that work satisfaction leads to greater degree of retaining teachers alongside an amplified attaining duration of them. On the contrary, with reducing satisfaction levels, attrition as well as absenteeism among educators is noticed to be rise. Consequently, turnover and satisfaction are inversely proportional to each other. The fresher teachers, as maximum studies recommend that one-third or one-half (50%) of them quit less than 5 years of joining because of increasing duties and requirements vested in them (Billingsley & Cross, 1992), alongside an inadequate financial support.

Bloch (2009) postulated a modified design of South-African academics as a representative of Consortium for Research on Educational Access, Transitions and Equity (CREATE). This research showed that a positive and healthy association lies in between job satisfaction and promotions. Academic experts feel encouraged and boosted as well as become loyal if promotional scopes are present. It was a feedback of the insecure and uncertain public educational structure in South-African academics. Graeme Bloch devised the Education Roadmap as well as its 10 Point Program in a form of interventions by means of a multi-layered policy. The intention was galvanizing academic policymakers as well as people who use this into operational mode, obtain institutional support or patronage, with teachers providing lessons

and students learning, and finally result an operational and effective education structure.

Doolittle (2007) elaborates the adjustment plans and sees that planning, designs, accepting mentality as well as healthy reframing in association to amplified private achievements are positive whereas self-accusing, blaming, lack of involvement, distracted mentality as well as denial is associated with higher degree of emotional exhaustion. Besides, a greater spirituality has correlated with intense emotional exhaustion as well as private achievements which recommend that staff content is complex and it's not mandatory to relate dissatisfied mentality with emotional exhaustion. Doolittle further explores proofs to establish the claim of required benchmark for wellness of staffs.

Mohamed Imran Rasheed (2010) in "Motivational Issues for Teachers in Higher Education" showed that certain aspects such as work design, climate or ambience in the profession, reaction, identification or appreciation, decision making involvement play vital roles when it comes to satisfying teachers. His research was a key point to compel the higher educational authorities such as Islamia University of Bahawalpur, Pakistan to focus on encouragement aspects among the university teachers. The analyzed case may act as a effective one across all Universities where educators or professors has to face similar problems.

Nohria et al (2008) showed in a current research that encouragement or motivational aspect is estimated by multidisciplinary markers such as involvement, satisfaction, loyalty or commitment as well as motive to leave. As per Rainey (2001) job motivation means the degree of excitement, directional way as well as persistent endeavors in job set-up where a staff wants to give his best.

Philip et al (2009) mentioned that an educational revival has occurred during the last fifty years where opportunities and diversities have been transformed. Analyzing and understanding this continuous and tremendous procedure in the middle of it a tough job. The academic growths of the recent time are quite vital and important ones just like that of the 19th century as at that time, the research university were established. Germany was the first country and then the revolution reached many places and this essentially redefined the basic structure of academics across the world. The educational developments of the previous 20th century as well as first half of the 21st century are extensive because of their universal attributes as well as the concerned individuals.

Robbins (2005) states that a company or organization will not survive if the staffs are not motivated periodically, this is especially important for the present condition of highly competitive corporate structure. Robbins et al (2005) stated that the staffs' boost or encouragement refers to the intention to impart a greater inspiration for achieving the targets or objectives of organizations, provided the efforts and capability is satisfactory for a few personal requirements. It's evident that motivational aspects are intention or wish of the staffs to work with utmost

efficiency. This form of willingness can only be perceived if the staffs are ensured that they would be satisfied by their efforts.

Conclusion

When it comes to the job satisfaction, it has two aspects, either it is a universal sense regarding the work or it is associated with a set of attitudes regarding different attributes of the work, the facet or attribute method is good for finding out which sections of the work result in satisfaction or lack of satisfaction. Presently, academic institutions cannot bypass or neglect the topic of work contentment given the requirement of effective job is on rise. Two major causes are there about why they're associated with satisfaction with job. Primarily, they are morally responsible of doing their best for providing the teachers a sense satisfaction with their works. Next, they think that the satisfactory experience of these teachers will be positive and healthy for the overall academic institutional aspects.

The current empirical work investigates the association between work satisfaction and teachers' teaching performance. From the study, it's observed that a huge gap lies between these two factors. The school teachers are more effective as far as job satisfaction and teaching performance are concerned in comparison to their peers in matriculation or state board schools. In the first category, i.e. the schools, the infrastructural aspects, pay band, functional hours, appreciation for better and hard work, class size number of classes taken in daily basis, attitudinal behaviors or pupils, consciousness as well as parents' mentality, socioeconomic hierarchy of the parents are better as well as favorable for the teachers posted. Remembering the core value of the youth in the nation-building of a nation, the institutional authorities, policy makers as well as the holistic society must guarantee to contribute for teachers' job satisfaction up to the maximum level for boosting the teaching performance.

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