

"A COMPARATIVE STUDY OF JOB SATISFACTION WITH REFERENCE TO 'SELF AND SOCIETY' AMONG GOVERNMENT AND SELF-FINANCED COLLEGE TEACHERS OF LUCKNOW DISTRICT"

A Thesis Submitted to Babu Banarsi Das University for the Degree of

Moctor of Philosophy

in

Education

by

Anoop Shukla

Under the Supervision of

Prof. (Dr.) SHIVANI BHATNAGAR

School of Education

Babu Banarasi Das University Lucknow 226 028 (U.P.), India

November, 2024



CERTIFICATE OF THE SUPERVISOR

This is to certify that the thesis, entitled "A Comparative Study of Job Satisfaction with reference to 'Self and Society' among Government and Self-financed College Teachers of Lucknow District" submitted by Anoop Shukla for the award of Degree of Doctor Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by his under my supervision. To the best of my/our knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

Date: Signature

Prof. Dr. Shivani Bhatnagar

(School of Education)

Babu Banarasi Das University,

Faizabad Road, Lucknow

DECLARATION BY THE CANDIDATE

I, hereby, declare that the work presented in this thesis, entitled "A Comparative Study of Job Satisfaction with reference to 'Self and Society' among Government and Self-financed College Teachers of Lucknow District" in fulfillment of the requirements for the award of Degree of Doctor of Philosophy of Babu Banarasi Das University, Lucknow is an authentic record of my own research work carried out under the supervision of Prof. Dr. Shivani Bhatnagar. I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma of any university or institution.

Date

Name & Signature of the candidate

ACKNOWLEDGEMENT

I would like to start off by thanking the God who gave me strength, patience

and hope to finish to my thesis.

Firstly, would like to express my sincere gratitude and feeling of everlasting

indebtedness to my Ph.D. advisor Prof. Dr. Shivani Bhatnagar, (School of

Education) for the continuous support of my Ph.D. study and related research, for

her patience, motivation, and immense knowledge. Her guidance helped me in all

the time of research and writing of this thesis. I could not imagine having a better

advisor and mentor for my Ph.D. study. I take this opportunity to express my

sincere to Prof. Dr. Kanak Dwivedi (Head of the Department) for her help and

support in my research work. The results presented in this thesis could not have been

accomplished without them.

I would like to thank my **Parents** for their moral support. I am gratefully

thankful to my best friends Dr. Amita Singh and Dr. Neeraj Yadav who

supported me from time to time and motivated me to complete this task. I am

thankful to my sister **Preeti Shukla**, **Deepti Shukla** and my family. It is difficult

to recall the individual names of my relatives, research scholars and friends who

were of immense help in one way and other. I am thankful to all those people who

contributed their might towards my success and happiness.

I am also thankful to research co-ordinator **Prof. Dr. Ahmad Ali** and

Hon'ble vice chancellor **Prof. Dr. S.C. Sharma** for their motivation in my research

work.

Last but not least thanks and love to my beloved son Prasoon Shukla and

daughter **Anushree** for their support throughout my research work.

Date:

Anoop Shukla

Lucknow

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PREFACE

Job satisfaction is a serious issue in any society today. It is an issue that affects both professional life and personal life of any individual. In the field of education, it becomes even more important as it affects not only the life of the teacher but also the future of the student. Therefore it is necessary that a teacher is satisfied with his profession only then he will be able to do welfare of his students. Teacher is not only an important member of his school but also of the society, he contributes a lot to the society through his efforts. In this way, the role of the teacher is to take forward his student, his society as well as take his country forward. Therefore, it is very important for the teacher to have a good level of job satisfaction, self and society.

The present study work done by the researcher is to study the comparative study of job satisfaction, self and society, government and self-financed college teachers. The purpose and vision are formed to find the difference in job satisfaction, self and society of government and self-finance college teachers. The researcher wanted to find out the difference between the work satisfaction and the society's teachers working in government and self-financed degree colleges established in Lucknow district.

Chapter 2 discusses the literature review about the work done in the past on job satisfaction, self and society.

Chapter 3 states the methodology used in present study. It includes a sample size of 300 (100 government college teachers and 200 self-finance college teachers). Sample selection has been done through teachers working in government and self-financed degree colleges located in Lucknow district. For this stratified random technique has been used for sample selection. The TJSS/MMB (Teacher Job Satisfaction Scale – developed by Mudgil, Mubar and Bhatia) questionnaire has been used for job satisfaction. Whereas for Self and Society, the S&S questionnaire prepared by Bhatia and Pandey has been used.

Chapter 4 it concerned with the analysis of the data using statistical measurements like mean, standard deviation, and t-test. Based on the analysis findings and a conclusion was drawn. A comparative study was conducted on the job satisfaction of government college teachers and that of self-finance college teachers. Along with this, a comparative study has been done on the self and society of government college teachers and the self and society of self-financecollege teachers. Apart from this, a comparative study of job satisfaction and self and society has also been done by dividing teachers based on gender.

Chapter 5 is concerned with the suggestions, educational implications, and conclusion of the study. Teachers are the backbone of the society, role models for their students. They should always think about the interest of the students. Job satisfaction is a mental condition, so to a large extent it also depends on us how we feel satisfied. They should always try that no matter what the job situation is, it should not affect their students. At the same time, one should always be ready about the interest of himself and his society. The government and administration of our country should also try to make teachers feel satisfied in their work. Such topics are presented with facts in this chapter.

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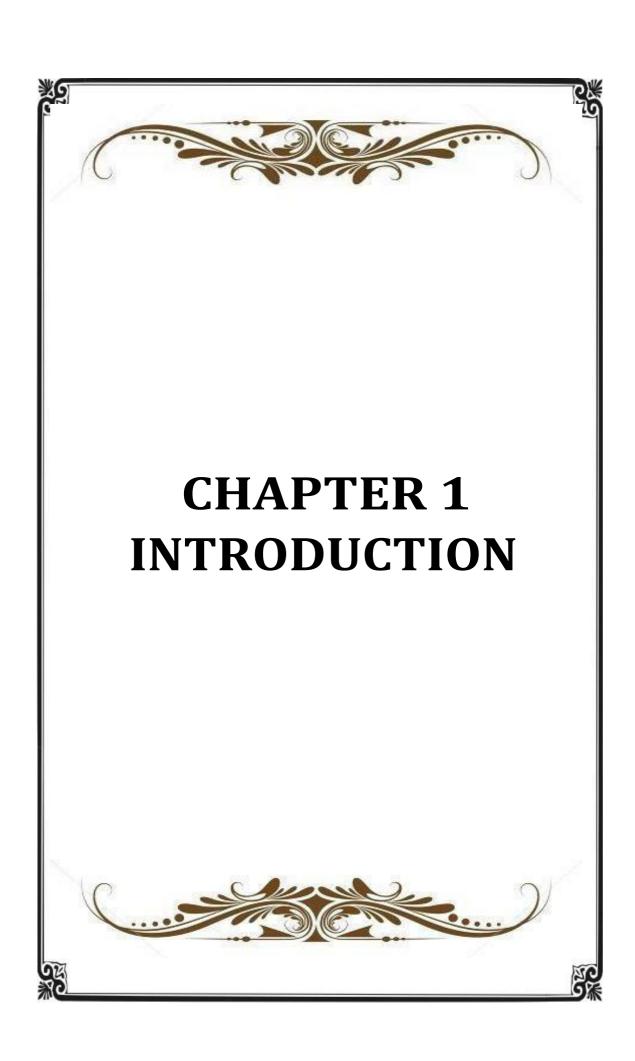
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INTRODUCTION:

It is natural for the members living in the education world to have an impact on education. This effect also directly or indirectly affects the students. Students are not only affected by the teacher's teaching ability and teaching personality but also cannot remain without being affected by the educational environment of the school, the educational environment is an integral part of the school environment, if the educational environment in the school is good, then there is competition among the students. The feeling is developed, awareness about the subject is generated and motivation and interest in the subject are generated to achieve the objective.

The scholars in ancient India were well aware that education is the cornerstone of all-around progress in the all-round development of the individual and the multifaceted progress of civilization. Therefore, he propounded such an admirable system of education, which not only gave birth to the vast Vedic literature orally in the beginning but also gave a basis to the future education of India; Due to which the nation of India is proudly advanced today. From this point of view, education in India is not a foreign plant. There is no country in the world where the love for knowledge has emerged in such ancient times or which has made such an enduring and powerful impact.

Education was given utmost importance in ancient India; proof of this is that education was considered the source of light, insight, knowledge-eye, and the third eye of man. The Indians of that era thought that the light of education removes all doubts about a person and removes all his obstacles. The insight gained from education increases the intelligence, discretion, and skill of a person. Education endows a person with real power, contributes to his happiness and prosperity, gives him the ability to

understand the real importance, and helps him to cross the ocean of the universe and attain salvation. In this way, about the importance of education, Indians have expressed the belief that education fulfills all the desires of a person like Kamadhenu or Kalpataru and leads to his all-around development.

The cooperation between school and society is very important for each other. Society has an impact on the school. A school is an institution created by society to fulfill its objectives. Franklin thinks that "Through school, society transmits that knowledge and qualities to its members, by which it is protected and as a result of which its growth and development are possible." ¹⁰⁴ Thus we see that school is a social institution and it has been established to fulfill the needs of society. Its operation and system should also be in the hit of society. The function of society is not only to build the school but also to nurture it. Society fulfills the needs of the school through money, people, and recognition. Therefore, it is necessary for the school that it should consider society as its ideal and produce such boys/girls who prove to be beneficial for society. There is a famous saying that whenever education is a follower of the rule, then there is a decline in the educational level because in this situation one has to always keep an eye on the ruler. But when she is connected with society, then her level is upgraded because she has to take care of the interests of society.

The education system of that country has an important place in the social, economic, political, and moral development of any country. Without education, the pace of development of any country slows down. In all the countries in the world that find a place in the developed category, their education system, and educational environment are of an advanced type as compared to developing countries or underdeveloped countries. The development of any country is related to its literate population. Today, rapid scientific development and scientific tools are happening in

the world and many countries are trying to achieve discoveries and new achievements one after the other, while the competition is busy moving ahead of each other in the field of development, in this, education is being promoted very important contribution. If there is such an education system that does not help the students in fulfilling the objectives of themselves and their country, then neither the development of the students is possible nor the development of that country will be possible in that condition. In such a situation, the student will not be able to adjust himself to such a social environment. Therefore, it should become the responsibility of any country to provide a good education system and a good educational environment. Thus it is true that creating well-trained teachers and a good educational environment is equally important for a good educational system as it is to help the student to achieve his objectives.

The society in which the school is situated has a social, political, and cultural impact on the school. The school tries to make its polluted environment pure by presenting its ideals and criticizing society directly. Thus there is a close relationship between the school and the society. Their work cannot run without the cooperation of each other. The school functions as a well-organized social group. According to John Dewey "School is a short form of society." According to the Spencer "The school is a social unit." 94

Thus we see that the importance of education in any society in any country is very high, and the role of teachers proves to be very useful for imparting education. If the name of education comes, then the name of the teacher is equally important along with the student. Teachers play a very important role in the life of students. They impart knowledge and wisdom to children and adults. Teachers are the cornerstone of modern civilization. They bring some value to the lives of young children. They teach the

students about the importance of discipline and perseverance. Teaching is also considered a noble profession. Listening attentively to the lesson being taught to a class of students requires a great deal of skill. Sometimes teachers become a source of significant influence on the lives of students.

A child is like clay and the teacher can shape the child into any shape. Everything a child learns comes from his parents and then from his teachers because he is born without any knowledge. Teachers provide them with education and knowledge. They become an encouraging factor, confidence booster, and moral supporter for the students.

From schools, and colleges to universities, teachers are needed everywhere to guide students to share their future. Despite having a tough personality, he is kind and loving toward his students. For all these reasons, the role of the teacher as an important factor in one's life cannot be ignored. We can understand the importance of teachers in society through the following points:

- 1: Teachers are role models of society.
- 2: Teachers help provide a better understanding of the child about a subject.
- 3: Teachers are respected in the institution.
- 4: This profession demands tremendous patience and hard work.
- 5: Teachers help students to complete various tasks.
- 6: They also find out the talent of the students.
- 7: Teachers also learn something with each
- 8: Teachers prepare lesson plans and study programs for the

9: He guides the students by correcting their mistakes.

Understanding so much importance of teachers in the education world, it seems that it is the teacher who can take society forward through his students, through the teacher only society and the country can progress, and this is possible only when A teacher contributes 100% with complete honesty, diligence, integrity. This is possible only when a teacher is doing his teaching job with satisfaction. But sometimes or often we see that the teacher is not able to give his full contribution to the teaching, due to this it can be both professional and personal. The attitude of the teacher, his role in the society in which the teacher lives, his position, and his involvement all also affect the teaching work of the teacher. Thus we should understand that the job satisfaction of teachers is a very important aspect of teaching. If any teacher is satisfied with his job, then he is capable of giving his maximum contribution to the education world.

If we try to understand higher education in our country at present, it is known that higher education is being made available to students on many grounds. Along with teaching work in universities, various types of courses are also being conducted in degree colleges recognized by universities. If we talk about degree colleges, there are mainly two levels of degree colleges operating in our country, one at the government level which includes government and aided colleges, and the other is the self-financed degree colleges, which meet the prescribed standards run by private efforts. Both government and self-financed degree colleges are running the same curriculum and awarding the same degree to the students, yet there are wide disparities in the job conditions in both colleges, which also affects the job satisfaction of the teacher.

1.1 Job Satisfaction:

1.1.1 Meaning Definitions and Concept of Job Satisfaction:

Job satisfaction means how satisfied a common man is with his profession. Generally, job satisfaction is nothing but the significant extent to which a person enjoys or hates a job. Job satisfaction can be a person's perception of his job profile. Psychologically, job satisfaction is strongly linked to various dimensions of working conditions, such as salary, working hours, promotions, professional development, retirement benefits contracts, and many other aspects of work. Nevertheless, research teams and human Resource experts usually distinguish the emotional satisfaction between the two. Often when we refer to the topic of job satisfaction, some questions arise such as: What drives people to do something? How to translate satisfaction into a job well done? Based on which indicators we can measure job satisfaction etc.? Individuals have their reasons for doing things differently, which we refer to as the desire to achieve something related to personal and business interests, which results in achieving or guaranteeing success (the desired choice). Here satisfaction is closely related to motivation, first appearing as an effect of motivation.

Martin Wolf states that "The individual goes through several factors to achieve the highest level of satisfaction that provides pleasure, contentment, and fulfillment and, in parallel, identifies modes of scarcity and nuisance." ²³⁶

If we try to understand this definition of them, then we will understand that a natural aspect of a person is to get satisfaction. If a person is doing any work or in any situation, if he is experiencing pleasure in it, then satisfaction arises automatically in him.

Whatever business a person is engaged in or is also doing any other work if he feels satisfaction in it, then his achievement automatically increases, Thorndike's law of

effect is based on this principle. Thus it can be said that in any occupation a person is in, his performance and productivity depend on his job satisfaction.

According to Cranny, Smith, & Eugene, "Managers, supervisors, human resource specialists, employees, and citizens, in general, are concerned with ways to improve job satisfaction".⁶⁴

From the above definition, we understand that job satisfaction is a very important and serious aspect. Job satisfaction is very important in today's hectic lifestyle because there are many side effects of not being satisfied, and experts in our society are concerned about how to make efforts to improve job satisfaction. Somewhere this shows that the intelligentsia is dissatisfied with the way steps are being taken for job satisfaction.

According to Paul Spector "Job satisfaction is like having someone's job and finding fulfillment in what you do. It sums up a person's feelings and emotions about them and how their job affects their lines."

Thus we understand that job satisfaction is one aspect that interconnects. This includes co-workers, executives, and other classes, all of whom feel emotionally connected at some point. In this way, new relationships are also established by coming in contact with each other. People working with each other look at each other and try to understand how other co-workers try to find satisfaction in the same job situation (in which they are also working). And with this people connect and are also influenced by each other.

E.A. Locke "Job satisfaction refers to a person's sense of satisfaction at their job that serves as a motivation for the individual to undertake the task." It is not pleasure or self-satisfaction but satisfaction at work. Meaning of satisfaction is the state of their simple sense of purpose that accompanies an impulse."

This definition of Locke makes it clear that job satisfaction does not mean being happy in the job or feeling self-satisfied but being satisfied with the work in the job therefore, if we are satisfied with whatever work we are getting in our business, then we are satisfied with our job.

According to Durbin "Job satisfaction evaluation or one's job experience or job satisfaction is the amount of happiness or satisfaction associated with the job. If you love the job very much, you will experience higher job satisfaction. Highly disliked, you will experience job dissatisfaction."

While Durbin, unlike Locke, presented his views, he pointed out that when we are happy or self-satisfied in our job, it is our job satisfaction. Therefore, according to them, it is necessary for us to be happy in our job for satisfaction.

According to Fieldsman and Arnold, "Job satisfaction would be defined as the amount of overall positive effect or emotion that individuals have a knack for in their work."

Fieldsman and Arnold have tried to explain job satisfaction in a broader sense, stating that job satisfaction is not just job satisfaction or self-happiness but its overall form i.e. when a person is engaged in a job through his work and job is satisfied in his personal life, then it can be said that the person has job satisfaction.

Job satisfaction can also be defined as the positive emotional reactions you experience while doing your job or being present at work. Major organizations are now trying to measure this sentiment, with job satisfaction surveys becoming a staple at most workplaces. It is important to remember that job satisfaction varies from employee to employee. Under identical circumstances in the same workplace, factors that help one employee feel good about their job may not apply to another employee.

This can be understood by including the following areas:

- 1. Employee satisfaction requires a multidisciplinary approach.
- 2. There should be an effort to take the employees to new heights along with the challenging nature of the work.
- 3. Should be immediately appreciated by the management and the organization as a whole.
- 4. There should be competitive wages so that the standard of living of the employees remains good.
- 5. The promise of career progression should be commensurate with the personal development goals of employees.

Job satisfaction is a condition that focuses not only on one's profession or organizational structure but also on one's psychological, social cognitive, educational, and financial status. Job satisfaction is one of the most widely studied factors in the field of organizational psychology. Job satisfaction is an important factor that has attracted the attention of educationists as well as managers in schools. Various studies have been conducted to find out the factors that determine job satisfaction as well as the factors that affect performance in education. Although there is no conclusive evidence that job satisfaction directly affects performance because job performance depends on many variables, it is a major concern for academics. Job satisfact ion is the feeling of a favorable mindset that a person has towards his job. It is often said that "a happy employee is a productive employee." Job satisfaction is very important because most people spend a major part of their lives at their workplace. Apart from this, job satisfaction also has a great impact on the general life of the employees, as a satisfied employee is a satisfied and happy person, who also brings happiness to the people around him. A highly satisfied worker has better physical and mental health,

which also affects his or her general life and work performance. Job satisfaction studies try to explain how a teacher can make his life happy by being satisfied with his job, improving his job performance, and brightening the lives of his students. Job satisfaction is a variable that is one of the most researched variables in the field of psychology and has been linked to many things ranging from leadership, teaching, etc. to job design. It can be defined in terms of employees' attitude towards work and dedication towards work, self-satisfaction. This is not the same as inspiration; rather it is related to a person's attitude and internal state regarding one's professional work. For example, it may be linked to a person's sense of accomplishment and, therefore, determined by factors such as salary, supervisory style, and age. If the current job fails to provide a psychological or physiological need to an individual, job satisfaction may decrease.

It is important to understand the concept of work because there is no one way to understand it; there are several methods that can be adapted to satisfy all the employees in the workplace. Job satisfaction can be understood as the general attitude of the employee towards the job. It is a very pleasurable feeling that arises from an employee's perception of achieving a desired level of personal and professional need and satisfaction. Job satisfaction is an organizational process that satisfies the psychological and physiological needs of an individual. It is a multidimensional approach that is influenced by salary, promotion, co-workers, supervision, work environment, etc. High job satisfaction can be interpreted to mean that employees like the job, while low job satisfaction suggests that the job is being disliked. Job satisfaction is an intangible variable that is expressed through emotional feelings.

Therefore, we can conclude that whether job satisfaction is the employee's positive response to various aspects of the job, it helps to improve employee's

expectation about job performance as well as job outcome. And that can be determined by what difference the job provides.

Given that job satisfaction affects every employee around the world, both personally and professionally, this is why it has received a lot of attention in the research literature, yet it is a problem we still face today we do. However, it has given rise to a very large number of definitions, theories, and measures.

The world is marching ahead in the new millennium with a fresh start of intense competition and ever-changing price equations. It is clear that due to the changing circumstances, there has been a change in the attitude of the employees as well as in the organization. In this competitive and global business scenario, no organization will exist unless it can maintain a balance between its competitors as well as its employees. Realities are prompting us to strike a balance between the attitude of the employees and the organization. Job satisfaction enables employees to take on independent responsibilities and use their knowledge and skills in the latest technologies, thereby empowering them to execute them and thus enabling them to utilize their abilities in their respective areas of excellence. A good businessman is always looking for new ways to stay competitive. Organizations are faced with an environment characterized by a variety of challenges and key issues, which has increased the importance of human resource management in business decision-making.

Organizations include increased levels of competition, human resource diversity, changing value systems, and, above all, rapid technological developments. In a globally competitive and challenging business landscape, our success is largely influenced by how we manage our human resources.

Human beings are the most valuable part of an organization, the success or failure of an enterprise largely depends on the people running the organization.

In the words of Alfred Marshall "The most valuable of all capital is that which is invested in man."

Often whenever we refer to job satisfaction, some questions arise like: What is it that drives people to do something? How do translate job satisfaction based on whether a job is well done? What are the indicators based on which we can measure job satisfaction? Many such questions arise in our minds regarding job satisfaction. There are many reasons to do things differently, whether we look at them on a personal basis or business interest. If the person is satisfied with his work then it results in a guarantee of success.

From a social point of view, an enterprise combines two types of resources:

- 1. A group of humans.
- 2. A set of physical assets.

Job satisfaction is one of the important factors that have attracted the attention of the managers as well as the academics in the organization. A variety of studies have been conducted to explore the factors that determine job satisfaction and the many factors that affect productivity in an organization, although there is no conclusive evidence that job satisfaction directly affects productivity.

Job satisfaction is a feeling of a favorable attitude that a person has towards his professional work. In the literature on industrial psychology, the term job satisfaction is often used to refer to an individual's attitude toward specific aspects of their overall working conditions and income. Job is a term that refers to a specific job where job satisfaction is of a high degree where it is essentially related to human needs and

their fulfillment through work. It stems from the individual's perception of how well his job satisfies the various needs of his life. Thus it can be said that job performance and job satisfaction are correlated with each other.

From a psychological point of view, job satisfaction is an extremely pleasurable feeling as a result of job evaluation or job characteristics. Job satisfaction is the level of satisfaction that a person feels about his work which also affects his personal life; this feeling is based on the individual's perception of satisfaction. Job satisfaction is influenced by an individual's ability to perform business functions, earnings, and learning, and how management treats employees in an organization is an important subject of the research study. Job satisfaction is the level of satisfaction that a person feels about his professional work. This feeling is based on the individual's perception of personal and professional satisfaction. Job satisfaction is influenced by an individual's ability to perform tasks required by his or her business, the level of communication in the organization, and the way management treats employees. Job satisfaction comes in two levels; Effective job satisfaction and cognitive task satisfaction. Effective job satisfaction; the person has an emotional feeling toward his work. Cognitive job satisfaction is how satisfied an employee feels about some important aspect of their job, such as pay, work hours, or benefits. Many organizations face many challenges in measuring job satisfaction accurately, as the definition of job satisfaction can vary widely among different people within an organization. However, most organizations realize that workers' job satisfaction levels affect their job performance, so it's important to set metrics to build strong efficiency. Conversely, several studies have shown that high-performing employees do not feel satisfied with their jobs simply because of higher-level titles or increased pay, so the lack of correlation between occupational satisfaction and performance is a problem for organizations' important factor. This is a matter of concern because many studies also show that the implementation of positive practices brings financial benefits to organizations. In general, there are some important factors to measure and influence job satisfaction which is detailed as follows.

1.1.2 Factors influencing Job Satisfaction:

- 1. Payment or total compensation.
- 2. Tasks themselves (task details like projects and responsibilities).
- 3. Promotion opportunities (expanded responsibilities, more prestigious titles).
- 4. Relationship with the supervisor.
- 5. Interaction and work relationships with colleagues.

Apart from these five factors, one of the most important aspects of an individual's job in a business organization is related to the communication demands that the employee receives on the job. If a person receives too many messages at once, but does not receive enough inputs at work, or fails to process these inputs, the person is more likely to be dissatisfied, agitated, and unhappy with the job, Job satisfaction can be low.

Some other factors affecting job satisfaction:

- 1. Salary
- 2. Organization
- 3. Gender
- 4. Working Environment
- 5. Growth Opportunities
- 6. Workload
- 7. Stress Levels
- 8. Respect from Colleagues

- 9. Relationship with the Officer
- 10. Workplace Environment
- 11. Professional Development
- 12. Associate Allies
- 13. Compensation and Benefits
- 14. Job Security.

1.2 Teacher's Job Satisfaction:

1.2.1 Concept of Teacher's Job Satisfaction:

Teaching is a practice and educational system in which students are encouraged to learn in-depth in the context of a continuous, comprehensive, and constructive impact on their experience, behavior, and feedback. In the year 1966, the Education Commission of India gave importance to teachers as very effective agents or drivers in the socio-economic development of the country. The teacher is analytical, mutually helpful, forward-looking, and imaginative. The teacher is the developer of new understanding, the creator of new technologies, and the evaluator of past cultural practices and belief systems, using teaching and training as key determinants. The teacher uses all these systems for the benefit and care of the learners. As a result, society is being made culturally and economically strong by teachers. Teaching is effective when a skilled teacher is present in front of her students with appropriate course material, and curriculum presentation becomes impractical if effective teachers are not available. The credibility of education depends not only on the expertise of the teacher but also on how happy and satisfied he is with his field of work.

The role of teachers in society and education may change, but the importance of their position remains the same. Attracting and retaining quality teachers is a major

challenge for educational institutions. In education, the essential quality of a teacher is to have a positive attitude; every teacher should have the ability and clear intention to discharge his duty to get satisfaction from his work. Job satisfaction is the combination of emotional and psychological experience in any job. Job satisfaction is the relationship between what each individual expects according what he or receives. No work can be done effectively without satisfaction, school teachers are important in nation-building and budding citizens of the nation. Therefore, job satisfaction is an important concept that is not only related to an individual but it is relevant to the well-being of society. Job satisfaction is one such factor that will ensure the classroom performance and productivity of the schools. Teachers will be interested in teaching their students effectively when they are satisfied with their jobs. Like India, other countries of the world are trying to improve the quality of their education, so that they can meet the demand of globalization. Teachers will perform with maximum potential only when they are satisfied with their jobs. Therefore, job satisfaction is an important phenomenon in every field, especially in the teaching profession.

At present, considering the shortage of teachers as an international problem, it has become necessary to pay more attention to the job satisfaction of teachers. Job satisfaction is not only related to teacher retention and mind-set, but it also contributes to teachers' well-being and the advancement of their students, overall school cohesion, and the improved status of the teaching profession. Specifically, teacher workload, teacher cooperation, and teacher perceptions of student discipline at school are the factors most closely related to teacher job satisfaction. Several studies in education have found that female teachers are more risk-taking and more effective teachers, which leads to job satisfaction as well as professional growth. Furthermore, it is also clear that the relationship between teacher cooperation and job satisfaction is more important

for male teachers, whereas student discipline is more important for job satisfaction for teachers with low self-efficacy beliefs. Educational training is a specific type of established professional whose objective is to provide objective consultation and service along with education to its students for direct and fixed compensation, quite apart from the expectation of other professional benefits.

All problems seem to emerge from the level of job satisfaction that teachers feel towards their teaching profession; i.e. salary level, advancement opportunities, work environment, job stability, etc. This study is being done to find out what exactly contributes to the job satisfaction of teachers at a high level with special emphasis on teachers.

Teaching is an act that helps in providing a position of social respect to the individual. For a teacher, job satisfaction confers persistence with motivation, with job satisfaction manifesting as an effect of motivation. The focus here is on teaching, which has a high degree of complexity in terms of the range of activities involved, but also the structure and objectives associated with teaching. In the context of the many changes brought about by repeated reformist efforts in the education system, it is pertinent to identify the factors affecting job satisfaction, and in particular, the extent to which it is affected. In this professional category, the most commonly cited factors causing job dissatisfaction are compensation and job stability, this directs you to other factors to ultimately diagnose the situation on job satisfaction. The high-quality teaching staffs are the cornerstone of a successful educational system. Human resource is the biggest cost and biggest capital for the teacher education system, especially at the school level. Thus attracting and retaining high-quality teachers is a primary and important requirement for all educational institutions. However, good teachers are difficult to recruit and almost impossible to retain as they always have good

opportunities available. Teaching results are disappointing if a person is taking up a teaching job with disinterest or job dissatisfaction. The first step in developing highquality faculty is to understand the factors associated with quality and retention in teaching, a key factor being job satisfaction, which has been extensively studied by organizational researchers and linked to organizational commitment. Also linked to organizational performance, satisfaction with teaching not only as a job but as a career is a very important policy issue, as it is linked to teacher effectiveness, which ultimately affects student achievement. Thus, it is extremely important to understand the factors that contribute to teacher satisfaction or dissatisfaction. The correct information is the essential foundation to support a successful education system. Job satisfaction is an effective response to a teacher's work situation and can be described as a positive emotional response resulting from a teacher's job evaluation. It is a function of the degree to which the need of the students can be met and serves as a discrepancy between 'how much now' and 'how much should be. One of the factors that can cause dissatisfaction with a person or teacher is the person's attitude toward himself. Attitude towards work or job can be defined as one's job or career, or overall feeling about one's job or career. May refer to specific aspects of a career, such as compensation, autonomy, and peers, and may relate to specific outcomes such as productivity. Although some studies indicate that teachers generally prefer stable employment, high promotion opportunities, and satisfactory pay, the attitude of superiors and flexible working practices also affect teachers' job satisfaction levels. Job satisfaction is thus a multidimensional concept that breaks down into several dimensions including intrinsic job satisfaction, teacher attachment to the job, satisfaction with the behavior of superiors, and prospects for job security, income, and promotion.

If a teacher provides better education to the students then his/her career satisfaction can be strengthened. This can be particularly affected by the quality and sustainability of education offered to students. Some experts argue that teachers who do not feel satisfied are less motivated to do their best at their work. Teachers who are highly dissatisfied with many aspects of their working life are also less likely to have job satisfaction, should they change schools or leave the teaching profession altogether, in these situations disrupt the school environment and result in valuable Educational resources drain away. Factors associated with teacher satisfaction Factors affecting teacher satisfaction include internal and external factors, demographic factors, and individual characteristics of the teacher and school. Under internal factors, the internal satisfaction of teachers can come from the activities of the classroom. Daily interactions with students inform teachers' feelings about whether students have learned something as a result of their teaching or what message they have been conveyed. In addition to the characteristics of the student and the teacher's control over the classroom, the environment is also an internal factor influencing the teacher. Several studies have found that these factors are related to reduction and satisfaction in teaching, as well as other occupations. Some researchers believe that if the vocational teacher is given vocational autonomy, the attractiveness of the teaching profession will increase and the quality of classroom teaching and practice will improve and increase. Internal factors play a vital role in motivating individuals to enter the teaching profession as they enjoy teaching and want to work with youth, so internal factors are more important than external factors. There are very few teachers who enter the profession because of external rewards such as salary, benefits, or prestige. However, while inner strength can drive people to become teachers, external circumstances can also affect their job satisfaction and willingness to remain in teaching throughout their

careers. External factors a variety of external factors are associated with teacher satisfaction, including salary, perceived support from administrators, school safety, availability of school resources, etc. These and other characteristics of the teacher's work environment should be made public and targeted by researchers and educators., who claim that poor working conditions have demoralized the teaching profession; When teachers feel a lack of support for their work, they are not motivated to do their best in the classroom, and when teachers are not satisfied with their working conditions, they may change schools or pursue their profession can change completely. Demographic Factors Similar to professionals in other occupations, job satisfaction among teachers is related to demographic variables including age, education, marital status, and gender.

1.2.2 Factors affecting job satisfaction of teachers:

In this section, we try to understand the concept of teacher job satisfaction as well as the factors affecting the job of teachers. Like taking a closer look at school/college working conditions and teacher characteristics. Even though the focus of the study is on teacher job satisfaction, the literature on closely related factors such as teacher turnover and retention was also reviewed.

In this study, we use the definition of job satisfaction provided by Evans, who describes it as "a state of mind in which individuals can satisfy their job-related needs". Furthermore, two main components are recognized in teacher job satisfaction: job comfort and job fulfillment. The first refers to how satisfactory the job conditions and conditions are for an individual, while the latter refers to the extent of one's satisfaction from personal achievements within the meaningful aspects of the job.

- 1. Working conditions in college: Working conditions in educational institutions are an important factor in the job satisfaction of teachers. In any educational institution, when favorable conditions are available for the teachers to work, the job satisfaction rate of the teachers there is high. Teachers can demonstrate their teaching better in such a situation.
- 2. College Administration: Administration of any college is very important, college administration has a big role in running the college smoothly such as availability of essential commodities in colleges, regular class operation, attention to the interests of students and teachers, Student discipline, organizing programs in the college from time to time, etc. In this way, it is very necessary for the proper functioning of the administration in the college. The job satisfaction of the teachers of the college whose administration discharges its role properly is more likely to be good. Therefore, it can be said that the role of the college administration is very important in the job satisfaction of teachers.
- 3. Salary Structure: Salary is one aspect that probably affects the people working in any profession the most. If people working in any field are satisfied with their salary, then their chances of job satisfaction are high. It has often been seen that if a person is not satisfied with his salary, then he is more likely to change his profession or change the organization (where he is working). This situation is also applicable in the teaching profession; the teacher is also no exception to it. In whichever college the teacher is working, if the salary structure is good, the increment is good, the salary is received on time, and then the teacher does not try to change that college and also tries to contribute his hundred precent to the educational work and other works related to the colleges. Thus we see that salary has a huge contribution to the job satisfaction of teachers.

- 4. Teacher Colleagues: In educational institutions, the relationship between teachers and other teachers working with each other also plays an important role in influencing the job satisfaction of teachers. Teachers spend most of their time in their colleges, thus the relationship between teachers is very important. In educational institutions where there is a good relationship between teachers, teachers have a cooperative attitude with each other; the job satisfaction of the teachers of those colleges is of the very high star. In such colleges, the personal and official relationship of the teacher with each other is very strong. On the contrary, in such colleges where the relationship between teachers is not good; there, there is a possibility of a decrease in the level of job satisfaction of teachers. Thus it can be said that the relationship between teachers plays an important role in their job satisfaction.
- 5. College Environment: The college environment makes a very important contribution to the job satisfaction of teachers. Teachers want to join the college where teachers get a healthy atmosphere to work. In the educational institution, when the working conditions are positive, there should be a cooperative attitude with each other, all the people should discharge their responsibility properly, all the teachers and other staff working in the college should work with self-discipline, its positive effect on the students there too. It happens that the education system there runs properly and self-discipline develops in the students too. In this way, the education of the students there goes well and the achievement level of the students there also increases. The job satisfaction of teachers studying in such a run college automatically becomes high. Whereas in colleges where there is no such healthy atmosphere, everyone including the students has to bear the loss, job satisfaction of teachers is also not satisfactory in this type of environment.

- 6. Promotion: Like all work areas, promotion has its importance in teaching. There are many grounds for promotion in higher education such as the qualification of teachers, their experience, research papers, and their other working areas. When teachers achieve this type of achievement, they also become eligible for promotion, and when teachers get a promotion on their behalf, as well as it affects their salary increment, then their level of job satisfaction increases in them. On the contrary, if teachers do not get a promotion despite increasing professional achievement, then feelings arise in them and their level of job satisfaction starts decreasing in them. Thus, along with professional achievement in teaching, if teachers keep getting promotions on time, then their job satisfaction automatically increases.
- 7. Job Security: Job security is a very important aspect of the education world. It is generally seen in our country that job security is a bigger problem in private educational institutions than in government educational institutions. Teachers prefer to work in those educational institutions where there is more stability. In the educational institution where the teacher is working, if he feels that the job security is not good in that educational institution, and then the teacher can never feel job satisfaction in that institution, on the contrary, in such educational institutions where there is job security, job satisfaction of the teachers there is much better. Thus it also has an impact on the performance of teachers in teaching. Therefore, an important topic like job security cannot be ignored in the job satisfaction of teachers.
- 8. Availability of necessary materials in the college: Most of the above points we have discussed so far were based on the personal side of the teachers, but this is a topic that is related to the teaching work of the teachers. In colleges, when the necessary materials for teaching work such as the availability of books in the library, availability of necessary materials in the laboratory, and other teaching-related materials are

available properly, then with the help of this, teachers get a lot of help in doing their work. Their teaching is better and they feel satisfied with teaching. On the contrary, the teachers of the colleges where the necessary materials are not available properly have to face many difficulties in running their education smoothly. In this way, the availability of necessary materials in colleges also affects the job satisfaction of teachers.

- 9. Time Required for Self: In whatever college the teachers are working, if the working hours are so much that they can give enough time to the teacher to take proper rest, do something new or do their life's work, it will also have a positive effect on their mindset Does matter. On the contrary, if the teachers are giving so much time in their business that they are not able to use that time in their personal life, then somewhere dissatisfaction arises in them; that's why teachers prefer to work in those educational institutions where they are getting enough time for themselves.
- 10. Appreciation from seniors: Appreciation from seniors: In any business, when the commendable work done by one is praised by its superiors, then the employees get a kind of happiness and they can do better and better. The same thing applies in the field of education as well. When teachers get praise from their seniors for their academic knowledge, better results, and other abilities, then confidence builds in them too.
- 11. Respect in society: Teaching is such a work that is respected by everyone in society. It is the teacher who does the work of taking society forward through his students. When there is any problem or any such situation in society when no solution is understood for it, the role of the teacher increases, so every person living in the society, understanding the importance of the teacher in society, gives proper respect to him.

12. Relationship with students: The relationship between teachers and students is very close in society. After the parents, if anyone is most helpful to the students, then it is the teacher, a teacher always wants to see his students progressing, due to which the respect for his teachers always increases in the mind of the students. Due to this type of relationship, there is a lot of closeness between the students and the teachers. It is a relationship that always has a positive impact on the job satisfaction of the teacher.

1.3 Self and Society

Humans are always in social relationships from the moment they are born and they remain part of a network of other people throughout their lives. It is believed that the sense of self is developed through social interactions, such as observing and interacting with others. The self is not yet present at birth. It is developed overtime through socializing. Social activities that develop the self are: language, play and cultural programs. It is also believed that there are three elements of the sense of 'self and society'. First, how we imagine we appear to others. Second, the judgement we imagine other people have about us. Third, how we view our self, based on evaluation of others. To better understand the concept of "Self and Society" it is needed that the concept of 'self' and 'society' be discussed. This discussion will further help in understanding how 'self' and 'society' interplay to generate the concept of "Self and Society".

1.3.1 Self:

1.3.1.1 Meaning Definition and Concept of Self:

According to the Cambridge Dictionary, "To behave according to your beliefs and to do what you think is right." 52

It is clear from the above definition that it is important to understand yourself (your self-knowledge) to be able to do what you think is right according to your beliefs. Thus we can say that the major components of self are self-concept, self-esteem, resilience, non-attachment, self-awareness, self-discipline, optimism, etc.

To adequately understand the meaning of the self, one needs to look at two main aspects of the self: the eternal self or inner self and the temporal self.

The Eternal Self is described through the Inner Self in which the Self speaks to the Spirit or the Spiritual Heart. The biblical quote "The kingdom of God is within" refers to the 'spirit' that is within each of us, our soul and therefore our inner self."

The Cosmic Self is the physical self, the elements that comprise our temporary self or physical self—our name, our physical body, our gender, our profession, our age, etc.

Another definition of self is as follows: someone is the subject of one's reflective consciousness, of which the reflective consciousness is constantly aware of your thoughts, feelings, and behaviors.

In the process of self-realization, four areas should be particularly considered, self-concept, self-esteem, social self, and self-knowledge. Each of the following is intertwined, but still the most important is self-knowledge because it is through self-

knowledge that the knowledge of understanding oneself and reality arises in the individual.

The self is the subject of our daily actions, and we all have a variety of beliefs and thoughts about ourselves. This kind of concept about personality plays an important role in motivating us and shaping our actions. It starts developing early in life. A sense of self-consciousness emerges in us as we grow. Everyone is engaged in thoughts and feelings that reinforce our sense of identity. Rogers said that "We seek favorable recognition from others, in other words, we have a prime need to be accepted and appreciated by others. The analysis of us and its handling is a very interesting subject." 246

Whenever there is a discussion of 'Self', most people talk about their physical qualities, aspirations, intentions, etc. A description of the self is a set of different facts. It is a fundamental aspect of mental and emotional functioning. It is a fundamental element of cognitive processing. Furthermore, its concept has been viewed from different perspectives. A detailed examination of these assumptions reveals that there is a source as well as a phenomenon. An in-depth review of these perspectives reveals that the self is a fundamental underpinning and so is the emotional response. A specific subject requires understanding oneself as a pragmatist, an achiever, and an artist. If I experience despair or talk about the concept of freedom, it is _I' - the basis of the self. In contrast, the other person's perception of the 'self' is an emotional response to the 'I'. Self, on the other hand, is the perception of another person as a unit of self or _I'. In recent years, scholars have been trying to explain and understand self-representation or cognitive systems. Self-knowledge is a very popular and multifaceted concept. Its structure and functionality have been molded by the culture and contemporary society in which man lives. Based on cultural significance, people divide

the world into classes of "self" and "non-self". _In individualistic cultures, individuals choose an independent method of self-construction, whereas, in collectivistic cultures, individuals choose a mutually dependent method of identity-building. 'An autonomous self-creative individual considers himself to be a connected, unique, and dependent entity that is essential to all human endeavours. On the other hand, mutually dependent identity-building is characterized by social relationships, connectedness, and cooperation, in this case, the difference or parameter between self and non-selfintersect. It may also be underlined that the two forms of self-construction have a wide range of patterns and, within a chosen environment; individuals can show both forms of self-construction to varying degrees. Many researchers suggest that the concept of self-arises automatically and is influenced by social connections. When someone comes near the child, he starts thinking about him. Therefore self is born out of the interaction that takes place in society. Eventually, individuals learn to recognize a specific view of them which becomes an effective form of behavior regulator. Some aspects of ourselves are personal to us, and only if we understand it the other side is widely accepted by others and everyone knows about it.

In the context of the self, the exponent of process theory, the theory of humanistic psychologist Carl Rogers, is quite excellent. According to Rogers, "Learning is the formation of self-concept." He says that a person learns only through self-knowledge, attitudes, feelings, emotions, and self. A person learns by processing the information he receives from society and other people in the family and based on his feelings, attitudes, and feelings. It is also called the 'self-theory of learning' because of its person-centered nature of this theory. Certainly, this theory of Rogers is related to phenomenology. Phenomenology is the study of a person's feelings, attitudes, emotions, and self about the thoughts of other people. Rogers believes that

the personality of individuals has a special influence on their learning and characteristics such as independence, subjectivity, variability, reactivity, heterogeneity, and agnosticism actively influence learning. In other words, it can be said that the personality of any person affects his learning process, learning quantity, and in a meaningful way.

The three main aspects of personality are stable, dynamic and growth oriented respectively. There are some permanent characteristics attached to the permanent place of every personality, in which it is not possible to bring any kind of change in any way. Due to these characteristics, the processes of different individuals towards a particular stimulus also differ. The processes taking place against stimuli are the basis of learning. It is through the phenomena field and self-element that the individual receives various experiences from the external and internal world, which in course of time take the form of learning and the process of development of the 'self' begins from infancy itself. Coming of experiences like I, mine, me etc. is the form of development of 'self'. In this sequence of development, the child begins to establish its identity. According to Rogers, it can be placed into two subcategories, self-concept and ideal self.

The nature of self-concept is permanent and changing it is not an easy task. It can be recognized by the statements made by the person about himself. The rapid development of self-concept makes it possible to enhance learning. Another type of self is the ideal self. Generally, a person considers the image developed by other people about himself as the ideal image and this ideal image is the ideal self. The person tries to develop and strengthen this ideal self-more, as a result of which his learning increases. Rogers has not always accepted the presence of external stimuli as necessary for learning. According to him, a person receives both conscious and unconscious

experiences from his phenomenological field. This is the reason that learning can be both conscious and unconscious. The cause of human behavior and learning is the phenomenological field. But one person is never able to know the phenomenological field of another person accurately.

Rogers believes that along with the permanent aspect of personality, the dynamics of personality also have a significant effect on learning. The dynamics of personality are due to the various motivators present in the person. Motivations are indicative of the realistic nature of the person and this tendency motivates the person to progress and move forward. Learning takes place only through the efforts of the individual to progress and to be motivated. The realistic attitude of a person gives him motivation for learning. This tendency is innate in a person and plays an important role in developing all the abilities of the person.

The activity of the person has directly related to his demands and the person learns only by the efforts made to fulfill these demands. When demands arise, the purpose of the action becomes self-evident, to achieve which the driver becomes active. The intensity of demands determines the intensity of a person's activity/motivation. These motives motivate the person to fulfill his objectives. According to Rogers, all the demands of a person can be divided into two categories – maintenance needs and enhancement needs.

Maintenance needs include physical and safety demands. Such as food, water, air, house, objects, etc. are maintenance needs. These demands, though not directly affecting the individual's learning much, keep him active. Enhancement needs include demands for affection and connection, self-esteem, and self-realization. Under these, those demands are related to the desire and aspiration of the person for progress and prosperity in various spheres of life, which keep motivating him to work, these

increase the curiosity and ability to self-exploration in the personality, which leads to realistic tendencies and takes away. The realistic tendency of the individual also gives rise to many demands in him which affects the learning of the individual. Thus, as a development-oriented aspect, the demand for progress and prosperity in one's life is the main reason for learning.

According to Rogers, A person constantly tries to bridge the gap between his feelings and self-concept through learning. When this gap is closed, he comes in front of everyone as a 'Fully Working Person'.

Like Rogers, Abraham Maslow has also presented his important theories in the context of the 'Self'. Adopting a humanistic approach, he presented his book motivation and personality published in the year 1954, and the interpretation of personality based on 'demand theory'. According to his demand theory, it can be said that due to any demand of the physical or social environment of the person, a dynamic and directional force arises in him who is called motivation and this force motivates the person to behave in a certain way. Maslow also believed that "The effort that a person makes to satisfy his various demands, results in a variety of experiences, and these experiences become the source of learning for him." In this way, Maslow strongly criticized the behaviorist and psychoanalytic approaches, adopting a humanistic approach to learning. Maslow believed that the behaviorist and psychoanalytic schools of psychology focus on only one aspect of the individual and learning. Maslow has given special importance to human values, personal prosperity, and self-direction in personality development and learning. According to him, motivational processes play an important role in the development of personality, and the tendency to achieve personal goals is the basis of learning. In other words, it is the result of human motives.

These human motives are innate and can be arranged in an ascending hierarchy according to their importance.

Motivation is the psycho-physical conditions present inside the person which motivates him to do a particular task. Therefore, motivation is a psychophysical concept as well as an internal process within the individual that initiates actions, gives them direction, and leads them.

Maslow has given special importance to personality demands in the process of human learning. Need refers to the feeling of the absence of anything, due to which the normal behavior of the person is affected. As long as the need is not fulfilled, the state of tension remains in the creature. Animals are motivated to take action only to fulfill these demands. In this way, need plays an important role at the root of every behavior of a person, which later turns into learning. Maslow gave a hierarchy of human needs by dividing them into five classes- physiological needs, safety needs, social needs, self-esteem needs, and safe-actualization needs. Out of these, the needs of the first two categories i.e. physiological needs and safety needs are considered low-level, and the needs of the last categories i.e. social, self-estimation, and self-actualization are considered high-level needs.

Somatic needs are also called physical needs or biological needs. In Maslow's needs hierarchy model, somatic needs are placed at the lowest level, but the individual gives these demands the highest priority and seeks to satisfy them first. Nice somatic needs such as avoidance of food, water, air, sexual activity, and extreme cold or heat fall under the class. These needs are very important and necessary from the point of view of biological growth and maintenance of the individual. These can also be considered the starting point of human needs. The individual must have these needs at

a minimum level of satisfaction. Unless the individual's physical needs are satisfied, higher levels of needs in the individual are often not awakened.

Security needs arise in the creature or person after the satisfaction of the physical needs. It includes physical security, stability of survival, rescue system, etc. This condition is more prevalent in children than in adults. Somatic and related needs are most powerful in all living beings and only when they are fulfilled does a person become aware of other higher-level needs. That's why they are called low-level needs.

Under social needs, needs related to relationships, affection, benevolence, etc. These needs are generated after the fulfillment of the first two classes of needs i.e. physical and safety-related lower-level needs. The person wants to be important by making his place in the group. He tries to make other people his friends; he wants the big and best people to give him affection and the younger ones to get affection from him. These needs can be satisfied only by making a proper place in society; hence they are called social needs.



Heirarchical Needs Model of Maslow

Self-estimation needs are high-level needs that arise after satisfying the needs of the previous three categories i.e. Physiological, Safety, Social, and Needs. This class contains various needs related to respect, ownership, leadership, independence, personal prosperity, self-respect, self-confidence, success, etc. Being more or less satisfied with these needs is necessary to lead a successful and dignified life in society. When these needs are not satisfied, a person can often develop an inferiority complex.

The highest needs of self-actualization are awakened after the needs of the first four classes of the hierarchy are satisfied. It is the final stage of a person's higher-level needs. On reaching this stage, the need for self-actualization the individual becomes active. Self-actualization refers to the person recognizing his abilities and developing himself as an ideal and successful person accordingly.

In most individuals, the low-level (physiological and safety) needs are usually the strongest and the high-level self-actualization needs are the weakest. For the fulfillment of self-actualization, it is necessary to have a very high level of willpower, courage, constant effort, self-control, and self-discipline in the person. This is the reason that in most people, this need is often not functional for satisfaction, due to which they do not give any special importance to it.

The Five Needs of the Hierarchical Model of Needs Theory are what Maslow called Basic Needs or Basic Needs. But apart from these, he has also discussed some other needs which he calls supplementary needs; these needs can be placed in the following four classes-

- 1. Cognitive needs
- 2. Neurotic needs
- 3. Deficit motivation

4. Growth motivation.

Due to cognitive needs, a person has curiosity, reasoning, and desire to discuss and he tries to get as much information as possible. These needs are concerned with receiving, processing, and drawing information. The satisfaction of such needs leads to cognitive learning in the individual. Maslow has divided these types of needs into two levels- (1) need to know, and (2) need to understand. At the level of knowledge, a person wants to know different things, but often a person is not completely satisfied with knowing something, but also wants to understand it. Therefore, the learning of the level of understanding can be completed only after the learning of the level of knowledge. The cognitive needs of a person are satisfied only when the level of knowledge and understanding is achieved. Along with fulfilling cognitive needs, growth stimulators also play an important role in the process of learning. They identify the potential and potentialities of the motivator and motivate them to take it towards development, which increases the possibility of higher-level learning in them. Through these motivators, a person achieves learning objectives related to cognitive learning as well as effective and functional aspects and can finally achieve a state of selfrealization. Maslow referred to these growth drivers as Meta needs or motives. These growth stimulators are also called B-motives for short.

Maslow believes that the attainment of self-actualization can be possible only through B-Motive. Individuals who lack these motivators often do not achieve self-actualization. Since self-actualization is essential, Maslow considered the development of self-actualization to be real learning. Maslow mentions a total of 18 B motives important for personality development and self-actualization learning. But he has not arranged these 18 B-motives in any hierarchy and gave them an order of importance. These 18 B-motives are truth, goodness, beauty, unity, dichotomy, superiority,

liveliness, uniqueness, perfection, essentiality, completeness, justice, order, simplicity, comprehensiveness, effortfulness, humor, self-sufficiency, and meaningfulness, respectively.

All these B-motives affect a person's learning in some way or the other and help in the development of self-actualization. In a self-realized personality, the characteristics that Maslow has considered essential related to these motives are

directly related to the learning of these motives. Maslow gives importance to the development of values related to society, democracy, character, morals, creativity, etc. They can be developed only through learning. The behavior of a creative person is problem-oriented and he tries to solve problems, which increases his learning. Maslow's humanistic approach is reflected in the humanistic theory of learning, as accepting the important role of learning in the development of values.

Based on the above study in the context of self, we can describe some of its major components.

1.3.1.2 Factors of Self:

1.3.1.2.1 Self-Concept:

Self-concept is the image that we have. This image develops in many ways, including in our interactions with important people in our lives. Including whether it can be changed and some theories related to self-identity and self-perception.

Self-concept is how we view our behavior, abilities, and unique characteristics. For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept.

Our self-perception is important because it influences our motivations, attitudes, and behaviors. It also affects how we feel about the person we think we are, including whether we are capable of if we have self-worth. When we are younger and still going through a process of self-discovery and identity formation, the self-concept becomes more malleable. As we grow up and learn about whom we are and what is important to us, these self-concepts become more detailed and organized. In its mos basic form, the self-concept is a collection of beliefs a person holds about them and the reactions of others. It symbolizes the answer to the question: "Who am I?"

There are three parts to Rogers' self-concept. Humanistic psychologist Carl Rogers believed that the self-concept is made up of three distinct parts:

- 1. Ideal Self: The ideal self is the person you want to be. This person has qualities that you are either working for or want to possess. This is what you imagine yourself to be if you were exactly the way you wanted to be.
- Self-image: Self-image refers to how you see yourself at the moment. Attributes such as physical characteristics, personality traits, and social roles affect your selfimage.
- 3. Self-Esteem: How much you like, accept, and value yourself, all of which contribute to your self-concept in the form of self-esteem. Self-esteem can be affected by many factors—including how others see you, how you think you compare to others, and your role in society.

Self-concept doesn't always align with reality. When it is aligned, your self-concept is said to be congruent. If there is a mismatch between how you see yourself (your self-image) and what you want (your ideal self), your self-concept is inconsistent. This inconsistency can negatively affect self-esteem.

Rogers believed that inconsistency first had its roots in childhood. When parents place conditions on their affection for their children (expressing love only if the child "earns it" through certain behaviors and meets the parent's expectations), the child recollects memories of those experiences that make them feel unworthy of their parents.

Unconditional love, on the other hand, helps promote togetherness. Children who experience this type of love – also called familial love – do not need to constantly distort their memories to believe that other people will love and accept them as they are.

Development of Self-Concept:

Self-concept is a general term used to refer to how a person thinks, evaluates, or perceives himself. To be aware of oneself is to have a concept of oneself. Self-concept is what we think of ourselves; Self-concept is a positive or negative evaluation of ourselves as to how we feel about it. Social Self: 'Our social self is what we show to other people.' Self-concept is a term used to describe the information that a person has about "what am I like?" The wise writer Jiddu Krishnamurthy once wrote, "If you begin to understand what you are without trying to change it, what are you changing." The root of all change begins with self-understanding. If you don't understand yourself, your efforts will be wasted and spent on things that are not in your control. However, self-understanding is a journey. There will always be new things to discover about yourself—and new paths to success because of that understanding. The self-concept aspect allows us to focus on what is relevant and meaningful to us. Baumeister offers the following self-concept definition: "A person's belief about himself, including the person's qualities and who and what is he."

Self-concept develops, in part, through our interactions with others. In addition to family members and close friends, other people in our lives can also contribute to our self-identity. For example, one study found that the more a teacher believed in the abilities of a high-performing student, the higher that student's self concept. (Interestingly, no such association was found with underperforming students.)

Self-concept is not static, which means it can change. Our environment plays a part in this process, places that mean a lot to us, actively contributing to our future self-concept, the way we relate to these environments ourselves, and how society interacts with them. Self-concept can also change depending on the people we interact with. This is especially true about the individuals in our lives who are in leadership roles because they can influence the collective self (the self in social groups) and the relational self (the self in relationships).

Self-concept builds the self as a whole through self-esteem, self-knowledge, and social self-concept. This includes past, present, and future selves, where the future selves (or potential selves) represent individuals' ideas of what they might become, what they want to be, or what they are afraid to become.

According to Lewis "Self-concept is an important term for both social and humanistic psychology." He suggests that there are two aspects to the development of the concept of self:

(1) Existential Self: This is the most fundamental part of 'self-determination' or self-concept; A sense of separateness from others and an awareness of the continuity of the self. the child learns that they exist as a separate entity from others and that they exist in time and space. According to Lewis, awareness of an existential self begins at two to three months of age and arises partly because of the child's relationship with

the world. For example, the child smiles and someone smiles back, or the child touches the mobile and watches it move.

(2) Clear Self: After realizing that he exists as a separate experiencer, the child next realizes that he too is an object in the world. Just as other objects, including people, have properties that can be felt (large, small, red, smooth, etc.), so the child is conscious of himself that he is something that can be felt and that there are qualities. Self can also be placed in categories such as age, gender, size, or skill. Two of the first categories to apply are age ("I'm 3 years old") and gender ("I'm a girl"). Children's categories are automatically applied to childhood (for example, hair color, height, and favorite things). Later, the self-description also begins to include references to internal psychological symptoms, comparative evaluations, and how others view them. The self does not necessarily reflect reality. A person with anorexia who is thin may have a self-image in which the person believes they are fat. A person's self-image is influenced by many factors, such as the influence of parents, friends, media, etc.

Kuhn examined self-image using The Twenty Statements Test. He asked people to answer the question 'Who am I?' In 20 different ways, they found that reactions can be divided into two major groups. These were social roles (external or objective aspects of oneself such as son, teacher, and friend) and personality traits (internal or affective aspects of oneself such as sociable, impatient, humorous). List of answers to the question "Who am I?" Possibly include examples of each of the following four types of reactions:

- 1) Physical description: I am tall, have blue eyes...etc.
- 2) Social Roles: We are all social beings whose behavior is shaped to some extent by the roles we play. Such a role as a student, housewife, or member of a football team

- 1. not only helps others to recognize us but also helps us to know what is expected of us in different situations.
- 3) Personal Traits: These are the third dimension of our self-description. "I'm impulsive ... I'm generous ... I worry a lot" ... etc.
- 4) Existential statements (abstract ones): These can range from "I am a child of the universe" to "I am a human being" to "I am a spiritual being"...etc.

Psychologists Carl Rogers and Abraham Maslow have been a major influence in popularizing the idea of the self-concept. According to Rogers, everyone strives to reach the "ideal self". He believed that a person attains self-realization when they prove to themselves that they are capable enough to achieve their goals and desires, but to achieve their full potential, the individual must be healthy growing up in an environment that includes "reality, acceptance, and empathy", however, a lack of relationships with people with healthy personalities will prevent the individual from growing "like a tree without sunlight and water" and A self-actualizing individual would be affected by the process of acquisition. Rogers also hypothesized that psychologically healthy people actively shy away from roles created by the expectations of others, and instead look within themselves for validation. Neurotic people, on the other hand, have "self-concepts that do not match their experiences. They fear the validity of their own experiences, so they distort them, either to protect themselves or others, to gain approval."

Abraham Maslow applied his concept of self-actualization in his Hierarchy of Needs theory. In this theory, he explained the process required for a person to attain self-realization. He argues that for an individual to achieve a "high level of development needs", he must first meet "low deficit needs". Once the "lacking needs"

have been achieved, the individual aims to complete the next step, which is the "needs to be". Maslow observed that once individuals reach this level, they "grow as individuals" and reach self-realization. However, individuals who have experienced negative events with low deficits have a need level, which prevents them from moving up in the hierarchy of needs.

The self-classification theory developed by John Turner states that the self-concept consists of at least two "levels": a personal identity and a social one. In other words, one's self-evaluation depends on self-perceptions and how others view them. Self-concept can increasingly alternate between one's personal and social identity. Children and adolescents begin to integrate social identity into their self-concept in elementary school by assessing their status among their peers. By age five, peer acceptance significantly affects children's self-concept, influencing their behavior and academic success.

Model: Self-concept is an internal model that uses self-evaluation to define self-plans. Traits such as personality, skills and abilities, occupations and hobbies, physical characteristics, gender, etc., are assessed and applied to self-plans, which are views of the self in a particular dimension. One considers a geek to be associated with "geek-like" qualities oneself. A collection of self-schema forms one's overall self- concept. For example, the statement "I'm lazy" is a self-evaluation that contributes to the self-concept. However, statements such as "I am tired" will not be part of one's self-concept, because being tired is a temporary state and therefore cannot form part of the self-schema. A person's self-concept can change over time as reappraisal occurs, which can lead to an identity crisis in extreme cases.

There are also different views among researchers regarding self-concept. Some say that the gender stereotypes and expectations that parents place on their children

affect children's sense of self by the age of three. However, at this developmental stage, children have a broad understanding of themselves; usually, they use words like big or nice to describe themselves to others. While this represents the beginning of the self-concept, others suggest that the self-concept develops later, in middle childhood, along with the development of self-control. At this point, children are developmentally ready to explain their feelings and abilities, as well as to receive and consider feedback from peers, teachers, and family. In adolescence, the self-concept undergoes a significant period of change. Generally, self-concept changes more slowly, and instead, existing concepts are refined and solidified. Although the development of self-concept during adolescence shows a "U" shaped curve, the general self-concept decreases in early adolescence, followed by an increase in adolescence.

1.3.1.2.2 Self-Esteem:

"Self Esteem is the satisfaction or dissatisfaction with oneself" (James-1980)²⁰⁴
"Self-esteem is the judgment or opinion we hold about ourselves. It's the extent

to which we perceive ourselves to be worthwhile and capable human beings."

(Coopersmith-1967)²⁰⁴

Self-esteem is a fascinating psychological notion because it predicts certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behavior. Self-esteem may apply to a specific trait or globally. Psychologists generally regard self-esteem as an enduring personality trait (trait self-esteem), although general, short-term variations also exist. Self-esteem is what you value yourself for. Self-esteem, also known as self-worth, refers to the extent to which we like, accept, or accept ourselves, or how much we value ourselves. Self-esteem always involves a degree of evaluation and we can have a positive or

negative view of ourselves. High Self-Esteem: We tend to have a positive view of ourselves because we believe in our potential. Self-acceptance: Not worrying about what others think in low self-esteem, we tend to have a negative view of ourselves because of a lack of self-confidence. We want to be/look like someone else. Always worrying about what others will think is a state of pessimism.

The concept of self-esteem originated in the 18th century, first expressed in the writings of the Scottish Enlightenment thinker David Hume. Hume believes that "it is important to value one and to think well because it serves a motivational function that enables people to explore their full potential."

The identity of self-esteem as a distinct psychological construct has its origins in the work of philosopher, psychologist, geologist, and anthropologist William James. James identified several dimensions of the self with two levels of hierarchy: the processes of knowing (called the "I-Self") and the resulting knowledge about the self (the "Me-Self"). Observations about the Self and the storage of those observations by the Self constitute the three types of knowledge, which according to James are collectively attributed to the Me-Self. These are the physical self, the social self, and the spiritual self. The social self comes closest to self-esteem, which includes all the characteristics recognized by others. The physical self has representations of body and possessions and the spiritual self of descriptive representation and evaluative nature about the self. This view of self-esteem persists today as a collection of one's attitudes toward oneself.

In the mid-1960s, social psychologist Morris Rosenberg defined self-esteem as a sense of self-worth and developed the Rosenberg Self-Esteem Scale (RSES), the most widely used measure of self-esteem in the social sciences. The measurement used became a widely used scale.

In the early 20th century, the behaviorist movement was reduced to the introspective study of mental processes, feelings, and emotions, replacing introspection with objective studies through experiments on observed behaviors about the environment. Behaviorism viewed man as an animal subject to reinforcement and suggested placing psychology as an experimental science, similar to chemistry or biology. As a result, clinical trials were largely ignored on their own, as behaviorists considered the idea less amenable to rigorous measurement. In the mid-20th century, the rise of phenomenology and humanistic psychology led to renewed interest in self-esteem. Self-esteem then played a central role in personal self-realization and treatment of mental disorders. Psychologists found the correlation between the personal satisfaction of people with psychopathy and high self-esteem to be useful for the field. This introduced new elements to the concept of self-esteem, including the reasons why people feel less worthy and why people become discouraged or unable to face challenges on their own.

A variety of evidence has been presented that self-esteem can lead to better health and social behavior, and that poor self-esteem is associated with a wide range of mental disorders and social problems. Internal problems such as depression, suicidal tendencies, eating disorders, and anxiety, and external problems such as violence and substance abuse have been found to cause low self-esteem. We discuss the dynamics of self-esteem in these relationships, and it is argued that an understanding of the development of self-esteem, its consequences, and its active

protection and promotion are important for the improvement of both mental and physical health. Addressing the results of self-esteem theory development, program development, and health education research a focus on self-esteem has been shown to promote mental health as well as a useful basis for broad-spectrum approaches.

The most basic function of any person's mental, emotional, and social health begins in infancy and continues throughout life is building positive self-esteem: The beliefs and evaluations people hold about themselves determine who they are, and what they can do and become. These are powerful, internal influence mechanisms that provide an internal guiding, internal mechanism that guides and nurtures individuals through life, and governs their behavior. The concepts and feelings people hold about them are usually characterized by their self-concept and self-esteem. It helps the person deal with the challenges of life.

Self-esteem is an influential dimension of self-concept evaluation and can be equated to self-esteem, self-evaluation, and self-worth. It refers to a global assessment of a person's positive or negative worth. Positive self-esteem plays a very important role in a person's life; It is seen not only as a fundamental feature of mental health but also as a protective factor that acts as a buffer against negative influences. Contributes to better health and positive social behavior through its role as actively promoting healthy functioning as reflected in aspects of life such as achievement, success, satisfaction, and ability to cope with diseases such as cancer and heart disease It happens. Conversely, an unstable self-concept and poor self-esteem can play a significant role in the development of mental disorders and social problems, such as depression, anorexia nervosa, bulimia, anxiety, violence, substance abuse, and high-risk behaviors. These conditions not only cause a high degree of personal suffering but also place a considerable burden on the family and society. Various studies have highlighted low self-esteem as a risk factor and positive self-esteem as a protective factor.

In psychology, the term self-esteem is used to describe an individual's worth or overall subjective sense of worth. In other words, self-esteem can be defined as how much you appreciate and like yourself regardless of the circumstances. Your self-esteem is defined by many factors, including:

- 1. Self-confidence
- 2. Sense of security
- 3. Identity
- 4. A sense of belonging
- 5. Sense of competence

Self-esteem is lowest in childhood and increases during adolescence as well as adulthood, eventually reaching fairly stable and permanent levels. This equates self-esteem to the consistency of personality traits over time. Importance of Self-Esteem: Self-esteem affects your decision-making process, your relationships, your emotional health, and your overall well-being. It also affects motivation, as people with healthy, positive attitudes understand their potential and may feel motivated to take on new challenges. People with healthy self-esteem: Have a strong grasp of their skills, be able to maintain healthy relationships with others, have realistic and reasonable expectations, understand their needs, and be able to express them.

People with low self-esteem feel less confident about their abilities and may doubt their decision-making process. They may not feel motivated to try new things because they do not believe they are capable of reaching their goals. People with low self-esteem may have problems with relationships and expressing their needs. They may also experience low levels of self-confidence and feel unloved and unworthy.

People with extremely high self-esteem may overestimate their skills and feel entitled to succeed, even without the ability to support their belief in themselves. They may struggle with relationship issues and hold themselves back from self- improvement because they are so determined to see themselves as perfect.

Many theorists have written about the dynamics involved in the development of self-esteem. The concept of self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, which cites respect as one of the basic human motivations. Maslow suggested that building respect requires individuals to have both admiration and internal self-esteem from other people. Both of these needs must be met to grow as an individual and reach self-realization. It is important to note that self-esteem is a concept distinct from self-efficacy, which includes how well you believe you will handle future tasks, performance, or abilities.

Factors affecting Self-esteem:

There are many factors that can affect self-esteem.

- 1. Age
- 2. Genetics
- 3. Disease
- 4. Physical abilities
- 5. Socioeconomic status
- 6. Thought patterns
- 7. Family Environment
- 8. Achievement
- 9. Feedback friends and others
- 10. Task proficiency

Racism and discrimination have also been shown to hurt self-esteem. Additionally, genetic factors that help shape a person's personality may play a role, but life experiences are thought to be the most important factor. It is often our experiences that form the basis of overall self-esteem. For example, people who constantly receive excessively critical or negative evaluations from family and friends will likely experience low self-esteem.

Healthy Self-Esteem: There are a few simple ways to tell if you have healthy self-esteem. You probably have healthy self-esteem if you: avoid focusing on past negative experiences, believe you are the same as everyone else; neither better nor worse, express your needs, feel confident, have a positive attitude towards life, and say no when you want. Look at your overall strengths and weaknesses and accept them.

Having healthy self-esteem can help motivate you to reach your goals, as you are better able to navigate life knowing that you are capable of fulfilling your mind. Additionally, when you have healthy self-esteem, you can set reasonable boundaries in relationships and maintain healthy relationships with yourself and others.

Types of Self-Esteem:

- **1. High Self-Esteem** Feeling positive about yourself, your actions, and your future.
- **2. Low Self-Esteem** Feeling negative about yourself, your actions, and your future.

1.3.1.2.3 Self-Awareness:

In the philosophy of self, self-awareness is the experience of one's personality. It means not to be confused with consciousness. Where consciousness is becoming aware of its environment and body and lifestyle, self-awareness is the hallmark of that

awareness. Self-awareness is when one consciously knows and understands one's character, feelings, motives, and desires. There are two broad categories of self-awareness: internal self-awareness and external self-awareness.

There are questions about what part of the brain allows us to be self-aware and how we are biologically programmed to be self-aware. In an essay written for the Edge Foundation, Ramachandran defined his theory as "I also hypothesized that these neurons may not only help imitate other people's behavior but 'turn them inward maybe - as it were - to create second-order representations or meta-representations of one's earlier brain processes. This may be the neural basis of introspection, and the reciprocity of self-awareness and other-awareness is related to the body (self) awareness proprioception and visualization."

In health and medicine, body awareness is a construct that refers to a person's overall ability to focus their attention on various internal sensations. Proprioception and interception both allow individuals to be consciously aware of a range of sensations. Proprioception allows individuals and patients to focus on sensations in their muscles and joints, posture, and balance, while interoception is used to determine sensations of internal organs, such as heartbeat, respiration, and respiration. Fluctuations, pain, or fullness in the lungs Excessive body awareness, low-intensity body awareness, and distorted body awareness are symptoms present in a variety of health disorders and conditions, such as obesity, anorexia nervosa, and chronic joint pain. For example, patients with anorexia nervosa have a distorted perception of satiety.

Bodily self-awareness in human evolution refers to the awareness of one's body as a physical object with physical properties that can interact with other objects. Tests have shown that by only a few months of age, infants are already aware of the

connection between proprioceptive and visual information they receive this is called first-person self-awareness.

Around 18 months of age and onwards, babies begin to develop reflective self-awareness, which is the next stage of physical awareness and involves children in self-reflection, mirrors, and pictures. Children who have not yet achieved this stage of physical self-awareness see themselves as other children and react accordingly as if they were seeing someone else face-to-face. Conversely, people who have reached this level of awareness will recognize that they see themselves, for example, by seeing dirt on their faces in reflection and then touching their faces to remove them.

After toddlers become reflectively self-aware, they begin to develop the ability to recognize their bodies as physical objects in time and space that interact and influence other objects. For example, a child placed on a blanket, when asked to hand over a blanket to someone, will recognize that he needs to take it off to be able to lift it. This body is the final stage of self-awareness and is called objective self- awareness.

Self-awareness has been called 'arguably the most fundamental issue in psychology, from both developmental and evolutionary perspectives.

Self-awareness theory, developed by Duvall and Wieland in their landmark book A Theory of Objective Self-Awareness, states that when we focus our attention on ourselves, we evaluate and compare our current behavior with our internal standards and values. It attains a state of objective self-awareness. We become self- aware as objective evaluators of ourselves. However, self-awareness should not be confused with self-consciousness. Self-awareness intensifies various emotional states. However, some people may try to increase their self-awareness through these outlets. People are more likely to align their behavior with their standards when they are self- conscious.

If people do not live up to their standards, they will be negatively affected. Various environmental cues and situations generate awareness of the self, such as a mirror, an onlooker, or being videotaped or recorded. These cues also increase the accuracy of personal memory. In Andreas Demetrio's one of the Neo-Piagetian theories of cognitive development, self-awareness develops systematically from birth to life span and is a major factor in the development of general inference processes. Furthermore, a series of recent studies have shown that self-awareness about cognitive processes plays an equal part in processing efficiency functions in general intelligence, such as working memory, processing speed, and reasoning. Albert Bandura's theory of selfefficacy is based on our varying degrees of self-awareness. It is "A belief in the ability to organize and execute the courses of action necessary to manage potential situations."¹¹¹ A person's belief in their ability to succeed determines how they think, behave and feel. For example, someone with a strong self- efficacy sees challenges as mere actions that must be overcome and is not easily discouraged by failures. They are aware of their flaws and abilities and choose to use these qualities to the best of their ability. Someone with a weak sense of self-efficacy tends to avoid challenges and is quickly discouraged by setbacks. They may not be aware of these negative reactions, and therefore do not always change their perspective. This concept is central to Bandura's social cognitive theory, "which emphasizes the role of observational learning, social experience, and interpersonal determinism in the development of personality." 111

Stages of development of self-awareness:

Individuals become aware of themselves through the development of self-awareness.

This particular type of self-development is related to being aware of one's own body and mental state of mind which includes thoughts, actions, thoughts, feelings, and

interactions with others. 'Self-awareness does not occur suddenly through a particular behavior: it develops gradually through a succession of different behaviors that are all related to the self.' Monitoring one's mental state is called metacognition and is considered an indicator that one has a concept of one's self. It is developed through an early understanding of non-self-components using sensory and memory sources. In developing self-awareness through self-exploration and social experiences, one can expand their social world and become more familiar with them.

According to Philip Rochat of Emory University, there are five levels of self-awareness that appear in early development and six possible possibilities ranging from "level 0" (no self-awareness) to "level 5" (apparent self-awareness).

Level 0: Delusion- At this level, the person has a degree of zero self-awareness. This person is unaware of any mirror image or the mirror itself. They see the mirror as an extension of their environment. Level 0 can also be displayed when an adult scares themselves in the mirror as the other person's reflection for just a second.

Level 1: Discrimination- The person has the feeling that the mirror is capable of reflecting things. They see that what is in the mirror is different from the things around them. At this stage, they can differentiate between their movement in the mirror and the motion of the surrounding environment.

Level 2: Status- At this point, a person can associate the activities in the mirror with the activities within their body. This is the first sign of self-exploration on a projected surface where what is seen in the mirror is special to itself.

Level 3: Recognition - This stage is characterized by the new ability to recognize oneself: a person can now see that what is in the mirror is not another person but who

he is. This is seen when a child refers to himself as looking at himself in the mirror instead of looking at himself in the mirror.

Level 4: Stability- Once a person reaches this level he can identify himself beyond the current mirror imagery. They can make their mark by looking different or smaller than previous photos. A "permanent self" is now experienced.

Level 5: Self-consciousness or "meta" self-awareness—at this level not only is one's self seen from a first-person perspective but it is realized that it is also viewed from a third-person perspective. They begin to understand that they can get into the minds of others. For example, how they are viewed from a public point of view.

It should be kept in mind that as soon as a child comes into this world, he has no idea of what is around him and what is the importance of the people around him. It is during the first year that they slowly begin to accept that their body is, in fact, separate from their mother's. By the end of the first year, they also realize that their pace, too, is different from that of their mother. This is a huge advance, yet they are still quite limited and do not yet know what they look like, 'in the sense that the baby cannot recognize their face.' By the time an average child reaches 18–24 months, they will find themselves and recognize their reflection in the mirror, although research has found that this age varies with socioeconomic levels, culture, and upbringing. -Varies widely with nutritional differences. They have started feeling that the idol in front keeps on shaking; It shows that they appreciate the relationship between cause and effect and can consider what is happening. By 24 months of age, the child will observe his actions and relate those actions to those of other people and the surrounding environment. Once an infant has had plenty of experience and time in front of a mirror, only then are they able to recognize themselves in the reflection, and understand that it is them. For example, in one study, an experimenter took a red marker and placed a

large enough red dot (so that it was visible to the infant) on the infant's nose, and placed them in front of a mirror. Before 15 months of age, babies will not respond to it, but after 15 months of age, they will touch their noses, wonder what is on their faces, or point at it. This presupposes that they recognize that the image they see in the mirror's reflection is somewhat similar to what is called the mirror-self-recognition task, and has been used as a research tool for many years. , and has provided the major basis for the infant's sense of self/awareness, and has led to this. For example, for Piaget, "the physical self is objective when the infant can represent the body's spatial and causal relationship with the external world." Facial recognition is a very important point in the development of self-awareness in their lives. By 18 months, babies can tell their names to others and can identify themselves when shown a picture. By the age of two, they have typically acquired a gender boundary and age as well as categories, such as 'I am a girl, not a boy' and 'I am a child or child, not an adult. This is not at an adult or adolescent level, but as an infantmoves through middle childhood and then adolescence, they develop a higher level of self-awareness and self-description.

As babies develop their senses, using multiple senses to recognize things around them, babies can be affected by something called 'multi-stimulation of the face'. In an experiment by Filipetti, Faroni, and Johnson, an infant about five months of age were exposed to what is known as an "enforcement illusion". Babies watched a simultaneous video display of a coworker's face being systematically caressed on the cheek with a paintbrush. During the video presentation, the infant's cheek was stroked synchronously with one video and with the other. With the aid of an illusion, infants were proven to recognize and project a peer's image with their own which reflects facial recognition cues on its own.

Piaget: Around school age, the child's awareness of personal memory turns into a sense of self. At this stage, a child begins to develop likes and dislikes as well as interests. This transition enables increased awareness of a person's past, present, and future as conscious experiences are remembered more often. As a preschooler, they begin to give more specific details about things rather than make generalizations. For example, the preschooler will talk about the Los Angeles Lakers basketball team and the New York Rangers hockey team, rather than simply saying that he likes the sport. In addition, they will begin to express certain preferences (for example, Todd likes mac and cheese) and begin to identify some of their assets (for example, as a pet in Lara's house is a bird). At this age, the infant is at what Piaget calls the preoperational stage of development. A baby is very wrong in judging himself because he doesn't have much to do. For example, an infant at this stage would not associate that they are strong with their ability to cross the jungle gym at their school, nor would they associate the fact that they could solve a math problem with the ability to count can do.

During adolescence, a person becomes conscious of his feelings. Most children become aware of feelings such as shame, guilt, pride, and embarrassment by the age of two, but do not fully understand how these feelings affect their lives. By the age of 13, children become more exposed to these feelings and begin to apply them to their lives. A study called "The Construction of the Self" found that many teens show happiness and confidence around friends, but frustration and anger around parents for fear of being disappointed. Adolescents were also shown to feel intelligent and creative around teachers and to be shy, uncomfortable, and nervous around people they were not familiar with.

In adolescent development, the definition of self-awareness has a more complex emotional context due to the maturity of the adolescent than at the early childhood stage, and these elements may include but are not limited to self-image, self-concept, and self-consciousness with many other traits, which may be related to Rochat's ultimate level of self-awareness, although this is still a separate concept within its previous definition. Social interactions primarily isolate the element of self-awareness in adolescents rather than in early childhood, as well as further developing emotional recognition skills in adolescents.

Mental health: As children reach the adolescent stages of their lives, intense feelings of emotion have spread to a meta-cognitive stage in which mental health issues may become more prevalent due to their increasing emotional and social development. There are elements of the relevant behavioral sciences such as self- content, self-of-process, and self-reference, associated with adolescent self-awarenessthat can be linked to mental health. Moran, Almada, and McHugh proposed the idea that these areas of self are associated with adolescent mental health in various capacities. Self-awareness training has been linked to reducing anger management issues and aggressive tendencies in adolescents: 'Individuals with adequate self- awareness promote relaxation and awareness of themselves and, when angry, first in this stage they become aware of their inner anger and accept it, then try to handle it.'

The earliest philosophical discussion of self-awareness is by John Locke. Locke was influenced by the statement of René Descartes, which is commonly translated as 'I think, therefore I am. In an essay by Locke about human understanding "On Identity and Diversity" he conceptualized consciousness as a repeated self-identification of the self through which moral responsibility can be attributed to the subject—and hence punishment and the guilt justified, as critics such as Nietzsche

affirmed, "The psychology of conscience is not the 'voice of God in man', it is the instinct of cruelty expressed as an indispensable element in the foundation of culture." John Locke himself does not use the words self-awareness or self-consciousness. According to Locke, personal identity (the self) "depends on consciousness, not on the matter". We are one person to the extent that we are conscious of our past and future thoughts and actions as we are conscious of our present thoughts and actions. If consciousness is this 'idea' that doubles all thought, then personal identity is based only on a repeated act of consciousness. Consciousness For example- one can claim to be a reincarnation of Plato, therefore his soul is the same. However, one would be the same person as Plato only if he had the same consciousness of Plato's thoughts and actions as he did. Therefore, self-identity is not based on the soul a soul can have different personalities.

Philosophical explanation of self-awareness: Locke argues that self-identity is not founded on either body or matter, as matter can change while the individual remains the same. "The animal's identity is preserved in the identity of life, not matter" because the animal's body grows and changes during its life. Describes the case of a prince and a cobbler in which the prince's soul is transferred to the cobbler's body and conversely the prince still sees himself as a prince, though he no longer looks the same. This boundary case leads to the problematic idea that since individual identity is based on consciousness, and only one can be aware of its consciousness, external human judges can never know whether they are judging - and are punishing - the same person, or simply the same body. Locke argues that justice can be done by the actions of one's body rather than one's soul and that only God knows how to properly judge a person's actions. Men are also responsible only for those actions of which they are conscious. This forms the basis of the defense of insanity which argues that one cannot

be held accountable for acts in which they were unintentionally irrational or mentally ill—in the context of the human personality, Locke claims. "Whatever past actions cannot be reconciled or justified by consciousness to that present self, it can have no greater concern than if they were never performed: and the pleasure for any such act or pain, that is, receiving reward or punishment, is all to be made happy or unhappy in its first existence, without any demerits."

Although most people believe they are self-aware, true self-awareness is a rare quality. Self-awareness seems to have become the latest management buzzword – and good research shows that when we see ourselves clearly, we are more self-confident and more creative. We make better decisions, build stronger relationships and communicate more effectively. We are less likely to lie, cheat and steal. Self- awareness involves being aware of various aspects of the self, including traits, behaviors, and feelings.

Types of self-awareness:

Psychologists often divide self-awareness into two distinct types, either public or private.

Public self-awareness: This type emerges when people are aware of how they appear to others. Public self-awareness often emerges in situations when people are at the center of attention, such as when giving a presentation or speaking to a group of friends. This type of self-awareness often compels people to adhere to social norms. When we know we are being watched and evaluated, we often strive to behave in ways that are socially acceptable and desirable. Public self-awareness can also lead to evaluative anxiety in which people become distressed, worried, or concerned about how they feel about others.

Personal self-awareness: This type occurs when people become aware of certain aspects of themselves, but only in a private way. For example, looking at your face in the mirror is a kind of personal self-awareness. Your feeling of flatulence when you realize you forgot to study for an important exam, or your heart trembling when you see someone you're attracted to, can also lead to personal self-awareness are examples of.

Consciousness: At times, people can be highly self-conscious and have what is known as self-consciousness. Have you ever felt like everyone is watching you, judging your actions, and waiting to see what you do next? This heightened state of self-awareness can make you feel awkward and nervous in some cases.

In many cases, these feelings of self-consciousness are only temporary and arise in situations when we are "in the spotlight". For some people, however, excessive self-consciousness may reflect a chronic condition such as social anxiety disorder. Personally self-aware people have a high level of personal self-awareness, which can be both good and bad. These people are more aware of their feelings and beliefs and are therefore more likely to stick to their values. However, they are more likely to suffer from negative health consequences such as increased stress and anxiety. People who are self-aware in public have higher levels of public self-awareness. They think more about how other people see them and are often concerned that others may judge them based on their looks or their actions. As a result, these individuals cling to group norms and try to avoid situations in which they may look bad or feel embarrassed.

According to Verywell "Self-awareness plays an important role in how we perceive ourselves and how we relate to others and the world. Being self-aware allows you to evaluate yourself in relation to others."

Ways to build self-awareness:

Make some space for yourself: Leave some time and space for yourself every day - perhaps first thing in the morning or half an hour before bedtime. Spend some time with yourself, read, write, meditate and connect with yourself.

Get different perspectives: Ask for feedback. Sometimes we're too afraid to ask what others think of us - we all have blind spots, so it's helpful to gain a different perspective to see the full picture of ourselves.

- 1. Behave positively instead of creating additional obstacles.
- 2. Enjoying positive interpersonal relationships.
- 3. Live boldly and without limits.
- 4. Ability to make your dreams come true.

The above benefits can change your life as are often the exact opposite of the benefits that we recognize in our daily lives. Imagine what life would be like if we could practice the above and reap those benefits. Several researchers' studies have highlighted that the psychological construction of a positive self-concept by students during their academic phase leads to success in educational environments and in social and emotional situations self-awareness has become one of them. Research shows that when we make an effort to see ourselves clearly, we are more confident and more creative, make good decisions, form stronger relationships, and can communicate more effectively. Allow evils to flourish within us that make us less likely to lie, cheat, and steal. While self-awareness is a concept commonly associated with positive psychological well-being, the various concepts associated with it are also associated with a range of unique outcomes. Its many studies help to refine the concept of self-awareness by identifying unique outcomes associated with the concepts of self-

reflection, insight, and reflection. Self-awareness is a topic that has long been viewed by clinicians and researchers as a primary means of reducing psychological distress and as a path to self-development for psychologically healthy individuals. Thus we understand that self-awareness is an important part of the personality, and interferes with the behavior of the individual extremely effectively.

1.3.1.2.4 Self-Discipline:

Self-discipline means self-control, which gives you inner strength and a way to control yourself, act, and react. It is one of the most important and useful skills to achieve success and everyone should have it. Self-discipline comes naturally to some people. And some people can achieve this with little effort. A person in control can control their actions and reactions.

Self-discipline directly or indirectly affects many aspects of human life such as daily routine, academic achievement, career development, financial independence, health behaviors, addictions, social outcomes, psychological adjustment, etc. In this regard, self-discipline is a valuable quality the life that many people aspire to achieve or develop in their psychological state. Some topics of self-discipline are important: Life Goals, ways to Achieve Life Goals, Concept of Peaceful and Happy Life, Ways to Reach Peaceful and Happy Life, Self-Discipline Effects on Life, Self-Discipline in Daily Life Sense of the importance of the role, being self-disciplined. Research results show that self-discipline has contributed positively to the lives of students in many aspects.

If there is one character trait that is supported by traditional and progressive societies alike, it may be self-discipline. Almost everyone wants the person/student to overcome their unstructured impulses, resist temptation and do what needs to be done.

This nature indeed has a special favour on us, who scoff at any kind of self-respect and such people insist on today's loose standards. But those who do not consider themselves conservatives also say that imposing discipline on children is not as desirable as developing the quality of self-discipline in children, making it attractive to teachers – in fact, in positions of relative power. To anyone - if the people who have their rights would like to do what they should do; the only question is how to accomplish this.

Self-discipline helps accomplish things in life that can be defined as one's willpower and which is generally considered desirable and self-discipline in using the same desire as unwanted or self can be defined to prevent delayed gratification. In practice, these often function as two aspects of the same machinery of self-regulation, so the two terms can be used more or less interchangeably. If we search for them in an index of published books, scholarly articles, or Internet sites, we will find how rare it is to find a discouraging term, or even a penetrating question, about their value.

While it can be readily accepted that being able to persist in meaningful tasks is great, some students lack this ability. It can be suggested that the concept is problematic in three fundamental ways. Inquiries based on the idea of self-discipline uncover serious misconceptions about motivation and personality, controversial assumptions about human nature, and disturbing implications for the way things are organized in the classroom or society. These challenges are called psychological, philosophical, and political respectively. All of these challenges apply to self-discipline in general, but they are particularly relevant to what is happening in our schools and society.

Tips for gaining self-discipline:

Set Your Goals: The first step towards leading a disciplined life is to set goals. Goals give you a clear idea of what needs to be achieved. Always set a timeline for your goals. It acts as a driving force and motivates you to work hard. It is important to set both short-term and long-term goals and have a sound mind to achieve them.

Meditate: Meditation is one of the best ways to channel our energy in the right direction. It helps maintain focus, acquaints us with our inner self, and fosters better self-control. It is a step towards a disciplined life. Meditating for half an hour every day can help in developing self-discipline. Set a Routine: People who set a routine and follow its lead a more disciplined life. It is suggested to list all the tasks that you need to complete on a given day. Write them down in order of their priority, set a timeline for each, and act accordingly. It is a good way to lead an organized and disciplined life.

Stay away from distractions: In this technology-driven world, many things can distract us and take charge of our lives. Our mobile phones, televisions, and chatting apps are some of the new-age things that are a big hurdle in practicing self-discipline. No matter how determined we are to study, work or sleep on time, we get distracted by the beep of our phones. Social media platforms, chat apps, and web series are extremely addictive and disruptive work. To practice self-discipline, it is important to stay away from these distractions. Put your phone on silent or keep it at a distance when you sit down to study or work. Similarly, just put your phone away at bedtime and read a book instead.

Reward yourself: Reward yourself for whatever goal you achieve. This will motivate you to work hard to achieve more. This is a good way to trick your brain into developing self-discipline.

Get proper sleep: You can instill self-discipline only when you are well-rested. Therefore, it is necessary to sleep for eight hours each night. Maintaining a good sleep cycle is also essential. This means that you should try to go to sleep and wake up at the same time every day.

Be Positive: Many people want to develop self-discipline but are unable to because they somehow believe it is difficult to achieve. They feel that it is too much to ask for and they will not be able to practice it. This is the wrong way. You can achieve anything in life if you stay positive and believe in yourself. Therefore, you must stay positive; it is a prerequisite to inculcating self-discipline.

Self-Discipline Benefits and Importance:

Self-discipline helps you to overcome bad habits by meditating regularly. It gives you the ability to not give up after failure and setbacks, develops self-control, gives you the ability to resist distractions, and helps you to motivate yourself till you accomplish your goals. Self-discipline can be difficult to achieve but leading a healthy personal and professional life, is very important. A self-disciplined person makes optimum use of time. Therefore, he can achieve more and work more than a person who is not self-disciplined. So we should make some efforts to achieve this.

1.3.1.2.5 Optimism:

Optimism is the mental state in which a person is optimistic about the best results. Philosophically it is the opposite of pessimism. Optimists often have a strong belief that events and people are good in origin, and these results in the best results in most

situations. Optimism is referred to as the tendency or tendency to see and judge their positive, or more favorable, aspects. The word optimism is from the Latin root Optimus'w h i c h means "very good." The term optimism was elaborated by the German philosopher Leibniz and popularized by the philosopher and writer Voltaire in the year 1759 in a work entitled "Candid u l 'Optimism". Against, optimism is an attitude that allows us to evaluate every situation positively in our personal life, which allows us to face obstacles with courage and perseverance. In this sense, there are different types of optimism, such as:

Pedagogical optimism: Views education as a driver of change in the individual and the society. Anthropological optimism, appearing in the Renaissance, as opposed to the Augustinian thesis, indicates that the individual is and is at an equal distance from good and evil. Therefore, he has the freedom to choose between one or the other. Intelligent optimism is associated with pro-activeness because there is no good in doing things, and maintaining what goes well. Delusional optimism is linked to logic. The person performs at future events. Most people believe that their peers are less likely to experience negative events, but they are more likely to refer to positive events.

In Philosophy: Optimism is viewed as a philosophical system in which the universe is attributed to the greatest possible perfection, as an infinitely perfect being. On the other hand, the word optimist indicates all those who tend to see things or people in their most positive and pleasant aspects. Synonyms of optimism are confidence, calm, security, certainty, and conviction.

Optimism in Psychology: In the field of psychology, optimism is the attitude of the individual to help one face difficulties with good spirits and perseverance, searching for the positive in people and situations.

Optimism as Value: Optimism is a positive attitude that a human being chooses when facing a problem or difficult situation that he is going through at a certain time in his life. Being an optimist allows you to gain momentum in the face of bad things or situations, opportunities, and challenges to grow as a human being, learn from mistakes, and move forward in the fight for your goals. An optimist is full of security, competence, and conviction and radiates calmness because he always sees the positive side of things, and mobilizes himself to seek solutions to the problem. Optimism is thehope that everyone is putting all the effort and energy to overcome adversity or obstacles, positively, to face the evil of life in each of his/her actions.

Optimist and Pessimist: According to Cahill Gibran "The optimist sees the rose, the pessimist sees the thorn." The opposite of an optimist is a pessimist, but both are two types of attitudes that one chooses towards life. The pessimist is characterized by seeing the negative side of a situation, and with the strong belief that it will get worse, without looking for possible solutions to get ahead of the bad moment. Like-Pessimism does not allow us to see the positive side of things, an attitude that does not allow the individual to try and try to solve problems.

Similarly, the pessimist is seen as a human being who complicates other people's lives, not only because of his attitude of looking at things, and that his fate is unsuccessful, but because he does not allow advice or support. Doesn't give surroundings, since it's easy to moan, cry, and complain about what happened all day. There have been many studies regarding the effectiveness of optimism as a psychological phenomenon, leading to various theoretical formulations of the same concept conceptualizing as "temperament", "attribution style", "cognitive bias", or "shared delusion". This overview is an attempt to explore the concept of "optimism"

and its relationship to mental health, physical health, coping quality and purpose of life, healthy lifestyle, and risk perception.

Positive and negative expectations about the future are important for understanding susceptibility to mental disorders, particularly mood and anxiety disorders, as well as physical illness. When strategies focus on adaptation and social support and consider the positive aspects of stressful situations, a significant positive correlation emerges. Adaptation also has an indirect effect on the quality of life, through the employment of specific coping strategies. There is much evidence that optimists present a lower level of optimism or a higher quality of life than pessimists. Optimism can also significantly impact mental and physical well-being by promoting a healthy lifestyle, as well as by promoting adaptive behavioral and cognitive responses, which lead to greater flexibility, problem-solving abilities, and more efficient dissemination of negative information linked with that. As is commonly understood, the two concepts are closely related to the term 'optimism': the first refers to the inclination to hope, while the second refers to the tendency to believe that we are in the 'best of all possible worlds'. Over the years, there have been various types of research into the effectiveness of optimism as a psychological phenomenon, allowing different theoretical formulations of the same concept to be understood as "temperament", "trait style", and "cognitive bias."

Scheer and Carver introduced a theory of "disposition" towards optimism in their study, called "innate optimism". It has been accepted as a characteristic of a balanced personality over time (present, past, and future events) and in various situations, which affects the way individuals come along. Optimistic people are positive about every event in daily life. Research in this context suggests a positive correlation between optimism and physical/mental well-being. Subjects of an optimistic person

often have a protective attitude, are more resilient to stress, and can use more appropriate coping strategies. In contrast, some studies, which were largely directed towards an understanding of the psychological basis of pessimism, accept the concept of optimism as the 'attribution style' that characterizes human instincts. Optimists believe that positive events are more stable and occur more frequently than negative events. People with a positive attitude think they can avoid and prevent problems that occur in daily life, and are therefore able to cope with stressful situations more successfully than pessimists.

Referring to the social cognition approach, a third approach holds that adaptation is the result of a cognitive underestimation of risk, in other words, a 'bias' for oneself. This bias refers to the adaptor's belief that positive events are more likely to happen to him while negative events affect others. Weinstein defined this phenomenon with the term 'unrealistic adaptation'. Temperament adaptations such as optimistic bias are not a personality trait, but a systematic cognitive tendency to overconsider one's likelihood of encountering negative events. Optimistic bias is defined as the result of a combined effort of two mechanisms, the first of which is related to cognitive factors such as a lack of information and negative critical insight into one's cognitive skills. This observation is an attempt to explore the concept of adaptation and its relationship with mental health, physical health, coping, adaptation to quality and purpose of life, healthy lifestyle, and risk perception.

Positive and negative expectations about the future are important for understanding the susceptibility of mental disorders, in particular mood disorders. Recent studies have found an inverse relationship between optimism and depressive symptoms, and optimism and suicidal ideation. Thus, optimism appears to have an important moderating role in the association between a loss of hope and suicidal

ideation. In this regard, the relationship between 'natural optimism' and depression in victims of a natural disaster has recently been studied. The results of this research suggest that compared to optimists, pessimists nurtured little hope for the future and were at greater risk of developing depressive and anxiety disorders with subsequent loss of social functioning and quality of life. The role of optimism in quality of life has also been investigated in emerging depressive disorders in patients with somatic disorders (such as acute coronary syndrome, for example) in which a significant inverse correlation was found between natural optimism and the level of satisfaction effects of emergent.

Gilt suggests using psychotherapy to foster an optimistic disposition toward pessimistic subjects, thus developing an efficient strategy for fighting depression. Some evidence regarding this subject has also been obtained from studies conducted on victims of catastrophic events such as natural disasters. Studies have shown that a session of cognitive-behavioral therapy, targeted at increasing a sense of control and coping with disabilities after a natural disaster, can contribute to improving a person's well-being. A brief intervention of this type and a proactive coping strategy and focus on gaining control can be important for people suffering from pessimism, noting that instead of trying to avoid problems and regain control, Ready to 'give up.

Based on the above points, it can be understood that it is very important to have optimism in life.

1.3.1.2.6 Resilience:

Life has a way of giving us challenges that may seem impossible to overcome. When we face a challenge like this, it goes one of two ways—we overcome the challenge and move on, or we find ourselves paralyzed and overwhelmed. Taking these challenges

head-on and getting stronger because of them is a clear sign of resilience. If you find yourself shying away from challenges, or you have difficulty "bouncing back" after difficulty, it's time to start thinking about ways to increase your resilience.

Meaning of Resilience: Resilience is essentially your ability to adapt when faced with adversity and significant amounts of stress and return to your balance.

Everyone has flexibility. It's just that some individuals are more resilient than others. Your resilience can be tested by any number of situations-trauma, tragedies, natural disasters, health issues, relationship issues, problems at work, problems at school, etc. If a person is resilient, it does not mean that they do not face adversity. The ability to adapt and move on from adversity requires a unique combination of attitudes, thoughts, and actions, all of which can be learned. This means that even if you currently find yourself lacking resilience, with a little effort to change your thinking and your behavior, you can improve your ability to adapt and overcome the difficulties you can face.

What you need to know about resilience: Perhaps the most important thing to understand about resilience is that it can be learned. We must all be adept in the face of adversity; it's just a matter of knowing how to properly use these skills to bounce back and move forward with ease. The first step in increasing your resilience is to understand what resilience is and the effects it has. A textbook definition of resilience is the ability to quickly endure or bounce back from adversity. When you define resilience in this way, you can see how the definition works, which is the disadvantage or difficulty achieving. This means that inanimate objects can be resilient, and so can individuals. Resilience among individuals is usually multifactorial, with individuals showing physical resilience, emotional resilience, and psychological resilience.

Resilience Theory: Resilience theory is a set of concepts related to the impact of challenging events on an individual and how well they adapt. Traumatic events will put a person's mental health under significant stress, but when some break down under pressure, others become even stronger. Understanding what determines whether a person will break through or overcome adversity is the subject of much research that focuses on resilience. So far, research has defined six important predictors of resilience:

- 1. External environmental context
- 2. person-environment interaction processes
- 3. Inner self trait
- 4. Flexibility Processes
- 5. Positive result

Resilience: Process or Event: The consensus among scientists is that resilience is a process and not a phenomenon. Although a single event can be traumatic and prompt you to change your thoughts, behaviors, and actions, resilience is the process of making these changes. With this knowledge, it is understood that resilience is not an individual trait, but something that can be learned or developed by an individual.

Resilience changes over time: Although some factors are predetermined in your life or even before you were born, resilience varies over time. Many determinants affect how resilient you are, some of which are bound to move through life. Your genetic code will not change, but you can learn behaviors and thoughts that can make you more resilient in the face of adversity. Does resilience increase in different walks of life? Researchers are interested in whether resilience in one aspect of life has a place in other aspects. For example, does someone who shows resilience in close relationships shows resilience even when faced with a difficult work situation? So far, the answer seems to be that while there may be a certain amount of carryover, an

individual's resilience will likely vary depending on the situation and the specific factors that surround it. Resilience is the ability to survive a traumatic situation and knows how to deal with trauma by talking to a therapist today.

Set of resolution: Scientists call the factors that determine how resilient you are 'resilience determinants'. Resilience determinants usually work together to increase your ability to adapt to difficult situations. The more factors in your favor, the easier it will be for you to find balance and rise above adversity. Other close relationships can also help determine how well you adapt. These relationships can include your parents, your spouse, your children, and your friends if you are very close to them. People you feel close to can lend their support and encourage you to keep going. They can make suggestions for things you can do that best suit you and help you return to the situation more positively.

Factors Affecting Flexibility:

- 1. Social attitudes like discrimination.
- 2. Community support.
- 3. Mass media input.
- 4. There are good schools.
- 5. Separation.

Resilience for people with mental conditions: More resilient people can reduce the effects of mental illnesses such as anxiety and depression. If a person with mental illness can become more resilient, their condition may improve. If you have a mental illness that was brought on by severe adversity, developing resilience can be a challenge, but it can reap many benefits. What's more, being more resilient can help prevent mental illness.

Ways to increase your resilience: Research and clinical experience show that resilience can be learned. Psychologists use many different methods to build resilience and there is something you can do about yourself. When faced with trying times, there are many ways to increase your flexibility.

Work on your self-esteem: Having confidence in your abilities can greatly boost your resilience as it plays a major role in coping with stress. Find ways to build your self-esteem such as using positive affirmations, practicing self-compassion, and eliminating self-criticism.

Your Purpose: Living your life with purpose can give you the motivation to keep going, even when you are facing extreme hardships. This is because a sense of purpose provides a psychological buffer that makes it easier for you to pick yourself up, brush up on yourself, and move toward achieving your purpose.

Build a strong social network: Having a strong social network means that you have people in your circle that you trust and who you can talk to when you find yourself facing a challenge. Talking with others won't remove the challenge, but it does allow you to talk, receive positive feedback, and discuss possible solutions.

Be optimistic: Being optimistic means having a positive attitude even in the face of adversity. Focusing on positive outcomes helps you recognize challenges that you consider only temporary and accept that you have the skills to overcome them.

Practice gratitude: Studies have found that regularly practicing gratitude helps individuals remain resilient in the face of difficulties. Some ways to practice gratitude include practicing mindfulness, keeping a gratitude journal, thanking someone who makes your life easier, taking a moment of silence, meditating, etc.

Engage in self-care: Engaging in self-care means doing the things necessary to keep your mind and body in working order so that you are ready to take on challenges when they arise self-care is different for everyone and may include finding ways to manage stress, exercising, taking a break from social media, pampering you, spending time with loved ones, or getting enough sleep.

Get Support from Better Help: Resilience is something that can be taught and learned, but sometimes all we need is a little help and guidance. While we can see others that we know who have high resilience, another option is to talk to a licensed counselor. A counselor can help you evaluate your behavior and thought patterns and guide you in making the necessary changes and adjustments to increase your resilience.

While there is always the option of finding a therapist's office, tweaking your schedule to fit an available appointment, and arriving in a highly air-conditioned office, Better Help eliminates these stresses involved in traditional counseling by offering online services. This means you can talk to a therapist from the comfort of your location, at a time that is convenient for you, via messaging, live chat, phone, or video conferencing.

1.3.1.2.7 Non-attachment:

Non-attachment means that we suffer because of being too tightly attached to any object or person. We become dependent on that object or person and start thinking, –If this thing or person gets separated from me or is not with me forever, then I will be very sad. Example - 'If I get food of my choice that would be great. If you don't get it, that's still fine. After all, food is not everything. There is no feeling of attachment or emotional dependence toward him.

In modern psychology, the word attachment is used in a positive sense in some contexts. It is used to denote the bond of attachment between a mother or a father and a child. Psychologists believe that if a child does not have an attachment to his parents in his early life, then there will be difficulties in the development of such a child's personality. Here again, it is difficult to choose the appropriate English word to express the meaning from the Buddhist point of view because the word attachment has a definite meaning from the Buddhist point of view. When Buddhist teachings say that we should develop a sense of non-attachment, it does not mean that we are against the feeling of attachment between the child and the parent. By -non-attachment we mean that we are free from clinging to or craving for any object or person.

When we help others, we may do so out of attachment or non-attachment. An example of helping someone out of attachment would be 'I will help you because I want you to love me. I want to feel that someone needs me.' We would say that this act of helping is positive, but the motivation behind it is not good.

In the course of our discussion of karma, we make a distinction between motivation and action. We may do something positive but the motivation behind it can be very bad. Positive action will bring some happiness, while bad motivation will generate some sadness. The converse may also be true: when the act is negative for example when we hit our child but the motivation behind it is positive: the act of hitting the child is done to save his life. For example, when our little one is about to run on the road and we kindly explain to him saying, -Hey son, don't run on the road, that won't stop him. If you catch him and make a mess, he might find it bad and start crying, thus the act will have a slight negative effect. But the motivation was

positive and the positive outcome was much greater than the negative outcome, as it saved the child's life. At the same time, the child also appreciates that we care for him.

The same applies to a creative act: such an act may be motivated by nonattachment, which is always preferable, but such an act may also be caused by attachment.

Does compassion mean that we should always be passive and accepting, or are sometimes allowed to use coercive methods? Our compassion shouldn't be "dumb compassion" so that we can give everyone what they ask for. If an alcoholic asks for whiskey or a murderer asks for a gun, the fulfillment of their desires will certainly not amount to compassion. Our compassion and generosity must be combined with wisdom and intelligence. Sometimes coercive action is necessary to discipline a child or to prevent a frightening situation from occurring. Whenever possible, it is better to act non-violently to avoid or rectify a dire situation. However, if doing so does not work and it appears to us that coercive action is the only way to avoid danger, then not using that method would be considered unwilling to help. Nevertheless, we should behave in a way that does not cause great harm to others.

1.3.2 Society:

Society is a large group consisting of a community of more than one individual in which all individuals engage in human activities. Human activities include functions of conduct, social security, subsistence, etc. Society is a group of people who interact much less with other groups than with those within themselves. People coming from society have mutual affection and sympathy towards each other. All the societies of the world make their own identity by adopting different customs.

A person's behavior is an expression of an effort to achieve certain goals. He has some natural and acquired needs. Like work, security, food, etc. In the absence of fulfillment of these needs, the person suffers from frustration and mental stress. He is not able to satisfy them; therefore, for the proper satisfaction of these needs, a man in his long evolution has developed a collective system. We call this system the name of society. It is a group of individuals bound together by definite relationships and specific behavior. That organized system of individuals develops different norms for different actions, some of which are permissible and some which are prohibited.

Society consists of various persons, in whom interactions take place. This interaction has a physical and environmental basis. Every doer is oriented towards maximum satisfaction. The fulfillment of universal needs is essential for the survival of society. Identified needs regulate the area of coexistence of structural elements. The system of the orientation of action and the situational factors towards which the action is directed determines the structure of society. The connecting elements balance the process of interaction. Dissociative elements cause disturbance in social balance. To control the dissociative elements, there is an adjustment of the relations and actions of the actors by institutionalization. This enhances cooperation and reduces conflicts. In the social system, tasks and positions, punishments, and rewards are awarded to the individual based on general rules and accepted norms relating to merit and qualities. In the case of discrepancy between these concepts, the individual is unable to organize himself according to the beliefs and modes of society and his social behavior fails. When such a situation arises, the achievement of his goal is not possible. The reason is that he does not get the support of other members of society. Due to this fear of social punishment, generally, a person is not able to ignore the accepted customs prevailing in society. He makes every effort to adjust to them.

Since society is a system of relationships between individuals, it does not have any concrete form. Its concept is empirical. But its members have a feeling of belonging to each other. The development of social relations is not possible without knowledge and trust. The basis of cooperation and relationship is a common interest. Attainment of common interest is possible only by equal conduct. This type of collective behavior is determined and directed by society. Consensus is necessary for the alignment of existing social beliefs with common goals. This agreement is based on mutual discussion and the assimilation of social symbols. Apart from this, each member has the belief that the social rules he considers appropriate and follows them, and others also follow them. Such consent, trust, and similar behavior keep the social order stable. Various institutions set up by individuals to meet limited needs work in such a way that the organization of society as an organized unit remains unaffected. The state of discontent gives rise to interpersonal and intra-institutional conflicts which lead to the disintegration of the society. This disharmony arises when the individual fails to assimilate with the collectivity. Self-actualization and failure to accept rules can be linked to a fundamentalist attitude towards totalitarian authority and the dominance of limited members. Furthermore, once the goal is set, the opportunity becomes the cause of this failure. The form of social organization is never eternal. Society is a set of individuals. It is divided into different groups to achieve different goals. Therefore, the dynamics of the human mind and the group mind keep influencing it which results in a change in society. This dynamism of his is the root of his development. Social development is a continuous process oriented towards change in the direction of achieving the aspirations and redefined goals of the members. In the continuum of transition, the tendency of members to adapt with consent and innovation remains active. The activities that take place in society keep society bound.

1.3.2.1 Meaning and Definition of Society

Different scholars have given different definitions of society.

According to Green's interpretation of the concept of society, "Society is a very large group of which any person can be a member. Society is made up of population, organization, time, place, and interests."

Adam Smith – "The artificial means that man has taken for mutual benefit is society." 175

Dr. James – "The name of the state of peaceful relations of man in society." 132

Prof. Giddings – "Society itself is a federation; it is an organization and the sum of the practices in which the cooperating persons are related to each other."⁷⁷

Prof. MacIver- "Society refers to such relations established by man, which he is compelled to establish." ⁷⁷

According to Ginsberg, "A society is a collection of individuals united by certain relations or modes of behavior that distinguish them from others, who do not enter into those relations or which differ from them in behavior."

According to Giddings, "Society itself is the association, the organization; the sum of the formal relations in which allied individuals are bound together." ⁹³ According to Cole, "Society is the set of associations and institutions organized within the community." ⁸

According to Kuber, "A society can be defined as a group of people who have lived long enough to be organized and to regard themselves as a single entity more or less distinct from other human units."

According to Renter, "Society is an abstract term that refers to the complex of interrelationships that exist between and among the members of the group. Thus, wherever there are relations between human beings, good or bad, right or wrong, there are Society exists." These social relations are not explicit, have no concrete basis, and therefore society is abstract. Society is not a group of people: Some sociologists have seen society as a group of people.

Wright writes, "Although society is a real object, it means a state or condition, a relation and is therefore essentially an abstraction."

Some of the main elements of society according to MacIver are as follows-

- 1. Rituals
- 2. Right
- 3. Freedom
- 4. Methodology
- 5. Co-operation
- 6. Groups and Sub-Groups
- 7. Control of Human Behavior

In short, it can be said, society is a purposeful group, which is formed in any one area; its members are bound in unity and affinity.

1.3.2.2 Characteristics of society:

The following are the characteristics of society:

1. Societies are abstract: Society is not a group of individuals, but a complex system of human interactions. Human interactions can neither be seen nor touched. Intangible means that which can't be seen, cannot be touched. There is no object in society from

which we can get direct knowledge by seeing, smelling, hearing, tasting, or touching through our senses. Thus societies are not tangible but intangible.

- **2. Interdependence:** A major characteristic of society is interdependence. Man is a social animal. He cannot fulfill his needs alone. He has to depend on others to fulfill his needs. It is because of this mutual dependence that the members of the society form social relations.
- **3. Society is a system of relations:** Society is a network of social relations that is made up of a network of social relations. Society is not a monolithic thing. It is made up of various sections and sub-sections in which there is a system. It is not just a collection of relationships, but a complex system. The arrangement of relations expresses the structure of society. There is interrelationship and interdependence between different parts of society.
- 4. Two forms of difference: Two forms of difference are found in the society-
- (a) Equality: Equality is an essential element for the formation of society. Social relations are formed in the same condition when there is some similarity among the people who establish the relationship. In other words, the existence of society is possible only where there are only one type of being, one type of body composition, and one type of thoughts.
- **(b) Inequality:** Just as equality is needed for society, so is the difference. Variation means Differences in interests, tasks, and abilities are similar in child protection, and abdominal fulfillment. But each of them uses different means, methods, and ways to fulfill their objectives.
- **5.** A Psychological Basis of Society: Social relations mean the mutual feeling found between two or more beings. This mutual feeling or mental awareness is found in every

type of relationship whether the relationship is temporary or permanent, friendship or animosity, cooperation or conflict. This mental awareness arises out of consciousness. It is the instinct of group feeding which is the psychological basis of society and which is very important in any discussion of society. Generally, two very opposing tendencies are always active in society, in which one develops cooperation and the other gives rise to conflict.

- **6. Interpersonal Awareness:** Interpersonal awareness is also an essential element or characteristic of society. There are two types of relations first, physical relations second Social Relations. There is no mutual awareness in physical relations. On the contrary, there is mutual awareness in social relations.
- 7. Cooperation and conflict both are found in the society: Every person does not have the same ability and facility to do all the tasks. Therefore, a person fulfills his interests and needs with the help of others. Cooperation does not mean benefiting each other, but it means an organization in the efforts of different people for the fulfillment of common objectives. Cooperation is important in establishing relationships. Family, state and business, economic organizations, etc. are formed only by cooperation and partnership of the members. Cooperation gives strength to social organization. It is difficult to imagine the existence and development of human life, society, and culture in the absence of cooperation.

No matter how much cooperation is visible from outside in society, there is a necessary struggle from within whether it is less or more, clear or unclear. From the beginning till now, at all levels of social development, there has been struggling along with cooperation in society. There are many differences in society regarding the social, economic, and cultural bases between the individual and the individual, which naturally creates an environment of conflict.

- **8. Societies are changeable and complex systems:** One of the characteristics of society is that society is changeable and complex. Change is the law of life. Society is also changing. According to MacIver and Page, –Society is always changing. Changes take place in society due to many factors like economic, political, religious, cultural, etc.
- **9. Society remains continuous:** Since society is not a group of individuals but a system of relations with individuals, therefore some or some person or generation remains or continues to be a society. This does not mean that society is something that will continue to exist even after all the members have ceased to exist. The meaning is only that the person must die but the continuity of the individual remains in the society.
- 10. Society is not limited to humans only: Societies are not limited to humans only. The forming or constituent elements of society are social relations. Social relations are those relationships where mutual awareness is found among related individuals. Therefore, where there is awareness, there is society, apart from humans; there is also awareness among animals and birds. So there is a society in animals too. But due to a lack of awareness among animals and birds, their society is limited. Human beings have a more developed mind and a higher level of awareness that they are entitled to culture and are a member of a more developed and complex society. Society is a web of human relations. Therefore, only human society is studied in sociology.

1.3.2.3 Factors of Society:

1.3.2.3.1 Socialization:

Man is a social animal. But he is not a social animal by birth. By birth, a child is an animal like other beings, born with animal instincts and a distinctive biological

heritage. Socializing is the task of society. When the child is not able to get the company of understanding, despite being a human, he leads an animal life, so it is a fact that man becomes a social animal by staying in society.

Socialization is the process by which man becomes a social animal. It implies that socialization is the process by which a person learns the customs, language-philosophy, living style, food drinking, and methods of conduct of the society and thus adjusts to the society. This work is not done in a day. From birth to death, man remains in motion in the process of learning accepted behavior, socialization does not happen in a day. It is a continuous process and one has to start learning this from childhood. When he starts to behave in a socially accepted way, it is considered that his social adjustment has taken place. This is done with the aim of social adjustment is called socialization.

According to Havighurst and Newgarten: "Socialization is the process by which children learn the ways of their society and make these ways part of their personality" Gillin and Gillin: "By the term socialization we mean the process by which the individual develops into the functioning member of the group according to its standards, confirming to its modes observing its traditions and adjusting him to the social situation he meets."

Marry M. Johnson: "Socialization is a process of learning which enables the learner to play social roles."

Drever: "Socialization is a process by which the individual adapts to his social environment and becomes a recognized co-operative and efficient member of that environment."

Factors of socialization process:

Biological Characteristics of Man: Human beings have biological characteristics. He is born with some basic instincts, emotions, general innate tendencies, senses, and mind. This is the basis of his socialization. In their absence, the process of socialization cannot start. Through socialization, these basic tendencies are refined and diverted in the right direction.

Social interaction: Another essential element for human socialization is social interaction. Unless a human being comes in contact with another human being and there is no interaction between them. Till then he can neither learn the language nor conduct the society. Only after learning them does he become a social animal from a biological being.

Definite results of social interaction: Socialization also requires that the interactions between the individual and the individual society have definite consequences. Socially orderly behavior cannot be learned from meaningless actions.

Acceptance or rejection of results: Social interactions have definite consequences. They learn something as a result of the action-reaction between two persons. This learning can be socially acceptable as well as disagreeable. Thus the acceptance and rejection of society towards the result is the main element of the process of socialization. Socialization is learning about accepted outcomes and acting accordingly.

Agencies of Socialization:

In the society in which the child is born, and where he grows up, he learns the language, conduct, methods, way of life, customs, etc. of that society. He adjusts himself by behaving according to the same society. Many agencies help him in this work. First of all, their family, the neighbourhood, and his group influence him. The school, caste,

community, etc guide him. After this, various political, social, and economic institutions influence him. In this way, its behavior is modified by different classes. All these are called agencies of socialization. Following are the main agencies for the socialization of the child.

1. Family: The family is the first and most important institution in the socialization of the child. The child reads the first lesson of his life in the safe environment of his family in the mother's lap. He then comes in contact with other family members. By imitating them, he learns the language and methods of conduct of the family. He repeats the tasks which are approved by the family and does not do the tasks for which there is disapproval. In this way, the child adjusts himself to the family. The family is the most effective socializing agency of the child.

The extent to which the socialization of the child takes place in a family depends upon the situation of the family and the abilities, tendencies, etc. of the child. The children of the educated family learn pure and good language, whereas the children of the uneducated family learn to use vulgar and fluent language. Good relations between family and members develop human qualities like love, sympathy, cooperation, forgiveness, stamina, etc.

The economic status of the family also affects socialization. The socialization of their children takes place according to the religious status of the families, their occupation, and their place in society.

Apart from this, the order of children among siblings in the family, the way of upbringing, sympathy, cooperation, instructions from parents and teachers, self-realization, imitation, punishment, and rewards received in the family all affect socialization. In a civilized and cultured society, the socialization of the child takes place

in the right direction and backward and uncivilized families become a hindrance to socialization.

How much socialization takes place in a child and to what extent depends not only on his family but also on his interests, abilities etc. We know that no two children are alike; they have many differences on an individual basis. This is the reason why there is a difference in the development of two children even in the same family. Children react to the activities of the environment according to their interests, tendencies and abilities and are socialized accordingly. The more interaction there is between the child and the people he comes in contact with, the faster the socialization of the child. In the context of socialization, the function of the family is to prepare the child for action-reaction. The better the family does this work; The socialization of the child is better. Family is considered to be the most permanent means of socialization as the individual remains in the family from birth till death. Kimbal Young- "Of the various agencies of socialization within the society, the family is the most important."

2. Neighbourhood and peer-group: At the age of two, the child moves out of the house and goes to the neighboring families. Now his circle becomes bigger than family. In these families, he used to play jump, fight and quarrel with children of the same age. Sometimes he cooperates with the other child, sometimes opposes him, but this conflict is temporary. Children get upset at the moment; they have to play together at the moment. This flexibility of nature helps in socialization. In these groups, children read the first lesson about protecting their rights and performing duties. They learn to deal with each other, learn to struggle, learn to tolerate criticism, and adapt to different situations. Children who have leadership potential become the leaders of their group. In this world of children, their socialization happens very naturally.

If the neighborhood is also civilized like a family, then the socialization of the child takes place in the right direction, otherwise, they learn anti-social things from childhood. The child also has his contributes to this socialization. The child's health, temperament, attitude, and family background, all affect the child in a specific way. Healthy, active, playful, smiling children become fond of everyone by participating in group activities. Such children get affection and socialization better than those who are shy, unhealthy irritable.

3. Cast: In a country like India, the caste equation has an important place. Caste is a class that has its restrictions and facilities regarding food, livelihood, marriage, etc., which is the duty of every member to comply with. Caste membership is acquired and determined by birth. Every child knows and accepts the behavior patterns and customs of the caste to which he belongs. In this way, he adjusts to society.

In the present age, caste ties are broken in cities. But they still exist in the villages. According to the level of education, there is a hold of caste bonds, but even today, the rules of caste are considered on subjects related to marriage, festivals, and customs. By knowing these rules and following them, the child makes his social adjustment.

4. Community: A community is a large social group. It includes families, neighborhoods, castes, many social classes, groups, organizations, and institutions. It is a complete entity and is also the creator of the entities contained within it. There are many civilizations, languages, and cultures in a community. Children's socialization varies in different communities.

In communities with the same language, civilization, and culture, children are easily socialized because they have to follow only one direction. Communities with

multiple languages, civilizations, and cultures affect the child differently. Instead of cooperating in the socialization of the child, they become a hindrance.

He has to adjust to the community in which the child is born. If he does not adjust to it, then happiness cannot live in peace. The socialization of the child takes place only through active participation in the collective activities of the community. Therefore, children should be given opportunities to participate in group activities and society should be given opportunities for socialization by forming various groups, organizations, and institutions, only then the child will be able to make proper adjustments to his society.

- 5. Different institutions: Various institutions of society contribute to the socialization of the child. These institutions are of many types political, religious, and economic. All of them affect socialization in their way. When a person participates in the programs run by political institutions, he learns many things from them and he makes them a part of his personality. Religious institutions also help in inculcating human qualities in a person; due to these qualities, their social adjustment becomes easy. Economic institutions also play an important role in the process of socialization. The effect of a person's occupation or profession is on his conduct, attitude, and actions. As a person acts, so feels and thinks. Thus it is clear that political, religious, and economic institutions are influencing the process of socialization.
- **6. School:** Family, neighborhood, peer group, caste, community, and various institutions are the agencies by which the socialization of the child takes place naturally. An intellectual basis is provided for this socialization in schools. The socialization done by other agencies is provided stability in the school. A school is a place where children of different languages, different castes, different economic and social families, and different religions come together to study. The school represents a small form of society. Here there is such an environment in which children participate in the collective activities of

the school, learn the common language of the society and the accepted methods of conduct, and adjust to the larger society. Here children get training in self-control and socially appropriate behavior. The school provides a wide spectrum for the child's vision to flourish and spread. His power of adjustment expands, which helps him to adopt the lifestyle of society in the future. The school allows him to develop his personality. His mental, social and emotional development takes place in the school itself. The spirit of competition and discipline in the school helps in its socialization. But how successful a school is in socializing a child depends on two factors – the internal environment of the school and the child's personality. If the teachers in the school have a detailed approach, do not suffer from prejudice, treat the students equally, and then the socialization of the child takes place properly. If the child himself is undisciplined and prejudiced, his socialization becomes difficult.

In this way, all these agencies are helpful in the socialization of the child. Two facts are important about the socialization of the child, firstly, the social groups in which the child lives after birth proves to be helpful or a hindrance in his social development. In groups whose members are educated, they do according to social norms, where the socialization of the child takes place in the right direction. The second fact regarding the socialization of children is that their socialization takes place at a very rapid rate from birth to adolescence. After that, they learn the behavior and rule patterns of the social groups they want to be a member of and make adjustments to them.

Role of Teachers in the process of socialization:

1. Parents-Teachers Co-operation: The teacher should first take the cooperation of the parents to accelerate the pace of socialization. He should know about the interests, attitudes, and behavior of his student at home, the social, and economic level of the

family, and the educational level of the parents, and then only he will be able to allow the students to develop according to his personality.

- **2. Transmission of culture:** Transfer of culture is essential for socialization. When the child learns about culture, customs, beliefs, ideals, beliefs, and traditions, then only he can social adaptation. It is the teacher's job to make the child aware of his wider culture.
- **3. Presenting the social ideals:** Apart from the classroom, the teacher should present social ideals in the playground, cultural activities, literary activities, and school festivals, so that the socialization of the child can happen naturally by imitating them.
- **4. Establishing school traditions:** Each school has its aims and ideals. Apart from this, there are also some traditions, due to which the student considers himself to be a member of a specific class. Only the teacher can buy the establishment of these school traditions. E.g. teachers can teach students that respect for elders is a school tradition and by following this the student will not only adjust to the school environment but will also be able to adapt to the wider social environment.
- **5. Encouragement of group work:** Socialization happens naturally by working in a group. By doing work, a sense of leadership, cooperation, imitation, and humility comes into the child. The curriculum in teacher school provides opportunities for group work of students through cooperative activities and thus helps in socialization.
- **6. Development of Inter-culture feelings:** People from different families come to the school, which have different cultural backgrounds. The teacher inspires the students to respect the diversity of different cultures by giving them knowledge; this develops intercultural feelings in the students, which helps in socialization in the future.

- **7. Encouraging healthy competition:** It is based on social relations. There is also a form of 'competition' in relations, but only when competition is healthy, does it helps in socialization. Therefore the teacher should promote healthy competition everywhere in the classroom and on the playground.
- **8. Healthy human relations:** Healthy human relationships have a profound effect on the socialization of the child. Therefore, the teacher should establish a healthy human relationship with other children, teachers, and the principal. This will also make the school environment congenial. Staying in this environment, the socialization of the child will happen.
- **9. Ideal personality of teacher:** Teachers are the role models of the students in the school. They should present the ideal model of social behavior in the classroom, in the playground, and in other co-curricular activities. Due to his basic nature of imitation, the child imitates the methods, actions, habits, and methods of the teacher. Therefore, the teacher should not do any anti-social or improper work, he should always be careful that only socially approved work or behavior should be done in front of the students. His affection, reward, punishment, scolding, favouritism, bad behavior, etc. affect children. Therefore, the teacher should do any work carefully.

1.3.2.3.2 Social-Behavior:

Social behavior is the behavior between two or more organisms within the same species and includes any behavior in which one member affects another. This is because of the interaction between those members. Social behavior can be viewed as akin to the exchange of goods, with the expectation that when you give, you will get the same. This behavior can be influenced by both a person's qualities and environmental (situational) factors. Therefore, social behavior arises as a result of an interaction between two

organisms and their environment. This means that, humans, social behavior can be determined both by the individual characteristics of the individual and the situation they are in.

A key aspect of social behavior is communication, which is the basis of survival and reproduction. Social behavior is determined by two distinct processes, which can either work together or oppose each other. The dual-system model of reflective and impulsive determinants of social behavior derives from the realization that behavior cannot be determined by a single factor. Instead, the behavior can be generated by people who are behaving consciously (where there is awareness and intention), or by pure impulse. These factors that determine behavior may operate in different situations and moments and may even contradict each other. While sometimes one may behave with a specific goal in mind, other times they may behave without rational control, and are instead driven by impulsivity.

There are also differences in the different types of social behavior, such as worldly versus defensive social behavior. Earthly social behavior is the result of interactions in day-to-day life, and such behaviors are learned as they are exposed to a variety of situations. On the other hand, defensive behavior results from impulsivity, when the individual is faced with conflicting desires.

Development of Social Behavior: Social behavior changes continuously as we reach different stages of life. The development of behavior is deeply linked to the biological and cognitive changes experienced by any individual at any given time. This forms the general pattern of social behavior development in humans. Just as social behavior is influenced by both the situation and the characteristics of the individual, the development of behavior is due to a combination of both – the child's temperament as well as the settings they are exposed to.

Culture (parents and the individuals who influence socialization in children) plays a large role in the development of a child's social behavior, as parents or caregivers are usually the ones who determine the settings a child is exposed to and determine situations. The place the child is placed in these different settings (for example, the playground and the classroom) creates so much interaction and behavioral habits that the child is exposed to some settings more often than others. The ones that take particular priority under the influence of the setting are the people the child should interact with of their age, gender, and sometimes culture.

Emotions also play a large role in the development of social behavior, as they are linked to the way a person behaves. Emotion is understood through social interactions, through various verbal and nonverbal displays, and thus plays a large role in communication. The many processes that occur in the brain and underlying emotions are often heavily correlated with the processes required for social behavior. A key aspect of interaction is understanding how the other person thinks and feels, and being able to trace emotional states is essential for individuals to interact effectively with one another and behave socially. As the child continues to receive social information, his behavior develops accordingly. One must learn how to behave according to people and interactions belonging to a certain setting and therefore begin to instinctively know the appropriate form of social interaction depending on the situation. Therefore, behavior is constantly changing as needed, and maturity brings it forward. A child must learn to balance their desires with those they interact with, and this ability to correctly respond to contextual cues and understand another person's intentions and desires improves with age. That being said, the individual characteristics of the child (their temperament) are important for understanding how the individual learns social behavior and the cues given to them, and that learning ability is not consistent across all children.

When studying patterns of biological development throughout human life, certain patterns are well maintained in humans. These patterns can often be consistent with social evolution, and biological changes lead to related changes in interactions. In infancy, there is already a development of awareness of a stranger, in which case the individual can identify and differentiate people.

When children reach school age, they generally become more aware of the structure of society regarding gender, and how their gender plays a role in this. They become more and more dependent on verbal forms of communication, and are more likely to form groups and become aware of their role within the group.

An adult and a child: By puberty, normal relationships between individuals of the same and opposite sex are more prominent, and individuals begin to behave according to the norms of these situations. With growing awareness of their gender and the stereotypes that go with it, the individual begins to choose how much they align with these stereotypes, and whether or not to behave according to those stereotypes. This is also the time when individuals form sexual pairs more often.

Once a person reaches the age of child-rearing, he should begin to change his behavior according to the major life changes of a developing family. The potential new baby requires parents to modify their behavior to accommodate a new member of the family. As old age and retirement come, behavior is more stable because the individual has often established his social circle (whatever that may be) and is more committed to his social structure.

Neural and Biological Relationships of Social Behavior: Neural connections:

Structural location of the amygdala: With the advent of the field of social cognitive neuroscience has shown interest in studying the relationship of social behavior within

the brain to see what is happening beneath the surface as organisms act in social ways. Although there is debate as to which particular areas of the brain are responsible for social behavior, some have claimed that the Para cingulate cortex is activated when one person is thinking about the motives or motives of another, One means of understanding the social world is behaving accordingly. The medial prefrontal lobe has also been observed to be hyperactive during social cognition. Research through studies on rhesus monkeys has shown that the amygdala, a region known to express fear, is particularly activated when the monkeys faced a social situation never before. This area of the brain is sensitive to the fear that comes with a novel social situation, which inhibits social interaction.

Another form of studying brain regions that may be responsible for social behavior is by looking at patients with brain injuries who have impairments in social behavior. Lesions in the prefrontal cortex that occur in adulthood can affect the functioning of social behavior. When these lesions or dysfunctions in the prefrontal cortex occur in infancy/early life, the development of appropriate moral and social behavior is affected and thus abnormal.

Biological Relationship: As with neurological correlations, research has examined what happens within the body. Vasopressin is a posterior pituitary hormone that is seen to potentially play a role in adiposity for young rats. As in young rats, vasopressin has also been linked to parental behavior in prairie voles. Attempts have been made to link animal research to humans, and human research has found that vasopressin may play a role in men's social responses.

Oxytocin has also been seen to correlate with positive social behavior, and higher levels have been shown to potentially help improve social behavior that may be suppressed due to stress. Thus, might targeted levels of oxytocin play a role in

intervention for disorders that are associated with abnormal social behavior vasopressin as well as serotonin observed in social behavior in humans? It was found to be linked to human feelings of social connection, and we see a decline in serotonin when we are socially isolated or have feelings of social isolation. Serotonin has also been linked to social trust.

Influence and Social Behavior: Positive affect (emotion) has been observed to have a large impact on social behavior, particularly by inducing more helpful behavior, cooperation and sociability. Studies have shown that creating positive influences within individuals in the subtle also leads to more social behavior and help. However, this phenomenon is not a directional one. Just as a positive effect can influence social behavior, social behavior can affect a positive effect.

Electronic Media and Social Behavior: Social behavior is generally viewed as a change in behavior related to the current situation, which functions appropriately in the setting. However, with the advent of electronic media, people began to find themselves in situations that they could not have been told about. New situations and information presented through electronic media have constituted an entirely new way of interaction for people. While people behave according to their setting in face-to-face interactions, these lines are blurred when it comes to electronic media. This has produced many consequences, as gender norms began to dissolve, and people were exposed to information that they would never have been exposed to through face-to-face interactions. A political leader could no longer just give a speech to an audience, as his or her speech could be translated and heard through the media. People may not play very different roles when placed in different situations, as situations overlap because information is more readily available. Communication flows more quickly and fluidly through media, merging behavior accordingly.

An example of helping behavior: Media has also been shown to influence various types of social behavior, such as pro-social and aggressive behavior. For example, the violence portrayed through the media has been shown to lead to more aggressive behavior in its viewers. It has also been examined how media portraying positive social acts and pro-social behavior may lead to more helpful behavior in its audience. The Common Learning Model was founded to study how and why this process of changing media works. This model suggests a link between social behavior with positive media and violent media with aggressive behavior and assumes that this is mediated by the individual's condition as well as viewing characteristics. The model also introduces the notion that when a person is exposed to the same type of media over a long period, it can also lead to changes in their personality traits, as they are building different sets of knowledge, and behaving accordingly.

Social anxiety disorder: Social anxiety disorder is a phobic disorder characterized by the fear of being judged by others, which manifests as a fear of people in general. This pervasive fear of embarrassing themselves in front of others causes affected people to avoid interactions with other people. Attention deficit hyperactivity disorder is a neurodevelopmental disorder primarily characterized by symptoms such as inattention, hyperactivity, and impulsivity. Hyperactivity-impulsivity can interfere with social relationships, as a person who exhibits these symptoms may be socially intrusive, unable to maintain personal space, and talk down to others. Autism spectrum disorder is a neurodevelopmental disorder that affects the functioning of social interaction and communication. People who fall on the autism spectrum scale may have difficulty understanding social cues and the emotional states of others.

1.3.2.3.3 Social responsibility:

Responsibility is a commitment or duty of a moral nature attached to an action or situation. The concept of social responsibility refers to the obligation or burden that a member of a society has on other members or a group. This means that what one person does can have consequences, negative or positive, in the community, and must be taken into account. Social responsibility is an ideological belief that people should not behave or act unethically and should (rather) intentionally contribute to the welfare of society or societies - including the various communities and stakeholders - with whom they work and interact. We do. As such, the notion of social responsibility is taken to apply to all and any organizational entities, whether government, corporation, institution, or an individual that conducts core activities related to society at large. In recent decades, social responsibility has become particularly relevant to corporate behavior, i.e. the way businesses and managers interact and behave in social interactions and the extent to which these actors are socially oriented and take initiative. join in. Commit yourself to a cause that aims to improve your quality of life and overall wellbeing. Social responsibility is an ethical framework that suggests that a person should act and cooperate with other individuals and organizations for the benefit of the community that he or she will receive from the world. Social responsibility is a duty that every individual has to perform so that the balance between the economy and the ecosystem is maintained. It is not only related to business organizations but also to all those actions which affect the environment. It is a concept whose main objective is to ensure safe healthcare for people living in rural areas and eliminate all barriers like distance, financial status, etc. It is a responsibility that can be passive or active avoidance of socially harmful actions. These are some of the activities that directly advance social goals. Social responsibility must be transferred from generation to

generation because the actions of one generation have consequences for all people and for generations to come.

A journalist also has a high level of social responsibility. With his work, he can fuel a trend that drives people to oppose the government and even calls for officials to resign if you avoid doing certain things (for example, reporting a known fact of corruption), you may also be violating your social responsibility.

It is important to emphasize that social responsibility is not tied to the law. Laws are mandatory for all citizens: those who do not comply are punished. Social responsibility, on the other hand, deals with moral and ethical issues, which do not necessarily constitute a crime.

Apart from all the above, we cannot ignore the existence of what is termed Corporate Social Responsibility. This, also known as Corporate Social Responsibility, is the commitment and contribution that companies make to improve both the economic, social, and environmental environment around them. In particular, under this denomination, what is not required is not only to comply with legally established obligations but also that invests in human capital, its territory, and society.

1.3.2.3.4 Social-interaction:

In sociology, social interaction is a dynamic sequence of social actions between individuals (or groups) who modify their actions and reactions due to the actions of their interacting partners. Social interaction is a process that can be differentiated into casual, frequent, regular, and regulated. A social exchange takes place between two or more persons through social interaction. These interactions between people form the basis of social structure and are therefore a major object of basic social inquiry and analysis. Social interactions can be studied between two (dyad), three (triangle), or large

social groups. Social structures and social cultures are based on social interactions. By interacting with each other, people design the rules, institutions, and systems within which they wish to live. Many symbols are used to communicate the expectations of a given society to new people, children, or outsiders. Through this comprehensive scheme of social development, one can understand how social interaction lies at its core.

The study of social interaction is one of the disciplines of micro-sociology, which deals with the nature of everyday human social interaction and agency on a small scale. Methods may include symbolic interactionism and ethnography, as well as later academic subdivisions and studies such as psychosocial studies, conversational analysis, and human-computer interaction. As with symbolic interactionism, the reality is also seen as a social, evolved interaction with others, arguing that both the individual and society cannot be separated from each other for two reasons. One is that they are both created through social interaction; the second is that they cannot be understood in words without one. Ethnography, a branch of symbolic interactionism, questions how people's interactions can create the illusion of a shared social order, despite fully understanding each other and having different perspectives on any process that involves mutual stimulation or any other reaction between two or more individuals, a process that can range from the first encounter between parents and offspring to complex interactions with multiple individuals in adult life. Social interaction includes the development of cooperation and competition, the influence of status and social roles, and the dynamics of group behavior, leadership, and conformity. Social relations are formed by the ongoing social interaction between specific individuals. Social organization and social structure can be inferred through close observation of social interactions. The concept of interaction is one of the fundamental and most nearly

universal ideas in almost every field of physical, biological, and social knowledge, but it should not be inferred that the interactions occurring in inorganic or organic order are identical in all respects to the super. It is also the basic foundation of sociology.

It is defined as 'any phenomenon by which one party influences the actions or state of mind of the other. According to Sorokin- "Social interaction is an interpersonal and interdependent activity." Defining social interaction, Gillin and Gillin (1948) wrote--By social interaction, we mean reciprocal or reciprocal influence, which results in modification of behavior through social interaction and communication which, in turn, leads to stimulation and are established by the reaction."

This definition emphasizes two main conditions of social interaction: (a) Social interaction, and (b) Communication.

Social interaction is the first place of conversation, rather it initiates the conversation. It refers to the relationship between persons and objects. Social interaction (mental contact) and not physical closeness (physical contact) are necessary for social interaction. Social contact is different from physical contact. Mere physical contact (closeness) of individuals does not constitute a group. Hence it is said, 'Where the human mind is in contact, there is fellowship; where there is no contact, there is a state of isolation. Social interaction can be both direct or indirect and positive or negative. Direct contact involves the immediate presence of persons (face to face) in the exchange of ideas or things. Other contacts are indirect. As we find in the case of the author and the recipient of the personal letter, such contacts can be established through any means of communication (telephone, TV, and Internet). Positive interaction means cooperative interaction which leads to assimilation through tolerance, compromise, or cooperation. Also, negative contact means disruptive contact, which

leads to feelings of hatred, rivalry, jealousy, indifference, or lack of response. The second condition for social interaction is communication; it is the means through which society can be conceived, and its central place in society. It can vary from writing a letter to a friend to all the modern methods of communication.

The means of communication can be language, script, gestures, words or symbols, etc. Language is symbolic communication because it consists of traditional signs. Gestures and facial expressions such as speech and language play an important role in communication at the human level, such as shaking hands, and nodding; Shaking hands are good examples of gestures. Communication as a physical or sensory medium is an important requirement for social interactions. Social interaction: Communication plays an important role in personality formation, transfer of social heritage, and social experience from generation to generation. Face-to-face interaction is the simplest type of socially complex operation that we typically recognize, it is rife with unintentional rituals, tacit understanding, secret symbolic exchanges, impression management techniques, and calculated strategic maneuvering. Canadian sociologist Erving Goffman went to the Shetland Islands in the 1950s to do fieldwork on the social structure of island communities for his Ph.D. dissertation. He found that the complex interpersonal relationships in the hotel where he stayed were rich sites for social studies. The principles that formed the basis of his dramatic approach in The Presentation of the Self in Everyday Life (1959) developed through

his detailed observation of "interaction rituals" elaborated in everyday social interaction. Social interaction is the most important contributor to education. Learning, Culture, and Social Interaction is an international discipline dedicated to presenting high-quality teaching within and through social practices. Its focus is on understanding how learning and development can be incorporated into social and cultural activities,

and how individual and group practice can be transformed through learning. Developing such an understanding requires a careful analysis of learning in the social context and the context of the communication processes involved. In-depth study of everyday learning should be welcomed in schools (in a variety of disciplines and settings), universities, workplaces, voluntary organizations, public agencies, hospitals, laboratories, and other institutional settings, as well as in informal settings. Sports settings, youth clubs, sports, and other cultural practices contribute significantly to the conversation. Longitudinal studies of learning trajectories are relevant because of contextual analysis and interaction patterns that can hinder learning. Importantly, cultures, social interactions, and the relationship between learner and teacher are in focus. The term 'interaction' includes such forms of communication that take place through various technologies (telephone, Internet, presentation technologies, etc.). As far as learning is concerned, interactions between people and artifacts are also relevant, thus focusing exclusively on face-to-face interactions. Thus we can say that the interaction between teachers and students is very important in the field of education.

1.3.2.3.5 Social Cognition:

Social cognition is a sub-discipline of social psychology that focuses on how people live in a social process and apply information about other people and social situations. It focuses on the role that cognitive processes play in our social interactions. The way we think about others plays a major role in how we think, feel, and interact with the world around us. What is social cognition? How exactly can psychologists define social cognition? While there is no single definition, there are some general factors of social cognition that are considered important by many experts. Social cognition includes the processes involved in understanding other people and what and how we know about the people in the world around us. The study of the mental processes involved in

perceiving, remembering, thinking, and caring for other people in our social world, why we participate in certain information about the social world, how this information is stored in memory, and then used How to interact with other people.

Social cognition is not just a subject of social psychology - it is an approach to studying any subject along with social psychology. Using a socio-cognitive approach, researchers can study a wide range of topics, including attitudes, person perception, prejudice, stereotypes, self-concept, discrimination, persuasion, decision-making, and other areas.

Example: Imagine you are getting ready to go on a blind date; you worry not only about the impact and signals you're sending to the other person but about how you interpret the signals your date gives you. How do you impress this person? What meaning do you read in the other person's behavior?

This is just one example of how social knowledge affects social interaction. But we can probably think of many more examples from our daily lives. We people tend to spend a large part of our daily lives interacting with others, which is why an entire branch of psychology seeks to understand how we feel in social situations think and behave. Development: Social cognition is more developed in childhood and adolescence. As children grow up, they become more aware not only of their feelings, thoughts, and motives but also of the feelings and mental states of others. Children become more adept at understanding how others feel, learn to react in social situations, engage in social behavior, and adopt the perspectives of others. While many different theories look at how social cognition develops, one of the most popular focuses on the work of psychologist Jean Piaget. According to Piaget, the cognitive development of a child passes through several stages. During the early stages of

development in life, children are very egotistical, see the world from their perspective and struggle to think about how other people might see the world.

As children grow up, children become more adept at taking perspective and have an increased ability to think about how and why people act in social situations. More recently, research has provided evidence that children develop the ability to think about other people's perspectives at an earlier age than Piaget. Even young exscholars display some ability to think about how other people might view a situation. One of the most important events in the early emergence of social cognition is the development of the theory of mind. Theory of mind refers to a person's ability to understand and think about the mental states of other people. It is the emergence of the theory of mind that is important for being able to consider other people's thoughts, motives, desires, needs, feelings, and experiences. Being able to think about how these mental states can affect how people act is important for making a social impact and explaining how and why people act.

Cultural differences: Social psychologists have also found that there are often significant cultural differences in social cognition. Given social status, more than one person may have different interpretations. Each person presents a unique background of experiences, knowledge, social influences, emotions, and cultural variations. Some researchers have found that there are also collective, cultural influences that can influence how social situations are interpreted by people. The same social behavior in one cultural setting may have a very different meaning and interpretation if it were to occur or be observed in another culture. When people interpret behavior, extract meaning from the conversation, and then act based on their beliefs about the situation, they are further reinforcing and reintroducing cultural norms that influence their social cognition.

Research and Challenges: Research into social cognition is on-going, but there are challenges to some established theories as well. Future Areas of Study: So what are some of the different questions related to social cognition? What researchers are interested in understanding play such an important role in our beliefs about others; how we form relationships, how we interact with others, how we treat others, and how others treat us?

Some topics of interest to psychologists about social cognition include:

- How do we develop our attitude? What role do these attitudes play in our social lives?
- How do we interpret the feelings and emotions of others? How can we find out what they are thinking or feeling about a subject? What signals or indicators do we use to make these assumptions?
- How does the self-concept develop and how does it affect our relationships with others?
- How do our thoughts affect our feelings?
- What mental processes affect a person's perception, or how do we make other people's impressions?

Challenges: Criticism of some research on social cognition suggests that it focuses too much on individualistic behavior because the subject itself is so social; some suggest that information-processing models traditionally used to understand the cognitive processes behind social cognition are too limited. Focusing on the collective and interactive aspects of human thought can give people a better understanding of how they think about and understand social behavior.

From the interpretation of the concepts of the above points, it is understood that job satisfaction is very important for every person who is engaged in any profession. Only then that person can be successful and satisfied not only in his profession but also in his life. Since the teacher is the cornerstone of this society, job satisfaction is very important for the teacher.

It is also understood from the study that whether it is in their business or any aspect of their life; it is an internal state existing within the individual. Therefore, it can be understood that as much as the external environment affects a person in life, the person inside him affects him as much. The external environment in our life belongs to our society and our internal environment is ourselves. Keeping this in mind, the researcher has decided to choose this topic in his study, so that the job satisfaction of the teacher can be studied based on himself and his society.

1.3.2.3.6 Conclusion 'Self and Society':

The above detailed discussion of "Self' and "Society" clearly shows that 'self' contains various aspects like 'self-awareness', 'self-esteem', 'self-discipline etc. and all these aspects are relative of the society member and the society where that individual resides or in close contact with. Society is affects is social members (individuals) by various factors such as 'socialization', 'social interaction', 'social cognition' etc. Thus the above discussion gives a broad picture of 'self' and 'society' in separation but even that separate discussion of both concepts revealed the fact, that 'self' and 'society' are not active in isolation rather both work together. 'Self' is a reflection of the 'Society' to which that 'self' (member of society) belongs. Every individual is always conscious of what other members of society think about him; and what behaviour he expects from other members of society of being what he think about himself; he also behaves with others as per what he thinks about others. Thus 'Self and Society' work together, to

form self of an individual as per the need and expectation of the society. Every individual may have a different perception of 'self and society' and this perception of 'self and society' of an individual decides whether he is a positive thinking individual, a negative thinking individual or an individual with confused thinking.

The 'Self and Society' is intended to help acquire a positive sense of self and social responsibility that will lead them to the development of their potentials and enable them to live together harmoniously in the contexts of their family, local community, and country, as well as be able to participate as a member of the region (Asia etc.) and an increasingly global community. In an increasingly globalized world, it is important that everyone should be able to see things through the hearts, minds, and eyes of others, and understand the impact of regional and global issues on their lives and the lives of the members of their family, community, and country.

This endeavors to encourage everyone to continue developing knowledge, attitudes, values, and skills in order to act locally in building a just, peaceful, equitable, compassionate, multicultural, and pluralistic society. Hence, it is important to inculcate in everyone that what they do affects their sphere of influence (family and community) and creates an impact on the nation, the region, and the world. It has been observed that persons with a civic and moral identity and sense of obligation to society are more likely to behave in ways that fulfill individual and social responsible goals. The underlying premise of the 'self and Society' is presented below in a spiraling framework that indicates the constant flow of the self-development process, which starts from the self and expands beyond intrapersonal space to the family, community, country, region, and the world at large. The flow indicates that to effect social and national transformation and participate as a regional and global citizen, the change process necessarily starts

from personal changes that would make the individual live and work effectively as a human person.

Personal
Change

Self
Positive Sense of Self
and National
Transformation

of One's Potential

Solidarity

Love of Country

Exercise of Rights and Reservoision

Global Awareness

The Schematic Diagram

Diagram Retrieved from: https://www.studocu.com/ph/document/amacomputer-univers ity/understanding-the-self/self-and-society-lecture-notes-

1/18884742

It is also understood from the study that whether it is in their business or any aspect of their life; it is an internal state existing within the individual. Therefore, it can be understood that as much as the external environment affects a person in life, the person inside him affects him as much. The external environment in our life belongs to our society and our internal environment is ourselves. Keeping this in mind, the researcher has decided to choose this topic in his study, so that the job satisfaction of the teacher can be studied based on their perception of 'Self and Society'.

1.4 Need and Significance of Problem:

Human behavior is goal-oriented, whatever work a man does, there must be some goal in it. The important characteristic of man is the tendency in his behavior, for understanding what it is necessary to know his true purpose. Education is the backbone of society, the present, and future of the society. It is the education system that decides at what level our development has taken place or is going to happen in the future. A school is a miniature form of society, as we want to create a society; we create the situation and environment in the school so that the child can be able to create similar situations after leaving the school. The educational environment or school environment exerts a significant influence on the child's mind.

Many situations affect the people working in the field of education. If anyone is most affected by this, it is our teachers. Education in our country is divided into different levels which are primary, secondary, and higher levels. Based on the levels, the method of appointment of teachers and the methods of doing their jobs are all different. Along with the levels, we are also seeing this difference in the form of private and government schools, whose direct effect we get to see in the form of academic development of the students. The influence of the teacher is not only on the student but also on every aspect related to school and education.

The attitude of the teachers is affecting not only the education world but the teachers are also getting affected by the education system. This effect also greatly affects the job satisfaction of teachers. Generally, it is seen that when the job satisfaction of the teachers is satisfactory, then they can do the teaching work effectively and if the teachers are not satisfied with their work, then they are not able to do the teaching work properly, which has a direct effect falls on the students.

Presently higher level of education is being conducted in our country on many grounds like universities, government degree colleges, and self-financed degree colleges. Many types of courses are being run in these institutions, but if seen, there is a difference in the job satisfaction of the teachers teaching in these educational institutions, as well as there is a difference between their perception of 'self and society'.

We found through various comparative studies that there are many studies held between Government and self-Financed teachers under which educational qualification, educational adjustment, Job satisfaction, etc. The result of that research was also displayed statistically but possibly no researcher holds his comparative research towards educational job satisfaction and 'self and society.' There is a similar courses and curriculum in Government and self-financed colleges, but there are so many differences between Government and self-financed college teachers in many ways with the help of the present research, an attempt has been made to study with reference to their perception of 'Self and Society'.

1.5 Statement of the problem:

A COMPARATIVE STUDY OF JOB SATISFACTION WITH REFERENCE
TO 'SELF AND SOCIETY' AMONG GOVERNMENT AND SELF-FINANCED
COLLEGE TEACHERS OF LUCKNOW DISTRICT.

1.6 Operational Definitions:

Job Satisfaction: This is the level of satisfaction of Government and Self-Financed College Teachers of Lucknow District that they have in performing their job in their respective category of colleges. Various factors like age, salary, experience, promotion, opportunities of advancement, working conditions, fair supervision,

degree of participation in goal setting and primary & secondary needs are the areas of consideration while judging their level of Job Satisfaction.

'Self and Society': Two terms 'self' and 'society' are joined together to form this concept. This is the perception of the teachers of Government and Self-Financed Colleges, on the basis of which they act and behave with others and expect the acts and behavior from others.

Government College Teachers: The teachers teaching in Colleges of Lucknow District, which receive all funds from Government to manage all the finances of the college.

Self-Financed College Teachers: The teachers teaching in Colleges of Lucknow District, which do not receive any fund from Government to manage the finances of the college.

1.7 Objectives of the Study:

Each task has its specific objective, having a purpose-based task, the solution to the problem can be found properly. The purpose is the force that guides action, according to Dewey - "To act with a purpose is to act wisely." Although many studies were conducted on various variables like school organizational environment, educational environment, etc. concerning teachers' achievement, and teacher satisfaction, no study is complete in itself, due to which this study is justified.

Highlighting the need for the aims of education, B.D. Bhatia has said that: "Without the knowledge of the aims the education like a sailor who does not know his goal or his destination and the child is like a rudderless vessel which will be drifted along with somewhere ashore." 104

The following important objectives are expected to be achieved in this study;

- To compare the level of job satisfaction between government and self-financed college teachers.
- 2. To compare the level of job satisfaction between male and female government college teachers.
- 3. To compare the level of job satisfaction between male and female self-financed college teachers.
- 4. To compare the level of job satisfaction between government and self-financed college male teachers.
- 5. To compare the level of job satisfaction between government and self-financed college female teachers.
- 6. To compare the level of job satisfaction of government and self-financed college teachers with reference to their level of perception of 'self and society'.
- 7. To compare the level of job satisfaction of male and female government college teachers with reference to their level of perception of 'self and society'.
- 8. To compare the level of job satisfaction of male and female self-financed college teachers with reference to their level of perception of 'self and society'.
- 9. To compare the level of job satisfaction of government and self-financed college male teachers with reference to their level of perception of 'self and society'.
- 10. To compare the level of job satisfaction of government and self-financed college female teachers with reference to their level of perception of 'self and society'.

1.8 Hypothesis:

Hypothesis means pre-thinking. This is the second important pillar of the process of research, it means that after the analysis and definition of a problem, prior thinking has been done about the causes and causality in it, that is, this problem can be one cause or many reasons. After doing this, it gets tested. Research work is the process of the formulation of this hypothesis and its testing. According to Bacon- "A Hypothesis should be suggested as soon as the existence of a problem is discovered"

But the hypothesis made in haste without considering it completely is useless, and time and labor are wasted, so the most important task is to analyze the problem properly, define it carefully, and then formulate the hypotheses.

Without the formulation of a hypothesis, neither any experiment can be done nor is any research possible with the scientific method. Research work is an objective activity in the absence of a hypothesis. The formulation of the hypothesis depends on the nature of the problem. Hypothesis formulation is the second important pillar of the research process. The systematic presentation of elementary ideas before any experimental or research problem is called a hypothesis.

In the present research study, the following hypotheses have been formulated to follow the scientific method and an attempt has been made to make the research study more meaningful by dividing the hypotheses as per the need to provide the study in detail and to do the detailed study.

Based on the objectives of the study following hypothesis is formulated.

For Objective 1

1. There is no significant difference between job satisfaction of government college teachers and self-financed college teachers.

For Objective 2

2. There is no significant difference between job satisfaction of male and female Government college teachers.

For Objective 3

3. There is no significant difference between job satisfaction of male and femaleself-financed college teachers.

For Objective 4

4. There is no significant difference between job satisfaction of government and self-financed college male teachers.

For Objective 5

5. There is no significant difference between job satisfaction of government and self-financed college female teachers.

For Objective 6

- 6.1. There is no significant difference in the level of job satisfaction of government and self-financed college teachers having high level of perception of 'self and society'.
- 6.2. There is no significant difference in the level of job satisfaction of government and self-financed college teachers having low level of perception of 'self and society'.

For Objective 7

- 7.1. There is no significant difference in the level of job satisfaction of male and female government college teachers having high level of perception of 'self and society'.
- 7.2. There is no significant difference in the level of job satisfaction of male and female government college teachers having low level of perception of 'self and society'.

For Objective 8

- 8.1. There is no significant difference in the level of job satisfaction of male and female self-financed college teachers having high level of perception of 'self and society'.
- 8.2. There is no significant difference in the level of job satisfaction of male and female self-financed college teachers having low level of perception of 'self and society'.

For Objective 9

- 9.1. There is no significant difference in the level of job satisfaction of government and self-financed college male teachers having high level of perception of 'self and society'.
- 9.2. There is no significant difference in the level of job satisfaction of government and self-financed college male teachers having low level of perception of 'self and society'.

For Objective 10

- 10.1. There is no significant difference in the level of job satisfaction of government and self-financed college female teachers having high level of perception of 'self and society'.
- 10.2. There is no significant difference in the level of job satisfaction of government and self-financed college female teachers having low level of perception of 'self and society'.

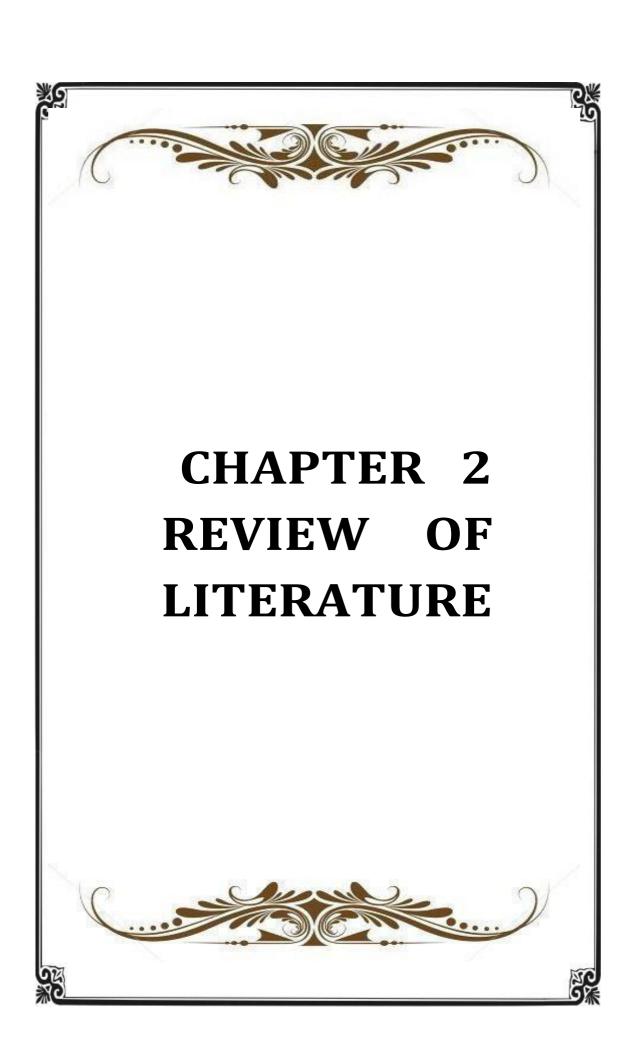
1.9 Delimitation of the Study:

Despite all the care and best efforts of the researcher, it is never possible to investigate a problem completely, so it is a very difficult task.

In the process of research, as in life, many compromises are made for one reason or another. Therefore, while generalizing the findings of the study, the need for delimitation of the study arises, this delimitation of the present study is as follows:

The study included teachers teaching in higher level self-financed and government colleges with at least three years of teaching experience. Sample has been selected from self-financed colleges and government colleges affiliated to Lucknow University in Lucknow district.

Only perception of 'Self and Society' has been taken into consideration for the study of job satisfaction of the teachers, other intervening factors might also have effect on their job satisfaction.



REVIEW OF LITERATURE:

2.1 Need and purpose of review of literature:

After the selection of any problem, it is necessary for the study that the findings of the related research work done in the past on the facts related to the problem should be used to solve the problem of the subject of his research. For this, it is necessary to study the research done by various psychologists and educationists in the past.

A review of related literature is an essential precursor for the actual preparation and implementation of any research study. This chapter provides a short analysis of the work carried out in the field applicable to the present inquiry. A thing should not be neglected because it is a thing of the past and a new thing should not be accepted because of its newness. It's only concerning old that a new thing can be learned. Alternatively, it is necessary to link previous knowledge to a new idea that needs to be grasped. This means that to discover a new topic, our experience must be taken to the forefront. It is important to review previous research on the topic before embarking on a new analysis. The literature review is also necessary because, without it, one cannot obtain an understanding of his / her subject, what has already been done about it, how it has been studied, and what the main issues are. The Academic Resources Information Center (1982) describes a literature review as a "material study and interpretation, based on observations and not just bibliographic quotations, summarizing the content of the literature and drawing conclusions from it. The Academic Resources Information Center (1982) describes a literature review as a "material study and interpretation, based on observations and not just bibliographic quotations, summarizing the content of the literature, and concluding it.

A literature review can be just a clear overview of the texts, but it typically has a structured structure that incorporates both descriptions and synthesis. A description is a rundown of essential source material, whereas a reconstruction is a reorganization or reshuffling of the material. It could give a new understanding of old material or mix new with old interpretations. Or the academic development of the field, including major debates, could be traced. Depending on the case, the literature review may evaluate the sources and notify the reader of the most appropriate or important facts. Literature reviews give a summary and serve as a forum for carrying out work. The literature review thus is a correlation between the planned study and the studies already carried out.

Related research literature refers to all kinds of books, encyclopaedias, journals, published, and unpublished dissertations and records, etc., related to the problem of research, the study of which allows the researcher to select his problem, formulate hypotheses, and study. It helps in preparing the roadmap and moving the work forward. If the research work is started without reviewing the literature related to the study subject, then there is a possibility of the entire research process being faulty. Therefore, the literature related to research must be studied at the beginning itself. In this way, by studying literature, the researcher's work becomes somewhat easier, he gets knowledge of various methods of study, and the difficulties encountered in research work are known.

The study of related research literature provides the necessary theoretical background to the research work and clarifies each of the concepts and concepts. Which makes clear that what is the status of research in this problem area? What has been done on this subject? Who has worked and where has worked and in what way the research work has been completed? To what extent was the research result

agreed or disagreed? The study of all these facts is very important and helps in the real perfection of the researcher.

Job satisfaction is a central variable in the study of organizational structure and philosophy and can be used as a measure of organizational functionality. Job satisfaction is the degree to which people like or do not like their work and can be described as feeling or affective purpose and individual experience in a particular job position. The measurement of workplace satisfaction in many organizations has been a significant method of assessing employee well-being. Job happiness is the state of the employee's emotions about a job either positive or negative. Employment satisfaction is a pleasurable mental state arising from an appraisal of one's work and an affective reaction to one's employment.

The analysis of the related literature thus shows that job satisfaction is one of the most desirable fields for researchers. Similarly, attitudinal work has also drawn a variety of scholars. Research findings from India and abroad have explained the relationship between job satisfaction and variables like age, sex, experience, marital status, occupational climate, interest in work, and other relevant personal and organizational factors.

Many scholars, experts, and academics have defined job satisfaction in their way and pointed out that a gap exists between expectations and the actual characteristic of a job. Some of the scholarly definitions of job satisfaction, self, and society are presented here.

2.2 Review on Job Satisfaction, Self and Society:

Aparna J Varma et. al. (2018) conducted a survey-based empiric study to examine the level of satisfaction of female employees. The research details were

gathered with the aid of a series of interviews. Based on the study results, it has been found that the work satisfaction of female teachers in the Theni District is only at a moderate level.

Sims (2018) analyzed teacher data in 35 countries around the world from the Teaching and Learning International Survey – an international study of the learning environment and working conditions at schools. This study found that student discipline and teacher cooperation were positively related to teacher job satisfaction in all countries.

Kumari, Archana (2018) attempted to research the organizational environment of secondary school students in Jawahar Navodaya Vidhyalaya, Haryana State. For the analysis, she used the Descriptive Survey Form. 51 teachers from the ten schools of Nayodaya in Haryana were taken as a sample. M. L. Sharma's School Organizational Climate Definition Questionnaire (SOCDQ) was used to assess the organizational environment of secondary school students in Jawahar Navodaya Vidhyalaya, Haryana State. Findings have shown that there is no significant difference in the organizational climate of the Male and Female Teachers of Jawahar Navodaya Vidhyalaya of Haryana State.

European Commission (2018) the continued increase in teacher turnover rates and the resulting shortage of qualified teachers is a growing concern internationally. Teacher turnover includes the interrelated concepts of teacher migration and job loss, where migration describes teachers moving to other schools. Whereas leaving the job is related to leaving the profession of teaching completely.

Sibieta, L. (2018) reported that job satisfaction-related efforts are particularly important for math and science teachers, who are at higher risk than other teacher groups.

Bhuiyan (2017) examined Work Satisfaction at the level of public and private university teachers in Bangladesh and found that approximately 100 percent of public university teachers were happy with their jobs. Both respondents found freedom and discretion to be the primary factor for their work satisfaction. In addition, flexible schedules, comfortable work atmospheres, etc. have also been established as a driver of satisfaction. Whereas 50 percent of respondents from private university teachers were positive about their job satisfaction, 25 percent showed mixed reactions and 25 percent were not satisfied with their job at all.

Liang & A k i b a , M . (2017) it can be said that teacher job satisfaction has many important and far-reaching implications. Firstly, it contributes to the well-being of the teacher, as satisfied teachers are less susceptible to stress and irritation.

Blomke et.al. (2017) the job satisfaction of teachers is especially important at a time when teaching is a booming profession.

Aida Mehrad (2016) found in his study that culture promotes a different concept of self, thus there is high importance on the self-concept of culture.

Mohamed and Mohamed (2016) conducted a report on workplace stress and coping mechanisms among academic workers at Hafr-Al-Batin University in Saudi Arabia. This research used a descriptive cross-sectional sample method. The study consisted of 91 university staff members, including academics, associate professors, assistant professors, lecturers, and teachers from various nationalities. The research was done at four student colleges at Hafr-Al-Batin University. Three sections of the self-governing questionnaire were used for the gathering of information, the first part for personal details, the second part for the Faculty Stress Index [FSI], and the third part for Academicians Coping Stress Strategies. The

research result revealed that the academics encountered a modest level of workplace stress.

A. Myint and A. Aung (2016) classified teachers' characterization into four factors: emotion use, adaptation/mood regulation, emotion expression/evaluation, and emotional resilience. Based on a sample of 1,006 school teachers, their results showed that an 8.1% variation in teachers' job performance was explained by "optimism/mood regulation" and "emotion expression/evaluation".

I.H. Naqvi et. al. (2016) conducted a study among 3,168 teachers using the TEIQ-SF (Petrides, 2009), which found that teachers' characteristic EI correlated positively with their task performance (r = 0.11, p < 0.01).

L. Lundahl (2016) points out the impact of marketization trends on education has remained the same in the Nordics, with the most intense economic, social, educational, and business impacts on schools and teachers. Instead of traditional values, competition, and external pressure began to dominate the education system, which also affected the work of teachers.

Malinen (2016) a longitudinal study of school working conditions on teacher job satisfaction and burnout, in which they reported that the school environment influences teachers' job satisfaction.

S. Suganya and Rajkumar (2016) analyzed the key factors linked to job stress among teachers by evaluating the key literature from previous studies. A review of work stress studies has shown that tension among teachers is very strong in the current scenario.

T.Unnamalai (2015) reported that higher education has been considered the most important tool in society to change the subjugated situation. It not only creates

personality but also influences individuals 'socio-economic growth.' It ultimately develops our country's general development. Satisfied faculty members can perform well, becoming our younger generation's role models and being able to enroll learners in higher education. Our education system is the world's third-biggest scheme, but only 25% of our learners receive greater schooling. No institution in our nation is listed among the world's top 100. Income is one factor that influences job satisfaction. The primary variables affecting job satisfaction are wage, work environment, advertising chance, and interpersonal relationships. Salary and the environment play a significant part out of all variables and rank first and second.

A. Antoniou et.al. (2015) conducted Occupational Pressure and Career Burnout research on primary and secondary education teachers. The survey involved 388 teachers who worked at public schools in Attica. Three instruments were administered to Occupational Stress Instructors, Maslach Burnout Inventory and Stress Coping Strategies Scale. The findings showed that primary school teachers faced a higher level of stress relative to secondary school teachers. Women teachers have faced more difficulty and less academic success than male teachers. Sahdra et.al.(2015) describes non-attachment in positive terms as a versatile, compassionate way to respond without following or suppressing one's experiences. Non-attachment is believed to promote cognitive flexibility, non-reactivity, rational thinking, empathy, and freedom from difficult emotions and reduce selfishness.

F. Shkimbi and E. Melonashi, (2015) established age and gender-related patterns of stress at the workplace, as well as the role of marital status, educational level, and job experience in a sample of Kosovo teachers. The different types of stressors reported by the teachers have also been examined. The sample consisted of 799 teachers, 33.8% male, and 65.2% female. The interventions included the

National Stress Awareness Day (NSAD), the Stress Questionnaire, and a self-report questionnaire developed by the authors for testing purposes. The findings of the analysis showed that 33.2% (265 participants) of the survey registered a high level of stress.

Achanta & Reddy (2014) compares the level of work satisfaction among primary school teachers in the Krishna District. After comparing the results, the ratio was 50:50, of which 50 were male teachers and 50 were randomly selected, female teachers. Results showed that male teachers had a high average score compared to female teachers in their job satisfaction scores.

Varshney & Malpani (2014) described the degree of work satisfaction among employees of public sector banks and the factors leading to job satisfaction and clarified the principles and factors influencing job satisfaction and their important relationship with all of these factors.

B.B. Neog & M. Barua (2014) described a range of reasons that are responsible for job satisfaction, the relationship between equal pay and job satisfaction, respect for managers and job satisfaction, the workplace environment and job satisfaction, and the relationship between job security and job satisfaction. Data were obtained from ten carmakers and the sample size was 100 respondents. Basic studies have shown that compensation is a very significant factor in impacting the work satisfaction of workers and have also shown that the degree of job satisfaction of employees is on average.

Kaur, & Preet (2014) explored that the most influential elements affecting the job satisfaction of college and university teachers are Chances of Growth & Administration, followed by an increase in Remuneration, Hygiene, and

Infrastructure, followed by Chances of Turnover, Cooperation & Coordination, Relationship with Colleagues and Unbiased Administration.

The literature by Patrick, K. & Wemba, V (2014) suggests that, with participatory and empowerment strategies, if academic staff is adequately remunerated (salaries, incentives, and facilities), faculty well-being (health care services, recreational facilities) and to love the teaching profession, is built for. They will be more committed to the job and their performance will increase. To the extent that remuneration, work organization, and faculty welfare allow, work can serve as a tonic for the personality which helps in increasing self-esteem. When a person performs an expressive act, he or she develops a sense of self, dignity, and worth. "Work is, above all, an activity through which a person fits into the world, makes new connections, uses his talents, learns and develops his sense of identity and belonging". The new managerial standard emphasizes that employees should be treated and treated primarily as human beings who have their wants, needs, and desires that are typical of educational institutions. Current organizations have good indicators for job satisfaction.

Zaman et.al. (2014) carried out work on the working satisfaction of university teachers. The research was conducted at the Faculty of Private Universities of Bangladesh. The purpose of this study was to assess the level of work satisfaction of the staff. They found that just 8 percent of the faculty is quite pleased with their jobs. 45 percent of respondents were satisfied, 40 percent were neutral, 3.37 percent were dissatisfied and 3.33 percent were dissatisfied with their jobs.

Ahmed, Rasel (2014) designed a study to investigate the creativity and selfconcept of secondary school students from Bangladesh in the context of gender, academic achievement, and socioeconomic status. The study was conducted on 320 secondary school students (160 boys and 160 girls) who were deliberately selected from the city of Rajshahi, Bangladesh. The results showed that boys had greater creative potential and higher self-concepts than girls. The study also indicated that high achievers tended to have greater creative abilities and higher self-concepts than low achievers and that the concept of upper-middle socioeconomic status included lower-middle socioeconomic status. The comparison has more creative abilities and a higher self-concept. The research also demonstrated that different dimensions of self-concept (i.e., physical self-concept, academic self-concept, scholastic ability, moral self-concept, social self-concept, and global self-worth) explain creativity. Strong predictors were secondary school students.

In their research, Nirav Dave, and Dharmesh Raval (2014) discovered that several variables affect an employee's job satisfaction. To study this, these variables need to be identified and their impact on an individual's job satisfaction. Researchers have worked hard to find out the true cause of job satisfaction or discontent in this region. After studying job satisfaction and variables affecting an employee's job satisfaction in the organization, many writers and scientists have provided their theories and models. This study's work is measuring the validity of different variables affecting job satisfaction in this research paper. Researchers have chosen MBA faculties operating in different universities and departments of universities across Gujarat to undertake this study. A sample of 82 faculty members from 25 MBA Colleges and departments of the University of Gujarat were surveyed to conduct the research. This is concentrated research to check for Gujarat's MBA faculties 'validity and significance of job satisfaction variables. The output of this study for Gujarat management teachers is known as Job Satisfaction Factor (JSF).

Hassan, A. (2014) compared teachers with occupational stress of primary government and private school teachers in Tehsil Laksar, Haridwar. A list of 50-50 teachers from government and private schools was selected. The scale, created and standardized by occupational stress teachers Sajid and Rahim, was administered. In this, they found that there is a difference in the occupational satisfaction of government and private school teachers.

According to Lindquist (2014), it is necessary to improve the relationship between certified teacher colleagues, school leaders, managers, and parents. The impact of the reforms made in the 90s will become apparent in the coming decades, so the results of studies conducted at the turn of the 21st century may shed light on changes in the teacher's position in the context of neoliberalism. Attempts have been made to harmonize policy measures to improve the working conditions of teachers with the issue of teacher turnover, and teacher shortages as well as a greater emphasis on mathematics and science teachers as students learn mathematics. Highly correlated with knowledge in other theoretical domains and indicates the student's overall schooling regarding secondary.

Burley, M. (2014), Non-attachment is one of the core teachings of many spiritual traditions and is recognized as a major component of Buddhism, and the Hindu tradition of Vedanta, a major component of Christianity and Christian mysticism, is also debated. The term "nonattachment" encompasses several themes that are central to Asian religious traditions, but their definitions are not the same. Non-attachment is a concept rooted in Buddhism that is described as the relative absence of fixation on ideas, images, or sensory artifacts, as well as the absence of internal pressure to obtain, maintain, resist, or change situations or experiences.

Eres and Atanasoska (2014) published a report on the workplace tension of teachers to assess the stress rates of Turkish and Macedonian teachers working in various socio-cultural and economic conditions. The study was attended by 416 Turkish teachers and 213 Macedonian students. The findings revealed that Turkish teachers have a mild stress level and Macedonian teachers have a moderate stress level.

Stefan Wagnsson's et.al. (2014) texts develop a positive feeling of self-concept when they favorably evaluate themselves in those areas, which they consider important, for example, sports achievements from positive physical self-concept in the athletes of adolescence more proximity, which are highly valued compared to physical athleticism, non-athletes, which keep less important on athleticism.

Achantha & Reddy (2014) surveyed the level of satisfaction among primary school teachers. The result showed that male teachers scored higher average marks as compared to female teachers.

Niyoga and Barua (2014) found some of the factors that are accountable for job satisfaction, the relationship between job satisfaction and fair compensation, work environment, and job satisfaction. He observed that salary is the major important factor affecting job satisfaction and showed that the level of satisfaction is average among the employees.

Gautam & Sharma (2014) analyzed the effects of the organizational environment on work stress among B.Ed. Teachers employed in self-financing and aided schools. He has taken over 200 teacher educators working in the B.Ed aided and self-funded. The institutions are the sample the analysis showed that the organizational environment of B.Ed improved. Institutions were better off than the

corporate environment of the self-funded B.Ed. its agencies It was also noticed that the degree of instructor change was favorably influenced by the organizational environment.

T. Raj and Lalita (2013) surveyed the level of job satisfaction among private and government school teachers. The results showed that there is no significant difference in the level of satisfaction between private and government school teachers.

Klusman, Kunter et. a1. (2013) Satisfied teachers demonstrate strong job commitment and are less willing to leave the profession.

Lakshmi and Gopinath (2013) performed a survey to investigate the impact of work-life balance on women's performance and identify factors that affected women's work-life balance. Questionnaires were used to collect information from Kattankulathur, Tamil Nadu, and the faculty of SRM University. The sample size was 50 and the survey was conducted with a descriptive research design. Analysis of the factor was used to determine the power of different variables. From the research, it was discovered that it was primarily the married females who were significantly distorted in their work-life balance. It was discovered that the number of dependents is inversely linked to married women's work-life balance issues.

Babu and Kumari (2013) carried out work on Organizational Environment as a Teacher Effectiveness Predictor. The goal of the research was to assess the influence of the organizational environment on the productivity of teachers. We also discussed the various forms of climate that occur in different types of schools. The research was undertaken by teachers at the elementary school in the Koderma district of Jharkhand. A survey of 100 teachers was taken to the research of which 50 teachers belonged to private schools and the majority of the 50 teachers belonged to government schools. The School Organizational Environment Descriptive

Questionnaire (SOCDQ) developed and standardized by Motilal Sharma was used for data collection. The results found that schools with different organizational environments had an effect on the effectiveness of teachers and that there was a substantial gap in the effectiveness of teachers in terms of their organizational environment.

Lars Tummers and L. den Dulk (2013) examine the impact of job isolation on successful performance, such as work commitment, and out-of-work, such as work-to-family enrichment. Managers can increase the importance that people add to their jobs by ensuring a high-quality workforce.

Abdul Raheem Mohammad Yusuf (2013) points out that student happiness is better with the success meter of the educational institution and retains the trust of the business and community, as happy students score well above the rest in every area of life.

Reddy and Anuradha (2013) examined the occupational stress of higher secondary-level teachers. Three hundred and twenty-seven higher secondary teachers from the Vellore district of Tamil Nadu were selected as samples using a simple random sampling technique and administered an Occupational Stress Rating Scale. For data analysis, statistical methods, proportion, mean, SD, t-test, F-test, and stepwise multiple regression analysis were used. The outcome shows that about 88 percent of higher secondary school teachers reported a moderate to high level of workplace stress.

S.S. Jeyaraj (2013) looked at the workplace burden rate of the government and supported higher secondary school teachers living in diverse socio-cultural and economic conditions. The present research was attended by 185 aided schoolteachers and 120 government teachers. Aided schoolteachers have been shown to have

encountered more workplace tension than government schoolteachers. Further, the results showed that teachers who reported higher stress were less satisfied with teaching, reported a higher frequency of absence and a higher number of total days of absence were more likely to leave teaching, and were less likely to resume teaching careers.

Tallis (2013) identified school leadership, career advancement opportunities, and student discipline as key factors in teacher job satisfaction.

Sheller Parsa & Sima Alizadeh (2013) looked at the relationship between job stress and job satisfaction and responsiveness among 259 teachers in Urmia City High Schools. Parametric and non-parametric tests were used for analysis. As a result, there was a substantial and positive relationship between sensitivity and work satisfaction and a significant and positive relationship between job satisfaction and workplace tension. A linear relationship has been identified between instructor sensitivity, work satisfaction, age, and job history. There was no association between sensitivity and tension at work.

Jürgen Peters (2013) conducted an open-design study on the workload of Waldorf teachers. Teachers were found to be coping positively with the stress and strains of teaching when the school supported them at all levels of school support activities.

Alam (2013) researched the job satisfaction of female employees in various garment factories in Dhaka City and found that the degree of happiness is positively associated with the number of salaries they earn.

Biembengut, M. S., & Hein, N. (2013) Elementary level and above level requires teacher education with a specialization in mathematics therefore it requires substantial time investment on the part of an individual teacher candidate and a

significant cost to society. Teacher education is free. With these implications in mind, eighth-grade math teachers need to gain a better understanding of the relationship between school working conditions and teacher job satisfaction. Identifying work conditions that promote teacher job satisfaction can inform policy about aspects of the school work environment that need improvement.

Zilli, A. S & Zahoor, Z. (2012) published a study to assess the organizational contribution of both male and female higher education teachers and to evaluate the organizational commitment of both male and female higher education teachers. The analysis showed that females had slightly higher rates of organizational contribution.

Katoch (2012) has tried to study job satisfaction among college teachers. This research was done at Jammu government colleges (J&K). Findings found that the level of work satisfaction of female college teachers was higher than that of male teachers. He acknowledged that earnings are a significant factor that determines the degree of work satisfaction.

Azmi, F. T., & Sharma. G. M. (2012) continued research on job satisfaction among faculty members at Indian Business Schools and found that satisfaction with salary, discipline, work schedule flexibility, and teacher satisfaction was positively linked. Promotional incentives have not been identified as a dominant factor that influences the work satisfaction of teachers. In many Indian management organizations; workers typically earn promotions after a certain length of service. In the private sector, it is not explicitly related to the success of workers.

Rutherford Brian N. et. al. (2012) An analysis of female Chinese sales indicated that this study explores the relationship between emotional fatigue, perceived organizational assistance, work satisfaction, organizational engagement, job success, and attrition intentions of Chinese female saleswomen. The position of

Chinese and international retailers is a stronger reward and management policy for their employees based on a reasonable understanding of the motives of the Chinese people.

Iqbal, D. A., & Akhtar, D. S. (2012) contrasted the rates of job satisfaction among male and female secondary school teachers in all public secondary school teachers working in the Lahore district of Pakistan. The questionnaire was used to gather data and the Work Satisfaction Scale for Teachers (JSST) was used for this purpose. One-way ANOVA and t-test were used to assess satisfaction. Survey review findings found that female teachers were more satisfied with jobs and management factors than male teachers, and there is still no major gap in job satisfaction between science & arts and urban & rural schoolteachers.

James Chowhan et. al. (2012) denotes lower pay and satisfaction benefits for immigrant cohorts, except for the pre-1965 cohort, compared to Canadian-born workers. Variables focusing on perceptions, aspirations, or beliefs, and exploring other possible factors, may have more explanatory power for the immigrant population.

In their study, Mehboob F. et. al. (2012) found that female faculty members were generally less satisfied with their jobs than male faculty members. All "job cleanliness" and "job motivating" qualities were practically or exclusively related to job satisfaction. The factors "policy" and "working conditions" were the least satisfactory characteristics, while "work itself" was the most satisfactory factor found in the job in this study. Management of "SALU" needs to address the factors that cause resentment among faculty members in most intellectual strategy execution; they should also arrange some training and development sessions so as not only to enhance the knowledge, skills, and abilities of the faculty members but also

bridge the link between content and dissent. Many other factors lead to satisfaction and dissatisfaction which as the "working conditions" of the organization. Management should try to improve the working conditions of the organizations by providing more research and development services to the faculty members and also making necessary changes to improve the classroom environment in the organizations.

Shawn M. Carraher (2012) suggests that employees' considerations of both equity and expectations have been able to explain differences in turnover rates, while business expectations considerations have been more potent than equity theory explanations. Employers should pay more attention to employee benefits if they wish to retain qualified employees.

Deepak P. Kayastha & Rabindra Kayastha (2012) studied the relationship between teacher tension and work satisfaction facets, with special respect to the higher secondary school sector in Nepal. The sample consisted of government, private and public secondary school teachers in Nepal from Kathmandu and the Lalitpur district of Nepal. The findings revealed that there was a substantial association between work stressors, work stress, and job satisfaction.

Amarjit Gill (2012) suggests that workers who show career satisfaction and work experience are more likely to improve their willingness to be motivated, regardless of their cultural context. The study clearly shows that job satisfaction enhances the employee's desire for empowerment, additional research issues and questions need to be addressed. The college environment in terms of job satisfaction refers to age, degree, experience, and school size. Students can do anything to get through the exam. Even the school environment has an impact on the learning process.

Rebecca J. Collie et. al. (2012) states that teachers feel tension when it comes to student behavior and training is adversely linked to teaching performance. It is likely that teachers who experience student stress donor behavior will not see themselves as managing behavior stress successfully, but will not see themselves as managing behavior successfully, engaging students, (or) using effective education strategies. Student behavioral issuers, after all, often occur when tasks are too hard, too easy, (or not) interesting, and this relates to the ability of teachers to manage classrooms, engage students, and apply effective strategies.

Sadegh Rast (2012) point out that management, interaction with colleagues, current salary, quality of jobs, and promotional incentives affect workplace satisfaction. The finding indicates that there was no major disparity in the happiness of male and female workers. The workplace environment means successful working conditions because; if they are happy with their employers, there will be no change in attitude. After all, workers can work effectively. The biggest challenge for both the hospitality and merchandising sectors is to recruit and retain skilled and inspired staff.

Fares Jaber (2012) field study using a sample of university lecturers indicated that there was a significant correlation between burnout and mental health. Overall, a good work atmosphere reduces the resemblance of psychological and behavioral disorders and reflects the quantity and quality of work output.

Kavitha, P. (2012) has studied the loss of position and task exhaustion of male and female faculties as major stressors. In addition to teaching, staff members do more clerical tasks, which impact their performance and also add to a difficult life. The status, the faculties are doing more multiple work and it leads to higher job stress and also affects the quality of education.

Muhammad Jamal Shah et. al. (2012) studied the involvement of teachers in the decision-making process in the public sector, making them courageous and working hard. Periodic pay increases, bonuses, and other benefits make teachers more comfortable and productive.

Vanessa Gash et.al. (2012) suggests that workers can select their best working hours based on their inherent desires and hourly pay levels, and the outcome reflects convenience. As a result, cuts in working hours have resulted in substantial and important changes in women's well-being.

Muhammad Sabbir Rahman (2012) found that most of the respondents had given greater priority to the level of interaction followed by work-based self-esteem and work involvement status that most respondents are very receptive to touch, job-based self-esteem, accompanied by work participation when evaluating their work environment.

Dimitri Van Maele & Mieke Van Houtte (2012) in the educational context, schools are recognized as leading organizations for developing students' academic, social, and emotional potential. The performance of teachers can be defined as the work done by them in schools to achieve educational goals. The teacher's job role is highly emotion- driven and depends largely on interaction with other members of the school community, thus highlighting the role that teachers give to EI in well-being. Teaching performance The specialty of teachers can be beneficial to their performance in two ways. Mutually, a better awareness of their feelings can help teachers build more confidence and control over their teaching tasks, which in turn enables better performance. Reciprocally, by allowing them to understand and manage the emotions of others (e.g. colleagues and students), teachers' characteristics can contribute to positive social interactions and, thus, more effective learning. The

results of a limited number of studies have shown a positive relationship between teacher attributes and job performance, indicating that teachers with higher characteristics are more likely to perform better.

Komal Nagar (2012) in their study on organizational commitment and job satisfaction among teachers over time focused on ascertaining three parameters of burnout, which are lack of personal achievement, depersonalization, and emotional fatigue. This has taken the effect of increasing the job satisfaction of 153 university faculty members and increased job satisfaction among the faculty members on their dedication to the institute. They chose the Minnesota Satisfaction Questionnaire (MSQ) to evaluate a faculty member's job satisfaction for this research. She applies several tools for analysis such as Chi-Square/Degree of Freedom, Factor Analysis, AGFI, GFI, RMSEA, NNFI, RMSR, and CFI. She has found that job satisfaction is a significant predictor of a faculty member's commitment to her organization. Faculty members with high work content are more likely to show greater managerial promise. As faculty members are satisfied with their occupation, are more likely to be happy, and have a strong desire to work hard, they may be more capable and successful in doing their jobs. Satisfaction and positive feelings toward one's business support the feeling of dedication toward that institution which is a great source of such satisfaction. Faculty members can be burnt by the administration of educational institutions. Persistent pressure can result in reduced faculty member involvement with the business, rejection of organizational promises, and lower job satisfaction levels. This can lead to an increase in faculty member turnover and absenteeism. The cost of doing business can be huge for institutions. Faculty member stress is another important consequence of high faculty member

turnover. She recommends that one of the most serious consequences of a reduction in work material is its health effects.

Caramollah, D., Kokab, E. E. (2012) In their study on organizational commitment and job satisfaction in Islamic Azad universities in Iran, they found that factors such as type of labor, skill, and amount of salary had an effect. On the content of the faculty member's job, there is an equal amount of satisfaction among managers and faculty members. It appears to be one of these factors: revenue, power, and facilities have an impact on the satisfaction of faculty members and managers. The study revealed a relationship between a faculty member's job satisfaction and efficient and standard institutions. The results of this study showed that there is a direct and significant relationship between a faculty member's job satisfaction and a faculty member's managerial commitment.

Sally Khallash and Martin Kruse (2012) explore the concept of the future of work and identify some of the challenges that Europe will increasingly face regarding economic, social, and demographic changes. We claim that employees will be in a transitional era driven by fresh technological possibilities and labor force feminization. The effects of these modifications will impact future job organization and work-life balance concepts. Particular attention is provided to the Scandinavian models and instances, as the northern welfare states are often considered to be at the forefront of work-life balance. We will show how aging affects Denmark and pretend that the Scandinavian model will face major difficulties. We portray the work-life balance elements and current alternative fictionalized situations for future jobs that highlight the interplay between macroeconomics and the balance between work-life.

Surapuramath, K. (2012) researched the operational environment of colleges of education affiliated with Karnataka University. He noticed a major disparity in the environment between government and private colleges of education. Findings showed that the operational environment of government colleges of education was stronger than that of private colleges of education. Mehta, Sandhya (2012) surveyed teacher job satisfaction to find out whether teacher perception is influenced by the type of organization. The result found that there is a significant difference in the level of satisfaction of teachers in government and private schools.

Musa Matovu (2012) conducted a study on 394 samples of university students; who Studied in a public university in Malaysia and men and women of different levels of faculties and the results showed that gender had a statistically significant effect on academic self-concept and academic achievement.

Tanaka, M. et.al. (2012) researchers have found that child abuse is associated with low self-esteem, low self-compassion, and external locus of control (i.e., perceiving external factors as control over one's actions and outcomes). This subsequently leads to several negative effects, including increased risk of emotional loss, suicidal thoughts, anxiety, and depression. Damage to the various self-constructs listed can occur from a very early age and the negative consequences can persist throughout adulthood. It highlights the importance of healthy conditions for optimal self- development and the need for prevention and intervention in childhood so that you can reduce the negative consequences caused by toxic situations such as abuse and/or exposure to violence.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012) examined the effects of school working conditions on teacher job satisfaction and career intentions in the American context, the study found that employed categories of teachers differed

concerning working conditions and social nature. The influence of the principal's leadership and the school culture of trust and respect was almost twice the influence of the school's material resources.

Salman Khalid, Muhammad Zohaib Irshad and Babak Mahmood Punjab, Pakistan (2012) In their study on job satisfaction among academic workers: a comparative analysis between public and private sector universities, it was found that salaries between public universities and teachers in private universities and public sector universities in Pakistan Inequality were found to be less (1) job security and (2) satisfied with peer behavior, teachers from private sector universities on the other hand compared to public university teachers in their (1) supervision, (2) salary and (3) Even though, university faculty members from both public and private universities showed significant differences in overall job satisfaction levels.

Collie, R. J., Shapka, J. D., & Perry, N. E., (2012) satisfied teachers succeed in providing higher teaching quality and better teaching support for their students

K. R. Sowmya and N. Panchanatham, (2012) explain the Factors influencing job satisfaction of banking sector employees in Chennai, India. They expose that extensive literature shows that Job Satisfaction depends on the conduct of the manager, the behavior of the coworker, pay, and promotion, the condition of work and work, and organizational elements. In the situation of elements of job satisfaction, pay, and promotion perceived by commercial banks are indispensable factors in determining their level of satisfaction. Employees are strongly inclined towards optimistic supervisory conduct and an enjoyable organizational setup. The factor assessment meticulously recognized that work suitability, as well as the working situation and other interpersonal connection between the employees,

can determine their level of work domain satisfaction. If less job satisfaction is not taken care of then it would automatically lead to work discontent, leading to negligent employee conduct and turnover.

Anthonia Adenike (2011) studied Organizational Environment as an Employee Work Satisfaction Predictor. The research study was obtained from a private Nigerian institution. The work indicated that it is necessary to examine the antecedents of the corporate environment, as they play a significant role in the job satisfaction of workers, which subsequently affects the productivity of the company. The results of the tests indicate a strong positive association between the two variables.

Muhammad Ali Shaikh & Niaz Ahmed Bhutto (2011) noted that the study found that various variables of JDI, employment, colleagues, management, compensation, and promotion among bank employees are important and have a clear effect on the overall level of job satisfaction. Therefore, in his view, pay and promotion are important and have a direct effect on the overall degree of job satisfaction.

Muhammad Umair Manzoor et.al. (2011) in his study on job stress and job satisfaction among university teachers in Lahore, Pakistan has used the following variables such as professionalism, satisfaction, management of the organization, respectable nature of the job, and satisfaction. Along with facilities/benefits, linkage with the faculties, the job is physically and mentally very demanding, performance appraisal by the employer, job assignments, pressure of compensation in peer performance, inadequate pay, and found that the workers are particularly vulnerable to their jobs were satisfied. There were also some extremely stressful employees at their jobs. In contrast, most workers were satisfied on average

with each parameter used in the survey to evaluate job stress and job satisfaction levels. They have also found that a general relationship exists between job satisfaction and job stress.

Ryan M. Foor and Jamie Cano (2011) studied the predictors of job satisfaction in selected agriculture in his study. Faculty members have found that generally, faculty members specializing in the areas of agriculture, agricultural communication, agricultural leadership, and extra room education were quite satisfied with their work. Faculty members specializing agricultural communication reported maximum levels of overall job satisfaction. Faculty members were only somewhat satisfied with parameter policy and administration and financial funding. He also indicates that future studies of job satisfaction that use three parameters, the job satisfaction scale, should explore alternative ways of collecting information about faculty member expertise to determine what areas of specialization are available. Accreditation will be done with faculty members to be able to produce more meaningful expressive results. Future examinations of faculty job content should measure the relationship between a faculty member's level of job satisfaction and selected characteristics of learning and teaching, such as teaching style, cognition of self-efficacy level, and other parameters of attention, which are supported by the review. of literature. In addition, a qualitative study such as a phenomenological study can provide faculty members with a better, deeper concept of job satisfaction.

Deshwal, P. (2011) in his study surveyed to examine the level of job satisfaction for engineering faculty members in engineering colleges of technical universities in Uttar Pradesh. They learn that faculty members are found to be impartial with managerial policies, promotional opportunities, and

independence. The participation of faculty members in the formulation of managerial policies should be ensured. They should get better opportunities for promotion and independence in their work. As most faculty members found innovation, job diversity, job self-satisfaction, reimbursement, peer support, accountability and social status of the job, attainment, student interaction, and job security. Therefore, continuous feedback from the faculty member should be taken for these parameters. working conditions should be enhanced; Their participation in decision-making, administrative matters, revision of curriculum, and other academic matters should be ensured. Management should aim to have confidence in the faculty members.

Irum Saba (2011) in her study observing the job satisfaction level of academic staff in Bahawalpur colleges found that for the most part, they are satisfied with the salary, job, job security, working conditions, and support of colleagues. Individuals having subject expertise and liberal knowledge enjoy freedom in their method of coaching and it gives them a sense of satisfaction in terms of the content of the job. Young faculty members publicly search for salary levels in institutions and find it very sensible when it matches their qualifications. As well as current financial conditions do not provide the expected package to college students, the majority of the other sample consists of faculty members with more knowledge and longer working hours, and faculty members from public institutions with substantial degrees. Freedom to organize their lectures in their way and decide the method of delivering lectures as they deem fit. They have more understanding in this field and are in no danger of being eliminated by the management of the college. Faculty members are satisfied with their colleagues as they work closely with them and also provide them with adequate support whenever they need it. But most of the

faculty members are unhappy with the way promotions are given in the job. Recently appointed faculty members usually express a sense of dissatisfaction. Promotion measures and one of the major reasons may be the current recruitment policy in public sector educational institutions as most of the recruitment in public sector educational institutions is on a contract basis.

Simatwa, E.M.W. (2011) Job satisfaction refers to the pleasant emotional state felt as a result of the performance of a task. Employees operate at different levels of job satisfaction employees who put their time, energy, and efforts to work towards a high level of job satisfaction resulting in higher productivity.

Khalid Latif and Muhammad Naeem Shahid (2011) argued that public-sector teachers are happier with their jobs than private-sector teachers because of the salaries and other advantages they have provided. There is no clear guideline for private-sector teachers, and the employer imposes a cost-cutting wage which offers teachers more workload, and the career incentives are often small.

Necsoi, V.D. (2011) established the relationship between stress and work satisfaction among 70 university professors of Romanian academics. Burns Stress Index, Burns Depression Index, and Work Satisfaction Scale Travers and Cooper were included, resulting in a negative association between depression and work satisfaction high levels of anxiety and depression among female teachers have been observed. There was a low degree of work satisfaction among female teachers, while male colleagues were found to be substantially the opposite in these measures.

The article by Andrew G. Livingstone, Hollie Young, and Antony S. R. Manstead (2011) considers that when defining a behavior (i.e., heavy alcohol consumption) for group identity (i.e., university students) the group norms, identity, and how individual attitudes affect responses. Their results suggest that

people who identify strongly with a group may instead respond in line with normative information if they feel that the presented criteria are contrary to their image of the group.

Kumar, K. and Bhatia, L. (2011) indicate the satisfaction level of teachers and their attitude toward teaching is influenced by gender, marital status and their minimum qualifications.

The work of Peter L. Berger and Thomas Luckmann (2011) focuses on a classic social impact topic studied exclusively on social impact and changing behaviour. How social impact processes can be used to change behaviour is addressed by the next four contributions to examine the effect of a perceived unique opportunity on compliance—and willingness to take that opportunity. The results show that when people believe they have an opportunity available to others, they are more likely to comply with the request, even if the supply of the product is not limited and the opportunity is due to pure chance, and that the effect is mediated by the perceived uniqueness of the occasion.

Kees Keizer et.al. (2011) examines factors that may serve to reduce compliance with a commonly encountered request: public signs prohibiting actions such as litter or graffiti. In a series of field experiments, Keizer shows that the presence of signals that indicate that others have violated the request in the prohibition signal not only increases (but decreases) violations of the same criterion but also increases (or decreases) violations of the same criterion also aggravates the infringement. Social norms marketing, which attempts to reduce misconceptions in a community about how many of its members engage in certain behaviours or hold certain attitudes, has become a popular technique for behaviour change, especially

when alcohol consumption is restricted. . Efforts are being made to reduce or increase pro- environmental behaviour.

Jessica M. Nolan (2011) examines the cognitive changes resulting from such interventions by examining the extent and permanence of changes in normative beliefs following single social norm communication. The results suggest that social norm communication not only replaces normative beliefs specified in the original message but also "spillovers" other behaviours and contexts specified in the original message, shedding light on the ways such communication can positively affect Is. They may have effects beyond their original intention.

H. Wesley Perkins, David W. Craig, and Jessica M. Perkins (2011) reported a social norms intervention to reduce bullying in adolescents and found that, as predicted by social norms theory, students reported lower bullying frequency and support level. Drawing on social norms theory, the paper reports an intervention that exposes students to precise norms about bullying that produced significant reductions not only in students' perceptions of bullying but also in reports of bullying behaviour social impact and social change. The last three contributions address the way social impact processes operate for wider social change.

Vernet, J. P., Vala, J., & Butera, F. (2011) demonstrated an interesting cognitive technique to challenge hostility towards feminism, the re-association technique, and tested its efficacy on male and female targets using male and female sources. Group sources tend to be more effective, as criterion researchers might expect. The data here sheds light on the important role that men play in taking a stand against sexism. Butera and colleagues discuss the role of threat in this process, and the importance of intragroup communication in intergroup conflict as actors attempt to exert social influence to change their group's stance and strategy.

Van Zomeren M., Postmes T., Spears R., Bettache K. (2011) discuss a key factor in motivating advocacy for social change among the privileged: moral beliefs. An interesting question is an extent to which such moral beliefs about the injustice of inequality erode the identity of an advantageous group, which is inherently exploitative and stems from and may be influenced by egalitarian norms. In this paper, group members identified with a disadvantaged group bound by moral beliefs and intended to engage in collective action to advocate for social change.

Emily S. Shaffer and Radmila Prislin (2011) analyze the effect of successful minority influence and social change when minorities win either tolerance for minority status, versus when minorities convert the majority to their attitudes. When minorities convert the majority in their attitudes, interestingly, minorities tend to be less committed to the changed group and less willing to make personal sacrifices to benefit the group. This change in the change agent as a result of differing (equally successful) influence goals is likely to have a widespread impact, particularly as socially pro-dissidents, change agents, and deviants attract research attention.

Kavita Bhatnagar et.al. (2011) carried out a report on the prospects for self-development, which was the greatest happiness followed by employment, promotion, and job stability. Set standards based on consistent procedures will be built to increase employee satisfaction. Job satisfaction of medical teachers paves the way for the effective delivery of health care.

Afifi, T. O., & MacMillan, H. L. (2011) High self-esteem, self-compassion, self-efficacy, and perceived internal locus of control have all been demonstrated to promote resilience and be protective against the negative consequences of child abuse and other life stressors.

Kayalvizhi, S., and K. Chokkanathan (2011) -A study on factors influencing the job satisfaction of Lecturers employed in self-financing arts colleges, south India, the study is Descriptive. The data were from faculty members who, through a structured questionnaire, were in self-financing Arts & Science schools located in Salem, Tamil Nadu. Data were gathered using the convenience sampling technique from September, 2010 to November 2010. Of the 876 questionnaires that could only be used for the research, only a five-point scale of Likert was used to determine the respondents 'level of job satisfaction. Chi-square has been used to frequencies observed and anticipated. The findings of the research compare the show that the lecturers working in Salem-based art schools are extremely unhappy with their employment. The variables that are inherent to the job and inspired them were recognition, work itself, the potential for development, and the extrinsic factor that acted as a significant dissatisfying factor was the institution's bad compensation and benefits. The research shows methods to enhance the job satisfaction rate of Tamil Nadu lecturers working in Tamil Nadu self-financing schools.

Barry Bozeman and Monica Gaughan (2011) found out that university faculty are happy if their salary matches their market worth and if they appreciate their colleagues. Nonetheless, the work satisfaction of university faculty is based on the relationship between real compensation and the respect of colleagues.

Kawada, Tomoyuki and Otsuka, Toshiaki (2011) focused on the relationship between job satisfaction and three subsections – the scales of a short work stress questionnaire related to workload. Worse job satisfaction was linked to poor job control and a lack of support strategies for alleviating job stress is therefore urgently needed.

Hanif, A., & Sultan, S. (2011) confirmed that there is a particular personality trait for each employee. Differences in the employee's actions are dependent on work conditions, career methods, etc. It implies that once the employee has a successful working environment and is happy with his or her position, there will be no difference in attitude and workers can work effectively.

A large-scale meta-analysis conducted by Ernest H. O'boyle Jr, Ronald H. Humphrey, Jeffrey M. Pollack, Thomas H. Hawver And Paul A. Story (2011) showed that employees' EI displayed substantial relative importance even when controlling for the five-factor model (FFM) and cognitive intelligence. Various measures of EI showed a true correlation with job performance ranging from 0.24 to 0.30. The competence model of EI using the maximum-performance measure was more closely related to cognitive intelligence, resulting in less incremental validity than the trait model in terms of predicting job performance. Thus, while ability EI and trait EI are both relevant to task performance, the focus of the present study is on the latter.

Suki, N. M., Suki, N. M. (2011) looked at work satisfaction and organizational commitment: the influence of gender on workers' expectations of work satisfaction and organizational commitment. The study showed that the role of workers had no substantial effect on their experience of workplace fulfillment and that man and women have the same degree of organizational engagement.

Nazim Ali (2010) pointed out that the association between Perceived Alternative Job Opportunities (PAEO) and the intention for turnover is very positive. Facets of job satisfaction have been found to have a significant positive relationship with the commitment to work.

Jennifer J. Chen (2010) found that there is no substantial gender gap in the average ranking of government school teachers and that there are major gender differences among private school teachers.

John, J. (2010) examined job satisfaction among teachers to see whether the experience of job satisfaction among teachers was influenced by the type of organization and gender they affect.

Sirohi, A. and Srivastava N. (2010) have done significant research on the dimension of correlation between business satisfaction, commitment, performance. They have examined that the dedication and performance of faculty members, mainly in private universities, are important in the education sector. It has chosen the top seven private universities of Uttar Pradesh as the target sample to conduct the survey study. There are departments from the department i.e. Department of Management and the Department of Information Technology. He has used a tool called Cronbach's alpha coefficient to test the reliability of commodities. She developed a model describing the relationship between job satisfaction, job commitment, and faculty performance. The research result is that satisfaction is highly associated with commitment and performance and commitment is also associated with the performance of faculty members of private-sector colleges in India and faculty staff achieve better work assignments, acceptance of organization values, less absenteeism, more decisions Credibility and organization goals and commitment levels by guiding input, increased duration, and higher satisfaction in taking.

Steven G. Rogelberg et.al. (2010) points out that organizational science should regard employee satisfaction with meetings as a contemporary, important, and discreet aspect of job satisfaction. Overall, the study was

susceptible to common method bias, given that the predictor and criterion variables were evaluated simultaneously on a common instrument.

Robert Klassen and Ming Ming Chiu (2010) investigated the fact that teachers are facing two kinds of stress: one is workload stress and the other is classroom stress. Teachers with higher workload stress were more effective in managing the classroom, and teachers with higher classroom stress had lower self-efficacy and lower job satisfaction.

Feliciano Villar, Montserrat Celdran and Sacramento Pinazo (2010) The experience of teaching at the university for the elderly in Spain suggests that the teachers characterized their experience as highly optimistic and satisfying and always compared them involved, engaged, and thankful students of the older generation to the relative. The instructor is not an information dispenser, but a versatile participant who tries to link important topics in the course syllabus to the desires and life experiences of older students.

Jonathan Westover and Jeannette Taylor (2010) found that these crossnational variations in employee satisfaction and their determinants over time (1989-2005) have affected long-term worker morale and efficiency. Long-term, long-term change needs to reinforce and promote key corporate principles and ideals that maximize total workplace productivity to help create a positive organizational culture of engagement and accomplishment.

Ntombikayise Molefe (2010) in the International Perspective suggests that student-teacher relationships are an integral part of high-performance learning. A teacher who can develop a relationship that is faster and encourages student engagement will improve learning. As a result, the professor becomes

passionate about the subject and encourages opportunities to obtain frequent casual input from pupils, as well as a greater appreciation of the subject matter.

Kristin D. Neff & Pittman McGehee, (2010) Self-compassion is a very closely related and equally important creation. Self-compassion involves treating oneself with kindness and understanding, rather than with judgment and self-criticism. It also includes that we share common humanity in the sense that successes and failures are shared experiences by all. Mindfulness, which is the ability to be self-aware and not be overwhelmed by our feelings and thoughts, is included as a third component of self- compassion. Research has shown that high self-compassion is an indicator of well- being and a predictor of stable mental health.

Shafqat Naeem Akhtar, Muhammad Amir Hashmi & Syed Imtiaz Hussain Naqvi (2010) investigated in a comparative study that there was no significant difference between the job satisfaction of teachers in public and private schools.

Zeichner, K. (2010) Growing teacher stress and frustration has been linked to a greater emphasis on teacher performance and accountability; the situation in these countries is linked to increased workloads on teachers. In addition, altered teacher relationships have also been linked to marketization in education attributed to the trend. Thus the relationship between teachers with parents and students was affected, resulting in more in-depth interactions with parents and the strengthening of the student's position as a "client" in the education world. Increasing competition and ranking requirements in the growing education world have affected schools as organizations, destroying collegial relationships between teachers as well as challenging relationships with school leadership.

Healy, Margaret, and Maeve McCutcheon (2010) propose that, in the light of empirical data, lecturers should be used as supporting actors, with students as the key

participants, in the learning process. Students eat key players and are not recipients of the information. Lecturers were concerned with student engagement in the learning process, rather than merely pursuing student participation.

Eric A. Hanushek (2010) combines knowledge on the productivity of teaching with the economic effects of higher achievement. It provides the basis for analysis of the potential need for teachers arising from their effect on economic outcomes.

Chung, K. C., Song, J. W., Kim, H. M., Woolliscroft, J. O., Quint, E. H., Lukacs, N. W., & Gyetko, M. R. (2010) did a significant amount of research on the dimension of satisfaction and academic well-being in his study on predictors of job satisfaction among faculty members: instructional scores and clinical staff differ. He said that more importance should be given to the well-being of the faculty members both at the institutional level and at the departmental management level. Job content is more likely to be achieved by promoting and anticipating security efforts if they are prepared to link opinions to those of department chairs and especially for more successful research work such as developing a mentoring family. and are aimed at increasing access to career development activities. Their findings also highlighted that these strategies can have a substantial impact on job satisfaction and the preservation of clinical track faculty members.

N. Mallika and Dr. M. Ramesh (2010) reported that job satisfaction, its causal variables, and its impact on organizational health are all components of the different variables under research for this task. Job satisfaction for an individual can be affected by several variables that include first the work itself, the salary, the company's promotion strategy, the attitudes of the co-workers concerned, the levels of physical and mental stress engaged in the working circumstances, and the levels of concern and challenge. Higher job satisfaction has been associated with staff

capable of exercising autonomy and those with a greater level of work involvement Women have been discovered to report considerably greater job satisfaction than males although this gender gap appears to be narrowing. The coefficient of correlation indicates a favorable connection between them. Organizational commitment, employee involvement, work quality, organizational climate, job content, earnings, and job satisfaction are perceived by the staff of government and private banks.

Platsidou, M. and Diamantopoulou, G. (2009) a significant amount of research has been done by researchers on the dimensions of the state, demographic factors, and satisfaction. In their study on the job satisfaction of Greek university professors: whether influenced by demographic aspects, academic rank, and higher education issues or problems, they found that faculty who were more satisfied with their work was less accurate with higher education. The problems of professors were measured, and professors were less satisfied with their work. Finally, regression analysis revealed that the only serious problem is the Greek university's reliance on higher education institutions, the state, and political parties that can substantially predict the overall job satisfaction of Greek faculty members. They also found that although they could be held accountable for restructuring Greek universities and for holding back from satisfying weaknesses; Subjects do not significantly affect the working level of academics. Some Greek academics were satisfied with their work; No statistically significant effects of demographic criteria such as gender, age, marital status, and work experience were found. They measure most of the problems under test, from very hard to hard. After all, more satisfied faculty members tend to be less serious about education problems than their less satisfied colleagues.

The Jagpreet Kaur & J S. Rana (2009) has suggested that rewards and nurturing from parents should be used for the development of positive self-concept among adolescents.

Meghna Sabharwal & Elizabeth A. Corley in their study (2009) on job satisfaction of faculty across gender and discipline found that male faculty members are more satisfied than female faculty members across all branches. They predict that men will be more satisfied than their female partners when they are more protective of these types of factors. Interestingly, they were not predicting or confirming any correct category. It was found that women were significantly less satisfied than men in the areas of health and science. Whereas the satisfaction level of male and female faculty members in the fields of social sciences and engineering was almost the same.

M Chaturvedi et al. (2009) examined the role of certain demographic variables in determining the stress-handling behavior of female teachers from different schools in Bhopal and pointed out that demographic factors play an important role in determining the behavior of female teachers.

Mabekoje, Sesan (2009) tested the gender theory to assess if there should be variations in the nine dimensions of pay, advancement, monitoring, fringe benefits, contractual incentives, working processes, co-workers, quality of job, and contact with a sample size of 338, and randomly selected ten high schools in the Ijebu North Education Zone of Ogun State, Nigeria. The analysis was carried out using an independent t-test and the results indicated that there were no gender differences in all dimensions of job satisfaction as well as overall job satisfaction among teachers.

Thukral, P and Kaur, R (2009) examined the relationship between the level of job satisfaction of teachers and their adjustment. The study found that the

difference between male and female teachers was neither in the level of adjustment nor in the level of job satisfaction.

Marshall, W.L., Marshall, L.E., Serran, G.A., & O'Brien, M.D. (2009) reported that promoting healthy self-esteem and self- compassion can also serve to prevent individuals from being abused in the future. Research has shown that perpetrators often suffer from low self-esteem, which is exacerbated by intense experiences of shame. By feeling this shame and preventing further decline in self-esteem, perpetrators will minimize the consequences of committing the assault and also reduce empathy for their victims. Fostering self- compassion from childhood can help increase self-esteem and empathy, as well as reduce the negative effects caused by shame.

Edward Sek Khin Wong & Dr Teoh Ngee Heng (2009) a considerable amount of research has been done by researchers on the dimension of motivational and hygiene factors. This includes his study on case studies of factors influencing job satisfaction, which this research suggests are all motivational aspects related to job dissatisfaction, as well as some hygiene factors, in fact, job satisfaction. Leadership These "motivators", in Herzberg's words, included acceptance, growth, achievement, and accountability, and found work to be of little value to Malaysian faculty members, leading to a tendency for job dissatisfaction. The model suggested by Herzberg had two "hygiene" factors, administration and policy, and salaries were low, but the way job satisfaction was perceived, seemed high for Malaysian faculty members. This study also suggests that differences in cultural background can affect employees' responses to job satisfaction. The pattern of job attitudes for Malaysian faculty members is not the same as that of the Herzberg job satisfaction model. In conclusion, this research provided a means to notice the factors that measure the job

satisfaction of faculty members of Malaysian universities. It is suggested that each selected institution use the results of this research to further the job satisfaction of each faculty member according to their indicated desire. In addition, the factors influencing the job satisfaction of the faculty member should be disclosed to maintain a universal and long-term strategy for growth.

Fredy Wilson Ngimbudzi (2009) study revealed that teachers are more satisfied with the meaningfulness of the job, social benefits, and support from administrators, whereas they are least satisfied with job characteristics (pay, fringe benefits, promotion procedure, bonuses, professional growth, and in-service training).

Luminiţa Nicolescu, Alina Mihaela Dima, Florin Anghel & Cristian Paun (2009), in his study on an analysis of job satisfaction at the academic level in the Romanian case study from the Academy of Economic Studies in Bucharest, found that there are three types of organizational factors that affect the level of job satisfaction in typical Romanian higher education institutions. The first factor of the three, the dissatisfaction factor in education for most academic staff, is promotion opportunities and earnings for all academic positions except full-time professors. Second, the satisfaction factors for most educated workers are the work environment location, the certainty of the work location, and the number of teaching hours. Third, the following factors are both dissatisfactions with the source of the material and teaching aids, access to information, and working conditions. Individuals consider the above factor satisfactory or non-satisfactory. It depends on their attitude about academic status, work experience, and personal factors such as their age. These factors are related to the organizational support given to the faculty members.

Miner-Rubino, K., Settles, I. H., & Stewart, A. J. (2009) concluded that more negative well-being was correlated with more women employed at a higher level

when women worked in a perceived negative environment, whereas more positive well-being was correlated with more women working at a higher level when women worked in a perceived positive setting. Hence, a woman's sensitivity to gender inequities and perceptions of the workplace climate are important factors.

Hagopian A, Zuyderduin A, Kyobutungi N, Yumkella F. (2009) stated that health workers in Uganda are unhappy with their employment, especially in terms of their pay and working conditions. Therefore, staff with a stable healthcare environment become more driven and fulfilled, contributing to more productivity in the workplace and stronger patient care.

Ahsan, Nilufar & Abdullah, Zaini & Yong, David & Yong, Gun-Fie & Alam, Syed. (2009) examines the connection between stress at work and happiness at work the job stress determinants examined in this research include leadership function, connection with others, the pressure of workload, the interface of homework, the ambiguity of role, and the pressure of performance. The sample comprises a Klang Valley area public university academic in Malaysia.

Corinne Boyles and Aiko Shibata (2009) find that rather than the amount of average compensated work time, the disparity between real and expected work time and the intrinsic advantages obtained from paid work as an occupation tend to be primary time-related variables impacting Japanese women's job satisfaction. Furthermore, it was also found that employers in Japan appear to have the option of reconciling workers with paid working hours other than those desired by engineering to have more inherent interest, although this approach will not solve the problem of time-squeeze stress.

Kaur, Jagpreet & Rana, J & Kaur, (2009) stated that it would come as no surprise that the root of self- concept is laid in family experiences and that a

conductive home environment constitutes a good parent-child relationship. Many researchers have found that the home environment has a significant impact on self-concept in some way or the other.

S Md-Sidin, M Sambasivan, N Muniandy (2009) has demonstrated that psychological ownership has a favorable association with work engagement, employee satisfaction, and efficiency. It helps to pick the lecturers with the correct mindset and to have the best climate to work better. Psychological ownership also allows educational institutions to provide teachers with a positive atmosphere that contributes to better student success.

Fleischut, J.S. (2009) conducted a longitudinal study of the origin and intensity of work-related stress among elementary school teachers. In a 30-week follow-up study, actual stress levels were found to be highest in November and May. The real level of stress rose during the autumn season.

Gupta, V and Sahu, K. (2009) conducted a study on job satisfaction. It is concerned with the relationship between job satisfaction with organizational stress and the locus of control over vocational teachers. The results showed that there is no significant gender difference between organizational stress and location. Control over vocational school teachers.

Patricia M. Buehler and Jason Scott (2009) present an academic rationale for building an employee-centered culture. They also examined a real-world case study of a company that has experienced the economic benefits of the practice, making it abundantly clear that modern businesses may not make employee satisfaction a top priority.

Geoffrey D. Borman and N. Maritza Dowling (2008) point out that an unsatisfactory working environment, as well as the declining reputation of the

teaching profession, is a prevalent concern of the teaching profession, with wages being only a minor source of dissatisfaction in the teaching profession. Inadequate conditions also weaken the position of the profession and make it difficult to recruit new teachers. Yet, despite recruiting more teachers, it becomes difficult to address the turnover problem even when new teachers leave school dissatisfied with their professional status and work environment. While recruiting and training new teachers requires significant financial costs, these costs eliminate resources that might otherwise have been spent on improving the school's work environment, which would go towards retaining qualified teachers.

Liu, X. S., & Ramsey, J. (2008) found that stress from inadequate working environments had the greatest effect on the satisfaction of teachers at work and observed that insufficient time for training and preparing and a high workload decreased satisfaction from teaching.

Bernstein, D. A., & Nash, P. W. (2008) Job satisfaction has emotional, cognitive, and behavioral components. The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs about one's job, for example, the feeling that one's job is mentally demanding and challenging. Finally, the behavioral component involves people's actions about their work, which may include slowing down to avoid work, staying up late, or pretending to be sick.

Mueller, C.W. and Kim, S.-W. suggested in their (2008) research that there are two types of job satisfaction based on the level of employees' feelings about the job. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs. For example, "Overall, I love my job". The second work aspect is satisfaction, which refers to feelings about specific job aspects,

such as salary, benefits, etc., and the quality of relationships with your co-workers, e.g., "Overall, I like my job, but my schedule is difficult to manage". Teacher job satisfaction is the perceived relationship between teacher satisfaction and what a teacher wants and provides during teaching.

According to Kumari, C. J. (2008), job satisfaction is the sense of satisfaction and pride felt by those who enjoy their work with full devotion and complete it well. Job satisfaction is also the condition under which a job provides satisfaction, genuineness, and happiness to the employee. Job satisfaction of teachers plays a very major role in providing excellent education to the students, as it acts as a motivating factor. If teachers get adequate job satisfaction, they are prepared to meet educational objectives and national goals.

C. Justice Tillman (2008) argued that the length of service, salary, and supervision of teachers would be positively correlated with job satisfaction. Teachers are a vital part of the instructional process. Identifying the key factors that create job satisfaction is important for the retention of teachers to understand why they are leaving the profession. The job satisfaction of teachers is based on the salary, promotion, and length of service.

Husne Demirel, Gürcü Koç Erdamar (2008) has observed that there are many studies in India and abroad that examine the job satisfaction of teachers. These studies dealt with job satisfaction and the factors which affect job satisfaction such as salary, gender, administration, and working conditions mostly in schools, government colleges, and universities.

A study done by J. Joey Blackburn & J. Shane Robinson (2008) relating to the self-efficacy of teachers of agricultural education states that teachers in their early career of teaching are more efficient in classroom management.

Rowan, Sophie (2008) reveals how to build a happy working life without switching careers. She provides practical and realistic guidance on how one can achieve optimum job satisfaction and Remove the obstacles that make many of us unhappy at work.

Dabke, S. & Salem, Ossama & Genaidy, Ash & Daraiseh, Nancy (2008) have established that work in woman's trades is restricted and largely limited to the detection of steps that can attract and retain women in construction trades. Women's research in the construction trade is limited. Health and safety issues for women involved in trade and action attract and retain women in construction trades.

Bakhshi, Arti & Sharma, Shallu & Kumar, Kuldeep & Sharma, Ambica (2008) analyzed the work satisfaction of Jammu government and private colleges and observed that professors at government colleges were more satisfied than lecturers at private colleges.

George, Evy & Louw, Daniël & Badenhorst, Gerhard (2008) explores the role of extrinsic and intrinsic factors in determining job satisfaction among urban secondary-school teachers in Namibia. Biographical factors related to gender, age, marital status, college resources, teaching experience, academic qualifications, and rank of educators were explored to determine whether they had any important significance to the level of job satisfaction experienced or made any notable contribution.

According to Amos, E. A., & Weathington, B. L. (2008), needs or content theories focus on the individual factors of each individual that initiate, guide, maintain, or prevent the behavior. Theorists try to set specific needs that must be satisfied or values that must be achieved, for a person to be satisfied with his job.

In their study on job satisfaction, Rahman, R Parveen (2008), a study among public and private sector teachers from Bangladesh, found that the key characteristics of job satisfaction profiles are their major concerns in the areas of salary, promotion, and recognition dissatisfied faculty members were identified, including authorization for best work and performance feedback. It is felt that if these concerns are addressed correctly, the size and gravity of discontinuities experienced by disgruntled faculty members can be reduced. In Bangladesh, a clear distinction exists between the salary structures of public and private universities. It also varies widely within private universities whereas government university teachers were more dissatisfied with the equality of payment concerning payment of examination fees. In this regard, they recommend that public universities should consider revising the pay structure of their teachers. Since this structure is centrally designed by the Government Pay Commission, the process of revising it can be quite lengthy. However, the situation in private universities is different. They can immediately revise the pay structure to reduce the disparity in the salary of teachers. They should involve teachers in wage reform. Most importantly, the private university authorities should seriously consider the issue of higher payment for examination fees including compensation for taking oral examinations, remuneration for checking written scripts, for inspection in examination halls, and remuneration for taking oral examinations. Teachers from both types of universities showed similar dissatisfaction, reacting to opportunities for research work and fair promotion processes. This may be partly due to unnecessary promotion malpractices as well as human psychological factors that usually act unfavorably. All public universities indeed have similar rules and policies for promotion. But it has been observed that the promotion decisions in public universities gave rise to a lot of controversies. The

controversy involves political bias and irregularity. On the other hand, the problem with private universities is quite different as most of them do not have any structured rules and policies for promotion and there is also huge disparity and bias in promotion practices among them.

Greenberg, J., and Baron, R. A. (2008) explained job satisfaction as a feeling that can have a positive or negative effect on a person performing their roles and responsibilities, and describe job satisfaction.

Toby D. Wall, Nick Catley, Chris Stride (2008) presented widely used measurement scales of job satisfaction, mental health, job-related well-bein, and organizational commitment with benchmarking data for comparison. The benchmarking data is based on a sample of nearly 60,000 from 115 different organizations across a broad spectrum of industries and businesses. Information is given by the occupational group and is further divided by age and gender. According to them, mental health and organizational commitment affect job satisfaction.

Similarly, Schmidt, Steven (2007) observed that job satisfaction refers to an individual's understanding of the degree of job attractiveness if both positive and negative outcomes are weighed against each other. It is an effective response to an action that results from the comparison of actual results with desired, anticipated, or worthy results by the individual.

Kaliski, B.S. (2007) Job satisfaction is a worker's sense of accomplishment and success at work. It is generally considered to be directly linked to productivity as well as personal well-being. Job satisfaction means doing a job you enjoy doing, doing it well, and being rewarded for your efforts. Job satisfaction means enthusiasm and pleasure from your work. Job satisfaction is the key factor that leads to

recognition, income, promotion, and the achievement of other goals that lead to a sense of fulfillment. Job satisfaction can also be defined as the extent to which a worker is satisfied with the rewards of his work, especially in terms of intrinsic motivation.

Ololube, N. P. (2007) made a study on the job satisfaction of Nigerian teachers and showed the result that male teachers are more dissatisfied with their profession in comparison to female teachers. As a result, the turnover of male teachers is very high. A research study on the job satisfaction of post-graduation teachers was done by Sharad.

Chand, P. and Monga, O.P. (2007) investigated the associations of work tension within the university faculty. Ultimately, the results of the study found that respondents with internal control locus, strong social support, and a high degree of work participation felt less tension. The result revealed that the highest work stress was registered by professors and the lowest by assistant professors.

Chimanikar, P., Mutandwa, E., Gadzirayi, C. T., Muzondo, N., & Mutandwa. B. (2007) found that most academic workers in tertiary institutions in Zimbabwe are not happy with their jobs. It was attributed to heavy workloads, insufficient wages, pensions, and loans to promote the purchase of homes and vehicles. According to Leary, M. R., Tate, E. B., Adams, C. E., Batts Allen, A., & Hancock, J. (2007), self-compassionate individuals are also found to be at lower risk for depression, anxiety, neurotic perfectionism, and rumination. Finally, self-compassion has been found to act as a buffer against and promote negative life events flexibility. Not surprisingly, individuals with high self-compassion also tend to have high self-esteem. Self-compassion and self-esteem are likely intertwined and possibly bidirectional. That is, self-compassion promotes self-esteem and vice versa.

Giddens, D.P. Brady (2007) reported that many of the factors affecting nurse faculty in Bachelor and Graduate Nursing programs have an impact on the retention of nurse faculty in associate-level nursing programs as well. Various research examined suggest that job satisfaction has been observed concerning workplace behavior, pay and promotion, organizational factors, and other career-related variables. In some studies, the staffs were highly satisfied or otherwise.

Linz, S.J., Good, L.K. and Huddleston, P. (2006) recommend creating an efficient incentive system and reducing productivity, as well as developing management training programs to encourage more successful teamwork in their view, the greater the degree of corporate engagement, the greater the probability of a high level of work satisfaction.

David N. Figlio and Lawrence Kenny (2006) pointed out that the benefits for teachers have specific evidence on the level and extent of salary raises and compensation, instructor assessment, and instructor firing. The approximate association between the prevalence of merit pay in teacher salaries and pupil test scores is the highest in schools that could have the least parental support overnight.

Prakash Khanale and Anil Vaingankar (2006) undertook a study to analyze the job satisfaction of teachers at a private institution. The study found that the job satisfaction of teachers working in institutions located in rural India is invariably questionable. It adds to the loss of teachers in significant numbers.

Siti Zawiah, Md. Dawal and Zahari Taha (2006) indicates that employment and environmental factors have been significantly related to job satisfaction. They highlighted the major effect of age, work experience, and marital status on workplace satisfaction. The frequency of the association between working conditions and workplace satisfaction is affected by age, work experience, and marital status.

Gautam, M. & Mandal, K. & Dalal, R.S.. (2006) analyzed the satisfaction of veterinary science faculty members in their study on the job. To examine variation in job satisfaction to determine the job satisfaction level of faculty members of Sher-e-Kashmir University of Agricultural Sciences and Technology, Jammu, Veterinary Science, and Animal Husbandry level. It was found that it can be said highly that job satisfaction is a multidimensional phenomenon in which many parameters act together. The Facult y of Science and Animal Husbandry, SKUAST-J Veterinary Medicine is suitable and sensible for the overall job satisfaction of the faculty members. Younger faculty members are more satisfied: compared to those with longer tenures of work, although there is not a negligible difference between those holding an association master's degree and those seeking a Ph.D. Acts as a strong motivator and prospect. Burnout cannot be outlined. In contrast, the researcher recommended additional studies to appreciate the subject's job dynamics.

Keith A. Bender, John S. Heywood (2006) in their study surveyed the Department of Economics and Graduate Programs in Human Resources and Labour Relations, University of Wisconsin- Milwaukee on the job satisfaction of the highly educated: Roles of Gender, Academic Tenure, and Comparison Income and found that faculty members at school where other schools The faculty members of the U.S. are equally satisfied, with science being the least satisfied. They also found that men and women were equally satisfied. They took a sample of highly educated faculty members and found that male and female faculty members have similar expectations from your work. They found that many of the traditional results from particular samples suggest that highly educated faculty members are related to the role of marital status, the role of salary, and the health category of faculty members. And many other fringe benefits. They also found that they had a more complex

pattern for gender in the organization. They also found that scientists working in business confirmed the old pattern of more satisfied female faculty. Members while scientists working in academia find the opposite that women are less satisfied in academics. They also point out that increases in job satisfaction depend on the length of service, both academic and non-academic. They also found that they get more income in organizations according to their role in the organization and this difference in income is found not only among the working class but also in all other sectors. He found that the roles varied greatly across all branches and regions.

Rim-Rukeh, Akpofure & Ikhifa, & Grace, Odedele & Imide, Israel & Israel, Odigie & Okokoyo, Isabella. (2006) found that education, in general, was not satisfied with their work. The respondent indicated that they were satisfied with their workload but were highly dissatisfied with their salary. On top of this, the findings also found this there was a major negative association between age, educational status, performance status with work satisfaction.

Tsigilis, Nikolaos & Zachopoulou, Evridiki & Grammatikopoulos, Vasilis (2006) in his study on job satisfaction and burnout among Greek primary teachers: comparison between public and private sector employees. found that the employees were least satisfied with their wages. Receive and resist the most from your supervisor and the nature of your work. It was found that public-sector faculty members were less satisfied with the compensation their peers received from the private sector and their immediate supervisor. Finally, satisfaction with working conditions and job nature helps to consider emotional exhaustion in the public sector as a predictor of the emotional exhaustion of early teachers.

Sharma, Monika & Ghosh, Anjali (2006) Job satisfaction is a complex variable and is influenced by the situational factors of the job as well as the personality characteristics of the individual. It is a complex and multifaceted concept that can mean different things to different people. Job satisfaction is commonly associated with motivation, but the nature of this relationship is unclear. Satisfaction is not the same as motivation. Job satisfaction is more than an attitude, an internal state. For example, it may be associated with a personal sense of accomplishment, either quantitative or qualitative.

S. Schultz (2006) in their study on factors affecting job satisfaction of academics in higher education at the University of South Africa found that job satisfaction was highly correlated with physical conditions and support, research, and subsequent university. Compensation and other benefits provided by higher education institutions need to be maintained at present to the satisfaction-generating factors. These include engaging lecturers in courses they are interested in; maintaining their academic independence, the right to choose their research direction, and the opportunity to continue learning; Research breaks and flexible working hours strengthen positive interpersonal relationships between peers, and government intervention in coaching while maintaining the availability of dissimilar factors, research-related aspects such as limited time to conduct research, poor student work quality, research investigators lack, ambiguity about how to research and the quality of their research efforts, criteria associated with the promotion and political beliefs, time spent on administrative tasks, amount of paperwork involved and level of communication in meetings, poor academics among peers Lack of financial support in communication, pay comparisons of salaries outside the HE system for attending conferences and work within the organization was not appreciated.

Jyoti, Jeevan & Sharma, R.. (2006) conducted a survey among private and government school teachers in the city of Jammu and the sample includes 120 teachers. The level of satisfaction among teachers is not high as compared to government teachers and private school teachers are highly satisfied.

Ololube, Nwachukwu Prince (2006) in their study on teachers' motivation for job satisfaction and school effectiveness: An assessment by the authors found that the authors rated the study's findings suggestions according to the study's weakness and strengths, and to the study's outcome design. There is limited use of self-report tools to measure job satisfaction and job satisfaction. The level of dissatisfaction also focuses on how it affects the work performance of the faculty members. Even though the author's job content research studies found importance in assessments and assumptions, the self- report method is accurate and appropriate as a means of data collection. A major strength of this research study is the high response rate of the study. Differences may exist between the results of preventive observation, thus its prevalence. However, the results of this research are generalizable, mainly to all establishments in the teaching and public sector, while such studies have never been accepted at this stage in the case of rivers. The author has used the variables of job satisfaction and dissatisfaction. This study will be a direction for future investigation. This study is to be passed on a broad principle. It also covers several states of the coalition, which result in a permanent result of a faculty member's harmful attitude toward business and job dissatisfaction. Job satisfaction and dissatisfaction and a different view of the Process theory emphasize thought processes in determining worker motivation and satisfaction. They are concerned with individuals' perceptions of their work environment, and the way individuals interpret and understand events. Process theory attempts to identify the relationships between variables, such as

values, needs, and expectations that make up motivation and job satisfaction. Green process theorists argue that overall job satisfaction is determined by the interaction between expectations, values, and needs.

The conclusions of Chen, Hsiu-chin & Beck, Susan & Amos, Linda (2005) fourth quarter) where consistent with the outcomes of the Taiwan Nurse Staff Work Satisfaction Survey and their impressions of nursing deans and leadership types Findings showed that the Taiwanese Nurse Faculty was relatively pleased with their work and that they favored their dean to use a transformational style of leadership.

Ambrose, S., Huston, T. & Norman, M. (2005) performed a systematic analysis to examine the productivity and maintenance of faculties. The research centered on the faculty of a private university over two years. Findings revealed sources of satisfaction or frustration grouped into fields such as wages, collegiality, mentoring, re-appointment, promotion, and retention of departmental heads.

Santhapparaj, A. S. & Alam, S. S. (2005) analyzed the relationship between gender support with pay, advancement, fringe benefits, working conditions, research support, teaching, and job satisfaction among academic workers in private universities in Malaysia. The results showed that compensation, promotion, working conditions, and research support were positively associated with job satisfaction.

Bull, I. H. F. (2005) observed that teacher job satisfaction is an indicator of teacher productivity, a determinant of teacher engagement, and, in effect, a factor in school performance and acknowledged that job satisfaction itself is associated with positive reactions including contact with students, contact with superiors, professional difficulties, professional flexibility, working environments, salary and opportunity for advancement.

It's Michael B. Allen (2005) found that there were insufficient data to link the route of qualification to the retention rate. Allen found that the data were inconclusive for the relationship between the accreditation status of the teacher preparation program and the retention rate.

García-Bernal, Javier & Gargallo, Ana & Marzo, Mercedes & Rivera, Pilar.. (2005) Studies on job satisfaction: Evidence of empirical gender diversity. He selected a sample of four hundred and thirteen faculty members from Spain for his studies. They conducted a factor analysis on variables that can affect a person's job satisfaction. They use an eleven-item questionnaire to assess employees' job satisfaction. According to him the most susceptible factor to the growth of the organization is the job satisfaction of the Spanish faculty members. Additionally, they have focused on whether job satisfaction levels are derived from four factors, which are "interpersonal relationships", "economic aspects" and "personal fulfillment" this shows that as we have assumed, males and females have similar parameters for the study but the effect for each dimension is variable for each subsample. The study results indicate the factors affecting employee satisfaction that will be useful and helpful for the management of the industries and factors that will be useful and helpful to take advantage of the competitive opportunity and will help in motivating and motivating dedicated employees.

Faragher, E. B., Cass, M., & Cooper, C. L. (2005) has defined another dimension. Added; by defining it as a positive emotional response and attitude of individuals toward their work.

Starobin, Soko & Santos, Frankie & Soko, Laanan & Laanan, Frankie (2005) studied students' confidence levels and self- concept as contributing factors in determining students' academic achievement in science and math. The results found

that science and math education was related to Self-concept varies among students. Using a national sample of nearly 15,000 students drawn from the Freshman Survey and the 1989 Follow-up Survey, the factors that predict math self-concept and their gender differences were examined, concluding that female students' mathematical abilities were significantly higher than theirs. There was a lower self-concept (assured) than male counterparts, and gender variation increased as they progressed through college.

Okpara, John & Squillace, Michael & Erondu, Emmanuel (2004) published work on gender disparities and job satisfaction among university professors in the United States. On this measure, he observed that males and females varied greatly. According to male teachers, female teachers were more satisfied with their jobs and co-workers, while male co-workers were more satisfied with their pay, promotion, and supervision.

Priyadarshani, Nibedita (2004) researched the connection between workplace tension and the professional participation of primary school teachers in tribal areas. A sample of 400 primary school teachers was chosen by random sampling from the Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa. Mean, median, percentile (p33 and p66) and SD correlation, and ANOVA was used for data analysis. The study found that highly professionally committed teachers have a high level of occupational stress compared to low professionally committed teachers.

Khoza, H.R. (2004) compared teaching stress, professional commitment, and school climate in schools with different success rates. The sample consisted of teachers from four high schools with varying success rates, and the schools were selected from twelve high schools in the same rural area, the same school district.

The two high schools that scored quite poorly mirrored the two high schools that recorded a hundred percent pass rate in their latest metric tests. The findings revealed correlations in the degree and sources of stress among teachers at both school groups, as no major variations were found between the classes. Teachers in schools with outstanding matric pass rates, though, have a higher degree of commitment and see their schools more positively than teachers in schools with poor matric pass rates. Significant correlations have also been identified between the professional commitment of teachers and the organizational climate.

Vashishtha, A. & Mishra P.C. (2004) looked at the relative importance of social assistance and workplace tension to the interpersonal engagement of supervisors. The survey group consisted of 200 supervisors working by Scooters India Limited in Lucknow, North India. Data is handled with a stepwise multiple regression analysis.

Grace Davis (2004) has asserted that pay did not represent the lowest correlation with job satisfaction and also employees reported work to have the highest correlation with job satisfaction. This also provides opportunities for cooperation and increases the shared involvement of academic and industry practitioners in developing the workforce.

Moynihan, D. P., & Pandey, S. K. (2004) points out that managers have varying degrees of influence on different aspects of work motivation, with the greatest impact on job satisfaction and the least impact on job involvement. Several variables are all important for work motivation, influence motivation for the public service, advancement opportunities, clarity of roles, work routines, and group culture.

Janssen, O., & Van Yperen, N. W. (2004) has shown that the consistency of the leader–participant interaction established a positive relationship between mastery orientation and leader rating in the position of job performance, leader–rating creative job performance, and work satisfaction. The results indicate that workers with greater dominance orientations are more successful at work as they prefer to participate in higher-quality interactions with their superiors. Boucher, Jane (2004) provides practical advice for improving your job and your attitude towards the job. She shows workers how to maintain their jobs in this tough economy.

Cockburn, A. D., & Haydn, T. (2004) conclude that job satisfaction is derived from the essence of day-to-day classroom experiences such as engaging with pupils, watching students develop, and interacting with positive colleagues and the general school environment.

Lackritz, J.R. (2004) found that female faculty members had slightly higher mean mental fatigue scores than male faculty members, whereas male faculty had higher mean depersonalization scores. Other research has shown that gender was a significant indicator of lower depersonalization and extrinsic pleasure in lower personal achievement.

Noll, Rachel (2004) examined the factors that affect the job satisfaction of teachers. It was observed that motivation, the teacher's relationship with the administration, and the working environment were the factors influencing the teacher's job satisfaction.

Agarwal, R. (2004) did his study on the job satisfaction of primary and secondary school teachers. It was found that the experienced and married teachers of government schools are more satisfied than the teachers of private schools. It also showed that age and marital status have no relation to job satisfaction.

Sari, Hakan (2004) looked at headteachers, albeit in turkey, and simply contrasted headteachers with daily job satisfaction and oddly contrasted headteachers as a group had less emotional relation to and achievement in their jobs, but headteachers and rank-and-file teachers had similar levels of job satisfaction and burnout.

Osborn, C.J (2004) believes that high levels of burnout and turnover could be attributed to the fact that mental health presents a multitude of demands for staff attention, skills, and money. Although the work environment has a wide range of occupational settings, little research has been concluded in behavioral health settings and, more specifically, rural behavioral health settings.

Castillo, J.X. and Cano, J. (2004) conducted an agricultural college analysis at a large university using the Herzberg Hypothesis and the Wood Staff Satisfaction / Dissatisfaction Scale (WFSDS) to investigate the variables that explain work satisfaction. Our studies have shown that employment itself is the most significant aspect that has led to workplace satisfaction, with working environments being the least important. Nevertheless, they stated that all of the variables in Herzberg's hypothesis were marginally linked to work satisfaction. The growth in enrolment and the pressures put on the workforce by the population, the hospitals, and the college to deliver a greater number of nursing students seem to affect morals and general work satisfaction.

Saari, L. M., & Judge, T. A. (2004) in Employee Attitudes and Job Satisfaction indicates that there is a description of the organizational practice in the field of employee attitudes and job satisfaction, along with suggestions for evaluating the practices implemented. The relationship between employee behavior and the company is greater.

Bhuyan, B. & Choudhary, M. (2003) analyzed the level of job satisfaction of college teachers concerning their age, marital status, place, and experience, and noted that the level of job satisfaction of both female and male teachers was substantially different.

Bharathi, T.A. and Reddy, N.V. (2002) researched the cause of job tension among primary school teachers. Private school teachers have been found to have experienced job stress in terms of time demand and job security. Whereas government schoolteachers have faced job tension in the areas of high workload, time demand, and work climate. Age, income, and teaching experience have an insignificant effect on teachers' work stress. Administrative workload and depersonalization problems have been established as the key causes of workplace tension for both private and government teachers.

Jacob, B. (2002) stress that small improvements in service performance have an academically important impact on both reading and mathematical achievement, indicating that moderate changes in personnel growth would not be adequate to improve achievement.

Shared Kumar and Sabita P. Patnaik (2002) study reveals that there is a difference in job satisfaction between teaching staff. Gender is the vital cause of that difference.

Doughty, Jana et.al. (2002) researched Nurse Faculty at a local Liberal Arts College to determine the understanding of the Nurse Faculty's job environment. Factors most admired by the staff were commitment, coworker unity, boss guidance, and autonomy. This study has shown that many factors contribute to the job satisfaction of the Nurse Faculty.

Lee, K. and Allen, N.J. (2002) explored the role of influence and cognition in predicting the actions of organizational citizenship. Job results were more closely associated with the individual-oriented OCB, while task cognitions were more positively linked with the organization-oriented OCB. There has been a growth in the use of OCB metrics to conceptualize and assess qualitative success in recent years.

Bolger, K.E. & Patterson, C.J. (2001) Self-esteem is a part of one's self-concept, that is, knowledge and belief about one's personal qualities as well as other constructs such as self-efficacy (how effective one perceives oneself), intrinsic The locus of control (with the feeling that one has control over things rather than having control over the outside world), and self-compassion (compassion that is directed toward oneself). Together, these constructions can promote healthy functioning and resilience in the face of life's stresses.

Ellickson, Mark & Logsdon, Kay (2001) have shown that adequate equipment, resources required, training opportunities, and a fair workload all affect teacher job satisfaction. Most researchers measure job satisfaction based on employees or workers: work attitude, co-worker relations, supervision, company policy, support, promotion, and pay.

Kyriacou, Chris & Kunc, Richard & Stephens, Paul & Hultgren, Aoge (2001) various factors may contribute to teachers' job satisfaction, their personal and thus professional background characteristics promote teacher retention, which requires more nuanced investigation.

Garber, Judy & Flynn, Cynthia. (2001) found that negative self-worth—low maternal acceptance— develops as a result of maternal history of depression and exposure to negative interpersonal contexts; Such as negative parenting

behavior, an early history of child abuse, negative feedback from significant others on one's ability, and family strife and disruption. Other sources of negative self-esteem include discrepancies between competing aspects of the self, such as between the ideal and the real self, especially in areas of importance.

Ingersoll, Richard (2001) has done a great deal of research on the role of working conditions as a career. They found, based on a nationally representative dataset of more than 6,000 US elementary and middle school teachers, that there were higher levels of leadership support, better student discipline, and better autonomy and decision-making. Whereas school opportunities with higher degrees had lower teacher turnover rates in their meta-analysis of 63 factors that lead to moderate teacher absenteeism in the US.

S.M. Madhavan (2001) studied the job satisfaction levels of Chinese and Indian-origin engineering faculty and found that "Indian-origin" and "China-born" faculty members face some outstanding difficulties at the workplace these problems include cross-cultural communication diversity, perceived biases that can lead to misunderstandings with superiors, subordinates, peers, and gender issues. These problems can result in a lack of "fit" and create instability, which can create grounds for these professors to feel sad, frustrated, and angry. If they are not satisfied with their job, they can choose to return to their home country, and join corporate or consulting firms, or other educational institutions. Thus. academic administration needs to know how foreign-origin faculty view their work environment, their level of job satisfaction, and the degree of their incorporation as professionals and individuals. Such knowledge can be used to develop programs that promote transition and respond to the problems and needs that may be subsistent among foreign-born faculty to nurture and maintain them.

Dr.C.Natarajan amd V.Kiruthika (2001) study related to organizational climate and job satisfaction found that there is no existence between job satisfaction and experience. A study was done at Annamalai University based on the year of experience and job satisfaction by Sundarrajan and Minnelkodi (2001) evident teachers having more than 20 years of experience have less job satisfaction than those who are below 20 years of experience. Organ and Ryan (1995) viewed that job satisfaction as one of the significant indicators for different characteristics of work behavior such as organizational citizenship, absenteeism, and turnover. It is also the predictor of an employee's

feelings toward the work.

Greenhaus, J.H. Friedman, S.D. (2000) explains the "perfect" two-person career was launched by the Organization Man: a full-time male breadwinner and a wife staying at home. What typified the healthy life of the '50s contrasts sharply with modern reality: in the United States, 63% of all married females with kids under the age of six are employed and 40% of all employees are part of a dual-earner pair. Also, explain the fresh lens to see the true difficulties that company professionals especially females are facing in their daily struggle to discover ways to "get a life" and "keep it all."

Oshagbemi, T. (2000) examined the impact of gender on the job satisfaction of university teachers and found that gender does not influence the job satisfaction of university teachers, but the relationship between rank and gender of teachers was statistically important. The female faculty with higher ranks are more pleased with their jobs than the male faculty of the same rank.

Fisher, C.D. (2000) Suggested that work satisfaction is an attitude and that attitudes are either feelings or decisions, 'in other words, the effect is assumed to be thought or feeling, while judgment comes from the rational sphere.'

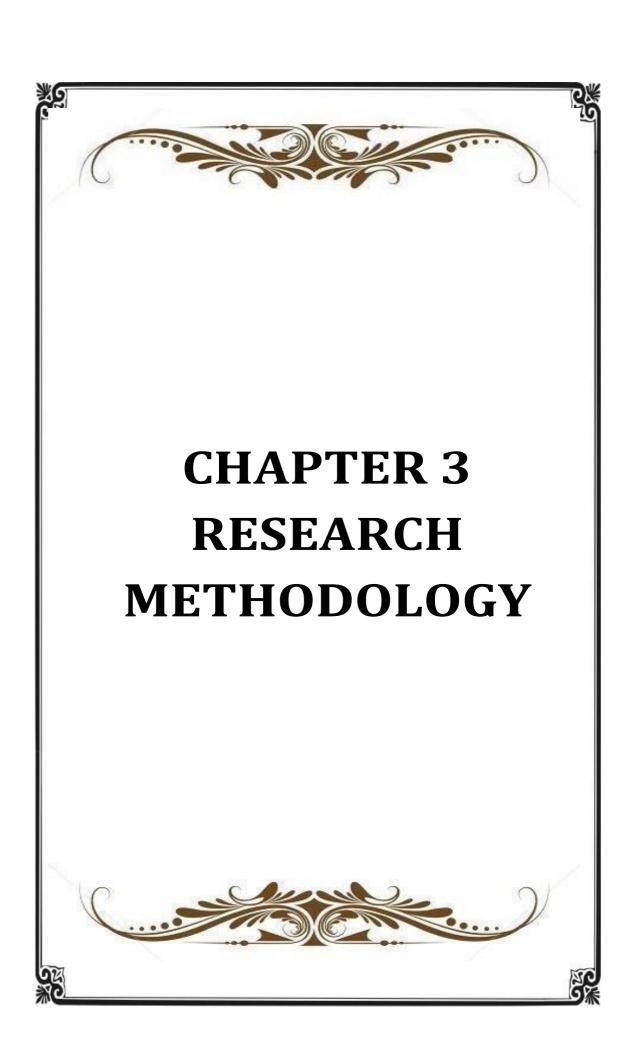
Àdísà Àjàmú (2000) in his study on the attractiveness of the silent voice: African American men at the community college Corbin S. and found that faculty members of this particular community college are habitually satisfied with their roles. The faculty members who responded holistically felt comfortable with their perceptions of themselves as faculty members and also thought they played a very important role in the selection of students to achieve their academic and personal goals. Their satisfaction levels were primarily judged by their students' observation of academic achievement and stagnation. Faculty members at the university enjoy teaching and assisting students in their endeavors, and the feedback they receive from students ultimately helps determine their level of job satisfaction. Thus. student communication becomes the key resource for the early job satisfaction of faculty members. Another important result of this study, which concentration, is that gender and race work together and have a significant impact on faculty observation of roles. Indeed, however, the institution affirms that white male faculty members have more equality with black female faculty members, and later black male faculty members have greater equality with white female faculty members in terms of the perception of their special roles. Given previous investigations, faculty members of this organization pointed out that community college should be separate from the organization of four years in higher education. Most faculty members view their work as providing educational for unfortunate students; so they get satisfaction from the achievement of these students. In each of the four groups, faculty members expressed great concern and

perceived accountability for their student's achievements. In this college, students are habitually claimed to be over-prepared and under-prepared. As is acknowledged, faculty members get irritated with their flaws in an organization that is supposed to provide these students with an opportunity to emerge victorious. Because of the feelings of hopelessness practiced by these faculty members, they avoid taking personal accountability for student failures, while others take additional responsibility for the success of these students, resulting in additional stress and role inconsistency for those faculty members it occurs.

Various research studies on self-esteem and mental well-being by Zimmerman, Shawn Lee (2000) indicate that self-esteem is an important psychological factor contributing to health and quality of life. Subjective well-being is significantly related to high self- esteem, and that self-esteem plays an important role in both mental well-being and happiness.

Greenwald, A. G., & Farnham, S. D. (2000) Self-esteem is the most influential and powerful predictor of happiness. While low self-esteem impairs a person's ability to adjust, internal standards and aspirations actively contribute to 'well-being' through positive self-esteem.

Tsui, L. (2000) believes that social awareness and consciousness, along with political awareness, directly influence the development of college students critical thinking skills. This researcher concluded, "Awareness of political and social matters may be relevant to critical thinking development because discussions about such topics lead to greater interest and participation in students.



METHODOLOGY:

In its general sense, the methodology is the study of research methods. However, it is a term that can also refer to a philosophical discussion of the methods themselves or related background assumptions. A method is a structured process to achieve a certain goal. In the context of research, its goal is usually to discover new knowledge or to verify claims to already existing knowledge. It involves various steps, such as selecting a sample, collecting data from this sample and interpreting this data, etc. This study of methods includes a detailed description and analysis of these processes. It includes the evaluative aspects by comparing different methods to assess their advantages and disadvantages relative to different research goals and situations. Thus; a methodology can help make the research process efficient and reliable by guiding researchers on what method to employ at each stage. All these descriptions and evaluations of methods often depend on philosophical background assumptions. Assumptions are about issues such as how the studied phenomena are conceptualized, what the evidence for or against them is, and what is the general goal of research. When understood in a broader sense, the methodology also includes a discussion of these more substantive issues.

The most discussed difference in methodology types is between quantitative and qualitative approaches. Quantitative research is the main method of the natural sciences, it uses precise numerical measurements. Usually, there are t universal laws that can be used to make predictions about future events. While qualitative research is more characteristic of the social sciences and gives less importance to precise numerical measurements, it is often concerned with human behavior and related to experience. It aims at an in-depth understanding of the meaning of the phenomenon studied and less on universal and predictive laws. The sample size in qualitative

research is usually smaller than in quantitative research. Many discussions in methodology relate to the question of whether a quantitative approach is preferable, especially whether it is sufficient when applied to social domains. It has been observed that in recent decades, many social scientists have begun to use mixed- method research, which combines both methods. Another classification distinguishes between real and formal methods. What is important in this regard is whether research seeks specialized insights into one specific area or more general insights governing many different areas. The methodological approach known as "proceduralism" is controversial and holds that the goal of the methodology is to properly codify rules that automatically lead to good research when followed properly, similar to a recipe.

Many theorists have argued that methodology is most important for various issues. For example, its proper understanding helps researchers to reach credible theories efficiently. In some cases, the same factual material may even lead to very different conclusions depending on the methodology chosen. Interest in methodology has increased significantly in the 20th century, partly because many of the global problems faced by contemporary society can only be solved through interdisciplinary work. Methodological advancements facilitate collaborative efforts that make it easier for researchers in one field to understand how their peers in another field gain knowledge. However, several criticisms of methodology have also been voiced, with many objections directed at specific methodological approaches, for example, approaches that pre-dominate quantitative research. Some criticisms are more widespread in that they reject methodology as a discipline in general. In this regard, some critics consider it useless based on the claim that what matters is the methods used but not the study of them. For example, more serious critics view methodology as harmful, because blindly considering methods can lead to more mistakes than

following them because the focus on the method restricts researchers' freedom and creativity.

The method is relevant to different fields. The dominant method in the natural sciences is called the scientific method. It involves steps such as observation, formulation of a hypothesis, conducting an experiment designed for this specific hypothesis, comparing the measurements to the expected results, and publishing these findings. Common methods found in the social sciences are surveys, interviews, focus groups, and nominal group techniques. Surveys usually involve a large sample size and use questionnaires with closed questions. The interview generally involves a few open-ended questions, for a structured interview, all questions are pre-planned whereas, for an unstructured interview, the moderator needs to improvise and ask unplanned questions based on the flow of the interview. Focus groups consist of group interviews with a small number of demographically similar people and usually involve open discussions. The nominal group technique is a slight variation of focus groups that organize group exchange in a more structured way. This helps to reduce some of the group effects that may influence the response of the participants. The philosophical method is related to metaphysics and discusses methods such as methodological skepticism, the phenomenological method, conceptual analysis, and thought experiments. In mathematics, synthetic methods move from the known to the unknown while analytical methods trace a path from the unknown to the known. Statistics deals with the methods used to analyze, interpret and present data.

3.1 Research methodology:

Research in the field of education cannot remain without being influenced by human qualities, limiting or controlling these qualities can be an important task in research because if control is not taken care of, then it can directly affect the conclusion of the

subject being researched or indirectly affect it. Due to this, it will be difficult to make the right sentiment, evaluation or research, and conclusion.

Research can become important only when the variables used or those to be measured are evaluated by certified tests. Authenticated testing helps in measuring the subjects accurately and appropriately, making the findings scientific, valid, and reliable. In this way, special attention is given to this point by the researcher in research to get a scientific conclusion.

With the flow of time, man has found many methods to know-understand the problems related to himself and his environment, presenting their proper description or giving a valid explanation of them. In this sequence, the most reliable and objective modern method that he has discovered has been named research method or research method or in other words scientific method. This method is often visible in the culmination and culmination of using very sophisticated and refined methods of acquisition, promotion, solution of problems, or access to truth related to man and his public environment.

Enlightenment experience may be to collect things of knowledge from here and there in an accidental way or to come out with a solution to a problem by reverse trials or by effort and errors, but it cannot be called research because research is such a systematic and controlled study. The interrelationships of related variables and events are investigated and analyzed by suitable statistical methods and scientific methods. This scientific method of research on strict scientific criteria is given the name of "technique".

The researcher first concentrates on his problem and contemplates it, discovers the variables related to it, and formulates hypotheses. After this, the problem comes in front of the researcher by which method and equipment to collect the data to test his

hypothesis. In research, the use of instruments for the accurate measurement of the variables related to the selected problem comes under the technique. For this, keeping in mind the scientific method, such a test is used which is completely valid and reliable so that the proper conclusion can be obtained by doing a proper test of the data. The researcher proves his hypotheses to be true or false by using tools under the technique.

Research methodology refers to the "how" of the practical side of research. It is about how a researcher systematically designs a study to ensure results, taking into account several factors such as validity and reliability that address the aims and objectives of the research. For example, how does the researcher goes about deciding on a research problem; what data to collect, and which data to ignore; How to collect data? In research, this is called "sample design". How to collect it? These are called "data collection methods". How to analyse it? This is called data analysis. In his dissertation, dissertation, or academic journal article, a researcher, according to the nature of his research, takes certain decisions related to the technique, taking into account the important aspects related to it, which comes under research methodology. The researcher explains all the technical aspects of his research. In particular, a good methodology chapter in a dissertation or thesis explains not only which methodology options would be appropriate to use, but also why they have been chosen.

In other words, we can say that the researcher tries to justify the chosen research design choices on the basis that they will give correct results, as well as the methods and techniques chosen, are best suited for the research, and provide validly will and reliable results. A good research method provides scientifically solid conclusions, whereas a bad method has a direct impact on its outcome, so we can say that the research method is the focal point of any research.

According to the American sociologist Earl Robert Babbie, "Research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. It involves inductive and deductive methods." The study process of the research method is practical, in which new facts are discovered and more attention is paid to the formulation of new theories etc.

Qualitative research:

Qualitative research is a method of investigation employed in many different academic disciplines, traditionally in the social sciences, as well as in market research and other contexts. Qualitative researchers aim to deeply understand human behavior and the reasons that govern such behavior. The qualitative method investigates not only the what, where, and when, but also the why and how of the decision, therefore, often small but concentrated samples are needed rather than large samples.

Quantitative research:

Quantitative research, also known as the quantitative method, is a research model based on the positivist paradigm, which aims to find general laws that explain the nature of the object of its study based on observation, verification, and experience. Huh. From the analysis of experimental results that produce numerical or statistical representations. Such an approach has been widely used in the social sciences, which aim to minimize the subject in the study of human phenomena; justify the validity of their conclusions.

It is the result of the supremacy of positivist scientific study, according to which only conclusions derived from proven facts are acceptable. The protection of positivism is that the conclusions derived from such verification are objective and, therefore, valid. This is why both socialist scientific studies and quantitative research

are applied to the social sciences, which focus on the importance of measurement and quantitative data of all kinds.

In this sense, quantitative research differs from qualitative research, which accepts the study and reflection based on the symbolic representation that a culture elaborates on its reality. They also differ in that the purpose of qualitative analysis is not to establish general laws but to understand the specificity or specificity of the object of their study.

3.2 Method of study:

The present research is non-experimental research based on the quantitative research method, which is based on the survey method, as it is taking some samples of teachers teaching in college and trying to make a comparative study of their job satisfaction, self and society.

It is Non-experimental research as it seeks to know the present; an attempt is being made to present the reality, in which the situation cannot be changed in any way. An attempt is being made to present the status quo, so on this basis is Non-experimental research.

The method of this research is based on the survey method because the data that will be collected in it will be based on the survey method.

This research is based on the descriptive research method, since it involves the description of the present. In this, an attempt is being made to know and describe the work satisfaction, self and society of the teachers teaching in the degree colleges. On this basis, it is clear that this is descriptive research.

After understanding the problem of the present research work and after studying the literature related to it, the researcher found the descriptive research

method most suitable for the present research work. Therefore, the descriptive research method is being used for the present research work.

Thus, the descriptive method is generally used for such research, whose purpose is to find out what is the behavior of normal or representative situations in the present tense. The study of the teachers of degree colleges established in Lucknow district has been ensured for the study of job satisfaction, self, and society of the teachers working in the present research study. This is the reason why the descriptive method is being used in the present research.

3.3 Descriptive method:

The descriptive method can find out the nature of existing conditions and tell what is presently present. The descriptive method has undoubtedly been the most popular research method in the education world due to its direct easiness capability. It helps explain the current processes, direct effects, and developing trends as the opinion of students, teachers, parents, and experts in terms of existing conditions or relationships of educational phenomena.

John w. Best (1998) has defined the descriptive research method as "The descriptive research method presents an explanation and analysis of a situation. It is concerned with situations and relationships that exist in the present or with those behaviors that are prevalent and those attitudes or attitudes which are related to active processes and also from influences that are being experienced and strategies that are developing." ¹⁶¹

The descriptive method presents three pieces of information

1. What are the variables in a situation relative to the circumstances?

- 2. What do we expect by identifying the standards and comparing them with current conditions or what experts consider appropriate?
- 3. How to achieve the objectives by exploring possible means and means based on the experiences of others or the opinions of experts?

3.3.1 Types of Descriptive Method:

The descriptive method has been classified by various academics based on the purpose they serve. And some academicians have classified this method based on the geographical area covered by them. This classification extends from surveys to the study of correlations. For convenience, the descriptive method can be classified into three main categories.

- 1. Survey study method.
- 2. Interpersonal relationship study method.
- 3. Developmental study method.

For the present research work, the survey method falling under the descriptive research method has been selected because the survey method is used to collect a detailed description of the existing problem or situation.

3.3.2 Survey Study Method:

The survey method is a part of the present descriptive instrument method, the purpose of which research work is to describe and explain the situation of the present facts, the survey method is best for such research work. The survey method is widely used in the study of educational problems. Due to the lack of limited time resources, the survey method is most suitable for solving the problem of any population in a given time.

3.3.3 Features of the Survey Method:

- The purpose of the survey method is not only to analyze, interpret and report an
 institution, class, or area but also to take knowledge of the adequacy of the position
 by comparing it with the established standards.
- 2. Survey method is not related to any particular person but is related to a group of people.
- 3. Survey method studies the current situation.
- 4. Situation analysis, classification, and management of the problem can be done through the survey method.
- 5. Reliable data can be collected in a relatively short time by using the survey method.
- 6. With the help of the survey method, discussion based on mathematical formulas can be done along with a textual description.
- 7. Survey method helps in interpreting the existing facts.
- 8. In the survey method, work is done on a clearly defined problem under the interpretation.

Based on the above points, it can be said that the selection of the survey study method under the descriptive method for the present research study is proper and justified.

3.4 Variable:

The variables used in any research refer to those properties and phenomena of the object that can be measured in the research. Three types of variables have been used in the present research-

Independent variable:

The researcher wants to study the effect of the factor which he has control over in the research, that is, he can manipulate that factor, which is called the independent variable. The independent variables in the present study are-

- Government college teacher
- Self-finance college teacher

Dependent variable:

The factor in which the behavior changes due to the effect of the independent variable and which is studied and selected is called dependent four. The dependent variable in the present research is- **Job satisfaction 'Self and society'.**

Relavant Variable: These are variables in which the researcher is not manipulating them, but by controlling them, the desired effects are studied. These have a significant effect on the outcome of the study and all these relevant variables belong to the category of independent variables.

In the present research, gender is a relevant variable.

3.5 Population:

A population is a specific group of individuals, whether that group consists of a nation or a group of people with a common characteristic. In statistics, a population is a group of individuals from whom a statistical sample is made for a study. Thus, any selection of individuals grouped by a common characteristic can be called a population. In common usage, a population is a distinct group of individuals with shared citizenship, identity, or characteristics. In statistics, a population is a representative sample of a larger group of people (or even things) with one or more characteristics.

Members of a sample population must be selected at random for study results to accurately reflect the whole.

In most usages, the term population refers to a group of people or at least a group of living beings. However, statisticians refer to whatever group they are studying as a population. Statisticians and researchers like to know the characteristics of each unit in a population to draw as accurate a conclusion as possible. It is impossible or impractical at that time when the population groups are large enough.

A research population is usually a large collection of individuals or objects in which a researcher is the main focus. It is for the benefit of the population that research is done. However, due to the large size of the population, it is often not possible for the researcher to test every individual in the population as this is too costly and time-consuming. This is why researchers rely on sampling techniques.

A research population is also known as a well-defined collection of individuals or objects with similar characteristics, with all individuals or objects within a certain population usually having a common, binding characteristic. Usually, the description of the population and the general binding characteristic of its members are the same. "College teachers" is a well-defined group of individuals that can be considered a population and all members of this population are college teachers.

Therefore, we can say that under research, the whole or population is well defined by any such group of persons, events, or things in which all its members are included. By this, all units (individuals, families, classrooms, schools, methods, textbooks, examinations, or records) whatever may be the issues of study are accessed or attempted to reach them in principle using a complete calculation method. Population refers to the place and all the people there, which the researcher wants to use in his research work. That part of the whole part of the number of people to which the

researcher has access is called the population and from this population, the researcher selects the sample for his research, which is related to his problem.

The present research study is based on the comparative study of teacher's job satisfaction, with reference to the perception of 'Self and Society' of self-financed and government/aided colleges of Lucknow district.

The teachers teaching in all the self-financed colleges and all the government/added colleges situated in Lucknow District and affiliated to University of Lucknow, Lucknow U.P., irrespective of the course they are the faculty, have been the population of the study.

3.6 Sampling:

Sampling is the cornerstone of social, educational, and psychological research and survey. A sample is a fraction of a related population or aggregate, which is selected for a study or research. Since, in academic research or other behavioral sciences, it is neither appropriate from a practical point of view to study the whole, nor is it possible or desirable from the point of view of scientific accuracy. Therefore, the sample selection method is applied, in which instead of reaching all the units of the whole, a small group is taken from any part of it, and the study is focused on that. In this process, the selected small group must represent the whole in real form. Thus the research sample is a subset of the units of their respective whole.

Behavioral research whether experimental or non-experimental, in which the researcher concludes based on some individuals or objects selected from a population. The researcher selects a certain number of members or objects from the population for his research, this selected number is called a sample in behavioral research. And the method of selecting a sample is called sampling. Kerlinger 1986 defined sampling as

"Sampling is taking any portion of a population or universe as representative of that population or universe." ¹⁶¹

This definition reveals the following characteristics of the sample:

- 1. A sample is a group of members selected from a fixed number of populations.
- 2. The sample has the quality of being representative. In other words, a sample is the number of selected individuals or objects that is a good representation of the whole population, that is, it shows all the major characteristics that the population has. For a sample to be representative, its selection must be independent of bias. It is also necessary that the population or aggregate is well-defined for the sample to be representative.

Types of Sampling:

The models used in behavioral research are basically divided into two broad parts.

- 1. Probability Sampling.
- 2. Non-Probability Sampling.
- **1-Probability Sampling:** As the name suggests, probability sampling is called a sampling project in which the probability of including a sample of members of a population is known. Ideally in probability sampling, the researcher needs to satisfy the following conditions –
- The size of the population or the hole from which the sample is to be selected must be known.
- 2. Specify the desired number of samples.
- 3. Each member of the population is equally likely to be included in the sample or at least must be known to the researcher.

Out of these three conditions, the first and third condition is such that the researcher is sometimes unable to fulfill them properly. However, one of the positive properties of probability sampling is that the samples obtained from it are representative. As a result, the conclusions obtained from these can be applied with great confidence to the population from which the sample was selected and to similar populations.

Non-Probability Sampling: Non-probability sampling is a sampling plan in which the probability that members of a population are included in the sample is not known. Apart from this, in this type of sampling, the researcher does not worry about clearly identifying the population and includes it in the sample by selecting some members according to his needs and wishes. The most important advantage of non-probability sampling has been that it can be prepared easily and in labor, money, and time.

Non-probability sampling is defined as a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher, rather than random selection. This is a less drastic method. This sampling method relies heavily on the expertise of the researchers. This is done by observation, and researchers use it extensively for qualitative research.

Non-probability sampling is a sampling method in which not all members of the population have an equal chance of participating in the study, in contrast to probability sampling. Each member of the population has a known probability of being selected. Non-probability sampling is most useful for exploratory studies such as a pilot survey (deployment of a survey to a sample smaller than the pre-determined sample size). Researchers use this method in studies where random probability sampling is impossible due to time or cost.

Stratified Random sampling has been used in this research study. Stratified random sampling is a method in which the researcher tries to select a sample according to some known characteristics of the population. In the present research study, teachers teaching in government/aided and self-financed colleges of Lucknow district have been included.

In this study, 300 teachers have been taken as a sample by stratified random method, in which 200 teachers have been selected from self-finance degree colleges and 100 teachers from government/aided degree colleges. The details are presented in the following table no. 3.1.

Table No. 3.1 Selected Sample

S. No.	College Teachers Category	No. of Teachers	N
1.	Government Male Teachers	50	100
2.	Government Female Teachers	50	
3.	Self-finance Male Teachers	100	200
4.	Self-finance female Teachers	100	
Total No. of Teachers N-			300

3.7 Collection of data:

Teachers of selected government/aided, self-financed colleges were informed about the research work and objectives for job satisfaction, study of self and society and permission was obtained from them for data collection. Thereafter, the selected teachers were personally contacted, requesting them to give their honest feedback, assuring them that all the information given by them would be kept confidential. While compiling the data, it was also taken care of whether all the teachers have filled

the criteria completely or not. If they have missed giving feedback on any item for any reason, such items are filled by re-requesting.

3.8 Tool:

The basic tools that the researcher uses to obtain facts or base materials to gather evidence in favor or against his research hypotheses are called research tools. The selection of these tools depends only on how appropriate they are according to the purpose of the study and how much the ability to present the evidence in a reliable and valid form. Both qualitative and quantitative basis materials can be obtained through research tools. Therefore, both qualitative and quantitative points are considered the important basis for classification.

The same equipment related to the study remains suitable, which is economical from the point of view of time and money. The reason for this is that the resources of funds for the study of a problem are often limited, as well as the timeliness. Apart from this, there should be ease in the administration of the equipment, after the data collection, the researcher would have needed such a device by which he could verify his hypotheses by examining it. Therefore, the researcher selects such a scientific instrument, based on which the following basic needs can be fulfilled.

- 1. The study tool should be such that, under different circumstances, at different times, the same result should be obtained, so that reliable results are available.
- 2. The researcher can get the real or valid result of the problem by the tool.
- 3. A proper answer to the researcher's problem can be provided by the tool. The following standardized tools have been used in this study-
- 1: Teacher job satisfaction- Y Mudgil, I.S Muhar and P.Bhatia (TJSS/MMB).
- 2:- Self and Society- Taresh Bhatia, Madhu Pandey (S&S).

The following table shows no. of items of Job Satisfaction Scale:

		ı
Job Satisfaction scale	Total item no. 75	ì

Category wise classification of job satisfaction:

S.No.	Range of Score	Grade	Level of Job Satisfaction
1.	255 and above	A	Very High
2.	244 – 254	В	High
3.	232 – 243	С	Above Average
4.	217 – 231	D	Average
5.	206 – 216	Е	Below Average
6.	195 – 205	F	Dissatisfaction
7.	194 and below	G	Highly Dissatisfaction

The following table shows item distribution in seven various areas of Self and Society:

Areas	Total	Positive Items	Negative
a) Information Orientation	05	1,8,15,22,29	
b) Normative Orientation	05	2,9,16,23,30	
c) Diffuse Orientation	05	3,10,17,24,31	
d) Commitment	05	4,11,18,32,25	
e) Optimism	05	5,33	12,19,26
f) Resilience	05	6,13,20,27,34	
g) Non-attachment	05	14,21,28,45	7
Total	35	31	04

Category wise classification of Self and Society:

S. No.	Range of Score	Level of Self and Society
1.	126 and above	Very High
2.	102 – 125	High
3.	85 – 101	Average
4.	56 – 84	Low
5.	Below 56	Very Low

3.9 Reliability:

Reliability is a major quality of any test score. In a simple sense, reliability refers to the accuracy of the scores. Reliability in the scientific sense refers to the consistency of scores which is reflected in their reproducibility. When a test gives a consistent result after the current time and a few days have passed, it is said that there is consistency in its scores. Such consistency is called temporal consistency. A test is considered to give a consistent result even if the scores on some set of units of the test are roughly equal to the scores obtained on the rest of the set of units of the test. Often the test has to be performed only once on a sample to find such consistency. Such consistency of units is called internal consistency. Reliability of test scores refers to both these types of consistency i.e. temporal consistency and internal consistency. Then reliability refers to the consistency in the test scores. Marshall and Hales have defined the reliability of the test by saying- "The degree of consistency among test scores is called reliability." 270

The reliability of the TJSS-MMB scale used for teacher job satisfaction in the present study is 0.95 at a significance level of .01. Whereas the S&S by Bhatia & Pandey used for self and society has validity is 0.84.

3.10 Validity:

The validity of a test refers to the ability of a test to measure the quality or function with which it was designed to measure.

According to Anastasi and Urbina- "The validity of a test concerns what the test measures and how well it does so." ²⁷⁰

According to Gay- "The most simplistic definition of validity is that it is the degree to which a test measures what it is supposed to measure." ²⁷⁰

It is clear from the above definitions that when a test measures the same ability or quality function that it was designed to measure, then this property of the test is called validity. Now the question arises how will it be known that a test is measuring exactly the capacity for which it was designed? To determine the answer to this question, the researcher or test manufacturer selects an external criterion that measures exactly the quality or capability that is being measured by the current test. If the current test correlates with this external criterion, we have a solid basis to believe that the current test is measuring exactly the quality or ability it was designed to measure. Keeping this meaning in mind, it has been said that the correlation of the validity of the test with the external criterion is called.

There are three main properties of the validity of test scores which are as follows-

- Validity is a relative term. This means that no test is valid for measuring every function or quality. It is valid only for a particular purpose or to measure a particular quality.
- 2. Validity is not a definite quality of any test. A test may be valid today, but it may not be as valid after a few years.

3. There is a measure of the validity of a test. It is not possible to interpret it as complete or not at all. Any test will have less or more validity. It will not be that it will not have validity at all or if it will be complete.

The validity of the TJSS-MMB scale used for teacher job satisfaction in the present study is 0.87 at a significance level of .01. Whereas the S&S by Bhatia & Pandey used for self and society has validity is 0.78.

3.11 Selection and use of statistical methods:

In this phase of analysis simple statistical methods are used as per the purpose of the study. The selection and use of appropriate statistical methods makes it easier to interpret the data and arrive at the results.

In the words of Levitt (1992), "Statistics is a science under which statistical facts are collected, classified and tabulated on the basis of which events can be explained, compared and compared." ²⁷⁰

The statistical techniques used in the present research study are as follows:

- 1. Mean (M)
- 2. S.D
- 3. t- test

3.12 Significance Level:

The significance level refers to the degree of confidence with which the researcher proves his hypothesis to be true or false (accepted or rejected). The researcher decides the significance before the compilation of data at the very beginning of the research.

Often the 0.05 level and the 0.01 significance level are used to determine the significance of the ratio. In the present study, the 0.05 level of significance is being used to test the significance level of difference between samples. The null hypothesis is rejected if the difference between the mean values is found to be significant at the 0.05 level and the null hypothesis is accepted if the difference is not found to be significant.

3.13 Research Process:

The last point under the methodology of research is the research process. The research process refers to the method of research, that is, how the entire work was done; it is called the research process.

The methodology or process of the present research, respectively, the design of the study, review of the related literature, identification and mention of the research topic, determination of research objectives, hypothesis formulation, and selection of research project. Population, selection of sample and sampling method and determination of sample, selection of tool, editing of data collection work using tools on selected samples, classification of aggregated data, tabulation, analysis and interpretation of results, discussion, and limitations. , Suggestions and Summary are included under Mention.

The process or method of research is the process of research, respectively, of the works mentioned above.

In the present research study, after the tasks of collecting the data, the classification, tabulation, analysis, and interpretation of the data were done. According to the nature of the data, quantitative interpretation is an important aspect of the study,

in which the nature of the obtained data has been explained in detail in the context of the research objectives, which have been compiled in chapter four.

The data received from the tool is arranged in various tables and analyzed with the help of M.S.Office, Excel, and SPSS.

The conclusions obtained based on the results have been explained and discussed in chapter five and in the end, the limitations of the present study, suggestions for the next study, and a summary of the research report have been presented.



CHAPTER 4 DATA ANALYSIS, DISCUSSION AND INTERPRETATION



DATA ANALYSIS, DISCUSSION AND

INTERPRETATION

After the work of compiling the basic material of the research is completed, it is the important responsibility of the researcher to organize it and keep the objectives in view, to orient it properly for analysis and interpretation. This work is accomplished in two forms. First- Qualitative under which the base material is evaluated logically and intuitively. Second - Quantitative, in which mainly by applying statistical methods, there is an attempt to make the base material more clear, understandable, and meaningful. Both methods of analysis are used in conjunction in many research contexts.

Under historical and philosophical research, mainly the first method and descriptive survey, the second method is applied under experimental and functional research. Both types of analysis methods require a required level of skill and attentiveness from the researcher. In analyzing the base material qualitatively, the researcher needs sufficient knowledge and experience for logical arrangements and their efficient application, whereas in the analysis of the base material quantitatively he needs to have a general familiarity with statistical methods with a special point of view of its proper application. There should be efficiency. Both the process of selection and selection of research base materials are not done separately but are done in a coordinated manner. In the process of analysis, the main objective is to bring to light the various aspects of the base material. Whereas, under the election, it is important to see its implications, unclear forms, and research

related to near and distant situations, in which scientific imagination, creativity, and creative intellectual vision of the interpreter have an important role.

After the collection of data, the process of classification begins in the process of research. The material obtained in its initial form is very vague, detailed, and complicated. It is necessary to give that material a systematic form to make it capable of display and to reach a conclusion after analyzing it. Without classification, neither it can be analyzed nor can any scientific conclusion be obtained on its basis. Classification is the process of arranging and summing up the material, under which the material is divided according to similar and dissimilar characteristics in such a way that the material with similar characteristics can fall into one class and the material with dissimilar characteristics into another class. By doing this, the research material gets clarity. According to Dr. Elhans, "The process of arranging the material into groups or classes according to their similarity and similarity is called classification." Classification is done not only of numerical facts but also of qualitative facts. It is on the right of classification that different events, conditions, and states are compared and their correlation is ascertained.

The facts grouped in tabulation are placed in numerical tables to make them concise. In doing so, classified facts become more meaningful and clear. It is possible to draw scientific conclusions and formulate rules only based on such subtle, clear, and comparable facts.

After the compilation, editing, classification, and tabulation of facts, the researcher proceeds toward their analysis and interpretation. It is based on analysis and interpretation that progress is made in the direction of valid generalizations, rules are formulated, the truth of hypotheses is checked and

scientific conclusions are drawn. Correlation and causal relationships between facts, events, and different situations are ascertained. Here it is discussed that what are the reasons responsible for a particular condition, result, or relation, for the successful operation of the process of discussion, the investigator must objectively observe the problem of research while discussing the facts W.J. Richman has written, "The reasoning depends as much on the interpreter as on the chosen facts and must always be aware of the facts against unreality, presumption, and inconsistency of reasoning."

In the present effort, job satisfaction, self, and society of teachers working in government, and Self-financedd colleges established under Lucknow district have been studied.

The aggregated data is analyzed according to the objectives and hypothesis using statistical methods used such as mean, standard deviation, and t-ratio.

Meaning of data:

The facts or information based on which the conclusion is drawn is called data. The data or information collected in experiments, surveys, and research is called data.

Score:

Scored refers to the unit that lies between the two limits. In the present research work, an attempt has been made to do a comparative study of job satisfaction, self and society of teachers of government/aided and Self-financedd colleges. The scores for job satisfaction, self, and society are divided into five categories. Strongly Agree, Agree, Indifferent, Dis Agree, Strongly Disagree.

Job Satisfaction:

The final version consists of items where a respondent has to make his/her agreement with each item on a five-point scale. All these items are given a score from 5 to 1 i.e. strongly agreed to strongly disagree. The sum of these values gives the job satisfaction scores for the subjects.

Strongly	Agree	Indifferent	Disagree	Strongly
5	4	3	2	1

Perception of Self and Society:

It has five points rating scale, the scoring of which has been given by assigning five to one scores respectively for five alternatives of the positive items, rated strongly agree to strongly disagree. For the negative items (shown with a star) the score assigned to each of the alternatives has been reversed by assigning one to five.

For Positive Items scale:

Strongly	Agree	Indifferent	Disagree	Strongly
5	4	3	2	1

For Negative Items scale:

Strongly	Agree	Indifferent	Disagree	Strongly
1	2	3	4	5

Based on the above samples, the data obtained for the present study has been analyzed on the basis of the following:

- 1. Mean and S.D
- 2. Significance of mean (t-test)
- 3. Table display.

t-Test:-

In general, the t-test or ratio is an important parameter statistic to test the significance of the difference between two means. Whether the difference obtained between the two means is real or not, is tested by statistical methods. The significance of the difference between these means was found by t-test. T is calculated to determine whether the difference in the mean is the result of random variance, or whether the term difference is significant. Since here the dup is to find the significance of the difference between the mean, the t-test is being used. The null hypothesis is used in this test.

Under the null hypothesis, the mean of the population is presented as no different. The t-test determines whether the null hypothesis is confirmed or not. When the difference between the mean values of the two samples is small, we conclude that this difference is the result of random relief. Hence null hypothesis cannot be rejected. When the value of t is high, we cannot consider the difference between the two means to be due to random experimental costs. Hence null hypothesis can be rejected.

When the sample size is large, the table value of the t-test is 1.96 at the .05 level and 2.58 at the .01 level of significance. When the value of t is 1.96 or

higher, we discard the null hypothesis at the .05 significance level. Whenever the value of 't' is 2.58 or more, we discard the null hypothesis at the level of .01.

Objective:

Comparing job satisfaction and level of perception of self and society of teachers working in government and Self-financed colleges established in Lucknow district.

Hypothesis:

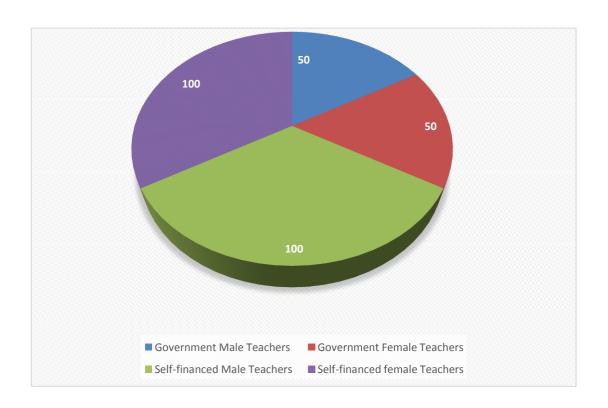
Table 4.1:

There is no significant difference between the teachers of government and selffinanced colleges on the basis of job satisfaction and perception of self and society.

Total number of Degree college teachers.

S. No.	College Teachers Category	No. of Teachers	N
1.	Government Male Teachers	50	100
2.	Government Female Teachers	50	
3.	Self-financed Male Teachers	100	200
4.	Self-financed female Teachers	100	
	Total No. of Teachers N -		300

The above table shows that the number of Government college teachers is 100 (male 50 and female 50) and Self-financed college teachers is 200 (male 100 and female 100).



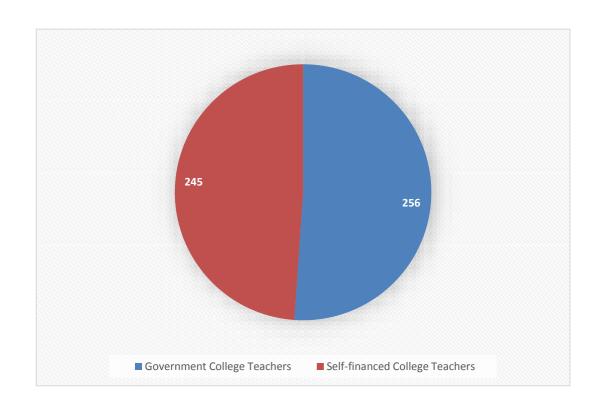
Total number of Degree college teachers.

Table 4.2:

Mean and S.D of Job Satisfaction according to Government and Self finance Colleges all teachers.

S. No.	Job Satisfaction	Mean	S.D
1.	Government College Teachers	256	20.25
2.	Self-financed College Teachers	245	18.17

The above table shows that the Job Satisfaction Mean of Government college teacher is 256 and Self-financed college teacher is 245 and the S.D of Government college teacher is 20.25 and Self-financed college teacher is 18.17.



Mean of Job Satisfaction according to Government and Self finance Colleges all teachers.

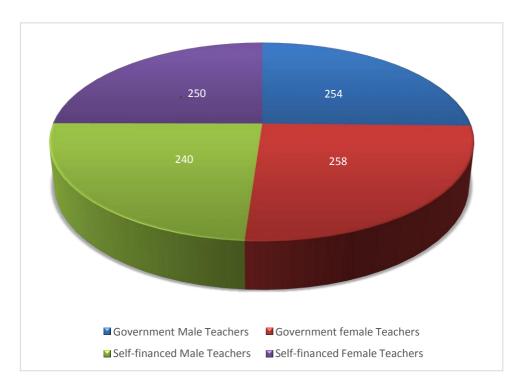
Table 4.3:

Mean and S.D of Job Satisfaction according to Male and Female Government and Self-finance Colleges teachers.

S. No.	Job Satisfaction	Mean	S.D
1.	Government Male Teachers	254	18.34
2.	Government female Teachers	258	20.89
3.	Self-financed Male Teachers	240	17.68
4.	Self-financed Female Teachers	250	17.67

The above table shows that the Mean of Job Satisfaction Government college male teacher is 254 and Government college female teacher is 258 and Self-financed

college male teacher is 240 and Self-financed college female teacher is 250. S.D of Jo Satisfaction Government college male teacher is 18.34 and Government college female teacher is 20.89 and Self-financed college male teacher is 17.68 and Self-financed college female teacher is 17.67.



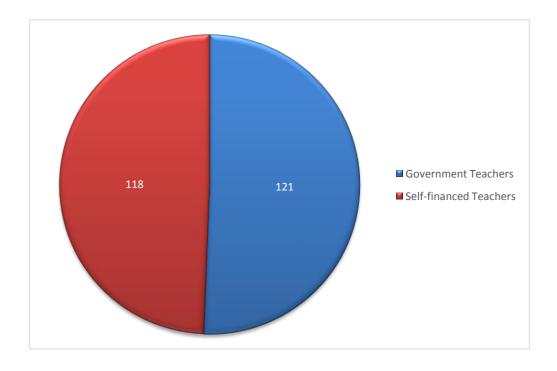
Mean of Job Satisfaction according to Male and Female Government and Self-financed Colleges teachers.

Mean and S.D of Level of Perception of 'Self and Society' according to Government and Self-financed Colleges all teachers.

Table 4.4:

S. No.	Perception of 'Self and Society'	Mean	S.D
1.	Government Teachers	121	2.23
2.	Self-financed Teachers	118	9.31

The above table shows that the Mean of Perception of 'Self and Society' of Government college teacher is 121 and Self-financed college teacher is 118 and the S.D of Government college teacher is 2.23 and Self-financed college teacher is 9.31.



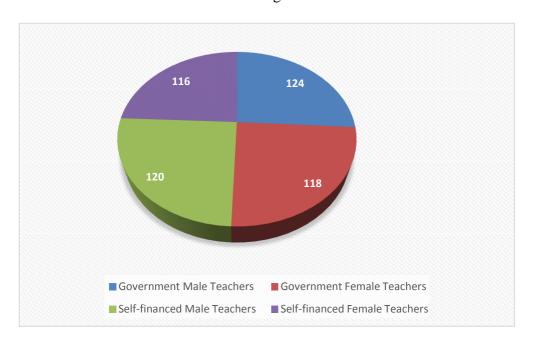
Mean of Perception of 'Self and Society' according to Government and Selffinanced Colleges all teachers.

Table 4.5:

Mean and S.D of Level of Perception of 'Self and Society' according to Male and Female Government and Self-financed Colleges teachers.

S. No.	Perception of 'Self and Society'	Mean	S.D
1.	Government Male Teachers	124	8.17
2.	Government Female Teachers	118	3.84
3.	Self-financed Male Teachers	120	10.71
4.	Self-financed Female Teachers	116	7.12

The above table shows that the Mean of Perception of 'Self and Society' of Government college male teacher is 124 and Government college female teacher is 118 and Self-financed college male teacher is 120 and Self-financed college female teacher is 116. S.D of Self and Society Government college male teacher is 8. 17 and Government college female teacher is 3.84 and Self-financed college male teacher is 10.71 and Self-financed college female teacher is 7.12.



Mean of Perception of 'Self and Society' according to Male and Female Government and Self-financed Colleges teachers.

Objective 1: To compare the level of job satisfaction between government and Self-financed college teachers.

Hypothesis 1: There is no significant difference between job atisfaction level of government college teachers and Self-financed college teachers.

Table 4.6:

Mean, S.D and t-Test of job Satisfaction of Government and Self-financed College teachers.

S.	Job Satisfaction	N	M	S.D.	t-value	P
1.	Government teachers	100	256	20.25	4.60	P<.01
2.	Self-financed teachers	200	245	18.17		

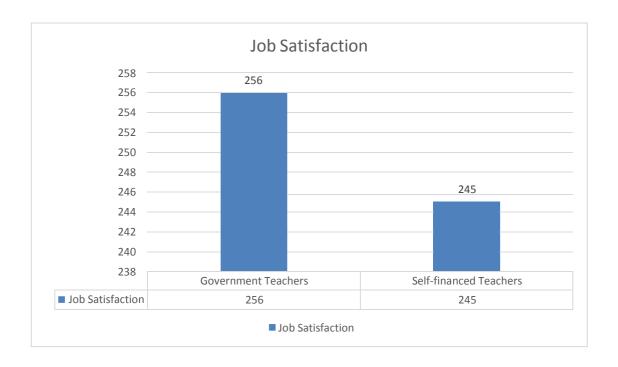
Table clearly shows that the number of Government college teacher is 100. The value of Mean Score and S.D. of Job Satisfaction are 256 and 20.25 and the number of Self- finance college teacher is 200. The value of Mean Score and S.D of Job Satisfaction are 245 and 18.17. The calculated t value was found 4.60 which is significant at 0.01 level of significance.

The obtained value of t-Test is 4.60, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

The above table clearly indicated that teaching organization (private and public sector) does play a significant role on the job satisfaction in higher level

teaching job. On the basis of mean score it can be said that job satisfaction level of Government college teachers is better than Self-financed college teachers.

T. Raj and Lalita (2013) study showed no significant difference between job satisfaction level of Government and Private colleges teachers this result does not match with the result of present study. Whereas Mehta, Sandhya (2012), Bakhshi, Arti & Sharma, Shallu & Kumar, Kuldeep & Sharma, Ambica (2008), Jyoti, Jeevan & Sharma, R.. (2006), Agarwal, R. (2004) and Hassan, A. (2014) studies found significant difference between job satisfaction level of Government and Private college teachers the result of all these studies are similar to the present study



Mean of Job satisfaction of government and Self-financed college teachers

Objective 2: To compare the level of job satisfaction between male and female government college teachers.

Hypothesis 2: There is no significant difference between job satisfaction level of male and female Government college teachers.

Table 4.7:

Mean, S.D and t-Test of Job Satisfaction of Male and Female of Government College teachers.

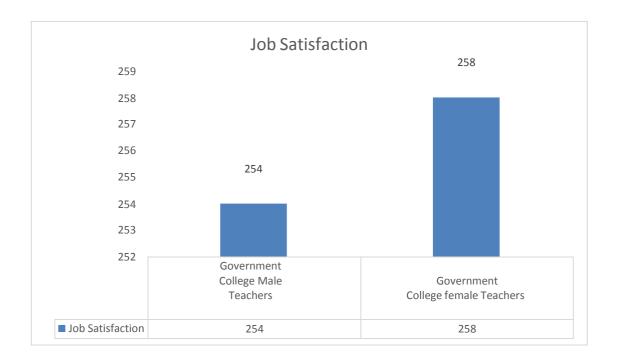
S. No.	Job Satisfaction	N	M	S.D	t- Value	P
1 .	Government College Male Teachers	50	254	18.34	1.02	p < .05
2	Government College female Teachers	50	258	20.89		

Table clearly shows that the number of Government college male teacher is 50. The value of Mean Score and S.D. of Job Satisfaction are 254 and 18.34 and the number of government college female teacher is 50. The value of Mean Score and S.D of Job Satisfaction are 258 and 20.89. The calculated t value was found 1.02 which is not significant at 0.05 level of significance.

The obtained value of t is 1.02, which is less than the 0.5 level value of the independent fraction (df). Hence the difference is not significant and the null hypothesis is not being rejected.

The above table clearly indicated that gender does not play a significant role on the job satisfaction in higher level government college teachers. It means that there is no significant difference between job satisfaction level of male and female Government college teachers.

The study done by Katoch (2012) found that level of work satisfaction of female teachers was higher than that of male teachers of Government college. This result is different from the result of the present study.



Mean of Job Satisfaction of Male and Female of Government College teachers

Objective 3: To compare the level of job satisfaction between male and female self-financed college teachers.

.**Hypothesis 3:** There is no significant difference between job satisfaction level of male and female self-financed college teachers.

Table 4.8:

Mean, S.D and t-Test of Job Satisfaction level of Male and Female teachers of Self-financed College.

S.	Job Satisfaction					
No.		N	M	S.D	t-Value	P
	Self-financed Male					
1.	Teachers	100	240	17.68		
2.	Self-financed female				4.01	p<.01
	Teachers	100	250	17.67		

Table clearly shows that the number of Self-financed college male teacher is 100. The value of Mean Score and S.D. of Job Satisfaction are 240 and 17.68 and the number of Self-financed college female teacher is 100. The value of Mean Score and S.D of Job Satisfaction are 250 and 17.67. The calculated t value was found 4.01 which is significant at 0.01 level of significance.

The obtained value of t-Test is 4.01, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

The above table clearly indicated that gender does play a significant role on the job satisfaction in higher level Self-financed college teachers. On the basis of Mean

score it can be said that the level of job satisfaction of female teachers of self-financed college is higher than male teachers of self-financed college.



Mean Score of Job satisfaction of male and female Self-financed college teachers

Objective 4: To compare the level of job satisfaction between government and self-financed college male teachers.

Hypothesis 4: There is no significant difference between job satisfaction level of government and self-financed college male teachers.

Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College Male teachers.

Table 4.9:

S. No.	Job Satisfaction	N	M	S.D	t-Value	P
1.	Government Male Teachers	50	254	18.34	- 4.47	p <.01
2.	Self-financed Male Teachers	100	240	17.68		

Table clearly shows that the number of government college male teacher is 50. The value of Mean Score and S.D. of Job Satisfaction are 254 and 18.34 and the number of Self-financed college male teacher is 100. The value of Mean Score and S.D of Job Satisfaction are 240 and 17.68. The calculated t value was found 4.47 which is significant at 0.01 level of significance. The obtained value of t-Test is 4.47, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis "There is no significant difference between job satisfaction level of government and self-financed college male teachers" is being rejected. The above table clearly indicated that teaching organization (private and public sector) with same gender does play a significant role on the job satisfaction. On the basis of mean score it can be concluded that Government college male teachers have higher level of job satisfaction than Self-financed college teachers



Mean score of Job Satisfaction level of government and Self-financed college male teachers

Objective 5: To compare the level of job satisfaction between government and self-financed college female teachers.

Hypothesis 5: There is no significant difference between job satisfaction level of government and self-financed college female teachers.

Table 4.10:

Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College Female teachers.

S. No.	Job Satisfaction	N	M	S.D	t-Value	P
	Government	50	258	20.89		
1.	female Teachers	30	238	20.89	2.32	p < .05
	Self-financed	100	250	17.67		
2.	female Teachers	100	250	17.67		

The above table clearly indicated that same-gender educational organizations (private and public sector) play a significant role on job satisfaction level among government and Self-financed college female teachers. Table clearly shows that the number of government college female teacher is 50. The value of Mean Score and S.D. of Job Satisfaction are 258 and 20.89 and the number of Self-financed college female teacher is 100. The value of Mean Score and S.D of Job Satisfaction are 250 and 17.67. The calculated t value was found 2.32 which is significant at 0.05 level of significance.

The obtained value of t is 2.32, which is higher than the 0.5 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

The above table clearly indicated that teaching organization (private and public sector) with same gender does play a significant role on the job satisfaction level of government and Self-financed college female teachers. It can be said on the basis of mean score that Government College female teachers are having higher level of job satisfaction than Self-financed College teachers.



Mean Score of Job Satisfaction level of government and Self-financed college female teachers teachers

Objective 6: To compare the level of job satisfaction of government and self-financed college teachers with reference to their level of perception of 'self and society'. For objective 6 two hypothesis 6.1 and 6.2 have been tested.

Hypothesis 6.1: There is no significant difference in the level of job satisfaction of government and self-financed college teachers having high level of perception of 'self and society'.

Table 4.11:

Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College teachers having high level of perception of 'self and society'.

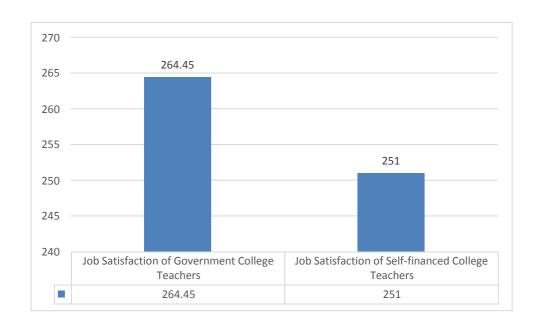
S. No.	High level of perception of 'self and society'.	N	M	S.D	t-Value	P
1.	Job Satisfaction of Government College Teachers	54	264.45	19.68	2.61	p < .01
2.	Job Satisfaction of Self-financed College Teachers	106	251	18.96	2.01	p < .01

The above table clearly indicated that educational organizations (private and public sector) play a significant role on job satisfaction level among government and Self-financed college teachers having high level of perception of 'Self and Society'. Table clearly shows that the number of government college teachers having high level of perception of 'Self and Society' is 54. The value of Mean Score and S.D. of Job Satisfaction are 264.45 and 19.68 and the number of Self-financed college teacher having high level of perception of 'Self and Society' is 106. The value of Mean Score

and S.D of Job Satisfaction are 251 and 18.96. The calculated t value was found 2.61 which is significant at 0.01 level of significance.

The obtained value of t is 2.61, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

Thus on the basis of mean score it can be said that those Government College teachers who have high level of perception of 'Self and Society' reflect higher level of job satisfaction than Self-financed College teachers.



Mean of Job satisfaction level of government and self-financed college teachers having high level of perception of 'self and society'

Hypothesis 6.2: There is no significant difference in the 1 e v e 1 of job satisfaction of government and self-financed college teachers having low level of perception of 'self and society'.

Table 4.12:

Mean, S.D and t-Test of Job Satisfaction level of Government and Selffinanced College teachers having low level of perception of 'self and society'.

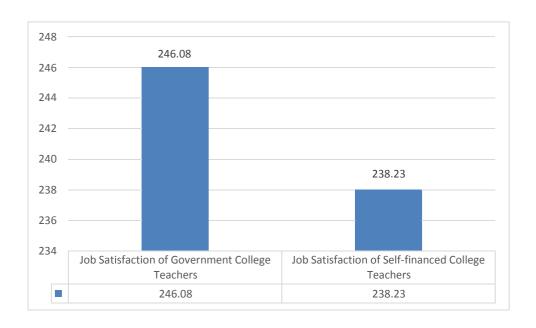
S. No.	Low level of perception of 'self and society'.	N	M	S.D	t-Value	P
1.	Job Satisfaction of Government College Teachers	46	246.08	20.24	2.03	p < .05
2.	Job Satisfaction of Self-financed College Teachers	94	238.23	18.64		

The above table clearly shows that the number of government college teacher having high level of perception of 'Self and Society' is 46. The value of Mean Score and S.D. of Job Satisfaction are 246.08 and 20.24 and the number of Self-financed college teachers having low level of perception of 'Self and Society' is 94. The value of Mean Score and S.D of Job Satisfaction are 238.23 and 18.64. The calculated t value was found 2.03 which is significant at 0.05 level of significance.

The obtained value of t is 2.03, which is higher than the 0.5 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

Thus on the basis of mean score it can be said on the basis of mean score that Government College teachers having low level of perception of 'Self and Society' are also having higher level of job satisfaction than Self-financed College teachers.

Though both the compared groups belong to low level of perception of 'Self and Society' but even though government college teachers scored better on job satisfaction scale than self-financed college teachers, which shows that perception level of 'Self and Society' does play an important role beside the type of organization (public or private).



Mean of Job satisfaction level of Government and self-financed college teachers having low level of perception of 'self and society'

Objective 7: To compare the level of job satisfaction of male and female government college teachers with reference to their level of perception of 'self and society'.

For objective 7 two hypothesis 7.1 and 7.2 have been tested.

Hypothesis 7.1: There is no significant difference in the level of job satisfaction of male and female government college teachers having high level of perception of 'self and society'.

Table 4.13:

Mean, S.D and t-Test of Job Satisfaction level of m a 1 e a n d f e m a 1 e Government College Female teachers having high level of perception of 'self and society'.

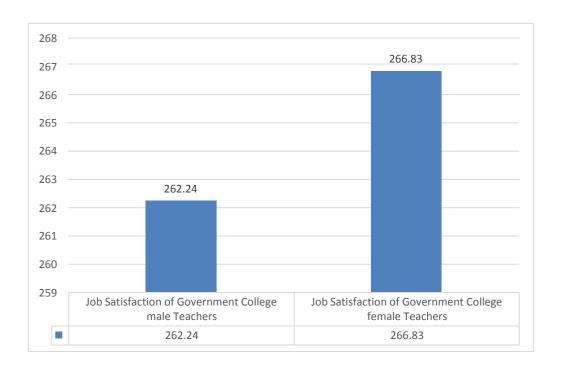
S. No.	High level of	N	M	S.D	t-Value	P
	perception of 'self and society'.					
1.	Job Satisfaction of Government College male Teachers	28	262.24	19.88	1.84	p > .05
2.	Job Satisfaction of Government College female Teachers	26	266.83	18.98		

The above table clearly shows that the number of government college male teacher having high level of perception of 'Self and Society' is 28. The value of Mean Score and S.D. of Job Satisfaction are 262.24 and 19.88 and the number of government college female teachers having high level of perception of 'Self and Society' is 26. The value of Mean Score and S.D of Job Satisfaction are 266.83 and 18.98. The

calculated t value was found 1.84 which is not significant at 0.05 level of significance.

The obtained value of t is 1.84, which is lower than the 0.5 level value of the independent fraction (df). Hence the difference is not significant and the null hypothesis is being accepted.

It can be said on the basis of 't' value not found significant, that there is no significant difference between job satisfaction level of Government College male teachers having high level of perception of 'Self and Society' Government College female teachers having high level of perception of 'Self and Society'.



Mean of Job satisfaction level of Government College Male and Female teachers having high level of perception of 'self and society'

Hypothesis 7.2: There is no significant difference in the level of job satisfaction of male and female government college teachers having low level of perception of 'self and society'.

Table 4.14:

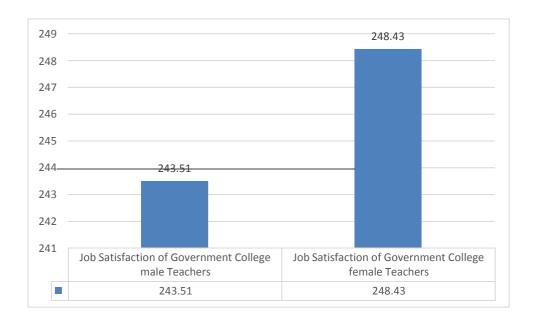
Mean, S.D and t-Test of Job Satisfaction level of male and female Government College teachers having low level of perception of 'self and society'...

S. No.	Low level of perception of 'self and society'.	N	М	S.D	t-Value	P
1.	Job Satisfaction of Government College male Teachers	22	243.51	20.89		
2.	Job Satisfaction of Government College female Teachers	24	248.43	19.96	1.64	p>.05

The above table clearly shows that the number of government college male teachers having low level of perception of 'Self and Society' is 22. The value of Mean Score and S.D. of Job Satisfaction are 243.51 and 20.89 and the number of Government college female teachers having low level of perception of 'Self and Society' is 24. The value of Mean Score and S.D of Job Satisfaction are 248.43 and 19.96. The calculated t value was found 1.64 which is not significant at 0.05 level of significance.

The obtained value of t is 1.64, which is lower than the 0.5 level value of the independent fraction (df). Hence the difference is not significant and the null hypothesis is being accepted.

On the basis of 't' value found not significant at .05 level it can be said that There is no significant difference between job satisfaction level of Government College male teachers having low level of perception of 'Self and Society' and Government College female teachers having low level of perception of 'Self and Society'.



Mean of Job satisfaction level of Government College Male and Female teachers having low level of perception of 'self and society'

Objective 8: To compare the level of job satisfaction of male and female self-financed college teachers with reference to their level of perception of 'self and society'.

For objective 8 two hypothesis 8.1 and 8.2 have been tested.

Hypothesis 8.1: There is no significant difference in the level of job satisfaction of male and female self-financed college teachers having high level of perception of 'self and society'.

Table 4.15:

Mean, S.D and t-Test of Job Satisfaction level of male and female self-financed College teachers having high level of perception of 'self and society'.

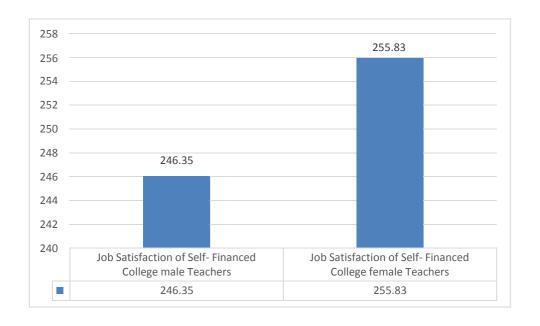
S. No.	High level of perception of 'self and society'.	N	М	S.D	t-Value	P
1.	Job Satisfaction of Self- Financed College male Teachers	54	246.35	18.18		
2.	Job Satisfaction of Self- Financed College female Teachers	52	255.83	19.78	2.41	p < .05

The above table clearly shows that the number of Self-Financed college male teachers having high level of perception of 'Self and Society' is 54. The value of Mean Score and S.D. of Job Satisfaction are 246.35 and 18.18 and the number of Self-financed college female teachers having high level of perception of 'Self and

Society' is 52. The value of Mean Score and S.D of Job Satisfaction are 255.83 and 19.78. The calculated t value was found 2.41 which is significant at 0.05 level of significance.

The obtained value of t is 2.41, which is higher than the 0.5 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

The above table clearly indicated that irrespective of type of organization perception level of 'self and society' does play a significant role on the job satisfaction level of Self-financed college male teachers and Self-financed female teachers. It can be said on the basis of mean score that Self-financed College female teachers having high level of perception of 'Self and Society' are reflecting higher level of job satisfaction than Self-financed College male teachers having high level of perception of 'Self and Society'.



Mean of Job satisfaction level of self-financed College Male and Female teachers having high level of perception of 'self and society'

Hypothesis 8.2: There is no significant difference in the level of job satisfaction of male and female self-financed college teachers having low level of perception of 'self and society'.

Table 4.16:

Mean, S.D and t-Test of Job Satisfaction level of male and female self-financed College teachers having low level of perception of 'self and society'...

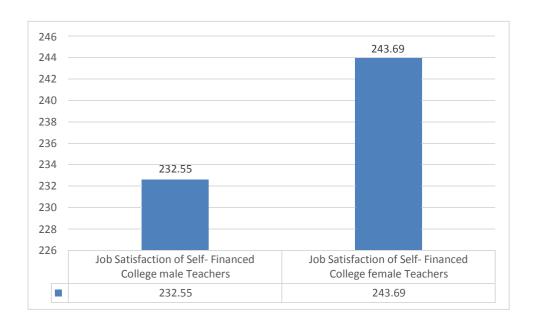
S. No.	Low level of perception of 'self and society'.	N	M	S.D	t-Value	P
1.	Job Satisfaction of Self- Financed College male Teachers	46	232.55	19.12	2.12	p < .05
2.	Job Satisfaction of Self- Financed College female Teachers	48	243.69	18.32		

The above table clearly shows that the number of Self-Financed college male teachers having low level of perception of 'Self and Society' is 46. The value of Mean Score and S.D. of Job Satisfaction are 232.55 and 19.12 and the number of Self-financed college female teachers having low level of perception of 'Self and Society' is 48. The value of Mean Score and S.D of Job Satisfaction are 243.69 and 18.32. The calculated t value was found 2.12 which is significant at 0.05 level of significance.

The obtained value of t is 2.12, which is higher than the 0.5 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

The above table clearly indicated that irrespective of type of organization, perception level of 'self and society' does play a significant role on the job satisfaction level of Self-financed college male teachers and Self-financed female teachers. It can be said on the basis of mean score that Self-financed College female teachers having low level of perception of 'Self and Society' are reflecting higher level of job satisfaction than Self-financed College male teachers having low level of perception of 'Self and Society'.

Though both the compared groups belonged to low perception level of 'Self and Society' even though one group reflected better score on job satisfaction than the other group, it shows that those having better score on low perception level shows better result on job satisfaction level.



Mean of Job satisfaction level of self-financed College Male and Female teachers having low level of perception of 'self and society'

Objective 9: To compare the level of job satisfaction of government and self-financed college male teachers with reference to their level of perception of 'self and society'.

For objective 9 two hypothesis 9.1 and 9.2 have been tested.

Hypothesis 9.1: There is no significant difference in the level of job satisfaction of government and self-financed college male teachers having high level of perception of 'self and society'

Table 4.17:

Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College Male teachers having high level of perception of 'self and society'.

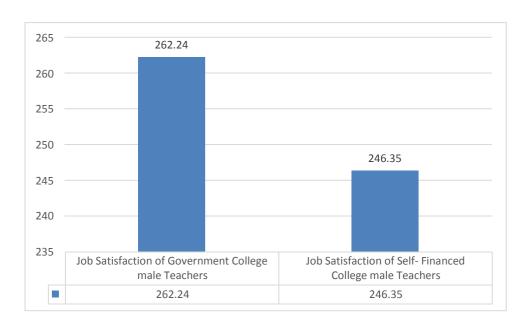
S. No.	High level of perception of 'self and society'	N	M	S.D	t-Value	P
1.	Job Satisfaction of Government College male Teachers	28	262.24	19.88		
2.	Job Satisfaction of Self- Financed College male Teachers	54	246.35	18.18	3.86	p < .01

The above table clearly indicated that same-gender educational organizations (private and public sector) play a significant role on job satisfaction level among government and Self-financed college male teachers having high level of perception of 'self and society'. Table clearly shows that the number of government college male teachers having high level of perception of 'self and society' is 28. The value of

Mean Score and S.D. of Job Satisfaction are 262.24 and 19.88 and the number of Self-financed college male teachers having high level of perception of 'self and society' is 54. The value of Mean Score and S.D of Job Satisfaction are 246.35 and 18.18. The calculated t value was found 3.86 which is significant at 0.01 level of significance.

The obtained value of t is 3.86, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

It can be said on the basis of 't' value and mean score that Government College male teachers having high level of perception of 'self and society' are also having higher level of job satisfaction than Self-financed College teachers having high level of perception of 'self and society'. It shows that there is significant effect of high level of perception of 'self and society' on Government college male teachers.



Mean of Job satisfaction level of government College male teachers and Selffinanced college male teachers having high-level of perception of 'self and society'

Hypothesis 9.2: There is no significant difference in the level of job satisfaction of government and self-financed college male teachers having low level of perception of 'self and society'.

Table 4.18:

Job Satisfaction of Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College Male teachers having low level of perception of 'self and society'

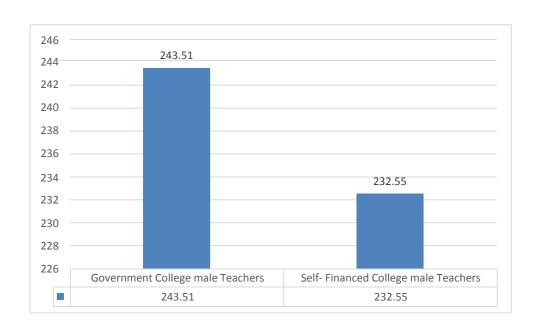
S. No.	Low level of perception of 'self and society'.	N	М	S.D	t-Value	P
1.	Job Satisfaction of Government College male Teachers	22	243.51	20.89	2.86	n < 01
2.	Job satisfaction of Self- Financed College male Teachers	46	232.55	19.12	2.00	p < .01

The above table clearly indicated that same-gender educational organizations (private and public sector) also play a significant role on job satisfaction level among government and Self-financed college male teachers having low level of perception of 'self and society'. Table clearly shows that the number of government college male teachers having low level of perception of 'self and society' is 22. The value of Mean Score and S.D. of Job Satisfaction are 243.51 and 20.89 and the number of Self-financed college male teachers having low level of perception of 'self and society' is 46. The value of Mean Score and S.D of Job Satisfaction are 232.55 and 19.12. The calculated t value was found 2.86 which is significant at 0.01 level of significance.

The obtained value of t is 2.86, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

It can be said on the basis of 't' value and mean score that Government College male teachers having low level of perception of 'self and society' are having higher level of job satisfaction than Self-financed College teachers having low level of perception of 'self and society'

It shows that even though both the compared group belongs to low level of perception of 'self and society' but government college male teachers showed better score on even low level of perception of 'self and society' than self-financed college male teachers. This means that even a better score on low level perception of 'self and society' affects job satisfaction positively.



Mean of Job satisfaction level of government College male teachers and Selffinanced college male teachers having low-level of perception of 'self and society' **Objective 10:** To compare the level of job satisfaction of government and self-financed college female teachers with reference to their level of perception of 'self and society'. For objective 10 two hypothesis 10.1 and 10.2 have been tested.

Hypothesis 10.1: There is no significant difference in the level of job satisfaction of government and self-financed college female teachers having high level of perception of 'self and society'.

Table 4.19:

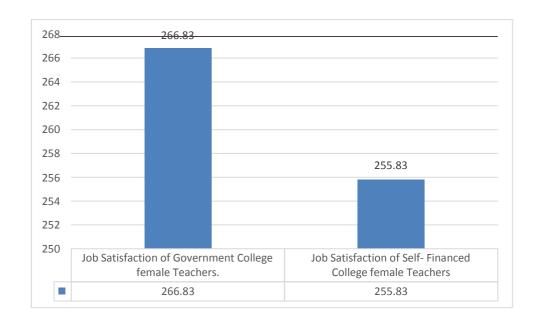
Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College Female teachers having high level of perception of 'self and society'.

S. No.	High level of perception of 'self and society'	N	М	S.D	t-Value	P
1.	Job Satisfaction of Government College female Teachers.	26	266.83	18.98	2.66	p < .01
2.	Job Satisfaction of Self- Financed College female Teachers	52	255.83	19.78		

The above table clearly shows that the number of government college female teachers having high level of perception of 'self and society' is 26. The value of Mean Score and S.D. of Job Satisfaction are 266.83 and 18.98 and the number of Self-financed college female teachers having high level of perception of 'self and society' is 52. The value of Mean Score and S.D of Job Satisfaction are 255.83 and 19.78. The calculated t value was found 2.66 which is significant at 0.01 level of significance.

The obtained value of t is 2.66, which is higher than the 0.1 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

It can be said on the basis of 't' value and mean score that Government College female teachers having high level of perception of 'self and society' are also having higher level of job satisfaction than Self-financed College teachers having high level of perception of 'self and society'. It shows that there is significant effect of high level of perception of 'self and society' on Government college male teachers.



Mean of Job satisfaction level of government College female teachers and Selffinanced college female teachers having high-level of perception of 'self and society'

Hypothesis 10.2: There is no significant difference in the level of job satisfaction of government and self-financed college female teachers having low level of perception of 'self and society'.

Table 4.20:

Mean, S.D and t-Test of Job Satisfaction level of Government and Self-financed College Female teachers.

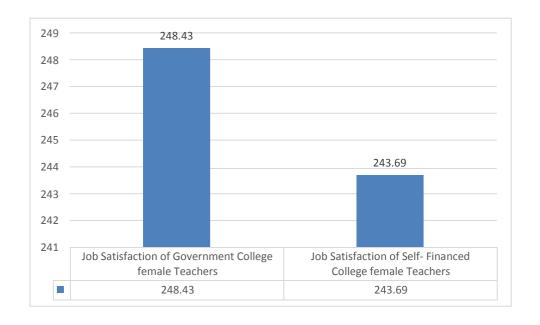
S. No.	Low level of perception of 'self and society'.	N	M	S.D	t-Value	P
1.	Job Satisfaction of Government College female Teachers	24	248.43	19.96		
2.	Job Satisfaction of Self- Financed College female Teachers	48	243.69	18.32	1.99	p < .05

The above table clearly shows that the number of government college female teachers having low level of perception of 'self and society' is 24. The value of Mean Score and S.D. of Job Satisfaction are 248.43 and 19.96 and the number of Self-financed college male teachers having low level of perception of 'self and society' is 48. The value of Mean Score and S.D of Job Satisfaction are 243.69 and 18.32. The calculated t value was found 1.99 which is significant at 0.05 level of significance.

The obtained value of t is 1.99, which is higher than the 0.5 level value of the independent fraction (df). Hence the difference is significant and the null hypothesis is being rejected.

It can be said on the basis of 't' value and mean score that Government College female teachers having low level of perception of 'self and society' are having higher level of job satisfaction than Self-financed College teachers having low level of perception of 'self and society'. It shows that there is significant effect of level of perception of 'self and society' on Government college female teachers.

It shows that even though both the compared group belongs to low level of perception of 'self and society' but government college female teachers showed better score on even low level of perception of 'self and society' than self-financed college female teachers. This means that even a better score on low level perception of 'self and society' affects job satisfaction positively.



Mean of Job satisfaction level of government College female teachers and Selffinanced college female teachers having low-level of perception of 'self and society'



CHAPTER 5 FINDINGS, EDUCATIONAL IMPLICATION AND DIFFERENT PERSPECTIVE FOR FUTURE RESEARCH



FINDINGS, EDUCATIONAL IMPLICATION AND

DIFFERENT PERSPECTIVE FOR FUTURE RESEARCH

Education is the absolute basis of human life. Human beings are trying to their progress since the very beginning of creation. He got complete peace only through education, he realized that without education human life is like an animal and the aim is to develop the personality of the person all around. Education is that light by which all the physical, mental, social, and spiritual powers of the child develop. Due to this, he becomes a responsible component of the society and a strong character of the nation and gets inspired to revive and restore the culture and civilization by becoming imbued with the spirit of progressively using his power in the all-around progress of the society.

Research in the field of education cannot remain without being influenced by human qualities, so limiting or controlling these qualities in research can be an important task because if the control is not paid attention to, then these qualities can be the conclusion of the subject being researched directly or indirectly affect. Due to this, it will be difficult to make a correct sentiment assessment or research and conclusion.

Research can become important only when the evaluation of the variables used or the subjects to be measured helps in measuring the authenticated test subjects accurately and appropriately, making the conclusions scientific, valid, and reliable. Therefore, in research, special attention has been paid to this point by the researcher to get a scientific conclusion.

Research is a systematic effort through which questions are answered, or rather, it is an intellectual process by which new knowledge is revealed and previous errors and misconceptions are corrected. Not only this, knowledge of the existing corpus is being developed systematically.

In this way, it becomes clear that research work is not an easy task but a difficult task, because in it various variables of different fields are studied, and the truth, reliability, and validity of its results are tested which there is no ordinary work. Knowing all this, this researcher has tried to complete the present research work on his behalf and is feeling great pleasure in placing the results obtained in front of his teachers and educationists.

Once again it is expedient that in the present research a comparative study of job satisfaction, self and society of teachers of government/aided and self-finance colleges of Lucknow district has been done. The results obtained are presented in this chapter.

Research Technique:

Various discoveries and research have been used to solve the problems; this method is based on the survey method.

Population:

The presented research study is based on the comparative study of job satisfaction, self and society of teachers of self-financed and government/aided colleges of Lucknow district. Under this, teachers teaching in any course conducted in colleges established under district Lucknow have been included.

Sample:

In the present research study, teachers teaching in government/aided and self-financed colleges of Lucknow district have been included; in this, 100 teachers have been taken from government colleges and 200 teachers from self-finance colleges, thus a total of 300 teachers have been selected as a sample.

Sample Technique:

A random stratified sampling method has been used to measure job satisfaction, self and society of teachers working in colleges under the Lucknow district.

Tools:

1: The Teacher's Job Satisfaction Scale (TJSS/MMB) developed in 1971 by Y. Moudgil, IS Muhar and P. Bhatia to measure job satisfaction of college teachers.

2: Scale (S&S) for Measurement of Self and Society, 2016 by Taresh Bhatia, Madhu Pandey.

Statical Technique:

- 1. Mean for central tendency.
- 2. Standard deviation (SD).
- 3. Significance of the obtained findings (t-test). Category wise classification of job satisfaction:

S.No.	Range of Score	Grade	Level of Job Satisfaction
1.	255 and above	A	Very High
2.	244 – 254	В	High
3.	232 – 243	С	Above Average
4.	217 – 231	D	Average
5.	206 – 216	Е	Below Average
6.	195 – 205	F	Dissatisfaction
7.	194 and below	G	Highly Dissatisfaction

Category wise classification of 'Self and Society':

S.No.	Range of Score	Level of Self and Society
1.	126 and above	Very High
2.	102 – 125	High
3.	85 – 101	Average
4.	56 – 84	Low
5.	Below 56	Very Low

5.1 Results by the study:

The results obtained from the present research study are as follows:

1. Based on the results obtained by studying the job satisfaction of teachers of government and self-financed colleges, the mean score of government teachers is in the very high category, while that of self-financed teachers is in the high category. Comparing the job satisfaction of teachers of government and self- financed colleges, the result of the t-test is 4.60, which is significant at the 0.5 level; hence the null hypothesis is rejected. Thus there is a

- significant difference between the job satisfaction of government Degree colleges and self-financed degree college teachers.
- 2. Based on the results obtained by studying the job satisfaction of male teachers of government colleges and female teachers of government colleges, the mean score of male teachers comes in the high category while the mean score of female teachers comes in the very high category. Comparing the job satisfaction of government male teachers and government female teachers, the result obtained for the t-test is 1.02, which is not significant at the 0.5 level; hence, the null hypothesis is accepted. There is no significant difference between job satisfaction of male teachers of government degree colleges and female teachers of government degree colleges.
- 3. Based on the results obtained by studying the job satisfaction of male teachers of self-financed degree colleges and female teachers of self-financed degree colleges, the mean of male teachers is above average and that of female teachers is in the high category. Comparing the job satisfaction of self-financed male teachers and self-financed female teachers, the result obtained for the t-test is 4.01, which is significant at the 0.5 level; hence the null hypothesis is rejected. There is a significant difference between the job satisfaction of self-financed degree college male teachers and self-finance degree colleges female teachers.
- 4. Based on the results obtained from the study of job satisfaction of male teachers of Government College and male teachers of self-financed college, the job satisfaction score of male teachers of Government College is a high category and the job satisfaction score of male teachers of self-financed college is above average category. Comparing the job satisfaction of

government male teachers and self- financed male teachers, the result obtained for the t-test is 4.47, which is significant at a level of 0.5; hence the null hypothesis is rejected. There is a significant difference between the job satisfaction of male teachers of government degree colleges and male teachers of self-financing degree colleges.

- 5. Based on the results obtained from the study of job satisfaction of female teachers of government colleges and female teachers of self-financed colleges, the mean score of government female teachers is a very high category and the mean score of female teachers of self-financed colleges is in the high category. The result obtained for the t-test compared the job satisfaction of government female teachers and self-financed female teachers are 2.32, which are significant at the 0.5 level; hence the null hypothesis is rejected. There is a significant difference between the job satisfaction of female teachers of government degree colleges and female teachers of self-financed degree colleges.
- 6. Based on the results obtained from the study of the effect of high level of perception of 'self and society' on the level of job satisfaction of government college teachers and self-financed college teachers, the mean of government college teachers is better than the mean score of self- financed college teachers. Comparing them, the result obtained for the t-test is 2.61, which is significant at the 0.01 level; hence the null hypothesis is rejected. There exists a significant difference between the level of job satisfaction of government college teachers and self-financed college teachers having a high level of perception of 'self and society'. This shows that those teachers of government colleges who are having high level of perception of 'self and

- society' are having better job satisfaction than their counterparts of selffinanced colleges.
- 7. Based on the results obtained from the study of the effect of low level of perception of 'self and society' on the level of job satisfaction of government college teachers and self-financed college teachers, the mean of government college teachers is better than the mean score of self- financed college teachers. Comparing them, the result obtained for the t-test is 2.03, which is significant at the 0.05 level; hence the null hypothesis is rejected. There exists a significant difference between the level of job satisfaction of government college teachers and self-financed college teachers having a low level of perception of 'self and society'. This shows that those teachers of government colleges who are having low level of perception of 'self and society' are having better job satisfaction than their counterparts of self-financed colleges.
- 8. Based on the results obtained from the study of the effect of high level of perception of 'self and society' on the level of job satisfaction of government college male and female teachers, the mean of government college male teachers is lower than the mean score of female teachers. Comparing them, the result obtained for the t-test is 1.84, which is not significant at the 0.05 level; hence the null hypothesis is accepted. There exists no significant difference between the level of job satisfaction of government college male and female teachers having a high level of perception of 'self and society'. This shows that those male teachers of government colleges who are having high level of perception of 'self and society' are almost equal in job satisfaction with their female counterparts of government colleges.

- 9. Based on the results obtained from the study of the effect of low level of perception of 'self and society' on the level of job satisfaction of government college male and female teachers, the mean of government college male teachers is lower than the mean score of female teachers. Comparing them, the result obtained for the t-test is 1.64, which is not significant at the 0.05 level; hence the null hypothesis is accepted. There exists no significant difference between the level of job satisfaction of government college male and female teachers having a low level of perception of 'self and society'. This shows that those male teachers of government colleges who are having low level of perception of 'self and society' are almost equal in job satisfaction with their female counterparts of government colleges.
- 10. Based on the results obtained from the study of the effect of high level of perception of 'self and society' on the level of job satisfaction of self-financed college male and female teachers, the mean of self-financed college male teachers is lower than the mean score of female teachers. Comparing them, the result obtained for the t-test is 2.41, which is significant at the 0.01 level; hence the null hypothesis is rejected. There exists significant difference between the level of job satisfaction of self-financed college male and female teachers having a high level of perception of 'self and society'. This shows that those female teachers of self-financed colleges who are having high level of perception of 'self and society' are better in job satisfaction than their male counterparts of self-financed colleges.
- 11. Based on the results obtained from the study of the effect of low level of perception of 'self and society' on the level of job satisfaction of self-financed college male and female teachers, the mean of self-financed college

male teachers is lower than the mean score of female teachers. Comparing them, the result obtained for the t-test is 2.12, which is significant at the 0.05 level; hence the null hypothesis is rejected. There exists significant difference between the level of job satisfaction of self-financed college male and female teachers having a low level of perception of 'self and society'. This shows that those female teachers of self-financed colleges who are having low level of perception of 'self and society' are better in job satisfaction than their male counterparts of self-financed colleges.

- 12. Based on the results obtained from the study of the effect of high level of perception of 'self and society' on the level of job satisfaction of Government college male teachers and self-financed college male teachers, the mean of Government college male teachers is higher than the mean score of self-financed college male teachers. Comparing them, the result obtained for the t-test is 3.86, which is significant at the 0.01 level; hence the null hypothesis is rejected. There exists significant difference between the level of job satisfaction of Government college male teachers and self-financed college male teachers having a high level of perception of 'self and society'. This shows that those male teachers of government colleges who are having high level of perception of 'self and society' are better in job satisfaction than their male counterparts of self-financed colleges.
- 13. Based on the results obtained from the study of the effect of low level of perception of 'self and society' on the level of job satisfaction of Government college male teachers and self-financed college male teachers, the mean of Government college male teachers is higher than the mean score of self-financed college male teachers. Comparing them, the result obtained for

the t-test is 2.86, which is significant at the 0.01 level; hence the null hypothesis is rejected. There exists significant difference between the level of job satisfaction of Government college male teachers and self-financed college male teachers having a low level of perception of 'self and society'. This shows that those male teachers of government colleges who are having low level of perception of 'self and society' are better in job satisfaction than their male counterparts of self-financed colleges.

- 14. Based on the results obtained from the study of the effect of high level of perception of 'self and society' on the level of job satisfaction of Government college female teachers and self-financed college female teachers, the mean of Government college female teachers is higher than the mean score of self-financed college female teachers. Comparing them, the result obtained for the t-test is 2.66, which is significant at the 0.01 level; hence the null hypothesis is rejected. There exists significant difference between the level of job satisfaction of Government college female teachers and self-financed college female teachers having a high level of perception of 'self and society'. This shows that those female teachers of government colleges who are having high level of perception of 'self and society' are better in job satisfaction than their female counterparts of self-financed colleges.
- 15. Based on the results obtained from the study of the effect of low level of perception of 'self and society' on the level of job satisfaction of Government college female teachers and self-financed college female teachers, the mean of Government college female teachers is higher than the mean score of self-financed college female teachers. Comparing them, the

result obtained for the t-test is 1.99, which is significant at the 0.05 level; hence the null hypothesis is rejected. There exists significant difference between the level of job satisfaction of Government college female teachers and self-financed college female teachers having a low level of perception of 'self and society'. This shows that those female teachers of government colleges who are having low level of perception of 'self and society' are better in job satisfaction than their female counterparts of self-financed colleges.

The mean score of job satisfaction of government college teachers is 256, which comes in the very high category. While, mean score on their perception of 'self and society' is 121, which comes in the high category. Self-financed college teachers have a mean score of job satisfaction is 245, which is in the high category. While their mean score on perception level of 'Self and Society' is 118, it also comes in the high category.

The mean score of job satisfaction of government male teachers is 254, which comes in the high category. While mean score on their perception of 'Self and Society' is 124, it also comes in the high category. The mean score of job satisfaction of government women teachers is 258 which comes in very high category. While mean score on their perception of 'Self and Society' is 118 which comes in the high category.

Self-financed male teachers have a mean score on job satisfaction 240, which comes in the above-average category. While mean score on their perception of 'Self and Society' is 120 which comes in the high category. Self-financed female teachers have a mean score on job satisfaction is 250, which is in the high category.

While mean score on their perception of 'Self and Society' is 116, it also comes in the high category.

5.2 Findings of the research study:

The main objective of the present research study was to study the job satisfaction, self and society of teachers of government colleges and self-financed colleges. It is clear from the obtained results that:

- There is a difference between the job satisfaction of teachers of government colleges and teachers of self-financed colleges, the job satisfaction of teachers of government colleges is comparatively better than teachers of self-financed colleges.
- 2. It is also clear from the results of the study that the job satisfaction of government female teachers is comparatively better than that of government male teachers.
- 3. Self-financed female teachers have comparatively better job satisfaction than self-financed male teachers.
- 4. In relation to job satisfaction, the results obtained from the study show that the job satisfaction of male teachers of government colleges is comparatively better than that of male teachers of self-financing colleges.
- 5. It is also clear from the results obtained from the study that the level of job satisfaction of government female teachers is comparatively better than that of self-financed female teachers.
- 6. Government College teachers who have high level of perception of 'Self and Society' reflect higher level of job satisfaction than Self-financed College teachers. Government College teachers having low level of perception of 'Self

- and Society' are also having higher level of job satisfaction than Self-financed College teachers. Finding 6 & 7 shows that perception level of 'Self and Society' does play an important role beside the type of organization (public or private).
- 7. There is no significant difference between job satisfaction level of Government College male teachers having high level of perception of 'Self and Society' Government College female teachers having high level of perception of 'Self and Society'.
- 8. There exists no significant difference between job satisfaction level of Government College male teachers having low level of perception of 'Self and Society' and Government College female teachers having low level of perception of 'Self and Society'.
- 9. Finding 8 & 9 shows that perception level of 'Self and Society' does not play an important role among the different gender in Government colleges.
- 10. Self-financed College female teachers having high level of perception of 'Self and Society' are reflecting higher level of job satisfaction than Self-financed College male teachers having high level of perception of 'Self and Society'.
- 11. elf-financed College female teachers having low level of perception of 'Self and Society' are reflecting higher level of job satisfaction than Self-financed College male teachers having low level of perception of 'Self and Society'. Finding 10 & 11 shows that perception level of 'Self and Society' does play an important role among the different gender in self-financed colleges.

- 12. Government College male teachers having high level of perception of 'self and society' are also having higher level of job satisfaction than Self-financed College teachers having high level of perception of 'self and society'.
- 13. Government College male teachers having low level of perception of 'self and society' are having higher level of job satisfaction than Self-financed College teachers having low level of perception of 'self and society'
- 14. Government College female teachers having high level of perception of 'self and society' are also having higher level of job satisfaction than Self-financed College teachers having high level of perception of 'self and society'.
- 15. Government College female teachers having low level of perception of 'self and society' are having higher level of job satisfaction than Self-financed College teachers having low level of perception of 'self and society'. It shows that there is significant effect of level of perception of 'self and society' on Government college female teachers.
- 16. Finding 12, 13, 14 & 15 shows that perception level of 'Self and Society' does play an important role beside the type of organization (public or private).

Any research work done in any field is not meaningful until the result obtained from it is not useful in that area. Through the present research, efforts should be made to improve the level of job satisfaction of teachers teaching at a high level as well as to improve their own and society's level. Along with this, efforts should be made to reduce the gap between teachers teaching in high-level colleges, whether they are government or self-financing colleges.

By making necessary changes in the field of education, a proper environment should be provided to the teachers of government colleges and teachers of selffinanced colleges, only then the purpose of imparting education can be fulfilled.

5.3 Educational Implication of the study:

Job satisfaction is a mental state that affects the professional life of teachers as well as their personal lives. This condition not only affects the teacher but also the students, so it is essential that the teacher feels satisfaction in his profession. For this, teachers can make some necessary efforts on their part, which they should do. Teachers should try to advance themselves and for promotion so that they can benefit financially and they can feel satisfaction. Teachers should share their business and personal life- related problems with their colleagues; all the teachers should behave cooperatively with each other so that the atmosphere of that college will be good. Instead of comparing with other professions, teachers consider theirrofession to be the best, and then only a sense of satisfaction can arise in them. It is the duty of teachers that they should study their subject well and interestingly do teaching work and meet the students personally from time to time and try to solve their problems. Teachers try to improve their teaching by using all the skills. Teachers should do self-study or other work related to teaching activities in free time so that the time can be put to good use.

Many improvements can be made in the field of education through this research, especially related to job satisfaction, self and society of teachers teaching in higher education.

The most important thing for teachers is self-discipline, which will develop a sense of self-discipline in their students and will generate respect for their teachers in the minds of the students. In this way, teachers can feel their professional satisfaction from their effort. Teachers are nation builders, so the job satisfaction of teachers is not only the responsibility of the teachers but also the administration; the administration should also do whatever is necessary for the professional satisfaction of the teachers.

The administration must provide a good environment for teaching to its teachers and whatever is possible, they should help the teachers. Teachers should get fair wages (especially teachers of self-finance degree colleges). All the necessary facilities for teaching work should be made available. Teachers should be given proper opportunities for promotion.

The principal of the college, the head of the department, and teachers should be involved in policy formulation. If there is any problem in the professional and personal life of the teachers, then they should be helped at that time. Teachers should be provided necessary leave when the time comes and should also be provided leave for self-study and research, proper rules should be made for the leave. Welfare schemes should be made for teachers like salary increments etc. at the appropriate time. If a teacher is having more workload than necessary, then efforts should be made to reduce it. Thus the administration can help the teacher in providing job satisfaction through its efforts.

Job satisfaction of teachers depends not only on their professional life but also on how their personality and their responsibility towards society, what is their role in society? In this way, the life of an individual is affected by himself and society, which has an impact on both the personal and professional life of the individual. In this way, the teacher should also pay attention to the development of himself and society.

Teachers should develop their ideas based on values and take important decisions after considering all possible information. Teachers should be hopeful and keep their plans for the future, never be in a hurry in any work, and analyze it properly to face any situation. Teachers should determine the objectives of their life and take the right decisions keeping those objectives in mind. Teachers should be punctual, don't waste their time on useless work. Considering our responsibility towards society and the nation, whatever steps are necessary, should be taken. In this way, teachers can try to improve their job satisfaction situation while being responsible towards self and society.

People associated with the education world should also try to bring equality in the professional conditions of teachers teaching in government and self-finance colleges (as suggested by the Kothari Commission in 1964) so that Equality can be brought into the status of teachers in the country.

5.4 Suggestions: The educational implications of the present research are in the form of suggestions.

5.4.1 Suggestions for the teachers regarding improving job satisfaction level:

- 1. Teachers should make efforts for their personal growth to improve their job satisfaction.
- 2. Teachers should keep themselves updated as per the time.
- 3. Teachers should provide cooperation to keep the environment of the college harmonious and quality.

- 4. Teachers should participate in the activities and programs happening in the college.
- 5. Teachers should set their objectives and goals according to their ability.
- 6. Teachers should have a cooperative attitude with their colleagues.
- 7. Teachers should do all the work related to teaching interestingly.
- 8. Teachers should try to improve their teaching skills.
- 9. Teachers should engage themselves in work related to book writing, journal writing, and research in new areas.
- 10. Teachers should cooperate in maintaining discipline in their college.
- 11. Teachers should motivate their students to get into the teaching profession.
- 12. Teachers should not make small things a matter of prestige in the college.
- 13. Teachers should always think of new ideas to make the teaching profession more advanced.
- 14. Teachers should attend seminars and workshops from time to time.
- 15. Teachers try to develop logical thinking and scientific temper in their students.
- 16. Teachers should know the healthy education philosophy they should have proper knowledge of psychology.
- 17. The teachers should play the role of a guide and counselor.

5.4.2 Suggestions for the Teachers regarding developing positive perception of the 'Self and Society':

- 1. Teachers should be firm in their views and values.
- 2. Teachers should make an action plan related to their future.
- 3. Teachers should analyse their problems to solve it.
- 4. Teachers should do the necessary work according to the purpose of life.
- 5. The teachers must give priority to their nation.

- 6. All options should be considered to solve any problem.
- 7. Teachers should think carefully about any subject.
- 8. Every human being has some other shortcomings. Teachers are also not untouched by this, so teachers should be aware of their shortcomings.
- 9. Teachers should try to inculcate attachment towards their field and should engage in their business with pleasure and interest.
- 10. Teachers should give due importance to the goals of their personal life along with teaching, taking them seriously.
- 11. Teachers should face situations based on social norms.
- 12. Teachers should try to give importance to the positive aspects of their workplace.
- 13. Teachers should not be too worried about the future but should be engaged in their work wholeheartedly.
- 14. Teachers should come forward as leaders in society.
- 15. Along with the responsibilities of their college, teachers should discharge their responsibilities towards their neighborhood and their society.

5.4.3 Suggestions for the administrators:

Teachers are considered nation builders. It is the responsibility of the administration to provide the best service conditions to them, so the administration should discharge its responsibility properly.

Efforts should be made to provide better service conditions for teachers.

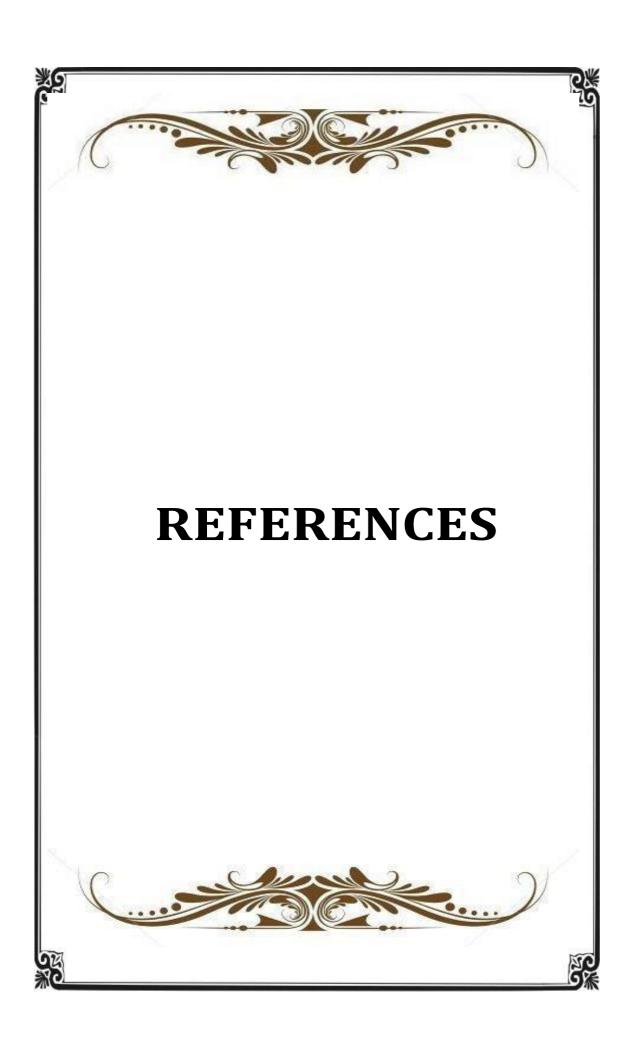
1. If teachers are facing any emergency-like situation in their personal life or professional work, then in a situation they should try to provide possible help.

- Better salaries should be made available for teachers so that teachers do not think about changing their colleges or changing jobs and do teaching work diligently.
- An environment of satisfactory working conditions should be created in the colleges.
- 4. For the teachers to do their teaching work better, they should try to provide good facilities (all the necessary materials related to teaching, etc.) in the college.
- 5. Appropriate rules and transparency should be followed in the appointment and promotion of teachers.
- Heads of departments, principals, senior faculty members, and other teachers should be included in the policy-making of education and other subjects in the college.
- 7. Teachers should always appreciate the commendable work done by them.
- 8. If teachers want to do further study or research work, then they should be provided with proper facilities and leave.
- 9. Administration should take proper steps for the welfare of teachers.
- 10. Care should be taken that the workload on teachers should not exceed the requirement.
- 11. Annual salary increments for teachers should be given properly.
- 12. The working hours fixed by the UGC in the college should be implemented.
- 13. Apart from the salary, other allowances (medical, tour, etc.) which are prescribed should be made available easily.
- 14. Appropriate grants should be made available on time for all areas in colleges.

5.5 Different perspectives for future research / suggestions for future research:

The present research study has been limited in many aspects due to time constraints and limited resources. Many new studies may be conducted in the future depending on the area and the variables. This study of area and variables may be followed in the future by many other studies and observations in different methods and fields. Based on the findings of the present research and the experiences of the researcher, the following suggestions are expected for future research from different perspectives.

- Future research can be done on teachers teaching various specific professional courses.
- 2. In future research, job satisfaction, with references to their perception of 'self and society' can be studied in people working in other fields.
- 3. In the present research, college teachers have been included and their job satisfaction and perception of 'self and society' variables have been studied.
 In future research, teachers can be studied with other variables.
- 4. Future research can also be done in the form of a comparative study of teachers teaching at different levels.
- 5. Present research study only teachers teaching in colleges established in the Lucknow district of Uttar Pradesh state have been included. Future research studies on teachers working at different levels (secondary, primary) can be included.
- 6. Present research study has been done only on teachers of colleges established in the Lucknow district. Future research studies can be done by taking teachers from other districts and states.



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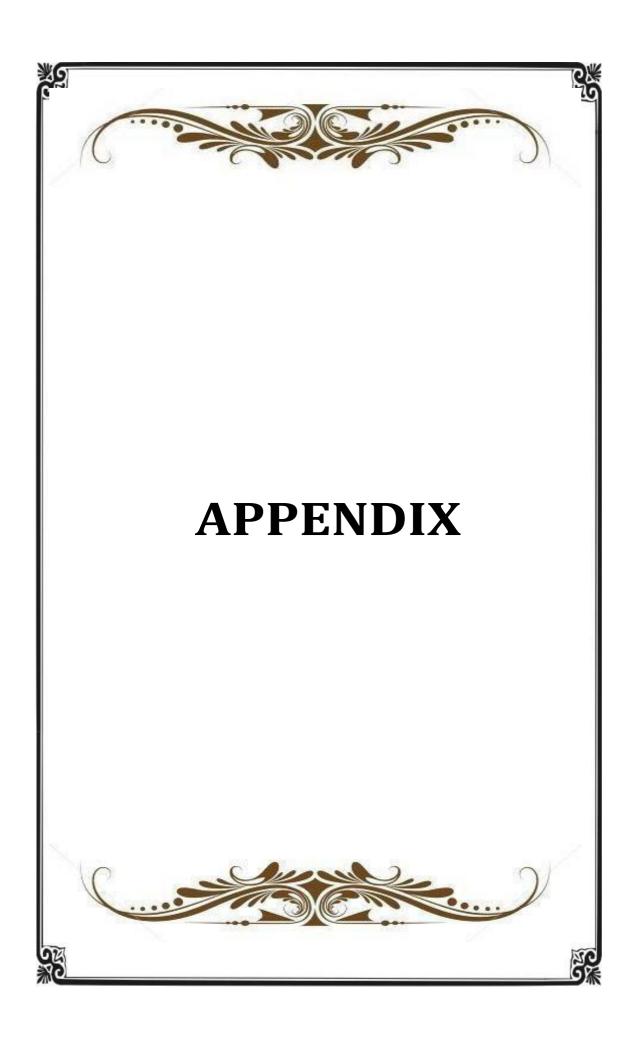
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Yudhvirendra Mudgil (Rohtak) Prof. I.S. Muhar (Rohatak) Prabha Bhatia (Rohatak)

Consumable Booklet

of

TJSS-MMB

(English Version)

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			R	RESPONSE				
Sr. No.	STATEMENTS	Strongly Agree	Agree	Indiff- erent		Strongly Disagree	Scor	e
1. 1	n my profession, people do not get promotions due to personal pulls.							
-	The service conditions here are at par with those provided by other institutions.						C	
	The University or College administration extends every possible help to teachers during any emergency.				nolfull	to distribution		
4.	For the sake of higher salary, I am prepared to change my profession.	-					C	
5.	I usually discuss my problems, achievements with my colleagues.							
6.	Most of my colleagues do not work under disress and fear.	· _] [
7.	Teachers are considered to be the nation builders.	e 🗆] [1 (
8.	I have no regret in joining this University/College.	s \square] [1 (
9.	My Heads/Seniors sympatheticall listen to my difficulties.	У) (
10	. My Income is sufficient to maintain my family and my status	in \Box] [) (
11	. The overall working condition in m Department/College are satisfactor	y. \Box	OF	DY E]	

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RESPONSE	1	R	ESPON	ISE	1	
No.	Strongly Agree	Agree	Indiff- erent	Dis- agree	Strongly Disagree	Score
12. Teachers may be facing problems in the University/College for want of teachers' hostel.	Sultry Sultry		Sent	and	ig with H loiplast north rs. of lived in p	
13. Teaching is undoubtedly the best profession.	.0					
14. Even on the same salary and grade, I would like to move to another institution.				lb 🖸	embs	
15. I think that the work I am doing is Interesting.	don d		D NOW			
16. I am often not given any such orders by my superiors which are dfficult to carry out.	ym c	usu San	e to de	Sone		
17. Teaching profession provides better facilities for the education of teacher's wards.		0	N CO		juga 🗆	
18. My work provides opportunity to display my talent and skills.			019 101	ego:		
19. The promotions/appointments in this instituion are usually merit-based.						30.11.08
20. I did not feel/am not feeling insecure in the probationary period.				noisa]010 F	
21. The seating arrangement for the students in the class-room is no inadequate.	•	not m	nejonu	a jem	ought of	
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4	Consumable	Booklet	of	TJ	SS-MMB
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1	RESPONSE						
Sr. No	O. P. CINICITIO	Strongly Agree	Agree	Indiff- erent	Dis- agree	Strongly Disagree	Score
	Along with Head of the Departments/ Principlas and Senior faculty members, other teachers are also involved in policy formulation.	ni am	eldono	tacion		chers m Universident chers in	
23.	Salary grades in my profession are adequate.						
	I do not face harassment in the reimbursement of medical bills.					no an one	
25.	The people at my work place do not misunderstand me.					enil -	
26. 1	have adequate time to dovote to my research pursuits.						
27. 7	Text and reference books are usually available in the library.						
28. N	My colleagues are very helpful.						
29. N	My job has scope for promotions in ime.						
30. If	t is not very difficult to maintain liscipline in classes these days.						
31. H	lard and conscientions work pays in eaching profession.						
32. T	the thought of future does not make ne worried.	10					
33. N	ly job allows me sufficient time for est and recreation.						
			Tota	I Score	Page 4		

RESPONSE	Con		RESPON		f TJSS-	MMB 5
Sr. No. STATEMENTS	Strongly Agree	Agree	Indiff- erent	Dis-	Strongly Disagree	Score
34. I feel/would feel more secure after being confirmed.	19/16	benit.	luel do	do n	enerally	
35. My seniors appreciate my academic knowledge and abilities.					lege	
36. The physical facilities (classroom, laboratory equipment etc.) are						en as
sufficient for the numebr of students admitted to the Department/Class.	elass.					
37. I am happy with the academic environment of my College/ Department.	doj si		griving di 🗖		el ton o	47.1 d
38. My profession is respected by others.		deed			nice et bo	
39. My Head of the Department/Principal usually give sympathetic hearing to any problem brought to his/her notice.	noits	teinin s wel	y adn	inat I	e Univ	49. Th
40. There are no perks in my profession.	lei	olandi etandi			abn on	
41. I am sure the University/College administration would grant me leave if I get an opportunity to go abroad for further studies/research work.	tuo ed	bluo	ta bisol		acher's	
42. The Vice-Chancellor / Head of the Department/ Principal thinks that most of the teachers are hard working.					annua leased in lice:	
13. I would advise my children to adopt teaching as a profession.	College		nfraget			
		Tota	I Score	Page 5		

6 Consumable Booklet of TJSS-MMB			RES	SPONS	E		7
Sr. No.	Strong	1 // 01	ree li	ndiff- erent a	Stron Disa		re
44. I generally do not feel tired after returning from my Department/College.	Die	le en		and in the state of the state o			
45. I am happy with the leave rules of my institution.	n	10018		eemin	sidal fac		
46. Its not true that people join teaching profession as a last resort when the have failed to get into any othe profession.	r						
47. I do not feel like giving up this jo and taking up some other job.							
48. Good teachers are respected by the students.							
49. The University administration believes' in that teachers' welfare.	on						
50. I think teaching profession commands respect in the society.	on						
51. Teacher's work load should be c	ut.						0
52. I love my job.53. Even small things hurt my feeling	gs.						0
54. My annual salary increments released in time by the administra office.	are tive] [] 0		0
55. Teaches should be available students in the Department / Coll for about 5½ hours daily recommended by the U. G. C.		igob	e of	<u> </u>			0
Total Score Page 5				Total S	core Pag	e 6	

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0	UIISU	ımadı	e b	OOK	let i	OT I	TJSS-MMB	

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30/09839	RESPONSE						1
Sr. STATEMENTS	Strongly Agree	Agree	Indiff- erent	Dis- agree	Strongly Disagree	Score	
56. I feel that I have job involvement.							
57. Teachers do not lead isolated life in the society.							0
58. University/College administration is not full of bureaucracy.)
59. Political changes at the state level do not affect teachers.)
60. I usually do not think that I could have earned more had I joined any other profession.						ort.)
61. Grants for the development of my Department are usually adequate.)
62. I would like to shift if alternative residential accommodation is provided by University/College authorities on the campus.)
63. Most of the facilities required for my research work are available in the Department/College.)
64. I would feel more secure for the old age if the job was pensionable (Not to be answered by Govt. employees).			profess nes.)
65. I am satisfied with my present residential accommodation.)
66. I think that I have selected the right job for myself.)
AND COMMENT OF THE PROPERTY OF		Tota	al Score	Page	7		-

RESPONSE	Banogaan RESPONSE						
	ongly	Agree	Indiff- erent		Strongly Disagree	Score	
7. While going to bed I often get ideas linked with my job which keep me awake for quite sometime.		b o	lozi 👝	ol eve		C	
68. My students usually come to me to discuss their difficulties.				ege C			7
69. My employer provides me with adequate medical facilities.		ve O	sta o 🗖	le se el		C	\neg
70. My neighbours are not indifferent to me because being a teacher, I have no administrative powers.		ibli o	land			1 C	
71. It is not usually difficult to locate a required book/ journal/ periodical in the library.		le le] [jeb e		1 (
72. I sometimes feel that there should be someone in my profession in whom I could confide.	2	noil		book) (
73. Teachers' Association is absolutely necessary in my institution.		1 [) [] ***] (
74. I have no grudge to work with people whom I do not like.] [ans o			
75. Some of the teachers can not put in their best in their profession because of economic worries.	500	AIR	nian	SEA	teel me to the following the followered		
			Total S		Page 8	106	

गोपनीय	Confidential कोड नं. Code No. क्रम संख्या Serial No.
	S. & S. SCALE
	by:
Associa Dayana	Taresh Bhatia & Dr. Madhu Pandey ate Professor & Head Deptt. of Psychology and Vedic (Postgraduate) College U.P.) - 285 001
	निर्देश : (Instructions)
के पाँच	आपके दैनिक व्यवहार व परिस्थितियों से सम्बिन्धित कुछ कथन दिये गयें हैं। प्रत्येक कथन च विकल्प दिये गयें हैं। प्रत्येक कथन च विकल्प दिये गये हैं- पूर्णतः सहमत, सहमत, अनिश्चित, असहमत व पूर्णतः असहमत। विकल्प को आप सही मानते हैं उस विकल्प पर सही (🗸) का चिन्ह लगा दीजिये। इनमें ई भी उत्तर 'सही' या 'गलत' नहीं हैं। मापनी का उद्देश्य केवल आपकी प्रतिक्रियाओं को
	आपके उत्तरों को पूर्णतः गुप्त रखा जायगा। बिना किसी संकोच के उत्तर दीजिये।

your responses.

Your responses will be kept completely secret. Respond without any hitch.

Some statements concerning your behaviour and circumstances are given. Each statement has five options - strongly agree, agree, uncertain, disagree, strongly disagree. Tick [] the option that you consider right. None of these answers is right or wrong. The purpose of the scale is just to know

पद (Designation) आयु (Age)

लिंग (Gender) — Employment - Govt. / Pvt. / Self employed



NEW PATEL NAGAR, (NEAR THADESHWARI MANDIR) ORAI-285001 (JALAUN) U.P.

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		NO ASSESSMENT	-			
		पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः
		Strong	ly Agree	Uncertain	Disagree	असहमत Strongly
1.a	सभी सम्भावित सूचनाओं पर विचार कर महत्वपूर्ण निर्णय लेता हूँ।	Agree				Disagree
V9	I take important decisions by considering all possible information.					
2.b	अपने विचार एवं मूल्यों के आधार पर निर्णय लेता हूँ।					
	I take decision according to my values and thoughts.					
3.c	अनेक अवसरों पर मेरी समस्यायें बिना मेरे हस्तक्षेप के समाप्त हो जाती हैं।					
	Many times, my problems get solved without my interference.					
4.d	स्पष्ट है कि भविष्य में मुझे क्या कार्य करना है।					
916	It is clear what I have to do in future.					
5.e						
6.f	l am hopeful towards my future.					
0.1	मैं किसी भी प्रकार से समस्या का समाधान कर [सकता हूँ।					
L7 -	I can solve my problems by any means.					
k7.g	उन कार्यों को करना पसन्द करता हूँ जिनसे शीघ्र [लाभ हो।					
	I like to do that work through which I benefit quickly.					
	मैं अपनी व्यक्तिगत समस्या को समझने के लिए [उसका विश्लेषण करता हूँ।					
	I analyse my personal peroblems to					
	understand it.					

	BOS MATERIA CHICA SAV	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
Total and		100	Agree	Uncertain	Disagree	
9.b	जीवन के उद्देश्य के अनुरूप आवश्यक कार्य करता					
	हूँ।					
	I do necessary work according to the aim of					
10-	my life.					
10.0	अभी बहुत समय है इसलिए अपने भविष्य की नहीं सोचता हूँ।		Ц			
	I don't think about my future as there is so much time.		rusie de se	6 ₁₀ 52		
11.d	मैं सरकार एवं राष्ट्र को प्राथमिकता देता हूँ जिस कारण से मेरे निश्चित विचार हैं।					
	I give priority to the government and my country because of which my thoughts are					614
	stable.					
*12.e	यदि कुछ बुरा होना है तब वह होगा ही, उसे रोकना व्यर्थ है।			U,		
	If something bad is to happen, it will surely					
	happens, so it is useless to stop it.	dayn		brista		
13.1	मुझे अपने पर पूर्ण विश्वास है जिसके कारण कठिन स्थितियों से मुकाबला करके बाहर आ पाता हूँ।					
	I believe in myself because of which I am					
HE	able to overcome difficult circumstances.		Tre	ATE TO		
14.g	आवश्यकता होने पर अपनी निजी वस्तुएं दूसरों को दे देता हूँ।					
1	I give my personal things to others if necessary.					
15.a	समस्या के अनेक विकल्पों पर विचार करता हूँ।					
	I consider many options of a problem.					
313						
				mers		

A

			सहमत Agree	अनिश्चित Uncertain	असहमत Disagree	पूर्णतः असहमत Strongly Disagree
16.b	खुले विचारों की तुलना में निश्चित दृढ़ विश्वास रखना अधिक उत्तम है।	Agree				
1 43 4	It is better to have firm belief compared to open thoughts.					
17.c	अधिक से अधिक समय अन्तराल के बाद निर्णय लेता हूँ।					
18.d	I take decision after maximum time interval. शैक्षिक क्षेत्र में ही कार्य करूंगा यह मेरा निश्चय है।					
	I have decided to work only in educational field.					
*19.e	मेरे में अनेक किमयां हैं जिनके कारण असफल हो जाता हूँ।	ш	П	Ц		
4.	I have many weak points because of which I face failure.					
	एक ही समय अनेक चुनौतीपूर्ण कार्य सम्भाल सकता हूँ। I can handle many challenging works at once.		_			
21.g	मुझे अपने कार्य एवं कार्यक्षेत्र से अत्यधिक लगाव है। I have extreme attachment with my work and					
22 a	workfield. समस्या होने पर किसी विशेषज्ञ से सलाह लेना उचित					
	मानता हूँ। Ifeelit right to take help of an expert in dealing					
23.b	withaproblem. समस्या समाधान का एक सही तरीका मिलने पर					
	उसी पर बने रहना पसन्द है। On finding one correct way of solving a					
	problem, I like to stay on it.					

		पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
			Agree	Uncertain	Disagree	
24.c	जीवन को गम्भीरता से न लेकर उसका आनन्द लेने					
	का प्रयास करता हूँ।					
	I like to enjoy my life instead of taking it			The same		
	seriously.	_				
25.d	मेरे निश्चित विचार एवं मूल्य हैं जिनके द्वारा व्यक्तिगत				П	
	निर्णय लेता हूँ।				ulo I	
	I take personal decisions according to my own					
	thoughts and values.					
*26.e	में दुर्भाग्य का शिकार हुआ हूँ।					
	I have been a victim of misfortune.	. —				
27.f	लोग मुझ पर भरोसा कर विषम स्थितियों में मुझे मदव				u	
	के लिए बुलाते हैं।					
	People trust me and seek my help in difficult					
	situations,					
28.g	बिना लाभ एवं बिना रुचि के भी जिम्मेदारी पूरी	1				
	करता हूँ।					
	I complete my responsibility even without					
	benefit and interest.	-				
29.a	मैंने जीवन का उद्देश्य गम्भीरता से समझने के लिए					
	अत्यधिक समय दिया है।	,				
	I have given excessive time to understand the aim of my life seriously.					
006	सामाजिक मापदण्ड के आधार पर स्थितियों क					
30.0	समाधान पसन्द है।	. Ш				
	I like the solution of situations according to	2				
	the social norms.					2
21.0	तनावपूर्ण स्थिति होने पर उसकी उपेक्षा करता हूँ			1 [
31.0	Lignore the situation if it is stressful.		100	COLET	37 138	Man A
	Tighter of the stadator. It is a stadator.			n.d.Cos		

TO THE STATE OF TH	egair Politic mag	700 700 700 700 700 700 700 700 700 700	पूर्णतः सह सहमत Strongly Ag Agree	मत अनिश्चित असहमत पूर्णतः असहमत ree Uncertain Disagree Strongly Disagree
32.d	निश्चित मूल्यों एव जीना पसन्द है।	वं आदशों के अनुरूप स	ाम्पूर्ण जीवन 🔲 📙	
		whole life according	to certain	
	values and prin		3 to certain	
33.e		के धनात्मक पक्षों को	महत्व देता 🔲 🛛	
	हूँ।			DEWELL AND STREET
	The state of the s	ance to positive si	ide of my	
	workfield.	£ 4,		the editored to the
34.1	मेरा जीवन अर्थपृ My life is mean	THE REAL PROPERTY AND PARTY OF THE PARTY OF		
35.a		ार्णाष्ट्राचा. दोनों स्थितियों में स	मान रहकर 🗀 🗆	
	कार्य कर सकता			
		enly in both happ	y and sad	
	situations.			Composition of the last
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