EFFECT OF ORGANIZATIONAL ENVIRONMENT AND PERSONALITY TRAITS ON THE JOB SATISFACTION: STUDY ON TEACHER EDUCATORS OF UP

Thesis

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Candidate's Declaration

I hereby declare that the work presented in this thesis entitled **"Effect Of Organizational Environment and Personality Traits on the Job Satisfaction: Study on Teacher Educators of UP"** in fulfilment of the requirements for the award of Degree of Doctor of Philosophy submitted in School of Science & Humanities, Maharishi University of Information Technology, Lucknow is an authentic record of my own research work carried out under the supervision of **Dr. Sita Devi**, Professor, School of Science and Humanities in this University. I also declare that the work embodied in the present thesis-

i)   is my original work and has not been copied from any journal/ thesis/ book; and

ii)   has not been submitted by me for any other Degree or Diploma of any University/ Institution.

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Supervisor Certificate

This is to certify that **Ms. Jaya Srivastava**, Enrollment No. **MUIT0120038257**, has completed the necessary academic turn and the swirl presented by her is a faithful record is a bonafide original work under my guidance and supervision. She has worked on the topic "**Effect of Organizational Environment and Personality Traits on the Job Satisfaction: Study on Teacher Educators of UP**" under the School of Science & Humanities, Maharishi University of Information Technology, Lucknow – 226013, India. No part of this thesis has been submitted by the candidate for the award of any other degree or diploma in this or any other University around the globe.

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ABSTRACT

This study explores the impact of organizational environment and personality traits on job satisfaction among teacher educators in Uttar Pradesh (UP). With the rapid evolution in educational policies and the increasing demands on educators, understanding the factors that contribute to job satisfaction is crucial for enhancing educational outcomes and teacher well-being.

The research employs a mixed-methods approach, combining quantitative surveys and qualitative interviews. A sample of 300 teacher educators from various institutions across UP was surveyed to measure their perceptions of the organizational environment and their personality traits, using established instruments. The study also conducted in-depth interviews with a subset of 30 participants to gain deeper insights into their experiences.

Quantitative analysis revealed that a positive organizational environment—characterized by supportive leadership, clear communication, and adequate resources—significantly correlates with higher job satisfaction levels. Conversely, a negative environment, marked by inadequate support and poor management practices, is associated with lower job satisfaction. Additionally, personality traits such as conscientiousness, openness to experience, and emotional stability were found to positively influence job satisfaction. Teacher educators with high levels of these traits reported greater contentment with their work, while those with lower levels experienced more dissatisfaction.

Qualitative findings underscore the importance of both organizational and personal factors. Teacher educators highlighted that supportive colleagues and a collaborative work culture are crucial for job satisfaction, alongside personal traits like resilience and adaptability.

The study concludes that improving the organizational environment and fostering positive personality traits can significantly enhance job satisfaction among teacher educators. Recommendations include investing in professional development programs that address both environmental and personal aspects, as well as creating a supportive and resource-rich work environment.

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Chapter 1
Introduction

1.1. INTRODUCTION

During the post-independence period in India, the path of teacher education has been constant, progressive, pleasant, and intriguing. From a little system in 1947, it has now developed into a large banyan tree with branches growing in all directions. While a few Montessori training institutions, a few (612) Normal schools, some Basic Training colleges, a few secondary training colleges (25) and a few university departments of education were all that existed after the Sadler Commission Report in 1917, we now have a large mass of institutions and organisations that comprise the monolithic system of Teacher Education.(Arora, G.L & Panda, P (1998-99)

After independence, Teacher Education was fortunate enough to attract the attention of the federal government. The 1948 University Education Commission, the 1952 Secondary Education Commission, the 1964 Indian Education Commission, the National Commission on Teachers in the 1980s, the National Policies on Education 1968, 1986, and 1992, as well as the reviews of these policies and the Planning Commissions, all gave a boost to Teacher Education by treating it on an equal footing. The establishment of the National Council of Education (NCERT) in 1961 & the National Council for Teacher Education (NCTE) in 1973, with its secretariat at NCERT, culminating in the granting of statutory status to a National Council of Teacher Education by the Parliament of India in 1993-all of these are evidences of the importance that teacher education has received.

There is a massive quantitative increase of teacher education schools nowadays. With increasing commercialisation in this sector, on the one hand when the need for qualified teachers in schools can be met, on the other hand there is a need to analyse quality at Teacher Education Institutions. It is essential to understand the organisational environment at the B.Ed level, where secondary school teachers are trained. It should be highlighted right away that the organisational environment is a major factor in effecting desirable changes in teacher trainees, which is the ultimate goal of education. Changes in knowledge, skills,

attitudes, and appreciations among teacher trainees can be influenced by the sort of organisational environment that exists.

Without a doubt, every philosopher will agree that ultimate goal of any education is to produce a man of good character & a valuable citizen of universe. We may attain such education through quality of education, the quality of instructors, & the quality of the teaching-learning process. Other things being equal, quality of education mostly learning transaction cannot be done in a vacuum, but it is a positively oriented activity, for which teacher educators must strive with happiness towards a work and the need to acquire the quality changeprone. This is the appropriate moment to emphasise relevance of Teacher Educators' Job Satisfaction in connection to the Organizational Environment that exists in colleges.

The teacher educator is without a doubt the cornerstone of the teacher educational architecture. The advancement and success of future teachers rely on him far more than on anyone else. Nobody can successfully take his position or influence teacher trainees in the way and degree that he can. It is often held that becoming a teacher entails being a member of a religious order.

The Secondary Education Commission (1953) defined "However, we are sure that the most essential aspect in proposed educational reconstruction is teacher—his quality, educational credentials, professional training, & position he has in school as well as in community." The reputation of the school and its impact on lives of community are inextricably linked to the type of instructors that work there." (The Secondary Education Commission, 1953)

Similar views were expressed by The Indian Education Commission (1964-66) regarding role of teacher. According to committee, "of all the numerous aspects that determine quality of education and its contribution to national development, quality, competence, ands character of teachers are without a question the most crucial."

'Schools are Nation's Nurseries,' 'Teachers are Architects of the Future,' and 'Teacher Educators shape the Teachers' are no more metaphorical terms, but true assertions, as significant as they are provocative. Victories are gained, peace is maintained, progress is

created, civilisation is built up, & history is made in educational institutions, which are seed beds of culture, where youngsters are schooled and will emerge from their ranks when they grow up, with the fate of the future in their hands. They will bear the mark and impact of their teacher educators' instruction in their attitude toward life and response to difficulties. As a result, it is vital to understand personality traits of Teacher Educators, which will eventually impact their job happiness, which will boost their effectiveness at college.

Fontana, D (1986) regards "If teacher trainer is too inflexible or has a dogmatic believe that his techniques are correct & those of everyone who disagrees with him are incorrect, he will deprive his pupils of a variety of viable learning experiences, to their disadvantage & his own." As a result, it is apparent that an effective & competent Teacher Educator would accomplish appropriate learning results if he is happy in his work. However, no serious attempts for such a study have been discovered.

Lot of research efforts have been directed on teaching competency but unfortunately much attention is not drawn to correlate organizational environment of colleges and personality traits of teacher in relation to teacher educator's Job Satisfaction.

1.2. Statement of the Problem

For this study the statement of the problem are titled "Effect of organizational environment and personality traits on the job satisfaction: study on teacher educators of UP."

1.3. Rationale of the Study

The effectiveness of instructors is critical in the educational system. Teacher prepare for their jobs by making them competent, skilled, and well-informed for the classroom. Without adequate teacher preparation, no educational improvements are conceivable. Teachers are responsible for providing adequate teacher preparation, which is entirely dependent on their engagement in teacher training. Teachers' work satisfaction levels play an important role in moulding teachers of future. Every profession has factors that contribute to work satisfaction, & teaching is no different. Unless and until a Teacher is satisfied with his or her employment, he or she cannot contribute to the development of promising and competent teachers capable of meeting the demands of society and nation.

In UP state, the teacher educators are working in different types of institutions like government-aided, government-unaided and self-financed. Each college has a unique organisational environment in terms of administration, leadership, and relationships with colleagues and students. Their job happiness is also affected by the organisational atmosphere of his or her institution. If the organisational atmosphere is not friendly and easygoing, their job happiness suffers.

Job Satisfaction as a factor being influenced by two variables, organizational environment of teacher educators and personality traits of teacher educators seems to never have been attracting focus of previous investigators. That this conceptual relational framework has not been applied to teacher could be seen from review of related literature, especially in our Indian and UP state contexts. The dearth of needed research was found as a dire necessity by the investigator. Therefore, the proposed study concerns itself with descriptive survey on Job Satisfaction with variables of organizational environment in B.Ed colleges and the personality traits of the individual teacher educators.

Job Satisfaction of teacher educators, organizational environment B.Ed colleges and teacher educator's personality traits altogether are the plinth defining the class of education and training provided at any schools. These three constructs together if positive can boost the quality of education and vice versa is also true.

1.4. Need of the Study

Stability in any job requires job satisfaction of employees at workplace. The same applies to B.Ed colleges. The level of job satisfaction of teacher educators over the time can be due to many factors at workplace, the organizational environment at college and personality of the teacher educators. The investigator is involved in the field of education from last 15 years. He has visited many colleges, met principals and teachers there. His curiosity aroused to know job satisfaction of teacher educators of UP state. Further, she observed the different types of organizational environments prevailing in different B.Ed Colleges.

He also noticed that teacher has to be special and their personality has to be like a guide rather than teacher. Many questions aroused in mind were: What can be the job

satisfaction level of teachers? What are the various types of organizational environment prevailing in higher secondary schools? What is the relationship b/w organizational environment and Job Satisfaction of teachers? What are personality traits of teachers? What is the relationship b/w personality trait of teachers & their job satisfaction? The inquisitiveness of the investigator to such questions became the need of the study.

1.5. Objectives of the Study

- To construct and standardize organisational environment scale for Bed colleges of UP.
- To construct and standardize personality traits inventory for Teacher educators of Bed colleges of UP.
- To construct & standardize job satisfaction inventory for teacher educators of Bed colleges of UP.
- To study the effect of organisational environment of Bed colleges of UP on job satisfaction of teacher educators.
- To study effect of personality traits of teacher educators of Bed colleges of UP on their job satisfaction.

1.6. Variables of the Study

It is imperative to gain understanding for the variables and its types in any research work. The following are the variables included in the proposed study.

1.6.1. Dependent Variable

- Teacher's Job Satisfaction

1.6.2. Independent Variables

Organizational environment of higher secondary schools

- Open environment
- Controlled environment
- Closed environment

Teacher's personality traits

- ➢ Effective traits
- ➢ Usual traits
- ➢ Fragile Personality

1.7. Hypotheses for the Study

The null hypotheses for the proposed study are:

- **H01:** There will be no significant difference b/w mean scores of Job Satisfaction on Teacher educators working in open and controlled organizational environment variables.
- **H02:** There will be no significant difference b/w mean scores of Job Satisfaction on Teacher educators working in open and closed organizational environment variables.
- **H03:** There will be no significant difference b/w mean scores of Job Satisfaction on Teacher educators working in controlled and closed organizational environment variables.
- **H04:** There will be no significant distinctness between the mean scores of Job Satisfaction on Teacher educators between effective and usual personality traits variables.
- **H05:** There will be no significant distinctness between the mean scores of Job Satisfaction on Teacher educators between effective and fragile personality traits variables.
- **H06:** There will be no significant distinctness between the mean scores of Job Satisfaction on Teacher educators between usual and fragile personality traits variables.

1.8. Definitions of Key Words

1.8.1. Organizational Environment

In the proposed study, the scores scored in higher secondary schools' organizational environment description scale constructed by the investigator will be considered as organizational environment.

1.8.2. Personality Traits

In the proposed study, the scores scored by teachers in teacher educator's Personality inventory constructed by the investigator will be considered as their personality traits.

1.8.3. Job Satisfaction

In the proposed study, the scores scored in teacher' Job Satisfaction Inventory constructed by the investigator will be considered as Job Satisfaction.

1.8.4. Teacher Educators

In the proposed study, the teachers working as full time teacher educators and in face to face mode B.Ed course in UP state are considered as teacher Educator.

1.9. Limitations of the Study

The limitations for proposed study are:
- The proposed study is limited for teacher educators of UP state.
- The proposed study is limited for teacher educators of B.Ed education.
- The proposed study is limited for gauging Job Satisfaction of teacher educators working in face to face mode course.
- The proposed study is limited for measuring organizational environment of B.Ed colleges working as face to face mode course.
- The proposed study is limited for assessing personality traits of teachers only as teacher and not overall as a person.

1.10. Proposed Chapterisation

CHAPTER 1   INTRODUCTION

CHAPTER 2   REVIEW OF LITERATURE

CHAPTER 3   THEORETICAL BACKGROUND OF THE STUDY

CHAPTER 4   RESEARCH METHODOLOGY

CHAPTER 5   ANALYSIS AND RESULTS

CHAPTER 6   CONCLUSIONS

Chapter 2
Literature Review

Amarnath (1980) conducted research for his PhD on Comparative Study of Organizational Environment and Privately Managed Higher Secondary Schools in Jullundur District. Findings: (1) The organisational environment of government and privately operated schools did not differ substantially as a group, but it changed from school to school, and no two schools had comparable organisational environment, which was linked to variances in personality qualities of the administrator and instructors. (2) The principals of both types of schools did not differ substantially in their behaviour as leaders, (3) The teachers, too, did not differ significantly in their group behaviour, except in the variables of disengagement, esprit, aloofness, and thrust.

Plessman, C. K (1985) conducted research for his PhD on The Relationship between Personality Characteristics and Job Satisfaction of Secondary Education teachers. Findings: (1) The ESTP, ESTJ, & ENTJ personality types were found to be substantially more numerous in secondary marketing community than in normative junior/senior high school teaching population, (2) The marketing teachers' personality profile differed from the normative high school teacher population. Marketing attracted more practical, action-oriented, realistic types; (3) Marketing teachers' group satisfaction scores fell in 'average satisfaction' range; (4) Marketing teachers were less satisfied with their job; and (5) Introverted, intuitive, perceptive types were less satisfied with teaching than all other types.

V.V. Baraiya (1985) performed research for his PhD on A Study of the Organizational Environment of Gujarat State Higher Secondary Schools in Relation to Certain Variables. According to the findings, 27 of the 100 schools had an open environment, eight had an autonomous environment, eleven had a controlled environment, six had a familiar atmosphere, thirteen had a paternal environment, and 35 had a closed environment. The school administration's collaboration, whether good or bad, had no effect on school environment in urban or rural locations, and members of the management committee had no effect on school environment.

D Prakasham (1986) studied A Study of Teacher Effectiveness as a Function of School Organizational Environment & Teaching Competency for his PhD. The purpose of this study is to look at effects of school organisational environment on teacher effectiveness, as well as the impact of teaching competency on teacher effectiveness. Major Findings- (1) Teachers in open school environments performed better in terms of teaching competency & teacher effectiveness than those in autonomous, familiar, controlled, paternal, & closed school environments; (2) teachers in industrial areas performed better in terms of teaching competency than teachers in semiurban and rural areas; and (3) a positive and significant relationship between teacher effectiveness and teaching cohesion.

Cutchin, G19 (1986) studied the relationship between the Big Five Personality Factors & Performance Criteria for In-Service High School Teachers for his PhD. (1) There was a significant inverse relationship b/w the Personality domains of Neuroticism & Agreeableness & teacher performance as measured by administrator and teacher self-ratings. (2) A substantial positive link was discovered between the personality dimension of Extraversion & teacher performance as judged by teacher self-reports.

Balwinderkaur (1986) studied Job Satisfaction of Home Science Teachers: Its Relationship with Personal, Professional, & Organizational Characteristics for his PhD. To explore the nature of the link b/w personal qualities & work satisfaction among home-science teachers, as well as the nature of relationship between professional characteristics and job happiness among home-science teachers. Findings- (1) Age, intelligence, socioeconomic status, and need satisfaction were discovered to be correlates of job satisfaction; (2) professional characteristics such as experience, salary, & qualifications did not act as a correlate of job satisfaction; and (3) 11 organisational characteristics were discovered to be correlates of job satisfaction.

Padmanabhaiah, S. (1986) completed his doctoral study on secondary school teachers' work satisfaction and instructional efficacy. Estimate general level of dissatisfaction among secondary school teachers, (2) determine the influence of personal & demoFIGic variables on teacher job satisfaction or dissatisfaction, (3) determine the relationship between job satisfaction and job related variables, (4) identify personality factors that influenced teacher job satisfaction, and (5) develop an instrument for measuring teacher effectiveness. (6) to assess the impact of personal and demoFIGic variables on teaching effectiveness, (7) to

assess relationship b/w teaching effectiveness & each job-related factor, (8) to identify personality traits that contributed to teaching effectiveness, & (9) to develop multiple regression equations to predict job satisfaction & teaching effectiveness using various groups of independent variables. Teachers were dissatisfied with their jobs in general, (2) Teachers were satisfied with job satisfaction factors such as HM, suitability, students, & co-teachers but dissatisfied with policy matters, physical facilities, management policies, nature of work, and other activities, and (3) All personal & demoFIGic variables except teachers' qualifications could significantly influence the level of satisfaction with various job factors.

Paisey (1992) says that "if there is little emphasis on productivity, the personnel may be unconcerned about achieving organisational goals." Some instructors may be dissatisfied with their jobs. They may be more preoccupied with their own interests than with their employment. As a result, this type of behaviour surely has an impact on the campus atmosphere. Everyone does what he or she wants. The results of students and college's image are at stake."

Bockhaus, K (1992) conducted research for his PhD on The Relationship between Personality Type and Job satisfaction. Findings- There was significant correlation between 'Type A' Personality and job satisfaction.

Goldberg (1992) The Big Five Model has received substantial empirical support and has achieved recognition as the trait personality model capable of providing the requisite personality variable consistency across samples and contexts.

Mount & Barrick (1995), According to some studies, neuroticism is "emotional stability" (reverse scale) & may be further defined as the degree to which a person is emotional, insecure, worried, scared, and apprehensive. According to several researchers, neurotic people have inadequate social skills & are uninterested in long-term relationships.

Owens's (1998) According to the author, "organisational behaviour is a science that seeks to explain, analyse, & forecast human behaviour in setting of formal organisation." (1) Organizations produce internal contextual settings, or environments, that have a substantial impact on behaviour of people within them, & (2) an organization's internal environment is influenced by wider context in which it exists (for example, social,

political, economic & technological systems that support the organization). Furthermore, internal environment inside organisational framework includes not only physical & tangible elements of living human system, but also social & psychological components of living human system.

Barbian (2001) "Becoming conscious of one's own personality type, as well as the personality types of others, can aid in intra-personal and inter-personal growth." Teachers are governed by three domains: intellectually, affectively, and psychomotorically. They must fall between between extraverts and introverts.

Rooney (2003) According to the author, "students and instructors operate successfully when their fundamental needs are satisfied, and this adds to a loving setting in which everyone cares for one another, and this always fosters good teaching and learning environment."

Villiers, E (2006) conducted research for his M.Ed on Educator's perceptions of School Environment in the Southern Cape. To conduct a thorough review of pertinent literature in order to explain idea of school environment as well as key associated terms such as organisational environment, quality of working life, organisational health, and organisational culture. It also aims to study research projects in this area and identify important theories and perceptions in this area, and conduct empirical research on teachers' perceptions of school environment in general, and in particular school environment. Major Findings shows (1) There is a substantial association between educators' views of organisational Environment and organisational Health in Southern Cape primary schools, (2) There is a strong relationship between primary school educators in the Southern Cape in terms of their perception of Organizational Environment. As a result, the more open the atmosphere, the healthier the organisational environment of the school.

Wilson, F (2009) investigated the factors related to teacher work satisfaction in connection to gender, age, school location, and school type. The data was analysed using descriptive statistical techniques such as frequency, mean, and inferential statistical techniques such as regression, t-test, and ANOVA. Major Findings of study shows (1) The descriptive methodologies demonstrated that instructors are happy with characteristics related to social benefits, job purpose, and administrative assistance. (2) The independent t-test &

ANOVA indicated significant variations in work satisfaction among teachers based on gender, age, school location, & school type. (3) There was no statistically significant difference based on marital status, teaching experience, instructor type, or promotional policies. (4) The step-wise regression model indicated that the factors of job meaning and job features strongly influenced teachers' desire to stay on the job. (5) The bivariate correlation (Pearson r) demonstrated a strong association between work satisfaction and five dimensions: job qualities, social advantages, job meaningfulness, administrative assistance, and desire to stay in employment.

Sood vishal & anand arti (2010) wrote in the published article on professional commitment among b.ed teacher educators of himachal Pradesh. To investigate professional commitment among B.Ed Teacher Educators, and to investigate gender and experience differences in professional commitment among B.Ed Teacher Educators. Findings shows that (1) The professional commitment of B.Ed teacher educators in Himachal Pradesh was moderate; (2) the mean professional commitment score of female teacher educators was significantly higher than that of male teacher educators; (3) mean professional commitment score of unmarried teacher educators was significantly higher than that of married teacher educators; and (4) there was no significant difference found b/w professional commitment mean scores of NET teacher educators.

Drukpa, s (2010) conducted research for his m.ed on job satisfaction of secondary school teachers in thimpu district of Bhutan. To investigate the degree of work satisfaction among secondary school teachers in Thimpu District, (2) To compare degree of job happiness of teachers at secondary schools in Bhutan's Thimpu district with regard to their personal and job characteristics, as well as certain factors of job satisfaction (work, income, working condition, self esteem, policy and management, intrinsic rewards and interpersonal relations). Major findings of study shows that (1) Aspects such as age, gender, years of teaching experience, and current position in school were found to be statistically significant, whereas marital status, teaching hours, qualifications, & school level were not statistically significant; (2) the satisfaction level is satisfied, but in some aspects such as income, self-esteem, and intrinsic reward, teachers showed moderate satisfaction.

Humbyrd, M (2010) conducted research for his Published Article on The Influence of Personality Traits on Team Satisfaction: A Study of Interdisciplinary Teacher Teams in

Rhode Island Middle Schools Findings: (1) The correlations b/w BFI traits & Team Satisfaction were not as strong as expected; (2) relationship b/w BFI dimensions & Team Satisfaction varied with team tenure; (3) there was a significant correlation b/w team tenure & Team Satisfaction; and (4) there was a small inverse relationship b/w Team Satisfaction and Openness to Experience. ($r= -0.28$, $p=0.054$), and (5) there was a significant negative correlation.

Khalid, L (2010) presented the significant aspects that contribute to college instructors' work satisfaction and discontent in both public and private sector institutions. The data was examined using proper statistical techniques such as correlation and ANOVA. Result listed that (1) Private college professors are dissatisfied with six components (educational qualifications, nature of work, compensation, job security, promotional chances, & work-life balance), whereas public college teachers are. (2) The values of r for working hours, benefits, advancement possibilities, compensation, job security, family and work life balance are 0.904, 0.808, 0.813, 0.835, 0.909, 0.845, and 0.929, indicating a significantly positive link between factors and total job satisfaction.

Rodrigues, G (2011) conducted research for his Published Article on A Study of Organizational Environment in professional college libraries & information centres in Mangalore city. Findings shows that there is no substantial difference between college libraries in terms of employee age, experience, and credentials; nevertheless, there is a considerable difference b/w three groups of colleges in terms of interpersonal interactions, performance evaluation, and organisational environment advice.

Anthonia, A (2011) conducted research for his PhD on Organizational environment & Job satisfaction among Academic Staff in selected Private Universities in Southwest Nigeria. Findings- At $F=453.524$, there is a substantial positive link between organisational environment and work satisfaction among academics in South West Nigeria; and there is a significant difference in how senior & junior academics view their organisational environment at $F=430.768$.

Yahyazadeh & Lotfi (2012) explored the relationship b/w spiritual intelligence & work happiness in teachers. Their findings demonstrated a strong link between teachers' spiritual intelligence & job satisfaction, as well as a significant relationship between teachers'

spiritual intelligence and their scientific degrees. They discovered a significant relationship between spiritual intelligence and five aspects of job satisfaction (job awareness, attitude toward supervisors, coworker relationships, opportunity for advancement, and working conditions), but no significant relationship between spiritual intelligence and the remaining aspects of job satisfaction (salary & benefits).

Chan, J.K (2012) conducted research for his M.Ed on The Relationship between Individual Personality Characteristics and Person-Job-Fit among Primary and secondary Teachers in New Zealand. Findings: (1) Extraversion, agreeableness, conscientiousness, and emotional stability were positively and significantly correlated with demands-abilities fit, whereas extraversion, agreeableness, and emotional stability were positively and significantly correlated with job satisfaction, turnover intention, affective commitment, and normative commitment, (2) there was an indirect effect for conscientiousness on the relationship between demands-abilities fit and job satisfaction, and (3) there was an indirect effect for conscientiousness on the relationship between demands-abilities fit and job satisfaction.

Sodhi, B. V (2012) conducted research for his PhD on Teacher Effectiveness of Secondary School Teachers in relation to School Organizational Environment. Findings: Secondary school teachers who perceive an autonomous and familiar type of school organisational environment have significantly higher levels of teacher effectiveness than those who perceive a closed type of school environment. There is no significant difference in secondary school teacher effectiveness across gender, location, stream, and teaching experience groups.

Katoch , R (2012) conducted research for his PhD on Job Satisfaction among college Teachers: A study on Government Colleges in Jammu (J & K). To learn about the level of job satisfaction among college teachers in Jammu & to learn about factors influencing job satisfaction among college teachers in Jammu in terms of designations, gender, income, earning members in family, and family size. Findings shows- (1) According to the survey, 30.61 percent were men and 69.39 % were women. It also indicates that 61.22 percent of sample represented Assistant professors, 24.49 % Associate professors, & the remaining 14.26 % came under other category,(2) it was discovered that majority of the respondents have 3 to 5 members in their families and 2 earning members are found in majority of families,(3) female college teachers were more satisfied with their jobs than male

teachers, (4) college teachers' satisfaction is not associated with the number of students they teach. (5) It was discovered that 75 percent of earning members of the family believed that they had a handsome wage, dignity, social position, and work stability, and 70 percent opined that they had employment matching with academic qualifications.

Aarogya, M (2012) conducted research for her Ph.D on A Study of Job Satisfaction of Women employees in BPO industry in Chennai. To investigate the job happiness of women in the BPO sector, and to examine the expectations, job satisfaction variables, motivation factors, job stress, and support from family and society among women in the BPO business in Chennai. Findings: (1) Women entering and working in the BPO profession have tremendous expectations. The level of job satisfaction in the work environment is low due to a wide gap between their expectations and the actual scenario, (2) it has become important for organisations to build on motivational factors, make changes to organisational policies where gaps have been identified, (3) the study also discovered that women employees in BPO face high job stress and require support from family and society to overcome it.

Kauor (2013) investigated association between spiritual intelligence & work happiness in high school teachers. The findings show a substantial positive association between teachers' spiritual intelligence & work happiness. In terms of spiritual intelligence & job happiness, no significant differences were found b/w private and public high school instructors. The findings of this study also revealed that gender has no effect on spiritual intelligence or work happiness.

Asthana (2013) According to the author, the Big Five personality qualities of neuroticism, extroversion, agreeableness, openness, & conscientiousness have been thoroughly investigated and have been linked to a range of work attitudes and behaviour. These five personality dimensions are broad dimensions that, according to theory, encompass the majority of closely focused personality qualities. The breadth of these dimensions is advantageous in that it condenses a vast number of personality traits into a manageable amount of dimensions for research purposes. This signifies that the model is widely used & appropriate for use in any study.

Academics' opinions of talent identification, talent development, & talent management cultural relevance, according to Annakis et al. (2014), are most important

contributors to talent management competency. According to findings, when management has an integrated HR system that identifies value, measures team & individual performance, investigates & broadens careers, provides genuine formal feedback, & fosters a culture that rewards high performance, talent management competency stages for teachers are significantly higher. The findings also revealed that using a more comprehensive model that includes the entire talent management lifecycle beyond recruitment & selection, as well as a technique with multi-item measures, revealed nuances within data that confirm & amplify literature on talent management in higher education. Organizations that implement a one-size-fits-all talent management strategy while ignoring these job-related factors may face additional issues such as high staff turnover, low morale & associated costs,& potentially sacrificial client & customer service strategies, all of which will impact bottom line and organization's reputation.

Dhanesh, G.S. (2014) investigated corporate social responsibility (CSR) as a potential relationship management method for improving connections between firms and their workers. The study looked at the connections between employee perceptions of their companies' corporate social responsibility policies and the enterprise–worker relationship aspects of trust, devotion, contentment, and manipulate mutuality. The findings demonstrated solid, significant connections between corporate social responsibility and company–worker interactions, namely between the legal, ethical, and discretionary elements of corporate social responsibility and relationships. The concept of corporate social responsibility is then suggested as a relationship management technique, primarily in the context of employee relationships.

Mathew, A. (2015) analysed talent management techniques and procedures based on worldwide presence, brand identity, and long-term presence A web-based poll of Human Resource professionals & senior executives in the firms chosen for the study. The research revealed a number of techniques that assisted them in attracting, nurturing, and retaining talent.

Rudhumbu & Maphosa (2015) investigated the talent management strategies of Botswana's private higher education institutions. The study's findings revealed that talent management strategies in Botswana's private higher education institutions are still in the

works owing to a lack of knowledge & capacity by managers in those institutions to develop & implement talent management programmes.

Robins in Sutrisno (2015), some of the benefits of organizational culture include: 1) restricting the function that separates one organization from another, 2) increasing a sense of ownership among members of organization, 3) prioritizing mutual objectives over individual desires, and 4) maintaining organizational cohesion. The four roles show that organizational culture can influence employee attitudes and behaviors in the course of their work, implying that organizational culture ideals must be instilled early in each company.

Fariba Karimi (2015) investigated link between spiritual intelligence and work happiness among female high school teachers in Isfahan. This was a descriptive-correlation study. In academic year 2013-2014, population includes all female high school teachers in Isfahan. The sample size obtained using Krejcie and Morgan's table and utilising the multi step random sampling procedure was 320 instructors. For data analysis, Pearson correlation coefficient, stepwise regression, and multivariate analysis of variance were utilised. According to findings of this study, spiritual intelligence & certain of its components, such as personal meaning & transcendent consciousness, have a substantial association with work happiness. Transcendental awareness can predict work happiness, according to regression data.

Susanto (2016) goes on to describe the conditions that affect the organizational environment in the following way. 1) The manager or the boss. Any behavior made by a leader or boss, such as regulations, strategies, funds, corporate practices, and contact styles, affects the environment in many ways. 2) Employee behavior. Employee behavior, especially their needs & actions they take to meet those needs, has an impact on the environment. 3) Behavior in a working community. Most individuals have some desires in terms of friendship relationships, which are often met by communities of organizations. 4) The organization's external influences the environment of the organization is influenced by a variety of external influences. The key factors that influence the environment are economic conditions.

Anbumathi, R., and R.C. Sivasubramanian (2016) investigated talent management initiatives, knowledge management methods, and the influence of organisational culture,

employee engagement, & social capital on link b/w talent management and knowledge management.

Miiro et al. (2016) carried out a study to identify talent management techniques in higher education institutions. The study indicated that human resources are an unpredictably beneficial resource with a variety of reactions and characteristics toward work; if such characteristics are appropriately determined, evolved, and employed, then they surely have an additional worth on institutional general high-quality services.

R. Bala (2017) investigated Secondary School Teachers' Job Satisfaction. The findings demonstrated that work satisfaction among instructors cannot be distinguished based on gender. There is no discernible difference in job satisfaction between secondary school teachers working in urban & rural settings. There was no significant difference in work satisfaction b/w secondary school instructors with 10 years of teaching experience & those with more than 10 years, i.e. Job happiness is unrelated to teaching experience.

Khoreva et al. (2017) stressed the theoretical and empirical knowledge of how talent management practise efficacy influences high potential workers' adherence to leadership competency development. The findings revealed that the more successful high-potential workers viewed talent management methods to be, the more dedicated they were to developing leadership competencies. The findings also demonstrated that the relationship between the efficacy of talent management practises and the commitment to leadership competency development is mediated by psychological contract fulfilment. Finally, findings revealed that female workers had a stronger reaction to the success of talent management methods than male employees, suggesting higher levels of commitment to leadership competency development.

A., Abdullah, T., and W. (2018) investigated impact of personality, organisational environment, and work satisfaction on organisational citizenship behaviour of teachers at public vocational high schools in Jakarta's Central Jakarta Administration city, DKI Jakarta province. This study employs a quantitative methodology, as well as a survey method. According to study's research hypothesis testing, 1)personality has a direct positive effect on organisational citizenship behaviour, 2)organizational environment has a direct positive effect on organisational citizenship behaviour, 3)job satisfaction has a direct positive

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effect on organisational citizenship behaviour, 4)personality has a direct positive effect on job satisfaction, and 5)organizational environment has a direct positive effect on organisational citizenship behaviour.

R. Kapa and B. Gimbert (2018) investigated the impact of school rule enforcement & teacher victimisation on work satisfaction. According to the findings, instructors who saw greater enforcement of school regulations had better work satisfaction. Consistent enforcement of rules by school administrators, in particular, had a considerably bigger influence on satisfaction than collegial enforcement of regulations. The findings also revealed that teacher victimisation has a considerable detrimental impact on work satisfaction. Consistently enforcing school regulations may minimise incidents of student disobedience & teacher victimisation, therefore reducing teacher stress & anxiety & leading to improved work satisfaction.

A. Crisci et al. (2018) conducted a study on work satisfaction among secondary school teachers in province of Naples. Job happiness is positively associated to work performance, & it is often assumed that a school with instructors who are satisfied with their jobs would provide a higher level of education and produce more successful pupils. The study looked at the connection between individual traits, variables, and teacher job satisfaction. It focuses on three individual characteristics that have been linked to work satisfaction in literature: gender, age, and years of experience.

Anabelie V. Valdez et al. (2019) investigate the association between teachers' profiles, school organisational environment, and teachers' work satisfaction. The research used a descriptive correlational approach, and 30 junior high schools were purposefully chosen by easy selection. According to the findings of the statistical study, teacher characteristics such as age, marital status, educational attainment, & teaching experience have a positive and substantial relationship with organisational environment and work satisfaction. Similarly, organisational environment and work satisfaction are highly associated and have inversely proportional connections. As a result, organisational leaders' and employees'/teachers' profiles have a substantial impact on establishing a pleasant organisational environment, whereas organisational environment has a major bearing on increasing worker job satisfaction.

Katsantonis and Ioannis (2020) investigated two issues: (a) to confirm mediating role of teachers' self-efficacy in relationship b/w school environment & teachers' job satisfaction, & (b) to tease apart any cross-cultural effects of association of self-efficacy & job satisfaction by comparing teachers' responses. According to findings, self-efficacy is a moderating variable in relationship b/w school environment & job satisfaction at individual level across cultures, which is consistent with earlier research. Furthermore, the GLM indicated statistically significant cross-cultural differences in teachers' work satisfaction and self-efficacy answers. These findings have consequences for well-being & resilience of teachers.

Muhamad Dzahir Kasa et al.(2020) discovered that Recognizing the relevance of supervisory procedures in enhancing teacher professionalism, this study was done to explore effect of teaching and learning supervision & teacher self-efficacy. This study included 211 instructors who participated in teaching and learning supervision process in thirteen primary schools designated by the Jeli District Education Office in Kelantan. The questionnaire was used to collect data and information. The study also found that factor of professional supervisory abilities had largest influence on instructor's self-efficacy.

Hareesol Khun-inkeeree et al. (2021) discovered a substantial association between work satisfaction and all organisational characteristics (environment, student interaction, cooperation, decision-making, educational innovation, and school resources). These variables also emerged from content analysis of interviews on positive & negative feedback from organisational environment topics impacting work satisfaction. Recommendations for additional research are also made. The purpose of this research is to uncover positive and negative feedback from instructors on school's organisational environment & work satisfaction. To investigate it, a mixed-method approach was adopted, with a survey technique (220 teachers) & a semi-structured interview (20 teachers) used. To assess teacher work satisfaction, Teacher Job Satisfaction Questionnaires were used.

Florica Ortan et al. (2021) investigate relationship b/w teacher job satisfaction & four major categories of determinants: self-efficacy, relational aspects (colleague collaboration, student behaviour, school management), work-related aspects (administrative workload, teaching tasks), & working conditions, with the goal of identifying various implications for teachers' well-being. Given that teaching is the primary goal of educational process, teacher

work satisfaction and well-being have a substantial influence on educational achievements. The study relies on a survey of 658 K-12 (pre-university) teachers from Romania's North-West area. To investigate eight proposed hypotheses, we employed factorial analysis & a structural equation model. According to the findings, self-efficacy, promotion, positive student conduct, and working environment all have a substantial impact on job satisfaction.

Dr. Vani Boya (2021) assesses influence of business culture on job satisfaction, staff commitment, and retention. The existing corporate culture may inspire adherence to the work life style and values of the organisation. Employees are guided by cultural values toward desired actions and away from undesirable ones. Organizational culture and employee productivity are more important than ever in today's organisations. As a result, the key relative aspects influencing organisational culture and employee commitment must be comprehended. In this work, the data are analysed using a structural equations model (SEM). Competence positively influences organisational commitment, work satisfaction, and employee performance; organisational culture & environment positively influence organisational commitment, work satisfaction, and employee performance; and organisational environment positively influences organisational commitment, work satisfaction, and employee performance. Employee commitment & satisfaction are directly proportional to organisational commitment.

Don, Yahya, and Mohd Yaakob (2021) investigate primary school teachers' perceptions of their organisational environment and teacher satisfaction. This study's design was a hybrid of a survey (quantitative methodology) and a semi-structured interview (qualitative approach). The topics that arose from semi-structured interview were identified using content analysis. The semi-structured interviews yielded the following themes: student connections, decision-making, school infrastructure, teamwork, & educational inventiveness. Suggestions for further study are elaborated on.

Heni widyaningsih, rahmat darmawan, & 1ramdan pelana (2021) aim to identify the extent to which organisational environment (X1) & teaching motivation (Y) influence physical education teacher performance (Y) (X2). As a consequence, organisational environment & teaching motivation factors have a positive influence on improving physical education teachers' performance, & these two variables have a positive impact on physical education teachers' performance as well.

Assess influence of organisational environment on teacher competency in relation to different demoFIGic characteristics of secondary school teachers, Parvaiz Iqbal Ch. Prof. Dr. Khalid Rashid (2021). It was determined that organisational environment was both favourably & strongly connected to teachers' competency. This suggests that through enhancing organisational environment ratings, teachers' competency may be enhanced. he The organisational environment of male & female instructors was compared using an independent samples t-test. There is a significant difference in leadership phases of male & female teachers.

Identify good & negative comments from instructors on their perceptions of school's organisational environment & work satisfaction, according to Khun-inkeeree (2021). The quantitative analysis discovered a substantial association b/w work satisfaction and all organisational variables (environment, student interaction, cooperation, decision-making, educational innovation, and school resources). These variables also emerged from content analysis of interviews on positive & negative feedback from organisational environment topics impacting work satisfaction. Recommendations for additional research are also made.

Chapter 3
Theoretical Background of the Study

3.1 Job Satisfaction

3.1.1 Concept and Definition of Job Satisfaction

It is an optimal happy sensation received following the completion of a work in lieu of fulfilling the organization's goal. As a result, the organisation benefits, and the worker is compensated in cash or kind. This concept emphasises the commitment between job happiness & advantages of labour.

- The work itself is very important for job satisfaction
- Job satisfaction means overshadowing glimmer aspects
- Job satisfaction is optimum level of positive feeling and attitude derived from work,
- Physical & environmental factors related to the work & work place, and
- Job satisfaction is the outcome of the appraisal of a job.

3.1.2 Major Theories of Job Satisfaction

3.1.2.1. Hierarchy of Need Theory

Maslow, A (1954), a well-known person in field of psychology & a psychologist by profession, thinks that in order to meet their needs, people behave & display in a specific way. Human beings are only satisfied when their wants are met. His idea is based on three assumptions.

1. Human wants are never satisfied.
2. When one need is met, the next hierarchy of requirements must be met.
3. Human needs may be classified into several levels based on their relevance.

When the lowest degree of need is met, the following level must be climbed and met in order to achieve contentment. Maslow classified needs into five categories, beginning with lower-order demands and progressing to higher-order needs.

Level 1 Physiological Demands – These are the fundamental needs for survival such as food, air, shelter, clothes, medications, and sex. Organizations pay cash in the form of salaries to meet fundamental necessities. Air, water, and food are metabolic necessities for

all creatures, including humans. Clothing & shelter give essential protection against the elements. While sustaining a sufficient birth rate influences the strength of human sexual drive, sexual rivalry may also influence it.

Additionally, by offering convenience for other physiological demands at the workplace, such as a dining room, cafeteria, nursing room, air conditioned office and other physical amenities, lodging, and so on, the corporation is addressing this need of the employee.

Level 2 Security & Safety Requirements — Once level one is met, humans crave next level, Safety & Security needs, which include: personal security, financial security, health and well-being, safety net against accidents/illness and their negative consequences such as protection from life-threatening hazards such as safety equipment, safe environment, and security such as future security, allowance, provident fund, and so on.

Level 3 Social or Belonging Needs - Humans want a sense of belonging & acceptance within their social groups, regardless of how large or tiny these groups are. Clubs, coworkers, religious groups, professional organisations, sports teams, & gangs are examples of huge social groupings. Peers' social acceptability is required. At this point, people desire respect from their coworkers and peers. To meet this demand, the group organises get-togethers, tours, casual and social gatherings, yearly parties, and so on.

Level 4 Esteem Requirements - Desire to be famous and admired. Esteem embodies the universal human need to be accepted and respected by others. People frequently choose a vocation or a pastime in order to obtain notoriety. Human beings with such requirements are willing to go to any length to achieve in order to project a sense of worthiness and responsibility at work. Organizations can delegate staff responsibilities and reward them for their efforts.

Degree 5 Self Actualization Needs - This level of demand pertains to what a person's full potential is & how that potential is realised. Maslow defines this level as the drive to achieve all possible, to become the best that one can be. It is the most important necessity. Scaling the maximum degree of excellence in contributing to society and leaving a legacy,

like objective and goal during life time, satisfies such requirements. An organisation can encourage noteworthy contributions to one's career.

The physiological need is the foundation of the hierarchy of wants, serving as a springboard for the others. Once reached, humans want the other demands in the pyramid until they reach the pinnacle.

Maslow's hierarchy of needs theory has had a significant impact on many aspects of life. He approaches education and learning from a comprehensive standpoint. Maslow examines an individual's physical, emotional, social, and intellectual attributes and how they affect all professions.

The application of Maslow's hierarchy theory to employee labour is clear. Employees with low self-esteem will not advance at an optimal rate until their self-esteem is strengthened, which will have a negative impact on their job happiness. Figure 1.1 depicts Maslow's Hierarchy of Needs Pyramid.
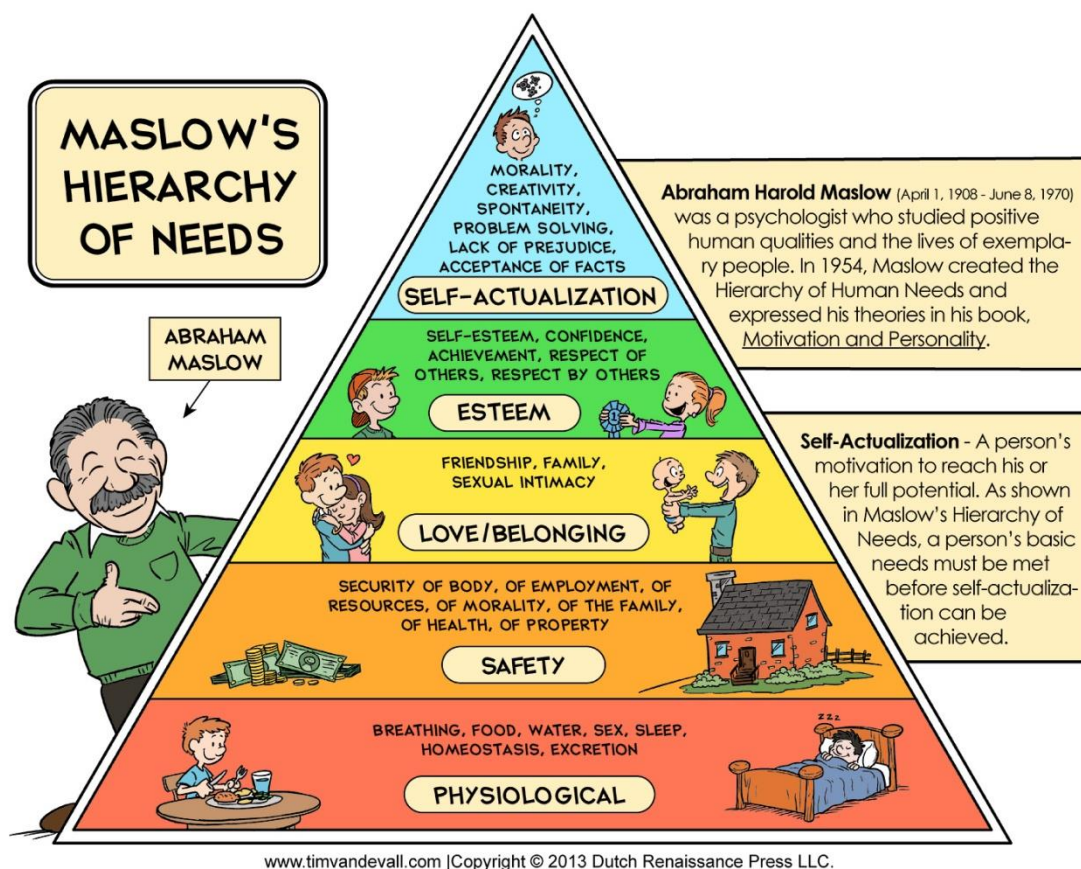
FIGURE 3.1 MASLOW'S NEEDS HIERARCHY PYRAMID

3.1.2.2 Herzberg's Two-Factor Theory

F. Herzberg (1959)- Another relative and realistic concept of job happiness is the two-factor theory of motivation. Herzberg's idea is divided into two parts: motivators and hygienic elements. Motivators highlight aspects of job content such as responsibility, autonomy, self-esteem, & opportunity for self-actualization. Herzberg & his colleagues believe that criteria, when applied optimally, provide individuals with more energy to work considerably harder, resulting in enhanced job performance.

On the other hand, the hygiene component avoids discontent since it addresses lower requirements such as physiological, security, and social needs, hence preventing dissatisfaction. Physical working conditions, compensation, corporate rules and procedures, and perks are all on the list. According to Herzberg, if a business wants its people to work more and put in more effort, the cleanliness element must be an acceptable level. In general, improved performance is not due to hygienic issues. That is why, on several occasions;

Herzberg's theory was frequently questioned. When it comes to some criteria, such as income, critics are quick to point out that they believe salary can be both a motivation and a hygienic element. Individual variations and preferences are eclipsed in Herzberg's theory, leading to the conclusion that the theory places greater emphasis on pleasure as the consequence.
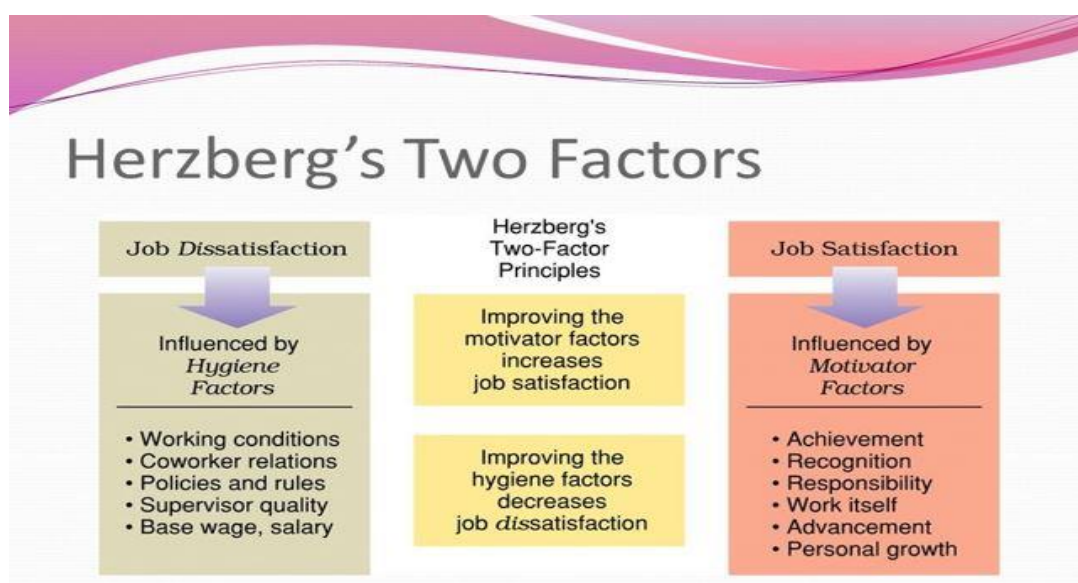
FIGURE 3.2 HERZBERG'S TWO-FACTOR THEORY

Motivators, often known as motivating factors, are elements that are directly related to a work. It's also known as intrinsic factor or the job content. This component has a considerable influence on personal sentiment toward the task, resulting in individual efficiency and enjoyment at work.

The following are sources of satisfaction motivators.

1. **Achievement** is defined as an individual's ability to deal with any type of work-related challenge, implying that he has the ability to execute the job successfully.

2. **Recognition** implies that, regardless of who is there, whether it is the immediate supervisor or colleagues, individual is always recognised for aid offered at work efficiently. Everyone at the workplace admires the individual.

3. **Work itself** refers to the satisfaction obtained from the job's intrinsic characteristics.

4. **Responsibility** denotes the burden carried by an individual at work, as well as the satisfaction obtained from it in terms of decision making & monitoring.

5. **Promotion** to the next level of a job in an organisation is referred to as advancement. Hygiene aspects keep workers from being unsatisfied, but they do not have to be at an acceptable level, as this can also lead to discontent.

6. **Salary & Advancement** – At end of day, the employee is concerned about his or her income. If the pay is insufficient, it might lead to unhappiness. Furthermore, if a person remains stationary in one position, the potential to advance up the career ladder may be lost.

7. **Supervision** – The manager's leadership style is also responsible for dissatisfaction.

8. **Company policy and administration** – This is done by the company's management and administration. The organisational atmosphere and communication style are held accountable.

9. **Interpersonal relation** – The employee-employee connection and the speed of the colleague-employee relationship.

10. **Job security** – It is the job's and the company's long-term viability.

11. **Status** – It refers to how society views the work and the person who does it. It is the location where the person is valued.

12. **Working condition** – It refers to the location and physical characteristics of the work environment, as well as the resources accessible to make the job simpler.

According to this hypothesis, when hygienic variables are low, employee is unsatisfied; however, when these characteristics are high, employee is not dissatisfied or neutral, but not necessarily satisfied. The motivational elements determine whether or not an employee is pleased. Furthermore, it is assumed that when motivators are met, the employee is satisfied. This distinction may help to account for the complexities of an employee's sentiments, since they may be both satisfied & unsatisfied at same time, or neither satisfied nor dissatisfied.

3.1.2.3 E.R.G.Theory

E.R.G. theory, developed by Alderfer (1972), is a modified version of Herzberg's and Maslow's theories. He divides human wants into three categories.

1. **Existence** Requirements: represented by E, these are the essential needed of people such as food, housing, clothes, and salary, which give the basic needs to exist. It is more of a physiological requirement.
2. **Relatedness Requirements:** signified by R, these are needs to have a relationship with society and people who live in it, such as friends, well-wishers, supervisors, family members, and so on.
3. **Growth Requirements:** indicated by G, they are human needs to climb success ladder at work and in life. It is about employee's development & advancement.

Existing demands are the most concrete and simplest to validate. Existence requirements are more tangible than relatedness needs, which are dependent on a relationship between two or more persons. Finally, growth requirements are the least definite since their precise goals are dependent on the uniqueness of each individual.

FIGURE 3.3 E.R.G THEORY'S MODEL

According to E.R.G theory, if there are circumstances implemented to fulfil greater demand, individual can pursue from the base lowest level as well. It is a two-way street, with the option of selecting either the top or lowest degree of necessities.

3.1.2.4 Expectancy Theory

Expectation theory, espoused by Vroom (1982), is based on equation of three variables: expectancy, instrumentality, and valence. It indicates that an individual's capacity to make decisions about work is derived from perception of labour & reward obtained from work. It illustrates that humans are slaves to their needs, but they are also bound by their willpower. The variable expectation is the individual's level of confidence in performing the given task effectively and satisfactorily. The variable Instrumentality, on the other hand, is the amount of individual confidence in receiving the reward if the task is completed effectively. And value of predicted reward is denoted by Valance.

Because the model is complex, three variables are assigned likely values. As a result, for positive & motivated performance to be implied, all three factors must have high positive values. If the likely value of any of variables falls to zero, motivated performance will fall to the same level, & vice versa. According to the hypothesis, work satisfaction is influenced by both personality and environmental factors.
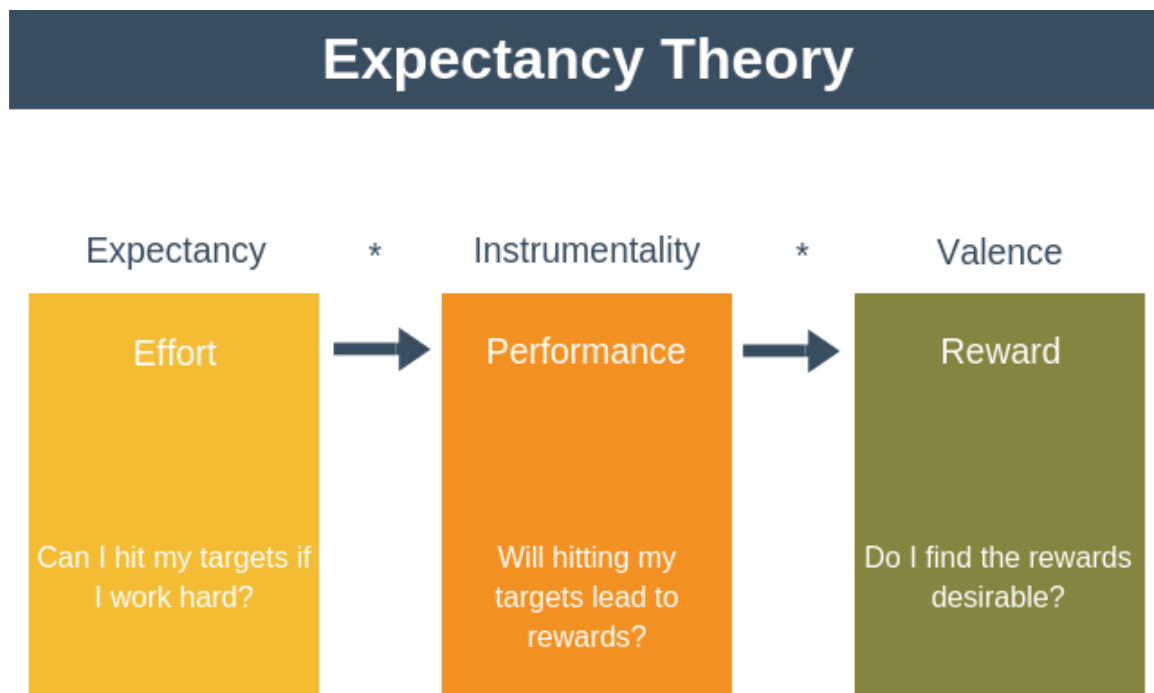
Figure 3.4 Expectancy Theory Model

3.1.2.5 Equity Theory

Adams (1963) The equity theory says that individuals have a tendency to compare and contrast input & output of job, which means they compare work-load they shoulder and number of hours they labour with compensation, perks, bonus, & other advantages they receive. When ratio of input to output is not equal, individual becomes unsatisfied, which leads to work discontent. In general, people tend to compare themselves to their peers who they believe are in the same group. On the other hand, they enjoy job satisfaction when ratio of input to output is equal, which provides an avenue of incentive for the worker or person to enhance amount of input for higher output or preserve consistency of job.

Equity Theory

weighed against one or more reference groups

inputs

outputs

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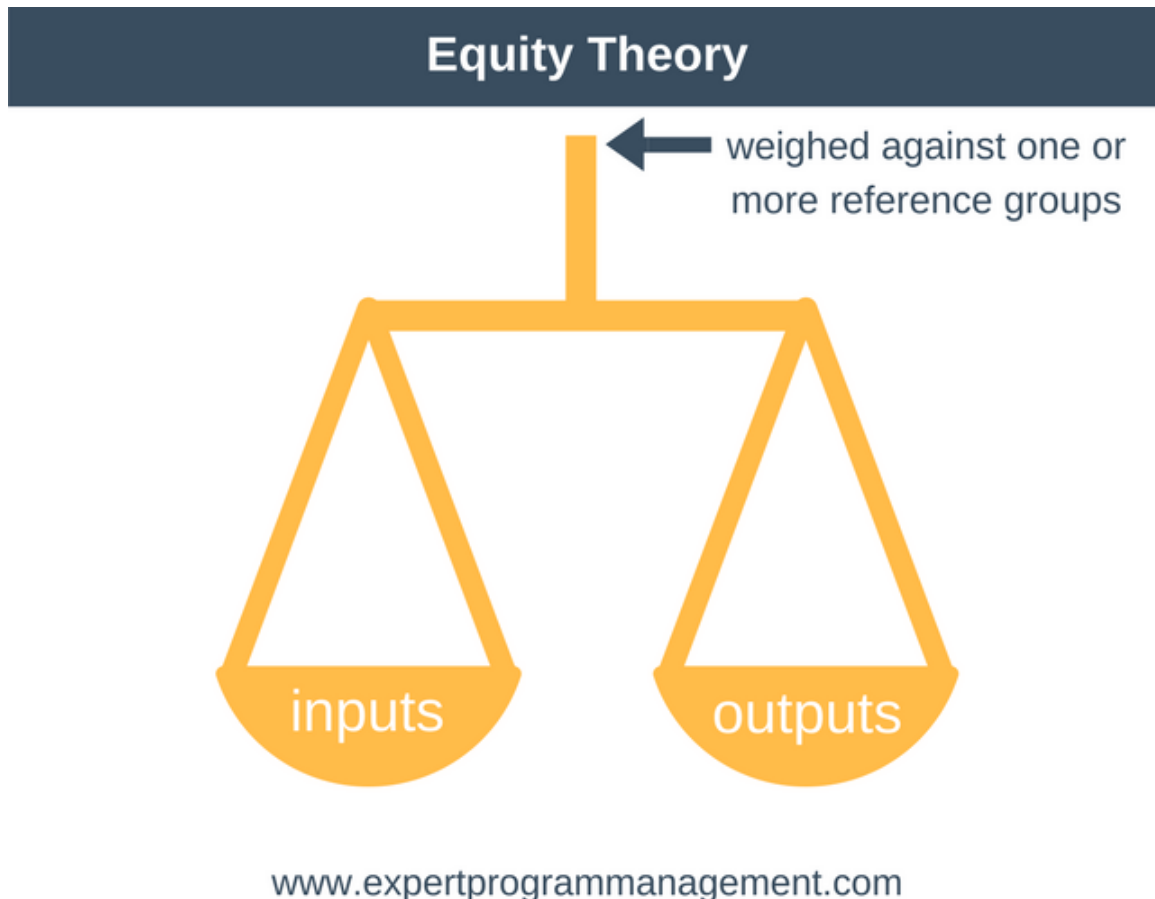
FIGURE 3.5 ADAM'S EQUITY THEORY MODEL

3.1.2.6 Value Theory

Locke (1976) explained value theory, which defines job satisfaction as a relative metric to match the job output with the individual's intended expectation When match is closer to anticipated outcome, the value of work satisfaction rises. It might be anything connected to the desired job. The core of this strategy is the obvious disparity between job qualities and goals, with psychological state acting as a mediator. The distinction between basic job features such as skill diversity, task variety, task importance, autonomy, feedback, and the employee's psychological condition in relation to his wants defines his job happiness. The greater the difference gap, the greater the unhappiness. The smaller the distance, the greater the satisfaction.
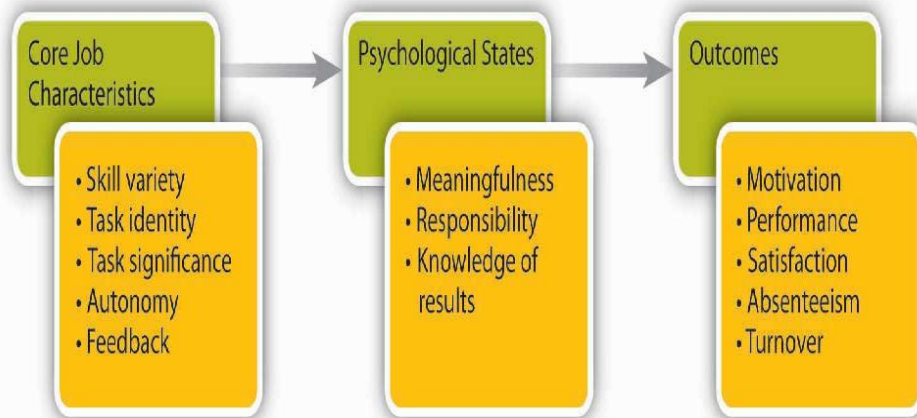
FIGURE 3.6 LOCKE'S VALUE THEORY OF MOTIVATION MODEL

3.1.3 Variables Contributing To Job Satisfaction

- Age
- Gender
- Marital status
- Qualification- When qualification or education is used as a variable to assess work happiness, it was shown that relationship b/w qualification and job satisfaction may be both positive and negative.
- Workload- There is a substantial association between job happiness and the amount of work on an individual's shoulders. In general, when individuals devote more time to their jobs, their stress levels rise, increasing the likelihood of burnout. Teaching positions need additional time to prepare & consider pedagogy to be employed so that stakeholders may benefit from the instructors' contribution.
- Work itself
- Income
- Working condition
- Self esteem
- Policies & management
- Intrinsic rewards- Professionals who receive more incentives at work, such as the challenge of their work, application of their skills & expertise, & chance for self-development, learning, and progress, are more pleased.
- Interpersonal relations- A pleasant & friendly relationship with the principle, coworkers, and teaching staff contributes to a high degree of job satisfaction.

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3.1.4 Measurement of Job Satisfaction

Questionnaires or interviews can be used to collect data for a work satisfaction survey.

3.1.4.1 Spector Objective Survey

This format offers both questions and response options in such a way that responders simply choose and mark answers that best represent their own feelings.

There are several types of objective surveys. Only questions with 'true or false' or 'agree or disagree' answers are a popular type. The Job Descriptive Index is the most extensively utilised (JDI). It presents respondents with five distinct statements, covering the work itself, salary, promotion, supervision, and coworkers, and then asks them to identify whether phrase describes their satisfaction by answering with a 'yes,' 'no,' or '?' choice or a 'low,''moderate,' or 'high' option.

Example: Enter 'yes', 'no', or , '?' for each description or word below.

Work itself: _____ Routine.

_____ Satisfactory.

_____ Good.

Example: Tick against 'low', 'moderate' or 'high' for each description or word below.

Salary: _____ Low

_____ Moderate

_____ High

3.1.4.2 Minnesota Satisfaction Questionnaire (MSQ)

Weiss (1967) Individuals assess their level of satisfaction with several elements of their current occupations in the MSQ poll (e.g., work environment, pay degree of responsibility, and opportunity for advancement). The rating scale ranges from 1 (minimum) to 5 (highest); 1 = not satisfied at all; 2 = not satisfied; 3 = neither satisfied nor unsatisfied; 4 = satisfied; & 5 = highly satisfied. Obviously, higher the ratings individuals report, the more satisfied they are with different elements of their professions.

Example: Indicate extent to which you are satisfied with each aspect of your present job.

Enter one no next to each aspect.

       1: not at all satisfied   2: not satisfied

       3: neither satisfied nor dissatisfied   4: satisfied

5: extremely satisfied

_____Work conditions

_____Utilization of your abilities

_____Company policies

3.1.4.3 Facet-Free Measure

This sort of metric represents an individual's overall job happiness. The questions do not explicitly relate to specific dimensions of job happiness, but encompass themes such as life satisfaction (& advice to younger people on whether or not to pursue pharmacy as a profession), which would show total job satisfaction in a direct fashion.

Example: If your son/daughter told you he/she was interested in becoming a Teacher, what would you tell him/her?

           _____ Strongly recommend teaching profession.

           _____ Have doubts about recommending teaching profession.

           _____ Strongly advice against teaching profession.

Example : If you had to decide all over again whether opt for teaching profession, what would you decide?

           _____ Decide without hesitation to opt for teaching profession.

           _____ Have second thought to opt for teaching profession.

           _____ Definitely not to opt for teaching profession.

Thus, job satisfaction may be broadly grouped into three methods: single question with objective responses, Minnesota Questionnaire i.e. global measurement, & facet free measurement.

The single question with objective responses asks only one question to determine an employee's level of job satisfaction. This is frequently observed in major surveys, such as: The survey asks, 'How do you feel about your current job?' & requires respondents to react on a scale of 1 to 5: like it very much, like it quite well, detest it slightly, despise it very lot. Despite belief that asking multiple questions yields more objective & accurate findings while also being less prone to mistake, studies have shown that asking a single question, either on overall work satisfaction or on particular aspects of job satisfaction, may be equally as successful. Proponents of this technique claim that employees typically know how happy they are, therefore asking them repeated questions about the same subject is pointless.

The Minnesota questionnaire, or global measurement, seeks to obtain a single score representing an employee's overall job satisfaction. Several questions or statements relating to different aspects of job (such as pay, work activities, working conditions, and career prospects) are provided, but they are combined to provide an overall score.

Facet free measures, on other hand, include questions or items for each of these sections & produce a single score to reflect each. The Job Satisfaction Scales & Overall Job Satisfaction Scale are two accepted global measures, whereas Job Description Index (JDI) is one established facet measure.

Because there are several work satisfaction assessments available, persons wishing to assess this idea can select the one that best suits their needs. However, the variety of alternatives can make comparisons difficult, and a bad measurement choice might result in incorrect or invalid results.

3.2. Organizational Environment

3.2.1. Concept and Definition of Organizational Environment

Various studies and educational reformers have characterised organisational environment in various ways, but there appears to be agreement on what defines organisational environment.

According to Freiberg & Stein 32 (1999), "college environment is 'heart & soul' of a college; aspect of institution that drives students, faculty, & principal to love college & want to be there every day." The metaphor of the heart & soul is utilised to emphasise significance of college atmosphere; it inspires and gratifies college members so that they feel comfortablewhile in college, attracting them to college."

As a result, atmosphere is component of institution that gives it life & exposes the ideals that college values.

Organizational environment is a term that deals with employees' impressions of their workplace. Management has a direct impact on the atmosphere, which in turn influences motivation of entire team. Environment is a generally long-lasting feature that instructors perceive, impacts their behaviour, and is founded on their collective judgments.

According to Owens (1987), "Organizational Environment is study of individuals' perceptions of various characteristics of settings in organisation." The college atmosphere has clear implications for increasing work life quality. Colleges with a strong sense of community, familiarity, & trust among professors will be more effective. Thus, environment is a type of organisational energy that, when appropriately channelled, may make a significant difference in college quality. College progress and increased campus effectiveness will not be sustained in the absence of a favourable college atmosphere. All people who are directly involved in the organisation must feel this environment.

According to Halpin and Croft (1966), "school environment may be understood as a combination of two essential characteristics of interpersonal interaction: the principal's leadership and the relationships of the instructors."

The same may be said about the collegiate environment. The teacher group interactions and the principal's leadership style may be associated with the meteorological circumstances for each educational institution, whether it is a school or a college.

Halpin and Croft (1966), educational management scholars, propose two major dimensions of interpersonal interaction: principals' and teachers' behaviour.

3.2.2. Aspects of Interpersonal Interaction

3.2.2.1. Aspects Of College Principal's Behaviour

Effective organisational leaders are accountable for establishing strong integration between the organization's overall vision and high standards and success. He/she is the most important factor in creating a friendly environment. This dimension's many components are as follows:

Aloofness

The tendency of certain principals to retain their distance from teachers & avoid intimating with them is referred to as aloofness. They scrupulously adhere to rules and regulations and expect their subordinates to do the same. This attitude is detrimental to the educational institution's healthy and amicable academic environment since professors often dislike the bossism mentality. As a result, Aloofness is a significant factor in influencing the organisational atmosphere.

Aloofness is defined as "amount to which certain principals maintain a social distance from instructors, impose excessive rules and regulations; some principals are perceived as hostile, and they do not demonstrate human emotion while interacting with the employees."

Production Emphasis

Some leaders' authoritarian and controlling behaviour also has an impact on the environment of a business. It causes dissatisfaction among the employees. He refers to it as 'Production Emphasis.' A principal who places an emphasis on output believes that the workforce performs well under pressure and strain. Such a principle believes that if all staff focus is concentrated toward doing responsibilities, personal disputes and disagreements in staff on various topics would be minimised. This style of leadership behaviour has an impact on the organisational atmosphere.

Thrust

Thrust refers to principals who serve as role models for sort of behaviour they demand from their personnel. They set standard & support the personnel in order for the standard to be maintained. If the principal works hard, the staff is naturally motivated & enjoys their jobs. The principal with a high thrust influences college environment positively; all activities

are focused and directed toward achieving organisational goals, and both teachers & students enjoy teaching & learning, whereas principal who is a role model for the staff also influences the environment, which may result in a lack of motivation and performance on part of teachers. Thrust is defined as an essential aspect in improving organisational environment effectiveness.

Contemplation

The contact between the principal and the staff members has an impact on the organisational environment. If principal is thoughtful, empathetic, & considerate, responds to needs of the staff, & takes a personal interest in matters affecting his staff, students, and parents, as well as shows keen interest and sympathy with them, it has a positive impact on the organisational environment of the college.

3.2.2.2. Disengagement

He claims that "disengagement" occurs when teachers become involved with petty concerns. They despise and condemn the principle. Their sour attitude is mirrored in how they interact with one another."

Most professors at a college with low disengagement work as a team & are dedicated to their work. They have mutual regard for one another and handle themselves professionally.

Even the principal's bad behaviour does not stop the instructors from doing and enjoying their jobs. As a result, despite the principal's poor dictatorial leadership, these instructors are productive.

3.2.2.3 Hindrance

"Impediment is a phrase used to characterise certain teachers' attitude toward paper-work and non-instructional college activities: teachers consider regular obligations and paper work as a hindrance to teaching responsibilities," he explains. These responsibilities might include "recording lesson plans, keeping a daily notebook, keeping a class attendance record, producing mark sheets, talking with parents, and contacting with stakeholders."

When teachers are overloaded with paper work & overburdened with administrative responsibilities, teaching-learning process suffers. If professors are overburdened with paper work to the point that it becomes a goal in itself rather than a means to an end, they will grudgingly carry out their duties at college. "This sort of circumstance undermines an environment defined by a goal-oriented purpose, because teachers spend too much time on activities from which kids may not profit," he notes. As a result, a teacher must strike a balance between teaching and administrative tasks in order to maintain a healthy organisational atmosphere.

3.2.2.4 Esprit

"In an institution distinguished by strong esprit and successes, instructors aid, encourage, and collaborate with one another; as a team, they like and respect one another," he writes. They love each other's company and are dedicated to their jobs. They are energetic, inventive, and helpful to one another whenever possible." When there is a lack of esprit, instructors labour unwillingly. They are dissatisfied with their jobs.

3.2.2.5 Intimacy

According to Halpin and Croft, "intimacy is a phrase characterising the type of connection among college lecturers." The degree of relationship that exists between instructors varies per college. In various colleges, this closeness might range from high to medium to low. Of course, high intimacy shows tight relationships among teachers. This means that college professors are intimately familiar with one another and share personal difficulties with one another. They give strong support for each other, exchange visits, know each other's family members, and assist each other in tough times—personal or professional. Such closeness and familiarity among professors ensures that the college runs well, that everyone is satisfied, and that a healthy organisational atmosphere is created. Nonetheless, the principal must exercise extreme caution when dealing with great closeness. Situations in which instructors do not restrict their sharing of personal problems to each other lead to gossiping and, in extreme cases, uniting against the choices of the authorities, resulting in confusion, distrust, quarrels, and an undesirable organisational atmosphere.

Ecology

Ecology relates to physical & material characteristics in organisation, such as size, age, design, amenities, & building conditions. It also refers to technology utilised by

workers in organisation, such as desks & seats, chalk boards, elevators, and anything else used to carry out organisational tasks.

Milieu

Milieu is organization's social component. This encompasses almost anything pertaining to the organization's people. For example, how many individuals are there & what their personalities are. This might include colour & ethnicity, teacher income level, student socioeconomic level, educational levels obtained by instructors, morale & motivation of adults & kids who attend school, degree of job satisfaction, & a variety of other characteristics of individuals in organisation.

Social System

The organisational and administrative framework of the organisation is referred to as the social system. It covers how the college is organised, how decisions are taken and who is involved in them, communication patterns among individuals (who talks to whom about what), work groups, and so on.

Culture

The beliefs, belief system, conventions, and methods of thinking that are characteristics of individuals in company are referred to as culture. It refers to "the way we do things around here." Much of the organisational component stems from issues that administrators have a considerable impact over. Administrators must grasp the intimate relationship between the decisions they make regarding how to structure and the atmosphere that emerges within the company.

3.2.3 Measuring Organizational Environment

Organizational Environment is often assessed using questionnaires/statements and scales designed to assess its underlying aspects.

Gilmer (1966) Employees were asked to complete questionnaires that assessed factors such as an organization's degree of formalisation and bureaucracy, as well as its leadership style.

Halpin and Croft (1966) Employees' perceptions of dimensions such as intimacy (employees' enjoyment of social relationships), aloofness (formal and impersonal behaviour of leader), hindrance (employees' feelings that they are overburdened by paperwork and administrative duties), and close constant supervision were studied in the public school system.

Litwin & Stringer (1968) conducted a laboratory experiment to assess the impact of organisational environment Structure (the emphasis on the hierarchy of heads in an organisation), responsibility (the feeling of being one's own boss), rewards (emphasising positive rewards rather than punishment), warmth (feeling of good fellowship), and risk were the dimensions they used in questionnaire to measure environment (challenges of job).

Jones and James (1979) variables were examined, each of which represented an essential component of the environment. They discovered that 35 variables could be grouped into five fundamental climatic dimensions:

Perceived conflict and ambiguity: This element of atmosphere showed employees' perceptions of a lack of interdepartmental cooperation, poor communication for management, bad planning, & a lack of fairness in award process.

Perceived job challenge, importance & variety: This represented degree to which position was seen to provide autonomy and feedback while still requiring high quality & performance criteria.

Perceived leader facilitation & support: This represented observed leader conduct, such as amount to which leader was considered as assisting in the achievement of work goals through the scheduling of activities, & so on. He or she was also seen to facilitate interpersonal ties and provide personal assistance.

Perceived work-group cooperation, friendliness & warmth: This represented group members' perceived collaboration, friendliness, & warmth, as well as their pride in their work group.

Professional and organizational expert: This assessed employee's work growth potential, as well as his or her impressions of an open environment to express personal feelings & opinions, confidence in leader, consistently applied organisational policies, and decreased job pressure.

These were all measured in form of statements on scale.

Employee impressions of certain features or dimensions of company, such as perceived autonomy, warmth, support, openness, collaboration, aggression, & competition, are therefore used to measure environment.

3.2.4 Factors Influencing Organizational Environment

The following elements are responsible for collaboration or non-cooperation, warmth or aggressiveness, competitiveness or rat race in an organisation:

Leader's behaviour: This has a significant impact on organisational environment. It appears that, "everything else being equal," the leader may make a significant impact in the group's environment. He has a significant impact on organisational atmosphere. Even with the same level of formalisation and organisational structure, changing leaders (a leader's behaviour) can affect the organisational environment.

Degree of command: The degree to which an organisation is mechanical or bureaucratic, that is, the degree to which personnel are required to obey rules and regulations or carry out particularly formal tasks, has a negative impact on the environment.

Member's Interrelationship: Teachers' interrelationships, official and informal interactions with one another, and support for one another's work created a good atmosphere, but leg-pulling behaviour created a negative environment.

College Management: The efficacy of college management, their appreciation in terms of money and other psychological benefits, their personal participation, care for employees, and their support in terms of professional growth of staff all contribute to the improvement of the organisational environment.

Support Staff: The satisfactions of support personnel in how they are handled with, communicated with, and valued economically and socially directly contribute to a successful organisational atmosphere.

3.2.5. Classification of Organizational Environment

According to Halpin and Croft (1966), the examination of four characteristics of principal leadership behaviour & four aspects of teacher behaviour leads us to group organisations into six unique profiles of configurations. The six organisational profiles, namely Open, Autonomous, Controlled, Familiar, Paternal, & Closed, can be thought of as six unique organisational environments.

3.2.5.1 Open Environment

The term "open environment" refers to the openness and authenticity of contact between administration, the principal, instructors, students, & parents.

Sabo & Hoy (1998) "An open atmosphere shows the principal & teachers' cooperative, supportive, & receptive attitudes to each other's ideas, as well as their devotion to work,"statement says.

According to Halpin and Croft, in an Open Environment, the Principal demonstrates genuine concern for teachers; he/she motivates and encourages staff members, he/she gives staff freedom to carry out their duties in best way they know, and he/she does not allow routine administrative duties to interfere with teachers' instructional responsibilities. Teachers are represented as tolerant, helpful, and respectable professionals who care about their kids and work hard for them; they care, respect, & support one another as colleagues & even on a personal level.

All human resources at college work together to ensure student success and the college's image. Students and parents can reach out to both the principal and the teachers.

3.2.5.2 Autonomous Environment

Autonomous environment refers to an environment in which there is a great deal of freedom to operate. According to Halpin and Croft, "the tight interaction between the principal, instructors, students, & parents creates an independent atmosphere in school."

According to Halpin and Croft, in an autonomous atmosphere, the Principal inspires passion and devotion; he or she does not delegate any responsibilities to anybody. The professors are allowed a lot of freedom to operate in the institution, they work hard, and there is no outside danger or influence. All labour within their assigned space for the improvement of students and the enhancement of the college's image.

3.2.5.3 Controlled Environment

Controlled Environment is a environment in which everyone works too hard to avoid getting to know one another. According to Halpin and Croft, "the main attribute of regulated environment is diligence and hard effort."

In a closed environment, the Principal frequently adopts a direct approach, maintains a distance from instructors, students, and parents, and overemphasises hard work to the point where little or no time is allotted for social life. Teachers are dedicated to their profession & spend a significant amount of time on paperwork; there is little opportunity to connect with one another, and they avoid familiarity with kids to a large extent.

3.2.5.4 Familiar Environment

Familiar Environment means a form of laissez-faire atmosphere. In a familiar environment, the Principal is concerned with preserving a cordial mood at the price of work completion. The majority of teachers are not dedicated to their primary task. Some committed students are dissatisfied with the way principal runs college: they do not share same viewpoints as the principal & their colleagues. As a result, individuals who are not committed establish a clique and become friends since they have the same mindset.

3.2.5.5 Paternal Environment

This sort of environment represents an environment in which principal is extremely industrious but has little influence on the workers; hard work is not a common concept among them. The principal and instructors have a tight relationship, yet the principal's

expectations of teachers are unrealistic. Nonetheless, he/she is thoughtful & active, yet his/her leadership style is benevolently autocratic. As a result, most instructors, students, and parents choose to avoid principal. Students sometimes lack the confidence to discuss their challenges or issues.

3.2.5.6 Closed Environment

This sort of environment is described as "the polar opposite of the open environment." According to him, the major hallmark of this sort of atmosphere is a lack of dedication or unproductive disengagement. There is little dedication, particularly from the principal & instructors. There is little emphasis on job completion; rather, principal emphasises routine, minor, and needless paperwork, to which instructors respond minimally. The principal's demeanour is harsh and uncompromising. He or she is uncaring, unsupportive, and unresponsive. As a result, the majority of instructors are unhappy and unsatisfied. This creates a tense environment. There is a general lack of regard for the principal and instructors.

3.3 Personality Characteristics

3.3.1 Concept and Definition of Personality

The term 'Personality' is derived from the Latin word 'Persona,' which refers to mask worn by Greek actors when performing. This, however, is not the definition of the word 'personality' as it is used today. In the modern day, personality is a dynamic wholeness that is always evolving as a result of contact with environment. Personality is defined by the individual's conduct, behaviour, actions, motions, and everything else related to the individual's adjustment to the external environment. It is one's individuality that separates one person from another.

Gordon, A (1966) cited in Asthana,B. (2013) says, "Personality is the dynamic arrangement of those psychophysical processes within the individual that define his particular adaption to his environment."

Personality is the organisation of both internal and external factors. It encompasses all of an individual's physical characteristics, talents, aptitudes, capabilities, temperament, mind-set, and behavioural pattern, which result in his unique style of adjusting and interacting with

others in his surrounding environment. It is not a collection of qualities, but rather the arrangement of traits.

Schoen cited in Asthana,B.(2013) says, "Personality may be defined as the structured system, the working whole or unity of habits, dispositions, and attitudes that distinguish one member of a group from another member of the same group."

Some social psychologists argue that personality is solely a function of social awareness - that it is meaningless to discuss anyone's personality apart from the specific others who interact with him, impersonate him, & use trait names in unfolding him. A characteristic is a basic behavioural blueprint - a viewpoint or proclivity to behave in a predictable manner.

Gordon A (1966) cited in Asthana, (2013) describes, A trait 1 is more common than a habit, (2) is more powerful & determinative in behaviour, (3) can be viewed in context of personality that contains it or in context of its division in population at large, & (4) cannot be proven nonexistent by absolute reality that some acts are incoherent with it.

3.3.2 Concept and Definition of Teacher's Personality

The teacher is the most pondered person in the educational process. Their personality must be impressionable and forceful, since it has a direct influence on students.

Murray (1990) "Personality impacts the teacher's behaviour in a variety of ways, including interactions with students, methods adopted, and learning experiences chosen."

Morrison and McIntyre (1972) "Each individual has distinct personality traits that influence both how he behaves toward others and how others respond to him." A teacher who exhibits invasive authoritarian traits, for example, is likely to replicate them in his relationships with pupils & in strategies he employs in his education."

Personality recognition has been utilised for a variety of goals in various businesses, including forecasting a worker's aptitude, filling certain tasks, establishing pleasant-sounding connections, determining team performance, and forecasting future behaviour. It is critical for

any professional to understand his or her own personality traits in order to be successful in his or her profession.

According to Jung (1971), people are dissimilar to each other in realistic types comprised of pairs of opposites. The first pair illustrates how individuals obtain energy. Some folks get a rush from engaging with others and are tuned in to outside world of measurements. Others are more introspective about their inner selves & are enthralled by their own judgement & opinions.

3.3.3. Criteria towards preparing Professional and Humane Teacher Educators

National Curriculum Framework for Teacher Education is a teacher education curriculum framework (2009) The profiles and roles of teacher educators should be conceived primarily in terms of the philosophy & principles that govern various aspects of school education – educational goals, curriculum, methods & materials, and the socio-cultural context in which school operates – as well as the role of teacher in translating educational intents into practical action. As a result, a teacher educator is expected to be a specific sort of person, such as those described below and denoted in NCF: somebody who:

- Loves and cares for children, understands them in social, cultural, & political situations, and respects all children equally;
- Does not see knowledge as a 'given,' established in curriculum & accepted without inquiry; sees pupils as active constructors of knowledge rather than passive receivers;
- Discourages rote learning by making learning a pleasurable & interactive activity; arranges learner-centered, action-based, participatory learning experiences such as play, projects, discussion, conversation, observation, and visits; & integrates academic learning with productive labour.
- Examines curriculum & textbooks critically; contextualises content to meet local needs; and
- Promotes peace values such as democracy, equality, justice, liberty, fraternity, secularism, & zeal for social reconstruction; thus, the teacher educator (whose job it is to contribute to preparation of such a teacher) should share the underlying educational philosophy & possess the necessary understanding & professional competencies to

develop such teachers. This would necessitate a similar shift in teacher educators' professional development, allowing them to:

- Involve prospective teachers in the larger sociopolitical context in which education & learners are situated; engage them with children in real contexts rather than teaching them about children through theories; and focus on developmental aspects of children while keeping constant reference to their socioeconomic and cultural contexts.

- Incorporate trainees' own assumptions about children and beliefs about knowledge and learning processes into teacher education curriculum and discourse; assist teachers in reflecting on their own social positions – gender, caste, class, poverty, linguistic and regional variation, community, equity, & justice.

- Engage in theory as well as field experiences to help trainees see knowledge as something that is actively built during learning rather than something that is external to the learner; combine academic knowledge & professional learning into a meaningful whole.

- Allow trainees time for contemplation and individual study without overburdening training programme with teacher-directed activities; allow student teachers to critically assess curricula, syllabi, and texts.

- View knowledge as a constantly evolving process of reflective learning rather than an external reality embedded in textbooks; change child's perception as a receiver of knowledge and encourage its capacity to construct knowledge; view learning as a search for meaning in personal experiences; & view knowledge generation as a constantly evolving process of reflective learning. In other words, teachers' opinions of educational goals, practises, & processes at school are at heart of teacher educators' responsibilities.

FIGURE 3.7 IMAGE DEPICTING TEACHER EDUCATOR'S PERSONALITY (WITH ROLES-ON JOB)

3.3.4 Inventories of Personality (with Roles- on Job and for Recruitment)

B. Asthana (2013) Some of the excellent personality inventories that might be used for a variety of responsibilities such as identifying people at the extremes – for job, workplace, or profession.

3.3.4.1 The Big Five Factors of Personality

Oliver created the first version of this inventory. P. John63 (1999). This is primarily intended for evaluating Personality with Roles—as a person, on the job, and for recruitment.

Costa & McRae (1992) says "The 'Big Five' Personality Factors are five major aspects of personality that are utilised to define human personality in such positions."
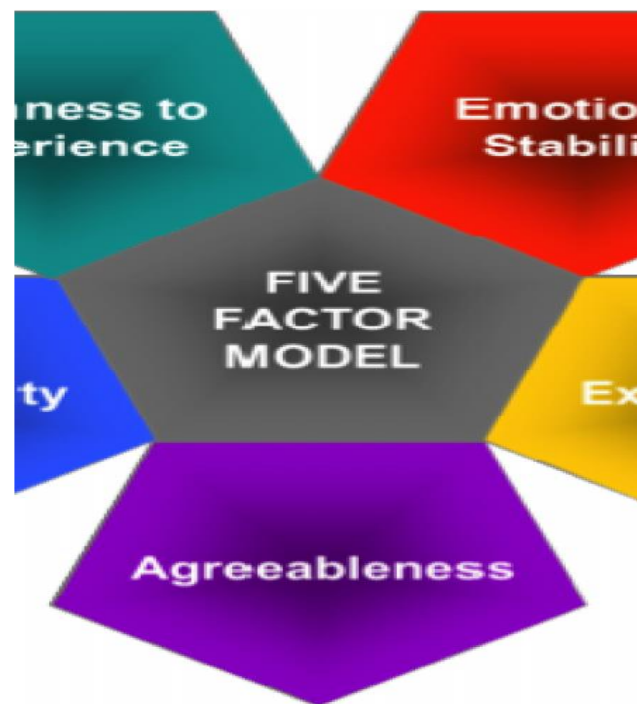
FIGURE 3.8 BIG FIVE FACTOR MODEL OF PERSONALITY

1. **Dependability (Conscientiousness) :** Dependable, hard-working, organized, self disciplined, persistent, responsible
2. **Agreeableness:** Co-operative, worm caring, good-natured,   courteous, trusting
3. **Extraversion:** Sociable,   outgoing, talkative,   assertive, gregarious
4. **Emotional Stability** (**Neuroticism**) : Anxiety, anger, depression, vulnerability
5. **Openness to Experience :** Curious, intellectual,   creative,   cultured, artistic, sensitive, flexible imaginative

3.3.4.2 Conscientiousness

Costa and McCrae (1992) Mention how obligation, competence, self-discipline, and accomplishment are important to conscientious individuals. They also stated that conscientiousness is comprised of particular attributes such as competence, order, dutifulness, accomplishment seeking, self-discipline, & thoughtfulness.

Mount & Barrick (1995) Individuals with high conscientiousness are responsible, meticulous, maintaining, organised, cautious, diligent, and achievementoriented.

Harris and Fleming (2005) indicates that conscientiousness relates to qualities such as organisation, order, precision, and efficiency

Agreeableness

Costa & McCrae (1992) states agreeableness is linked to "urge for intimacy," which is a recurring preference in thinking and behaviour for the sensation of warm, intimate, & communicative connections with others. Individuals with a high level of agreeability are trustworthy, cooperative, altruistic, obedient, & "influenced by others."

Barry & Friedman (1998), Agreeableness is linked to "pro-social goals," which strive to achieve positive outcomes for oneself as well as other group members.

Judge (2002) claimed that pleasant people are more motivated to develop interpersonal connection

Harris & Fleming (2005) noted that agreeableness characterises the polite, compassionate, tender-hearted, & kind traits

1. Extraversion

Extroverts desire engagement with people, unique experiences, and complicated, varied, and intense stimuli, they love everyone's company, and they favour the familiar and unexpected.

Costa and McCrae (1992) Extroverts are described as sociable, aggressive, active and thrill seekers.

Mount and Barrick (1995) noted that extroversion is commonly defined as the degree to which a person is friendly, gregarious, outspoken, assertive, adventurous, active, energetic, & ambitious

Watson and Clark (1997), Extroverts have been reported to be socially active, gregarious, aggressive, vocal, eloquent, and at ease in group settings, as well as having a large number of friends.

Harris and Fleming (2005), Extroversion encompasses a variety of characteristics such as sociability, gregariousness, assertiveness, and talkativeness.

2. Neuroticism

Neuroticism is always associated with traits of persons who have negative affect & low self-esteem.

Watson and Clark (1984) Negative affect is described as a proclivity to see world through a negative emotional lens.

Judge (2002) It has been discovered that neuroticism is adversely associated to selfesteem, self efficacy, and locus of control.

Costa and McCrae (1992) asserts that neuroticism is characterised by worry, furious anger, sadness, self-consciousness, impulsiveness, and fragility.
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These two extremes are known as Extraversion (E) & Introversion (I) (I). The second pair in Jung's theory is concerned with how people identify and acquire information. These methods of obtaining are known as Sensing (S) & Intuition (I) (N). Individuals in Sensing direction study information thoroughly and use all of their senses in their research. They are grounded in reality & are meticulous in their investigation of the facts they have meticulously gathered. Individuals who are spontaneous (Ns) rely on intuition and their "sixth sense" to get information. Thinking (T) and Feeling (F) are two decision-making processes and decision-making approaches (F). Thinkers are objective, rational, and reasonable, and they base their decisions on evidence. When they handle a problem

intellectually, they are able to put aside their personal sentiments. Feelers, on the other hand, are subjective and attentive of emotive consequences to certain situations. Feelers contemplate how their actions may affect others."

Harris & Fleming (2005) state that the Five Factor Model is widely used in the field. According to the Five Factor Model, five personality characteristics jointly categorise an individual's higher-level dispositions.

1. Bernreuter Personality Inventory Asthana B., (2013) The Five Factor Model is extensively employed in the sector, according to the statement. Five personality traits, according to the Five Factor Model, collectively categorise an individual's higher-level dispositions.

2. Shipley Personality Inventory Asthana B., (2013) This inventory was created during WWII to assess those who were mentally unsuitable for military duty. It distinguished between psychiatrically authorised and psychiatric discharges. There are two types of inventory: the longer one, which has 145 goods, and the shorter one, which has just 20 items. Both have the same level of dependability. A pair of items is provided to the subject, and he must indicate which of the two is true for him.

3. The Selling Skills Assessment Tool - Martini, N (2001)- SSAT, a well-known inventory for identifying selling and marketing talents, is widely utilised in the commercial and corporate worlds. Martini came up with this in 2001. It is a 25-item tool developed to measure the consultative and selling abilities of sales professionals. It is separated into five skill areas:

(i)   **Open**- the extent to which the salesman successfully establishes trust and navigates the initial sales interaction

(ii)   **Investigate**- the salesperson's ability to properly appraise the sales situation

(iii)   **Present**- the extent to which the salesperson effectively applies his or her expertise to the customer circumstance

(iv)   **Confirm**- the extent to which the salesman successfully obtains agreement and wins the business

(v) **Re-confirm**- the extent to which the salesman positions himself or herself in order to gain long-term consumers He created a questionnaire using a Likert 3-point scale. The test's reliability is 0.80, and the average bivariate correlation is 0.29.

3.3.5 Measuring Personality

There are certain methods of measuring personality. A list of them is follows:

1. Questionnaire
2. Observation
3. Rating Scales
4. Interview Methods
5. Sociometric Techniques
6. Cumulative Record
7. Case Study Method
8. Psycho-Analysis
(i) Free association Technique
(ii) Dream Analysis Technique
(iii) Psycho Dream
9. Situation Test
10. Projective Techniques
(i) Research Method
(ii) Thematic Test
(iii) Word Association Test

Chapter 4
Research Methodology

4.1 Introduction

Planning is essential to the success of every endeavour in man's life. Any action that does not have a good strategy causes a person to roam aimlessly like a wandering cloud. Planning is also essential for doing research.

The Research Plan is the fundamental pillar of an investigator's proposed research. A solid research plan provides the investigator with a direct notion for the topic at hand, speeds up research effort, and produces a clear, organised, and insightful proposal; ultimately, such a design promotes maximum success. Failure to plan is the same as intending to fail. As a result, preparation is essential.

The proposed research explains in full chosen Research Method, Population, Sample, Tool, Data Collection, Data Analysis, & Research Procedures.

4.2 Origin of the Problem

Employee job satisfaction is required for employment stability in every position. The same is true for Teacher educators of B.Ed colleges. The degree of job satisfaction of teachers over time can be attributed to a variety of elements at work, including the organizational environment at college and the teacher's personality trait.

The investigator has been working in education for the past 15 years. He has visited several campuses and talked with Principals and Teachers. His attention was piqued when he learned about the job happiness of teacher educators of B.Ed colleges in UP state. He also examined the various sorts of organisational environments that exist in various institutions. He also realised that teacher educators of B.Ed colleges must have a unique aura & a personality that is more akin to a guide than a teacher. Many thoughts sprang in my head, including: What is work satisfaction level of teachers? What are different types of organizational environments that exist in B.Ed colleges? What is link b/w organizational environment & teacher job satisfaction? What Personality Traits Do Teachers Possess? What

is link b/w Teacher Personality Characteristics and Job Satisfaction? The investigator's inquisitiveness about such topics constituted the source of the chosen problem.

4.3 Population

The term "population" refers to the whole set of observations that comprise the study's parent group.

To ensure quality & efficiency of any study, research must be conducted on a specific & limited population. As a result, this population must be specified. The investigator's task cannot be completed unless right definition of population is specified. In reality, identifying the population allows investigator to pick & count sample individuals' features.

The investigator has opted to design and standardise the Teacher educators of B.Ed colleges Job Satisfaction Inventory, Organizational Environment Description Scale for Teachers, & Teacher's Personality Traits in this study. All three research instruments are intended for UP state teacher educators of B.Ed colleges. As a result, population defined for proposed study is the Teachers educators of B.Ed colleges in UP state during the academic year 2021-22.

4.4 Sample of the Study

It is not possible to encompass the whole population & gather data from each & every responder relevant to research chosen by investigator. The practical constraints: money, time, & other considerations prevent examining entire population. As a result, in each research, a subset of population is chosen to represent entire population. To give the most information on the generalizability of study results, an ideally representative sample is preferred.

Sampling can be done in a variety of ways:
1. **Probability Sampling Methods:**
   (a) Random Sampling
   (b) Stratified Random Sampling
   (c) Systematic Random Sampling
   (d) Cluster Sampling

2. **Non Probability sampling Methods:**

(a) Purposive Sampling

(b) Convenient Sampling

(c) Quota Sampling

3. **Other Methods:**

(a) Paired Sampling

(b) Double Sampling

(c) Sequential Sampling

(d) Snowball Sampling

(e) Multi stage Sampling

Three considerations should be made while picking a sample:

- The sample should be a true representation of the population.
- Every member of population should have an equal chance of being chosen.
- The sample should be chosen without prejudice.

In the suggested study, the Population comprised of Teacher educators of B.Ed colleges in west districts of UP state. In light of this, sampling methods evolved into Multistage Sampling, which was used in three stages as follows:

- For the selection of B.Ed colleges in selected west districts, the Random Sampling approach was utilised. A total of 50 Colleges from throughout west district (Jaunpur, Varanasi, Azamgarh, Mirzapur and Prayagraj) were chosen.
- Convenient (Incidental) Sampling was employed to choose Teachers from B.Ed Colleges. The overall number of Teachers chosen was 300 totally filled inventories were 285 eventually collected as a sample from 50 colleges across in west districts of UP state.

4.5. Research Tool

The choice of an appropriate tool for each research project is critical since the tool is the device on which data collection is based. The tool must be dependable and valid in order to ensure appropriate extraction of data from the specified sample.

The following data gathering technologies were employed in this study:

4.5.1 Teachers Job Satisfaction Inventory

In order to determine the job satisfaction of Teachers in this research, the investigator created and standardised a 3-point Likert scale of 60 items. The investigator employed expert opinion, pre-piloting, pilot testing, item analysis to standardise it, and this standardised Job satisfaction Inventory to evaluate job satisfaction of Teacher educators during this procedure.

The following instrument was utilised to collect data for validity purposes in this study: Rishi Raj Balwaria's Job Satisfaction Scale for Teacher educators

4.5.2 Organizational Environment Description Scale for Teacher Education Colleges

In this study, the investigator created and standardised a 4-point Likert scale comprising 72 questions in order to learn about the Organizational Environment of Teacher educators. During this procedure, the investigator solicited expert advice, conducted pre-piloting and pilot testing, standardised the Organizational Environment Description Scale for Teachers, and applied this standardised Organizational Environment Description Scale for Teacher educators.

The following instrument was utilised to collect data for validity purposes in the proposed study: Dr.Motilal Sharma's School Organizational Environment Description Questionnaire (SOCDQ).

4.5.3 Teacher's Personality Traits Inventory

In this study, the investigator created and standardised a tool comprising of 44 items in order to learn about the Personality traits of Teacher educators. During this approach, the investigator solicited expert advice, conducted pre-piloting and pilot testing, standardised the Teachers Personality traits Inventory, and applied this standardised Teachers Personality traits Inventory.

The following instrument was utilised to collect data for validity purposes in the proposed study: Dr. Arun Singh's NEO Personality Inventory NEO-FFI is released by National Psychological Corporation in Agra.

4.6 Research Method

A good research technique must be chosen after the research issue has been chosen in order to explore it methodically. The nature of the study to be undertaken influences the method of research chosen. The following are some of research methodologies utilised in field of education research:

- Historical Research Method
- Descriptive Survey Research Method
- Experimental Research Method
- Co relational Research Method
- Developmental Method
- Casual Comparative Method
- Case Study

The investigator chose Descriptive Survey Research Method for proposed study because nature of research deals with unraveling current status of Job Satisfaction of Teacher educators, describing eminence of Organizational Environment of B.Ed. Colleges, & studying Personality traits of Teacher educators of UP state.

4.7. Techniques for Data Collection

It is unavoidable to finish procedures of study in right order & sequence in order to obtain accurate results from investigation. This is the most crucial phase in research procedure since dependability & grounds of data collecting ensure that the entire study is beneficial.

The permission for data collection was obtained from the Head of various B.Ed. colleges via phone or letter; an appointment was made, a time to meet with teacher educators of their colleges was set, and then investigator collected data either personally or with assistance of respective Principals of selected schools. Teachers were told about goal of research for all three research methods before data was gathered. The investigator received

complete cooperation from principals & teacher educators of B.Ed. It was ensured that all administration instructions included in individual research instruments were followed correctly during Data Collection procedure. As a result, data for all three tools was gathered from complete sample.

4.8. Procedure for Data Analysis

The investigator reviewed all three Research Tools following the data gathering procedure. Sheets that were determined to be incomplete, excessively filled, or with a repeating pattern of replies were discarded.

Following statistical measures were used based on data collection:

- Mean, Standard Deviation, & Quartile Deviation are all terms that may be used to describe data.
- The significance of difference in averages across groups, as well as Standard Error
- As needed, create a FIG presentation.
- Verification of normality of distribution of scores
- Norms are established based on significance of difference in means of scores, and their PR & t-scores are calculated.

4.9. Construction and Implementation of Research Tools

Job satisfaction perceptions have generally been psychological and personal. In today's world, the implementation of Job Satisfaction in B.Ed. Colleges is a challenging idea. What one teacher wants from his or her job, another may not. For example, one teacher may place a premium on their compensation, but another may place a premium on the profession itself. Generally, work satisfaction surveys are restricted to specific demoFIGics with interpretative aims reflecting employee values. Job Satisfaction as a social indicator for teachers can serve three purposes: it can represent the psychological state of teacher educators, it can provide monitoring & diagnostic aid for early warning of policy changes or changes in the organisational environment of B.ed. colleges, and it can define key personality traits of teacher educators that influence their job satisfaction. As a result, the investigator chose to build three research tools:

Tool-1: Teacher's Job Satisfaction Inventory,

Tool-2: Organizational Environment Description Scale

Tool-3: Teacher's Personality Traits Inventory

4.10 Construction and Implementation of Teacher's Job Satisfaction Inventory

4.10.1. Objective of Job Satisfaction Inventory

The primary goal of the Job Satisfaction Inventory was to evaluate the job satisfaction of teacher educators.

4.10.2. Selection of Components for Job Satisfaction Inventory

The investigator studied related books (hardbound and e-books), pre-researches, articles, newspapers and periodicals (printed and online), and periodicals.

Expert definitions in Chapter 3 discussed numerous components to incorporate when assessing work satisfaction. Astrauskaite, M (2011) The issue that arises in field of work satisfaction research is the large number of different instruments used to quantify the phenomena. Here are a few examples:

- The Job Descriptive Index (JDI) (Roznowski, 1989; Smith, Kendall, and Hulin, 1969) seeks to investigate several aspects of Job Satisfaction.
- The Minnesota Satisfaction Questionnaire (MSQ) (Weiss & Lofquist, 1967) seeks to investigate global work satisfaction as well as its aspects.
- JDS (Job Diagnostic Survey) (Hackman, Oldham, 1974)
- The Job in General Scale (JIG) (Ironson, Smith, Brannick, Gibson, and Paul, 1989) is designed to measure overall job satisfaction without focusing on any one aspect.
- The Global Work Satisfaction (GJS) scale (Quin & Shepard, 1974; Pond & Geyer, 1991; Rice, Gentile, and McFarlin, 1991) aims to measure overall job satisfaction without focusing on any one aspect.
- The Work Satisfaction Survey (JSS) (Spector, 1985) aims to investigate worldwide job satisfaction as well as its aspects.

- The Work Schedule Flexibility Scale (Rothausen, 1994) is designed to assess only one aspect of job satisfaction, such as Satisfaction with Work Schedule.

The range of instruments gave the investigator numerous alternatives for selecting one that best suited the features of the sample & goals of research on the one hand. On other side, it makes study results incomparable, and if the instrument is chosen carelessly, it may not reflect what the investigator is looking for.

Furthermore, Spector (1997) adds, "Sometimes instruments & scales do not stand for sample we wish to examine, and many times work satisfaction instruments are universal, that is, they are constructed based on typical companies, such as: white collar commercial organisations." These instruments may not always be appropriate for the individual samples."

There are also certain instruments that have been established based on a single organisational sector (for example, medical employees in the human/health service sectors), which may not represent elements of other organisational sectors (e.g. white-collar, teachers, police officers).

1. **Job Satisfaction and Teacher Educators**

Teachers are a subset of personnel who have a wide range of tasks. They are expected to train future teachers, ensure safety and a healthy environment, communicate and collaborate with adult students, principals, colleagues, and administrators, assist teacher trainees in developing their skills & knowledge, administer documents, organise college trips, & a variety of other tasks assigned by government and school administration. Many times, teacher educators are confronted with a variety of challenges encountered by teacher trainees. These interactions need communication, problem-solving, & variance management abilities. Challenges in teachers' work require emotional, social and intellectual resources.

Spector (1997) "It is clear that teachers differ from other types of employment in a variety of ways." As a result, instruments that typically measure job satisfaction dimensions such as appreciation, communication, coworkers, fringe benefits, job conditions, nature of work, organisation itself, policies and procedures of organisations, pay, personal growth,

promotion opportunities, recognition, security, and supervision may not always match with teachers' job satisfaction aspects."

Rosser (2005) Some academics believe that supervision, work itself, advancement, & acknowledgment are all essential aspects of teachers' job satisfaction.

Sharma & Jyoti (2006) "Relationships with pupils have a significant role in instructors' work happiness."

Rao, M.G (1991) Other researches emphasise aspects of work satisfaction like as students' traits and behaviour, classroom control, resource availability, relationships with students, and colleagues.

The investigator's goal was to create a Job Satisfaction Inventory to determine the degree of Job Satisfaction among HSS Teachers. Taking all of this into account, investigator has chosen to create a Job Satisfaction Inventory tailored to Teachers, complete with the relevant components that are an essential part of their job.

4.10.3 Conceptual Framework of Job Satisfaction Inventory: For Teacher's Job Satisfaction Inventory

The following sections explore the factors that contribute to Teachers' work satisfaction at B.Ed. colleges.

Working Conditions, Salary and Compensation, College Management's Policy, Effective Leadership, Work Group, Students' Group, Personal Involvement, and Work Itself are the eight components responsible for Teacher Job Satisfaction. In this thesis, I define Job Satisfaction as a multidimensional psychological word describing the interconnected categorization of the aforementioned components, which ultimately provides joy and satisfaction in being a Teacher.

The following are the eight components that make up a Teacher's Job Satisfaction:

(A) Physical Facilities

This covers the physical layout of the work environment. The physical amenities include ventilated classrooms, an open seminar room, a large staff room, a well-equipped library and computer laboratory, a virtual classroom, enough staff parking, and all required teaching aids. Again, neatness, order, and ease of use are anticipated. When physical facilities are good, it is simpler to carry out duties, which provides teacher educators employment happiness.

(B) Salary, Compensation and Leaves

Salaries refer to the real monetary compensation that a teacher educator receives for the work done or services delivered. This will contain the pay scale of the wage they are paid, as well as additional allowances such as medical, transportation, housing rent, provident fund, yearly increments, and other rewards for outstanding performance. Job satisfaction is also affected by the simplicity and availability of leaves when needed.

(C) College Management's Policy

The policy of the college administration is the guidance that explicitly dictates action under a specific set of circumstances. The college's policy may contain a code of behaviour for employees, management support in economic problems, professional development for employees, and so on. The consistency and universality of policies for all employees contributes to a sense of impartiality among employees, which eventually promotes job satisfaction.

(D) Effective Leadership

The Principal is the college's leader. The Principal's attitude toward staff, his fairness in behaviour, his role as a guide for improving staff in academic and non-academic matters, his encouragement to staff for better to best performance, his consideration, his planning of meaningful co-curricular activities, and his democratic approach become direct determinants of staff job satisfaction.

(E) work group

Interpersonal relationships among colleagues; intellectual engagement, working as a team for the improvement of the college, and assisting one another when under a high burden are all essential factors influencing job happiness. Furthermore, support staff collaboration;

their non-academic work input in academic matters-timely and appropriately-has become a solid backbone for teacher educators. The better the work group, the more satisfied the employee.

(F) STUDENTS' GROUP

This depicts the students, or teacher-trainees, who are the major pole in the teaching-learning process at B.Ed. colleges, and the Teacher's first role is to instruct and coach them to become effective teachers for tomorrow. Teacher educators shape teacher trainees' attitudes about their job by inducing them to think rationally as tomorrow's teachers. When students appreciate a teacher educator's efforts, they acquire good jobs, become good instructors, earn more than the teacher educator, and it offers the teacher educator a lot of job pleasure.

(G) PERSONAL INVOLVEMENT

This includes engagement of teacher educators on a personal level in addition to professional responsibilities. This is the additional effort made to improve the effectiveness of one's professional work. This might range from enjoying lesson planning to employing new teaching techniques, providing extra support to students, being sensitive if students do not grasp their explanation, and keeping strong relationships with practise teaching schools. The amount of personal involvement has a direct impact on job satisfaction.

(H) WORK ITSELF

This is a critical factor in determining work satisfaction. This involves the teacher educator's enthusiasm for the chosen job. If he/she finds the occupation hard, respectable, and appropriate to his/her talents and temperament, he/she will take pride in his/her profession; eventually, he/she will believe he/she is destined solely for this vocation. The more one's passion and respect for one's career, the greater one's work happiness.

4.10.4 Item Construction and Editing

The investigator researched several Job Satisfaction Measuring Scales/Inventories built both overseas and in the country, as well as other research tools utilised for analysing Job Satisfaction.

The investigator has been working in education for the past 15 years. As a result, her personal experience aided in the creation of products at the planned scale. Furthermore, the investigator addressed the things relevant to the Scale's creation with her colleagues; principals and teacher educators from various HSS, as well as her guide. On this foundation, 80 things were built while developing the initial draught. While making these objects, the suggestions made by Edwards (1957) were kept in mind.

- The remark should be relevant to the present rather than the past.

- The interpretation of the statement should be done in a unique way.

- Such statements should not be used if they are unrelated to the psychological object.

- Such statements should not be used if they are unrelated to the psychological object.

- Each statement's wording should be precise, succinct, and straightforward.

- Such remarks should be chosen that have an internal impact on the respondent.

- Factual assertions should be avoided.

- Such statements with only one full stop should be included.

- Imprecise terms such as never, sometimes, and always should not be used in statements.

- In assertions, avoid using phrases like only and only.

- Statements should be in simple sentence form rather than elaborate and compound sentences.

- When making remarks, avoid using unfamiliar, double-barreled terminology.

- Avoid using multiple negatives in the sentence.

TABLE: 4.1 COMPONENT WISE NUMBER OF ITEMS CONSTRUCTED FOR JOB SATISFACTION INVENTORY

SR. NO.	COMPONENT	NO. OF ITEMS
1.	Physical Facilities	10
2.	Salary, Compensation and Leaves	10
3.	College Management's Policy	10
4.	Effective Leadership	10
5.	Work Group	10
6.	Students' Group	10
7.	Personal Involvement	10

8.	Work Itself	10
	Total	**80**

After 80 pieces were built, a conversation with the guide was held, and unneeded comments were deleted. Statements that appeared to be repetitious in nature were eliminated. As a result, Item Editing was completed, and 78 items were finalised for Expert Opinion.

4.10.5 Experts' Opinion

Following Item Editing, a list of 78 items created for Teacher's Job Satisfaction Inventory Pre-Pilot Testing was provided for Expert Opinion. Experts from the field of education were among those who participated. Their recommendations were encouraged, and any statements that they felt should be changed, omitted, or added were dealt with rationally by the investigator, who then made the necessary modifications.

4.10.6 Pre-Pilot Testing

The objectives for Pre-Pilot Testing Implementation were as follows.

- To ensure that each item is stated in such a way that there is no ambiguity and that the respondent fully understands it.
- To ensure that each item has distinct value.
- To ensure that each item assesses a significant portion of each component.
- Recognize that the meaning of one item is independent on the meaning of another.

4.10.7 Pilot Testing

The Pilot Testing objectives were as follows.

- Determine the validity of each item and investigate its efficacy.
- Getting rid of ineffective goods.
- To determine a new sequence for completed items.

For the Teacher's Job Satisfaction Inventory, 68 items were finalised component by component for Pilot Testing.

TABLE: 4.2 COMPONENT WISE NUMBER OF ITEMS CONSTRUCTED FOR PILOT TESTING FOR JOB SATISFACTION INVENTORY

SR. NO.	COMPONENT	NO. OF ITEMS
A	Physical Facilities	10
B	Salary, Compensation and Leaves	10
C	College Management's Policy	09
D	Effective Leadership	08
E	Work Group	08
F	Students' Group	07
G	Personal Involvement	08
H	Work Itself	08
	Total	68

4.10.8 Item Analysis

Following pilot testing, a total of 37 inventories were examined based on inventory score. For each statement, the ratings of 37 teachers were ordered in increasing order. Following that, the upper 27 percent, i.e. 10 Teachers, were chosen as the Upper Group of Teachers, while the lower 27 percent, i.e. 10 Teachers, were chosen as the Lower Group of Teachers. Using the following method, the Chi-square was computed for the Upper Group of Teachers and the Lower Group of Teachers for each statement, bearing in mind the alternatives offered in the Inventory – Agree, Neutral, and Disagree.

$$x^2 = \sum \frac{(\text{observed} - \text{expected})^2}{\text{expected}}$$

where, X^2 = Chi square

Σ = sum total

observed = frequencies observed

expected = frequencies expected

The Chi-square value of 68 items was discovered using the scores collected for each statement from Pilot testing data. The following table shows the Chi square value and its importance for each statement, as well as the new sequence number.

TABLE 4.3 STATEMENT WISE CHI-SQUARE VALUE OF EACH STATEMENT IN PILOT TESTING FOR JOB SATISFACTION INVENTORY

	Component	Statement No.in Pilot Test	Upper Group			No.	Lower Group			No.	X^2	Remarks	New Sr. No. For Statements in Pilot Test
			Agree	Neu Tral	Dis Agr ee		Agre e	Neut ral	Dis Agre e				
A	Physical Facilities	1	8	2	0	10	4	0	6	10	9.33	Accept	1
		2	7	0	3	10	4	6	0	10	9.82	Accept	2
		3	9	1	0	10	4	2	4	10	6.26	Accept	3
		4	8	1	1	10	3	0	7	10	7.77	Accept	4
		5	7	1	2	10	2	0	8	10	7.38	Accept	5
		6	10	0	0	10	2	3	5	10	13.33	Accept	6
		7	9	1	0	10	2	4	4	10	10.25	Accept	7
		8	10	0	0	10	5	4	1	10	6.67	Accept	8
		9	8	1	1	10	2	5	3	10	7.27	Accept	9
		10	7	2	1	10	2	1	7	10	7.61	Accept	10
B	Salary, Compensation and Leaves	11	6	0	4	10	4	5	1	10	7.2	Accept	11
		12	9	1	0	10	3	3	4	10	8	Accept	12
		13	9	0	1	10	2	4	4	10	10.25	Accept	13
		14	0	9	1	10	3	3	4	10	7.8	Accept	14
		15	1	0	9	10	4	4	2	10	10.25	Accept	15
		16	2	0	8	10	7	1	2	10	7.38	Accept	16
		17	8	1	1	10	3	0	7	10	7.77	Accept	17
		18	8	1	1	10	4	4	2	10	3.47	Reject	
		19	7	2	1	10	5	3	2	10	0.87	Reject	
		20	7	1	2	10	2	0	8	10	7.38	Accept	18
C	College Management Policy	21	9	1	0	10	2	2	6	10	10.79	Accept	19
		22	6	1	3	10	1	0	9	10	7.57	Accept	20
		23	6	2	2	10	5	2	3	10	0.49	Reject	
		24	6	4	0	10	1	4	5	10	8.57	Accept	21
		25	6	1	3	10	0	4	6	10	8.8	Accept	22
		26	5	3	2	10	0	5	5	10	6.78	Accept	23

		27	7	3	0	10	1	4	5	10	9.64	Accept	24
		28	8	2	0	10	1	5	4	10	10.73	Accept	25
		29	5	2	3	10	6	3	1	10	1.29	Reject	
D	Effective Leadership	30	7	1	2	10	2	0	8	10	7.38	Accept	26
		31	8	2	0	10	3	2	5	10	7.27	Accept	27
		32	1	2	7	10	0	8	2	10	7.38	Accept	28
		33	2	2	6	10	0	8	2	10	7.6	Accept	29
		34	6	3	1	10	6	2	2	10	0.53	Reject	
		35	3	2	5	10	1	8	1	10	7.27	Accept	30
		36	3	5	2	10	1	1	8	10	7.27	Accept	31
		37	2	5	3	10	8	1	1	10	7.27	Accept	32
E	Work Group	38	3	5	2	10	9	1	0	10	7.67	Accept	33
		39	3	3	4	10	9	0	1	10	7.8	Accept	34
		40	5	2	3	10	1	8	1	10	7.27	Accept	35
		41	8	2	0	10	4	0	6	10	9.33	Accept	36
		42	7	0	3	10	5	5	0	10	8.33	Accept	37
		43	5	1	4	10	1	6	3	10	6.38	Accept	38
		44	5	5	0	10	1	2	7	10	10.95	Accept	39
		45	4	3	3	10	5	2	3	10	0.31	Reject	
F	Students' Group	46	8	1	1	10	2	6	2	10	7.5	Accept	40
		47	7	1	2	10	2	7	1	10	7.61	Accept	41
		48	8	1	1	10	3	0	7	10	7.77	Accept	42
		49	7	0	3	10	4	6	0	10	9.82	Accept	43
		50	7	1	2	10	2	0	8	10	7.38	Accept	44
		51	9	1	0	10	4	2	4	10	6.26	Accept	45
		52	8	1	1	10	2	6	2	10	7.5	Accept	46
G	Personal Involvement	53	7	0	3	10	4	6	0	10	9.82	Accept	47
		54	8	2	0	10	2	7	1	10	7.38	Accept	48
		55	7	2	1	10	1	7	2	10	7.61	Accept	49
		56	8	0	2	10	5	1	4	10	4.76	Reject	
		57	7	1	2	10	1	8	1	10	10.28	Accept	50
		58	7	1	2	10	2	7	1	10	7.62	Accept	51

		59	6	2	2	10	1	7	2	10	6.35	Accept	52
		60	6	4	0	10	1	7	2	10	6.39	Accept	53
H	Work Itself	61	2	6	2	10	8	2	0	10	7.6	Accept	54
		62	2	7	1	10	8	2	0	10	7.38	Accept	55
		63	3	7	0	10	8	1	1	10	7.77	Accept	56
		64	6	2	2	10	1	7	2	10	6.35	Accept	57
		65	7	2	1	10	1	7	2	10	7.61	Accept	58
		66	2	7	1	10	8	1	1	10	8.1	Accept	59
		67	8	1	1	10	3	5	2	10	6	Accept	60
		68	7	1	2	10	5	2	3	10	1.53	Reject	

df=2, at 0.05 level chi-square value= 5.99

Because there are three levels in this inventory—Agree, Neutral, and Disagree df= (r-1) (c-1) = (2-1) (3-1) = 2, resulting in a chi-square score of 5.99 at the 0.05 level. As a result, items with chi-square values at the 0.05 level equal to or more than the calculated value are significant and chosen for Final Implementation of Job Satisfaction Tool.

4.10.9 Construction of Final Tool

Following item analysis of 68 items, the final Job Satisfaction Inventory of 60 statements was created. The sequence of statements chosen for the final version of the Job Satisfaction Inventory is depicted in table 4.4.

TABLE 4.4 FINAL JOB SATISFACTION INVENTORY - STATEMENTS SELECTED IN FINAL FORM

NEW STATEMENT NO. IN PILOT TOOL	STATEMENT NO. IN FINAL TOOL	CHI SQUARE VALUE
6	1	13.33
44	2	10.95
21	3	10.79
28	4	10.73
57	5	10.28
7	6	10.25
13	7	10.25

15	8	10.25
2	9	9.82
49	10	9.82
53	11	9.82
27	12	9.64
1	13	9.33
41	14	9.33
25	15	8.80
24	16	8.57
42	17	8.33
66	18	8.10
12	19	8.00
14	20	7.80
39	21	7.80
4	22	7.77
17	23	7.77
48	24	7.77
63	25	7.77
38	26	7.67
58	27	7.62
10	28	7.61
47	29	7.61
55	30	7.61
65	31	7.61
33	32	7.60
61	33	7.60
22	34	7.57
46	35	7.50
52	36	7.50
5	37	7.38
16	38	7.38
20	39	7.38

30	40	7.38
32	41	7.38
50	42	7.38
54	43	7.38
62	44	7.38
9	45	7.27
31	46	7.27
35	47	7.27
36	48	7.27
37	49	7.27
40	50	7.27
11	51	7.20
26	52	6.78
8	53	6.67
60	54	6.39
43	55	6.38
59	56	6.35
64	57	6.35
3	58	6.26
53	59	6.26
67	60	6.00

4.10.10 Estimating Time Duration for Job Satisfaction Inventory

The investigator used the final Inventory on a group of 25 teachers to determine how much time should be allotted for filling out the Job Satisfaction Inventory. The time it took them to fill the whole inventory was recorded, and the frequency distribution was calculated based on that, as shown in Table 4.5.

TABLE 4.5 FREQUENCY DISTRIBUTION OF TIME TAKEN BY TEACHERS TO FILL THE JOB SATISFACTION INVENTORY

TIME (IN MINUTES)	NO. OF TEACHER EDUCATORS	%
Less than 20	01	04.00
21-25	05	20.00
26-30	17	68.00
More than 30	02	8.00
Total	25	100.00

The Job Satisfaction Inventory was completed in 26-30 minutes by 68 percent of Teachers out of 25. Keeping the majority in mind, the investigator decided to allow the recommended inventory 30 minutes to complete. It was determined that they would be allowed 10 minutes to fill out their general information. As a result, it was agreed to devote all 40 minutes to filling out the Job Satisfaction Inventory.

4.10.11. Scoring for Teacher's Job Satisfaction Inventory

The Teacher's Job Satisfaction Inventory used a three-point Likert scale with Agree, Neutral, and Disagree options for each topic. The Teacher had to select the best choice based on his job happiness. As a result, the inventory is scored using the numbers 3, 2, and 1 correspondingly. Because there are 60 statements, the highest score is 180, and the lowest score is 60.

TABLE 4.6 LEVELS OF JOB SATISFACTION ON BASIS OF RANGES OF SCORES

RANGES OF SCORE	LEVEL OF JOB SATISFACTION
121-180	High
61-120	Medium
0-60	Low

4.11. Tool 2 - Construction of Organizational Environment Description Scale for Teachers

4.11.1. Objective of Organizational Environment Description Scale

The major goal of the Organizational Environment Scale was to assess the Organizational Environment for B.Ed. Teacher educators and to define in detail the technique of preparing and evaluating a B.Ed. colleges Organizational Environment.

4.11.2. Selection of Components for Organizational Environment Description Scale

The investigator chose to build the Organizational Description Scale on the basis of mentioned components after examining related books (hard bound and e-books), pre-researches, articles, newspapers and periodicals (printed and online).

The investigator developed the Organizational Environment Description Scale using Halpin, A.W., and Croft D.B's [9] (1966) tool from his book 'The Organizational Theory and Research in Administration,' in which he defined two primary characteristics of Organizational Environment.

1. Aspects of Principal's Leadership Behaviour
(a) Aloofness
(b) Production emphasis
(c) Thrust
(d) Consideration
2. Aspects of Teacher's Behaviour
(a) Disengagement
(b) Hindrance
(c) Esprit
(d) Intimacy

The investigator's goal was to create an Organizational Environment Description Scale to evaluate Organizational Environment of B.Ed. colleges. As a result, she added two

new dimensions: Aspects of College Management and Aspects of Non-Teaching Personnel, because analysing the Organizational Environment of any. Without these two components, B.Ed. colleges is incomplete. He also added two additional components to Aspects of Principal's Behaviour based on the examination of related literature.

4.11.3. Conceptual Framework of Organizational Environment: For Organizational Environment Description Scale For Teacher Educators

At B.Ed. colleges, the components responsible for interpersonal contact and organisational environment will comprise the following four characteristics of behaviour: College Management, Principal, Teachers, and Non Teaching Staff. In this thesis, the investigator considers Organizational Environment to be a construct that belongs to a group of individuals known as an organisation, which includes management, the principal, teacher educators, and support personnel.

1. Aspects of College Management's Behaviour

Because management is accountable for human resource procedures, management has a significant impact on employees' perceptions of organisational environment. The management can establish the ideal Organizational Environment by implementing particular human resource practises among workers, which, of course, broadens employees' understanding of how to achieve the desired Organizational Environment.

(1) Structuring Policies and Implementing them

It is the extent to which management establishes and structures organisational policies and creates procedures. The detailed, clear, and standard admittance policies for all workers serve as a guideline for the workforce, and they work with a good attitude. These rules may pertain to compensation, perks, leaves, allowances, future security, and other ancillary benefits. Healthy practises may include encouraging cooperation, holding official and informal management meets with employees on a regular basis, providing monetary or in-kind rewards for outstanding job done, and so on. This managerial mindset has a significant impact on organisational atmosphere.

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(2) **Consideration**

It is the extent to which management cares for its employees and their well-being. It covers management's behaviour when a staff member is in need. Small examples include wishing an employee a happy birthday, congratulating him/her on a personal or professional success, and large examples include extending personal loans to an employee in his hour of need, supporting him monetarily and emotionally, and sustaining the staff's self-esteem. Such consideration is critical in influencing organisational atmosphere.

(3) **Charisma**

It refers to managerial behaviours that strengthen the organization's vision and promote the implementation of creative activities for the organization's development. In the case of teacher education colleges, these innovative activities may include organising International Conferences, hosting National/International level events, hospitalising the management and principals of practice-teaching schools, or even installing new software rather than regular ones to reduce employee workload. Such charismatic managerial behaviour is a direct contributor to the formation of organisational environment.

(4) **Accessibility**

It refers to the ease with which management members may be met without too much bother or procedures. Such a managerial mentality eliminates staff problems before they get larger and more serious. This has an impact on the college's organisational environment.

2. Aspects of College Principal's Behaviour

The head at HSS schools is, of course, the college principal. His healthy, helpful, and responsive behaviour; his ongoing initiatives for parent-community participation; and his approach to encouraging faculty leadership all have an impact on the organisational atmosphere at college. He is the most important factor in establishing a certain organisational environment at college.

(1) **Strategic Planning and Implementation**

This entails the Principal's capacity to organise the yearly academic calendar, allocate the workload appropriately, prepare relevant and timely co-curricular events, and be severe with the implementation of all that is planned on paper. The ability of the principal to plan

strategically and strictly implement that strategy is a critical element influencing organisational environment.

(2) **Burdened Workload for Teachers**

This refers to the Principal's dominating behaviour. He overburdens instructors because he believes that good outcomes can only be created under pressure and anxiety. He feels that when instructors are overworked, there would be no time for squabbles. Such a principal's attitude has an impact on the college's organisational environment.

(3) **Driving Force**

This refers to the Principal's hard work and function as a role model and motivator for the workforce. The Principal exemplifies hard effort in front of the staff, students, and community at large. The Principal's own hard work is an important component influencing others at college and, as a result, the Organizational Environment.

(4) **Detachment**

This entails the Principal being unfriendly to his workers and pushing his own decisions on them. Such a principal's attitude has a direct impact on the organisational environment of colleges.

(5) **Empathy**

This includes the Principal's personal regard for the personnel. A positive attitude like this has an impact on the organisational environment of colleges.

(6) **Maintaining Community Relations**

Maintaining strong relationships with management, students, parents, practise teaching schools, stakeholders, and the community at large is part of this. If the Principal is good at sustaining such relationships, it benefits the college's goodwill in the long run, which improves the organisational environment of the institution.

3. Aspects of Teacher's Behaviour

(1) Disengagement

This includes teacher criticism of one another; instructors are separated into cliques. They work hard, but not as a team. This mindset among teachers has an impact on the organisational environment.

(2) Hindrance

This is assigning an excessive amount of paper work, record keeping, attendance sheets, paperwork, and administrative obligations to personnel. This overburdening of work interferes with instructional time and the teaching abilities of the teaching team. This occasionally upsets instructional personnel and consequently has an impact on organisational environment.

(3) Esprit

This translates to 'teachers' satisfaction with their social and professional needs.' This involves staff support for one another in professional job responsibilities as well as their approach to working as a team. They respect one another and aid and support one another as a team. This type of circumstance has an impact on the organisational atmosphere.

(4) Intimacy

This includes personal relationships established by teachers. i.e. a relationship between them that extends beyond professional bonds. Such connection meets the emotional and psychological demands of the instructor. Everyone is content, and a cheerful atmosphere prevails.

4. Aspects of Non Teaching Staff's Behaviour

(1) Trustworthiness

This includes staff's strategy to keeping college affairs discreet at their level. He/she is not involved in criticising or disclosing confidential work concerns. This has an impact on the college's organisational atmosphere.

(2) Co-operation

This covers non-teaching personnel's capacity to maintain records accessible and quickly available when needed, as well as their level of collaboration with the principal and teaching staff. Such an attitude has an impact on the college's organisational environment.

TABLE: 4.7 COMPONENT WISE NUMBER OF ITEMS CONSTRUCTED FOR PRE TRY-OUT FOR ORGANIZATIONAL ENVIRONMENT DESCRIPTION SCALE FOR TEACHERS

SR. NO.	COMPONENT	NO. OF ITEMS
1.	Structuring Policies and Implementing them	06
2.	Consideration	06
3.	Charisma	06
4.	Accessibility	06
5.	Strategic Planning and Implementation	10
6.	Burdened workload for teachers	06
7.	Driving Force	06
8.	Detachment	06
9.	Empathy	06
10.	Maintaining Community Relations	06
11.	Disengagement	06
12.	Hindrance	06
13.	Esprit	10
14.	Intimacy	06
15.	Trustworthiness	06
16.	Co-operation	06
	Total	104

Following the completion of the 104 items, a conversation with the guide was held, and needless comments were deleted. Statements that appeared to be repetitious in nature were eliminated. As a result, Item Editing was completed, and 84 items were finalised for Expert review.

4.11.4 Experts' Opinion

Following Item Editing, a list of 84 items designed for Organizational Environment Description Scale for Teacher Education Pre-Pilot Testing was provided for Expert Opinion. Experts from the field of education were among those who participated. Their recommendations were encouraged, and any statements that they felt should be changed, omitted, or added were dealt with rationally by the investigator, who then made the necessary modifications.

4.11.5 Pre-Pilot Testing

The objectives for Pre-Pilot Testing Implementation were as follows.

- To ensure that each item is stated in such a way that there is no ambiguity and that the respondent fully understands it.
- To determine whether or not each item has distinguishing value.
- To demonstrate that each item assesses a significant portion of each component.
- To demonstrate that the meaning of one item does not rely on the meaning of another.

4.11.6 Pilot Testing

The Pilot Testing objectives were as follows.

- To determine the legitimacy of each item and to investigate its efficacy.
- To get rid of ineffective stuff.
- To determine a new sequence for completed items.

TABLE: 4.8 COMPONENT WISE NUMBER OF ITEMS CONSTRUCTED FOR PILOT TESTING FOR ORGANIZATIONAL ENVIRONMENT DESCRIPTION SCALE FOR HS SCHOOLS

SR. NO.	COMPONENT	NO. OF ITEMS
A	Structuring Policies and Implementing them	05

B	Consideration	04
C	Charisma	05
D	Accessibility	05
E	Strategic Planning and Implementation	08
F	Burdened workload for teachers	04
G	Driving Force	05
H	Detachment	04
I	Empathy	04
J	Maintaining Community Relations	04
K	Disengagement	04
L	Hindrance	04
M	Esprit	07
N	Intimacy	04
O	Trustworthiness	04
P	Co-operation	05
	Total	76

4.11.7 Item Analysis

Following pilot testing, a total of 37 scales were evaluated based on scale scoring. For each statement, the ratings of 37 teachers were ordered in increasing order. Following that, the upper 27 percent, i.e. 10 Teachers, were chosen as the Upper Group of Teachers, while the lower 27 percent, i.e. 10 Teachers, were chosen as the Lower Group of Teachers. The Chi-square was computed for Upper Group of Teachers and Lower Group of Teachers using the following method for each statement, bearing in mind the possibilities given in Scale–Definitely False (DF), Moderately False (MF), Moderately True (MT), and Definitely True (DT).

$$x^2 = \sum \frac{(observed-expected)^2}{expected}$$

where, X^2 = Chi square

Σ = sum total

observed = frequencies observed

expected = frequencies expected

The Chi-square value of 76 items was discovered using the scores collected for each statement from Pilot testing data. Table 4.11 shows the Chi square value and its importance for each sentence, as well as the new sequence number.

TABLE 4.9 STATEMENT WISE CHI SQUARE VALUE OF EACH STATEMENT WHILE PILOT TESTING FOR ORGANIZATIONAL ENVIRONMENT DESCRIPTION SCALE FOR HS SCHOOLS

	COMPONENT	STATEMENT NO	UPPER GROUP					LOWER GROUP					VALUES	REMARKS	NEW SR NO. FOR STATEMENT
			DF	MF	M T	DT	NO.	D F	MF	M T	DT	NO.			
A	Structuring Policies and Implementing them	1	2	1	2	5	10	8	1	1	0	10	40.8	Accept	1
		2	0	0	3	7	10	1	2	5	2	10	43.4	Accept	2
		3	7	1	2	0	10	4	2	2	2	10	10.57	Accept	3
		4	7	2	1	0	10	4	3	1	2	10	11.62	Accept	4
B	Consideration	6	2	1	3	4	10	5	2	1	2	10	8.03	Accept	5
		7	6	2	1	1	10	3	4	1	2	10	10	Accept	6
		8	6	2	1	1	10	2	5	2	1	10	17.62	Accept	7
		9	6	1	2	1	10	2	4	2	2	10	14.53	Accept	8
C	Charisma	10	5	1	2	2	10	2	5	2	1	10	8.03	Accept	9
		11	5	1	2	2	10	2	4	4	0	10	9.08	Accept	10
		12	6	1	2	2	10	2	4	3	1	10	11.27	Accept	11
		13	2	0	3	5	10	1	1	6	2	10	14.28	Accept	12
		14	7	1	1	1	10	6	0	1	2	10	0.19	Reject	
D	Accessibility	15	6	0	3	1	10	2	3	4	1	10	17.62	Accept	13
		17	1	0	2	7	10	0	1	0	8	10	8.24	Accept	14
		18	5	3	1	1	10	2	4	2	2	10	8.57	Accept	15
		19	6	3	1	0	10	2	4	3	1	10	24.28	Accept	16
E	Strategic	20	5	0	0	5	10	2	3	3	8	10	8.57	Accept	17

	Planning and Implementatio N	21	1	0	1	8	10	0	0	3	7	10	13.87	Accept	18
		22	6	0	3	1	10	2	4	1	3	10	14	Accept	19
		23	6	1	2	1	10	2	3	1	4	10	14.53	Accept	20
		24	5	1	2	2	10	2	3	1	4	10	8.03	Accept	21
		25	4	1	2	3	10	1	3	1	5	10	8.17	Accept	22
		26	2	1	3	4	10	8	2	0	0	10	16.26	Accept	23
		27	3	0	0	7	10	2	3	2	3	10	18.33	Accept	24
F	Burdened Workload for Teachers	28	7	1	1	1	10	4	1	1	4	10	11.62	Accept	25
		29	6	1	2	1	10	2	4	3	1	10	16.4	Accept	26
		30	6	1	2	1	10	3	2	3	2	10	8.8	Accept	27
		31	7	1	1	1	10	5	0	0	5	10	9	Accept	28
G	Driving Force	32	8	1	0	1	10	5	1	2	2	10	12.69	Accept	29
		33	6	1	1	2	10	2	3	3	2	10	14	Accept	30
		34	7	1	1	1	10	2	3	4	1	10	26.53	Accept	31
		35	7	1	2	0	10	3	2	4	1	10	25.6	Accept	32
		36	5	2	2	1	10	6	1	2	1	10	1.17	Reject	
H	Detachment	37	4	1	4	1	10	1	3	5	1	10	9.55	Accept	33
		38	8	1	0	1	10	5	2	1	2	10	15.69	Accept	34
		39	5	0	4	1	10	2	3	3	2	10	8.57	Accept	35
		40	6	0	3	1	10	2	3	4	1	10	17.62	Accept	36
		42	3	0	0	7	10	2	1	3	4	10	14.62	Accept	38
		43	8	1	0	1	10	4	2	2	2	10	20	Accept	39
		44	8	0	1	1	10	4	1	3	2	10	26.67	Accept	40
J	Maintaining Community Relations	45	8	2	0	0	10	5	2	1	2	10	16.44	Accept	41
		47	7	1	2	0	10	4	0	3	3	10	14.62	Accept	43
		48	8	0	2	0	10	5	1	2	2	10	16.44	Accept	44
K	Disengagement	49	8	1	1	0	10	4	4	1	1	10	28.53	Accept	45
		50	7	1	1	1	10	4	5	1	0	10	15.82	Accept	46
		51	7	1	2	0	10	4	4	0	2	10	11.62	Accept	47
		52	5	1	2	2	10	2	2	3	3	10	7.88	Accept	48
L	Hindrance	53	7	1	2	0	10	3	2	2	3	10	16.27	Accept	49
		54	6	1	2	1	10	3	2	3	2	10	8.8	Accept	50
		55	6	2	2	0	10	2	2	3	3	10	14.53	Accept	51
		56	7	1	2	0	10	3	2	4	1	10	25.6	Accept	52

M	Esprit	57	7	1	1	1	10	4	2	2	2	10	9.82	Accept	53
		58	7	1	2	0	10	4	2	3	1	10	14.62	Accept	54
		59	7	1	0	2	10	3	1	3	3	10	18.13	Accept	55
		60	5	2	1	2	10	1	4	4	1	10	13.87	Accept	56
		61	6	1	1	2	10	2	4	3	1	10	14.53	Accept	57
		62	0	0	0	10	10	0	0	2	8	10	38.19	Accept	58
		63	7	1	1	1	10	2	4	3	1	10	26.53	Accept	59
N	Intimacy	64	6	1	1	2	10	3	4	3	0	10	9.55	Accept	60
		65	6	2	1	0	10	4	2	3	1	10	10.24	Accept	61
		66	7	0	2	1	10	4	1	4	1	10	15.82	Accept	62
		67	7	1	0	2	10	4	3	2	1	10	10.57	Accept	63
O	Commitment	68	8	1	0	1	10	3	3	3	1	10	29.36	Accept	64
		69	7	1	0	2	10	3	2	1	4	10	25.6	Accept	65
		70	8	1	1	0	10	4	3	1	2	10	21.33	Accept	66
		71	6	1	2	1	10	1	2	3	4	10	21.9	Accept	67
P	Cooperation Ability	72	4	1	2	3	10	1	1	4	4	10	9.08	Accept	68
		73	8	1	1	0	10	5	2	1	2	10	12.69	Accept	69
		74	6	4	0	0	10	2	2	3	3	10	15.33	Accept	70
		75	8	1	0	1	10	3	2	3	2	10	27.27	Accept	71
		76	6	1	1	2	10	3	4	3	0	10	9.55	Accept	72

df = (r-1) (c-1) = (2-1) (4-1)=3

df = 3, at 0.05 level chi square value = 7.815

Because this scale has four levels: Definitely False, Moderately False, Moderately True, and Definitely True, df= (r-1) (c-1) = (2-1) (4-1) = 3, & chi-square value at 0.05 is 7.815. As a result, items with chi-square values at the 0.05 level equal to or more than the calculated value are significant and chosen for Final Implementation of the Organizational Description Scale.

Chapter 5
Analysis and Results

5.1 Introduction

This chapter is the centre of whole research report. It is critical to interpret the acquired information properly and effectively in order to derive conclusions from the collected data during the whole study effort.

In this chapter,

- The distribution of data is done statistically, taking the hypothesis into account, in such a way that data analysis becomes relevant.
- Formulas for statistical computation are utilised as needed.
- The interpretation is offered in the form of conclusions when statistical analysis is completed.
- The investigator has also utilised indices and FIGs to emphasise crucial facts about the data obtained and to display the material in a way that other users may readily comprehend.

5.2 Determination of Level of Job Satisfaction

To measure the degree of job satisfaction among Teacher educators, three levels of job satisfaction were finished by the computation of Quartile (Q1 = 135 and Q3>=167) as per scores obtained by the Teacher educators in investigator's job satisfaction inventory. Table 5.1 shows the three degrees of work satisfaction that were established.

TABLE 5.1 LEVELS OF JOB SATISFACTION

SR. NO.	LEVEL OF JOB SATISFACTION	LIMIT OF SCORES
1	High Level	Higher than 167
2	Medium Level	135-166
3	Low Level	Less than 134

According to Table 5.1, there are three degrees of Job Satisfaction. Levels represent the upper and lower bounds of the scores. The complete sample of teacher educators was

categorised based on these three levels. Table 5.2 shows number of teacher educators & their percentages for each level of Job Satisfaction.

TABLE 5.2 CLASSIFICATION OF TOTAL SAMPLE ACCORDING TO LEVEL OF JOB SATISFACTION

SR. NO.	LEVEL OF JOB SATISFACTION	LIMIT OF SCORES	NUMBER OF TEACHER EDUCATORS	%
1	High Level	Higher than 167	73	25.62
2	Medium Level	135-166	142	49.82
3	Low Level	Less than 134	70	24.56
Total			**285**	**100.00**

According to Table 5.2,

- Out of the 285 teacher educators in the sample, 73 teacher educators, or 25.62 percent, were judged to have a high degree of work satisfaction.
- Out of the 285 teacher educators in the sample, 142 teacher educators, or 49.82 percent, were determined to have a medium degree of work satisfaction.
- Out of the 285 teacher educators in sample, 70 teacher educators, or 24.56 percent, were judged to have a low degree of work satisfaction. FIG 6.1 depicts a FIGical representation of the levels of Job Satisfaction Inventory scores.
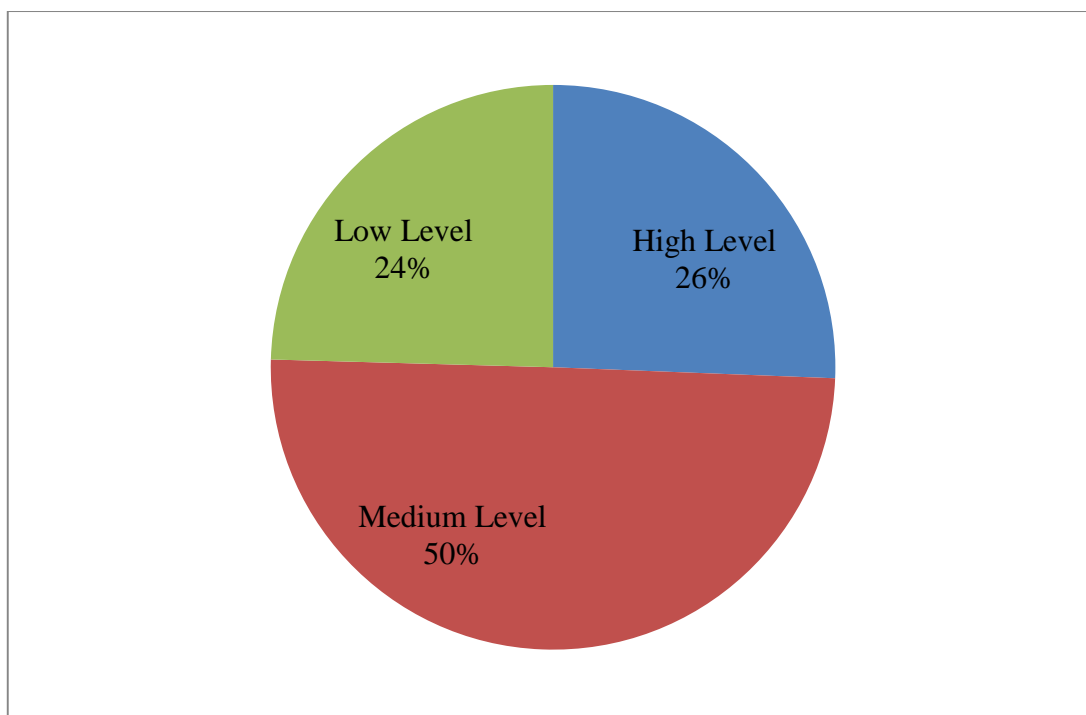
FIG 5.1 PERCENTAGE OF SCORES FOR JOB SATISFACTION LEVELS

5.3 Determination of Type of Organization Environment

The investigator concluded six sorts of Organization Environment in order to establish the Type of Organization Environment among B.Ed. colleges. Three categories of Organization Environment were determined using the investigator's Organization Environment Description Scale, and answers of Teachers in the whole sample were categorised using these 3 levels. Table 5.3 shows number of teacher educators & their percentage responses for each category of Organization Environment.

TABLE 5.3 CLASSIFICATION OF TOTAL SAMPLE ACCORDING TO TYPES OF ORGANIZATION ENVIRONMENT

SR. NO.	TYPES OF ORGANIZATION ENVIRONMENT	NUMBER OF TEACHER EDUCATORS	PERCENTAGE
1	Open	138	48.42
2	Controlled	82	28.77
3	Closed	65	22.81
Total		**285**	**100.00**

According to Table 5.3,

- Out of the 285 teacher educators in the study, 138 teacher educators, or 48.42 percent, were judged to have an Open Environment of Organization.
- Controlled Environment of Organization was detected in 82 of the 285 teacher educators in the survey, accounting for 28.77 percent of all teacher educators.
- Out of the 285 teacher educators in the sample, 65 teacher educators, or 22.81 percent, were judged to have a Closed Environment of Organization.

FIG 5.2 depicts a graphical representation of the percentage of scores for the various types of organizational environment.
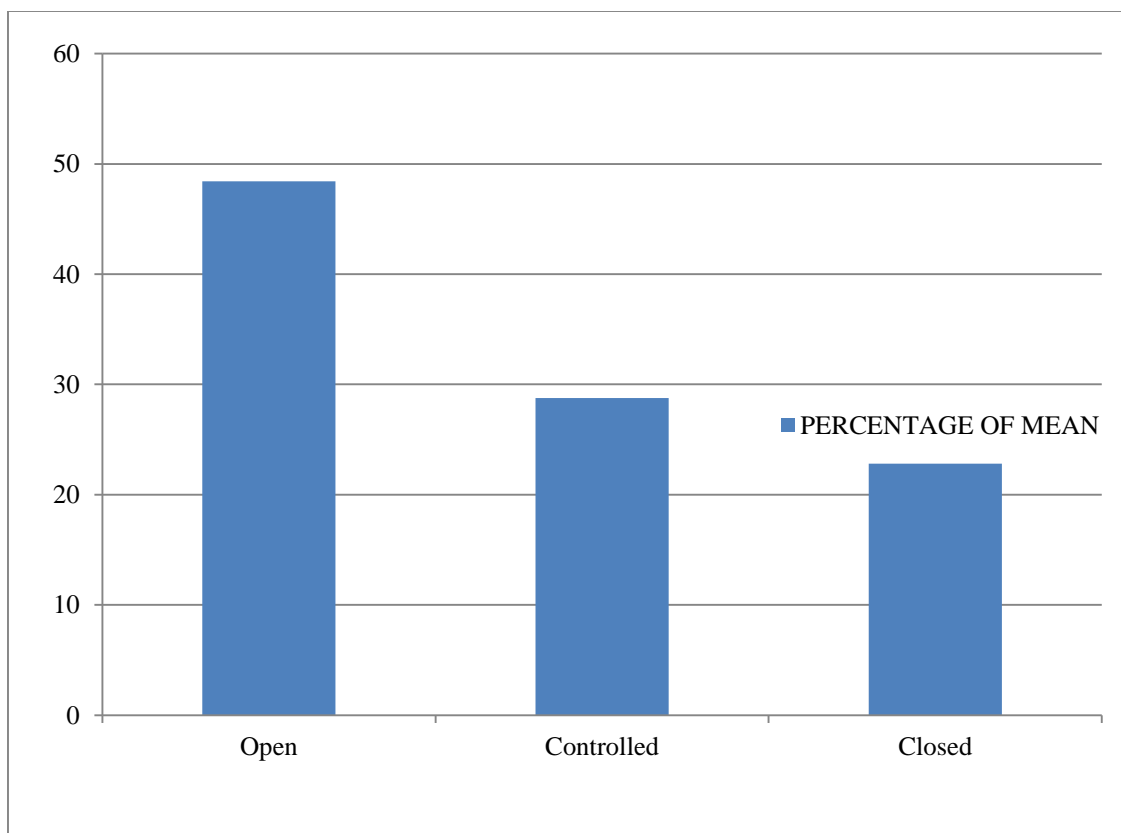
FIG 5.2 PERCENTAGE OF SCORES OF ORGANIZATIONAL ENVIRONMENT

5.4 Determination of Type of Personality

The investigator concluded three varieties of Personality in order to establish the type of teacher educators Personality. Three forms of personality were found using the investigator's teacher educators Personality Inventory, and teacher educators in the whole sample were categorised using these three categories. Table 5.4 shows number of teacher educators & their proportion for each personality type.

TABLE 5.4 CLASSIFICATION OF TOTAL SAMPLE ACCORDING TO TYPE OF PERSONALITY

SR. NO.	TYPE OF PERSONALITY	NUMBER OF TEACHERS	PERCENTAGE
1	Effective	135	47.37
2	Usual	118	41.40
3	Fragile	32	11.23
Total		**285**	**100.00**

According to Table 5.4,

- Out of the 285 teacher educators in the sample, 135 teacher educators, or 47.37 percent, were judged to have an Effective Personality.
- Out of the 285 teacher educators in the sample, 118 teacher educators, or 41.40 percent, were determined to have Usual Personality.
- Out of the 285 teacher educators in the study, 32 teacher educators, or 11.23 percent, were determined to have Fragile Personality.

Fig 5.3 depicts a graphical representation of the percentage of scores for Type of teacher educators Personality.
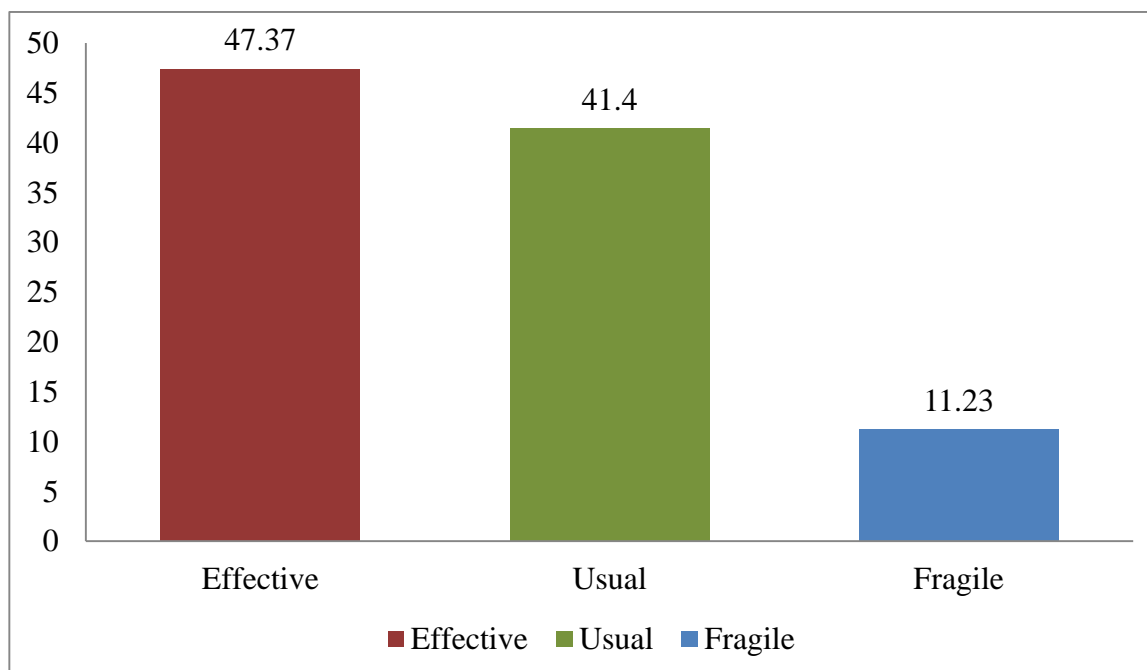
FIG 5.3 PERCENTAGE OF SCORES OF TYPE OF PERSONALITY

5.5. Frequency of Job Satisfaction, Organizational Environment and Teacher's Personality of Entire Sample

Teacher educator data was obtained by investigators for the present inquiry. For data collection, 285 teacher educators from various B.Ed. colleges in west districts of UP state were recruited. To collect data, three self-made tools were used: (1) Teacher Educator Job Satisfaction Inventory (2) The B.Ed. college Organizational Environment Description Scale, and (3) The teacher educators Personality Inventory The frequency distribution table was constructed using teacher educators scores, which are further discussed in Tables 5.5, 5.6, and 5.7.

TABLE 5.5 SCORES OF ENTIRE SAMPLE ON JOB SATISFACTION INVENTORY CLASS FREQUENCY PERCENTAGE (%)

CLASS	FREQUENCY	PERCENTAGE (%)
65-79	14	4.91
80-94	13	4.56
95-109	16	5.61
110-124	9	3.16
125-139	31	10.88
140-154	41	14.39
155-169	114	40
170-184	47	16.49
Total	**285**	**100.00**
Mean	**146.25**	
Standard Deviation	**29.00**	

Table 5.6 shows that mean of teacher educators scores in whole sample is 146.25, with a standard deviation of 29.00. Table 5.4 depicts the frequency distribution of Job Satisfaction Inventory scores received by the entire sample, as presented in Table 5.5.
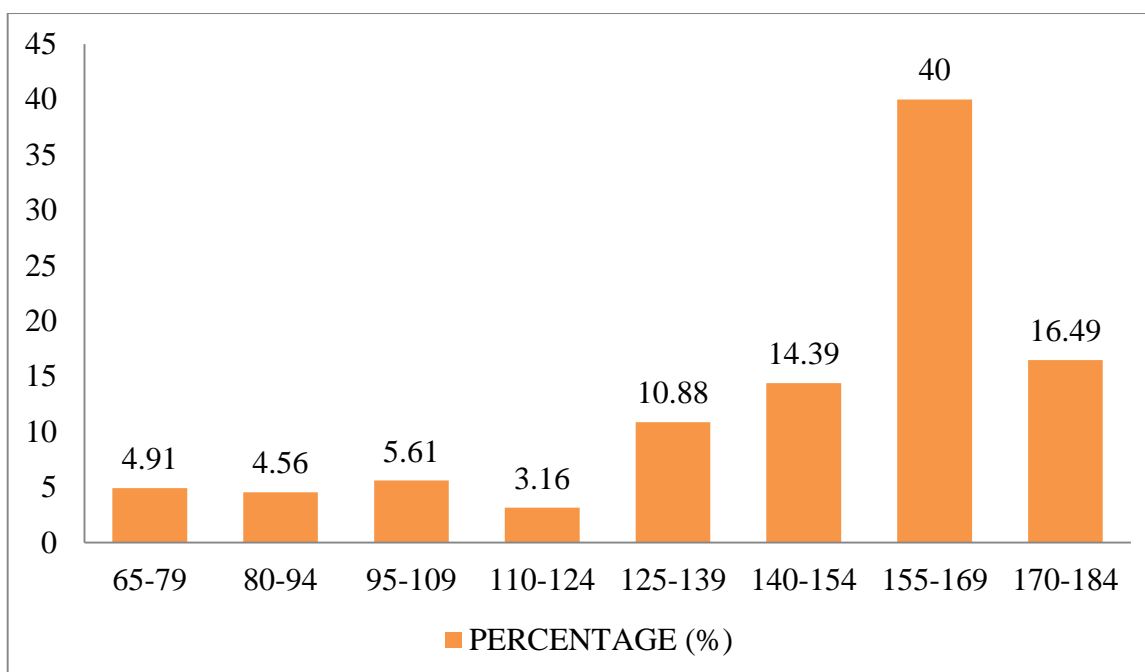
FIG 5.4 FREQUENCY OF SCORES OF JOB SATISFACTION INVENTORY ACHIEVED (ENTIRE SAMPLE)

TABLE 5.6 SCORES OF ENTIRE SAMPLE ON ORGANIZATIONAL ENVIRONMENT DESCRIPTION SCALE AS PER TYPES OF ENVIRONMENT

CLASS	TYPES OF ENVIRONMENT			TOTAL
	OPEN	CONTROLLED	CLOSED	
55-69	-	-	2	2
70-84	-	-	1	1
85-99	-	-	6	6
100-114	-	-	10	10
115-129	-	2	6	8
130-144	-	4	12	16
45-159	-	3	0	3
160-174	1	13	13	27
175-189	0	9	14	23
190-204	0	32	1	33

205-219	4	16	-	20
220-234	32	2	-	34
235-249	54	1	-	55
250-264	34	0	-	34
265-279	13	0	-	13
Total	**138**	**82**	**65**	**285**
Mean	**247.6**	**178.11**	**118.38**	
Standard Deviation	**15.35**	**19.45**	**27.39**	

The mean of Open Environment scores achieved by teacher educators in the entire sample is 246.60 Controlled Environment is 178.11; and Closed Environment is 118.38; and the standard deviation of Open Environment is 15.35; controlled is 19.45; close Environment is 27.39; FIG 6.5 illustrates the information from Table 5.6 on the Mean of Achieved Scores.
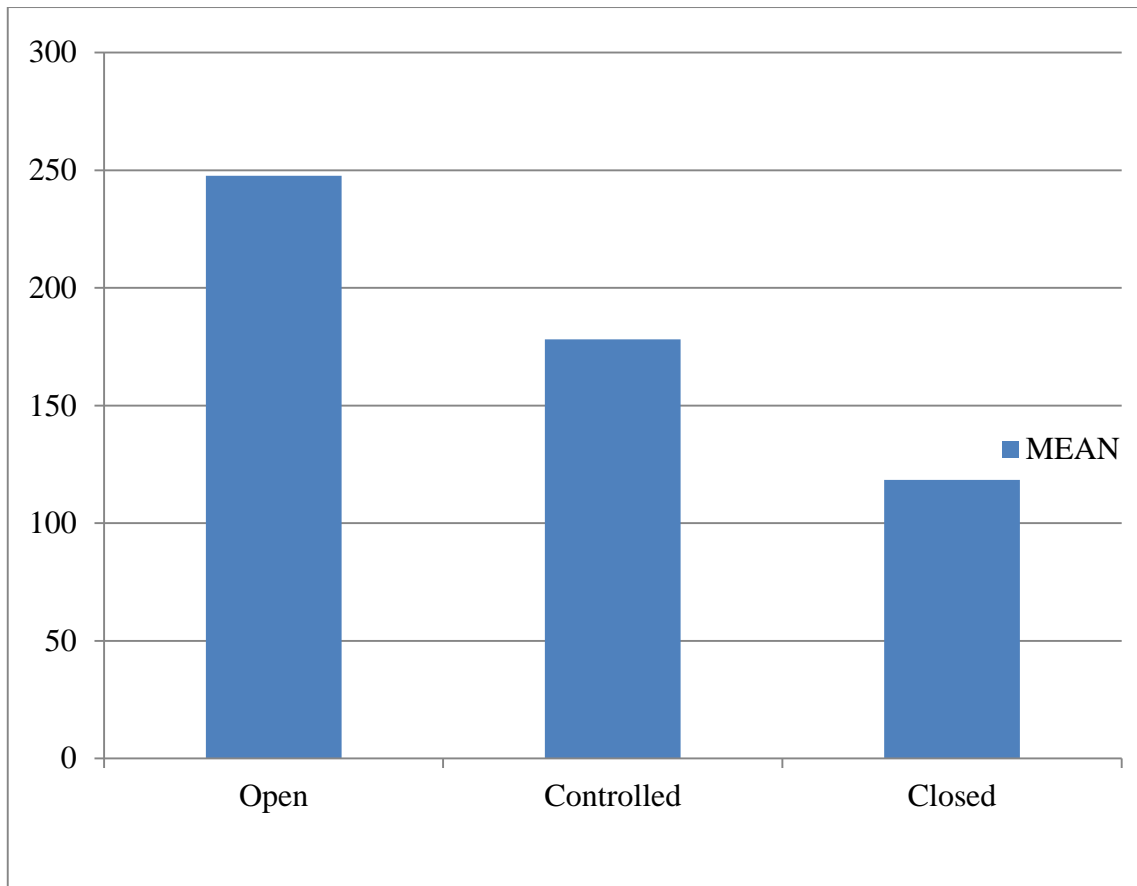
FIG 5.5 AVERAGE OF SCORES OF AS PER TYPES OF ORGANIZATIONAL ENVIRONMENT ON ORGANIZATIONAL ENVIRONMENT DESCRIPTION SCALE ACHIEVED BY ENTIRE SAMPLE

TABLE 5.7 SCORES OF ENTIRE SAMPLE ON PERSONALITY SCALE AS PER TYPE OF PERSONALITY

CLASS	TYPES OF PERSONALITY			
	EFFECTIVE	USUAL	FRAGILE	TOTAL
45-49	-	-	1	01
50-54	-	-	3	03
55-59	-	-	6	06
60-64	-	-	2	02
65-69	-	-	7	07
70-74	-	3	12	15

75-79	-	9	1	10
80-84	-	9	-	09
85-89	-	2	-	02
90-94	-	8	-	08
95-99	-	21	-	21
100-104	-	62	-	62
105-109	81	4	-	85
110-114	39	-	-	39
115-119	11	-	-	11
120-124	1	-	-	01
125-129	2	-	-	02
130-134	1	-	-	01
Total	**135**	**118**	**32**	**285**
Mean	**109.90**	**96.60**	**64.63**	
Standard Deviation	**4.29**	**9.15**	**7.86**	

Table 5.7 reveals that the mean of the scores obtained by the teachers in the overall sample is 109.90; the usual personality is 96.60; and the fragile personality is 64.63; the standard deviation is 4.29; the usual personality is 9.15; and the fragile personality is 7.86. FIG 5.6 depicts the information on the Mean of Achieved Scores as per Table 6.7.
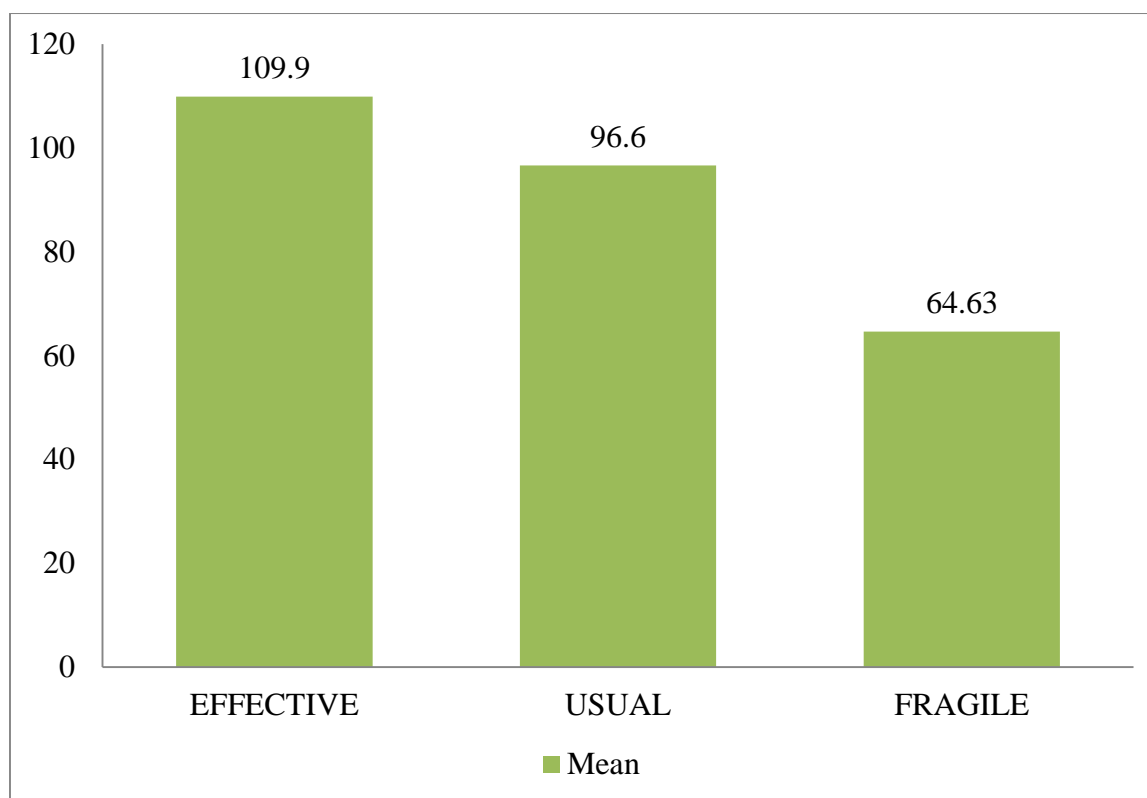
FIG 5.6 AVERAGE OF SCORES ACHIEVED ON PERSONALITY INVENTORY AS PER PERSONALITY TYPE BY ENTIRE SAMPLE

5.6. Frequency Distribution and Testing of Null Hypothesis

We examined the Levels of Job Satisfaction, Types of Organizational Environment, and Teacher's Personality of the full sample in previous paragraphs. Furthermore, finding a substantial difference between mean scores and their standard deviation is essential for testing the null hypothesis. In this case, the investigator determined the t-value of the mean of each group of whole sample. To determine if two groups differ substantially, the calculation of t-values and hypothesis testing will be described in the following sections.

H01: There Will Be No Significant Difference B/W Mean Scores Of Job Satisfaction On Teacher Educators Working Open And Controlled Organizational Environment Variables

The entire sample of teacher educators was separated into groups of teacher educators working in Open Environment and Controlled Environment, based on Job Satisfaction ratings. Table 5.8 shows the inventory frequency distribution that was created.

TABLE 5.8 Classification of Achieved Scores by Teachers on Job Satisfaction Inventory Working in Open Environment and Controlled Environment

CLASS	FREQUENCY DISTRIBUTION			
	ORGANIZATIONAL ENVIRONMENT			
	OPEN ENVIRONMENT		CONTROLLED ENVIRONMENT	
	FREQUENCY	%	FREQUENCY	%
65-84	2	1.39	18	21.62
85-104	0	0	20	24.32
105-124	6	4.17	4	5.41
125-144	13	9.72	22	27.03
145-164	69	50	4	5.41
165-184	48	34.72	13	16.22
TOTAL	**138**	**100**	**82**	**100**
MEAN	156.90		120.41	
STANDARD DEVIATION	17.51		35.20	

`   According to Table 5.8, mean of Job satisfaction Inventory scores attained by teachers educators working in Open environment is greater than mean of Job satisfaction Inventory scores achieved by teachers educators working in Controlled environment. As a result, it is clear that teachers educators working in an Open atmosphere have a greater degree of job satisfaction than teachers educators working in a Controlled environment. However, in order to determine significance of difference between the mean scores, 't' value must be determined. Fig 5.7 explains the information about the mean of attained scores from Table 5.8.
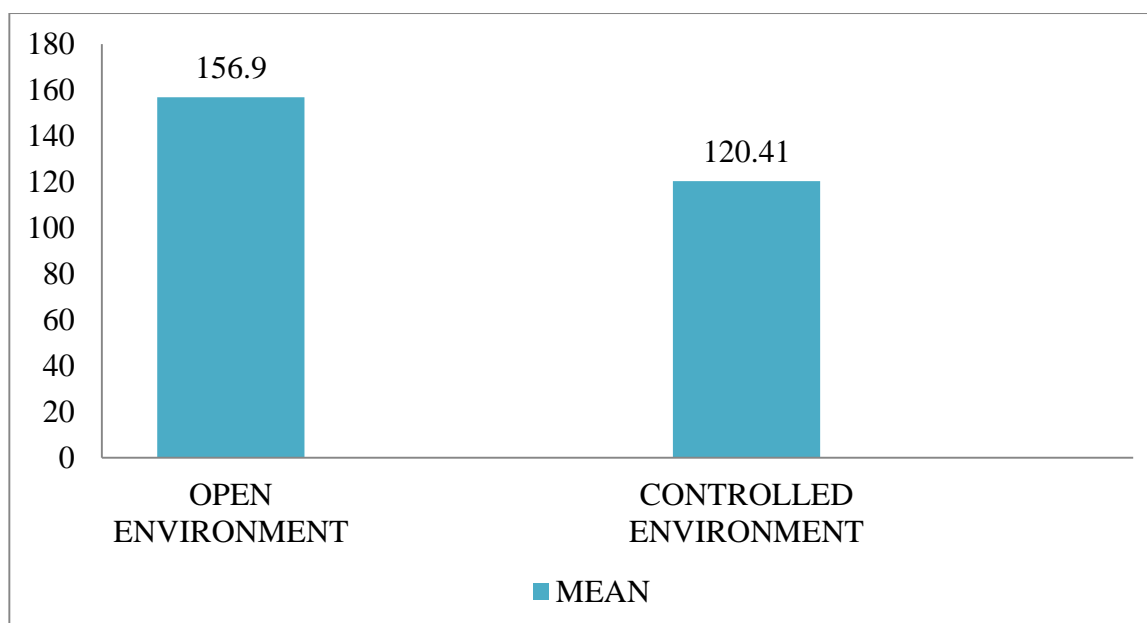
FIG 5.7 COMPARISON OF MEAN SCORES ACHIEVED BY TEACHERS WORKING IN OPEN AND CONTROLLED ENVIRONMENT

❖ **Testing of Significance of difference of mean scores achieved on Job satisfaction Inventory by Teachers working in Open Environment and Controlled Environment by finding t-Value:**

The investigator devised a hypothesis to determine the relevance of difference in job satisfaction between teachers educators operating in Open Environment and Controlled Environment. Table 5.9 shows the values that were calculated to test this sub hypothesis, such as the standard error of mean and the t-value.

TABLE 5.9 MEAN, STANDARD DEVIATION AND T-VALUE OF TEACHERS WORKING IN OPEN ENVIRONMENT AND CONTROLLED ENVIRONMENT

ENVIRON MENT	N	MEAN	S.D.	S.D^2	SE$_D$	MEAN DIFFE RENCE	t-VALU E	SIGNIF ICANC E LEVEL
Open	138	156.90	17.51	306.65	6.14	36.50	5.94	0.01
Controlled	82	120.40	35.20	1239.30				

(** = **Significant at 0.01 Level**)

As shown in Table 5.9, mean of scores achieved by teachers educators in the Organizational Environment Description Scale for teachers educators in Open Environment is 156.90, while the mean of scores achieved by teachers educators in Controlled Environment is 120.40, the standard deviation of scores achieved by teachers educators in Open Environment is 17.51, while the standard error of mean difference is 6.14, and the t value is 5.94. As a result, the estimated t-value is more than the table value of 2.58 at 0.01 level. As a result, the sub hypothesis "There will be no substantial difference in Job Satisfaction b/w teachers educators working in Open Environment and Controlled Environment" is rejected.

Thus, at the 0.01 level, there is a significant difference in mean job satisfaction scores of teachers educators working in Open & Controlled environments.

As a result, when mean scores are compared, teachers educators working in Open environment had higher mean scores than teachers educators working in Controlled environment. Thus, teachers educators working in Open environment were shown to be more satisfied with their jobs than teachers educators working in Controlled environment.

H02: THERE WILL BE NO SIGNIFICANT DIFFERENCE B/W MEAN SCORES OF JOB SATISFACTION ON TEACHER EDUCATORS WORKING IN OPEN AND CLOSED ORGANIZATIONAL ENVIRONMENT VARIABLES

The whole sample of teacher educators was separated into groups of teacher educators working in Open Environment & Closed Environment, and a frequency distribution was created based on the results of the Job Satisfaction Inventory, as shown in Table 5.10.

TABLE 5.10 CLASSIFICATION OF ACHIEVED SCORES BY TEACHERS WORKING IN OPEN ENVIRONMENT AND CLOSED ENVIRONMENT

CLASS	OPEN ENVIRONMENT		CLOSED ENVIRONMENT	
	FREQUENCY	%	FREQUENCY	%
65-84	2	1.39	17	26.47
85-104	0	0	11	17.65

105-124	6	4.17	4	5.88
125-144	13	9.72	13	20.59
145-164	69	50	8	11.76
165-184	48	34.72	11	17.65
Total	**138**	**100**	**65**	**100**
Mean	156.90		120.50	
Standard Deviation	17.51		36.87	

According to Table 5.10, the mean of Job satisfaction Inventory scores attained by teacher educators working in Open environment is greater than mean of Job satisfaction Inventory scores achieved by teacher educators working in Closed environment. As a result, it is clear that teacher educators working in an open atmosphere have better job satisfaction than teacher educators working in a closed environment. However, in order to determine significance difference b/w mean scores, 't' value must be determined. Fig 5.8 depicts the information on the mean of acquired scores as per Table 5.10.

FIG 5.8 COMPARISON OF MEAN SCORES ACHIEVED BY TEACHERS WORKING IN OPEN AND CLOSED ENVIRONMENT

❖ **Testing of Significance difference of the mean scores achieved on Job Satisfaction Inventory by teacher educators working in Open Environment and Closed Environment by finding t-Value:**

The investigator devised a hypothesis to determine the relevance of difference in job satisfaction between teacher educators operating in Open Environment and Closed Environment. Table 5.11 shows the values that were calculated to test this sub hypothesis, such as the standard error of mean and the t-value.

TABLE 5.11 MEAN, STANDARD DEVIATION AND T-VALUE OF TEACHERS WORKING IN OPEN ENVIRONMENT AND CLOSED ENVIRONMENT

ENVIRONMENT	N	MEAN	S.D.	S.D^2	SE$_D$	MEAN DIFFERENCE	t-VALUE	SIGNIFICANCE LEVEL
Open	138	156.90	17.51	306.65	6.65	36.40	5.47	0.01**
Closed	65	120.50	36.87	1359.53				

(**= Significant at 0.01 Level)

As shown in Table 5.11, the mean of scores achieved by teacher educators in Organizational Environment Description Scale for teacher educators in Open Environment is 156.90, and the mean of scores achieved by teacher educators in Closed Environment is 120.50, the standard deviation of scores achieved by teacher educators in Open Environment is 17.51, and the standard error of mean difference is 6.65, and the t value is 5.47. As a result, the estimated t-value is more than the table value of 2.58 at 0.01 level. As a result, the sub hypothesis "There will be no substantial difference in Job Satisfaction b/w teacher educators working in an Open Environment and those working in a Closed Environment" is not accepted.

Thus, at the 0.01 level, there is a significant difference in mean job satisfaction scores of teacher educators working in Open & Closed environments.

As a result, when mean scores are compared, teacher educators working in Open environment had higher mean scores than teacher educators working in Closed environment.

Thus, teacher educators working in an open atmosphere were shown to be more satisfied with their jobs than teacher educators working in a closed environment.

H03: THERE WILL BE NO SIGNIFICANT DIFFERENCE B/W MEAN SCORES OF JOB SATISFACTION ON TEACHER EDUCATORS WORKING IN CONTROLLED AND CLOSED ORGANIZATIONAL ENVIRONMENT VARIABLES

The Teachers in the entire sample were separated into two groups: those working in Controlled Environment and Closed Environment, and a frequency distribution was created based on the results of the Job Satisfaction Inventory, as shown in Table 5.12.

TABLE 5.12 CLASSIFICATION OF ACHIEVED SCORES BY TEACHERS WORKING IN CONTROLLED AND CLOSED ENVIRONMENT

CLASS	CONTROLLED ENVIRONMENT		CLOSED ENVIRONMENT	
	FREQUENCY	%	FREQUENCY	%
65-84	18	21.62	17	26.47
85-104	20	24.32	11	17.65
105-124	4	5.41	4	5.88
125-144	22	27.03	13	20.59
145-164	4	5.41	8	11.76
165-184	13	16.22	11	17.65
Total	**82**	**100**	**65**	**100**
Mean	**120.40**		**120.50**	
Standard Deviation	**35.20**		**36.87**	

According to Table 5.12 mean of Job satisfaction Inventory scores attained by teacher educators working in Closed environment is greater than the mean of Job satisfaction Inventory scores achieved by teacher educators vworking in Controlled environment. As a result, it is clear that teacher educators working in a Closed atmosphere have better job satisfaction than teacher educators working in a Controlled environment. However, in order

to determine significance of difference b/w the mean scores, t' value must be determined. Fig 5.9 depicts the information on the mean of attained scores as per Table 5.12.
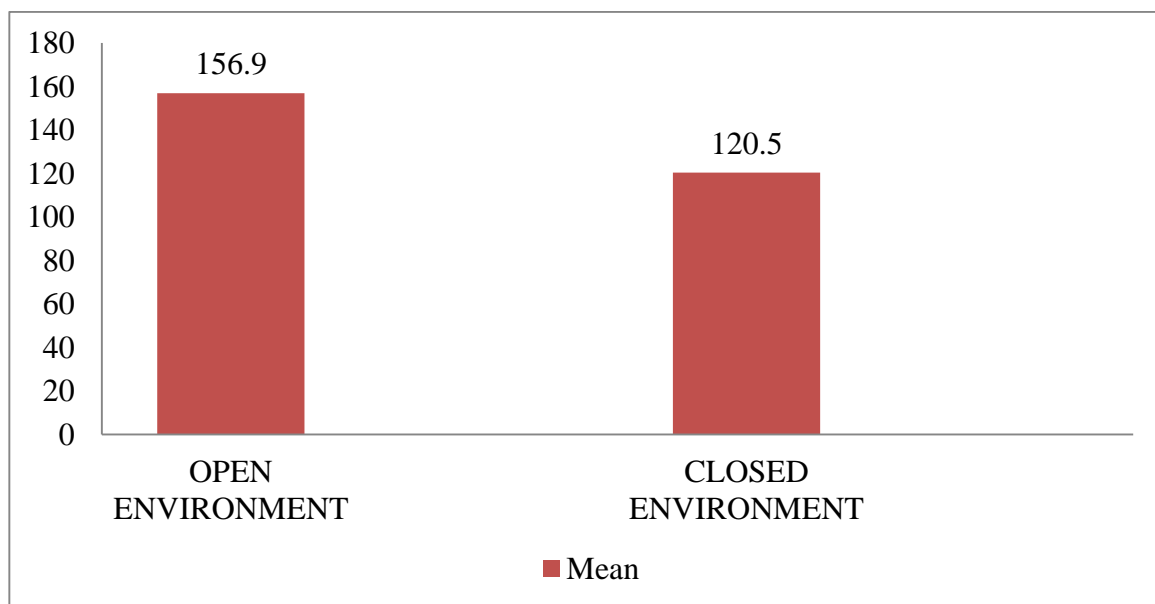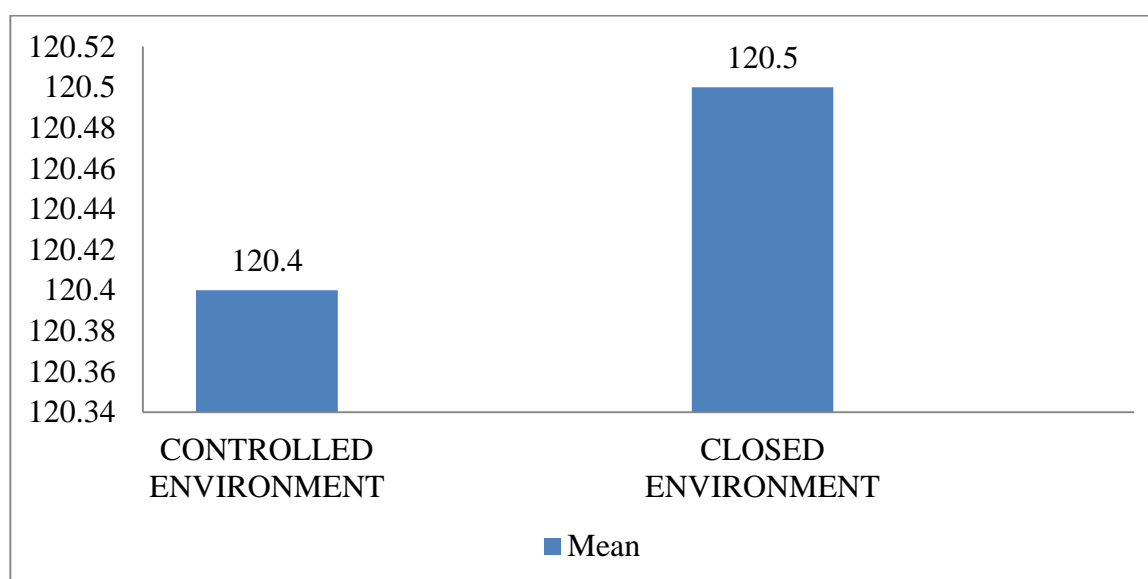

FIG 5.9 COMPARISON OF MEAN SCORES ACHIEVED BY TEACHERS WORKING IN CONTROLLED AND CLOSED ENVIRONMENT

❖ **Testing of Significance of difference of mean scores achieved on Job Satisfaction Inventory by teacher educators working in Controlled Environment and Closed Environment by finding t-Value:**

The investigator developed a hypothesis to determine the relevance of the difference in job satisfaction between teacher educators operating in Controlled Environment and Closed Environment. Table 5.13 shows the values that were calculated to test this sub-hypothesis, such as the standard error of mean and the t-value.

TABLE 5.13 MEAN, STANDARD DEVIATION AND T-VALUE OF TEACHERS WORKING IN CONTROLLED ENVIRONMENT AND CLOSED ENVIRONMENT

ENVIRON MENT	N	MEAN	S.D.	$S.D^2$	SE_D	MEAN DIFFER ENCE	t- VALU E	SIGNIFI CANCE LEVEL
Controlled	82	120.40	35.20	1239.30	8.57	0.09	0.011	NS
Closed	65	120.50	36.87	1359.53				

(NS = Not Significant)

As shown in Table 5.13, mean of scores achieved by teacher educators in Organizational Environment Description Scale for teacher educators in Controlled Environment is 120.40, and the mean of scores achieved by teacher educators in Closed Environment is 120.50, the standard deviation of scores achieved by teacher educators in Controlled Environment is 35.20, and standard error of mean difference is 8.57, and the t value is 0.011. As a result, the estimated t-value is smaller than table value of 1.96 at the 0.05 level. Hence, the sub-hypothesis "It is considered that there would be no major difference in Job Satisfaction between teacher educators operating in Controlled Environment and Closed Environment."

As a result, there is no significant difference in mean job satisfaction scores of teacher educators working in Controlled and Closed environments.

H04: THERE WILL BE NO SIGNIFICANT DISTINCTNESS BETWEEN THE MEAN SCORES OF JOB SATISFACTION ON TEACHER EDUCATORS BETWEEN EFFECTIVE AND USUAL PERSONALITY TRAITS VARIABLES

The Teachers in entire sample were separated into corresponding groups of Teachers with Effective and Usual personalities, and a frequency distribution was constructed based on the acquired scores on the Job Satisfaction Inventory, as shown in Table 5.14.

TABLE 5.14 CLASSIFICATION OF ACHIEVED SCORES BY TEACHERS HAVING EFFECTIVE AND USUAL PERSONALITY

CLASS	EFFECTIVE		USUAL	
	FREQUENCY	%	FREQUENCY	%
65-84	10	7.41	9	7.63
85-104	3	2.22	14	11.86
105-124	3	2.22	5	4.24
125-144	16	11.85	18	15.25
145-164	60	44.44	36	30.51

165-184	43	31.85	36	30.51
Total	**135**	**100**	**118**	**100**
Mean	**154.82**		**148.28**	
Standard Deviation	**22.59**		**27.22**	

According to Table 5.14, the mean of Job Satisfaction Inventory scores obtained by teacher educators with Effective personalities is greater than the mean of Job Satisfaction Inventory scores obtained by teacher educators with Usual personalities. As a result, it is clear that teacher educators with Effective personalities have better job satisfaction than teacher educators with Usual personalities. However, in order to determine significance of difference b/w mean scores, 't' value must be determined. Fig 5.10 depicts the information on the mean of attained scores as per Table 5.14.

FIG 5.10 COMPARISON OF MEANISCORES ON JOB SATISFACTION INVENTORY BY TEACHERS HAVING EFFECTIVE AND USUAL PERSONALITY

❖ **Testing of Significance of difference of mean scores achieved on Job Satisfaction Inventory by Teacher educators having Effective and Usual personality by finding t-Value :**

The investigator created a hypothesis to determine relevance of the difference in job satisfaction between teacher educators with Effective and Usual personalities. Table 5.15 contains the essential values for testing this sub-hypothesis, such as standard error of mean and t-value.

TABLE 5.15 MEAN, STANDARD DEVIATION AND T-VALUE OF TEACHERS HAVING EFFECTIVE AND USUAL PERSONALITY

PERSONALITY	N	MEAN	S.D.	S.D^2	SE$_D$	MEAN DIFFERENCE	t-VALUE	SIGNIFICANCE LEVEL
Effective	135	154.82	22.59	510.23	3.17	6.54	2.06	0.05*
Usual	118	148.28	27.22	741.15				

(*= Significant at 0.01 Level)

As shown in Table 5.15, the mean of scores obtained by teacher educators with Effective personalities is 154.82 and 148.28, the standard deviation of scores obtained by teacher educators with Effective personalities is 22.59 and 27.22, the standard error of mean difference is 3.17, and the t value is 2.06. As a result, the estimated t-value is more than the table value of 1.96 at the 0.05 level. As a result, the sub-hypothesis "There will be no significant difference in mean Job Satisfaction scores on teacher educators with Effective and Usual Personalities is not accepted."

Thus, at the 0.05 level, there is a significant difference in mean work satisfaction scores of teacher educators with Effective and Usual personalities.

As a result, when mean scores are compared, teacher educators with Effective personalities have higher mean scores than teacher educators with Usual personalities. Thus, it was discovered that teacher educators with Effective personalities had a greater degree of job satisfaction than teacher educators with Usual personalities.

H05: THERE WILL BE NO SIGNIFICANT DISTINCTNESS BETWEEN THE MEAN SCORES OF JOB SATISFACTION ON TEACHER EDUCATORS BETWEEN EFFECTIVE AND FRAGILE PERSONALITY TRAITS VARIABLES.

The teacher educators in the entire sample were separated into two groups: those with an Effective personality and those with a Fragile personality, and a frequency distribution was created based on results of the Job Satisfaction Inventory, as shown in Table 5.16.

TABLE 5.16 CLASSIFICATION OF ACHIEVED SCORES BY TEACHERS HAVING EFFECTIVE AND FRAGILE PERSONALITY

CLASS	EFFECTIVE		FRAGILE	
	FREQUENCY	%	FREQUENCY	%
65-84	10	7.41	4	12.5
85-104	3	2.22	0	0
105-124	3	2.22	5	15.63
125-144	16	11.85	10	31.25
145-164	60	44.44	8	25
165-184	43	31.85	5	15.63
Total	**135**	**100**	**32**	**100**
Mean	**154.82**		**135.63**	
Standard Deviation	**22.59**		**29.76**	

According to Table 5.16, the mean of Job Satisfaction Inventory scores acquired by teacher educators with Effective personalities is greater than the mean of scores achieved by teacher educators with Fragile personalities. As a result, it is clear that teacher educators with an Effective personality have higher job satisfaction than Teachers with a Fragile personality. However, in order to determine significance of difference b/w the mean scores, 't' value must be determined. Fig 5.11 depicts the information on the mean of attained scores as per Table 5.16.
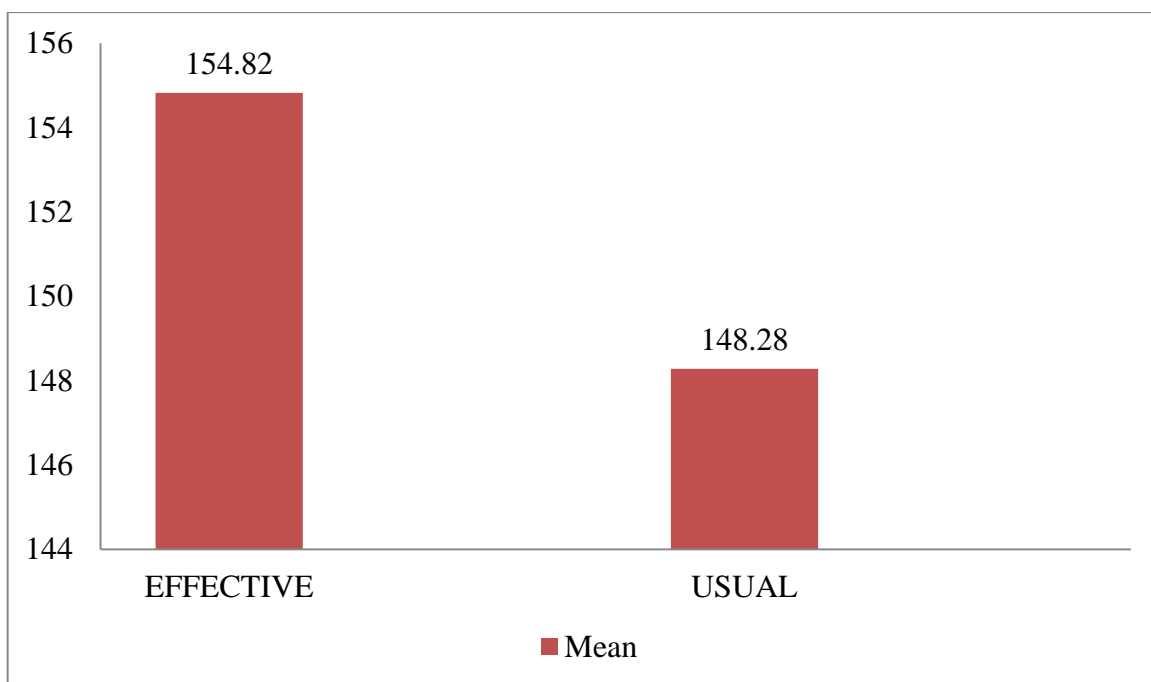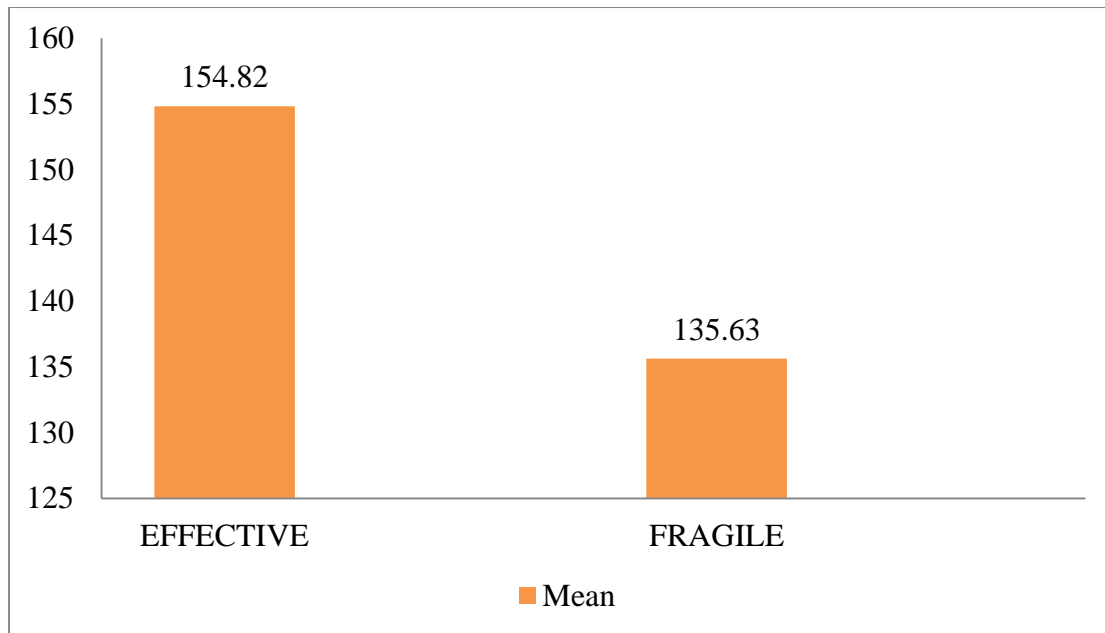
FIG 5.11 COMPARISON OF MEAN SCORES ON JOB SATISFACTION INVENTORY BY TEACHERS HAVING EFFECTIVE AND FRAGILE PERSONALITY

❖ **Testing of Significance of difference of mean scores achieved on Job Satisfaction Inventory by teacher educators having Effective and Fragile personality by finding t-Value:**

The investigator devised a hypothesis to determine relevance of differences in job satisfaction among teacher educators with Effective and Fragile personalities. Table 5.17 contains the essential values for testing this sub-hypothesis, such as standard error of mean and t-value.

TABLE 517 MEAN, STANDARD DEVIATION AND T-VALUE OF TEACHERS HAVING EFFECTIVE AND FRAGILE PERSONALITY

PERSONALITY	N	MEAN	S.D.	S.D^2	SE$_D$	MEAN DIFFERENCE	t-VALUE	SIGNIFICANCE LEVEL
Effective	135	154.82	22.59	510.23	5.61	19.19	3.42	0.01
Fragile	32	135.63	29.76	885.85				

(** = Significant at 0.01 Level)

As shown in Table 5.17, mean of scores obtained by teacher educators with Effective personalities is 154.82 and the mean of scores obtained by teacher educators with Fragile personalities is 135.63, the standard deviation of scores obtained by teacher educators with Effective personalities is 22.59 and the standard deviation of scores obtained by teacher educators with Fragile personalities is 29.76, the standard error of mean difference is 5.61, and the t value is 3.42. As a result, the estimated t-value is more than the table value of 2.58 at the 0.01 level. As a result, the sub-hypothesis "There will be no significant difference in mean Job Satisfaction scores on teacher educators with Effective and Fragile Personalities is not accepted."

Thus, at the 0.01 level, there is a significant distinctness in the mean work satisfaction scores of teacher educators with Effective and Fragile personalities.

As a result, when mean scores are compared, teacher educators with Effective personalities have higher mean scores than teacher educators with Fragile personalities. Thus, teacher educators with an Effective personality were shown to be more satisfied with their jobs than Teachers with a Fragile personality.

H06: THERE WILL BE NO SIGNIFICANT DISTINCTNESS BETWEEN THE MEAN SCORES OF JOB SATISFACTION ON TEACHER EDUCATORS BETWEEN USUAL AND FRAGILE PERSONALITY TRAITS VARIABLES

The teacher educators in the entire sample were separated into two groups: those with a typical personality and those with a fragile personality, and a frequency distribution was created based on the results of the Job Satisfaction Inventory, as shown in Table 5.18.

TABLE 5.18 CLASSIFICATION OF ACHIEVED SCORES BY TEACHERS HAVING USUAL AND FRAGILE PERSONALITY

CLASS	USUAL		FRAGILE	
	FREQUENCY	%	FREQUENCY	%
65-84	9	7.63	4	12.5

85-104	14	11.86	0	0
105-124	5	4.24	5	15.63
125-144	18	15.25	10	31.25
145-164	36	30.51	8	25
165-184	36	30.51	5	15.63
Total	**118**	**100**	**32**	**100**
Mean	**148.28**		**135.63**	
Standard Deviation	**27.22**		**29.76**	

According to Table 5.18, the mean of Job Satisfaction Inventory scores attained by Teachers with Usual personality is greater than mean of scores achieved by Teachers with Fragile personality. Thus, it is clear that Teachers with Usual personalities have more job satisfaction than Teachers with Fragile personalities. However, in order to determine significance of difference between the mean scores,'t' value must be determined. Fig 5.12 depicts the information on the mean of attained scores as per Table 5.18.
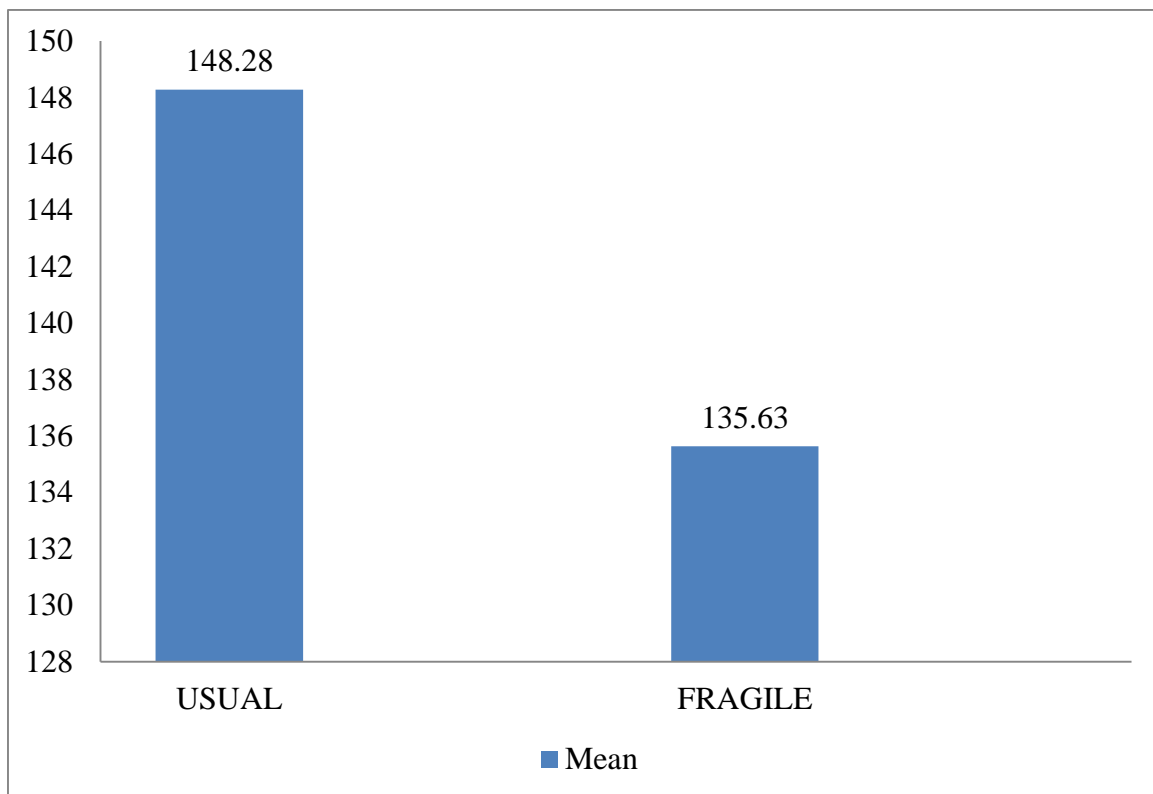
FIG 5.12 COMPARISON OF MEAN SCORES ON JOB SATISFACTION INVENTORY BY TEACHERS HAVING USUAL AND FRAGILE PERSONALITY

❖ **Testing of Significance difference of the mean scores achieved on Job Satisfaction Inventory by Teachers having Usual and Fragile personality by finding t-Value :**

The investigator devised a hypothesis to determine the relevance of differences in job satisfaction among Teachers with Usual and Fragile personalities. Table 5.19 contains the essential values for testing this sub-hypothesis, such as standard error of mean and t-value.

TABLE 5.19 MEAN, STANDARD DEVIATION AND T-VALUE OF TEACHERS HAVING USUAL AND FRAGILE PERSONALITY

PERSONALITY	N	MEAN	S.D.	S.D²	SE_D	MEAN DIFFERENCE	t-VALUE	SIGNIFICANCE LEVEL
Usual	118	148.28	27.22	741.15	5.83	12.66	2.17	0.05
Fragile	32	135.63	29.76	885.85				

(*= Significant at 0.05 Level)

As indicated in Table 5.19, mean of scores obtained by Teachers with Usual personality is 148.28 and 135.63, the standard deviation of scores obtained by Teachers with Usual personality is 27.22 and 29.76, the standard error of mean difference is 5.83, and the t value is 2.17. As a result, the estimated t-value is more than table value of 1.96 at the 0.05 level. As a result, the sub-hypothesis "There will be no significant distinctness in the mean scores of Job Satisfaction on Teachers with Usual and Fragile Personality is rejected".

Thus, at the 0.05 level, there is a significant difference in mean work satisfaction scores among Teachers with Usual and Fragile personalities.

As a result, when mean scores are compared, teacher educators with Usual personality have higher mean scores than teacher educators with Fragile personality. Thus, teacher

educators with Usual personalities were shown to be more satisfied with their jobs than teacher educators with Fragile personalities.

Chapter 6
Conclusions

6.1. Introduction

The preceding chapter goes into great length on dependability and validity. Any study is conducted with certain aims in mind, which eventually aids in the discovery of discoveries and the development of research conclusions. Findings are the end result of any study project. At a glance, the findings provide an overview of the whole study project. It is also necessary to include a summary of the entire research work in this chapter. The current chapter focuses on the Findings discovered, Educational implications determined, and Suggestions for the planned study.

6.2. Findings of the Proposed Study

- At the 0.01 level, there is a significant distinctness in mean job satisfaction scores of Teachers working in open and controlled environments. Teachers working in open environments were shown to be more satisfied with their jobs than those working in restricted environments.

- At 0.01 level, there is a substantial distinctness in the mean job satisfaction scores of Teachers working in open and closed environments. Teachers working in an open setting were found to be more satisfied with their jobs than those working in a closed environment.

- There is no statistically significant distinctness in the mean job satisfaction scores of Teachers working in Controlled and Closed environments.

- At the 0.05 level, there is a significant difference in mean work satisfaction scores of Teachers with Effective and Usual personalities. Teachers with an Effective personality were found to be more satisfied with their jobs than Teachers with a Usual personality.

- At the 0.01 level, there is a significant distinctness in mean work satisfaction scores among Teachers with Effective and Fragile personalities. Teachers with an Effective personality were shown to be more satisfied with their jobs than Teachers with a Fragile personality.

- At the 0.05 level, there is a significant distinctness in mean work satisfaction scores of Teachers with Usual & Fragile personalities. Teachers with Usual personalities were found to be more satisfied with their jobs than Teachers with Fragile personalities.

6.3. Educational Implications

- Job Satisfaction of teacher educators Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Personality Characteristics of teacher educators may find inventory beneficial in their research work.

- B.Ed. colleges can use the teacher educators Job Satisfaction Inventory to determine three degrees of job satisfaction: high, average, and low. Organizational Environment Description Scale for B.Ed. colleges to determine the sort of organisational environment in their institution and teacher educators Personality traits Inventory to determine three degrees of personality-effective, usual, and frail.

- The results of the teacher educators Job Satisfaction Inventory may be useful in taking appropriate actions to improve levels of job satisfaction among teacher educators. The Organizational Environment Description Scale for HSS schools scores may be useful in determining the sort of organisational environment that provides a healthy atmosphere in B.Ed. colleges. Teachers' Personality traits Inventory scores may be useful in raising their personality level.

- Job Satisfaction of a Teacher Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Personality Characteristics of Teachers Inventory may assist administrators in knowing job satisfaction levels of Teachers, diagnosing environment of HSS schools on a regular basis so that they can establish a congenial environment in colleges, and also knowing the personality traits of Teachers so that it can be used as feedback for improvement.

- Job Satisfaction of a Teacher Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Personality Characteristics of Teachers The inventory may assist the government in determining the work satisfaction levels of Teachers in the state and in developing or revising associated policies. Furthermore, as schools are reflections of B.Ed. colleges, the Organizational Environment Description Scale for B.Ed. colleges may assist the government in assessing the environment prevailing at B.Ed. colleges in order to develop or transform it into ideal. As a result, this may contribute to a positive organisational environment in schools, ultimately

strengthening the educational system. Personality Traits of a Teacher The inventory may assist the government in assessing the personality of Teachers when interviewing them for B.Ed. colleges. This inventory can be used in conjunction with the needed credentials for the position of Teacher, as it is not just qualifications that serve to shape a future teacher, but also traits and talents.

- Job Satisfaction of a Teacher Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Personality Characteristics of Teachers Inventory can be employed effectively with factors such as the gender of the Teacher, his or her qualifications, technique, experience, and the sort of college where he or she works.

- Job Satisfaction of a Teacher Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Personality Characteristics of Teachers Inventory may become an important tool for gauging the level of job satisfaction among Gujarati Teachers, identifying the type of organisational environment prevailing in UP B.Ed. colleges, and understanding the personality echelon of UP Teachers in general, which will be beneficial to B.Ed. colleges Managements, State Government, and Education Ministry.

- The results of the Teacher's Job Satisfaction Inventory, the Organizational Environment Description Scale for B.Ed. colleges, and the Teacher's Personality traits. Inventory performed collectively at a B.Ed. college may result in qualitative improvements in college and an upgrade in college level.

- To attract new staff in B.Ed. colleges, the Teacher's Personality Test may be administered.

- Other researchers may find the Teacher's Job Satisfaction Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Teacher's Personality Characteristics Inventory useful.

6.4. Suggestions for Future Researches

- A Study of Organizational Environment & Personality traits on Job Satisfaction of UP states Primary Teachers

- A Study of Organizational Environment & Personality Characteristics on Job Satisfaction of UP state Secondary Teachers

- A Study of Organizational Environment & Characteristics Personality on Job Satisfaction in UP's Science Faculty Fraternity

- A Study of the Impact of Organizational Environment and Characteristics Personality on Job Satisfaction in the UP's Commerce Faculty Fraternity

- A Study of the Impact of Organizational Environment and Personality Characteristics on Job Satisfaction in UP's Arts Faculty Fraternity

- A Study of Organizational Environment & Characteristics Personality on Job Satisfaction in the UP Management Faculty Fraternity

6.5. Conclusion

The proposed study began by determining the objectives of developing and standardising the Teacher educators Job Satisfaction Inventory, the Organizational Environment Description Scale for B.Ed. colleges, and the Teacher educators Personality Traits Inventory, with the goal of studying the effect of Organizational Environment and Personality Characteristics on Job Satisfaction of west districts of UP states Teacher educators. The investigator's role throughout this process was to formulate hypotheses, summarise results, and communicate conclusions in understandable form, in respect of the right of future investigators' minds to use them. Job Satisfaction of a Teacher Inventory, Organizational Environment Description Scale for B.Ed. colleges, and Teacher's Personality Characteristics Inventory are standardised here to be used in the field of education. Furthermore, the influence of three types of Organizational Environment and three types of Teacher Personality on Teacher Job Satisfaction is discovered.

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Questionnaire

Instructions

- Answers given by you will be kept confidential.
- Every statement has three options: Agree, Neutral, Disagree. Put (√) mark on option which you find appropriate.

Personal Details

Name of Teacher _____

Designation _____

Name of the College _____

Area: Rural ( )   Urban ( )

Educational Qualification: M.Ed ( )   NET/SLET ( )   PhD ( )   Any other ( )

Type of the College: Private ( ) Government ( )

Teacher's Job Satisfaction Inventory

SR. NO	STATEMENT	AGREE	NEUTRAL	DISAGREE
1	The facility of virtual classroom in my college is proper.			
2	The administrative-staff co-operates me in my work.			
3	The management is fair enough when it comes to equalization of salaries among staff.			
4	The management recognizes good work of the staff and appreciates it in formal gatherings.			
5	I am sensitive when my students do not understand the course material.			
6	The facility of ICT enabled classroom in my college is proper.			
7	I get allowances like medical, house-rent etc. as per the norms.			
8	I get annual increments regularly.			

9	The facility of toilet in my college is proper.			
10	I get appreciation from my students for my work.			
11	When my students judge my performance, I take it normally.			
12	The management sponsors financially for attending seminars, conferences.			
13	The facility of staff parking in my college is proper.			
14	I find my staff persuasive in promoting co-operation to the principal.			
15	The management sympathetically deals with me as a staff to my personal problems.			
16	The management encourages me to apply for minor/major research projects.			
17	I find my staff persuasive in promoting co-operation to one another.			
18	I find selecting teaching as a profession is one of the respectable profession for anybody.			
19	I get benefits of Provident Fund.			
20	I get conveyance allowance for all official work.			
21	I share healthy relations with my colleagues.			
22	The general facility of classrooms in my college is adequate.			
23	I easily get sanction for my leaves of my right.			
24	I guide students to become competent teachers of tomorrow.			
25	My temperament is fit for my profession.			
26	My colleagues are cooperative to me in academic work.			
27	I like to give extra guidance to academically backward students.			
28	The internet facility in my college for teacher educators is sufficient.			
29	I induce my students to think independently.			

30	I like to use innovative methods of teaching during lectures.			
31	I enjoy my profession.			
32	My suggestions at college are welcomed by my principal.			
33	I feel my job is challenging.			
34	The rules made by college for staff to follow are proper.			
35	My students are the first priority for me in the education process.			
36	I feel pleased when my alumnus achieves more than me.			
37	The facility of seminar hall in my college is proper.			
38	I get rewards and awards in form of additional cash or kind for academic achievements and publications.			
39	I get sanction of leaves needed easily.			
40	The Principal is impartial with me as one of the staff.			
41	The Principal gives me decision-making authority for the activities I handle.			
42	I derive pleasure getting respect from my students.			
43	I use technology and teaching aids in my classroom.			
44	I feel my abilities and skills are best used in my profession.			
45	The Computer Laboratory in my college is sufficiently equipped in ratio to number of students			
46	The Principal provides guidance to me in my academic as well as non-academic work.			
47	I get rejuvenated by co-curricular activities planned by my principal.			
48	The Principal encourages me for higher studies and add-on qualifications.			
49	The Principal is considerate to my personal problems.			
50	The morale of the teacher educators in my college is high.			

51	I get salary as per government norms.			
52	The management supports economically for arranging seminars, conferences in college.			
53	The Library in my college is sufficiently equipped in ratio to number of students.			
54	I continually prepare myself for one after coming generation so as to satisfy the intellectual curiosity among students.			
55	The administrative-staff in my college is hard working.			
56	I maintain cordial relations with schools as the important patron for teacher educator.			
57	I am very particular in meeting deadlines for the work assigned to me in my job.			
58	The facility of staff room in my college is proper.			
59	I enjoy organizing my lectures in a logical manner.			
60	I take pride to be a teacher educator.			

Organizational Climate Description Scale for Teachers

SR. NO	STATEMENT	DF	MF	MT	DT
1	The Principal shows high levels of support for staff when it comes to personal problems.				
2	The College Management follows government policies related to salary.				
3	The College Management formulates and maintains policies seeking to staff's future security.				
4	The teaching staff continuously strives for upgrading the image of the college.				
5	The college staff maintains confidential mannerism.				
6	The teaching staff is divided into groups.				
7	The non teaching staff shows regard to teaching staff's instructions.				

8	The Principal is an apt mediator between management and staff for any staff related problem.				
9	The Principal guides the staff for their professional development.				
10	The teaching staff helps one another for professional development.				
11	The Principal is innovative in his classroom instructional activities.				
12	The teachers always remain busy with more of administrative duties rather than teaching.				
13	The college staff works diligently.				
14	The College Management organizes informal gathering of employees at regular interval of time.				
15	The college staff never leaks any information about staff or college.				
16	The college staff never criticizes about college.				
17	The Principal is compassionate with academic problems of the staff.				
18	The Principal plans all big events like seminars, conferences, get-togethers to be organized in college very effectively.				
19	The colleagues share work with one another when the workload is heavy.				
20	The College Management upholds my self-esteem as an individual.				
21	The College Management includes staff representative in management team.				
22	The Principal is unenthusiastic with new ideas of the staff for betterment of college.				
23	The Principal visits the practice teaching schools whenever invited.				
24	The Principal is a balanced personality before staff, students and parents/guardians.				

25	The Principal keeps staff immensely engaged with one or the other activity.				
26	The teaching staff grumbles for burdened non-instructional activities assigned to them.				
27	The Principal is strict with the internal exam schedules to be followed.				
28	The colleagues criticize each other.				
29	The colleagues celebrate their birthdays, anniversaries, festivals with one another.				
30	The Principal never takes breakfast/tea/lunch with the staff.				
31	The college staff shows regard to principal's instructions.				
32	The Principal shows adjustment while granting genuine leaves.				
33	The Principal guides teacher-educators for maintaining professional relations with practice teaching schools.				
34	The teaching staff respects one another.				
35	The College Management shows appreciation in all kinds for diligent and dedicated employees.				
36	The Principal implements defined policies for the smooth administration in college.				
37	The Principal stresses for documentation responsibilities, at times even at the cost of teaching.				
38	The colleagues continuously strive for professional growth of oneself and also one another.				
39	The College Management arranges gathering for stakeholders at regular interval of time.				
40	The Principal develops clear policies for the administration in college.				
41	The Principal supervises the staff's work regularly and also guides for corrective measures.				

42	The Principal stresses upon implementation of yearly planning very firmly.				
43	The colleagues are open to discuss their academic doubts with one another.				
44	The Principal sets a good example of hard work for his staff.				
45	The non teaching staff works hand-in-hand with teaching staff in performing their duties.				
46	The College Management follows the policies for admissions apart from centralized admissions very accurately.				
47	The Principal assigns too much work to teaching staff.				
48	The teaching staff criticizes the principal.				
49	The College Management supports the staff to organize professional development programmes in college premises.				
50	The College Management follows government policies related to leaves.				
51	The Principal regularly attends daily assembly of the college.				
52	There is considerable laughter when colleagues gather informally.				
53	The colleagues exchange social visit at one-another's residence.				
54	The College Management shows concern for staff when it comes to personal problems.				
55	The teaching staff works enthusiastically as a team.				
56	The staff meetings in my college are led by principal and also end with decisions taken by him/her.				
57	The colleagues discuss their personal problems in the staff room.				
58	The college staff never upsets the decorum of college.				

59	The College Management readily sanctions the permission for add-on educational resources and teaching aids.				
60	The college staff helps to keep all records handy.				
61	The teacher educators hardly get any time for socializing.				
62	The teacher educators hardly get any time for any clashes due to excessive workload.				
63	The teaching staff does not meet deadlines for completion of course due to excessive paper work responsibilities.				
64	The College Management is readily available at any hour of need.				
65	The Principal plans the yearly calendar of college very specifically.				
66	The Principal participates in social informal gatherings of staff very enthusiastically.				
67	The College Management encourages in-person communication.				
68	The Principal plans meaningful co-curricular activities in yearly planning.				
69	The Principal distributes the workload of teachers very fairly.				
70	The College Management provides add-on infrastructural facilities required in context to the staff.				
71	The College Management takes care of the welfare of the teachers.				
72	The teaching staff lacks team spirit.				

TEACHER'S PERSONALITY INVENTORY

1. I remain humble in presence of my senior colleagues.

(a) Yes

(b) Not really

(c) No

2. I am a very methodological teacher educator.

(a) Always
(b) Sometimes
(c) Never

3. When I am leading for an activity, I command the respect of the followers.
(a) Totally

(b) Partially

(c) Not at all

4. I work hard to accomplish the mission of my college.

(a) With all my heart

(b) Professionally

(c) Forcefully

5. I share about my emotional sentiments in public.

(a) Always

(b) Uncertain

(c) Never

6. I insist on usage of technology in all responsibilities allotted to me at workplace.

(a) Frequently

(b) Occasionally

(c) Never

7. I feel dejected when I am criticized adversely in public.

(a) Mostly

(b) Occasionally

(c) Not at all

8. In group tasks I would rather

(a) Motivate and innovate

(b) Follow instructions

(c) Remain passive

9. I talk about my feelings.

(a) Whenever I feel

(b) Before proper person

(c) Never express

10. I enjoy extensive reading to acquire knowledge in my Instructional field.

(a) All the time

(b) Occasionally

(c) Never

11. My decisions are governed more by my

(a) Feelings

(b) Reason

(c) Feelings and reason

12. I accurately plan the responsibilities discharged to me in my college.

(a) Always

(b) Sometimes

(c) Never

13. I insist on usage of innovative teaching approaches, methods, techniques and devices in teaching learning process.

(a) When need arises

(b) Certain times

(c) Never

14. When I am really angry, I speak out boldly.

(a) Yes

(b) Not sure

(c) Never

15. I believe Education Programmes should contribute in promoting citizenship.

(a) Effectively

(b) Moderately

(c) Meagerly

16. I am a cheerful and high spirited teacher.

(a) Always

(b) Sometimes

(c) Never

17. I take responsibility of my work.

(a) When need arises

(b) Certain times

(c) Never

18. I enjoy doing the work that demands high proficiency.

(a) Yes

(b) Occasionally

(c) Not at all

19. I find myself uncomfortable while being in social group.

(a) Generally

(b) Often

(c) Not at all

20. In group tasks, I do not feel comfortable.

(a) Yes

(b) In between

(c) No

21. My personal habits come in the way of my professional duties.

(a) Very often

(b) Now and then

(c) Never

22. I would rather cooperate with others than compete with them.

(a) All the time

(b) Now and then

(c) Never

23. I like to have importance in social groups.

(a) Occasionally

(b) Proportionately

(c) Never

24. I like to go in my own way instead of being restrained by traditions and rules.

(a) Mostly

(b) Occasionally

(c) Not at al

25. I have a lot of intellectual curiosity.

(a) Yes

(b) Not really

(c) No

26. I like to involve myself in social concerns.

(a) Frequently

(b) Occasionally

(c) Never

27. I have a strong individuality of my own.

(a) Always

(b) Uncertain

(c) Never

28. In problematic/critical situations

(a) I turn alert and active

(b) I escape

(c) I quickly get upset

29. I use diplomacy and persuasion to get work from people.

(a) Very effectively

(b) Moderately

(c) Not at all

30. In times of overburdened work at college, I feel like I am going to pieces.

(a) Mostly

(b) Sometimes

(c) Never

31. I laugh easily.

(a) Yes

(b) Not sure

(c) Never

32. I strive for excellence in everything I do.

(a) Yes

(b) Not really

(c) No

33. I am apprehensive about the students' understanding of my Instruction.

(a) All the time

(b) Now and then

(c) Never

34. When bossy people try to push me I just do

(a) The opposite of what they say

(b) Do as they say

(c) Do as per the situation

35. I prefer to work with polite and considerate people instead of rude and impolite.

(a) Very particularly

(b) Particularly

(c) Not bother

36. I am optimist with all my tasks.

(a) Always

(b) Sometimes

(c) Never

37. I enjoy doing the challenging work.

(a) Always
(b) Sometimes
(c) Rarely

38. About the people saying bad about me at my back
(a) I analyze myself

(b) I feel fearful

(c) I ignore them

39. I find people around me treating me less reasonably than I deserve

(a) Most of the times

(b) Occasionally

(c) Not at all

40. In my personal life, I am a workaholic person.

(a) Always

(b) Sometimes

(c) Rarely

41. I am in the habit of doing things precisely.

(a) Yes

(b) Not certain

(c) Never

42. I enjoy talking to people at my work place.

(a) Really

(b) Diplomatically

(c) Not at all

43. If an argument occurs among my colleagues,

(a) I try to resolve it logically

(b) I participate in argument

(c) I am indifferent

44. While criticizing others

(a) I remain neutral

(b) I don't care

(c) I am partial