
Job satisfaction of Teacher Educators perceptions in Elementary Teacher Education

Dr. Venkataramana Mittireddy

M.Sc. (Math's), M.Sc. (Psychology), M.Ed., Ph. D., SET, NET in Education

Venkata Rajesh Abotula

B.E., MBA., Ph. D(NIT-AP)

ABSTRACT: The present study is an attempt to measure the level of Job satisfaction of Teacher Educators perceptions in Elementary Teacher Education in North coastal Andhra Pradesh. To meet the specific objective, required data were collected from 60 teacher training college faculty selected from three districts of Uttar Andhra participated by following multistage-wise purposive and random sampling method. The data were collected with the help of teaching faculty. Facilities, Academic and Monitoring aspects scale containing 80 items. The result shows that there is a significant difference between Government and Private College Teacher Education perceptions with respect to Facilities towards their Job Satisfaction Teacher education of Government DIET.

KEYWORDS: Job satisfaction, Teacher Educators, Administration, Academic, Elementary Teacher Education.

1. INTRODUCTION

Teaching is the on the one profession that creates all other professions. Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world". The world thrives and depends upon education today. Moreover, education has rather become the need of society than a want and hence education is regarded as a backbone to every nation for development. The teacher is a kingpin during the process of education. The aim of education is to prepare the good citizen of a Nation. The preparation of a teacher is complex process for attaining the goal of nation. Teacher is a national builder and a social engineer. It is evident that Teachers contribution is found to be more to the social, economic, technological and psychological advancements of human beings. Teachers are held responsible for laying foundations for the civilized societies across the world. Teacher education holds the key to shape the destiny of any nation. No society can dream off development in any sphere of human activity until it recognizes the vitality of teacher education and unless it supports the stream of teacher education. The goals of education could be realized when the teacher in schools should feel comfortable and happy for transaction of curriculum. The NEP-2020 had given emphasis on teacher and teacher preparation. Researches reveal that teacher job satisfaction is influenced by academic and monitoring issues in the preparation of a teacher in training institutes.

2. OVERVIEW OF LITERATURE

Borah (2015) conducted a study on Job Satisfaction of the College Teachers: A Comparative Study of the college teachers in the Nagaon District of Assam. The objectives of the study were to measure the level of Job Satisfaction of the college teachers and to study whether there is any significant difference in the level of job satisfaction with respect to gender, area and experience of teachers. The sample for the study consisted of 100 teachers from ten colleges selected by using purposive sampling technique. The tools consisted various aspects of job satisfaction and was a Five point Likert Scale. The major findings of the study were that the college teachers had a good degree of satisfaction as a whole, there was no significant difference between job satisfaction of male and female college teachers, there was no significant difference between job satisfaction of rural and urban college teachers and there was no significant difference between job satisfaction of college teachers with respect to their teaching experience.

Panda (2015): conducted a study on Teacher Effectiveness in Relation to Job Satisfaction of Teacher Educators. The major objectives of the study were to find the relationship between teachers' effectiveness and job satisfaction of teacher educators, to study the mean difference in the teacher effectiveness with respect to gender, type of teacher Education College and experience of teacher educators. The study was a descriptive survey in which

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random sampling technique was used. The data was collected from 100 teacher educators serving in several private and grant in aid colleges. The statistical techniques like product moment methods of correlation, mean, standard deviation and t-test were used to test the hypotheses. The major findings of the study were that teacher effectiveness was positively correlated with job satisfaction of teacher educators, their attitude towards the teaching profession, working conditions, attitude towards authority, attitude towards institution. There was no difference in the teacher effectiveness of male and female teachers. But there was a significant difference in the teacher effectiveness of government and private colleges teacher educators. Lastly it was also found that there was a significant difference in the teacher attitude of more experienced teachers and less experienced teacher educators.

Srinivasan (2015): conducted a study on Job Satisfaction towards Teaching Profession among the Higher Secondary School Teachers. The major objectives of the study were to find out the level of job satisfaction towards teaching among the higher secondary school teachers, to find out significant difference in the job satisfaction towards teaching among the higher secondary school teachers with 86 respect to gender, locality of the school, marital status of teachers, level of teaching and whether qualified TET or not.

Sood & Anand (2015): conducted a study on Professional Commitment among B. Ed Teacher Educators of Himachal Pradesh. The major objective of the investigation was to study the professional commitment among B. Ed teacher educators, to study the gender wise and experience wise difference in the professional commitment of B. Ed teacher educators and to study the difference in the professional commitment of married and unmarried B. Ed teacher educators and NET qualified and non – NET qualified B. Ed teacher educators. The major findings of the study were that the professional commitment of B. Ed teacher educators was moderate and factors like gender, marital status and teaching experience had an impact on the professional commitment. Also the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same.

Ram Babu (2014): conducted a study on Job Satisfaction among Teacher Educators in Telangana Region of Andhra Pradesh. The major objectives of the study were to find out job satisfaction of Teacher Educators and to find out relationship of job satisfaction of teacher educators in relation to gender, age, marital status, teaching experience and management of the institution. The study was a descriptive research survey. The sample for the study consisted of 400 teacher educators selected from different colleges of Education located in Telangana Region of Andhra Pradesh. Simple Random Sampling technique was used for selection of sample. The major findings of the study were that maximum number of teacher educators i.e. eighty-seven percent had very low degree of job satisfaction whereas ten percent teacher educators reported low degree of job satisfaction and 2.75 percent had average degree of job satisfaction. The study also revealed that there was no significant relationship between job satisfaction and gender, age, marital status, experience and management.

Shann (2014): conducted a study on Professional Commitment and Satisfaction among teachers in Urban Middle Schools. The major objectives of the study were to assess the professional commitment and teachers' job satisfaction and to assess the relationship between teachers' professional commitment, teachers' satisfaction and school effectiveness. It was found from the study that teacher – pupil relationship ranked highest overall in terms of importance and satisfaction. Parent – teacher relationships commanded respondents' highest concern. Teachers in the lower achieving schools were more dissatisfied with teacher – teacher relationships and their school's curriculum than those in the higher achieving schools, and they reported greater discrepancy in student achievement. Principals were advised to act on issued that erode teacher satisfaction by promoting teacher involvement in decision making and simultaneously focusing on education reforms.

Khan far (2012) conducted a study on Analysis of Job Satisfaction and Professional Commitment among Staff. The main objectives of the study were to assess analysis of relationship between job satisfaction and organizational commitment, to assess analysis of relationship of job satisfaction with professional commitment and to give various suggestions to improve organizational commitment. The major findings of the study were that job satisfaction was found to be main variable for an organization; there was a positive correlation between job satisfaction and professional commitment and job satisfaction and organizational commitment.

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Rationale of the Study

The study is aimed at examining the level of extent in job satisfaction/contentment of teaching faculty in Elementary Teacher Education Institutions in North-coastal Districts of Andhra Pradesh. The study area was selected because of its backwardness and peculiar characteristics such as custom, belief, traditions of the people of Srikakulam, Vizianagaram and Visakhapatnam. Hence, majority people prefer to select the teaching profession and feel happy they got appointed as Teacher in their own village or town. The parents also feel high esteem if their son/daughter is selected for a teacher job rather than IAS/Group-I jobs. With this backdrop thereof, the author had made an attempt to examine the level of job satisfaction of teaching faculty in DIETs keeping in view of monitoring and academic aspects.

Objectives:

The following are the objectives of present study:

1. To study the significant differences in between below 30 years and above 30 years' age group category respondents in their perceptions/feelings towards job satisfaction/contentment on monitoring/administrative and academic aspects.
2. To study the significant differences in between the rural and urban category respondents in their perceptions towards job satisfaction on monitoring and academic aspects
3. To study the significant difference in between the perceptions of Arts and Science category respondents towards Job Satisfaction on monitoring and academic aspects.

Hypotheses:

The following hypotheses were formulated for the testing keeping in other view of the objectives of study.

1. There is no significant difference between below 30 years and above 30 years of age group respondents in their perceptions/feelings towards job satisfaction/contentment a monitoring and academic aspects.
2. There is no significant difference in between the perceptions of rural and urban category respondents towards job satisfaction on monitoring and academic aspects.
3. There is no significant difference in between the perceptions of Arts and Science category respondents towards job satisfaction on monitoring and academic aspects.

The Methodology:

The descriptive survey method was used and the cross-sectional survey approach followed to know the professional contentment/Job Satisfaction of elementary Teacher Educators/teaching faculty towards administration/Monitoring and Academic Aspects including facilities available in North Coastal Districts of Andhra Pradesh. This Research is purely on the basis area specific of research.

The Sample:

North coastal districts of Andhra Pradesh viz., Srikakulam, Vizianagaram and Visakhapatnam were chosen on the basis of multistage-wise purposive and random sampling method. The researcher selected all the government DIETs covered under these three districts. There is no option for selection/sampling also each district as there is only one Government DIET in each district. The five private self-financing teacher education institutions (DIET's) were chosen using the random sample method. The sample size is 60 teacher training college faculty selected from covering total eight DIETs from three districts of North- coastal Andhra Pradesh

Tool:

The questionnaire was used as tool for data collection and distributed to the selected respondents in each Teacher Training Institute. A total of 60 respondents were handed over the questionnaires. Out of 60 distributed, 60 questionnaires were returned to the investigator. The sample of 60 respondents and the input details submitted by the respondents therein were considered statistically adequate and reliable for all analytical purposes. The sample distribution of the respondents in respect of different components viz., college wise, district wise, teaching subjects wise, age wise, sex wise, qualifications wise, research degree wise, area (urban, rural) wise.

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Tool Description:

The mechanics of instrumentation and tool construction is presented. This study was designed as a quantitative survey by collecting data from the teaching faculty/teacher educators on the facilities, academic and monitoring/administrative aspects. The scholar also used primary data from his own experience as he had in the private self-finance teacher education institute in erstwhile Andhra Pradesh. A preliminary questionnaire was developed to collect data from the respective respondents. This questionnaire consists of a large number of statements to be sorted out and selected as final scale items to be used in this study. Thus, the entire pretest questionnaire consists of 80 items covering on facilities, academic and monitoring aspects.

The Items of the Questionnaire:

The scale was operationalized as a complex scale of several dimensions, mainly covering on facilities, academic and monitoring aspects. The researcher divided the tool into three components such as (a)Facilities viz cover in all (b and c) (b) Academic and (c) Monitoring/ administrative aspects. The instrument consists of 80 statements deemed appropriate to show the feelings of teaching faculty/teacher educators working in Government DIETs and Private Teacher Education Institutions. These statements were grouped by three major areas. The pretest questionnaire consists of 80 items. The items were designed and scored to indicate high or low satisfactory level of teacher educators on the facilities, academic and monitoring aspects. Likert's summated rating technique was the method used. Accordingly, each scale item consists of 5 responses categories - 5. Strongly Agree (SA). 4. Agree (A), 3. Neutral (N). 2. Disagreed (D), 1. Strongly Disagree (SD) which were scored from 5 to 1. High score for response to any of the items indicate a high level satisfaction of Teacher 88 Educators and a low score indicates a low level of satisfaction. The responses to the statements by all the 40 pre-test respondents were carefully recorded and tabulated.

A total score was computed for each respondent by summing up his score on each of the 80 item. By using SPSS Package, the t-test method was the statistical method employed for item analysis.

3. DATA ANALYSES

Table 1: Significant difference between Below 30 and above 30 years' age group Teachers Educators perceptions towards their Job Satisfaction in North Coastal District of Andhra Pradesh

Dimension	Age	N	Mean	SD	t-Value	P-Value
Facilities	Below 30 Years	12	3.85	0.30	0.80 ^{NS}	0.42
	Above 30 years	48	3.74	0.45		
Academic	Below 30 Years	12	3.61	0.43	1.32 ^{NS}	0.19
	Above 30 years	48	3.80	0.45		
Monitoring	Below 30 Years	12	3.52	0.71	0.96 ^{NS}	0.34
	Above 30 years	48	3.73	0.66		
Overall Job Satisfaction	Below 30 Years	12	3.66	0.41	0.69 ^{NS}	0.49
	Above 30 years	48	3.76	0.43		

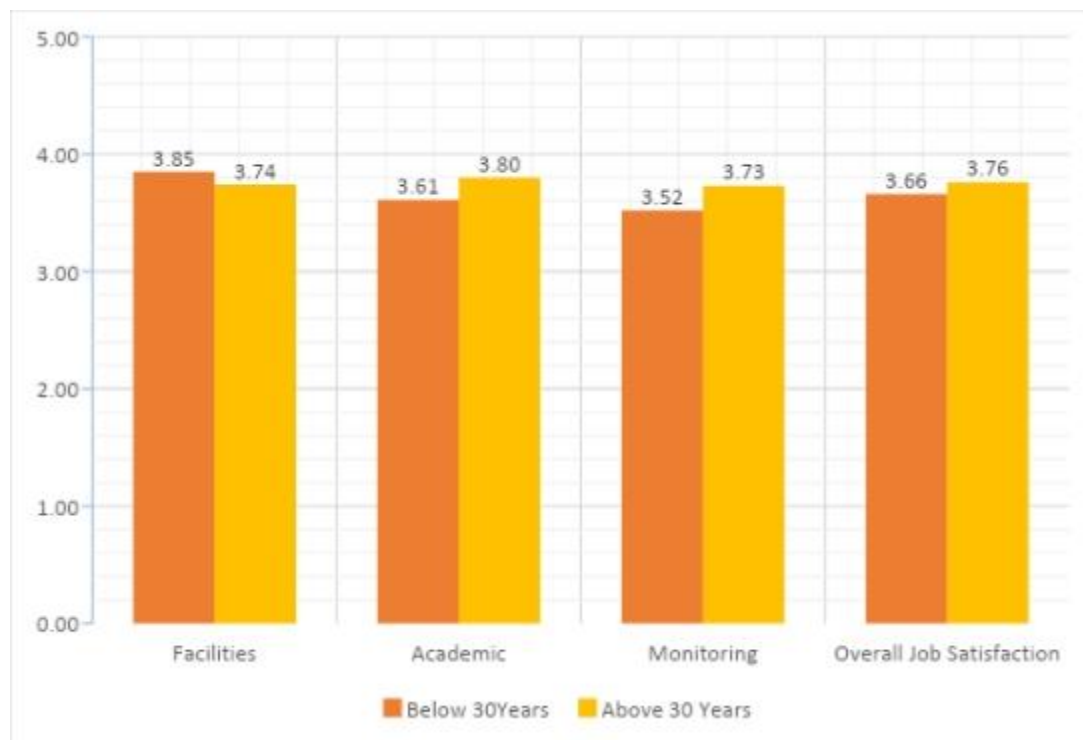
Graph-1: Mean comparison between below 30 and above 30 years' age group Teachers Educators perception towards Job Satisfaction

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From the table 4.25, It shows that, the mean perceptual scores of below 30 years' age group Teacher Educators with respect to Facilities (3.85) is Slightly higher than the mean perceptual score of above 30 years' age group Teacher Educators (3.74)

The calculated value of 't-value is 0,80 and p-value is 0,42, which is not significant This shows that there is no significant difference between below 30 and above 30 years' age group Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Academic problems, the mean perceptual scores of above 30 years' age group Teacher Educators (3.80) is slightly higher than the mean perceptual ore of below 30 years' age group Teacher Educators (3.61). The calculated value of-value is 1.32' and 'p-value' is 0.19, which is not significant. This shows that there is no significant difference between below 30 and above 30 years' age group Teacher Educators perceptions with respect to Academic Problems towards their job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Monitoring, the mean perceptual scores of above 30 years' age group Teacher Educators (3.73) is slightly higher than the mean perceptual score of below 30 years' age group Teacher Educators (3.52). The calculated value of value' is 0.96 and 'p-value' is 0.34, which is not significant. This shows that there is significant difference between below 30 and above 30 years' age group Teacher Educators perceptions with respect to Monitoring towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Overall Job Satisfaction, the mean perceptual scores of above 30 years' age group Teacher Educators (3.76) is slightly higher than the mean perceptual score of below 30 years' age group Teacher Educators (3.66). The calculated value of 't-value is 0.69 and 'p-value' is 0.49, which is not significant.

This shows that there is no significant difference between below 30 and above 30 years' age group Teacher Educators overall perceptions towards their Job Satisfaction North Coastal District of Andhra Pradesh Hence, the null hypothesis is accepted.

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Table-2: Significant difference between rural and urban area Teachers Educators perceptions towards their Job Satisfaction in North Coastal District of Andhra Pradesh

Dimension	Gender	n	Mean	SD	t-Value	P-Value
Facilities	Rural	44	3.80	0.46	1.22 ^{NS}	0.23
	Urban	16	3.63	0.26		
Academic	Rural	44	3.76	0.46	0.29 ^{NS}	0.77
	Urban	16	3.80	0.42		
Monitoring	Rural	44	3.65	0.74	0.79 ^{NS}	0.44
	Urban	16	3.82	0.24		
Overall Job Satisfaction	Rural	44	3.73	0.46	1.11 ^{NS}	0.92
	Urban	16	3.75	0.24		

NS: Not Significant

Graph-2: Mean comparison between rural and urban area Teachers Educators perception towards Job Satisfaction

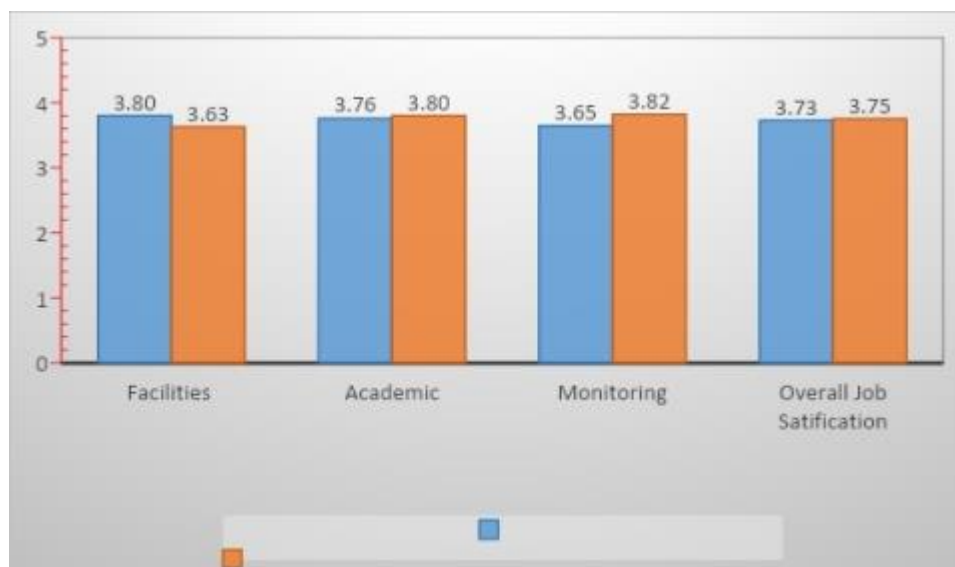


Table 4.27, shows that, the mean perceptual scores of rural area teacher Educator with respect to Facilities (3.80) is slightly higher than the mean perceptual score of urban area Teacher Educators (3.63). The calculated value of 't-value' is 1.22 and 'p-value' is 0.23, which is not significant. This shows that there is no significant difference between rural and urban area Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Academic problems, the mean perceptual scores of urban area Teacher Educators (3.80) is slightly higher than the mean perceptual score of rural Teacher Educators (3.76). The calculated value of 't-value' is 0.29 and 'p-value' is 0.77, which is not significant. This shows that there is no significant difference between rural and

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urban area Teacher Educators perceptions with respect Academic Problems towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Monitoring, the mean perceptual scores of urban area Teacher Educator (3.82) is slightly higher than the mean perceptual score of rural area Teacher Educators (3,65). The calculated value of t-value is 0.79 and p-value is 0.44, which is not significant. This shows that there is no significant difference between rural and urban area Teacher Educators perceptions with respect to Monitoring towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

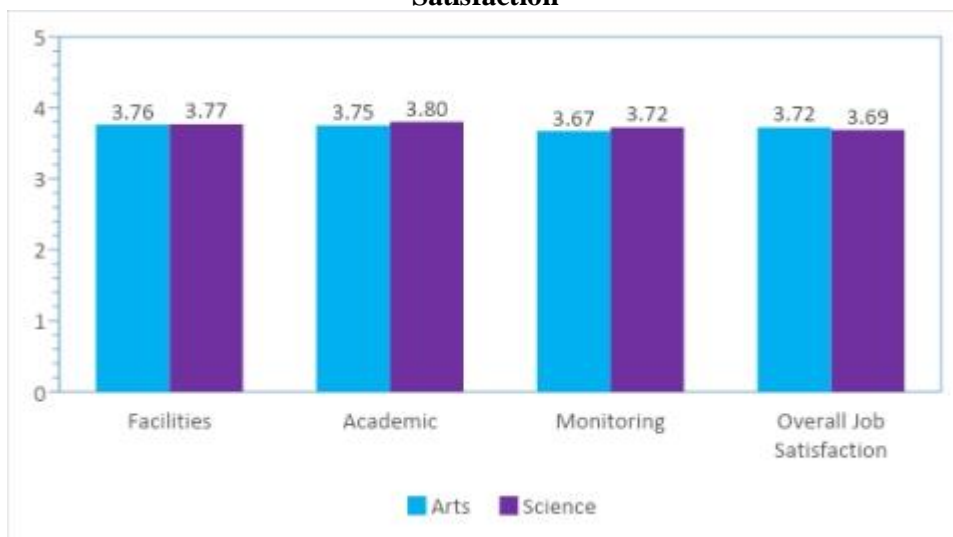
With regard to Overall Job Satisfaction, the mean perceptual scores of urban Teacher Educators (3.75) is slightly higher than the mean perceptual score of a rural area Teacher Educators (3.73) The calculated value of 't-value' is 0.11 and 'P value' is 0,92, which is not significant. This shows that there is no significant difference between rural and urban area Teacher Educators overall perceptions towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted

Table 3: Significant difference between Arts (M.A.) and Science (M.Sc.) group Teachers Educators perceptions towards their Job Satisfaction in North Coastal District of Andhra Pradesh

Dimension	Group	n	Mean	SD	t-Value	P-Value
Facilities	Arts	38	3.76	0.43	0.13 ^{NS}	0.90
	Science	22	3.77	0.43		
Academic	Arts	38	3.75	0.46	0.38 ^{NS}	0.70
	Science	22	3.80	0.42		
Monitoring	Arts	38	3.67	0.71	0.26 ^{NS}	0.80
	Science	22	3.72	0.60		
Overall Job Satisfaction	Arts	38	3.72	0.44	0.31 ^{NS}	0.76
	Science	22	3.76	0.41		

NS: Not Significant

Graph-3: Mean comparison between Arts and Science Group Teachers Educators perception towards Job Satisfaction



From the table 4.29, It shows that, the mean perceptual scores of Science Teaching Teacher Educators with respect to Facilities (3.77) is slightly higher than the mean perceptual score of Arts subject teaching Teacher Educators (3.76). The calculate value of t-value is 0.13 and 'p-value' is 0.90, which is not significant. This shows that there is no significant difference between Arts and Science subject teaching Teacher Educators perceptions

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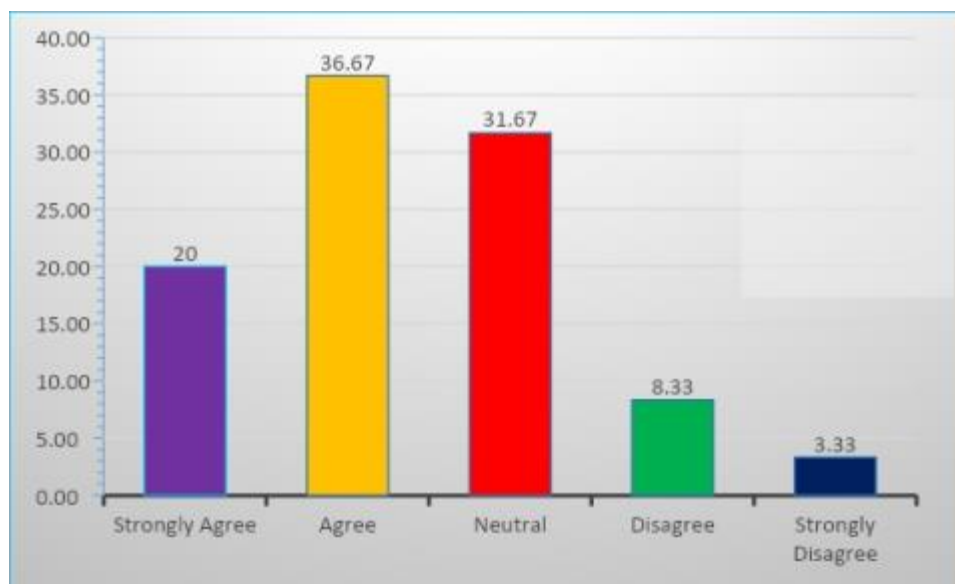
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with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Academic issues, the mean perceptual scores of Science Teaching Teacher Educators (3.80) is slightly higher than the mean perceptual score Arts subject teaching Teacher Educators (3.75). The calculated value of "t-value" 0.38 and 'p-value' is 0.70, which is not significant. This shows that there is no significant difference between Arts and Science subject teaching Teacher Educators Perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Monitoring, the mean perceptual scores of Science Teaching Teacher Educators (3.72) is slightly higher than the mean perceptual score of Arts subject teaching Teacher Educators (3.67). The calculated value of 'value' is 0.26 and 'p-value' is 0.80, which is not significant. This shows that there is no significant difference between Arts and Science subject teaching Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.

With regard to Overall Job Satisfaction, the mean perceptual scores of Science Teaching Teacher Educators (3.76) is slightly higher than the mean perceptual score of Arts subject teaching Teacher Educators (3.72). The calculated value of "t-value" is 0.31 and 'p-value' is 0.76, which is not significant. This shows that there is no significant difference between Arts and Science subject teaching Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh. Hence, the null hypothesis is accepted.



Major Findings:

1. It was observed that, there is no significant difference between below 30 and above 30 years' age group Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh.
2. It was observed that, there is no significant difference between below 30 and above 30 years' age group Teacher Educators perceptions with respect to Academic Problems towards their Job Satisfaction in North Coastal District of Andhra Pradesh.
3. It was observed that, there is no significant difference between below 30 and above 30 years' age group Teacher Educators perceptions with respect to Monitoring towards their Job Satisfaction in North Coastal District of Andhra Pradesh.
4. It was conformed that, there is no significant difference between below 30 and above 30 years' age group Teacher Educators overall perceptions towards their Job Satisfaction in North Coastal District of Andhra Pradesh.

Pradesh.

5. District of Andhra Pradesh. It was noticed that, there is no significant difference between rural and urban area Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh.
6. There is no significant difference between rural and urban area Teacher Educators perceptions with respect to Academic Problems towards their Job Satisfaction in North Coastal District of Andhra Pradesh
7. There is no significant difference between rural and urban area Teacher Educators perceptions with respect to Monitoring towards their Job Satisfaction in North Coastal District of Andhra Pradesh.
8. There is no significant difference between rural and urban area Teacher Educators overall perceptions towards their Job Satisfaction in North Coastal District of Andhra Pradesh.
9. There is no significant difference between Arts and Science subject teaching Teacher Educators perception with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh
10. There is no significant difference between Arts and Science subject teaching Teacher Educative perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh
11. There is no significant difference between Arts and Science subject teaching Teacher Educators perceptions with respect to Facilities towards the Job Satisfaction in North Coastal District of Andhra Pradesh.
12. There is no significant difference between Arts and Science subject teaching Teacher Educators perceptions with respect to Facilities towards their Job Satisfaction in North Coastal District of Andhra Pradesh.

4. EDUCATIONAL IMPLICATION

The study of the Professional contentment of teacher educators is comparatively a new area of research in teacher education system. It has received very little attention in the area of research. The present study has been undertaken with a view that job satisfaction of teacher educators can be improved by exposing them to the new research based training programmes covering on the recent trends. However, the study has been conducted under so many constraints. Many more studies can be undertaken to explore this area for further research. It is also suggested that further researchers can be taken up teacher educators, principals' perceptions, student teacher perceptions, managerial perceptions, self-perceptions of the principals, to find out the similarities, comparative studies, and effectiveness of the DIETs/Teacher Training Institutes.

5. CONCLUSION

Teachers are the pillars of the society. They help students to grow for shouldering the responsibility of taking the nation ahead. They desire security, recognition and independence. When these needs are not fulfilled they become tense. Discontentment among workers is undesirable and dangerous in any profession; it is suicidal if it occurs in teaching profession (The Education Commission, 1966). If factors responsible for dissatisfaction can be differentiated, attempts can be made either to change those conditions or to reduce their intensity so as to increase the holding power of the profession. So keeping in view this situation, it has been decided to find out which facet or dimension affects the contentment levels of the teaching faculty the most. This study takes into account intrinsic and extrinsic factors to find out the level of job satisfaction of teaching faculty in DIETs and to see the effect of facilities, academic aspects and administrative or monitoring aspects on the professional contentment/Satisfaction of teaching faculty in DIETs. This study aimed at identifying the facets affecting the contentment of a teaching faculty the most in order of importance and accordingly suggests strategic action for creating and maintaining their contentment level.

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