

**JOB SATISFACTION AMONG LIBRARY PROFESSIONALS OF
HIGHER EDUCATIONAL INSTITUTIONS IN MIZORAM: AN
EVALUATIVE STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
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EVALUATIVE STUDY**

BY

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**Submitted in partial fulfillment of the requirement of the Degree of
Doctor of Philosophy in Library and Information Science of
Mizoram University, Aizawl.**

DEDICATION

THIS THESES IS DEDICATED TO MY
BELOVED FATHER



LATE LALDOSANGA
(5.9.1941 - 14.3.2017)

"And one day, we will meet again for eternity"

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CERTIFICATE

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Year: 2021

DECLARATION

I, **S. Lalnunpuia**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Library & Information Science.

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Place: Aizawl

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ABBREVIATIONS AND ACRONYMS

Abbreviation	Description
ICT	Information Communication Technology
LIS	Library & Information Science
UGC	University Grants Commission
NAAC	National Assessment and Accreditation Council
HR	Human Resources
SPSS	Statistical Package for the Social Sciences
MIQ	Minnesota Importance Questionnaire
MJDQ	Minnesota Job Description Questionnaire
MSQ	Minnesota Satisfaction Questionnaire
IT	Information Technology
MLS	Master of Library Science
NERIST	North East Region Institute of Science & Technology
BCC	Blind Carbon Copy
NIELIT	National Institute of Electronics and Information Technology
NEHU	North-Eastern Hill University
PG	Post Graduate
UG	Under Graduate
INFLIBNET	Information Library Network
EDUSAT	Educational Satellite

DDC	Dewey Decimal Classification
SOUL	Software Online University Library
BCA	Bachelor of Computer Application
RCC	Reinforced Cement Concrete
N-LIST	Network Listing
IGNOU	Indira Gandhi National Open University
HRD	Human Resource Development
CCTV	Closed Circuit Television
IASE	Institute of Advanced Study in Education
CTE	College of Teacher Education
M.Ed	Master of Education
MA	Master of Arts
MBSE	Mizoram Board of School Education
B.Ed	Bachelor of Education
BA	Bachelor of Arts
B.Com	Bachelor of Commerce
B.Sc	Bachelor of Science
OPAC	Online Public Access Catalogue
MOPAC	Mobile Online Public Access Catalogue
NEDP	North East Development Programme
SGPA	Semester Grade Point Average
IQAC	Internal Quality Assurance Cell
CD	Compact Disc
ID	Identity
MBBS	Bachelor of Medicine & Bachelor of Surgery

BDS	Bachelor of Dental Surgery
RIPANS	Regional Institute of Paramedical and Nursing Sciences
RFID	Radio Frequency Identification
BVSc & AH	Bachelor of Veterinary Sciences & Animal Husbandry
MVSc	Master of Veterinary Sciences
PhD	Doctor of Philosophy
CD-ROM	Compact Disc Read-Only Memory
AACR	Anglo-American Cataloguing Rules
NIELIT	National Institute of Electronics and Information Technology
DOEACC	Department of Electronics and Accreditation of Computer Course
IT	Information Technology
ITES	Information Technology Enabled Services
IEEE	Institute of Electrical and Electronics Engineers
DoNER	Development of North Eastern Region
MHRD	Ministry of Human Resource Development
NIRF	National Institutional Ranking Framework
SMS	Short Message Service
ICFAI	Institute of Chartered Financial Analysts of India
HATIM	Higher and Technical Institute of Mizoram
BCM	Baptist Church of Mizoram
NIT	National Institute of Technology
NITMZ	National Institute of Technology Mizoram
B.Tech	Bachelor of Technology

M.Tech	Master of Technology
SDA	Seventh-day Adventist
HSCC	Hospital Services Consultancy Corporation
ZMC	Zoram Medical College
MIMER	Mizoram Institute of Medical Education & Research
MoU	Memorandum of Understanding
LibSYS	Library System
MPhil	Master of Philosophy
MLISc	Master of Library & Information Science
BLISc	Bachelor of Library & Information Science
NGO	Non Government Organization

CHAPTER – 1

INTRODUCTION

1.1 Introduction

Any organization in its different duties and workload requires a high degree of technical skill, intelligence, imaginative, initiative, efficiency and thoughtful personal for its successful functioning and performance. They are, therefore, not only to be professionally qualified, skilled and efficient but also to be lively, contented, active and well satisfied with their jobs. Thus, the need to study the various components of job satisfaction and their effects has become essential.

Job satisfaction is important because it affects not only the satisfaction of the employee but also those around them. Since job satisfaction affects productivity and other aspects of an individual's work life, the number of satisfied or dissatisfied employees can have a noticeable result on how well an organization run. Therefore, Job satisfaction is a frequently studied subject in work and organizational literature. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labour market behaviour and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered as an analyst of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job.

Job satisfaction is also important in everyday life. Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work. This makes job satisfaction an issue of substantial importance for both employers and employees.

(Siegal & Lance, 1987)

1.2 Concept of Job Satisfaction

Job satisfaction refers to an individual's complex attitude towards his job. It is a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job value. According to Vroom (1964) the term 'job' refers to workers' immediate work task and work role in a particular work organization. As a generic concept, satisfaction may be described in a behavioural perspective. Individual or organizational behaviour is believed to be goal directed. Each human action has a primary motivation and most actions are attempts to maximize satisfaction by fulfilling multiple motivations, some of which are identified by Maslow (1943). Accordingly, the meaning of satisfaction in common usage, satisfaction occurs when one gets what he needs, desires, wants, expects, deserves or deems to be his entitlement (Thiagaraj, 2017).

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. It is simply believed how content an individual is with his or her job whether he or she likes the job or not. It can be influenced by a person's ability to complete the required tasks. The concept of job satisfaction viewed by various scholars is defined differently. Greenberg and Baron (2008) viewed job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work, and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace. And saw it as a positive feeling toward a person's job. According to George and Jones (2005), the concept of job satisfaction is the combination of feelings and beliefs, which include the mental, emotional, and physical domains. The concept of job satisfaction can also be described as a worker's emotional response to different job related factors resulting in finding pleasure, comfort, confidence, rewards, personal growth and various positive opportunities, including upward mobility, recognition and appraisal done on a merit pattern with monetary value as compensation (Robbins & Judge, 2007; George & Jones, 2005).

Job satisfaction is related to the feelings of employees linked with the job. If the employees feel that their values are met within the occupation, they hold an optimistic approach towards the job and have job satisfaction (McCormick and Tiffin 1974). Motivated and committed employees are one among the many causes of the success of an organization. Ensuring quality is much more difficult for an organization if the employees do not sense satisfied (Topper 2008a). Discontent among employees is objectionable and dangerous in any line of work. If factors responsible for discontent can be differentiated, attempts can be made either to change those conditions or to reduce their intensity so as to improve the holding power of the profession (Nayak and Nayak 2014).

More specifically, job satisfaction can be explained as an employee's general attitude towards the job. It is a pleasurable feeling that results from an employee's perception of achieving the desired level of need or satisfaction. Job satisfaction fulfills an individual's psychological and physiological needs through the organizational process. It is a multidimensional attitude which is made up of the attitude towards pay, promotions, co-workers, supervision, work environment and so on. High job satisfaction implies that the employees like the job, whereas, low job satisfaction relates to the disliking of the job by individuals. Job satisfaction is an intangible variable which is expressed through emotional feelings (accountlearning.blogspot.com).

1.3 Definitions of Job Satisfaction

Job satisfaction is an employee's positive response toward the various aspects of a job. It helps to improve job performance and can be determined by the deviation between employee's expectation about job outcome and what the job actually offers. Considering that job satisfaction impacts every employee across the globe it is hardly surprising that it has received a lot of attention in the research literature. However, this has led to a large number of definitions, theories, and measures. At a European level, the focus has been less about these traditional theories of job satisfaction. Instead, job satisfaction is typically

examined as a consequence of workplace stress and the job demand-control model (assignmentpoint.com). Many researchers have given the definition of job satisfaction, but they differ. Some of the renowned definitions are thus highlighted in chronological order:

Hoppock (1935), defined job satisfaction as, “any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction”.

Vrom (1964) defined that job satisfaction is, “the positive orientation of an individual towards all aspects of the work situation”.

Blum (1968) defines job satisfaction as, “an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job”.

Smith et al. (1969) defined job satisfaction as. “the feeling an individual has about his or her job”.

Gilmer (1974) defines job satisfaction as, "job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards the related factors and towards life in general”.

Locke (1976) defines job satisfaction as, "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". This definition is regarded as one of the most widely used definitions in organizational research.

MC Cormick and Joseph Tiffin (1979) define it as, "satisfaction with one's job, which in turn is a function of the degree of need satisfaction derived from or experienced in the job".

Schultz (1982) defines that, "job satisfaction is essentially the psychological disposition of people toward their work".

Siegal and Lane (1982) stated that, "job satisfaction is an emotional response defining the degree to which people like their job".

Reilly (1991) defines job satisfaction as, "the feeling that a worker has about his job or a general attitude towards work or a job and it is influenced by the perception of one's job".

Lofquist and Davis (1991) defined job satisfaction as, "an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment".

Schermerhorn (1993) defines job satisfaction as, "an affective or emotional response towards various aspects of an employee's work".

Spector (1997) lists 14 common facets of job satisfaction: Appreciation, Communication, Co-workers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision.

Robbins (1998) defined job satisfaction as, "a general attitude towards one's job; the difference between the amount workers receive and the amount they believe they should receive".

Arnett, Laverie and McLane (2002) define by saying that, “job satisfaction is reflected as an employee’s general affective assessment of himself/herself in the context of his or her job”.

Ellickson and Logsdon (2001) define job satisfaction as, “the extent to which employees like their work”.

Weiss (2002) defined Job satisfaction as, “individual’s negative or positive evaluative judgment about his job. This concept refers to its main role in job design, leadership and employees quitting”.

A more recent definition of the concept of job satisfaction is from Hulin and Judge (2003) who have noted that, “job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components”. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individual have about their job as a whole. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness to their job in general induces. Cognitive job satisfaction on the other hand is how satisfied employees feel concerning some aspect of their job, such as pay, hours, or benefits. Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job”.

1.4 History of Job Satisfaction

Before the Industrial Revolution, the employer's only aim was to get the work done by the workers whatever be the nature of work conditions. They did not care for the satisfaction of the workers. As the industries started to grow, the primary concern of the industrialists was the improvement in productivity and not the psychological well-being of the workers. Foremost in this direction of study

was Frederick Taylor, the Father of Scientific Management. His approach to job satisfaction was based on a very pragmatic but essentially pessimistic philosophy that man is motivated by money alone, the workers are essentially stupid and phlegmatic and they would be satisfied with work if they got higher economic returns from it. In this period also, satisfaction of workers was not of prime interest. The significance of the problem of job satisfaction came to the fore with the findings of Hawthorne experiments carried out at the Philadelphia plant of the Western Electric Supply Company in the 1920's. These investigations (Mayo, 1993; Roethlisberger and Dickson, 1939) led the organizations to believe that promoting job satisfaction would also promote productivity (Ganguli, 1961).

The assessment of job satisfaction through employee anonymous surveys became commonplace in the 1930s. Although prior to that time there was the beginning of interest in employee attitudes, there were only a handful of studies published. Latham and Budworth note that Uhrbrock in 1934 was one of the first psychologists to use the newly developed attitude measurement techniques to assess factory workers attitudes.

It is also noted that in 1935, Hoppock conducted a study that focused explicitly on job satisfaction that is affected by both the nature of the job and relationships with co-workers and supervisors. He reviewed 35 studies on job satisfaction conducted prior to 1933 and observes that job satisfaction is combination of psychological and environmental circumstances. This causes a person to say 'i am satisfied with my job'. Such a description indicates the variety of variables that influence the satisfaction of the individual but tell us nothing about the nature of job satisfaction. One of the biggest preludes to the study of job satisfaction was the Hawthorne study. These studies (1924/1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on workers' productivity (scribd.com).

The Hawthorne Studies have had the most enduring influences on job satisfaction research. It was a series of studies conducted from 1924 to 1932, which provided the impetus for research focused on psychological and social factors in the workplace and are generally acknowledged as one of the starting points of the Human Relations school of thought. This series of studies was initially designed to study the effects of work conditions such as the timing of rest breaks, the length of the working day and pay rates, and on worker fatigue. However, the emphasis soon shifted to the study of ‘attitudes’, as workers did not respond in expected ways to systematic changes in working conditions. Roethlisberger and Dickson’s (1939) use of the term ‘attitudes’ encompasses operators’ attitudes to management, their moods in the workplace, and the reactions to their supervisor and the experimental team.

1.5 Job Satisfaction in the Context of Library Professionals:

In the words of Dr. S. R. Ranganathan, “Libraries are not more store houses, they are rich springs from which knowledge flows out to irrigate field of education and culture.” A library is therefore the dominant agency for dissemination of knowledge to all of its users. Libraries play constructive role in the fulfillment of our aspirations and programmes for all kinds of education.

The effectiveness and efficiency of the service organizations like libraries is measured in terms of quality of its service delivered or rendered to its users. The quality of its service mainly depends upon the quality of workforce, which in turn directly depends on knowledge, adaptability and satisfaction level of the professionals working in a given library. Satisfaction in ones job is a pre-requisite for delivery of quality service and keeps the users satisfied. The service level of the LIS professionals mainly depends upon their commitment, to work which is dependent on the satisfaction that they get from their job. A satisfied library professional is regarded as a productive professional. Therefore, a satisfied library professional not only renders quality service to the users, but also ensures

commitment to the library in which he or she is serving and contributes one's might to its image building.

Library is the symbol of the core values and activities of academic life. Academic libraries are the intellectual centre of colleges and universities. Their collection depicts the academic quality, particularly in higher education (George 2003). Various library resources include books, periodicals, back volumes, standards, patents, projects, thesis, newspapers, etc. They facilitate resources in the course of print, digital and visual modes. Library professionals must engage in the challenges of research, teaching and learning by sharing their wisdom with students and faculty. In the 21st century, novel realistic issues and opportunities influence their job as educators. Their attempts, their preferences, and their vision are vital to academic freedom. As they have significant place in the information society, their job satisfaction will have an effect on the quality of the service they render. Inequity within the work depends on various work-related factors like pay, promotion, social status, working environment, recognition, security, etc., which determines satisfaction as a whole. Job satisfaction of library professionals is important because of the relationship between the psychological factors and the performance outcome of employees (Shumaker, 2003).

1.6 Library Scenario of Higher Educational Institutions in Mizoram

Library's role in education is not confined to elementary and secondary only. Rather, it is much more important in higher education. A library is an essential pre-requisite for successful implementation of higher educational programs. No formal educational program can be successful without the help and cooperation of library. The Kothari Education Commission (1964-65) was found very much serious about importance of library in higher educational institution stating that, "nothing could be more damaging to a growing department than to neglect its library, give to it a low priority." The library should be an important centre of attraction of college and university. The rate of social and technological

change is demanding and increased emphasis on the educational role of libraries, both as complementary to formal education and as the natural home for nontraditional learning. As a neutral, non-threatening environment for learning, libraries have already created an optimum condition on which learning may take place. The objectives of a library in an institution of higher education, as set out by the Education Commission (1966) are to provide the resources necessary for research in the field of special interests to the college, to aid the teacher in keeping abreast of developments in his field, to provide library facilities and services necessary for the success of all formal programs of instructions (Bavakutty, 1986).

Higher educational libraries are experiencing the impact of fundamental changes in the educational infrastructure. Technological, educational and social transformations affect the organizational structure of the institution. Higher educational libraries need to change along with the change and development taking place in the new educational system. The purpose of higher educational libraries today is not only to support the works of scholars but simultaneously to meet the needs, demands and expectations of user students and ensure their developments as individuals. From this stand point, a restructuring is essential for higher educational institutions.

The libraries in higher education are considered to guide the institutional libraries in advancing and supporting their role as partners in educating students, achieving their institutions missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education. These standards were developed through study and consideration of new and emerging issues and trends in libraries, higher education, and accrediting practices. However, all the higher institution libraries have common qualities in many respects. It is because all libraries exist to support the teaching and research

programmes of their parent institutions. Besides having a good collection of reference books on variety of subjects, these emphasize on building up a strong collection concerning the courses offered by the institution.

In Mizoram, under Mizoram University there is 1 constituent college and 36 affiliated institutions. Out of 36 affiliated colleges, 27 of them were recognized under UGC Act having 2(f) and 12 (B) statuses and 21 of them were assessed and accredited by NAAC, while the remaining Colleges have applied for their accreditation (mzu.edu.in). Besides this, there are other 5 higher educational institutions which are not affiliated to Mizoram University, which offered various technical and professional disciplines. It is observed that all of the 37 higher education institutions mentioned on the table are attach with an institutional library. They are regarded as the visible centre of information where the student user's access to their information needs. Most of the libraries are now capable of coping with the advancement and development of ICT in which Internet facilities and such other components are available for the users. It is remarkable to mention that most of the higher institution libraries are now automated using different library software.

On the other hand, it is also observed that almost all of the libraries have shortage in the amount of staffs which eventually hampers the maintenance and service of the library. A library professional is insufficient in almost all of the higher institutions (which are shown in the tables below), where 18 of the degree colleges unfortunately have only a single library professional while 3 degree colleges do not have a library professional. The table shows the number and position of library professionals of higher educational institutions in Mizoram.

Table – 1: Higher Educational Institutions in Mizoram

Sl. No	Higher Educational Institutions	No. of Library Professionals	Positions
1	Mizoram University Central Library, Aizawl	21	Librarian-1, Asst.Lib-3, Dy. Lib-1, PA-5, SPA-6, LA-5
2	Pachhunga University College, Aizawl	3	Asst. Lib-1, SPA-2
3	Govt. Lunglei College, Lunglei	1	Dy. Librarian
4	Govt. Champhai College, Champhai	1	Library Assistant
5	Govt. Serchhip College, Serchhip	2	Librarian-1, Lib. Asst-1
6	Govt. Aizawl College, Aizawl	1	Librarian
7	Integrated Advanced Studies in Education, Aizawl	2	Library Assistant-2
8	Govt. Saiha College, Siaha	Nil	
9	Govt. Kolasib College, Kolasib	1	Library Assistant
10	Govt. Hnahthial College, Hnahthial	1	Librarian
11	Govt. Hrangbana College, Aizawl	2	Librarian-1, Lib. Asst-1
12	Govt. Lawngtlai College, Lawngtlai	Nil	
13	Govt. Zirtiri Residential Science College, Aizawl	2	Librarian-1, Lib. Asst-1
14	Govt. Mamit College, Mamit	2	Librarian-1, Lib. Asst-1
15	Govt. J. Buana College, Lunglei	1	Librarian
16	Govt. Mizoram Law College, Aizawl	2	Librarian-1, Lib. Asst-1
17	Govt. Saitual College, Saitual	2	Librarian-1, Lib. Asst-1
18	Govt. Khawzawl College, Khawzawl	Nil	
19	Govt. Zawlnuam College, Zawlnuam	1	Deputy Librarian
20	Govt. Aizawl North College, Aizawl	2	Librarian-1, Lib. Asst-1
21	Govt. Aizawl West College, Aizawl	1	Librarian

22	Govt. T. Romana College, Aizawl	1	Librarian
23	Govt. J. Thankima, Aizawl	1	Librarian
24	Govt. Kalamanagar College, Kamalanagar	1	Librarian
25	Govt. Johnson College, Aizawl	1	Deputy Librarian
26	RIPANS, Aizawl	4	Librarian-1, Lib. Asst-3
27	NIELIT, Aizawl	1	Asst. Library & Info. Officer
28	Mizoram College of Nursing, Aizawl	1	Library Assistant
29	ICFAI University, Aizawl	2	Library Assistant- 2
30	Animal Husbandry & Veterinary College, Aizawl	2	Library Assistant-2
31	HATIM, Lunglei	1	Library Assistant
32	National Institute of Technology, Aizawl	2	Asst. Librarian-1, Lib. Asst-1
33	Women Polytechnic, Aizawl	2	Librarian-1, Lib. Asst-1
34	Mizoram Polytechnic, Lunglei	1	Librarian
35	MIMER, Aizawl	3	Asst. Librarian-1, Lib. Asst-2
36	Helen Lowry College of Arts & Commerce, Aizawl	1	Asst. Librarian
37	St. Xaviers College, Lengpui	1	Asst. Librarian
	Total	73	

Source: Survey data

The library professionals are designated to various posts in their respective higher institutions. The designation differs normally as per the qualification of the professional, and also depends upon the post created and offered by each of the central and state authority.

1.7 Significance and Scope of the Study

The study identifies the demographic information of the respondents such as age, gender, designation, qualification, service length. The study also stressed the opinions of the respondent library professionals about their satisfaction on current job, services rendered, pay structures, infrastructures, co-workers, supervisors, digital literacy and equipments. Furthermore, the study also extends to identify the influence of factors such as decision making, job challenge, nature of service, professional status, social status, job recognition, working environment, etc. on job satisfaction of library professionals. The study also covers about the opportunities given to library professionals for their professional development and relates the effect on job satisfaction.

The present study is confined to evaluate the levels of job satisfaction among the higher educational institutional library professionals working in Mizoram under various capacities both in government and private institutions. Therefore, the study covers various 73 library professionals, who are working in 37 higher educational institutional libraries. The present research work is exclusively focused to job satisfaction of higher educational institutions library professionals and its impact on library services for the greater interest of the users' community.

1.8 Review of Literature

As part of the planning process in a research a literature review should be done, which is a survey of important articles, books and other sources pertaining to the research topic. This review of the professional literature relevant to the research will help to contextualize or frame the research. It will also give readers the necessary background to understand the research. The reasons for undertaking a literature review are numerous and include eliciting information for developing policies and evidence-based care, a step in the research process and as part of an academic assessment.

Its main objectives are to situate the current study within the body of literature and to provide context for the particular reader. Literature reviews are a basis for research in nearly every academic field as it discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period. And as Literature reviews is a compulsory step in a research proposal or prospectus. The following literatures below are therefore reviewed for this research.

1.8.1 Review of Literature in General Discipline

Happock (1935) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say 'I am satisfied with my job'. According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction. The job satisfaction/dissatisfaction of one's job mainly depends on the emotional feelings of an employee. Happock published the first intensive study on job satisfaction, based on interviews with adults in a small town and 500 schoolteachers. His research was driven by two underlying questions. First, are workers happy? Second, are some workers happier than others are? He uses verbal self-reports collected via interview to access job satisfaction. When summarizing his findings, he identified many factors that could influence job satisfaction including work fatigue, job condition such as monotony, supervision and autonomy. Results indicated that only 12% of workers could be classified as dissatisfied and that occupational grouping influenced satisfaction with higher status occupational groups reporting higher satisfaction. In summary, he began to systematically analyze job satisfaction and identified a range of factors contributing to job satisfaction that are still studied today.

Schaffer (1953) argued that whatever psychological mechanisms make people satisfied or dissatisfied in life also make them satisfied or dissatisfied in their work. He suggested that the amount of dissatisfaction experienced by an individual is determined by; a) the strength of an individual's needs or drives; and b) the extent to which an individual can perceive and use opportunities in the situation for the satisfaction of those needs. Schaeffer identified 12 needs that need to be met and overall satisfaction was said to be predicted by the two most important needs held by a person. If the individual's two most important needs are met by the job then they are satisfied. Based on his analysis, Schaffer (1953) developed a questionnaire measure to assess the strength of each of the 12 needs, the degree to which each of the needs were satisfied by the individual's job, and the individual's overall satisfaction. The overall satisfaction scale consisted of three items, two of which were based on the work of Hoppock (1935), while the third item was an open-ended question. In summary, Schaffer's work acknowledged that individual differences are an important antecedent of job satisfaction, a topic that has recently received considerable attention.

Friedlander and Margulies (1969) conducted a study and discovered that management & friendly staff relationships contribute to the level of job satisfaction. However, this result contradicts with view of Herzberg (1966) who supported the view that supervision is irrelevant to the level of job satisfaction. Arnold and Feldman (1996), promoted factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources as part of working conditions. The worker would rather desire working conditions that will result in greater physical comfort and convenience. The absence of such working conditions, amongst other things, can impact poorly on the worker's mental and physical well-being (Baron and Greenberg, 2003). Arnold and Feldman (1996) shows that factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources are all part of working conditions. Employees may feel that poor working conditions will only provoke negative performance, since their jobs are mentally and physically demanding.

Smith, et al. (1969), proposes that “job satisfaction is a function of the perceived characteristics of a job in relation to an individual’s frame of reference”. The particular job conditions can be satisfied, dissatisfier or irrelevant, depending on the conditions in comparable jobs. In a narrow sense, these attitudes are related to the job and many specific factors like wages supervision, social relation on the job, besides worker’s age, family, social factors, etc. People differ markedly in the degree of job satisfaction owing to the difference in features of the job on the hand and the differences in themselves on the other. Job satisfaction and dissatisfaction and functions of perceived relationship between what one wants to derive from one’s job and what one perceives as offering or entailing. The experience produced by the discrepancy between what one derives and what one expects may be an indicator of satisfaction or dissatisfaction from job. Thus, job satisfaction is not an absolute phenomenon but is relative to the alternatives available to the individual. In the present study, the term job satisfaction is used to represent this absolute phenomenon among library and information science professionals.

Smith, et al. (1969), proposes Job Descriptive Index (JDI) to measure job satisfaction and defined as “the feelings a worker has about his job”. This instrument has been revised in 1985, 1997, and most recently in 2009. It is a 72-item instrument designed to measure five dimensions of job satisfaction: satisfaction with supervision, coworkers, pay, promotional opportunities, and the work itself. Specifically, JDI measures five facets of job-related satisfaction: work itself, supervision, pay, promotions, and coworkers. Each scale includes a checklist of adjectives or adjective phrases, and respondents are asked to fill the blank beside each item as follows: “Y” (agreement), “N” (disagreement), and “?” (cannot decide). The original item pool was generated by means of extensive interviews with employees, content analyses of existing instruments, and content analyses. They also propose that ‘job satisfaction is a function of the perceived characteristics of a job in relation to an individual’s frame of reference.

Ronan (1970) studies 241 employees to assess the relative importance of job characteristics in relation to job satisfaction. He asked his respondents to rate the characteristics on a seven-point scale. The findings revealed that while there were differences in the important rankings among three groups of employees consisting of managerial, salaried and hourly employees, there was also substantial agreement. Some of the most marked disagreements were that job security was not important for salaried workers, but it was important to both managerial and hourly workers. However, in general, he found his data in good agreement with previous studies in showing ' importance of nature of work, pay and job security.

Locke (1976) highlighted the psychological aspect of the job. According to him the job satisfaction/dissatisfaction mainly depends on the emotional feelings of an employee. Job satisfaction is thus the result of positive emotions. These positive emotions or job satisfaction of the employees would promote the willingness and commitment in their profession/job. It seems imminently logical that happy employee is a “better” often defined as “more productive” employee. Positive employee attitude improves the service/output from the omitted people in turn promotes the effectiveness and efficiency of the organization. The cordial relation between top management and LIS professional definitely lead to the better co-ordination and co-operation and promote the smooth running of the day-to-day activities of the library. This would contribute to the development and survival of the organization in the long run. Ultimately the organizational goal is achieved and its existence in the society is justified.

Spector (1997) lists three important features of job satisfaction. First, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness. High levels of job satisfaction may be sign of a good emotional and mental state of employees. Second, the behaviour of workers depending on their

level of job satisfaction will affect the functioning and activities of the organization's business. From this it can be concluded that job satisfaction will result in positive behaviour and vice versa, dissatisfaction from the work will result in negative behaviour of employees. Third, job satisfaction may serve as indicators of organizational activities. Through job satisfaction evaluation different levels of satisfaction in different organizational units can be defined, but in turn can serve as a good indication regarding in which organizational unit changes that would boost performance should be made.

Tietjen and Myers (1998) mentioned that the movement of workers to act in a desired manner has always consumed the thoughts of managers. In many ways, this goal has been reached through incentive programs, corporate pep talks, and other types of conditional administrative policy. However, as the workers adjust their behaviour in response to one of the aforementioned stimuli, is job satisfaction actualized? The instilling of satisfaction within workers is a crucial task of management. Satisfaction creates confidence, loyalty and ultimately improved quality in the output of the employed. Satisfaction, though, is not the simple result of an incentive program. Employees will most likely not take any more pride in their work even if they win the weekend getaway for having the highest sales. This paper reviews the literature of motivational theorists and draws from their approaches to job satisfaction and the role of motivation within job satisfaction. The theories of Frederick Herzberg and Edwin Locke are presented chronologically to show how Locke's theory was a response to Herzberg's theory. By understanding these theories, managers can focus on strategies of creating job satisfaction.

Lease (1998) said that the employees who have higher job satisfaction are usually less absent, less likely to leave, more productive, more likely to display organizational commitment and more likely to be satisfied with their lives. Here views the literature on work attitudes and outcomes for the years 1993-1997. Models of job satisfaction, organizational commitment, turnover intentions, and

turnover behaviors were used to develop an organizational structure for the literature. Key constructs pertaining to individual and work environment characteristics, job satisfaction, organizational commitment, and turnover intentions were reviewed and summarized. General conclusions and recommendations for future work are presented in the final section.

Sharma, et al. (2001) carried out a study in a large Engineering Industrial Organization and tried to find out the extent of job satisfaction of its women artisans. The study was intended to know whether the determinants of job satisfaction evoke any reaction or response from the women workers. It was found from the study that about 8 per cent of the respondents agreed that they got adequate supervisory guidance, 40 per cent of the respondents fully satisfied with the job while 48 percent expressed that they are partially satisfied. This partial satisfaction, according to the authors, may be due to disinterest, monotony, and partiality of the supervisor and the pressure of the family. The authors concluded that the job satisfaction cannot be built on a job from external factors but satisfied with intrinsic factors of the job.

Silverthorne (2004) stress that the related concepts of organizational culture and person-organization fit or congruence between the person and organization are important to organizational success. The psychological contract, which is both perceptual and individual, forms the basis of the person-organization fit. However, there has been little attention paid to the interaction of fit and organizational culture with such concepts as job satisfaction and organizational commitment and the application of this concept in non-western cultures. The results of this study, conducted in Taiwan, indicate that person-organization fit is a key element in both the level of job satisfaction that employees experience and also in their level of organizational commitment whether measured by an instrument or turnover rates. An organization is not a passive or stable institution and it evolves and grows within an organizational culture. While person-organization fit may be linked to organizational culture, the

impact of specific types of organizational culture was also assessed. Involvement in an organization that had a bureaucratic organizational culture resulted in the lowest levels of job satisfaction and organizational commitment. An innovative culture was next highest and a supportive culture had the highest level of employee job satisfaction and organizational commitment. These findings indicate that organizational culture plays an important role in the level of job satisfaction and commitment in an organization. In terms of the impact of the person-organization fit on job satisfaction and organizational commitment in Taiwan, the results indicate that the degree of fit plays an important role in all of the types of organizational culture studied.

Santhapparaj, et al. (2005) studied the Job Satisfaction of the women managers working in automobile Manufacturing Industry in Malaysia. It was based on primary survey from 200 women managers. The study investigated the relationship between specific aspects of Job Satisfaction and the personal characteristics of women managers. It was also aimed to retest the Herzberg's Two-Factor theory. The correlation analysis showed that there was a significant negative correlation between education level and pay, promotion people on present job and job in general. The percentage of overall satisfaction was 75.59%. The results did not support the Herzberg's theory and concluded that no separate and distinct factors lead to job satisfaction or dissatisfaction, but if they were together contributed to job satisfaction or dissatisfaction. The study reveals that there was a need for change in the organizational culture and the management should create the environment for social and organizational network. The factor which was relatively less satisfied was the pay and this can be improved only through dialogue which involve cost to the organization and the less level of satisfaction on present job could be easily improved by job rotation, providing challenging job and so on.

Rafferty and Griffin (2009) revealed in their review on job satisfaction in organizational research that there is still considerable interest in job satisfaction

and that a growing number of methods are being used to study satisfaction. In particular, they reviewed studies using methodologies such as interviews, questionnaires, and diary studies. Recent developments in the methods used to study the affective aspects of job satisfaction reflect the continuing growth and sophistication of research methods and designs in the area. Overall, they suggest that while working roles change for individuals and theoretical perspectives fade or rise for scholars, the experience of job satisfaction continues to play a central role in understanding life at work. They expect that this interest will continue across the spectrum of issues raised in this chapter. Debate regarding the definition and nature of job satisfaction will continue as insights grow from new methodologies, cross-cultural perspectives and changing theoretical paradigms. This debate is important and will generate new methodologies as researchers seek to explore the implications of new definition for theory, measurement, and practice. Recent advances in intra individual and multilevel designs suggest that enormous scope remains for embedding the notion of job satisfaction within broader theories and practices. They conclude that the study of job satisfaction is a healthy topic of research that will continue to enhance understanding of how people interact with organizations.

Ahmed (2010) stated in his article that many attempts are made to find determinants of job satisfaction and its relationship with other variables but most of the study is done in the west. This paper utilizes survey data collected from 310 employees of 15 advertising agencies of Islamabad (Pakistan) to test interdependency of job satisfaction and job performance, effect of organizational commitment and attitude towards work on job satisfaction and impact of organizational commitment and attitude towards work on performance. Response patterns, analyzed by gender, education, department, income and age are also discussed. Results show a weak relation between job satisfaction and performance whereas organizational commitment has strong positive relation with performance and attitude towards work has a strong positive relation with job satisfaction. The

study identifies insignificant impact of organizational commitment on job satisfaction and attitude towards work on job performance.

Aziri (2011) said in his article that ‘many studies have demonstrated an unusually large impact on the job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on performance of business organizations. Unfortunately, in our region, job satisfaction has not still received the proper attention from neither scholars nor managers of various business organizations.’ And conclude in his article that ‘Job satisfaction represents one of the most complex areas facing today’s managers when it comes to managing their employees. Although thousands of papers and research have been conducted on job satisfaction all over the world, in the Republic of Macedonia this is one of the least studied research fields. Many studies have demonstrated an unusually large impact on the job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on performance of business organizations. There is a considerable impact of the employees’ perceptions for the nature of his work and the level of overall job satisfaction. Financial compensation has a great impact on the overall job satisfaction of employees.

Rane (2011) studied the importance of employee Job Satisfaction. He explained that the employee Job Satisfaction was essential to face the dynamic and ever-increasing challenges of maintaining productivity of the organization by keeping their work force constantly engaged and motivated. The study found that the high Job Satisfaction correlated strongly with the feeling of having fun at work. The article explained that the possible ways to enhance their performance in order to face new challenges were providing positive work environment, the appreciation of performance, personal recognition of employees by the management, and employee participation in decision making, providing training facilities to improve worker’s skills and potentials. There should be a continuous process of assessment of Job satisfaction of employees by obtaining feedback in a

specially designed evaluation format before and after the training programmes. He concluded that the Job satisfaction of an employee in any organization was of paramount importance to achieve the targeted goals on a sustainable basis.

Lailun, et al. (2013) investigates the relationship of job satisfaction, job stress and mental health on government and non-government employees. It was believed that there will have a significant difference between government and non-government employees in case of various job-related factors. These factors affect job performance of employees. In this context it was important to know how job satisfaction, job stress and mental health differ in terms of types of jobs. Subjects in the study were 100 employees, 50 government and 50 non-government employees. Job Satisfaction Scale, Occupational Stress Index and General Health Questionnaire were used as data collection tools. Data were analyzed by using means, Pearson Product Moment Correlation and ANOVA test. The study found that there is a significant positive correlation between job stress and types of job.

Singh and Jain (2013) stated in their paper that employee satisfaction refers to a collection of positive and/or negative feelings that an individual holds toward his or her job. Job Satisfaction is a part of life satisfaction. It is the amount of pleasure or contentment associated with a job. Job Satisfaction is an emotional response to a job. Job satisfaction is one of the most popular and widely researched topics in the field of organizational psychology (Spector, 1997). Job satisfaction has been studied both as a consequence of many individual and work environment characteristics and as an antecedent to many outcomes. Employees who have higher job satisfaction are usually less absent, less likely to leave, more productive, more likely to display organizational commitment, and more likely to be satisfied with their lives (Lease, 1998). There are a variety of factors that can influence a person's level of job satisfaction. Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social

relationships, the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements). The happier people are within their job, the more satisfied they are said to be. The concept of job satisfaction has gained importance ever since the human relations approach has become popular. Job satisfaction involves complex number of variables, conditions, feelings and behavioral tendencies.

Neog and Mukulesh (2014) in their study among employees of automobile service workshops in Assam, regarding factors which influence the job satisfaction revealed that salary is the most important factor for influencing job satisfaction of employees. They also stress that among all the assets of an organization, human resource is the most significant and precious asset which is essential for healthy operation of all other resources of the organization. So, when human resources are satisfied in terms of their jobs, then only productive level goes up. It is because Lease (1998) said that employees who have higher job satisfaction are usually less absent, less likely to leave, more productive, more likely to display organizational commitment and more likely to be satisfied with their lives.

Alromaih, et al. (2017) stated in their research study that 'in today's increasing competitive environment, organizations recognize the internal human element as a fundamental source of improvement. On one hand, managers are concentrating on employees' wellbeing, wants, needs, personal goals and desires, to understand the job satisfaction. And on the other hand, managers take organizational decisions based on the employees' performance.' The purpose of his study is to identify the factors influencing job satisfaction and the determinants of employee performance, and accordingly reviewing the relationship between them. The study is an interpretive research that focuses on exploring the influence of job satisfaction on employee performance and vice, the influence of employee performance on job satisfaction. The study also examines the nature of the relationship between these two variables. The study reveals the

dual direction of the relationship that composes a cycle cause and effect relationship, so satisfaction leads to performance and performance leads to satisfaction through number of mediating factors. Successful organizations are those who apply periodic satisfaction and performance measurement tests to track the level of these important variables and set the corrective actions.

Samreen & Hariom (2017) writes that job satisfaction denotes to the workers' perception of their workplace settings, relationships amid fellows, salary as well as endorsement opportunities. In healthcare services environment with tension and division of labour, the basic challenge is to perform well in these kinds of settings. Teachers, bank employees, corporate managers, salespeople and all the occupation workers are not highly pleased with their occupation. This shows that a large number of factors influence employee performance such as satisfaction from the profession, work environment, compensation policies and demographic variables, educational qualification and many more factors influencing. This research paper examines the rising literature relating to workplace satisfaction amid different working organizations and concludes that further investigation is required to be aware of the relative significance of the many recognized factors to workplace satisfaction in different working organizations. Findings revealed on the basis of literature review, female professionals facing the problem of job dissatisfaction among healthcare organizations. Other researchers showed that job satisfaction is significant for each and every level of employee in every organization and in both private and government sector.

Shaju and Subhashini (2017) studied that performance evaluation is a major measure adopted by the organizations in evaluating the quantitative and qualitative contributions rendered by their employees. The competitive and employee-oriented business world has now joined hands with the HR department in assisting and managing employee performance. Psycho-social factors of employees would be considered at various managerial levels for enhancing

employees' job performance. Job satisfaction is such a psychological attribute, whose contribution to the concept of employee performance is much more. A satisfied employee would have an emotional bond with the organization and takes pride in their membership, which paves way to keep up industrial integrity and a high morale. This is an exploratory research, attempting to discover how the dimensions of job satisfaction are significantly related to the job performance of an employee. The data were collected from employees working in Automobile industry, Punjab having experience of above or below 10 years, so as to ensure relatively accurate responses on performance evaluation at different groups of employees in the Automobile industry. The result shows the existence of a positive correlation between the dimensions of job satisfaction and performance of employees at both supervisors and workers levels working in the Automobile industry.

Troesch & Bauer (2017) in their study investigates job satisfaction and stress in second career teachers (SCT) compared to first career teachers (FCT) and the role of self-efficacy in this context. Analyses are based on 297 teachers (35% SCT). SCT reported being highly satisfied and experiencing low levels of job stress. Moreover, t-tests revealed that SCT are more satisfied with their job than FCT. As the significant interaction self-efficacy and career path shows, self-efficacy has a higher impact on job stress in SCT than in FCT. Findings are discussed in terms of their relevance for the professional development of SCT. In the context of recurring teacher shortage, second career teachers are being focused on as a prospective recruitment pool for teacher education in many countries. The results presented in this paper show that second career teachers, who were still working as teachers 7-10 years after graduation, report overall high average levels of job satisfaction and low average levels of job stress, with job satisfaction slightly but significantly higher than their colleagues without a prior career. The higher job satisfaction in second career teachers is mainly attributable to higher general self-efficacy beliefs. Age, gender, years of teaching experience and the

amount of working hours were no significant predictors. These findings not only underline the well-known effect of self-efficacy for job satisfaction and stress in general but also the significance of an optimistic confidence for career switchers in order to be able to cope. Overall, our results show that second career teachers develop well in their new career and that they manage to maintain an advantage in general self-efficacy over the years, which seems to help them cope well with the demands of the teaching profession.

Hong, et al. (2019) reviewed a total of 59 papers on hospital nurses. The impact of job satisfaction upon sickness absence, turnover intention, as well as the influencing factors of job satisfaction such as working shift and leadership, job performance, organizational commitment, effort and reward style has been identified in a number of research studies yielding equivocal findings. Job satisfaction of hospital nurses is closely related to work environment, structural empowerment, organizational commitment, professional commitment, job stress, patient satisfaction, patient-nurse ratios, social capital, evidence-based practice and ethnic background. Various mediating or moderating pathways have been identified with nurses' job satisfaction being mediated by various factors. It is vital to increase nurses' job satisfaction because this has the potential both to improve patients' perceptions of care quality and ensure an adequate nursing workforce. The indirect relationships and predictors of job satisfaction contribute to a more comprehensive understanding of the complex phenomenon of job satisfaction, which in turn may aid the development of effective strategies to address the nursing shortage and increase the quality of patient care.

1.8.2 Review of Related Literature in LIS Discipline

George (1973) investigated to identify the determinants of job satisfaction among the librarians who are beginners in their profession. Data were collected from a sample of 222 librarians as to their sex, the type of library in which they worked, their vocational needs using the Minnesota Importance Questionnaire),

the characteristics of their job environments (using the Minnesota Job Description Questionnaire). He found that, "Job satisfaction among librarians was not related to their sex, the type of library in which they worked, or their vocational needs, but was related to the characteristics of their job environments. Of these, the supervision climate and intrinsic characteristics of the job itself were the two most important determinants of job satisfaction. The results showed that a supervisory climate which permitted librarians to exercise initiative and professional judgment in the performance of the job was conducive to job satisfaction. The results also revealed no differences in the degree of job satisfaction. The results also confirmed that no differences in the degree of job satisfaction experienced by male and female librarians.

D'Elia (1979) studied to identify the factors which are highly related to job satisfaction among librarians. It includes 224 librarians, both male and female of 5 groups of librarians, representative of the type of library where the librarians worked. He used 3 measuring instruments like MIQ (Minnesota Importance Questionnaire) to measure vocational needs, MJDQ (Minnesota Job Description Questionnaire) to measure perceptions of the characteristics of his job environment and MSQ (Minnesota Satisfaction Questionnaire) to measure librarian's job satisfaction. In this study it has been found that the job satisfaction among librarians is not related to their sex, or the type of the library in which they worked, but it is related to the characteristics of their job environment and also experience that there is an integral relationship between supervisory climate and professional judgment and the librarians experience of measuring job. Thus, it tends to indicate that a participatory administrative style is conducive to job satisfaction among librarians.

Carolyn (1981) made an attempt to study and determine whether librarians perceived a deficiency in satisfaction of higher level job related needs and in what areas (autonomy, self-actualization, and esteem) these needs were perceived was conducted in 1981 at the university of Southern California surveyed covering 400

librarians' 933 academic libraries in twenty six states. Analysis of variance by position indicated that, non-administrators were significantly less satisfied than every other group of librarians in autonomy and overall intrinsic satisfaction. It also indicated that non-administrators were significantly less satisfied in their esteem needs than were directors or assistant directors, and their self-actualization needs were significantly less well meet than were those of other administrators or directors. The study concluded that library administrators were significantly more satisfied with higher level intrinsic aspects of their work than were non-administrators.

McNally (1982) conducted a survey to find out how job satisfaction is related to performance and the sample chosen by him were the Ontario reference library staff. He is using the techniques of analysis and measurement adapted from the field of business studies to investigate the relation between job motivation and satisfaction. The results show generally moderate satisfaction with environmental conditions, but low motivation. The initial hypothesis, that professionals would express greater motivation and satisfaction than non-professionals is not confirmed.

Krietz and Ogden (1990) compare the roles and responsibilities of academic librarians and support staff at the nine-campus library system of the University of California. The results reveal that as a group, University of California staffs are extremely satisfied with the work they do - reporting higher levels of job satisfaction than many other American workers. But a comparison of the satisfaction levels reported by librarians and library assistants shows a significant difference between two groups. This is particularly in the areas of promotion, job development and general status. A comparison of the satisfaction levels shows a wide gap between librarians and library assistants with the highest discrepancies in the areas or worker utilization, job duties and responsibilities and salaries. The greatest agreement between librarians and library assistants is found

in their satisfaction the opportunity to help others, good relationships with co-workers, job security, variety, flexibility and surprising degree of autonomy.

Navalani (1990) studied the levels of Job Satisfaction of professionals and semi-professional library staff working in Indian University libraries. The primary data were collected through questionnaire. The analysis revealed that the majority of the library staff was satisfied with most of the attributes of their work, but there were differences in the perception of men and women, and seniors and juniors. He stated that if specific job characteristics are present in a job 'employees will experience a positive, self-generated response, when they perform well and this internal kick will provide an incentive for continued efforts towards good performance. It concluded with suggestions for improvement which includes: more attention to in-service training, reanalysis and redesigning of jobs for better utilization of skills and abilities and more internal motivation of staff and improvement in the quality of work performance.

Schneider (1991) surveyed and interviewed the staff of a large urban public library system, a majority of who were paraprofessionals and worked in public services. They reported satisfaction with the nature of the work itself, co-workers, immediate supervisors, and working directly with patrons. They reported dissatisfaction with communications between staff and management, and a majority identified heavy workloads and understaffing as serious problems.

Pulla (1992) studied the Job Satisfaction of the Professional staff of the college and the University Libraries of Delhi. To measure the Job Satisfaction of the professional staff, know the difference between the University and the college professional staff and senior and junior level staff in satisfaction with work, pay, promotional avenues, supervision, co-workers, opportunities for the development of professional career, security of the job, reading communities, library/institution's policies and administration and working conditions, determine the correlation of work satisfaction, pay satisfaction etc. and find out the four top

most incentives among the selected items and to know the similarities and differences between different groups were the objectives of the study. Among 300 professionals 150 members had been drawn at random sample and 104 members were responded for questionnaire. The findings of the study were: there were no significant difference between university and college staff, men and women, junior and senior level in satisfaction level with their work, pay, coworkers, with regard to the functioning of the library committee, the submission of complaints, physical working conditions, materials and the equipment necessary to perform the job well, leaves and personal benefits. The professional staff was more satisfied with their promotion, security of job, reading community, physical working conditions, housing facilities than the college staff. In recommendation, the factor 'recognition for work done' had been given the first rank, and 'opportunities for promotion' stood in second rank.

Horenstein (1993) reported on his study that examined the job satisfaction of academic librarians as it relates to faculty status and participation of librarians in library planning and decision making, university academic affairs, and professional library activities. A questionnaire was distributed to librarians in 300 United States academic libraries at a random sample of universities and colleges in the United States with enrollments exceeding 2,000 students. An SPSS (Statistical Package for the Social Sciences) data analysis of 638 responses focused on job satisfaction of three groups of librarians: librarians with no faculty status or rank; librarians with either faculty status or rank, but not both; and librarians with both faculty status and rank. Academic librarians with both faculty status and rank were more satisfied than librarians in the other two groups. They also perceived themselves as more involved in library planning and decision making, more frequently consulted, better informed about matters affecting the library, and more involved in the university. The best predictors of overall satisfaction were perception of participation, salary, and possession of academic rank.

Prasad (1994) studied the professional library employees with 460 samples population from seven central university libraries in India. The study is conducted to investigate job anxiety and job satisfaction as a technique for library personnel management. A considerable difference in the extent of employees' satisfaction with the overall and specific four areas of job satisfaction – job content area, management area, personal adjustment area and social relation area have been observed. The level of anxiety of employees of higher post is comparatively less than lower posts. Job satisfaction scores of the three anxiety sub groups – low, moderate and high, reveal significant differences between them. The correlation analysis between job anxiety and job analysis reveals that the degrees of job anxiety are related to job satisfaction in various areas in different ways. The findings confirm the theory that interpersonal relations are the major determinants of anxiety. The study also stressed that for successful functioning and performance of its manifold duties, libraries require personal with a high degree of technical skill, intelligence, imagination, initiative, efficiency and understanding. They are, therefore, to be not only professionally qualified, competent and efficient but also to be lively, active, and well satisfied with their jobs.

Murray (1999) investigated the Job Satisfaction of professionals and paraprofessional staff working at the University of North Carolina at Chapel Hill, over 140 library employees administered a modified version of Paul Spector's Job Satisfaction Survey, a standard instrument used to measure Job Satisfaction. 44.1 per cent of professionals and only 27.1 per cent of Para-professionals agreed very much with the statement "I like doing the things I do at work". Both groups were satisfied with the supervision, co-worker's benefit packages. Professional staff was more satisfied with communication, opportunities for promotional aspects but Para professional staffs were less satisfied with supervision, dissatisfied with appreciation and recognition, promotion but both group groups were slightly dissatisfied with operating procedures. Both groups were strongly disagreed with the statement "I feel I am being paid fair amount for the work I do". 80% of

professional staff and only 54.6% Para professional staff were satisfied with their jobs.

Payne (1999) shows that library support staff perceives lack of status, recognition and appreciation of their role. The longer serving staff member has the greater satisfaction in their profession. Support staffs need to be involved in organizational communications and participate in policy formulation process to increase the satisfaction level and the librarians' education, training and pay need to be improved.

Williamson, et.al. (2005) investigated the career and Job Satisfaction in relation to personality traits of information professionals. This study collected data from more than 1,300 informational professionals on personality characteristics, job satisfaction and career satisfaction. It included academic reference librarians, distance education librarians, public librarians, system librarians and other information professionals. Significant correlations were obtained between personality variables and both career and job satisfaction. Step wise regression analyses were performed, and it revealed that the five variables such as optimism, emotional stability, and team work, visionary work style and work drive accounted for 20 percent of the variance in job satisfaction. Optimism, work drive, emotional resilience and assertiveness accounted for 19 percent of the variance in career satisfaction. Hierarchical regression analyses were performed to test Lousbury et.al.'s general composite measure of Emotional Resilience, Work Drive and Optimism as predictors of job and career satisfaction. These variables accounted for 18 percent of the variance in Job Satisfaction and 19 percent of the variance in career satisfaction. Suggestions were made for employers to help, hiring and managing information professionals.

Lim (2007) in his study examines the characteristics of library information technology (IT) workers using a mail survey. The IT workers showed a moderate level of a sense of belonging, playing the broker's role, job autonomy, and job

satisfaction. There were differences between librarian IT workers and non-librarian IT workers regarding most of these characteristics. The findings showed that IT LIS professionals were satisfied to moderate level in job anatomy as compared to traditional librarians.

Tella, Ayeni, and Popoola (2007) examine the perception of work motivation in relation to job satisfaction and organizational commitment of library personnel in academic and research libraries in Oyo state, Nigeria. Two hundred library personnel (41% female, 59% male) were selected through a total enumeration sampling from five research and four academic libraries. A questionnaire called Work Motivation, Job Satisfaction, and Organizational Commitment Scale (WMJSCS) with the overall co-efficient of $r = 0.83$ cronbach alpha was adapted from Organization Commitment Questionnaire by Mooday et al. (1979), Minnesota Satisfaction Questionnaire by Weiss, 1967, and Motivation Behaviour Scale of Akinboye, 2001. The Executive Behaviour Battery was used for data gathering. Four research questions were developed and analyzed using multiple correlation/classification, multiple regression, and t-test statistical tools. The result indicates that both job satisfaction and commitment correlate with perception of work motivation by library workers. No significant difference exists in the perception of work motivation of professional and non-professional library personnel. Employees in academic libraries and research libraries have the same level of job satisfaction. Years of experience have no relationship with commitment.

Karim (2008) has investigated job satisfaction and burnout among Greek early educators. He employed a global measure for job satisfaction on the following ten work and employee related variables: affective commitment, continuance commitment, job autonomy, job involvement, job feedback, age, role clarity, role conflict, organizational tenure and job tenure. The study investigated how much of the variance in job satisfaction can collectively be explained by these variables in a Malaysian academic library setting. The survey was carried

out on 279 academic librarians from eight university libraries in West Malaysia. 139 usable responses revealed that only six of the ten work and employee related variables were significantly correlated with job satisfaction: affective commitment, job autonomy, job performance feedback, role clarity, role conflict, and organizational tenure. Only affective commitment and organizational tenure had a predictive relationship with job satisfaction; collectively these two predictors explain about 26% of the variance in job satisfaction. Though the study had not examined all the possible correlates and predictors of job satisfaction, it nevertheless provides an empirical glimpse of the job satisfaction phenomenon among Malaysian academic librarians.

Lim (2008) examines the job satisfaction of library information technology (IT) workers in relation to demographic and socioeconomic variables, and work-related variables, such as a sense of belonging, faith in wanting to belong, a feeling of acceptance, paying dues, job autonomy, the broker's role, and promotion opportunities. A total of 443 mail surveys were sent to the sample of IT workers of 30 university libraries among the 99 university member libraries of Association of Research Libraries in the United States. A total of 202 surveys were returned, resulting in a 45.6% response rate. This study found that salary, an MLS degree, a sense of belonging, faith in wanting to belong, a feeling of acceptance, job autonomy and promotion opportunities were related to job satisfaction of the library IT workers. This study provides some explanations as to why some IT workers are more satisfied with their jobs than others, thereby contributing to improving the quality of their work lives.

Mallaiah (2008) studied a performance management and Job Satisfaction of University Library professionals in Karnataka. He collected primary data through pretested, structured, comprehensive questionnaire from 188 library professionals of 15 universities in Karnataka. The specific objectives of the study were, discuss the views and perceptions of the library professionals in respect of their job, job environment, and the organization, and identify and analyses the

major personal, work and organizational factors influencing motivation performance and job satisfaction and to raise important HRM implications and to offer suggestions for strengthening the motivational performance-satisfaction linkages among library professionals based on the findings of the study. The findings of the study showed that 26.66% of respondents expressed that employee's attitude promoted the willingness, dedication and commitment in their profession and that they were highly satisfied about that and 60% of respondents expressed that they were satisfied with their Job and work environment. The analysis showed that 86.66% of the respondents were satisfied with their jobs. He concluded that the conducive and congenial physical, social and psychological conditions present in the work place have potential to enhance the job satisfaction of the library professionals. He gave suggestions to library administration that proper, adequate, and timely attention should be paid to the interaction and reinforcing nature of motivation- performance satisfaction cycle.

Bernstein (2009) made an attempt on "Academic Librarians and Faculty Status: Mountain, Male hill or Mose" that the Academic librarians play an important role in the overall mission of a university. According to him this role is both overt in the day-to-day involvement between librarians and students and faculty in the institution as well as subtle in the librarians' continual awareness of changes in available resources and technologies to aid the campus community. He was of the opinion that though academic librarians are clearly vital members of the university community, their organizational classification in the hierarchy of the institution can be murky, and this murkiness may have effects, both understated and profound, on a librarian's attitude, motivation, and outlook regarding his or her chosen profession. The author also examined the literature pertinent to academic librarian classification vis-a-vis job satisfaction, sense of worth and place, and commitment both to the librarian profession and to the educative mission of the academic institution.

Purushothama (2009) conducted a survey on satisfaction levels related to management issues among LIS Professionals. The objectives of the study were: to assess the Library and Information Science professionals perceived level of Satisfaction about the supervision from the top management, to know the level of recognition of LIS Professionals, to find out the performance measurement and evaluation process, to assess the autonomy given by the different type of educational institutes to LIS professionals and to suggest means to improve the Job Satisfaction of LIS professionals. He analyzed 77 LIS professionals through questionnaire in Higher education Institutions in Dakshina, Kannada district. The study revealed that the LIS professionals in private unaided Institutions offering general courses were highly satisfied with the autonomy provided by their authorities. Professional Education Institutions were not satisfied and the LIS professionals in Government/aided educational Institutions offering professional courses were moderately satisfied and their counter parts in education institutions offering general courses were not satisfied with the autonomy provided by their authorities. The survey revealed that the professionals were satisfied with the management related issues such as supervision, recognition and performance evaluation but dissatisfied with the autonomy by authority facet. He concluded that the positive approach from the authority improved the satisfaction level of the professionals.

Abdul (2010) studied the impact of five work related variables such as role conflict, role clarity, job autonomy, job performance feedback, and job involvement on organizational commitment and job satisfaction among Malaysian University librarians. A proportionate stratified random sampling technique was employed and questionnaire was distributed to 222 respondents comprising mainly of professionally trained library employees and the response rate was 63%. The findings of the study revealed that of the five works related variables that were employed; all were found to be correlates of organizational commitment. Of these five correlates however, only three were found to have statistically significant predictive relationship with organizational commitment.

Of the five work-related variables that were employed to examine their relationship with Job Satisfaction, only four were found to correlate significantly with Job Satisfaction: role conflict, role clarity job autonomy and job performance feedback. Of these four work correlates, only two were found to significantly predict the variation in Job Satisfaction. Collectively these two variables (role conflict and role clarity) accounted for 16.3% of the variation in Job Satisfaction. Hence, the impact of work-related variables was greater for organizational commitment than for Job Satisfaction. Only role clarity was found to be a significant correlate as well as a significant predictor of organizational commitment and Job Satisfaction.

Nattar (2010) examined the job satisfaction of college library professionals in Tamil Nadu. The sample comprises in total 140 library professionals from 20 colleges. The structured questionnaires were distributed to gather data. The study reported that the majority of the respondents were male staff in the age group of 30–40 years, PG holders and library assistants. Majority of the respondents had 1–5 years of work experience and were earning 3,000 to 5,000 rupees per month. The study concluded that there was a significant difference in the importance of rating given to all the job factors. The study suggested that remedial measures should be taken to attract more female staff and concerning the age group of respondents, attention should be given to relate all age groups. It concludes that the essential activities were very much required to improve the job satisfaction of the library professionals.

Alansari (2011) investigates in his research paper on “Career choice, satisfaction, and perceptions about their professional image: A study of Kuwaiti librarians” the factors affecting career choice, job satisfaction, and perceptions of the public image of librarians in Kuwait. The study identified factors which influenced the choice of career, sources of satisfaction and dissatisfaction. Respondents reported that they were moderately satisfied with their current job. The results show that extrinsic measures, such as recognition of accomplishment,

fair performance evaluation, and job security were ranked in the top and are the most important aspects of job satisfaction, whereas intrinsic measures, such as suitable daily working hours and nature of work, fell close to the bottom of the list. The cause of employee job dissatisfaction occurs in the area of benefits, contingent rewards, communication, salaries, working conditions, and promotions. Recommendations are made to improve the job satisfaction and the public image of librarianship in Kuwait.

Balasubramanian and Vasanthakumar (2011) in their study examine the issues related to the job satisfaction of the library professionals working in colleges imparting management education in and around Madurai, Tamil Nadu. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where librarians report their reactions to their jobs. Questions relate to scale of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers. There is a need to study the job satisfaction of the librarians because the nature of job is changing and that job satisfaction is the condition of establishing a healthy organizational environment in an organization. Normally this depends on the economical, social and cultural conditions. This paper attempts to evaluate the job satisfaction of library professionals based on a questionnaire survey method. 65 questionnaires were distributed out of which 58 responses were received. Among the 58 responses, 3 were not fully completed. So the sample size is 55 questionnaires for this analysis. The data analyzed indicates that library professionals are satisfied with their job.

Somvir (2012) in his scholarly article entitled “Job Satisfaction among Library Professionals in Haryana State” examined those factors which are related in a high manner to job satisfaction among library workers. Data were collected from a sample of 100 library professionals from private engineering and management colleges in Haryana state. The data analyses indicated that job satisfaction among library professionals is not related to their sex, the type of

library in which they worked, or their vocational needs, but it is related to the characteristics of their job environments. The supervisory climate and the essential characteristics of the job itself are the two most important determinants of job satisfaction. Interpretation of the data suggests that a supervisory climate which permits a librarian to exercise initiative and professional judgment in the performance of the job is conducive to job satisfaction. The study contributes to the LIS literature and practice in the following two ways: first, this study provides new knowledge concerning the job satisfaction factors of library professionals. Second, the new knowledge may help library and information managers to develop effective managerial approaches.

Amjid & Shamshad (2013) measures the job satisfaction of library professionals serving in public sector universities of Khyber Pakhtunkhwa, Pakistan. Spector's Job Satisfaction (JSS) scale was used to examine the job satisfaction of respondents. A total of 49 responses were collected and analyzed. The result shows that although library professionals working in these institutions were slightly satisfied with their nature of work, they were dissatisfied with supervision, benefits, promotion. Revision of service structure, promotion policies, improvement in academic qualification and advance training were suggested by the researchers. This study shows that Librarians serving in public sector universities were not satisfied with their nature of work, supervisory responsibilities, benefits and rewards. The Higher Education Commission, University authorities and other autonomous bodies should play their role in revising the services structure of LIS Professionals. Furthermore, the study reveals that no attention has been given to improve their professional skills and academic qualification. It is a serious issue and need special concentration. The study has some limitations. First, it required a great endeavor to collect responses from library professionals as majority of them did not response through online questionnaire.

Kont & Jantson (2013) carried out a study to clarify employee satisfaction of Estonian University libraries with the division of labor, existence of intra-organizational career opportunities, work organization and coordination as well as the fairness of salaries in sight of the qualifications and responsibilities of university librarians in Estonia. The data were gathered through the literature to provide an overview of the concepts of performance and effectiveness in general and in the context of the library as well as the outcome of the original study, conducted by the paper's authors, held in 2011– 2012 in Estonian university libraries to ascertain the libraries' staff attitude towards division of labor and performance appraisal. Majority of Estonian University librarians were mostly content with the division of labor within their departments, the participants feel that duties in the library should be reorganized and workloads should be allotted more equally. Librarians are relatively having a negative opinion about career opportunities within their libraries. The fact is that in Estonia, predominantly women's jobs, such as academicians, librarians and nurses, are low-paid. Therefore, as expected, the staffs of university libraries are not satisfied with their pay. However, librarians are competent and willing to work more and/or more intensively than they are presently allowed if that would bring about an increase in their salaries.

Mondal (2014) aimed at assessing job satisfaction among library professionals in terms of status, service status, promotional policy and interpersonal relationships. To conduct the study 93 questionnaires were sent to the professionals of 7 state-funded general university libraries of West Bengal that were known to have been dynamically involved in using ICT and received duly filled-in questionnaires from 63 (68%) respondents. The result shows that library professionals like their jobs and they have a good relationship as well as understanding between colleagues and their superior. But they are unhappy with monetary benefits and promotional policy of the university.

Rachael & Devi (2019) studies to measure the job satisfaction among library professionals in C.H Mohammad Koya Library: University of Calicut. Job satisfaction is an individual feeling which could cause by a variety of factors. The six components of job satisfaction were measures derived through literature: physical environment & ICT infrastructure, organizational culture, personal growth and development, salary, promotion and nature of work. 5-point scale were used to examine the job satisfaction of respondents. Questionnaire method was used for data collection and results are tabulated. Outcome of the study has been discussed that although library professionals working in this university library were slightly satisfied with their nature of work, while the salary, promotion, and denied access to benefits were identified as major constraints to job satisfaction. Based on the results, the study recommended that review the conditions attached to promotion, salary, among others as measures for enhancing job satisfaction. It is also suggested that the encourage and motivate the library professionals more incentives and good salary packages are to be offered so that their achievement drive can be activated that in turn lead to high level of job satisfaction.

Jason (2020) in his study sought to understand the levels of job satisfaction of librarians and library staff from all types of libraries and positions and to determine what factors influenced their job satisfaction. A total of 770 respondents completed the Job Satisfaction Survey (JSS). No differences were found between librarians and library staff or by gender, race, library type, position in the library, and library work performed. Strength of identification with current library was found to significantly influence job satisfaction and accounted for 31% of the variance in job satisfaction. Several key factors were found that influenced respondents' job satisfaction. These include strength of identification with their current library, and culture & work environment; colleagues; leadership; pay; diversity & inclusivity; workload; meaningful work; external recognition of the value of the library; and being personally valued & appreciated.

It is evident from the literature reviewed above that several research studies were carried out on job satisfaction, and a few studies on Job satisfaction among library professionals. However, slight and patchy attempts were also made in the areas of job-satisfaction among professionals working in higher educational institutions. Furthermore, no research is carried out on job satisfaction of library professionals of higher educational institutions working in Mizoram.

1.9 Research Gap

The study reviews 25 literatures in general discipline and 30 literatures in LIS discipline. The survey and literatures highlighted and dealt with the satisfaction and dissatisfaction of one's job particularly in library profession. Some of them considered that job satisfaction is more like of a journey, not a destination, as it applies to both employees and the employer. However, these survey and literatures do not thoroughly study the job satisfaction among library professionals in higher educational institutions. And also that there is no research study carried out on 'Job Satisfaction among Library Professionals in Higher Educational Institutions of Mizoram: An Evaluative Study'. Therefore, this study is an attempt to fulfill this research gap.

1.10 Statement of the Problem

The development and advent of new technologies and rapid ICT change could bring problems in information explosion, shortage of funds, lack of both supporting and professional staff, high job demand, work overload, etc. Mizoram being in a remote place with less infrastructure, most of the library professionals could not be able to cope with this new advent and rapid change which gradually results in lowered performance, job changes, interferences, frequent illness, burnout syndrome, etc. Besides this, some factors which influence job satisfaction like nature of work, salary, advancement opportunities, management, work groups and work conditions could create problems for the workers. Unhealthy environment and relationship sometimes arise between the workers/incumbent internally due to some reasons as these sorts of problems created job

dissatisfaction among the professionals. It has been identified as an issue by researchers and scholars around the globe.

It is therefore, the intention of this study to further probe into these problems among the higher education institutions library professionals in Mizoram. And as no study has been undertaken on job satisfaction among library professionals in higher education of Mizoram, it is felt necessary to take up this study in order to derive an innovative, concrete findings and suggestions.

1.11 Objectives

The objectives of the research study are:

- 1) To identify the status of library professionals of higher educational institutions in Mizoram;
- 2) To find out the level of job satisfaction of library professionals in higher educational institutions;
- 3) To determine the inter-personal relation of library professional with higher authority;
- 4) To find out factors responsible for job dissatisfaction;
- 5) To suggest measures for enhancing job satisfaction among the higher education institutions library professionals in Mizoram.

1.12 Hypothesis:

Based on the objectives, the following hypotheses are drawn:

- H₁ Library Professionals in Higher Education Institutions of Mizoram are satisfied with their present job.
- H₂ Good interpersonal relationship has direct relation with job satisfaction among library professionals.

1.13 Methodology

The following methodologies were adopted for data collection, analysis and interpretation to derive appropriate findings, suggestion and conclusion in this research.

1.13.1 Review of literature

The literature on job satisfaction of employees and job satisfaction of library professionals has been studied and reviewed; this facilitated the construction of the questionnaire.

1.13.2 Questionnaire method:

The data required for the study are collected through structured Google form questionnaire covering various facets relating to research topic and a printed-out form are also distributed to some of the library professionals of the respective higher educational institutions. After collection of questionnaires duly filled-in by the library professionals, it is scrutinized, analyzed, tabulated for analysis and interpretation of data to draw a conclusion to find out the problems associated with the job satisfaction in their respective institutions. A concrete and radical measure is suggested for the improvement of job satisfaction among the library professionals of higher educational institutions in Mizoram.

1.13.3 Interview method:

Interview method is applied in getting more information by physical interaction and by communicating through phones and messages of the library professionals under study. Data collected from this method are properly recorded, compiled so as to give viable suggestions for improvement of getting satisfaction in their respective job.

1.13.4 Data Analysis:

The appropriate statistical analysis software, ‘Statistical Packages for Social Sciences’ (SPSS) was applied for data analysis. Percentage, Mean, Standard Deviation are used to compare the respondents for this analysis study.

1.13.5 Hypothesis Testing:

In order to test the hypothesis, chi-square statistic of independence of attributes is calculated using the Statistical Packages for Social Sciences (SPSS).

In addition to the above methodologies, it is also explored and makes use of documentary/primary and secondary sources of information.

1.14 Chapterization

The present study comprises of five chapters. Chapter 1 Introduces the concept, definition and history of job satisfaction and highlights job satisfaction in the context of library professionals and also presented library scenario of higher educational institutions in Mizoram. It further describes the research problem, review of literature, research gap, objectives of the study, scope of the study, limitations and methodology adopted for the study. Chapter 2 Highlights the educational system of Mizoram in general and higher educational institutions in Mizoram in particular. Chapter 3 traces the various theories and models of job satisfaction and studies the digital divide among library professionals of higher educational institutions in Mizoram. Chapter 4 deals with analysis; SPSS Software is used for the analysis. Percentage, Mean, Standard Deviation are used to compare the respondents for this analysis study. Tabulation and interpretation are done from the data collected through questionnaires from library professionals working in higher educational institutions within Mizoram with the help of SPSS. It also gives a summary of the major findings and observations of the study and further highlights the hypothesis testing. Chapter 5 provides a conclusion and suggestions from the analysis study. Bibliography is presented in alphabetical order following APA 6th edition standard.

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CHAPTER – 2
HIGHER EDUCATIONAL INSTITUTIONS IN MIZORAM: AN
OVERVIEW

2.1 Introduction to Mizoram

Mizoram is located in the gentle hill folds of the North Eastern parts of India. It is the southernmost landlocked state which shaped like a narrow triangle. The name is derived from "Mizo", which is the name of the native people, and "Ram", means land, and thus Mizoram means "land of the Mizos". It is one of the states among the seven sisters of North Eastern States of India, where peace and harmony prevails among the people of Mizo who are the inhabitants of Mizoram. Aizawl is the capital city of Mizoram. The origin of the Mizo people is like those of many other tribes in the north-eastern India. The tribal groups of Tibeto-Burmese race inhabited Mizoram. During the period of 1750-1850 migrations led to settlements in the hills. The tribal groups were governed under a hereditary chieftainship. During the British period, Mizoram became a part of the territory of the British India in 1891 though the administration of the villages was left to the local chieftains. After independence of India, Mizoram continued to be part of Assam. The district was carved out of Assam under the reorganization act of 1971 and raised to the status of a union territory on January 21, 1972. In 1987, Mizoram became the 23rd full-fledged state of India (Balasubramanian, 2017).

Mizoram is at the altitude of 1132 meters above sea level and located between 21'.58'N and 24'.35'N latitude and 92'.15'E and 93'.29'E longitude. The line of the Tropic of Cancer passes near Aizawl and it covers a geographical area of 21081 Sq. km with a population of 10, 97,206 persons according to 2011 census. It has an average density of 52 persons per Sq. Km. There are 830 villages, out of which 704 nos. of villages are inhabited and 126 nos. of villages are uninhabited and a total number of 2, 22,853 households. The literacy percentage of Mizoram is 91.58 % which is being the second highest in India according to 2011 census. Mizoram enjoys a moderate climate owing to its tropical location and altitude. The region falls under the direct influence of south-

west monsoon. The climate is therefore, humid tropical, characterized by short winter, long summer with heavy rainfall. (Statistical Handbook, Mizoram, 2018). There are 8 districts in Mizoram till 2018. However, with the order of the Government of Mizoram, three offices of the Deputy Commissioners are created vide a notification dated 3rd June, 2019, and after which three districts started becoming operational, hence, there are now 11 districts and 3 Autonomous District Council in Mizoram (dipr.mizoram.gov.in/post/hnahtial-district-celebrates-formation).

The geographical location of Mizoram is of great significance and forms an ideal field of geographical study. It has a long inter-state boundary with Assam (123 Km), Tripura (66 Km) and Manipur (95 Km). Besides, Mizoram shares international borders from three sides, with Myanmar in the East and South (404 Km) and Bangladesh in the West (318 Km). Geographically, it is 277 Km from north to south and 121 Km from east to west (Survey of India, 1994).

Mizoram was a part of Assam known as Lushai Hills District. In 1954, the nomenclature of the Lushai Hills District was changed to Mizo Hills District by an act of parliament. The district was elevated to the status of Union Territory named as Mizoram in 1972 and attained statehood on 20th of February 1987. The topography of Mizoram, in general, consists of hilly and precipitous terrain which is thickly forested. Along with its inaccessible and isolated nature, the southern margins and the trijunction points have formed an important core of activities at the time of insurgency. This maybe the reason why this frontier have attained a strategic and geographical significance (Singh, 1994).

2.2 Education in Mizoram

The Mizos are distinct community and the social unit was the village. Around it revolved the life of a Mizo. Mizo village was usually set on top of a hill with the chief's house at the centre and the bachelors' dormitory called Zawlbuk prominently located in a central place. In a way the focal point in the village was Zawlbuk where all young bachelors of the village slept. It was the training ground, and indeed, the cradle wherein the Mizo youth was shaped into a responsible adult member of the society (Directorate of Information & Public Relations). As there were no formal education and no proper learning centre in Mizoram dating back of our ancestors and forefathers. Mizo young boys had to go through quite rigorous training and discipline at home and in the village community through Zawlbuk institution which was their learning centre. A very strict discipline was maintained in Zawlbuk for the inculcation of the moral ethics based on 'tlawmngaihna' (hospitality, kindness, unselfishness and helpfulness). The kind and range of activities carried out under the 'Zawlbuk' served to a great extent as an informal education for the young men.

Owing to its geographical isolation and difficult terrain, Mizoram is a late starter in the field of Education let alone higher education. It was for the first time, with the coming of the Christian missionaries to Mizoram that Mizos had been exposed to western education. Since there was no alphabet and no literature in Mizo language, they took up the stupendous task of reducing that language to writing. For this purpose, they choose the simple Roman script with a phonetic form of spelling based on the well-known Hunterian system of transliteration (Hluna, J.V. 1992). Therefore, we can clearly say that formal education was founded in Mizoram only with the arrival of the two Christian missionaries, Rev. James Herbert Lorrain (Pu Buanga) and Dr. Frederick W. Savidge (Sap Upa) on 11th January 1894 under Arthington Aborigines Mission. The early schools established by the missionaries were temporary and new in their performance with no clear policy guidelines from authority. However, when we talk of development and the progress of education in Mizoram we cannot but recall the

contributions of the missionaries, who gave us alphabets and the scripts that we have today. We feel indebted to them for the pioneer work of education that they had undertaken. In fact, they laid the foundation of education, and to a great extent, laid it soundly (Sangkima, 2004).

The first formal primary school was started at Aizawl in November, 1893. But this school, in the beginning was meant for the children of Sepoys. The language taught in the school was Hindi. The school was not available for Mizo children. And the first formal Government school was established in 1897 (Sangkima, 1992). The Christian missionaries started opening schools in few villages, namely, Khawrihnim, Phulpui and Chhingchhip in 1901. In 1903, three more schools were opened and seven more in the next year. In 1909, the first ever Middle Schools were opened in Aizawl and Serkawn. In 1944, the first High School was established in Aizawl by public donations. The opening of High School marked a new epoch of event in the educational progress in Mizoram (Directorate of School Education). The first higher education institute Pachhunga University College was started in 1958. The first university, Mizoram University was established in 2001 by an act of parliament.

The dawn of 20th century brought the Mizo society into a new phase of transition especially in the field of education as Christianity and formal education had arrived simultaneously. After the arrival of the two pioneer Missionaries, an attempt was made to spread formal education among the Mizos (Ray, 1993). It is evident that Mizoram, after becoming a Union Territory, has made tremendous progress in the field of education. The Government has indeed taken big strides forward in all spheres of educational activities including Higher Education (Sangkima, 2004).

The educational progress in the post independent period is quite remarkable. The progress was due to the joint efforts of the government and active participation of the community. The first five decades of the 20th century

shows the expansion and steady consolidation of the first level of education and beginning of the second level. The Directorate of Education was established in the year 1972. The High School Leaving Certificate (HSLC), Middle School Leaving Certificate (MSLC) and Primary School Leaving Certificate (PSLC) were under the Inspector of Schools until the Mizoram Board of School Education (MBSE) was established in 1976. State Council of Educational Research & Training (SCERT) Wing was established in 1980. Social Welfare Wing was converted as a separate Directorate in the year 1984. Later, the Sports Wing was also come into being as a separate Directorate in the year 1986. In 1989, the Education Department was trifurcated into 3(three) directorates, namely, Directorate of School Education, Directorate of Higher & Technical Education and Directorate of Art & Culture. In the year 2008, SCERT and District Institute of Education & Training (DIET) were amalgamated as a separate Department (Directorate of School Education).

It may be said that Mizoram is a late starter in the field of general education. Starting with a literacy rate of 0.9% in 1901 census and 88.49% in 2001 census, Mizoram has now achieved a literacy rate of 91.58% in 2011 census. The School Education Department has a vowed aim to achieve 100% literacy through the project known as Rapid Action for Total Literacy Campaign. Effort is on to raise the literacy percentage through this project.

Mention may be made in rapid growth of various institutions since few years ago. The community established schools and colleges with their own resources. Later on, such institutions were taken over by the Government on merit of the case. The zeal and enthusiasm of the community in establishing and opening of educational institutions is quite encouraging. The Directorate of School Education located at Mc Donald Hill, Zarkawt, Aizawl looks after Elementary Education, Secondary Education, Higher Secondary Education, Adult Education, Hindi Education and Physical Education within the State. The Department is headed by the Director who is assisted by 1 (one) Additional

Director, 2 Joint Directors and 7 Deputy Directors (Directorate of School education).

2.3 Higher Education in Mizoram: Higher Education is a key to national development. A nation is shaped by the number and quality of students of Universities and Colleges. The national policy on education (1986) has clearly stressed that higher education contributes to national development through dissemination of scientific knowledge and skill. The destiny of the society and the trend of the nation are shaped by means of higher education. Higher Education is of great significance for all round development of a country, it determines the level of prosperity and welfare of the people (Vanlalhluna, 2009).

Higher education is an important component of modern system of education. It plays a crucial role in socio-economic transformation of society. Skilled manpower, a decisive factor for rapid economic development, is provided by higher education system. It also ensures social justice and equity, providing upward mobility and accessibility of higher levels of economic activities to the weaker section of society (Vanlalchhawna, 2009).

The history of higher education in Mizoram started in 1958 when Aijal Night College, (now a Constituent College of Mizoram University bearing the name Pachhunga University College) was established with a donation by Mr. Pachhunga, an education minded businessman of Aizawl. Six years after the establishment of the first College, another College, now known as Lunglei Government College, was established in 1964 at Lunglei, the second capital of Mizoram. Most of the present Colleges are established only after Mizoram attained the status of Union Territory in 1972 (State plan at a glance, Mizoram)

Directorate of Higher & Technical Education, headed by Head of Department (designated Director of Higher & Technical Education) has been established as a separate Department as a result of the trifurcation of Education

Department in April 1989 with the Administrative Head of Department being headed by the Secretary to the Govt. of Mizoram, Education & Human Resource Development, Higher & Technical Education Department. This Directorate deals with Higher Education from Collegiate level upwards including Science & Technical Education in the State with the approval of Administrative Head of Department. At present, under the jurisdiction of Higher & Technical Education, there are as many as 20 (twenty) Govt. Colleges including 1 (one) Govt. Law College, 5 (five) Private Colleges and 2 (two) Open University Colleges. There are two Teacher Training Colleges and one of which is Mizoram Hindi Training College. Mizoram Scholarship Board which looks after the Post Matric Scholarship of Centrally Sponsored Scheme, for students belonging to Scheduled Tribes of bonafide residents of Mizoram, is also under the charge of this Directorate (Department of Higher and Technical Education Department).

Again, as the name implies, this Department handles Technical Education in the State. There are 2 (two) Polytechnics Institutes, viz, Mizoram Polytechnic, Lunglei, which imparts 3 (three) years Diploma Course in Civil, Mechanical and Electrical Engineering recognized by All India Council for Technical Education for such Courses, and Women Polytechnic, Durtlang, Aizawl, which is established with the approval of All India Council for Technical Education since 1998. This Institute has building of its own and imparts courses like Electronics & Telecommunication Engineering, Modern Office Practice, BCC and Garment Technology, etc. This Department also looks after the students of NERIST, Arunachal Pradesh and also about 100 engineering students are admitted against the reserved seats for Mizoram State Quota. Students pursuing various Technical Courses are given assistance in the form of Stipend, Book Grants, etc.

In order to upgrade the standards and to facilitate the functioning of Higher & Technical Education in Mizoram, the Directorate has to take up various schemes such as upgradation of Colleges as per UGC Norms in staffing pattern, upgrading of Private Colleges into Deficit Grants-in-aid and provincialisation. To

maintain uniformity of standards among the colleges, financial assistance in the form of recurring and non-recurring grants is given to colleges. Financial assistance is also available to the students for specific purposes, etc. It has also established and looked after Collegiate Hostels in various places in and outside the State. Higher & Technical Department is a Nodal Department for Mizoram University (Central University), Institute of Chartered Financial Analyst of India (ICFAI), NIELIT (formerly known as DOEACC), Regional Institute of Para Medical and Nursing Science (RIPANS) and Mizoram College of Nursing (MCON) (Department of Higher and Technical Education Department).

Before 1973, Colleges in Mizoram were affiliated to the Guwahati University and with the establishment of North-Eastern Hill University (NEHU) by an Act of Parliament in 1973, opened a Mizoram Campus in April 1979. And subsequently Pachhunga Memorial Govt. College was upgraded as a constituent college of NEHU. The last two decades of the 20th Century, i.e 1980's and 1990's were mark by rapid expansion of colleges across the state. All colleges in Mizoram were then affiliated to NEHU until the formation of Mizoram University, a central university established by an act of Parliament in the year 2000. Mizoram University started functioning in 2.7.2001 by taking over all the assets and liabilities from NEHU Campus in Aizawl. There were as many as seven PG departments viz. English, Public Administration, Education, Psychology, Economics, Forestry and Mizo at that time. Mizoram University at present runs as many as 8 Schools, 33 PG Departments. All Colleges under the State Government got their affiliation to Mizoram University (mzu.edu.in).

Higher educational institutions in Mizoram may be listed out in ascending order of establishment as below:

Table – 1: Higher educational institutions in Mizoram

<i>Sl. No</i>	<i>Name of the College/Institution</i>	<i>Year of Estd.</i>	<i>Nature of Affiliation & Course Offered</i>	<i>Recognition</i>	<i>Programme Offered</i>
1.	Pachhunga University College	1958	Constituent UG,PG,PhD	UGC 2(f) & 12B (1969)	BA;B.Sc; B. Com; Diploma
2.	Lunglei Govt. College	1964	Permanent UG	UGC (2(f) & 12B)	BA;B.Sc
3.	Govt. Champhai College	1971	Permanent UG	UGC (2(f) & 12B)	BA;B.Sc; BCA: B.Com
4.	Govt. Serchhip College	1973	Permanent UG	UGC (2(f) & 12B)	BA;B.Sc; BCA
5.	Govt. Aizawl College	1975	Permanent UG	UGC (2(f) & 12B)	BA;B.Com
6.	Institute of Advanced Study in Education, (IASE)	1975	Permanent UG, PG	UGC (2(f) & 12B)	B.Ed;M.Ed; B.Ed.(Multimode)
7.	Govt. Saiha College	1978	Permanent UG	UGC (2(f) & 12B)	BA;
8.	Govt. Kolasib College	1978	Permanent UG	UGC (2(f) &12B)	BA;B.Sc; BCA

9.	Govt. Hnahthial College	1979	Permanent UG	UGC (2(f) & 12B)	BA
10.	Govt. Hrangbana College	1980	Permanent UG	UGC (2(f) & 12B)	BA;B.Com
11.	Govt. Lawngtlai College	1980	Permanent UG	UGC (2(f) & 12B)	BA
12.	Govt. Zirtiri Residential Science College	1980	Permanent UG	UGC (2(f) & 12B)	B.Sc; BCA
13.	Mizoram Polytechnic, Lunglei	1981	Permanent	AICTE	Diploma
14.	Govt. Mamit College	1983	Permanent UG	UGC (2(f) & 12B)	BA
15.	Govt. J. Buana College	1983	Permanent UG	UGC (2(f) & 12B)	BA
16.	Govt, Mizoram Law College	1983	Permanent UG	UGC (2(f) & 12B)	LL.B
17.	Govt. Saitual College	1984	Permanent UG	UGC (2(f) & 12B)	BA
18.	Govt. Khawzawl College	1985	Permanent UG	UGC (2(f) & 12B)	BA
19.	Govt. Zawlnuam College	1986	Permanent UG	UGC (2(f) & 12B)	BA
20.	Govt. Aizawl North College	1988	Permanent UG	UGC (2(f) & 12B)	BA

21.	Govt. Aizawl West College	1990	Permanent UG	UGC (2(f) & 12B)	BA
22.	Govt. T. Romana College	1992	Permanent UG	UGC (2(f) & 12B)	BA
23.	Govt. J. Thankima College	1992	Permanent UG	UGC (2(f) & 12B)	BA; BBA
24.	Govt. Kamalanagar College	1992	Permanent UG	UGC (2(f) & 12B)	BA
25.	Govt. Johnson College	1993	Permanent UG	UGC (2(f) & 12B)	BA
26.	RIPANS	1995	Permanent UG	UGC (2(f) & 12B)	B.Sc(Nursing); B. Pharm;M.Pharm;B.Sc(MLT);B.Sc(RIT);B.Sc (OPTOM)
27.	College of Veterinary Sciences and Animal Husbandry	1997	Constituent UG, PG, PhD	Central Agricultural University	BVSc; MVSc; PhD
28.	Women Polytechnic, Durtlang	1998	Permanent	AICTE	Diploma
29.	NIELIT, Aizawl.	2001	Permanent	AICTE	BCA; MCA; DETE; DSCE
30.	Mizoram University	2001	Permanent UG, PG,	UGC (2(f) & 12B)	MA; MSc, MCom; MBA; MLISc; MSW; BTech;

			Mphil, PhD		BArch; BEd; MEd; MPhil; PhD;
31.	Mizoram College of Nursing	2005	Provisional UG	Indian Nursing Council	B.Sc(Nursing)
32.	ICFAI University	2006	Permanent UG & PG	UGC (2(f) & 12B)	BBA;
33.	HATIM	2007	Permanent UG	UGC (2(f) & 12B)	BA;BCA;B.Com; BSW
34.	National Institute of Technology	2010	Permanent UG, PG, PhD	UGC (2(f) & 12B)	B. Tech
35.	St. Xavier's College	2017	Provisional UG	–	BA; BCom
36.	Helen Lowry College	2017	Provisional UG	–	BA;B.Com
37.	Zoram Medical College (MIMER)	2018	Provisional UG	Medical Council of India	MBBS

Source: <https://mzu.eduin/profile-of-institutes>

2.4 Higher Educational Institutions in Mizoram:

1. Pachhunga University College: Pachhunga University College (PUC) is the first higher institute in Mizoram, and a constituent college of Mizoram University, a central university established by an Act of Parliament of India. It is the oldest and by enrolment and campus size is the largest college in Mizoram. It started with intermediate of arts (equivalent of higher secondary

education) courses, and later expanded to bachelor degrees in arts, commerce and science. With the opening of master's degree courses in Mizo, philosophy and life sciences, it became the first postgraduate college in Mizoram.

The college is named in honour of Pachhunga, a leading businessman and politician, who funded its initial management in 1962. It became University College when the North Eastern Hill University incorporated it as its only constituent college in 1979. The permanent campus, occupied since 1965, is situated in College Veng, a locality at the eastern end of Aizawl. The college was provincialized by the Assam Government. The college is accredited A+ (CGPA-3.51) in 2016 and selected as 'College with Potential for Excellence' by UGC. The college caters undergraduate degree course in 21 subject areas of Arts, Science and Commerce. The college also has 6 add on courses and UGC-Community College- Diploma in Mushroom Cultivation (pucollege.edu.in).

The college was established on 15th August 1958 as 'Aijal College' to become the first institution of higher education in Mizoram. It was founded and managed by a group of Mizo elders among which Mr. Pachhunga, a leading entrepreneur of the day, was the major benefactor, and after his demise the college was renamed Pachhunga Memorial College in 1965 and the college became Pachhunga Memorial Government College (PMG). The College was renamed Pachhunga College in 1977. On April 19, 1979 the North Eastern Hill University (NEHU) adopted and upgraded it as its only constituent college to become a pace-setting institution. The college eventually received its fourth name Pachhunga University College (PUC). With the establishment of Mizoram University, the entire management was handed over to the new university on July, 2001. The college has completed to adopt Phulpui village and is currently adopting Lungleng Village from 2016 (pucollege.edu.in).

The college library shares the same year of the college establishment with Mr. Lalmakthanga as the Librarian. The first separate library building was set up in 1960 with a mere two cupboards of books which soon grew to be one of the best college libraries in the whole North-East Region. It was known for its collection which consists of rare books and a good reference section. Unfortunately, in 1981, the library which was built up for more than twenty years with a collection of 25000 books was burnt down to ashes. The College Library then took its rebirth in 1984-85, since then the collection of books has been growing steadily along with its staff and building. Due to natural calamity and also with the need for extension, the library building was dismantled in 2010 and is rebuilt with a well-planned architecture which is now occupied and is functioning in full swing since 12th July, 2013.

The new library is now equipped with new furniture worth Rs. 46,08,140/- (Rupees Forty-Six Lakhs Eight Thousand One Hundred and Forty) only. It has become the centre of attraction for the students as well as teachers and it hopes to move forward in building a modern library which is well equipped, user friendly and resourceful such that researchers of different university can get maximum benefit from it. The initiatives rendered by the Library are mostly 1) Open access to books 2) Departmental Library 3) UGC Career Guidance Library 4) Reprographic Services 5) OPAC (Open Public Access Catalogue) 6) Newspaper Clippings 7) N-List, INFLIBNET and 8) Automated Library Services (pucollege.edu.in).

Pachhunga University College Library staffs are as under:

1.	Asst. Librarian	-	1
2.	Professional Assistant	-	1
2.	Semi-Professional Assistant	-	1
3.	Library Assistant	-	3
4.	Library Attendant	-	4
5.	Cleaner	-	1
	Total	-	11

2. Lunglei Government College: Lunglei Govt. College (LGC) was established in the year September 10, 1964 by concerted efforts of the then elites of the Lunglei Society. Having been provincialized in 1976 by the Government of Mizoram, the College is the first Govt. financed College in the state. It is affiliated to Mizoram University. Lunglei Govt. College was awarded Grade 'B++' by National Assessment and Accreditation Council (NAAC) on February 16, 2017. It was then recognized under section 12(b) of the University Grant Commission (UGC) Act on July 5, 2008. Lunglei Govt. College has two streams of Bachelor's degree courses, Arts and Science, offering 8 subject areas of Arts and 6 subjects of Science. LGC is the only Govt. College which offers the study of Philosophy in the State.

The College has one girl's hostel while another two hostels are ongoing projects. The Consortium of Educational Communication (CEC) and Indian Space Research Organisation (ISRO) sponsored INFINIUM and EDUSAT satellite receiver have been installed in 2008, to impart better education in the College. A Certificate course in Computer Application was started at the College from July 27, 2009 with the financial assistance of UGC (lgc.ac.in).

The college library is housed on a separate building in the college campus. It holds a rich stock of books, journals, magazine and newspapers. The college library is partially automated using SOUL 2.0 software. As the library staff is insufficient, besides circulation service, no other services are properly rendered in the library. A wide range of Encyclopedia and advanced books of knowledge provide a ready reference to library users. The library provides reprography facilities for the students at concessional rate. The library has a total of 14,471 books. The books are divided into four categories, Arts with 8205 books, Science with 4442 books, general with 75 books, and references with 1749 books (lgc.ac.in)

Lunglei Government College Library staffs are as under:

1. Library Assistant	-	1
Total	-	1

3. Govt. Champhai College: Govt. Champhai College, Champhai, Mizoram was established originally as a private college in 1971 by the philanthropists of Champhai town and neighboring villages. The founder's objective was to provide collegiate education to the students of this remote town and nearby villages located at the international border of India with Myanmar. Govt. Champhai College was initially affiliated to Guwahati University, then to North Eastern Hill University in 1973. From 2nd July 2001, upon the creation of the Mizoram University that came up in Aizawl the affiliation was directly transferred to the new university. In 1978 the college attained the status of deficit Grants-in-aid College under Mizoram Government. The college started degree courses in science in 1997. The pre-university course that was introduced in 1995 has now been delinked and the institute has only under-graduate programmes. The college received UGC recognition under 2f and 12B in 1987. Champhai College has the following departments in Arts, Science, Computer application and Commerce. (Wikipedia, Government Champhai College).

The college also has facility to learn spoken Hindi, English and Burmese under RUSA scheme. The college covers an area of 11.66 acres (34.94 bighas) of land, located at an elevation of about 4500 ft above sea level. The College has recently inaugurated a Multipurpose Hall, Arts & Commerce building, Science & BCA building, Administrative & Library building, Boys Hostel, Guest House and Staff Quarters costing 9 Crores. Champhai College is accredited by NAAC in 2004. It has been given an accreditation rating of grade 'B'. With utmost commitment and cooperation given by all the staff, Govt. Champhai College was re-accredited B++ Grade by NAAC in 2016, which was actually the best among Mizoram Colleges (champhaicollege.edu.in).

The college library shares the same building with the office occupying two floors. Automation is done partially using the Inlibnet library software SOUL 2.0. The library offers various services for the users, which includes an Internet access where five computers are placed in the library. There are only two staffs, one library assistant who is a professional and one library attendant working in the library. The total number of books in the library at present is 17,775. And 10 journals subscribe with three newspapers. Most of the financial sources came from UGC funding, and donations received from college benefactors time and again (champhaicollege.edu.in).

Govt. Champhai College Library staffs are as under:

1.	Library Assistant	-	1
2.	Library Attendant	-	1
	Total	-	2

4. Govt. Serchhip College: Govt. Serchhip College is an outcome of the joint venture of Serchhip and Chhiahtlang villages where both are equally responsible for the survival of the college. The college foundation stone was laid on 25th August, 1973 by the former Chief Minister Pu Ch.Chhunga. In 1975, it was given affiliation by North Eastern Hill University and subsequently to Mizoram University in 2001. The College has also been placed under section 2(f) and 12(B) of the UGC Act, 1956 vide letter No.F.No.8-93/86 (CPP-1) dt. 27. 10. 1990. The college has been inspect and accredited by NAAC and was graded B status in 2011. On 1st November, 1984 the college was granted Deficit status and was provincialized by the Government of Mizoram on 1st January, 1989 (Chawngthu, 2005).

Starting with Arts Faculty comprising only five Departments in 1973, the number of departments had now increased to fourteen with the introduction of Science stream in 1998. The college also offered the Bachelor of Computer

Application courses. Serchhip college library is situated within the college campus in a separate semi RCC building (2100 sq.ft).

The College Library was started with a meager collection in a congested room in 1978 and was initially looked after by one Lecturer in charge. Since 1985 the library has been single-handedly managed by the Library Assistant. With the appointment of a full-fledged College Librarian enjoying UGC payscale in 2005, the library has been managed by the Librarian with 3 (three) supporting staff. Govt. Serchhip College library is thus marching forward so as to achieve its objectives as well as to cater the changing, increasing and diversified information needs of the users.

As per the preferences laid down by the educational experts, the College has fortunately a separate library building measuring a plinth area of 2112 Sq.feet. The library building was constructed with the financial assistance received from the UGC during IX Plan. It has also been extended and renovated during XI Plan with the assistance from the same agency. The building is centrally located within the campus which is easily approachable from various directions. It is also extendable both horizontally and vertically so as to accommodate both the growing users and library resources for many years to come.

The library holds a number of 14961 volumes of books, 18 print journals and 4 newspapers. All the library books have been classified according to Dewey Decimal Classification (DDC) 20th.Edition and catalogued using Anglo-American Cataloguing Rules (AACR-II).

The library provides for the following services for its member users:

1. Circulation service
2. Reference service
3. Reprographic service
4. Separate Reading circle for teachers and students.

5. Broadband Internet facilities for the users.
6. Online Public Access Catalogue (OPAC)

Library automation has become inevitable due to changing information environment and rapid development of ICT in the field of library services and as such the College library has now been computerized. All the library books and Library Cards have been computerized and barcodes by using SOUL 2.0 (Library Management Software) developed by the INFLIBNET, Ahmedabad leading to an easier library transactions. The four-channel and night vision Closed Circuit Television (CCTV) has been installed inside the library covering all corners as a security measure for library documents. All the Faculty members have been provided Login ID by the library so as to access 138521 e-books and 6328 e-journals free of cost under the UGC-INFLIBNET N-LIST Program (serchhipcollege.com).

Govt. Serchhip College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	Casual Employee	-	1
4.	Photocopier Operator	-	1
	Total	-	4

5. Govt. Aizawl College: Govt. Aizawl College, initially a private Arts College is the second oldest college in Mizoram. Aizawl College came in to existence by some open minded citizens meeting at the Office chamber of the then Legislative Assembly Speaker, Dr.H.Thansanga, on 13th January 1975. Aizawl College was established on 1.6.1975 and was formally inaugurated by Mr.Ch. Chhunga, the first Chief Minister of Mizoram. It was upgraded to Deficit Grant-in-aid status with effect from 1.11.1984 and was provincialized into Government on 1.1.1989. The College was included under section 2(f) of the UGC Act 1956 and section 12(B) of the UGC Act 1956 with effect from

17.3.1987. Govt. Aizawl College got its permanent affiliation to NEHU on 1986. With the establishment of Mizoram University, the college permanent affiliation was transferred on 2.7.2001. The college has undergone three cycles of assessment from NAAC and was accredited B+ grade in 3.5.2004, B grade in 8.1.2011 and again B grade in 2015.

Govt. Aizawl College offered Commerce and Science subjects. However, Science Stream was detached from the college in 2001 by following the policy of the Govt. of Mizoram to concentrate science stream at Govt. Zirtiri Residential Science College. There are currently 54 teaching faculty and 16 non-teaching staffs, and the student enrollment in 2017-2018 was 1,225. The college caters to eight different subjects in Arts and one subject in Commerce. The academic programmes include IGNOU centre, Certificate Course in Insurance, Remedial Coaching Classes, and National Institute of Electronics and Information Technology (NIELIT) Study Centre and a Health Centre (Vanlalruaia, 2018).

The college owns a plot of land for its new college campus at Salem Veng, Mualpui. The location is just a short distance downhill from Rajiv Gandhi Stadium on the outskirts of Aizawl. The area is approximately 12471.50 square miles or 9.32 bighas. On the 26th February 2018, the then Chief Minister of Mizoram Pu Lal Thanhawla inaugurated the new Commerce building at Mualpui. At the same function, the then Minister for Higher and Technical Education, Pu R. Romawia formally opened the new Cafeteria and Students' Common Room (gac.ac.in).

The college library is placed on the second floor of the college building, on the right side of the main gate. It houses a number of books whose precise number is not known after the government amalgamation of science departments with Zirtiri College in the year 2000. The collection includes course study books, reference books, journals etc. A number of journals, magazines and newspapers are subscribed. The college has a library committee chaired by the Principal and

the librarian is the coordinator. The head of departments are the committee members, as well as the head assistant, with one student representative from the students' union.

Automation was introduced in 2005 with the installation of Software Online University Library (SOUL). It is linked to e-resources National Mission on Education on ICT (NMEICT) sponsored by the HRD ministry. The library is affiliated to INFLIBNET. Faculty and staff members are all equipped with login IDs and passwords for access to the network's extensive e-resources. In June 2016, the library acquired an e-repository which links any kind of cloud computing of global networks and digital libraries. CCTV was installed in 2013 for security measures (gac.ac.in).

Govt. Aizawl College Library staffs are as under:

1.	Librarian	-	1
2.	Data Operator	-	1
3.	IV Grade	-	1
	Total	-	3

6. Institute of Advance Studies in Education (IASE): First known as the Mizoram Institute of Education (MIE), the Institute of Advanced Study in Education (IASE) was established in 1975. It later became the College of Teacher Education (CTE) in 1997, the only CTE in the State, and further upgraded to its present status of an IASE in 2005. The IASE began functioning from the 3rd March 2012. It is the only institution for teacher training located in Republic Veng, Aizawl. It is affiliated with Mizoram University and the Mizoram University academic council accredited its M.Ed course in 2011. The National Council for Teachers Education upgraded it to Institute of Advanced Study in Education (IASE) in March 2012 (iasemz.net).

The upgradation of the CTE to an IASE is a momentous step in Teacher Education in Mizoram. The first initiative for fulfilling the required functions of an IASE was to apply for the M.Ed. Course of study. The non-availability of this professional post-Graduate course had been a serious handicap to growth and quality improvement to Teacher Education in particular and School Education in general. Mizoram University offers only M.A. (Education) Course. Continuous professional development of Secondary School Teachers, Teacher Educators of CTE, DIETs & DRCs, SCERT and MBSE and other personnel in Education services in dire need of professional up-gradation have been incapacitated due to this drawback.

Final approval and recognition was granted to IASE/ CTE to run the M.Ed Course at the 131st Meeting of the ERC/NCTE at Bhubaneswar held from 15th – 18th February, 2012 under Sl.No.217.ER-131.6(i).10 Vide Letter No.ERC/07/Gen/2011/10534 dt. 3rd March, 2012. The M.Ed. Course started in August 2012. The following courses are now offered in IASE viz, B.Ed (Intake capacity of 100 seats), M.Ed (Intake capacity of 24 seats), Multi-Mode (Courses for in-service incumbents) (iasemz.net).

IASE gives great importance to the library as an important source of potent learning. The prolific use of library and active engagement in library reading has been recognized by the Institution as important activities conducive to effective learning. Students are encouraged to make use of their off-class time in the library. A register is placed to record their visits. Students who are identified as needing extra support are provided with reading materials and recommended readings of specialized sections of books. Resource Centre has facilitated individual active learning. With the acquisition of new computers, efforts are being initiated to computerize the different activities in the library.

The library holds a number of 14631 books and 30 journals. The Library Automation SOUL 2.0 version has been successfully completed. The Barcode

system is fully generated and came into effect on April, 2012. All the documents are installed in the software and the facilities offered by SOUL 2.0 are used for all purposes within the library. IASE library became functional in 1975 along with the institution of the Mizoram Institute of Education.

Ever since then, the College Library has grown significantly and its collection of books enlarged and enriched. The rare collection category has a number of very old but highly valued books which are no longer available in the market. The course books as prescribed by the University and other suggested readings are available in the most recent editions. These along with reference books are directly accessible to the students. They are classified subject-wise and made accessible not only to students but even to interested outsiders under a properly structured and strictly regulated system of borrowing and lending (iasemz.net).

Institute of Advance Studies in Education (IASE) Library staffs are as under:

1. Library Assistant	-	2
Total	-	2

7. Govt. Saiha College: Govt. Saiha College is the only college in Saiha district. It was established in 1978 as a result of public demand, starting as an arts college. The college was recognized by Government of Mizoram in 1979. It is now under the jurisdiction of the Mizoram University and under recognition of the University Grants Commission. The Institute's aim is to foster a vibrant and viable atmosphere conducive to all round personality development of students (Government Saiha College).

With the demand emerged for an institute of higher education at Chhimituipui district in 1974. In June 1974, a demand committee was formed to take an initial step. However, financial constraint prevented immediate action. By public pressure, Saiha College was inaugurated on 20.7.1978 with only a pre-

university course. The Government of Mizoram sanctioned permission/recognition the next year, on 2.11.1979. It received affiliation from North Eastern Hill University in 1980. Bachelor's degree course was started in 1980, and was recognized by the university in 1984. Science subject was introduced in 1988. Honors degree subjects were initiated in 1986 in political science and history. The college was upgraded to the status of deficit grant-in-aid system under the state government in 1985. It became a full-fledged government college in 1992. NEHU issued permanent affiliation in 1995. Affiliation was transferred to Mizoram University, when the university was created in 2001.

The college campus with an area of 6.5 hectares was allocated by the Mara Autonomous District Council on 14.2.1984. There are currently 28 teaching faculties and 19 non-teaching staffs. The college offered 7 arts subjects like English, History, Education, Political Science, Economics, Sociology and Mizo (Government Saiha College).

The college has a library which occupies one Assam type building within the college campus. The college library housed a number of 10405 books for arts stream (both text and reference) on various subjects to meet the needs of the students as well as the teachers. The library renders a few services with a reading room facility. Daily newspapers and selected journals are also regularly subscribed. The college has a book bank for helping the poor and backward class students (Government Saiha College). Govt. Saiha College Library has no library professional, but one LDC looks after the college library.

Govt. Saiha College Library staff is as under:

1.	LDC	-	1
	Total	-	1

8. Govt. Kolasib College: Govt. Kolasib College is the first and only recognised college in Kolasib district. It was established on public demand. A public meeting was held on 10th October 1977 for starting higher education in Kolasib. An Adhoc committee was created and a complete Governing Body was established on 13th January 1978. With public donation, a college named "Kolasib College" was inaugurated on 19th July 1978 as a private institute. The first staffs were recruited on 28th October 1977. The first pre-university classes were conducted at Kolasib High School. The first batch consisted of 131 students, who appeared for university examination in 1979 after affiliation to the North Eastern Hill University. In 1981, NEHU approved its undergraduate course and in 1982 it was given official recognition by the state government. The government allotted a separate campus with new buildings which was occupied in 1983. The Government of Mizoram upgraded it to Deficit College in 1985. It became a fully government college under the Mizoram Provincialisation Rules from 31st January 1992, and it was renamed Government Kolasib College. It is approved by UGC in 1992 and was recognized under 2(f) and 12-B of the UGC Act, 1956. With the establishment of Mizoram University in 2001, its affiliation was automatically transferred to the University (Sailo, 2018).

The College was assessed and accredited by NAAC in 2006 and was awarded C++ grade. And was assessed and re-accredited by NAAC in 2019 and was awarded B grade. Kolasib College is a multidisciplinary institute offering courses in arts, science, and computer science. There are eight subjects in arts, namely, English, Economics, Education, Geography, History, Mizo, Political Science, and Public Administration. There are four subjects in science, such as Botany, Chemistry, Mathematics, Physics, and Zoology. Computer science subject is opened as Bachelor of Computer Application (BCA).

The college library is placed at the basement floor of the college administrative building. The library has a well-stocked Library for use of faculty and students. It houses about 10,000 volumes in different subject areas. In

addition to text-books, the library also houses reference material, periodicals, etc., and old question papers are also made available to the students. The college library is partially automated using INFLIBNET library software SOUL2.0. They also subscribe a number of scholarly subject journals and a few daily newspapers. Besides these, the Library also offers reprographic facility solely for the users. Electronic documentation of Library holdings is presently being carried out using SOUL Software (governmentkolasibcollege.edu.in).

Govt. Kolasib College Library staffs are as under:

1.	Library Assistant	-	1
2.	IV Grade	-	1
	Total	-	2

9. Govt. Hnahthial College: Govt. Hnahthial College was established and started functioning in 1979. Initially the college was established under private management and it was solely financed by the donations collected from the public until 1981. However, the Government of Mizoram provincialized it into Government College on 1981 and became full-fledged college under Mizoram University. The College was given permission to open classes up to Pre-university level on 10 August 1981 by the Government of Mizoram and was upgraded to the Deficit-in-Aid status with effect from 1st July 1988. The North Eastern Hill University granted an affiliation for Pre-University on 19th November 1982 and degree courses on 6th March 1987. The College has been granted permanent affiliation in 2005 and has also been recognized by UGC on 17th November 2006 under 2(f) and 12 (B) of the UGC Act (Government Hnahthial college)

Govt. Hnahthial College is located in the southern region of Mizoram. The town is 200 km from Aizawl and 87 km from the earlier District Headquarter Lunglei. The college offers seven undergraduate Core Courses in arts stream like English, History, Education, Political Science, Economics, Mizo and Geography (started in 2013).

The college library is placed in a separate semi pucca building within the college campus, while the new college library RCC building is under construction. The library holds a number of 8590 text books, 202 reference books and 15 journals. The college library is automated using UGC INFLIBNET software ‘Soul 2.0’. However, the automation is still partially done and that the software is used for transaction of documents. The college library rendered services such as circulation service, orientation programme, distributing best user’s award, reprographic service, displaying new arrivals, binding back volume journals, etc.

Govt. Hnahthial College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
	Total	-	2

10. Govt. Hrangbana College: Student’s enrolment of the two established colleges of Pachhunga University College and Aizawl College was rapidly increased and when the colleges were overcrowded with student’s population, it was felt that another new college in the capital town of Mizoram is a must and it should be located in the north part of the town for the best convenience of student. The then Education Minister of Mizoram, Mr. F. Malsawma took the initiative in constituting an Adhoc Managing Committee and convened the first meeting at the residence of Mr. Hrangbana on 11th July 1980 at 6:00 P.M. The meeting resolved to start a new college and classes be held in the Govt. Higher Secondary & Multipurpose School building in the, morning from 6:00 A.M. The College name is Hrangbana College after the donor Mr. Hrangbana who contributed Rs.1,00,000/- (Rupees one lakh) only for its establishment first year and second year Pre – University classes and Iyr BA were held for the first time on Monday the 21st July 1980 at 6:00 A.M. in the premises of Govt. Higher Secondary & Multipurpose School, Aizawl (ghbc.edu.in).

The Government of Mizoram welcomed a new college and in fact issued permission to start Hrangbana College from 1980-81 academic sessions via their letter No. ECL 17/80/18-19 dt. 6.11.1980. The Government had insisted that Commerce be introduced in this college and accordingly it was started from 1981-82 sessions. In the meantime, North-Eastern Hill University has granted affiliation of Pre-University and BA. Affiliation is granted to honors in Political Science and Education, Geography at B.A. level and B.Com on dt 27.3.1987. B.Com honors classes since 1989 are being held and students appeared their University Examination from Pachhunga University College centre and own affiliation is now under consideration by NEHU. Moreover, the Government of Mizoram upgraded Hrangbana College to Deficit Grant-in-Aid system with effect from 1.9.1985 and was provincialized in the year 2003 with effect from 1st April, 2003. Govt. Hrangbana College is located at Chandmari, Aizawl. Hrangbana College admits the most students in Mizoram every session. Affiliated to the NEHU until 2002, the college was one of the prominent members of the NEHU family. Hrangbana College is affiliated to Mizoram University. It is graded 'A' Status by NAAC. There are 57 teaching faculties and 22 non-teaching staffs working in the College (ghbc.edu.in).

The college library is located in the sixth and seventh floor of the college building. It is regarded as the visible centre of information. Besides the books, the library renders services like OPAC and accessing to E-resources. Orientation for fresher students is done by way of imparting library information in the classroom. All major decisions with regard to the library are done through the library committee. The nature of work entrusted to the committee is to ensure that library facilities are made as user- friendly as possible by engaging the most effective and innovative library software; to ensure documentation and safe keeping of all library books; to continuously improve on the quality and volume of reading materials and other such facilities; to make proposals for optimum utilization of library funds. Accordingly, the committee has implemented significant initiatives, amongst which a few are listed below:

- Regional Training Programme on Library Automation organized twice with participation from 23 out of the 25 colleges in Mizoram.
- Book Fairs organized several times within the campus with participation from Eastern Book House (Guwahati), Oxford University Press (Guwahati), Easter Book House (Guwahati), and EELPEE Book Store (Aizawl)
- UGC Resource Centre □ Automated library services
- N-List, INFLIBNET
- Open access for students.

Also, the library functions to make the library as user/student friendly as possible with some activities as below:

- The library staffs orient new users to the use of the library and browsing system.
- The library staffs help the users in using the OPAC to search desired document(s) and provide help in physically locating books on the shelves in the stack room.
- The library staff provides reference services to students and faculty
- The staffs maintain a compilation of syllabi and previous question papers and provide the same to students and teachers as required.
- Recommended textbooks for all disciplines are centrally managed and kept in the Reference
- The Library provides faculty members cubicles within the Reference Library.
- Students can read their personal books in the Reading Hall of the Reference Library. (ghbc.edu.in).

Govt. Hrangbana College Library staffs are as under:

- | | | | |
|----|-------------------|---|---|
| 1. | Librarian | - | 1 |
| 2. | Library Assistant | - | 1 |

3.	Technical Assistant	-	1
4.	Library Attendant	-	1
5.	Gate Keeper	-	1
	Total	-	5

11. Govt. Lawngtlai College: Govt. Lawngtlai College is the only institute of higher education at Lawngtlai district, Mizoram. The college is located in the southern region of Mizoram, which is 300 km away from Aizawl. The college is ideally situated on a hillock within Lawngtlai town. It has an approach road of 700 m (approximately) branching off the main National Highway No. 54. Govt. Lawngtlai College had been established by the people of Lai Autonomous District Council in the year 1980. The college has henceforth, been run by the concerted efforts of Political, Social and religious leaders, and the local people through numerous hardships for about eight (8) years till it was placed under deficit status with effect from 1, 7, 1988 (vide Govt. of Mizoram letter No.B. 16013/1/88-EDC/84 of 17.1.1989).

Govt. Lawngtlai College became one of the government colleges under the Government of Mizoram in 1988. Presently, it continues to be the only college catering to the needs of the people within the entire district having a population of about 45,000. Right from the beginning, the college has produced successful under – graduate students, and has continued to maintain an impressive academic record especially in view of its being located at such a remote and backward region of the state of Mizoram (lawngtlaicollege.mizoram.gov.in).

It was originally affiliated to the North Eastern Hill University, and was transferred to Mizoram University, when the university was established in 2001. It is recognised by the University Grants Commission. There are 27 teaching faculties and 11 non-teaching staffs. The College offers History, Geography, Education, Political Science, Economics, Public Administration, Sociology, Mizo and English subjects (lawngtlaicollege.mizoram.gov.in).

Govt. Lawngtlai College has a library on a separate two storied building within the college campus. The library housed a total book collection of 14757 which includes mostly of related subject text books and reference books. The college intent to automate the library using inflibnet SOUL 2.0, however, as there is only one library assistant attending the library, it is still in pending. The library offers services like reference services, reprographic services, etc. The library was equipped with a number of furniture and relevant books purchased from NEDP fund.

Govt. Lawngtlai College Library staffs are as under:

1.	Library Assistant	-	1
2.	Temporary IV Grade	-	1
	Total	-	2

12. Govt. Zirtiri Residential Science College: Govt. Zirtiri Residential Science College was started by Mrs Lalziki, a renowned scholar in 1980. It initially runs as a Women’s College till 1985. It was further upgraded to a Co-ed Science College in 2000. The existing Home Science Department of Zirtiri Women’s College was amalgamated with the Science faculties from other Government Colleges of the State. It became a co-educational institute and has occupied the status of being the only Science College in Mizoram, and the only college in the State to offer the study of Home Science (gzrsc.edu.in).

Govt. Zirtiri Residential Science College is the only institution that offers purely science education in the State of Mizoram. Zirtiri Residential Science College is located at Ramthar Veng, Aizawl. The State Government has allocated land for its permanent campus where construction works have commenced in the new campus at Durtlang locality. The college has been accredited with a B Grade (CGPA 2.22) by NAAC in the first accreditation cycle in 2009. The college offers the following departments like English, Physics, Chemistry, Mathematics,

Botany, Zoology, Bio-Chemistry, Electronics, Home Science, Computer Sciences and Geology.

The college is registered under 2(f) & 12-B of UGC Act under the nomenclature 'Govt. Zirtiri Women's College' in 1989, which was later re-named to its present form in 2000. Home Science, Biochemistry and Electronics are courses available in the college which are not offered anywhere else in the State. It is also the first college in Mizoram to start BCA Programme. The college is currently located in the heart of Aizawl, the capital city on temporary buildings with inadequate space for Classrooms, Computer laboratories, Auditorium, Science laboratories and Library. (gzrsc.edu.in).

The College Library is located at the entrance of the building. Library service is the back bone of the teaching- learning process. It tries to provide the right information to the right users at the right time. Hence, the library staffs give their best effort to fulfill the objective of the library. Being a growing organism, library is trying to increase and fulfill the requirement of the target users so as to obtain their right information. The total number of collections of books is 10075. Total number of journals subscribed is 25, total number of newspapers is 6, and the total number of E-books is 5250 Items.

Collection of library resources is arranged in a systematic way. All library books were technically classified using 'Dewey Decimal Classification' system (23rd edition). New arrivals of books, journals and newspaper are properly displayed. Books are kept in an open access so that users may search their required materials easily. Regular dusting and cleaning are done properly. Orientation Programme is organized at the beginning of the session for the fresher students. Circulation Service is the main service offered by the library, charging and discharging is done through the system using standard library Card. Standard library software SOUL 2.0 is used for circulation service. Library Card is issued to students and faculty members and the students are allowed to keep the 3 books

for 15 days and 10 books for faculties for one semester. Reprographic service is provided with a lower rate than that of market rate though they are facing shortage of manpower. It immensely helps the student's requirement for materials.

CCTV is installed in the library so that every movement of the users can be traced for the safety of the library. University exam questions, syllabus, college magazines, selected topics from newspapers, Government gazette and statistical handbooks are kept properly in case they are required for the exam as well as for future research materials. Back volumes of the journals were finely binded and kept it properly. Hence, shortage of manpower is a great problem faced by this library. The college purchased Library Software SOUL2.0 for Rs 30000/- from INFLIBNET, Ahmedabad in May 2011. Technical Assistants were temporarily employed for data entry by that time. Hence, the software was being utilized since Jan 2012 for circulation and for issuing ID Card. The college library is backed up with UGC Network Resource Centre with broadband internet facility so that users can freely access internet for their academic information need. This centre is placed inside the library premises (gzrsc.edu.in).

Govt. Zirtiri Residential Science College Library staffs are as under:

1.	Librarian (Temporary)	-	1
2.	Library Assistant	-	1
3.	IV Grade (Temporary)	-	1
	Total	-	3

13. Mizoram Polytechnic, Lunglei: Mizoram Polytechnic, Lunglei is the first Polytechnic in the state. It was established in 1981 with 60 numbers of student intakes in Civil Engineering with the subsequent introduction of Electrical Engineering in 1988 and Mechanical Engineering in 1991 with an intake of 30 students and 20 students respectively. Department of Computer Science was introduced in the academic session 1999-2000 with an intake of 30 students.

The institute is located at Hrangchalkawn which is 8km from Lunglei, the District capital. Lunglei is located at about 160 kms from the capital city of Aizawl. Due to financial aid received during the Third Technician Education Project (Ted Ed-III) new buildings are constructed and many equipment are purchased which helped in the improvement of teaching learning process (polylunglei.in).

The institute has a well-equipped library in a separate concrete building within the campus. The library is having a collection of around 16000 books for various subject disciplines offered by the institution. The library subscribes a number of newspapers and also subscribes 18 important national and international subject journals. Mizoram Polytechnic library offers to the users' different services like, reference services, circulation services, reprographic facility services, internet facilities and OPAC. The library reading hall holds the capacity of 60 readers at a time. With the development in ICT and such other tools, the institutional library is connected with online network, and that the library is now partially computerize using concrete library software (polylunglei.in).

Mizoram Polytechnic Library staffs are as under:

1.	Librarian	-	1
1.	Library Assistant	-	1
2.	IV Grade	-	1
	Total	-	3

14. Govt. Mamit College: Govt. Mamit College is a college in the town of Mamit, Mizoram. The College was established on 1.4.1983. The College was initially known as Taichunga College and it was renamed as Mamit College on March 1987. The college was initially operated with the financial contributions made by local people. It was upgraded to Deficit Status in April 1993. It was graded B by NAAC. The college is affiliated to Mizoram University.

Govt. Mamit College started functioning in Middle School-I and II buildings for some period of time. Afterward, the governing body of the college acquired land for its permanent campus and constructed an Assam-type tin-roofed small building with four rooms. The college moved into the newly constructed building in 1991. It was taken over by the Government in 2007. The campus covers 12,604 sq. metres (9.4 Bighas). The college compound is spacious enough for the development of infrastructure and modern buildings. The college celebrated its Silver Jubilee in 2005. In 1990, the Government of Mizoram granted "permission to open the College" and immediately the college applied for Affiliation under North Eastern Hill University (NEHU) Shillong. On 14 May 1992, NEHU Affiliation was granted. The College was given Permanent Affiliation by Mizoram University on 1 July 2006. The College is an undergraduate Arts College offering honors in History, Economics, Education and Political Science (mamitcollege.mizoram.gov.in).

The college has a good library located in a separate building within the college campus. The library holds a number of around 5000 book volumes which contain mostly of relevant books. It also subscribes journals and periodicals of different streams. The library also subscribes to a number of local and national newspapers. There is a well-furnished and spacious reading room for students. Internet facilities and reprography facilities are provided to the students in the library reading room. The library uses INFLIBNET library software SOUL 2.0 for automation. E-resources through N-LIST is also available (mamitcollege.mizoram.gov.in).

Govt. Mamit College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
	Total	-	2

15. Govt. J. Buana College: Govt. J Buana College is a college in the town of Lunglei, Mizoram. It was established in the year 1983. The college is named after Mr. J.Buana (L) who was a Padma Shree Awardees. He donated Rupees Two Lakhs for its initial establishment and management. J Buana College caters to the needs of the locality and the poorer section for higher education. The College was provincialized in 19.. by the Government of Mizoram. The College is permanently affiliated to Mizoram University Vide Order No. MZU/CDC/32/2002 of 27 July 2006 and is 2f and 12b category under UGC. It is graded C status by NAAC.

Govt. J Buana College is located in Lunglei which has a population of 60,000. The College is an Under-Graduate Arts College offering honours in English, Mizo, History, Geography, Economics, Education, Political Science and Public Administration. The College has currently 452 students and 25 teaching staff (Wikipedia, Govt. J.Buana College).

The college has a library on the college building occupying one whole floor. Govt. J. Buana College library is partially automated using SOUL 2.0 software. The library software is used mainly on circulation for charging and discharging of books using barcode system. The library offers others services like OPAC services, reprographic services, and reference services. There is only one professional librarian working regularly. However, one staff is usually engaged to support the librarian as and when necessary. Student library orientation programme is organized regularly. The library subscribes English and Mizo newspapers, and 8 subject journals.

Govt. J. Buana College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant (Contract)	-	1
	Total	-	2

16. Govt. Mizoram Law College: Govt. Mizoram Law College is the only law college in the entire state of Mizoram. Govt. Mizoram Law College was established in 1983 with a humble beginning, having the name of Aizawl Law College with the initiatives of some prominent citizens, academic and politicians. First Law Class was held in the Govt. J.L. High School (now Govt. J.L. Higher Secondary School) on the 25th August, 1983 and was formally inaugurated by Brig. T. Sailo, the then Chief Minister of Mizoram on the 7th September, 1983. Thereafter, Liandingpuia Law College was established in 1996. Ultimately, Mizoram Government amalgamated the two law colleges in July, 2004 and hence, the college is named as Mizoram Law College w.e.f. October, 2004.

The college at first was affiliated to the North Eastern Hills University (NEHU), Shillong, Meghalaya. Then, with the establishment of Mizoram University in 2001, the college becomes affiliated to the Mizoram University. At the same time, the college is also affiliated to the Bar Council of India. Mizoram Law College was upgraded to deficit Grant-in-Aid status w.e.f. 25.08.2006 and provincialized w.e.f. the 19th September, 2013.

Govt. Mizoram Law College is located in the western part of the Aizawl City, at the adjacent of Govt. Ch. Chhunga High School, Luangmual, near the YHAI Hostel. It is on the side of the main road leading to Mizoram University. The main objective of the college is to provide avenue to the youths and young graduates for continuing education in the line of legal education as well as to enlighten the general public as a legal luminary. Govt. Mizoram Law college is having permanent affiliation to the Mizoram University w.e.f. May, 2008. Govt. Mizoram Law College is recognised by University Grant Commission, under section 2(f) and 12(B) of UGC Act, 1956. w.e.f. May, 2009. The college is also having affiliation of the Bar Council of India (BCI), and was accredited by National Assessment and Accreditation Council (NAAC), Bangalore, Grading 'C' Grade with SGPA 1.97, with effect from the 8th February, 2019. The College

offers Three Year Unitary Course of Law i.e. LL.B. As such, the college is a single Faculty Institution (mlc.mizoram.gov.in).

The college has a library attach to the college building on the first floor. The location of the library is suitable for users as it can be easily access. The library offers services like circulation service, reference service, and reprographic service. It holds a number of 14264 book collections which contains mostly of relevant Law subjects. The library subscribes 4 Mizo and 2 English newspapers, and subscribes 16 journals of relevant subject disciplines. The library holds E-resources of Supreme Court Judgement – from1951 till date, North East Judgement – 1951 till date. Govt. Law College library is on process towards library computerization. They purchase library software SOUL 2.0 version and are at present working hard to automate the services of the library. The college library has a future plan of having a separate library building and to subscribe more E-journals.

Govt. Mizoram Law College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	Library Attendant	-	1
	Total	-	3

17. Govt. Saitual College: Govt. Saitual College is a co-educational government college at Saitual, Mizoram. It was established with public demand in 1984. The college was upgraded into Government grant in aid Deficit Status with effect from 1.4.1993. On 11.10.2007, the College was provincialized by the Government of Mizoram. The College is affiliated to Mizoram University. Govt. Saitual College was accredited and graded C by NAAC on 29th January, 2009. The college is also recognized under section 2(f) 12(B) of UGC Act, 1956. The College now has 7 departments offering the following degrees in Bachelor of Arts

viz. Economics, Education, English, Geography, History, Mizo, Political Science and Sociology (saitualcollege.in).

The college library provides a vital source of learning and is the heart and treasure house of knowledge and information and as such it is essential part of the Institution. The effective functioning of the college library is possible due to the Library Advisory Committee headed by the Principal and assisted by the Librarian as convener and IQAC coordinators as member. There is one librarian, one library assistant and one attendant working regularly in the library. The cordial cooperative and informed staff of the library enables to maintain the library user friendly as the system makes the dealing easy and comfortable (saitualcollege.in).

The library is automated using INFLIBNET library software 'SOUL 2.0' which makes the functioning of library makes the transaction easier. The total area of the library is 47 Sq.m. Total seating capacity is about 12 and the working hour is 9:00AM to 4:00 PM. There is no separate building housed as it is located in the college main building. The library has been equipped with the following ICT facilities like: Open Public Access Catalogue (OPAC) is in operation in the library Electronic Resource Management package for e-journal and N-List of INFLIBNET federated searching tools to search articles in multiple databases.

The library also facilitates computer-based retrieval of information, book return, reservation, printers, scanners, reprography facilities, etc. Reference service is offered to the needy users. User orientation and Awareness is conducted to the newly enrolled students. The support provided by the staff to the students and teachers are enumerated in the following: The Library staff has provided to the students and teacher an effective information support like book handout, search and locating of materials, titles, authors, publishers, preparation of projects wherever needed. They also provide help with regard to reprographic facilities, colour printing, scanning as well as CD writing.

Govt. Saitual College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	IV Grade	-	1
	Total	-	3

18. Govt. Khawzawl College: Govt. Khawzawl College was established on 4.3.1985 at Khawzawl Village, Champhai District. The college is affiliated to Mizoram University. Govt. Khawzawl College initially named as Khawzawl College is located in the North eastern part of Khawzawl town. It is 40 Kms away from District Headquarters of Champhai District, 160 Kms from Aizawl, the capital of Mizoram and 70 Kms from Myanmar Border. Govt. Khawzawl College is having an area of land 9.30 Bighas in its own name. The objective of the college is to provide higher education especially to the student of rural area who cannot get facilities of higher education in other educationally advanced places (khawzawlcollege.com).

The college got provisional affiliation on the 15th May 1992 from NEHU and the affiliating university had given permission for conducting Pre- University Examination with effect from 1993 on 31/11/1992. The college was upgraded to Deficit Status with effect from the 1st April 1994. NEHU accorded provisional affiliation for degree classes to this college in General and honors courses on 16.7.1999. The college was transferred to Mizoram University and granted permanent affiliation in 1.7.2006. UGC included the college in the list of college prepared under section 2(f) 12(B) of the UGC Act. 1956 on 20.7.2007. The Government of Mizoram provincialized the college in 11.10.2007. The college has the following departments like English, History, Education, Political Science, Economics, Sociology and Mizo (khawzawlcollege.com).

Library Building was attached to Academic Block comprising an area of 108sq.m amounting to Rs. 6, 50,000/- (Six lakhs fifty thousand only) in 2016

sponsored by RUSA. Library provides the greatest source of teaching-learning process. The library has around 5000 books (text, reference books). Besides, periodicals, journals, daily newspaper are also subscribed. The college constituted Library Advisory Committee with the Principal as chairman and Librarian as Secretary. Other members consist of IQAC Coordinator, all Head of Departments and two representatives of non-teaching staff to carry out the task for the smooth functioning. Total number of 3(three) computers and a printer are placed in the library for public access.

Reprographic facilities are provided in the library, internet facility is provided to the users. Reference services are provided for the users, and a special guidance is offered by library staffs if and when necessary. User orientation and awareness programme is usually organized for the newly admitted student's user. The library staff provided update information about the new arrival books and reprographic facilities to the students and teachers (khawzawlcollege.com). Govt. Khawzawl College has now only one Library staff, i.e. Library Assistant to look after the college library.

19. Govt. Zawlnuam College: Govt. Zawlnuam College is a college in Zawlnuam, Mamit District. Zawlnuam is located in the western part of Mizoram. It is far distant from the state capital and has borders with Tripura and Assam. Therefore, the founders of this college felt the necessity of establishing higher institution in this part of the state and with a view to uplift the education standard, and the college was established on 14.1.1986 by the people of Zawlnuam. It started with the Pre-University Course under North Eastern Hill University (NEHU). In 1994 the institution was upgraded to deficit status by the Govt. of Mizoram. The college was granted the status of 2(f) and 12(B) status of UGC Act, 1956 on 13.5.2011. The college is affiliated to Mizoram University. It receives C grade by NAAC accreditation in 2016 (gznc.in).

The institution offered a degree course in six departments viz. Economics, Education, English, History, Mizo and Political Science. The college has a library in the college campus itself with a splendid environment. The total area of the library is 188.7sq.mts and the total seating capacity in the library is 40. The college has a Library Development Cell comprising of the Principal as Chairman, Librarian as Secretary and other three faculty members. The recent major decisions taken and implemented by the committee are: Purchase of new books/journals, Library with AC (Air Conditioned), Purchase of new book shelves (steel almirah), Subscription of journals/ magazines, Students seating capacity has increased.

The library ensures purchase of books, journals and other reading materials according to the suggestions given by the faculty members of different departments. After the purchase of reading materials, they are placed in proper order for the use of students and faculty members. The books in the library are arranged subject-wise and numbers are given to all the books. The students can borrow any books by producing library card according to the stipulated time given to them. Computer is placed in the library for public access and one printer for public access. Library Staffs are always accessible to help students and teachers in finding the books and the library is kept noise free so that studies could be carried out in the library. The library staffs provide the list of catalogues of various publishes to teachers so that new and relevant books can be purchased for library (gznc.in).

Govt. Zawlnuam College Library staffs are as under:

1.	Deputy Librarian	-	1
2.	Casual Library Worker	-	1
	Total	-	2

20. Govt. Aizawl North College: Govt. Aizawl North College is one of the higher educational institutions located at Ramhlun Venglai, in the northern part of Aizawl, Mizoram. Govt. Aizawl North College was established on 1.3.1988 with recognition by the government of Mizoram as a pre-university institution, and was authorized to grant degrees in 1990. It is now under the management of the Higher and Technical Education Department and since 1 July 2006 has been a full degree-granting affiliate of Mizoram University. It was recognised by UGC on 27 September 2007 and received a grade of B+ from the NAAC in 2009. The College caters the following 7 departments namely English, Mizo, History, Education, Political science, Economics, and Geography (Lianchhungi, 2016). The motto of the College is Development through Education. The College is located at one of the choicest spots of Aizawl city, enjoying a temperature climate all the year round. Postal and transport facilities are available at just a stone's throw from the College (ganc.mizoram.gov.in).

The college has also offered extra-curricular activities and facilities including:

1. National Service Scheme
2. Evangelical Union □ National Cadet Corps
3. Lengteng Youth Adventure Club
4. Red Ribbon Club (a state-endorsed anti-HIV activity, instituted at the college).

The college library has computerized with SOUL 2.0 Software and the library had different collections covering various fields of subjects. Further, Library had an access to UGC- Infonet/E-resources of Inlibnet Institutional Repository. And, library user's education and information literary programme has been conducted for new comers. Access of internet has been made available to the staff and students through the computer systems provided in the library (ganc.mizoram.gov.in).

Govt. Aizawl North College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	IV Grade	-	1
	Total	-	3

21. Govt. Aizawl West College: Government Aizawl West College, located at Dawrpui Vengthar was established on 2nd May 1990 with enthusiasm of the general public in this part of the city. It is one of the premier colleges established to impart & provide in the field of higher education for the deserving candidates and prove to be a milestone on the part of progress. The college is affiliated with the Mizoram University, Aizawl on 2nd July 2001 and it is recognized by the University Grants Commission (UGC) on 1st October 1995 under section 2(f) & 12(B) on 23rd June 2006 under Act, 1956. It is re-accredited by National Assessment and Accreditation Council (NAAC) with "B+" Grade (CGPA Score 2.55 on a 4 Point Scale in 3rd Cycle) on 9th June 2017. The college was formerly affiliated with the North Eastern Hill University, Shillong on 9th March 1992 and later received recognition from the Government of Mizoram on 2nd July 2001. It was upgraded to deficit grant-in-aid status with effect from 1st October 1995 and became the Government on 11th October 2007.

The college motto was the primary objective of imparting college education in the evening hours for deserving students especially to the students who could not afford education in Day College. While there were colleges in the eastern, southern and northern part of Aizawl City, there was not a single college in the western part of Aizawl. Thus, considering the need of those students for pursuing their higher education, opening a new college in the western part of Aizawl was a necessity. It is a co-educational government institute, providing a regular course which is located in an urban part of a northeast region of Aizawl played a pioneering role in the field of higher education. The college has awarded

as the best college by the affiliating university and also a number of awards in publication, offering scholarship & also awarded by the different society.

The college also offers three years undergraduate courses in Arts with various specializations under Mizoram University, Mizoram. Also, it offers Diploma and Add-On Certificate courses. The college also offers, develops and produces courses for delivery through open learning and distance education mode under Indira Gandhi National Open University (IGNOU), New Delhi which was started the programs in 2004 (Government Aizawl West College).

The college was first affiliated to the North-Eastern Hill University (NEHU) for pre-university (arts) on 9 March 1992, and degree (arts) on 9 June 1994. When Mizoram University was established on 2 July 2002 the affiliation was transferred to the new university. The college currently has 38 Teachers catering 8 departments namely: English, Mizo, Public Administration, Psychology, History, Education, Political Science, and Economics.

The College library maintains different cells and sections for users. The college library holds a sitting capacity of about 35 readers at a time. The college library subscribes 12 journals, 4 magazines, 6 national and local newspapers. The college library also maintains back volume Journals/ Magazines/ Newspapers/Question Papers in bound forms. Circulation section is the main function of the library in which charging and discharging of books is done. Other services sections rendered by the library are reference services, reprographic services, network resource services, e-resource service using Inflibnet NLIST, and OPAC services. The property counter runs without cataloguing system and is placed at the entrance in an open shelf. Visitors' register is also maintained at the entrance (Government Aizawl West College).

Govt. Aizawl West College Library is partially automated using Infflibnet SOUL 2.0 software. The software is normally used in circulation, cataloguing, member listing, library card and OPAC.

Govt. Aizawl West College Library staffs are as under:

1.	Librarian (Temporary)	-	1
2.	Library Assistant	-	1
3.	IV Grade	-	1
	Total	-	3

22. Govt. T. Romana College: Govt. T. Romana College was established in 1992 as a private institution, upgraded to grant-in-aid (deficit) status in 2003 and provincialized in 2008. The college is committed to the education of the individual giving special care to accommodate academically and economically disadvantaged students. Therefore, has the distinction of being called the 'College of Grace' within which it has produced many meritorious students. In 1992, many students who passed the Pre-University Examination in Mizoram could not pursue further studies because the existing colleges in Aizawl at that time were unable to accommodate them all. To solve this problem initiative was taken by the student body of the state and Mr. K. Biakthianghlina (retired associate professor, Dept. of Mizo) took the responsibility to establish a new college that will cater to the needs of these students. Mr. T.Romana was approached, and he generously donated a sum of one lakh rupees and permitted the use of his private building for the establishment of the new college. Hence, on June 3, 1992, a new private college was established and named 'T. Romana College' after the name of its donor.

The very humble beginning of the college in 1992 with a total enrolment of 236 students has progressively evolved into one of the most successful institutions of under-graduate studies in the Arts Stream. The enrolment of students in the college reached its peak in the 1999-2000 sessions with 1619 students. The college was granted affiliation by North Eastern Hill University

(NEHU) in 1995. The college is now affiliated to the Mizoram University which came into being in 2001. It came under grant-in-aid scheme from 2002.

The College was accredited C++ grade in 2007 and B grade in 2014 by the National Assessment and Accreditation Council (NAAC). After the accreditation in 2007, the college was granted permanent affiliation by the Mizoram University and recognized by UGC under 2f & 12B provisions of UGC Act. Govt. T. Romana College has now a new campus at Republic Vengthlang. The college offers a three-year degree course in the arts stream in subjects like English, Mizo, History, Economics, Education, Sociology, Political Science, and Public Administration (trcollege.edu.in).

Govt. T. Romana College was established in the year 1992, the college library also shares the same year functioned in a small room with a very few collections. At first, the collections are mainly donations from the staffs and donor families. However, year by year the college library sees a tremendous growth and development both in the collection and materials. The college library has been shifted four times within the college campus which is mainly due to the development of college buildings. It is now located on the college main campus at Republic Vengthlang, which makes it ideal for users in accessing and retrieving. Starting with a meager collection, it now is in a position to cope with the advancement and development of ICT. The college library is now serving as the visible centre of information.

The college library holds a sitting capacity of about 70 readers at a time. The college Library subscribes the following 10 Journals, 5 Magazines and 3 Newspapers. Charging and discharging of books and documents is done by automation of computer using library software 'SOUL 2.0'. Library Property Counter is placed at the entrance in an open shelf running without Cataloguing system. Important documents like University Exam Results, College Achievements, Record of Students' Union, Statistical Handbook, Government

Gazette Notifications, Census Records etc, are kept in the document section. Rare books of any kind are also collected and stored in this section.

New furniture's like Steel book rack, reading tables and chairs, etc. and department wise books are purchase from RUSA fund. Department wise books amounting to Rs. 4, 79,841/- has been purchased from NEDP fund. And materials for library digitization are received from NEDP fund. The college library is automated using INFLIBNET library software 'SOUL' 2.0. It is used in circulation, stock verification, OPAC search, etc. A sum of Rs 250/- is collected to each student for Library fees during Admission. It is wholly managed very well and is used to purchase books and other materials for the growth of the Library.

The college library uses 23rd Edition of Dewey Decimal Classification Scheme (DDC) for classifying books. Books are kept according to subject, each in a separate shelf in an open access system. The college library holds a number of 9583 books in the library, which consist of mainly relevant Text books. Other collections consist of reference books, suggested books, local books published, etc. The college library subscribes the facility of UGC's N-LIST. All the teaching faculties are given their own ID to enable themselves to access the NLIST and this e-resources facility is also available in the library for student's users. CCTV security system of four channels is newly installed inside and outside the library. An efficient library committee is formed for maintaining and developing the college library.

Govt. T. Romana College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	Casual Worker (Temporary)	-	1
	Total	-	3

23. Govt. J. Thankima College: Govt. J Thankima College is located at Bawngkawn, Aizawl. The college was established in 1992. It was named after Mr.

J Thankima, a prominent businessman who sponsored the College in 1995. Through the Policy of Rationalization and Standardization of Higher Education in Mizoram, the two private colleges, namely, J. Thankima College and Lalhmingthanga College were amalgamated on 11 October 2007. The Government of Mizoram upgraded it to Deficit Grant-in-aid Status with effect from November 11, 2002 and provincialized it into Government College with effect from 2007. The College was affiliated to the Mizoram University in 2007 and is registered under section 2(f) and 12(B) of the UGC Act on February 18, 2008 (gjtcmizoram.gov.in).

Govt. J. Thankima College offers Bachelor of Arts degree core in English, Mizo, History, Education, Economics and Political Science. The college has recently started the BBA program from 26th July, 2018 onwards. Govt. J. Thankima college have been shifted to its new campus at Brigade locality, Bawngkawn, Its campus occupies 8, 19 square metres. With funding from NLCPR and other funds a number of college buildings have been built in the campus. The institution was accredited by the National Assessment and Accreditation Council (NAAC) in 2007 with a grade 'C++'. The (NAAC) Peer Team commended the institution for democratic decentralization of administration through committees at various levels.

The college has a good library in the campus. The College had received financial grants from the UGC and is utilized to procure books, subscription of journal, magazines, etc. The college has a Library Management Committee which is entrusted to maintain the library and strengthen it by way of procurement of books and journals, upgradation of library facilities and resources such as installing computers, printers, etc. The library has been extended considering the increasing student strength and the necessary renovations. The library has provided OPAC system to the students. Question paper of previous University examinations in different subjects, as well as any other information regarding the curriculum is made available in the library. The faculty can use the computers for

teaching-learning purpose as well as for research work. Encyclopedia and gazetteers of different subjects are kept ready for the use of teachers and students as ready reference. Reprographic facilities such as printer, scanner and photocopier are available for use and a notice board for displaying information is installed. The library column on the college website is another facility use for deploying information and notification. The orientation and awareness programme are conducted for newly enrolled students.

The support provided by the Library staff to the students and teachers of the college are providing effective information support as and when required, re-collection and reservation of library documents, searching and locating of materials, titles, authors/publishers, preparation of projects and reports as and when required, providing assistance with reprographic facilities. Printing and storing data, documents and other resources (gjtc.mizoram.gov.in).

Govt. J. Thankima College Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	IV Grade	-	1
	Total	-	3

24. Govt. Kalamanager College: Govt. Kamalanagar College is at Chawngte, Mizoram. It is a co-educational under graduate degree college established on 4th April, 1992. Govt. Kamalanagar College was declared as Deficit College on 1st January, 2007 by Govt. of Mizoram. Kamalanagar college is recognized by the University Grants Commission (UGC) under 2 (f) and 12 (B) on 30 July 2010. Permanent Affiliation was granted by Mizoram University on 30th July, 2009 (No.MZU//CDC/1/19/09/380, dated 30th July, 2009). The Govt. of Mizoram provincialized the college to purely Government College on 19th September, 2007. Govt. Kamalanagar College is the culmination of the efforts of the governing board and local Chakma inhabitants who made contribution from

different sources. It is a lone under graduate degree college established in the whole area of Chakma Autonomous District Council. The college has 33 teaching faculties and 13 non-teaching staff. The college offered core subjects in English, Mizo, History, Economics, Hindi, Political Science and Public Administration. There are 369 students during the academic session of 2017-2018 (Wikipedia, Kamalanagar College).

Govt. Kamalanagar College has a library attach on the top floor of the college building. The college being situated isolate on the southernmost corner of Mizoram, the student users deeply rely on the collection of the library. Therefore, the library holds mostly of around 3000 relevant text books and suggested books as per the curriculum. Since the library is rather congested, there is no space for various services besides circulation services. The college library is automated using Inflibnet SOUL 2.0 from 2018. However, the automation is functioning partially.

Govt. Kalamanager College Library staffs are as under:

1.	Librarian	-	1
2.	Lower Division Clerk (LDC)	-	1
3.	IV Grade	-	1
	Total	-	3

25. Govt. Johnson College: Government Johnson College is an educational institution located near police headquarters, Shivaji Tillah, Khatla, Aizawl. The college came into existence with the establishment of two colleges namely, Bungkawn College and Khatla Arts and Commerce College. Bungkawn College traces its beginning when the community leaders of Bungkawn had the objective of beginning academic pursuits closer to students in the neighborhood on 20th May 1992,

Bungkawn College was established and the private college solely depends on the financial contribution made by the local community. Khatla Arts and

Commerce College was established on 27th July 1993 by community leaders of Khatla, Aizawl. Mr P.P. John, an education-minded and a prominent resident of Khatla generously donated a sum of Rs. 12 lakhs for the survival of the college.

However, following the policy of Government of Mizoram, the two colleges were amalgamated on 24 October 2002. Consequently, the commerce stream was dropped and the college was then renamed Johnson College. The college has been granted University affiliation up to degree level on 17th December 1996 and got permanent affiliation on 1st July 2006. The college has the following core departments: English, Mizo, History, Education, Political Science, and Economics. It is accredited by National Assessment and Accreditation Council (NAAC) with "C" Grade (CGPA Score 2.01 on a 4 Point Scale in 1st Cycle) on 8th January, 2011 (Govt. Johnson College).

The college library is located at the college campus itself in an Assam type building. Govt. Johnson College library is partially automated using SOUL 2.0 software. The software is normally used in circulation services. It is also used for OPAC, cataloguing, member listing, and generating library user card. There is only one Deputy Librarian and one temporary Professional Assistant working regularly in the library. The library offers services like OPAC, reference, reprography, etc. Student library orientation programme is organized regularly in each session. The college library subscribes English and Mizo newspapers, and 10 subject journals.

Govt. Johnson College Library staffs are as under:

1.	Deputy Librarian	-	1
2.	Professional Assistant (Temporary)	-	1
	Total	-	2

26. Regional Institute of Paramedical and Nursing Sciences (RIPANS):
Regional Institute of Paramedical and Nursing Sciences (RIPANS) is located at the slope of Zemabawk hill. The Government of Mizoram generously donated the

land and plot of the institution. RIPANS is surrounded by National Highway 54 on the southeast and a hospital and health departmental store on the northwest. Regional Institute of Paramedical & Nursing Sciences was finalized by the North Eastern Council in 1992-93 with the approval of the Government of India to overcome the need to provide basic paramedical health care facilities in the health institution of the North Eastern Regions. The allotted seats in all the disciplines of the institute are distributed as per quota fixed for the beneficiary states. RIPANS was established in 1996 at project cost of Rs.2315.39 lakhs during the 9th Five Year Plan. Since the initiation, a Medical Laboratory Technology certificate course of 1-1/2 year's duration was started in the institute (ripans.ac.in).

Formerly the name was Regional Paramedical and Nursing Training Institute (RP&NTI), which was renamed as Regional Institute of Paramedical and Nursing (RIPAN). Later the word 'sciences' was added and the institute is named Regional Institute of Paramedical and Nursing Sciences (RIPANS). RIPANS is affiliated to Mizoram University. It is planning to start a 100-MBBS seat and BDS seat learning centre for which project estimate has been submitted. RIPANS offers the following courses:

- 1) B.Sc. Nursing
- 2) B.Pharmacy
- 3) B.Sc Medical Lab Technology
- 4) Bachelor's in Optometry & Ophthalmic Techniques
- 5) Bachelor's in Radiography & Imaging Technology
- 6) M.Pharm (started from 2016)

RIPANS Library is situated within the institution campus in a separate 5 storied building with banking facility at ground floor. The services rendered by the library are book circulation, reference services, reprography services, user orientation, etc. It holds a number of 33736 volumes of books, 30 print journals, 14 online journals, 16 magazines, and 5 newspapers. RIPANS library is automated and is fully computerized using Total Library Software Solution

(TLSS). The library is equipped with the latest technology like biometric visitor register (attendance register), RFID, Self-check issue machine, Smart card, and 1500 titles of e-books. The library has future plans to e-resources section with 20 computers for e-books and e-journals access along with download application and printers, and to placed books drop (books returning machine) (ripans.ac.in).

Regional Institute of Paramedical and Nursing Sciences (RIPANS) Library staffs are as under:

1.	Librarian	-	1
2.	Assistant Librarian	-	1
3.	Library Assistant	-	3
4.	Technical Assistant	-	1
5.	Lower Division Clerk (LDC)	-	1
6.	Gatekeeper	-	1
	Total	-	8

27. College of Veterinary Sciences & Animal Husbandry: College of Veterinary Sciences & Animal Husbandry is one of the constituent colleges of the Central Agricultural University. It was established through the promulgation of an ordinance (No. M-2 of 1995, dated 20 February) and became functional with the admission of first batch of students to BVSc & AH degree course in 1997. It is located at Selesih which is about 12 km from Aizawl, the capital city of Mizoram. The campus is spread over 168.61 acres (0.6823 km) of land, mostly of hilly terrain at an altitude of 965 meters sea level (cvsccauaizawl.edu.in).

The jurisdiction of the College extends to different North Eastern Hill States that includes the states of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Tripura and Sikkim. The College has 17 (Seventeen) Teaching Departments and a Clinical Veterinary Teaching Complex as per the Minimum Standard for Veterinary Education Regulation-1993 prescribed by the Veterinary Council of India (cvsccauaizawl.edu.in).

As per the Veterinary Council of India's Minimum Standards for Veterinary Education (five-year BVSc & AH degree course) Regulations 2008 (implemented from the academic session 2009–10), the college has various 17 teaching departments. The college is also offering MVSc degree programme in 11 disciplines and PhD programmes in three disciplines.

The College library has a good collection of reading material in the form of books, journals, bulletins, etc. It subscribes 32 National Journals and 14 International Journals. Library procures the latest edition of books/publications from different sources. It also provides Reference Retrieval System/Facility through CD-ROM and print-outs. A reprography facility is also available in the Library to cater the photocopying needs of the students and staff. The College has a new library building having all the sections (cvsccauaizawl.edu.in).

College of Veterinary Sciences & Animal Husbandry Library staffs are as under:

1.	Library Assistant	-	2
2.	IV Grade	-	1
	Total	-	3

28. Women Polytechnic Mizoram, Durtlang: The Government of Mizoram established Women Polytechnic, Aizawl on the 7th of September 1998 with the approval from All India Council for Technical Education (AICTE). It is under the administration of the Directorate of Higher & Technical Education, Govt. of Mizoram. Women Polytechnic, Aizawl is one of the two polytechnics in Mizoram set up with the objectives of making available facilities for technician education, quality improvement and training in specific fields of technology specially designed for women.

Initially, the institution was run in rented building for 6 years with two courses viz. Modern Office Practice (MOP) and Electronic & Telecommunication (E&T). Fortunately, Mizoram is one of the states included in World Bank

Assisted Technician Education III (Tech. Ed. III) Project. With the implementation of Tech. Ed. III Project from the year 2001, a permanent campus for the polytechnic was constructed at Durtlang, which is 5 kms to north of Aizawl. The campus is spreading with an area of 11.5 bighas in a quiet and congenial atmosphere suitable for technical studies. Apart from the infrastructure development and upgradation of the existing courses, two new courses namely Garment Technology and Beauty Culture & Cosmetology were introduced under World Bank Project.

With prior permission and assistance from World Bank, along with the regular Diploma courses, a vocational training course i.e., Technical Vocational Education and Training (TVET) was introduced from 15th July, 2004 offering two courses viz. TV Technician and Office Automation. There are currently 30 faculties working in the institution. The Institute was shifted to its permanent campus at Durtlang on 5th July 2004. Besides the academic and administrative buildings, there are several residential quarters for faculty and administrative staffs within the campus (womenpolytechnic.mizoram.gov.in).

The institutional library is functioning within the campus in a separate 50ft-45ft RCC building. The library can be regarded as the visible centre of information retrieval. It is equipped with a library network and library automation is in process. The library holds a number of 50 readers at a time, and offers services like reprography services, opac services, reference services and resource learning centre. Women Polytechnic Mizoram library uses DDC 20th Edition for classification of documents and uses AACR 2 format for cataloguing. The library holds a number of 8571 related books for subject disciplines, subscribes 17 national and local journals. And also subscribes 5 national and 3 local newspapers.

Women Polytechnic Mizoram, Durtlang Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
3.	Library Attendant	-	1
	Total	-	3

29. National Institute of Electronics and Information Technology: NIELIT Aizawl (Formerly DOEACC Centre, Aizawl) established in the year 2001 and located at Industrial Estate, Zuangtui in the northern direction from the heart of the capital city of Mizoram. NIELIT Aizawl is affiliated to Mizoram University. Since the Centre is situated away from the hustle and bustle of the city, the atmosphere offers a congenial environment for a fruitful academic activity. This further provides an excellent option for the IT students and ITES apprentices with quiet and undisturbed learning environment. Extension centre at Pukpui, Lunglei was also established in the year 2013 and has trained over 785 students. The thrust area of NIELIT, Aizawl is Information,

Electronics and Information Technology (IECT). NIELIT Centre Aizawl has the following facilities like:

1) Cyber Forensic Laboratory: This facility will be used for cybercrime training for Mizoram Police,

2) Medical Electronic Lab: The facility will train people to repair medical equipment.

3) District Computer Centre (DCC) at Lunglei, Kolasib, Champhai, Serchhip and Mamit.

The following courses are offered by the institute:

1) DOEACC 'O' Level Computer Course

2) DOEACC 'A' Level Computer Course

3) Diploma in Information Technology (DIT)

4) Bachelor of Computer Applications (BCA)

- 5) Diploma in Multimedia and Computer Animation
 - 6) Master in Computer Application (MCA)
- (nielit.gov.in)

The Institution library has a collection of more than 8000 volumes of essential books on electronics and computers, communication in English, etc., for the benefits of both the students and the faculty. Along with this collection, 22 numbers of related journals and magazines are subscribed regularly along with 8 numbers of national and local newspapers. The numbers of the Library collection is likely to increase, depending largely upon requirement and availability. The library is computerized using software developed in-house. The Centre subscribes Online IEEE Xplore Digital Library for free access for the students and faculties (nielit.gov.in).

National Institute of Electronics and Information Technology Library staffs are as under:

1.	Assistant Library & Information Officer	-	1
2.	Library Attendant	-	1
	Total	-	2

30. Mizoram University: Mizoram University is a central university under the University Grants Commission, Government of India. It was established on 2nd July, 2001 by the Mizoram University Act (No. 8 of 2000) of the Parliament of India. The University is located at Aizawl, the capital city of Mizoram and is spread over 978.1988 acres in an area on the outskirts of the city. The University can be considered as the fruit of the Mizoram Peace Accord between Mizo National Front and Government of India on 30.6.1986. Prior to the existence of the Mizoram University, The North Eastern Hill University (NEHU), with its headquarters at Shillong had already run its Mizoram campus since 1978. Incorporating all the facilities of the existing Mizoram campus of NEHU, the Parliament of India under the Mizoram University Act officially established the

University on 2.7.2001. The jurisdiction of Mizoram University therefore extends to the whole of Mizoram and initially the university had seven academic departments inherited from North Eastern Hill University (NEHU).

With the enormous funding for infrastructure development, there are now 33 functioning academic departments under 8 schools of studies, 3 Research Centres along with Women Study Centre, UGC-Human Resource Development Centre and Incubation Centre in the main campus, 1 constituent College and 36 affiliated Colleges. out of 36 affiliated Colleges and institutions, 27 of them were recognized under UGC Acts having 2(f) and 12 (B) statuses and 21 of them were assessed and accredited by NAAC and the remaining Colleges have applied for their accreditation (Lalnundanga, 2018). The President of India is the official visitor, and the Governor of Mizoram acts as the Chief Rector as per Mizoram University (Amendment) Bill, 2007.

Mizoram University is now well consolidated in its main campus. A plot of land measuring 978.1988 acres (395.8630 ha) with lush greenery and scenic hills, leased by the Government of Mizoram at Tanhril, serves as the permanent campus of Mizoram University. It is now undergoing a rapid change; the development and construction works are taking place with the help of the sum of Rs. 25 Crores from DoNER and anticipated commitment of UGC Grant for the Infrastructure of Development of Mizoram University under Xth Plan amounting to Rs. 43.50 Crores. Mizoram University has made considerable progress in terms of infrastructure, academic programmes, manpower and support services. Mizoram University was accredited 'A' grade by NAAC in 2019. The University was ranked as one of the top 100 Universities in India assessed by the NIRF rankings in 2016, 2017 and 2018 under MHRD. Mizoram University was ranked 76 in India Rankings 2019 (university category) among universities in India by the National Institutional Ranking Framework (NIRF) in 2019 (mzu.edu.in).

The Central Library, Mizoram University is housed in an area of 4,496.62 sq.m and has a collection of 1, 09,591 books, besides other reading materials; these are supplemented by e-resources received from INFLIBNET. Library building surrounded by trees is disabled-friendly, barrier free with ramps. It has a power back-up of 100 KW stand-alone Solar PV Power Plant to ensure uninterrupted power supply. The Central Library earned the appreciation of NAAC Peer Team as ‘having good facilities, good maintenance and a beautiful library’ as well as ‘one of the best libraries not only in North-East India, but Eastern India’.

The entire library holdings have been made available in machine readable catalogue since 2008; and the computerized bibliographic information of the library holdings have also been available for users’ searching throughout the campus through Local Area Network (intranet) using WebOPAC. Automated circulation system using barcode technology has been used since 1st December, 2008 which provides easy and prompt service to the users. Library has been providing lending and reprographic services, Orientation Programmes for newly admitted students of all the Academic Departments used to be conducted every academic session. Library upgraded its existing Library Management Software by integrating with an SMS & E-mail Alert System. The new system will send SMS & Email alert for every transaction to the users i.e. issue, return, renewal, etc. of books with necessary information. For overdue books, reminder will be sent to the user along with the fine amount. The system has been operating since 14th January, 2016. Library introduced Best Library User Award (Student & Teacher Categories) from the academic session of 2014-2015 (mzu.edu.in).

Mizoram University Library staffs are as under:

1.	Librarian	-	1
2.	Deputy Librarian	-	1
3.	Asst. Librarian	-	3
4.	Information Scientist	-	1

5.	Professional Assistant	-	5
6.	Semi-Professional Assistant	-	6
7.	Stenographer	-	1
8.	Library Assistant	-	2
9.	Library Attendant	-	6
10.	Multi Tasking Staff	-	2
11.	Muster Roll Staff	-	2
	Total	-	30

31. Mizoram College of Nursing: Mizoram College of Nursing is a nursing college under the Health & Family Welfare Department, Govt. of Mizoram. The institution was established in 1980 with a capacity of 20 intake students for General Nursing & Midwifery course under Health & Family Welfare Department, Government of Mizoram and pioneer in its own unique way. About 500 students have passed out from this institution. During all these 25 years this institution has served the people and the Govt. by producing excellent and dedicated Nurses (mcon.mizoram.gov.in).

The campus now is located at Falkawn Village, on the outskirts of Aizawl city. The foundation stone was laid on 24 January 2011. It features a library, computer lab, nursing lab, classrooms, and a hostel. It has 22 teaching staff and 29 non-teaching staff. The institution was upgraded to provide degree level education in 2005. The college now offers only B.Sc. Nursing course. The institution has gained approval from the Indian Nursing Council (INC), Delhi and Mizoram Nursing Council (MNC), Aizawl. It is affiliated with Mizoram University.

The college library occupies one huge room within the college building. The library has one stand-alone server running library management software SOUL 2.0 along with one client computer. SOUL 2.0 Software is used to partially automate the library services like circulation in issuing and return of books, bar-coding and spine labeling. The Library is equipped with 8 nos of surveillance

camera system, document laminator, printers, barcode reader and a copier. The college library housed a number of 3020 books, subscribes 12 nursing journals and a few newspapers and magazines. There is only one Library Assistant working alone in the library, and to add that a file for appointing one library assistant is in process.

Mizoram College of Nursing Library staff is as under:

1. Library Assistant	-	1
Total	-	1

32. ICFAI University: ICFAI University (The Institute of Chartered Financial Analysts of India University) is a university in Aizawl. It was established through an Act of the State Legislature of Mizoram and is recognized by the UGC under Section 2(f) of the UGC Act and achieved recognition for its academic delivery and industry-institute interface. After approving the recommendations of the expert committee, the University Grants Commission granted provisional recognition to the Institute of Chartered Financial Analysts of India University, Mizoram (iumizoram.edu.in)

ICFAI University is located at Durtlang, the outskirts of Aizawl. It was established on 19.10.2006 with a campus of 17.58 acres. The ICFAI University, Mizoram was established under the provisions of the Institute of Chartered Financial Analysts of India University, Mizoram Act 2006, (Act No. 4 of 2006), vide Notification No. B.12012/2/2006-EDC dated 19.10.2006. The Institute of Chartered Financial Analysts of India University, Mizoram is sponsored by the Institute of Chartered Financial Analysts of India (Icfai), a not-for-profit educational society established in 1984 under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350 F (Act No.1 of 1350F) with the objective of imparting training in finance and management to students, working executives and professionals in India. The ICFAI University, Mizoram is a Member of the Association of Commonwealth Universities, London and Member

of the Association of Indian Universities, New Delhi. A number of educational programs are offered in management, science & technology, arts and commerce at bachelor's and master's level on full-time campus and distance learning formats. The University offers 17 full-time programs in various disciplines, 10 programs in Post Graduate and 7 programs in Under Graduate (iumizoram.edu.in).

The University has a well-stocked library. Students have access to the finest selection of contemporary books and journals which supplement the prescribed reference books and textbooks, providing students an opportunity to gain significant appreciation of Management and IT subjects, going well beyond the classroom-based program. Library is augmented with books, periodicals, journals, magazines and other publications on a regular basis. The Library is managed with the SOUL Library Management software and an integrated management process for the library has been put in place. The library holds a number of 13,001 copies of books. It also subscribed a number of 62 magazines and journals, and subscribes 7 newspapers (iumizoram.edu.in).

ICFAI University Library has also become the Institutional Member of the United States India Education Foundation, American Centre, Kolkata. As a result, they are able to avail the immense support with reference books, and digital resources. The Library has introduced the Online Public Access Catalogue (OPAC) system where users can easily browse through the database of materials and locate books and other materials available at the library. To facilitate the system, three computers are placed which are network linked with the main library server (iumizoram.edu.in).

ICFAI University Library staffs are as under:

1.	Library Assistant	-	2
2.	IV Grade	-	1
	Total	-	3

33. Higher and Technical Institute of Mizoram (HATIM): Higher and Technical Institute of Mizoram (HATIM) is the first Christian Residential Co-Ed College located at Lunglei, Mizoram. HATIM was established on June 2007 and it is sponsored and promoted by the Baptist Church of Mizoram. All courses in HATIM are affiliated to Mizoram University. HATIM is located at Chanmari, in the heart of Lunglei in the Southern part of Mizoram. It is approximately 165 km by road from the capital city of Aizawl. The Campus is located on the top of a Hill, primarily in a residential area, with a small business establishment and few government offices surrounding it. The total area of the campus is approximately 2000sq.m. The main building of HATIM is located towards the southern end of the campus and the remaining space is a front yard approximately the size of tennis court. The main building of HATIM occupies the top five floors of the BCM Gospel Centenary Building.

The institute is permanently affiliated to Mizoram University vide College Resolution No. E C: 39: 5 (25)/ (b) File No. MZU/ CDC/1/ 28/14/1059 Dated 23rd July 2014. The institutes continue to endeavor to meet the norms and requirements of the UGC. The Institute has been included in the list of colleges under section 2(f) and 12(b) categories of the UGC Act 1956. HATIM is the first “Christian Residential Co- Ed Institute in Mizoram”, established and privately managed by the society of Higher and Technical Studies under the aegis of the Baptist Church of Mizoram (BCM). The BCM is a congregation with a membership of more than one hundred thousand, and the entire community is committed to render its service to fulfill this education ministry (Verma & Lalrokhawma, 2017).

The campus was located at Chanmari-III, Lunglei. HATIM campus has been shifted to the new campus at Kawmzawl, Pukpui, on the outskirts of Lunglei. A tribal girl’s hostel has been constructed at the new campus. HATIM has the highest pass percentage among undergraduate under Mizoram University. It

achieved the record of having all its BCA students pass in Distinction and first division in the Mizoram University Exams. HATIM offers the following courses:

- 1) Bachelor of Computer Application (BCA)
- 2) Bachelor of Commerce Honours (B.Com)
- 3) Bachelor of Social Work (BSW)
- 4) Bachelor of Arts in Languages (English)

The HATIM library is well-stocked with over 8,857 books mainly related to the four programmes of study offered at the Institute. It endeavours to not only provide recommended books but also additional reading materials in the forms of journals, book reviews, critical works, magazines etc. The library is managed systematically with an automated state-of-the-art integrated library management system Software for University Libraries (SOUL). The library is spacious and provides adequate reading space for students and faculty. Besides this the reprography section of the library makes provision for photocopying facilities within its premises at a nominal rate for the student community (hatim.ac.in)

Higher and Technical Institute of Mizoram (HATIM) Library staffs is as under:

1.	Librarian	-	1
2.	Assistant Librarian	-	1
	Total	-	2

34. National Institute of Technology: National Institute of Technology Mizoram, also known as NIT Mizoram or NITMZ, is one of the 31 National Institutes of Technology in India. It is situated in Aizawl, Mizoram. NIT Mizoram was one of the ten new NITs established by the Ministry of Human Resources Development, Govt. of India vide its order no. F. 23-13-2009-TS-III Dated 30 October 2009 and 3 March 2010. In view of the above, NIT Mizoram was started in the year 2010 in the state of Mizoram with an objective to impart education, research & training leading to B.Tech, M.Tech, M.Sc. & PhD. degrees. This institute has been declared as an Institute of National Importance by an Act of

Parliament. Here the students are admitted through All India Entrance Exam-Joint Entrance Exam (JEE Main) (nitmz.ac.in).

The Bachelors programme B. Tech in Computer Science & Engineering, Electronics & Communication Engineering and Electrical & Electronics Engineering were started in the academic year of 2010-11 and Department of Mechanical Engineering and Civil Engineering in 2013-14. The classes of NIT Mizoram were started from 2010 in Visvesvaraya National Institute of Technology, Nagpur and shifted to Aizawl in 2011. The classes are currently operating at Chaltlang, Aizawl. The Institute is currently functioning in a temporary campus in the city of Aizawl. It comprises 1 Administrative Block and 4 Academic Blocks at Chaltlang, 3 Hostel Blocks at Tanhril and 1 Hostel Block at Durtlang. The permanent campus is proposed to be located at Lengpui and the campus foundation stone was laid by Kapil Sibal, the then Minister of Human Resource Development on 13 October 2012.

In order to serve the diverse library needs of the Engineering Undergraduate, Post graduate, Research Scholars, the faculty members, and other library users the central library has collections of Textbooks, e-Books, Reference books, Conference proceedings, Annual report, Magazines and non-book material such as CD-ROMS, etc. The central library holds more than 7000 educational books as per the course requirement of the various semesters of different departments. The central library accepts donations of books from all corners. These donated books are classified and recorded separately for references.

Due to space constraints the central library has not much collection of Reference books since books which are of immensely required are only collected. But the available reference books have really aided the users in imparting of knowledge and its dissemination as well. The library also subscribed one local newspaper and other national newspapers like Times of India, The Telegraph, Newslink, The Economic Times, Employment News and also Magazines like

India Today, Sportstar. These newspapers are also widely circulated to all the hostels through the central library.

The central library is automated with an integrated library management software package 'LIBMAN'. The library collection has been created and available through Online Public Access Catalogue (OPAC) to the users through the IP based online access to these resources. Barcode technology has been successfully installed to assist the circulation process as well as security of the library holdings. Various developmental steps have been implemented for modernization of the central library such as MOPAC- Mobile OPAC to aid the users, RFID technology for betterment of the security system in the central library (nitmz.ac.in).

Apart from the subscription of E-journals, it also has access to e-books particularly from Tata McGraw Hills and Elsevier. These e-books are accessible in on and off the campus. The fraternity of NIT can access these e-books anytime and anywhere (nitmz.ac.in).

National Institute of Technology Library staffs are as under:

1.	Assistant Librarian	-	1
2.	Library Assistant	-	1
	Total	-	2

35. St. Xavier's College, Lengpui: St. Xavier's College, Lengpui, Mizoram, is an undergraduate college opened in 2017. It is named after St. Francis Xavier, a Navarre Jesuit of the 16th century, who ministered in India. It is the first catholic college in Mizoram.

The college was started at the request of the Bishop of Aizawl, Stephen Rotluanga. The foundation stone was laid in November 2016 and the College was inaugurated on 18 July 2017 by the then Chief Minister of Mizoram, Mr. Lalthanhawla. The college campus is located at Lengpui in 10,595 hectares of

land. The college is managed and run by members of Darjeeling Province of the Society of Jesus and St. Xavier's University, Kolkata will offer academic help. The college is already affiliated to Mizoram University. There are seven humanities courses in the UG level viz. Mizo, English, history, sociology, political science and psychology (sxclengpui.in)

Even though the college is in its initial stage, it has a good library. The college library is placed on the ground floor of the college building itself, which makes it easy accessible for the users. There is circulation section, reference section, property counter, a separate computer room, reading room and stack room. The library holds a number of 1313 of books which are relevant to the subjects offered, and they subscribe 2 newspapers and 3 subject journals. The library uses INFLIBNET SOUL 2.0 software for library automation. However, the software is currently applied only to circulation works. This is because library staff is insufficient and that the librarian is presently the only staff working regularly in the library. The college constitutes an efficient library committee, and the committee resolute a future plan to organize student orientation programme and to create more services for the users. They also intent to develop the library by adding more relevant books, to have a proper internet connectivity, to make more use of OPAC and to have access to web OPAC for the users.

St. Xavier's College, Lengpui Library staffs are as under:

1.	Library Assistant	-	1
2.	IV Grade	-	1
	Total	-	2

36. Helen Lowry College of Arts and Commerce: Helen Lowry College of Arts & Commerce, Aizawl, is a College run by the Seventh-day Adventist Church at Aizawl. It is a part of the Seventh-day Adventist education system which is the world's second largest Christian school and college system. It was inaugurated as

college on 23rd August 2017 by the then Chief Minister of Mizoram (helenlowrycollege.in)

Helen Lowry School was opened on 17th January 1950, in the bungalow of the District Superintendent which is now the residence of the Governor of Mizoram. The school, which started off with ten students, reached the highest enrolment of 756 students in 1990. The school was started by Mrs. Helen Lowry, wife of glass artist Willis G. Lowry while they were working as Seventh Day Adventist missionaries in Mizoram. In 1956, the Assam section of SDA permitted an extension up to class VII. In 1975, the Northeast India Section of SDA (Assam Section) recognized HLS, from Nursery to VII. In 1977, the Division recognized HLS as a full-fledge high school. In 1980, the Education Department of Mizoram recognized it as a full fledge high school (up to Class-10). The Mizoram Board of School Education (MBSE) recognized the school as a full-fledge high school. On 26 June 2000, Director of School Education, Government of Mizoram, allowed the school to function for Arts stream as a higher secondary school.

Helen Lowry Higher Secondary School was further upgraded to Helen Lowry College of Arts & Commerce on 23rd August 2017. Both the elementary and high school programs are fully accredited with the Mizoram Board of School Education. The College is accredited to Mizoram University. The college offers educational courses in Bachelor of Commerce and Bachelor of Arts (helenlowrycollege.in)

The college library is located on one floor of the institution building. Since the college was recently upgraded, all the development is still at its initial stage. The college library holds a number of 935 books. There are no proper services rendered by the college library, however efforts is made for subscription of journals and automation of the library.

Helen Lowry College of Arts and Commerce Library staffs are as under:

1.	Librarian	-	1
2.	Library Assistant	-	1
	Total	-	2

37. Zoram Medical College: Zoram Medical College (ZMC) initially known as Mizoram Institute of Medical Education & Research (MIMER) was established under the Centrally Sponsored Scheme ‘Establishment of new medical colleges by upgrading district/referral hospitals’. The teaching hospital is State Referral Hospital, Falkawn, which is a 250 bedded government hospital (zmc.edu.in).

A meeting held on the 9th June 2013 under the chairmanship of Hon’ble Health Minister approved “Mizoram Institute of Medical Education & Research (MIMER) as the name of the medical college. On 19th Feb. 2014 Dr Vishwas Mehta, Joint Secretary, Ministry of Health & Family Welfare, Government of India, gave approval for opening of new Medical College at State Referral Hospital Falkawn and a MoU signed between Government of India and Government of Mizoram on the 16th May 2014 with a total project cost of Rs. 189 lakhs. A provisional Consent of Affiliation was given by Mizoram University on the 7th January, 2015. HSCC (India) Limited was accepted as the consultancy agency on the 25th June 2015.

ZMC has been granted the Letter of Permission (LoP) by the Ministry of Health and Family Welfare (MOHFW), Government of India vide letter no No.U.12012/37/2018-M E-1 [FTS No. 3154165 Dt. 25/5/18 for intake capacity of 100 students for 1st MBBS Academic session 2018-2019. ZMC was given permission for 1st Renewal and will admit 100 students for the 2019-20 academic sessions. The name of the college MIMER was changed to Zoram Medical College as per the decision of the Council of Ministers on the 26th April, 2019 (zmc.edu.in).

Zoram Medical College library is located in the second floor of the main building with ample space for reading. The entire Library is under Air Condition, to maintain moderate temperature for preservation and conservation of Library material. It is well equipped with the latest medical textbooks and journals from national and international publications. It has a power back-up for 24 into 7 to ensure uninterrupted power supply. The library administration is run by a qualified Librarian, assisted by one Deputy Librarian. A section of the library is dedicated as an E-Library with 20 Desktop Computer which enable the user to access the leading medical journals both national and international, E-Books and Open access E-Resources. The library has a number of 3063 books on stack, 28 international journals and 43 national journals, and also holds a number of 30 e-resources.

ZMC Library is equipped with library management and automation software i.e., LibSYS Ltd. 7 accompanied with KSmart-RFID Library Security Gate, Staff Station, Biometric Reader and PAD antenna. The Software is run with separate main server Computer, which is connected to Client Servers Computer for Data entry, OPAC and Circulation services. The Library has users among Faculty and students from different Departments. The Library average visitor is around 70 per student a day.

The Central Library is equipped with E- Library which consist of 20 computer terminals, Internet facility is available free of cost to the users during the working hours. The library also is providing reprography services for all the users of the Library. The Library is automated with LibSYS 7 Ltd. Software, accompanied with KSmart-RFID Tags for Books 2048 Bits Memory Frequency 13.56 MHZ, Bio-Metric Reader, Web OPAC. New reference room is introduced and books were re-arranged according to classification number. The library has the following future plans like Institutional Repository, SMS Alert, Web OPAC, Digitization of library, Wi-Fi connection inside the library for maximum usage of

online product such as books and journals and D-space software for Institutional Repository (zmc.edu.in).

Zoram Medical College Library staffs are as under:

1.	Librarian	-	1
2.	Assistant Librarian	-	1
3.	Library Assistant	-	2
	Total	-	4

2.5 Conclusion

The present system of higher education does not serve the purpose for which it has been started. In general, education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country. So, the drawbacks of the higher education system underscore the need for reforms to make it worthwhile and beneficial to all concerned. (Singh)

By taking an account of the statement above, higher educational institutions in Mizoram are also facing many problems. These include inadequate infrastructure and facilities, disproportion of student's enrolment, (where student enrolment is high in the city while student enrolment rate is very low in the rural areas.), undetermined and unmotivated students, overcrowded classrooms and widespread location, unfilled vacancies in teaching and non-teaching positions, inadequate and diminishing financial support for higher education from the government. Etc.

One of the major challenges which still arise is to ensure equitable access to quality higher education for students coming from poor families. Students from poor background are put to further disadvantage since they do not afford for

further studies and competitive entrance examinations that have bias with rich students having access to private facilities and coaching. There is an absence of a well-informed reform agenda for higher education. A few efforts made are not rooted in the new global realities based on competition and increased mobility of students and workforce.

It is also observed that all of the 37 higher education institutions mentioned are attached with an institutional library. They are regarded as the visible centre of information where the student user's access to their information needs. Most of the libraries are now capable of coping with the advancement and development of ICT in which Internet facilities and such other components are available for the users. It is remarkable to mention that most of the higher institution libraries are now automated using different library software. On the other hand, almost all of the libraries are short of staffing which eventually hampers the maintenance and service of the library. It is more unfortunate to mention that library professionals are insufficient in almost all of the higher institutions. There is even a higher institution whose library is run by a single library professional only and a degree college which has no library professional at all.

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CHAPTER – 3

JOB SATISFACTION: THEORY AND MODELS AND DIGITAL DIVIDE

3.1 Theory of Job Satisfaction

Theory is a structure of fundamental concepts and principles in which knowledge is organized and offers explanations of why and how people feel, think, and act. A theory is also generally referring to analytical tools for understanding, describing, or explaining a subject so as to make predictions within that subject (iedunote.com). Griffin (1990) defines theory that ‘Theory is a conceptual device for organizing knowledge and providing a framework for action. It is a roadmap to guide towards goals.’ Wehrich & Koontz (1999) describe that ‘it is a systematic grouping of interdependent concepts and principles that gives a framework to or ties together a significant area of knowledge’. Newstrom (2007) also defines that ‘Theories identify important variables and link them to form tentative propositions that can be tested through research.’

There are many possible influences that affect how positively an individual appraises their job as it is important for the employer to hold on to the valued employees. For this reason, Psychologists have identified through years of extensive research theories that help to measure the level of job satisfaction of the employees. There are a number of different theories of job satisfaction, each one with the intention of explaining how people find pleasure and fulfillment with their jobs. The theories express the thought that jobs are regarded as not only a means of earning a living, but also as an important addition of a person’s identity. Therefore, it is also observed that people who have a high level of job satisfaction supposed to be more productive and become successful in their chosen careers.

Job satisfaction theories helps to identify what factors are influencing the job satisfaction and what can be done to get higher employee job satisfaction.

Satisfaction is a psychological factor as it cannot be seen and measured. But its expression in the human mind is understandable. When an employee is satisfied with the assigned task and can discharge responsibility satisfactorily, it is called job satisfaction. Therefore, five common and major theories of job satisfaction and some other theories of job satisfaction are mentioned and described below.

3.1.1 Most common and major job satisfaction theories

The most common and major job satisfaction theories are mentioned as follows and are described below:

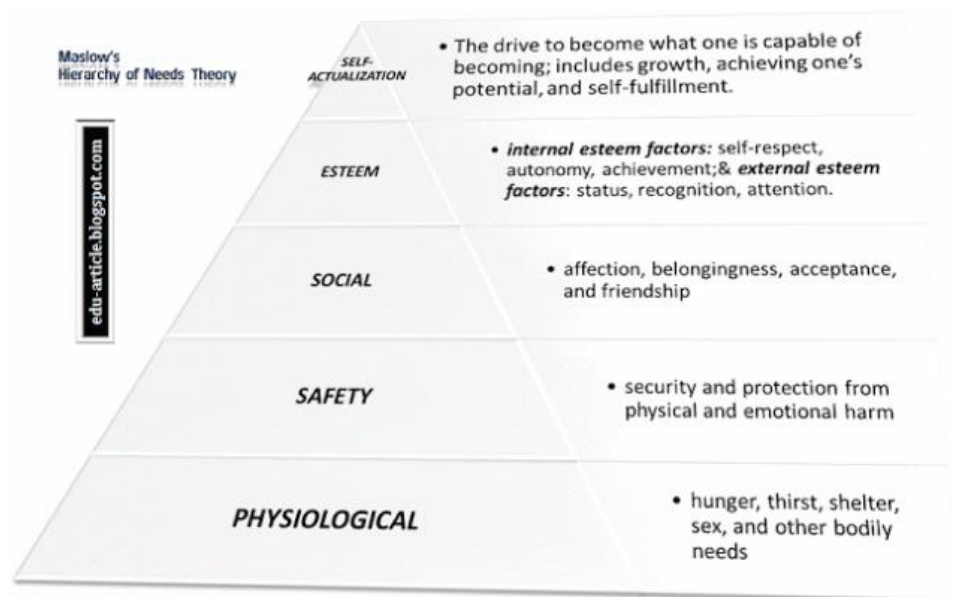
- 1) Maslow's Needs Hierarchy Theory
- 2) Herzberg's Motivator-Hygiene Theory or Two-factor theory
- 3) Affect theory or Discrepancy Theory
- 4) Job Characteristics Model
- 5) Dispositional Approach.

3.1.2 Maslow's Needs Hierarchy Theory

Maslow's needs hierarchy theory is one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of physiological needs and they are, safety, belongingness/love, esteem, and self-actualization. Generally, Maslow's needs hierarchy was developed to explain human motivation. However, its main tenants are applicable to the work setting and have been used to explain job satisfaction (iedunote.com/job-satisfaction-theories). Abraham Maslow proposed his hierarchical theory of five important needs more than 74 years back in 1943. The theory gained ground over the years and because of its innate logic it became widely accepted and part of compulsory reading for every management student and Human Resource Professional. Over the years it has been questioned, analyzed and thought by later thinkers to be inadequate in certain respects but there is no denying its basic merit in understanding human and employee behavior in the workplace. His basic premise concerns the meeting of human needs which

progressively move up the value chain as simpler and more basic needs are met (Thiagaraj and Thangaswamy, 2017).

Within an organization, financial compensation and healthcare are some of the benefits which help an employee to meet their basic physiological needs. Safety needs can manifest itself through employees to feel physically safe in their work environment, as well as job security. When this is satisfied, the employees can focus on feeling as though they belong to the workplace which can come in the form of positive relationships with colleagues and supervisors. If once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-actualize; where they need to grow and develop in order to become everything, they are capable of fitting in (Maslow, 1943).



(Source: iedunote.com/job-satisfaction-theories)

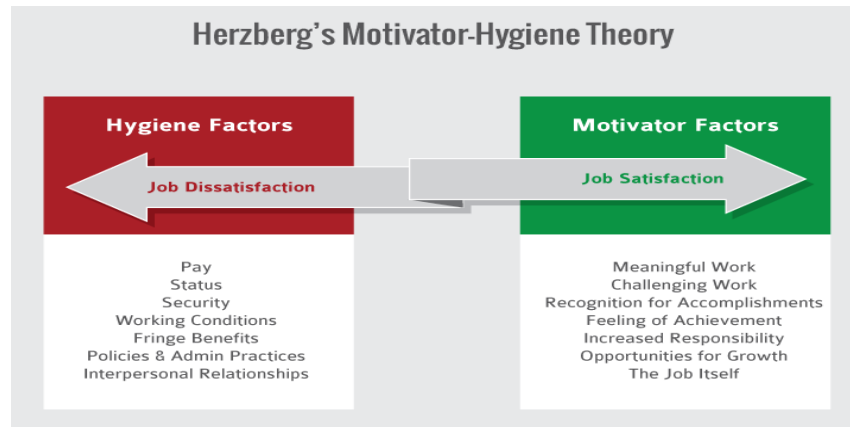
Fig - 1: Hierarchy of Needs

3.1.3 Herzberg's Motivator-Hygiene Theory

Frederick Herzberg's 'Herzberg's motivator-hygiene theory which is also called the two-factor theory' attempts to explain satisfaction and motivation in the workplace. Frederick Herzberg developed the model in 1959. He did this by interviewing over 200 professionals. The interviews delved into when the interviewees were at their most and least happy with their jobs. It pointed out two factors that could satisfy and dissatisfy an employee in their job. The presence of motivators causes employees to work harder. They are found within the actual job itself. The absence of hygiene factors will cause employees to work less hard. Hygiene factors are not present in the actual job itself but surround the job.

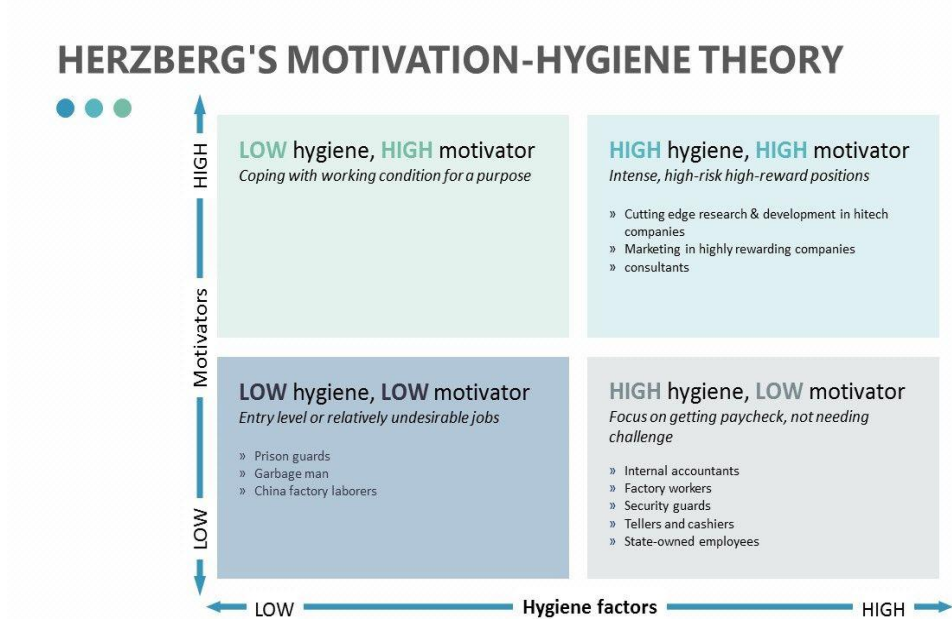
The first factor is the motivational factor that encourages an employee to have a better work performance, and as a result, manage to attain satisfaction. These factors can include job promotions, bonuses, and public recognition. The other factor would be the hygiene factors, which are not necessarily motivating, but would draw out dissatisfaction if they were insufficient. Examples of the factor would be non-financial employee benefits, the company's policies, and the overall environment of the workplace (Herzberg, 1976).

It also suggests that job satisfaction and dissatisfaction are not two opposite ends of the same range, but instead are two separate and, at times, even unrelated concepts. Motivating factors like pay and benefits, recognition and achievement need to be met in order for an employee to be satisfied with work. On the other hand, at the absence of 'hygiene' factors (such as working conditions, company, policies, and structure, job security, interaction with colleagues and quality of management) employees will be dissatisfied with their jobs. Following is two factor theory propounded by Herzberg:



(Source: merinachhetri.files.wordpress.com)

Fig – 2: Two-factor theory (Herzberg’s motivator-hygiene theory)



(Source: https://i.pinimg.com)

Fig – 3: Herzberg’s motivator-hygiene theory (Two-factor theory)

3.1.4 Affect theory or Discrepancy Theory

Edwin A. Locke’s ‘Range of Affect Theory’ is questionably the most famous and probably the most widely-known job satisfaction model. Many theorists have tried to come up with an explanation for why people feel the way they do with regards to their job. Locke developed the idea known as discrepancy

theory. This theory suggests that a person's job satisfaction comes from what they feel is important rather than the fulfillment or unfulfillment of their needs. A person's importance rating of a variable is referred to "how much" of something is wanted. Further, the theory states that how much one values a given facet of work.

As mentioned above, the principle behind this theory is that a person's job satisfaction can depend on two factors: (1) the expectations he/she has for a job, and (2) the actual things that he/she is going to get in that job. The smaller the gap between these two factors, then more chances of satisfying are in the respective work. The Affect theory also states that a person prioritizes one aspect of the job more than the other aspects, and that certain aspect can affect how satisfied they are. For example, an employee prioritizes social connections with his colleagues, and when this factor is met appropriately, he/she may be able to experience greater job satisfaction.

Discrepancy theory suggests that dissatisfaction will occur when a person receives less than what they want. The concept of discrepancy theory is to explain the ultimate source of anxiety and dejection. An individual who has not fulfilled the responsibility feels the sense of anxiety and regret for not performing well. They will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities are for a particular function, and if they fail to fulfill those obligations then they are liable to be punished (Locke, 1958).



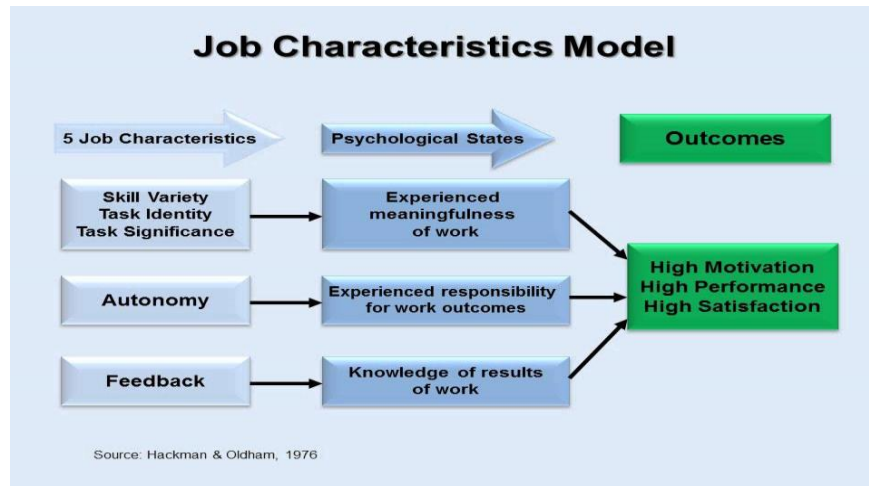
(Source: ebrary.net/imag/manag/mustorgbeh/image083.jpg)

Fig – 4: Affect theory or Discrepancy Theory

3.1.5 Job Characteristics Theory

Job Characteristics Theory, original formulation of job characteristics theory was argued by two organizational psychologists, Hackman and Oldham in 1976 (Luenendonk, 2017) that the outcomes of job redesign were influenced by several moderators. Notable among these moderators are differences in the degree to which various individuals or employees desire personal or psychological development (Perry, et al., 2006). Job characteristics are aspects of the individual employee’s job and tasks that shape how the individual perceives his or her particular role in the organization. The clarity of tasks leads to greater job satisfaction. We expect that greater role clarity will create employees who are more satisfied with, committed to, and involved in their work (Moynihan & Pandey, 2007).

Some researches reveal that jobs that are rich in motivating characteristics (i.e., task significance) generate psychological states (e.g., experienced meaningfulness of work) among employees, which in turn increases the likelihood of desired outcomes. More precisely, the model states that there are five core job characteristics like skill variety, task identity, task significance, autonomy, and feedback. And which impact three critical psychological states like experienced meaningfulness, experienced responsibility for work outcomes, and knowledge of the results of work (iedunote.com).



(Source: i.ytimg.com/vi/Pr13tVzDEIE/maxresdefault.jpg)

Fig – 5: Theory of Job Characteristics Model

3.1.6 Dispositional Approach Theory

Another well-known job satisfaction theory is the Dispositional theory. It is a very common theory that suggests that people have inherent dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This dispositional approach suggests that job satisfaction is closely related to personality. The evidence for this approach can be divided into direct studies and indirect studies. The indirect evidence comes from studies that clearly measure personality. This even includes significant employment changes, such as changes in employer or occupation (iedunote.com).

Among the other recognized theories regarding job satisfaction. Dispositional theory is probably the only theory that focuses solely on the natural disposition of a person. This theory states that one's personality is an important determinant of the satisfaction level the person gets from the job. For example, an introverted person who may be inclined to have a lower self-esteem may experience a low job satisfaction. A person, on the other hand, who has an internal control and believes that they are capable of doing everything, may have a higher level of job satisfaction.

The Dispositional Approach

- A significant model that narrowed the scope of the dispositional approach was the Core Self-evaluations Model, proposed by Timothy A. Judge, Edwin A. Locke, and Cathy C. Durham in 1997.
- Judge et al. argued that there are four Core Self-evaluations that is a bottom-line conclusions individuals have about their capacity, competence, and worth as a person.



(Source: image.slidesharecdn.com)

Fig – 6: Dispositional Approach Theory

3.2 Other Theories of Job Satisfaction

Besides the common and major theories given above, some other theories of job satisfaction are mentioned and describe as follows:

3.2.1 Equity theory

Equity Theory is a job satisfaction theory that shows how a person views fairness with regards to social relationships with the employer. A person identifies the amount of input gained from a relationship compared to the output given to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have a fair relationship. Equity theory suggests that if an individual think there is an inequality between two social groups or individuals, the person is likely to be concerned because the ratio between the input and the output are not equal. Equity theory, as reviewed by Walster, Berscheid &Walster (1973) shows how a person perceives fairness with regards to social relationships. The theory proposes that during a social exchange, a person identifies the amount of input gained from a relationship compared to the output, as well as how much effort another person's puts forward.

Restubog (2015) stated that J. Stacy Adams in 1963 says that employees weigh what they put into a job situation (input) against what they get from it (outcome) and then compare their input-outcome ratio of relevant others. If they perceive their ratio to be equal to that of the relevant others with whom they compare themselves, a state of equity is said to exist. The first of these fairness perceptions of distributive justice has been extensively studied over the past few decades under the more readily recognizable name of equity theory (Yusof & Shamsuri, 2006). Continuing through the motivation cycle, it suggests that high performance leads to the receipt of rewards in both intrinsic and extrinsic, which leads to increased employee satisfaction when such rewards are valued by the employee and perceived as equitable (Salem, 2018).

3.2.2 Reference Group Theory

Reference group theory gave rise to the thought that employees compare their inputs and outputs from their jobs to others such as their friends, co-workers, and others in the industry. Theorists, such as Hulin and Blood (1968) have argued that the understanding of the groups to whom the individuals relate is critical in understanding the job satisfaction.

3.2.3 Affective Event Theory

According to Thompson & Phua (2012) the affective event theory was developed by Psychologist Howard M. Weiss and Russell Cropanzano to explain how emotions and moods influence job satisfaction. The theory explains the linkages between employees' internal influences - cognitions, emotions, mental states etc and their reactions to incidents that occur in their work environment, and that affect their performance, organizational commitment, and job satisfaction (Ali, 2015). According to affective events theory, work events lead to affective reactions, which in turn influence both work attitudes and affect-driven behaviors such as performance (Weiss & Cropanzano, 1996). The theory further proposes that affective work behaviors are explained by employee mood and emotions, while cognitive-based behaviors are the best predictors of job satisfaction. In

addition, the affective events theory emphasized that positive-inducing and negative-inducing emotional incidents at work are distinguishable and have a significant psychological impact upon workers' job satisfaction.

3.2.4 Content Theory

Content theory is based on what motivates people at work, which is, identifying the needs, drives and incentives/goals and their prioritization by the individual to get satisfaction and thus perform effectively (Luthans, 2005). Researchers have prepared different lists of biological, psychological, social and higher order needs or requirements of human beings. Almost all the researchers have categorized these needs into primary, secondary and high-level requirements of employees, which need to be fulfilled whenever worker is required to be motivated and satisfied. There are several content theories, which guide the managers in understanding what motivates the workforce of an employee.

3.2.5 Process Theories

Unlike content theories, process theories are more concerned with how the motivation takes place. The concept of expectancy from cognitive theory plays dominant role in the process theories of job-satisfaction (Luthans, 2005a). Thus, process theories try to explain how the needs and goals are fulfilled and accepted cognitively (Perry, et. al., 2006a). A number of process-oriented theories have been suggested. Some of these theories have caught the attention of researchers who tested these hypotheses in different environments and found them interesting and inspiring.

Process theory describes the process of how behavior is energized, directed, sustained, and stopped. Process theory sees job satisfaction as being determined not only by the nature of the job and its context within the organization but also by the needs, values, and expectations that the individuals have in relation to their job. Three sub-theories of process theory have been developed. They are (1) Theory based on the discrepancy between what the job

offers and what is expected, (2) Theory based on what an individual need, and (3) Theory based on what the individual values (iedunote.com/job-satisfaction-theories).

3.2.6 Achievement Theory

David Mc Celelland and Associates argued that some people have a compelling drive to succeed and that they are striving for personal achievement rather than the rewards of success. They have desire to do something better or more efficiently than it has been done before, so they prefer challenging work. They are therefore regarded as high achievers (Shajahan & Shajahan, 2004). Achievement theory emphasizes on the achievement motives which are known as achievement theory. However, model includes three interrelated needs or motives:

- 1) **Achievement:** The drive to excel, to achieve in relation to asset of standards, to strive to succeed.
- 2) **Power:** The need to make others behave in a way that they would not have behaved otherwise (Shajahan & Shajahan, 2004a). It refers to the desire to have an impact, to be influential, and to control others (Robbins, 2005).
- 3) **Affiliation:** The desire for friendly and close interpersonal relationships (Shajahan & Shajahan, 2004b). People with high affiliation prefer cooperative situations rather than competitive ones (Robbins, 2005a).

3.2.7 Existence, Relatedness and Growth (ERG) Theory

Shajahan & Shajahan(2004c) stated that in 1969 Clayton Alderfer has reworked Maslow's need hierarchy to align it more closely with the empirical research. He did a grouping of the Maslow's hierarchy of needs into three groups

of needs: Existence, Relatedness, and Growth. His classification of needs absorbs the Maslow's division of needs into: Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualization). Alderfer is suggesting more of a continuum of needs than hierarchical levels or two factors of prepotency needs. Unlike Maslow and Herzberg, he does not content that a lower-level need must be fulfilled before a higher-level need becomes motivating or that deprivation is the only way to activate a need (Luthans, 2005b).

3.2.8 Vroom's Expectancy Theory

Victor H. Vroom (1964) states that people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see the probability that what they do will to help them in achieving their goals (Weihrich& Koontz, 1999). Vroom's theory is characterized with three major variables: valance, expectancy and instrumentality. Valance is the strength of an individual's preference (or value, incentive, attitude, and expected utility) for a particular output. Expectancy refers to the probability that a particular effort will lead to a particular first-level outcome. While instrumentality is the degree to which a first-level outcome will lead to a desired second-level outcome.

3.2.9 Theory of Porter/Lawler Expectancy Model

Lawler and Porter (1967) point out that effort (force or strength of motivation) does not lead directly to performance. It is moderated by abilities and traits and by role perceptions. Similarly, the satisfaction does not depend on performance rather it is determined by the probability of receiving fair rewards (Weihrich & Koontz, 1999a). The Porter-Lawler motivation model suggests that motivation depends on several interrelated cognitive factors. For example, effort stems from the perceived effort-reward probability before it is initiated. However, before this effort is converted into performance, the abilities and traits plus role-perceptions cast moderating effect on the real efforts invested for performance.

Finally, it is the perceived equitable rewards which determine the job-satisfaction (Luthans, 2005c).

3.2.10 Goal-Setting Theory

Edwin Locke (1958a) argued that intentions, expressed as goals can be a major source of work motivation and satisfaction (Shajahan & Shajahan, 2004d). Some specific goals lead to increased performance. For example, difficult goals, when accepted, result in higher performance than easy goals and that feedback leads to higher performance than no feedback. Similarly, specific hard goals produce a higher level of output than generalized goals of doing the best. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals because feedback helps to identify discrepancies between what they have done and what they want to do. Studies testing goal-setting theory have demonstrated the superiority of specific, challenging goals with feedback, as motivating forces (Robbins, 2005b).

The goal-setting theory is the single most researched and dominant theory of employee motivation in the field. For example, researchers have applied goal-setting theory to studies of more than 40,000 participants' performance on well over 100 different tasks in eight countries in both laboratory and field settings (Perry, et al., 2006b). Goal-setting theory proposes that difficult goals require focus on the problem, increase sense of goal importance, and encourage persisting and working harder to achieve the goals. Goal-setting theory can be combined with cognitive theories for better understanding of the phenomena, for example, cognitive tool of self-efficacy is the perception of the difficulty of a goal and ability to achieve the goal. Greater self-efficacy is positively related to employee's perception that they are successfully contributing to meaningful work, and therefore foster enhanced work motivation (Moynihan & Pandey, 2007).

3.2.11 Theory X and Y

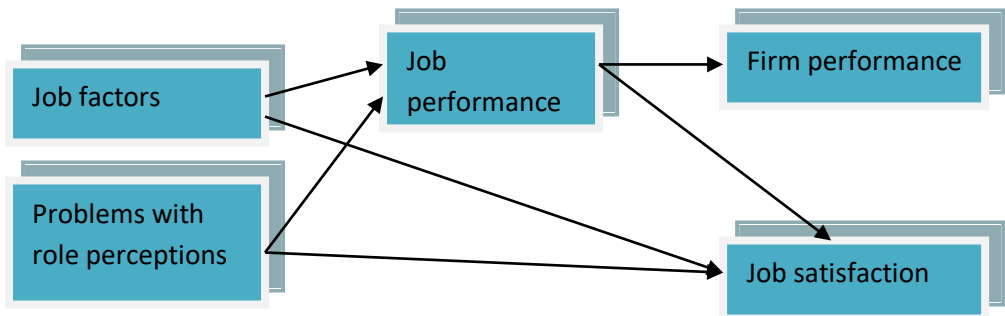
There is a theory called theory X and Y; which was concluded by Douglas McGregor. This theory says that "managers had radically different beliefs about how best to use the human resources employed by a firm". He separated this opinion to "Theory X" and "Theory Y". The assumptions of theory X tend to believe that people are naturally lazy and uncooperative and therefore must be either punished or rewarded to be made productive. The assumptions of theory Y tend to believe that people are naturally energetic, growth oriented, self-motivated, and interested in being productive (Ebert and Griffin, 2005).

3.3 Models of Job Satisfaction

A model of a system or process is a theoretical description that can help you understand how the system or process works, or how it might work. A model can come in many shapes, sizes, and styles. It is important to emphasize that a model is not the real world but merely a human construct to help us better understand real world systems. In general, all models have an information input, an information processor, and an output of expected results (serc.carleton.edu). Job satisfaction models vary, but they all compare satisfied employees with motivation and job performance. All job satisfaction models explore personality qualities of individual workers and link those traits to satisfaction on the job. The following are some of the types of job satisfaction model and are describing below:

3.3.1 Christen, Iyer and Soberman model of job satisfaction

Christen, Iyer and Soberman (2006) provide a model of job satisfaction presented in the figure shown below in which the following elements are included. They are: (1) Job related factors, (2) Role perceptions, (3) Job performance, and (4) Firm performance.

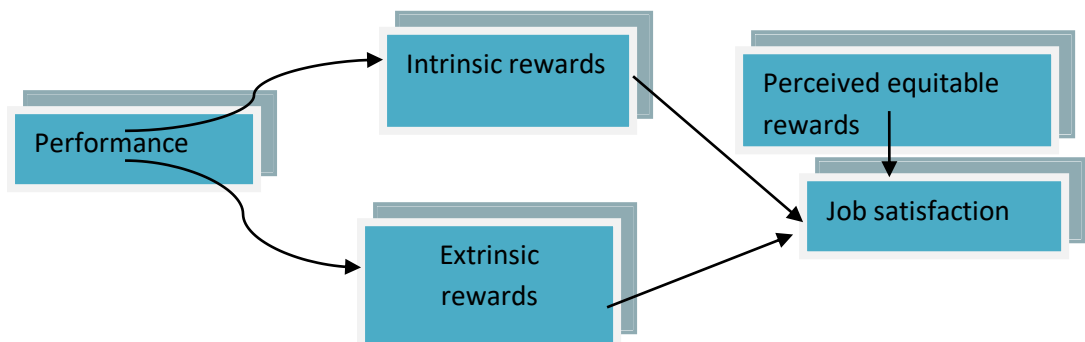


(Source: Aziri, B. 2011)

Figure – 7: Christen, Lyer and Soberman model of job satisfaction

3.3.2 Lawler’s and Porter’s model of job satisfaction

Lawler and Porter (1967) give their model of job satisfaction which unlike the previous model places a special importance on the impact of rewards on job satisfaction as shown in the figure. According to this model the intrinsic and extrinsic rewards are not directly connected with job satisfaction, because of the employee’s perceptions regarding the deserved level of pay.

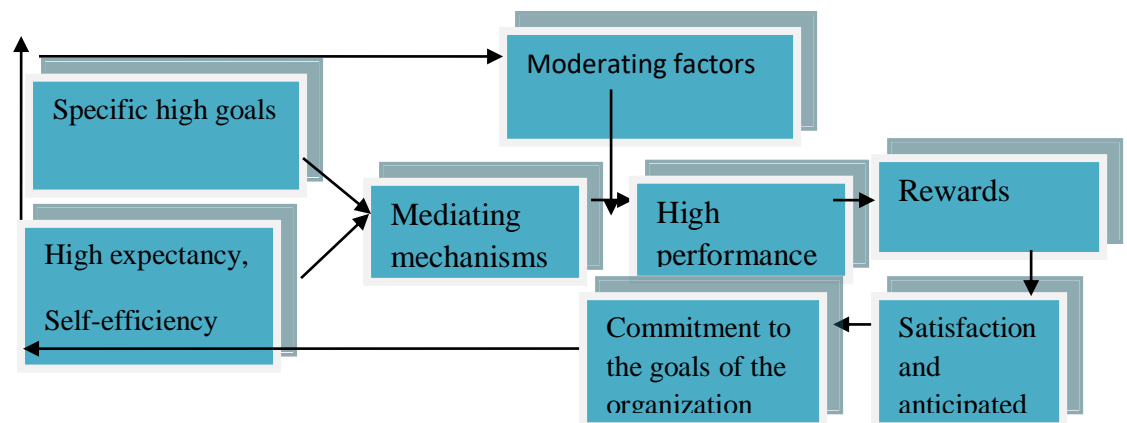


(Source: Aziri, B. 2011)

Figure-8: Lawler’s and Porter’s model of job satisfaction

3.3.3 Lock and Latham model of job satisfaction

Locke and Latham (1990) provide a somewhat different model of job satisfaction. They proceed from the assumption that the objectives set at the highest level and high expectations for success in work provides achievement and success in performing tasks. Success is analyzed as a factor that creates job satisfaction.



(Source: Aziri, B. 2011)

Figure-9: Locke and Latham model of job satisfaction

3.3.4 Job characteristics model

Hackman & Oldham proposed the job characteristics model (Luenendonk, 2017b), which is widely used as a framework to study how particular job characteristics impact job outcomes, including job satisfaction. The five core job characteristics can be combined to form a motivating potential score for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors.

The Job Characteristics Model also explains that job satisfaction occurs when the work environment encourages basically motivating characteristics. Five key of job characteristics: skill variety, task identity, task significance, autonomy and feedback influence these psychological states. Consequently, the three

psychosocial states then lead to a number of potential outcomes, including job satisfaction. Therefore, from an organizations' point of view, it is thought that improving the five core job dimensions will lead to a better work environment and increased job satisfaction (serc.carleton.edu).

3.3.5 Unidimensional Model

The easiest way to measure job satisfaction is to conduct a survey asking workers how satisfied they are with their jobs. However, a person can be highly satisfied with one aspect of his job, such as the pay and benefits, yet dissatisfied with another aspect, such as his relationship with coworkers and supervisors. A simple model such as this one is inadequate for drawing conclusions about issues of interest to researchers. For instance, researchers are interested in the relationship between job satisfaction and rates of turnover or productivity, but a unidimensional model of job satisfaction wouldn't be able to pinpoint which factors were most influential on these rates (serc.carleton.edu).

3.3.6 Inputs and Outputs Model

Another model for measuring job satisfaction is to compare the relationship between what a worker puts into a job and what they get out of it. For example, if a particular job requires inputs such as an advanced degree. A long commute and a demanding schedule yet provide inadequate outputs in terms of pay, prestige, benefits and job security, the employee is likely to be dissatisfied. This model does measure different aspects of job satisfaction, yet still combines them into an overall picture that may not capture the distinction between intrinsic and extrinsic factors (serc.carleton.edu).

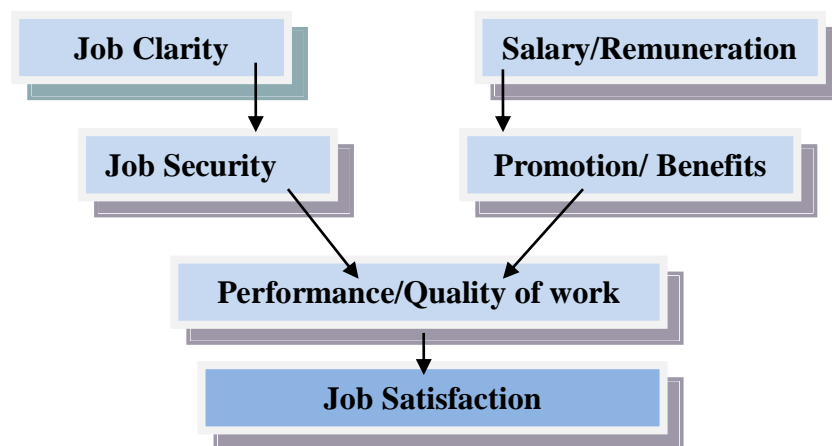
3.3.7 Bidimensional Model

The Bidimensional model of job satisfaction treats intrinsic factors such as task variety or relationships with coworkers as being distinct from extrinsic factors such as pay or status. This model is more sophisticated than the unidimensional model, but it still lumps a number of different factors into just two

categories. Recent surveys seek to produce more reliable results by measuring multiple different aspects of job satisfaction, including task variety, professional development opportunities, autonomy, pay and benefits, promotion opportunities, security, workload, work relationships and other factors (serc.carleton.edu).

3.3.8 Model of Satisfaction

This model of job satisfaction which is named as ‘model of satisfaction’ is enunciated at the glimpse of the mindsets and attitudes of library professionals in Mizoram. The model gives a special importance on the clearness of the job and an impact of rewards on job as shown in the figure below. According to this model, when the worker finds the job as an ideal job and feels the job is secured, and finds the pay and such other rewards satisfying. Then the workers job performance and work quality probably improved and satisfying, which resulted in the job satisfaction.



(Source: Lalnunpuia, S.)

Figure – 10: Model of Satisfaction

3.4 Digital Divide among Library Professionals of Higher Educational Institutions in Mizoram

With the advent and development of Information Communication Technology (ICT), Library and information professionals play a vital role in bridging the digital divide and can make a significant contribution to increasing digital addition and participation. In the midst, there is a need to focus on the impact it had on Job Satisfaction and reflect a challenge to the working Library Professionals of Higher Educational Institutions in Mizoram, varied in digital literary and unliterary which results in the digital divide. Therefore, enumerating their present status, highlighting the barriers in coping with the digital technologies and suggesting measures for bridging the digital divide is an important task.

The term digital divide can be defined as the gap that exist between those who do not have and those who have access to digital technologies, and the capability to cope and work with information and communication tools. The development and advent of new technologies and rapid change in ICT could bring problems to the functioning of libraries in higher educational institution. The problems may be on information explosion and over demand, infrastructure development, shortage of funds, lack of competent library professionals and supporting staff among the existing incumbent, high job demand, work overload, etc.

Mizoram being located in the corner most part of North East India with meager infrastructures, insufficient staffs; inexperience in handling ICT and also with slow network, most of the library professionals could not be able to cope with this new advent and rapid change in ICT. This result in digital divide which gradually lowered job performance, job changes, interferences, negligence, burnout syndrome, etc., as these sorts of problems created job dissatisfaction among the library professionals. Besides this, some factors which influence job satisfaction like nature of work, salary, advancement opportunities, management, work groups and work conditions could create problems to the library

professionals. Therefore, this problem has been identified as an issue by researchers and scholars around the globe.

3.4.1 Job Satisfaction and its context with Library Professionals

Job satisfaction or employee satisfaction has been defined in many different ways. It is simply believed how content an individual is with his or her job whether he or she likes the job or not. It can be influenced by a person's ability to complete the required tasks. The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke in 1976, who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences"(Singh and Jain 2013). A more recent definition of the concept of job satisfaction is from Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have affective (or emotional) and cognitive (evaluative) and behavioral components.

In the context of library professionals, library is the dominant agency for dissemination of knowledge to all its users and play constructive role in the fulfillment of our aspirations and programmes for formal and adult education. For successful functioning and performance of its diverse duties, libraries require personnel with a high degree of technical skill, intelligence, imagination, initiative, efficiency and understanding. They are, therefore, to be not only professionally qualified, competent and efficient but also to be lively, active, contented and well satisfied with their jobs. Thus, the need to study the various components of job satisfaction and their effects has become essential for library professionals.

The effectiveness and efficiency of libraries is measured in terms of quality of its service delivered or rendered to its users. The quality of its service

mainly depends upon the quality of workforce, which in turn directly depends on knowledge, adaptability and satisfaction level of the professionals working in a given library. A satisfied library professional is regarded as a productive professional. Therefore, a satisfied library professional not only renders quality service to the users, but also ensures commitment to the library in which he or she is serving and contributes one's capacity to its image building.

3.4.2 Evaluation and Interpretation

3.4.2.1 Institutional library professionals

The institutions of the respondent library professional constituted of 31 (44.3%) from central higher educational institutions. 26 (37.1%) library professionals constitute from State higher educational institutions. 6 (8.6%) library professionals constitute from Medical higher educational institutions. And 7 (10.0%) library professionals constitute from Technical/Professional higher educational institutions.

Table – 1: Institutional library professionals		
Name of the institution of the respondent library professionals	Number of library professionals	Percentage of the library professionals
Central higher institution	31	44.3%
State higher institution	26	37.1%
Medical institution	6	8.6%
Technical/Professional institution	7	10.0%
Total	70	100.0%

(Source: Survey data)

3.4.2.2 Gender of library professional

The gender type of the respondents is classified into two groups and presented in table and figures below. Out of the total 70 respondents, there are 38

male and 32 female library professionals which form 54.3% and 45.7% respectively. It is obvious that male respondents are more than female by 6 which form 8.6%.

Name of the institution of the respondent library professionals	Gender type of the respondent library professional		Total
	Male	Female	
Central higher institution	15	16	31
State higher institution	15	11	26
Medical institution	3	3	6
Technical/Professional institution	5	2	7
Total	38	32	70
	54.3%	45.7%	100%

(Source: Survey data)

3.4.2.3 Qualification of library professionals

The educational qualifications of respondents are classified into five groups and presented in table and figures below. Out of the total respondents, 31(44.3%) have MLISc degree being the highest in number, PhD degree holders are 15(21.4%), MPhil degree holders are 16(22.9%), BLISc holders are 4(5.7%) and Diploma/ Certificate holders are 4(5.7%).

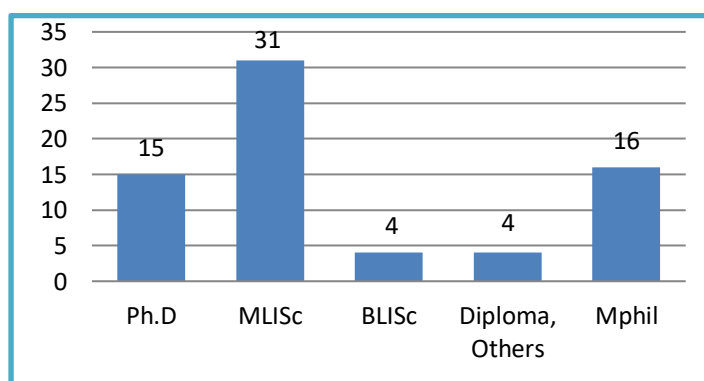


Figure – 11: Qualification of library professionals

3.4.2.4 Designation of library professionals

The designation of respondents is classified into nine groups and presented in table and figures below. Out of the total respondents, 20(28.6%) are Librarian being the highest in number, 6(8.6%) are Assistant Librarian, 5(7.1%) are Professors, 3(4.3%) are Deputy Librarian, 4(5.7%) are Professional Assistant, 8(11.4%) are Semi Professional Assistant, 15(21.4%) are Library Assistant, 3(4.3%) are Technical Assistant and 6(8.6%) are Library Attendant/Library Worker.

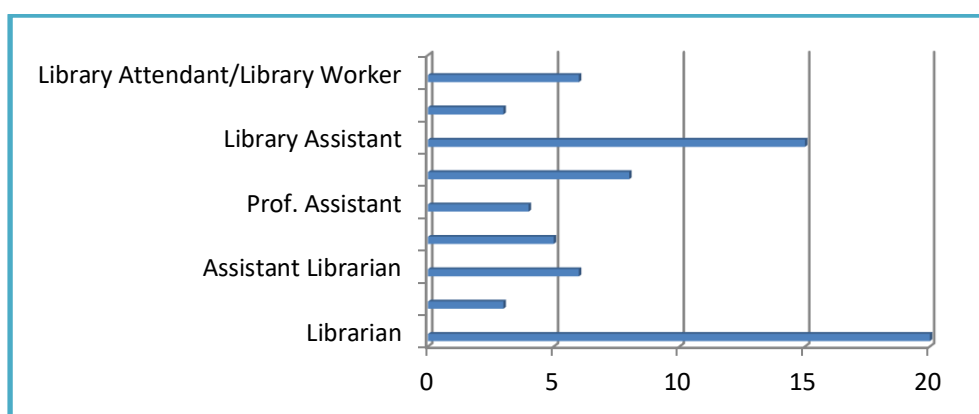


Figure – 12: Designation of library professionals

3.4.2.5 Digital Literacy of respondents

From the research data, it is found that out of 70 library professionals, 56 (77%) professionals can be considered as digital literate as they could be able to cope and work with the information technology related matters in their profession whereas a number of 14 (20%) library professionals are considered as digital illiterate as they could not be able to cope and handle with the current information technology related works in the library. As a result, it is certain that there is a digital divide among the Library Professionals of Higher Educational Institutions in Mizoram. This is presented in figure as below:

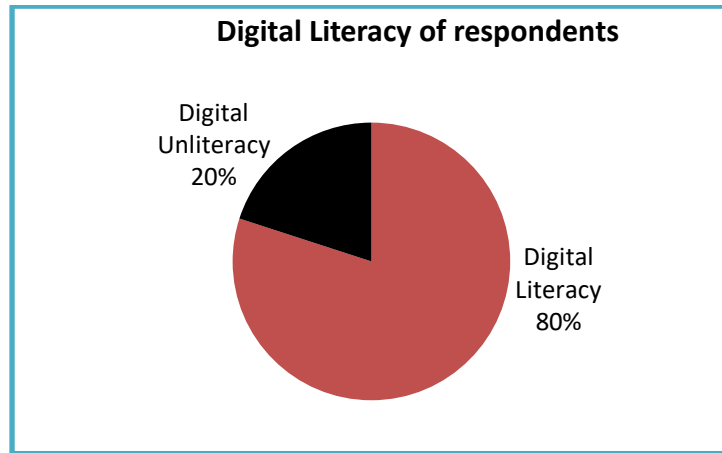


Figure – 13: Digital Literacy of respondents

3.4.2.6 Digital divides in job satisfaction

The research data shows that impact of digital divide on job satisfaction of the working library professionals which reflects the level of satisfaction in coping with ICT and its application. 3(4.11%) respondents are highly satisfied with their capability of using digital format; 15(21.4%) are satisfied while 30(42.9%) are average with the operation of ICT. And 20(28.57%) of the respondents are dissatisfied while 2(2.85%) are highly dissatisfied with their skills and competency in operating the digital application of the library. The reason can be clarified that the dissatisfied professionals are mostly senior library professionals.

Table 3: Satisfaction level of respondents		
<i>Satisfaction Category</i>	<i>Number of Respondents</i>	<i>Percentage</i>
Highly Satisfied	3	4.11%
Satisfied	15	21.4%
Average	30	42.9%
Dissatisfied	20	28.57%
Highly Dissatisfied	2	2.85%
Total	70	100%

(Source: Survey data)

The satisfaction level by designation is presented in table below which shows that 2 librarians and one Asst. Librarian are highly satisfied with their job which forms only 4.11% of the total professionals. At the same time, 10 Librarians, 2 Deputy Librarians and 3 Asst Librarians are satisfied which forms 20.55% as stated under:

Table 4: Satisfaction level by designation						
<i>Satisfaction Level</i>	<i>Highly Satisfied</i>	<i>Satisfied</i>	<i>Average</i>	<i>Dissatisfied</i>	<i>Highly Dissatisfied</i>	<i>Total</i>
Librarian	2	10	4	2	0	18
Deputy Librarian		2	1	1	0	4
Assistant Librarian	1	3	3	1	0	8
Assistant Library & Information Officer			1		0	1
Professional Assistant			4	1	0	5
Semi Professional Assistant			4	3	0	7
Library Assistant			13	12	2	27
Total	3 (4.11%)	15 (21.4%)	30 (42.9%)	20 (28.57%)	2 (2.85%)	70 (100%)

(Source: Survey data)

3.4.2.7 Barriers in Digital Divide

The main problems or barriers of the digital divide among Library Professionals of Higher Educational Institutions in Mizoram are as follows:

- 1) Lack of knowledge in IT

- 2) Inadequate infrastructure
- 3) Poor awareness regarding the necessity
- 4) Remoteness of geographical location
- 5) Poor internet connectivity
- 6) Insufficient of funds
- 7) Unskilled incumbents in the library
- 8) Negligence to fit in with digital environment
- 9) Over age of the library professional
- 10) Lack of proper training

3.4.2.8 Suggestions:

The following suggestions could be framed to bridge the digital divide in order to have an effective job satisfaction among Library Professionals of Higher Educational Institutions.

- 1) Awareness regarding the necessity of coping with ICT should be made compulsory.
- 2) The library professionals should be up-to-date and satisfied at their job to achieve the demand of the organization.
- 3) All libraries should have fast and reliable internet connectivity in order to meet the demanding digital requirement of the library.
- 4) Library staff should be sent to training courses to improve their ICT skills so as to be able to handle the digital works.
- 5) To let the authority gave importance to infrastructure development as well as adequate space for the library.
- 6) To keep higher budget for the improvement of library services.
- 7) To make the authority/library committee to pay heed for the development of libraries in order to catch-up with the latest information technology systems.
- 8) Library professionals with ICT skills should be recruited as per the UGC norms and regulations.

3.4.2.9 Conclusion

It is a need to draw the framework of the level of digital literacy of library professionals so as to meet the changing demand of the users as well as for the personal job satisfaction. A library professional with the relevant skills and experience in information and communication technology has many opportunities in the future, and will be crucial for the management of the demanding digital technology. Library Professionals must possess sufficient knowledge to cope and work with ICT related tasks such as management of electronic resources and content, organizing of Internet information, library automation, development and maintenance of library digital institutional repositories, and such other library services using network.

The problems which caused the digital divide will only be overcome when the library professionals put up the challenges as responsibilities for their individual enhancement, and for the development of their client libraries.

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CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.1 Introduction

In this chapter, the data collected from the respondent library professionals of higher educational institutions within Mizoram through the questionnaire have been analyzed using statistical techniques SPSS and interpreted. There are 48 variables identified to analyze the job satisfaction among library professionals of higher educational institutions in Mizoram with 12 major factors such as Demographic information of the respondents, Satisfaction on current job, Satisfaction on pay, Satisfaction on advantages and promotion, Satisfaction in relation with supervisor, Satisfaction on co-workers, Satisfaction on personal development, Satisfaction on functioning of library committee, Satisfaction on benefit received by users, Satisfaction on the relationship of society and library, Satisfaction on personal assessment and performance, Satisfaction on digital literacy and awareness.

The study covers all library professionals of higher educational institutions in Mizoram, having a diverse designation and qualification. A Google form structured questionnaire was distributed to the working library professionals, and out of the total population, 95.8% of library professionals of higher educational institutions in Mizoram have responded to the entire questionnaires, but 4.1% did not respond due to certain reasons. The response rate of 95.8% indicates that majority of the library professionals have responded to the questionnaire.

4.2 Demographic profile of library professionals:

The demographic profile of library professionals such as gender, age group, qualification, designation, service length is analyzed and interpreted in the table below:

4.2.1 Gender of library professionals:

The gender of respondent is classified into two groups and presented in table and figures below. Out of the total respondents, male library professional's form 54.3% and female respondent form 45.7% having male respondents higher by 8.6%.

Table – 1: Gender of library professionals			
<i>Gender type of the respondent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Male	38	54.3%	54.3%
Female	32	45.7%	45.7%
Total	70	100.0%	100.0%

Source: Survey data

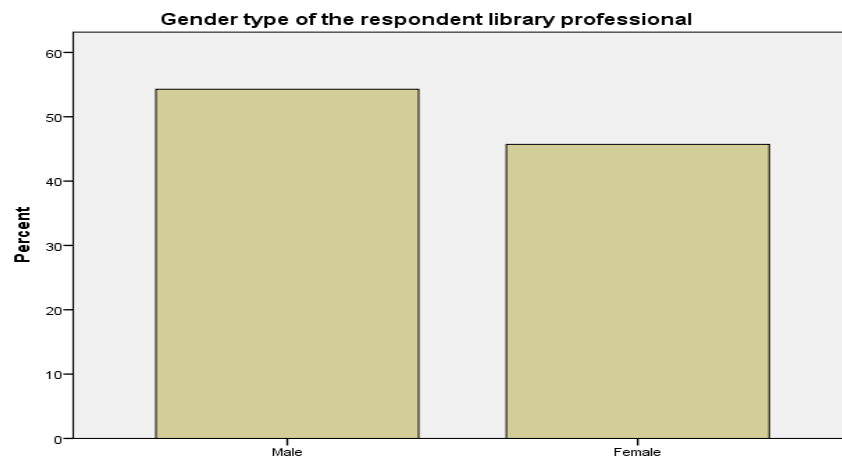


Figure – 1: Gender of library professionals

4.2.2 Age group of library professionals:

The age of respondents is classified into four age groups and presented in table and figure below. Out of the total respondents, 38.6% falls on the age group

of 30-40; 15.7% are the age group of 20-30; 24.3% are the age group of 40-50 and 21.4% are the age group of 50-60.

<i>Age group of the respondent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
20 - 30	11	15.7%	15.7%
30 - 40	27	38.6%	38.6%
40 - 50	17	24.3%	24.3%
50 - 60	15	21.4%	21.4%
Total	70	100.0%	100.0%

Source: Survey data



Figure – 2: Age group of library professionals

4.2.3 Educational Qualification of library professionals:

The educational qualification of respondents is classified into five groups and presented in table and figure below. Out of the total respondents, 44.3% have MLISc degree. PhD degree holders are 21.4%, MPhil degree holders are 22.9%, BLISc degree holders are 5.7% and Diploma/ Certificate holders are 5.7%.

Qualification of the respondent	Frequency	Percent	Valid Percent
Ph. D	15	21.4%	21.4%
Mphil	16	22.9%	22.9%
MLISc	31	44.3%	44.3%
BLISc	4	5.7%	5.7%
Diploma/Certificate	4	5.7%	5.7%
Total	70	100.0%	100.0%

Source: Survey data

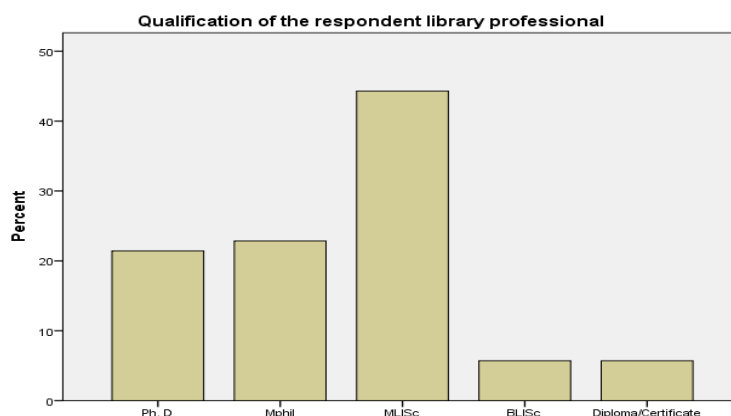


Figure – 3: Educational Qualification of library professionals

4.2.4 Designation of library professional:

The designation of respondents is classified into nine groups and presented in table and figure below. Out of the total respondents, 28.6% are Librarian, 8.6% are Assistant Librarian, 7.1% are Professors, 4.3% are Deputy Librarian, 5.7% are Professional Assistant, 11.4% are Semi Professional Assistant, 21.4% are Library Assistant, 4.3% are Technical Assistant and 8.6% are Library Attendant/Library Worker.

<i>Designation of respondent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Librarian	20	28.6%	28.6%
Assistant Librarian	6	8.6%	8.6%
Professor	5	7.1%	7.1%
Deputy Librarian	3	4.3%	4.3%
Professional Assistant	4	5.7%	5.7%
Semi Professional Assistant	8	11.4%	11.4%
Library Assistant	15	21.4%	21.4%
Technical Assistant	3	4.3%	4.3%
Library Attendant/Library Worker	6	8.6%	8.6%
Total	70	100.0%	100.0%

Source: Survey data

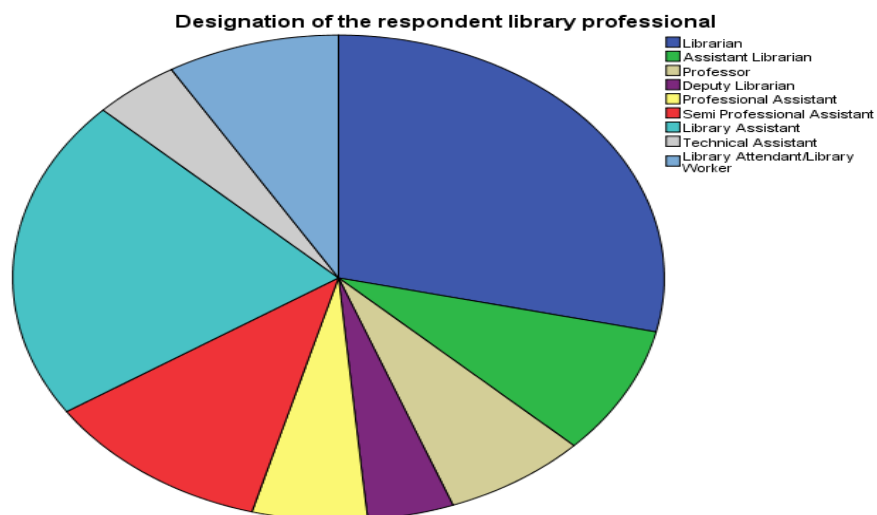


Figure – 4: Designation of library professionals

4.2.5 Length of service of library professionals:

The length of service of respondents is classified into four groups and presented in table and figure below. Out of the total respondents, 34.3% has less

than 5 years of service; 25.7% has 10 years; 15.7% has 15 years and 24.3% have more than 20 years of service.

<i>Service length of the respondent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Less than 5 years	24	34.3%	34.3%
10 years	18	25.7%	25.7%
15 years	11	15.7%	15.7%
More than 20 years	17	24.3%	24.3%
Total	70	100.0%	100.0%

Source: Survey data

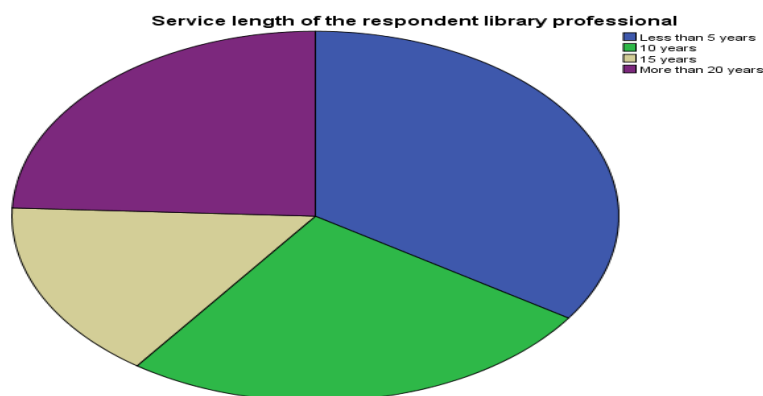


Figure – 5: Length of service of library professionals

4.3 Satisfaction of library professionals:

The data collected from the library professionals regarding job satisfaction is analyzed in a crosstab table and interpreted by age group, gender, educational qualification, designation and length of service. The job satisfaction relating to the nature of work of the library professionals are classified into five variables, such as: 1) Highly satisfied, 2) Satisfied, 3) Average, 4) Dissatisfied and 5) Highly dissatisfied. The job satisfaction relating to the library professional's personal performance are also classified into four variables, such as, 1) Highly yes, 2)

Somehow yes, 3) Maybe no, and 4) Highly no. They are presented in tables/graphs and interpreted below:

4.4 Satisfaction of library professionals on current job:

Satisfaction of the library professionals on their current job is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.4.1 Satisfaction of library professionals on current job by age group: By analyzing the data as shown in table below, the age group of 20-30 constitutes 6.11% of highly satisfied and satisfied which is the lowest among the age groups. The age group of 30-40 constitutes 26.12% of highly satisfied and satisfied which is the highest among the age group. Among the age groups of 40-50, 5.7% are highly satisfied, 15.7% are satisfied and among age group of 50-60, 4.3% are highly satisfied, 10.0% are satisfied with the current job.

Table – 6:
Satisfaction of library professionals on current job by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	5.7%	1.4%	7.1%	1.4%	0.0%	15.7%
30 - 40	8.6%	18.6%	5.7%	4.3%	1.4%	38.6%
40 - 50	5.7%	15.7%	2.9%	0.0%	0.0%	24.3%
50 - 60	4.3%	10.0%	4.3%	2.9%	0.0%	21.4%
Total	24.3%	45.7%	20.0%	8.6%	1.4%	100.0%

Source: Survey data

4.4.2 Satisfaction of library professionals on current job by gender: By analyzing the data as shown in the figure below, among the male respondents, 11.4% are highly satisfied, 25.7% are satisfied. And among female respondents, 12.9% are highly satisfied, 20.0% are satisfied. The analysis shows that male respondents are more satisfied than female on their current job.

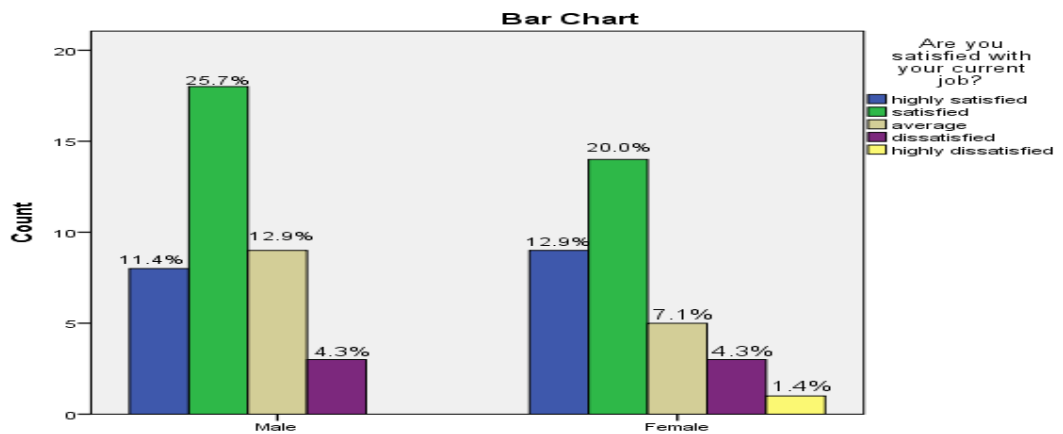


Figure – 6: Satisfaction of library professionals on current job by gender

4.4.3 Satisfaction of library professionals on current job by educational qualification: By analyzing data as shown in table below, among the qualification group it shows that on average diploma/certificate holders are most satisfied with their current job having 4.3% of highly satisfied and satisfied. PhD degree holders in second with 17.1% of highly satisfied and satisfied. MLISc degree holders with 5.7% of highly satisfied and 22.9% of satisfied while 7.1% are highly satisfied and 8.6% are satisfied among MPhil holders. And among BLISc degree holders, 1.4% of highly satisfied and 2.9% satisfied with their current job.

Table – 7:
Satisfaction of library professionals on current job by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	7.1%	10.0%	1.4%	1.4%	1.4%	21.4%
Mphil	7.1%	8.6%	4.3%	2.9%	0.0%	22.9%
MLISc	5.7%	22.9%	11.4%	4.3%	0.0%	44.3%
BLISc	1.4%	2.9%	1.4%	0.0%	0.0%	5.7%
Diploma/Certificate	2.9%	1.4%	1.4%	0.0%	0.0%	5.7%
Total	24.3%	45.7%	20.0%	8.6%	1.4%	100.0%

Source: Survey data

4.4.4 Satisfaction of the library professionals on current job by designation:

By analyzing the data as shown on the table below, among Librarians, 4.31% are highly satisfied and 15.7% are satisfied and Assistant Librarian are 5.7% of highly satisfied and 1.4% satisfied. The analysis shows that on average, Professor with 2.9% of highly satisfied and 4.3% satisfied are most satisfied with their current job. Among Deputy Librarians, 0.0% of highly satisfied and 4.3% satisfied, Professional Assistants are 2.9% of highly satisfied, 0.0% satisfied. Among Semi Professional Assistant, 5.7% are highly satisfied, 4.3% are satisfied while Library Assistant are 2.9% of highly satisfied and 11.4% satisfied. Technical Assistant are 2.9% of highly satisfied and 1.4% satisfied while Library Attendant/Library Worker of 0.0% on highly satisfied and 1.4% satisfied with their current job.

Table – 8:
Satisfaction of library professionals on job by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	4.3%	15.7%	7.1%	1.4%	0.0%	28.6%
Assistant Librarian	5.7%	1.4%	0.0%	0.0%	1.4%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	0.0%	0.0%	2.9%	0.0%	5.7%
Semi Professional Assistant	5.7%	4.3%	1.4%	0.0%	0.0%	11.4%
Library Assistant	2.9%	11.4%	4.3%	2.9%	0.0%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	5.7%	1.4%	0.0%	8.6%
Total	24.3%	45.7%	20.0%	8.6%	1.4%	100.0%

Source: Survey data

4.4.5 Satisfaction of library professionals on job by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 10.0% are highly satisfied and 10.0% are satisfied. Among service length of 10 years, 5.7% are highly satisfied and 15.7% are satisfied. Among service length of 15 years, 2.9% are highly satisfied and 7.1% are satisfied. Among

service length of more than 20years, 5.7% are highly satisfied and 12.9% are satisfied with their current job. The analysis shows that on average the service length of 10 years are most satisfied with their current job.

Table – 9:
Satisfaction of library professionals on current job by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	10.0%	10.0%	10.0%	2.9%	1.4%	34.3%
10 years	5.7%	15.7%	2.9%	1.4%	0.0%	25.7%
15 years	2.9%	7.1%	4.3%	1.4%	0.0%	15.7%
More than 20 years	5.7%	12.9%	2.9%	2.9%	0.0%	24.3%
Total	24.3%	45.7%	20.0%	8.6%	1.4%	100.0%

Source: Survey data

4.5 Satisfaction with the present work allotted to library professionals:

Satisfaction of library professionals with their present work allotted is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.5.1 Satisfaction of library professionals on work allotted by age group:

The analysis shows that age group between 40-50 comprises 7.1% of highly satisfied and 14.3% satisfied are most satisfied with works allotted among the age group. Among ages between 20-30, 4.3% are highly satisfied, 5.7% are satisfied while among ages between 30-40, 4.3% are highly satisfied, 22.9% are satisfied.

And among ages between 50-60, 2.9% are highly satisfied, 12.9% are satisfied with works allotted to them.

Table – 10:
Satisfaction of library professionals on work allotted by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	4.3%	5.7%	4.3%	1.4%	0.0%	15.7%
30 - 40	4.3%	22.9%	8.6%	1.4%	1.4%	38.6%
40 - 50	7.1%	14.3%	2.9%	0.0%	0.0%	24.3%
50 - 60	2.9%	12.9%	4.3%	1.4%	0.0%	21.4%
Total	18.6%	55.7%	20.0%	4.3%	1.4%	100.0%

Source: Survey data

4.5.2 Satisfaction of library professionals on work allotted by gender: By analyzing the data as shown in table below, among the male respondents, 10.0% are highly satisfied, 30.0% are satisfied on work allotted. Among the female respondents, 8.6% are highly satisfied, 25.7% are satisfied on work allotted. The analysis shows that male respondents are more satisfied than female on work allotted to them.

Table – 11:
Satisfaction of library professionals on work allotted by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	10.0%	30.0%	11.4%	1.4%	1.4%	54.3%
Female	8.6%	25.7%	8.6%	2.9%	0.0%	45.7%
Total	18.6%	55.7%	20.0%	4.3%	1.4%	100.0%

Source: Survey data

4.5.3 Satisfaction of library professionals on work allotted by educational qualification: By analyzing the data shown in the table below, among Ph.D holders 4.3% are highly satisfied and 12.9% are satisfied. Among MPhil holders 5.7% are highly satisfied and 10.0% are satisfied while among MLISc, 4.3% are highly satisfied, 25.7% are satisfied with the work allotted. And among BLISc holders, 5.7% are highly satisfied and satisfied. The analysis shows that on average Diploma/Certificate holders, 2.9% are highly satisfied, 2.9% are most satisfied with the work allotted to them.

Table – 12:
Satisfaction of the library professionals on work allotted by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	3 4.3%	9 12.9%	2 2.9%	1 1.4%	0 0.0%	15 21.4%
Mphil	4 5.7%	7 10.0%	5 7.1%	0 0.0%	0 0.0%	16 22.9%
MLISc	3 4.3%	18 25.7%	7 10.0%	2 2.9%	1 1.4%	31 44.3%
BLISc	1 1.4%	3 4.3%	0 0.0%	0 0.0%	0 0.0%	4 5.7%
Diploma/Certificate	2 2.9%	2 2.9%	0 0.0%	0 0.0%	0 0.0%	4 5.7%
Total	13 18.6%	39 55.7%	14 20.0%	3 4.3%	1 1.4%	70 100.0%

Source: Survey data

4.5.4 Satisfaction of the respondent library professionals on work allotted by designation: The analysis shows that on average Deputy Librarians and Technical Assistant with 4.3% on highly satisfied and satisfied respectively are most satisfied with works allotted to them. While Librarian are 4.3% of highly satisfied and 17.1% satisfied, Assistant Librarian are 2.9% of highly satisfied and 4.3% on satisfied. Among Professor, 1.4% of highly satisfied and 4.3% satisfied. Professional Assistant comprises 2.9% of highly satisfied and 0.0% satisfied and Semi Professional Assistant are 5.7% of highly satisfied and 4.3% satisfied. Library Assistants are 1.4% of highly satisfied and 15.7% satisfied while Library Attendant/Library Workers are 1.4% on highly satisfied and satisfied.

Table – 13:
Satisfaction of library professionals on work allotted by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	4.3%	17.1%	5.7%	1.4%	0.0%	28.6%
Assistant Librarian	2.9%	4.3%	0.0%	1.4%	0.0%	8.6%
Professor	1.4%	4.3%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	0.0%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	5.7%	4.3%	1.4%	0.0%	0.0%	11.4%
Library Assistant	1.4%	15.7%	4.3%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	4.3%	1.4%	1.4%	8.6%
Total	18.6%	55.7%	20.0%	4.3%	1.4%	100.0%

Source: Survey data

4.5.5 Satisfaction of library professionals on work allotted by length of service: By analyzing the data as shown on the table below, on length of service for less than 5 years, 7.1% are highly satisfied and 18.6% are satisfied. Among 10 years of service, 2.9% are highly satisfied and 15.7% are satisfied. The analysis shows that among the service length of the respondents, service length of

15 years with 4.3% of highly satisfied and 7.1% satisfied are most satisfied with their work allotted. And among more than 20 years of service, 4.3% are highly satisfied and 14.3% are satisfied.

Table – 14:
Satisfaction of library professionals on work allotted by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	7.1%	18.6%	4.3%	2.9%	1.4%	34.3%
10 years	2.9%	15.7%	7.1%	0.0%	0.0%	25.7%
15 years	4.3%	7.1%	4.3%	0.0%	0.0%	15.7%
More than 20 years	4.3%	14.3%	4.3%	1.4%	0.0%	24.3%
Total	18.6%	55.7%	20.0%	4.3%	1.4%	100.0%

Source: Survey data

4.6 Satisfaction of library professionals on nature of work:

Satisfaction of library professionals on nature of current work is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.6.1 Satisfaction of library professionals on nature of current work by age group:

By analyzing data as shown in table below, it indicates that on average age group between 40-50 comprising 5.7% of highly satisfied and 12.9% satisfied are most satisfied with the nature of their nature of current works among the age group. The second most satisfied are age groups between 30-40 having 4.3% of highly satisfied and 18.6% satisfied. Among age group between 20-30, 2.9% are

highly satisfied and 5.7% satisfied. And among ages between 50-60, 2.9% are highly satisfied and 10.0% satisfied.

Table – 15:
Satisfaction of library professionals on nature of current work by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	5.7%	7.1%	0.0%	0.0%	15.7%
30 - 40	4.3%	18.6%	14.3%	0.0%	1.4%	38.6%
40 - 50	5.7%	12.9%	5.7%	0.0%	0.0%	24.3%
50 - 60	2.9%	10.0%	7.1%	1.4%	0.0%	21.4%
Total	15.7%	47.1%	34.3%	1.4%	1.4%	100.0%

Source: Survey data

4.6.2 Satisfaction of library professionals on nature of current work by gender: By analyzing data as shown in table below, among the male respondents, 8.6% are highly satisfied and 27.1% are satisfied on nature of current work. Among the female respondents, 7.1% are highly satisfied and 20.0% are satisfied nature on current work. The analysis shows that male respondents are more satisfied than female on their nature of current work.

Table – 16:
Satisfaction of library professionals on nature of current work by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	8.6%	27.1%	17.1%	1.4%	0.0%	54.3%
Female	7.1%	20.0%	17.1%	0.0%	1.4%	45.7%
Total	15.7%	47.1%	34.3%	1.4%	1.4%	100.0%

Source: Survey data

4.6.3 Satisfaction of library professionals on nature of current work by educational qualification: By analyzing the data shown in table below, on average diploma/certificate holders with 5.7% of highly satisfied and satisfied are most satisfied with the nature of their current work. Ph.D holders comprises with 5.7% of highly satisfied and 11.4% of satisfied are the second most satisfied among the educational qualification group. Among MPhil holders, 4.3% are highly satisfied, 10.0% are satisfied and among MLISc, 4.3% are highly satisfied, 18.6% are satisfied with the nature of current work. Among BLISc, 2.9% are highly satisfied and satisfied with their nature of current work.

Table – 17:
Satisfaction of library professionals on nature of current work by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	5.7%	11.4%	2.9%	0.0%	1.4%	21.4%
Mphil	4.3%	10.0%	7.1%	1.4%	0.0%	22.9%
MLISc	4.3%	18.6%	21.4%	0.0%	0.0%	44.3%
BLISc	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	1.4%	4.3%	0.0%	0.0%	0.0%	5.7%
Total	15.7%	47.1%	34.3%	1.4%	1.4%	100.0%

Source: Survey data

4.6.4 Satisfaction of library professionals on nature of current work by designation: By analyzing the data as shown in the table below, among Librarian, 5.7% are highly satisfied and 12.9% are satisfied. Among Assistant Librarian, 2.9% are highly satisfied and 2.9% are satisfied. The analysis shows that on average Professors with 1.4% of highly satisfied and 5.7% of satisfied are most satisfied with their nature of current work. Among Deputy Librarians, 4.3% are highly satisfied and satisfied. Among Professional Assistant, 2.8% are highly satisfied and satisfied while among Semi Professional Assistant, 4.3% are highly satisfied and 5.7% are satisfied. Among Library Assistant, 8.6% are highly satisfied and satisfied while among Technical Assistant, 4.3% are highly satisfied and satisfied. And among Library Attendant/Library Worker, 0.0% highly satisfied, 1.4% is satisfied which indicates that on average they are the most dissatisfied qualification group with regards to their nature of current work.

Table – 18:
Satisfaction of library professionals on nature of current work by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	5.7%	12.9%	8.6%	1.4%	0.0%	28.6%
Assistant Librarian	2.9%	2.9%	1.4%	0.0%	1.4%	8.6%
Professor	1.4%	5.7%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	4.3%	5.7%	1.4%	0.0%	0.0%	11.4%
Library Assistant	0.0%	8.6%	12.9%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	7.1%	0.0%	0.0%	8.6%
Total	15.7%	47.1%	34.3%	1.4%	1.4%	100.0%

Source: Survey data

4.6.5 Satisfaction of library professionals on nature of current work by length of service: By analyzing the data as shown in the table below. Among the length of service, service length of less than 5 years comprises 5.7% of highly satisfied and 17.1% of satisfied. Among service length of 10 years 4,3% are highly satisfied while 11.4% are satisfied. Among service length of 15 years 2.9%

are highly satisfied and 5.7% are satisfied. Among service length of more than 20 years 2.9% are highly satisfied and 12.9% are satisfied. The analysis shows that among the service length of the respondents, service length of 15 years are most satisfied with their current work.

Table – 19:

Satisfaction of library professionals on nature of current work by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	5.7%	17.1%	10.0%	0.0%	1.4%	34.3%
10 years	4.3%	11.4%	10.0%	0.0%	0.0%	25.7%
15 years	2.9%	5.7%	7.1%	0.0%	0.0%	15.7%
More than 20 years	2.9%	12.9%	7.1%	1.4%	0.0%	24.3%
Total	15.7%	47.1%	34.3%	1.4%	1.4%	100.0%

Source: Survey data

4.7 Satisfaction of library professionals on pay:

Satisfaction of library professionals on pay received is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.7.1 Satisfaction of library professionals on pay by age group: By analyzing the data as shown on the table below, the age group between 30-40 comprising with 19.10% of highly satisfied and satisfied are most satisfied on pay received. While among ages between 20-30, only 2.9% are highly satisfied and 2.9% are satisfied. And among ages between 40-50, 4.3% are highly satisfied, 14.3% are satisfied, while among ages between 50-60, 1.4% are highly satisfied, 8.6% are satisfied.

Table – 20:
Satisfaction of library professionals on pay by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	2.9%	7.1%	2.9%	0.0%	15.7%
30 - 40	5.7%	14.3%	11.4%	5.7%	1.4%	38.6%
40 - 50	4.3%	14.3%	2.9%	2.9%	0.0%	24.3%
50 - 60	1.4%	8.6%	7.1%	4.3%	0.0%	21.4%
Total	14.3%	40.0%	28.6%	15.7%	1.4%	100.0%

Source: Survey data

4.7.2 Satisfaction of library professionals on pay by gender: By analyzing the data as shown in the table below, 5.7% of highly satisfied and 27.1% of satisfied shows that male respondents are more satisfied on pay received. While among the female respondents, 8.6% are highly satisfied and 12.9% are satisfied.

Table – 21:
Satisfaction of library professionals on pay by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	5.7%	27.1%	11.4%	10.0%	0.0%	54.3%
Female	8.6%	12.9%	17.1%	5.7%	1.4%	45.7%
Total	14.3%	40.0%	28.6%	15.7%	1.4%	100.0%

Source: Survey data

4.7.3 Satisfaction of library professionals on pay by educational qualification: By analyzing the data shown in the table below, among Ph.D degree holders, 5.7% are highly satisfied and 11.4% are satisfied. Among MPhil holders 4.3% are highly satisfied and 7.1% are satisfied. Among MLISc, 4.3% are highly satisfied and 12.9% are satisfied. Among BLISc, 0.0% on highly satisfied and 2.9% are satisfied. Among Diploma/Certificate holders, 0.0% highly satisfied, 5.7% are satisfied. The analysis shows that on average diploma/certificate holders are most satisfied on pay received.

Table – 22:

Satisfaction of library professionals on pay received by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	5.7%	11.4%	1.4%	1.4%	1.4%	21.4%
Mphil	4.3%	7.1%	7.1%	4.3%	0.0%	22.9%
MLISc	4.3%	12.9%	17.1%	10.0%	0.0%	44.3%
BLISc	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	5.7%	0.0%	0.0%	0.0%	5.7%
Total	14.3%	40.0%	28.6%	15.7%	1.4%	100.0%

Source: Survey data

4.7.4 Satisfaction of library professionals on pay by designation: By analyzing the data, on average Professors are most satisfied on pay they received comprising with 2.9% on highly satisfied and 4.3% on satisfied. Among Librarian, 1.4% are highly satisfied and 14.3% are satisfied. Among Assistant Librarian, 4.3% are highly satisfied and 2.9% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied and 2.9% are satisfied. Among Professional

Assistant, 2.9% are highly satisfied and 0.0% satisfied. Among Semi Professional Assistant, 2.9% are highly satisfied and 7.1% are satisfied. Among Library Assistant, 0.0% highly satisfied and 4.3% are satisfied. Among Technical Assistant, 0.0% on highly satisfied and 4.3% are satisfied. And Library Attendant/Library Worker are on average most dissatisfied with 0.0% on highly satisfied and satisfied.

Table – 23:
Satisfaction of library professionals on pay by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	1.4%	14.3%	7.1%	5.7%	0.0%	28.6%
Assistant Librarian	4.3%	2.9%	0.0%	0.0%	1.4%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	0.0%	1.4%	0.0%	4.3%
Professional Assistant	2.9%	0.0%	1.4%	1.4%	0.0%	5.7%
Semi Professional Assistant	2.9%	7.1%	1.4%	0.0%	0.0%	11.4%
Library Assistant	0.0%	4.3%	12.9%	4.3%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	0.0%	5.7%	2.9%	0.0%	8.6%
Total	14.3%	40.0%	28.6%	15.7%	1.4%	100.0%

Source: Survey data

4.7.5 Satisfaction of library professionals on pay by length of service: The analysis shows that among the service length of the respondents, service length of more than 20 years are most satisfied on pay they received with 1.4% of highly satisfied and 15.7% of satisfied. Among length of service for less than 5 years, 5.7% are highly satisfied and 10.0% are satisfied. Among service length of 10 years, 4.3% of highly satisfied and 8.6% of satisfied. Among service length of 15 years 2.9% are highly satisfied and 5.7% are satisfied.

Table – 24:
Satisfaction of library professionals on pay by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	5.7%	10.0%	11.4%	5.7%	1.4%	34.3%
10 years	4.3%	8.6%	8.6%	4.3%	0.0%	25.7%
15 years	2.9%	5.7%	2.9%	4.3%	0.0%	15.7%
More than 20 years	1.4%	15.7%	5.7%	1.4%	0.0%	24.3%
Total	14.3%	40.0%	28.6%	15.7%	1.4%	100.0%

Source: Survey data

4.8 Satisfaction of library professionals on increments and emoluments:

Satisfaction of library professionals on increments and emoluments is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.8.1 Satisfaction of library professionals on increments and emoluments

by age group: By analyzing the data as shown in table below, age group

between 40-50 with 2.9% of highly satisfied and 15.7% satisfied are most satisfied on increments and emoluments among the age group. Among ages between 30-40, 7.1% are highly satisfied, 10.0% are satisfied. Age group between 20-30, 2.9% are highly satisfied, 1.4% are satisfied. And age group between 50-60, 1.4% are highly satisfied, 8.6% are satisfied.

Table – 25:
Satisfaction of library professionals on increments and emoluments by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	1.4%	5.7%	5.7%	0.0%	15.7%
30 - 40	7.1%	10.0%	10.0%	11.4%	0.0%	38.6%
40 - 50	2.9%	15.7%	2.9%	2.9%	0.0%	24.3%
50 - 60	1.4%	8.6%	5.7%	4.3%	1.4%	21.4%
Total	14.3%	35.7%	24.3%	24.3%	1.4%	100.0%

Source: Survey data

4.8.2 Satisfaction of library professionals on increments and emoluments

by gender: By analyzing the data as shown in table below, among the male respondents, 4.3% are highly satisfied, 22.9% are satisfied. Among the female respondents, 10.0% are highly satisfied, 12.9% are satisfied. The analysis shows that male respondents are more satisfied than female on increments and emoluments.

Table – 26:
Satisfaction of library professionals on increments and emoluments by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	4.3%	22.9%	14.3%	11.4%	1.4%	54.3%
Female	10.0%	12.9%	10.0%	12.9%	0.0%	45.7%
Total	14.3%	35.7%	24.3%	24.3%	1.4%	100.0%

Source: Survey data

4.8.3 Satisfaction of library professionals on increments and emoluments by educational qualification: By analyzing the data shown in table below, among Ph.D holders, 5.7% are highly satisfied, 10.0% are satisfied. Among MPhil holders, 5.7% are highly satisfied, 2.9% are satisfied. Among MLISc, 2.9% are highly satisfied, 15.7% are satisfied which shows that they are most satisfied with the increments and emoluments they received. Among BLISc, 0.0% highly satisfied, 2.9% are satisfied. And among Diploma/Certificate holders, 4.3% are highly satisfied and satisfied.

Table – 27:
Satisfaction of library professionals on increments and emoluments by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	5.7%	10.0%	1.4%	4.3%	0.0%	21.4%
Mphil	5.7%	2.9%	5.7%	8.6%	0.0%	22.9%
MLISc	2.9%	15.7%	14.3%	10.0%	1.4%	44.3%
BLISc	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	1.4%	0.0%	0.0%	5.7%
Total	14.3%	35.7%	24.3%	24.3%	1.4%	100.0%

Source: Survey data

4.8.4 Satisfaction of library professionals on increments and emoluments by designation: By analyzing the data as shown in table below, on average Professor comprising of 2.9% highly satisfied and 2.9% satisfied are most satisfied on their increments and emoluments received. Among Librarian, 2.9% are highly satisfied, 12.9% are satisfied. Among Assistant Librarian 4.3% are highly satisfied, 2.9% are satisfied. Among Deputy Librarians, 0.0% highly satisfied, 2.9% are satisfied. Among Professional Assistant, 2.9% are highly satisfied, 0.0% satisfied. Among Semi Professional Assistant, 1.4% are highly satisfied, 8.6% are satisfied. Among Library Assistant, 0.0% highly satisfied, 2.9% are satisfied,. Among Technical Assistant, 0.0% highly satisfied, 2.9% are satisfied. And Library Attendant/Library Worker are most dissatisfied with increments and other emoluments consisting of 0.0% highly satisfied and satisfied.

Table – 28:
Satisfaction of library professionals on increments and emoluments by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	2.9%	12.9%	8.6%	4.3%	0.0%	28.6%
Assistant Librarian	4.3%	2.9%	0.0%	1.4%	0.0%	8.6%
Professor	2.9%	2.9%	0.0%	1.4%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	0.0%	0.0%	1.4%	4.3%
Professional Assistant	2.9%	0.0%	0.0%	2.9%	0.0%	5.7%
Semi Professional Assistant	1.4%	8.6%	0.0%	1.4%	0.0%	11.4%
Library Assistant	0.0%	2.9%	10.0%	8.6%	0.0%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	0.0%	4.3%	4.3%	0.0%	8.6%
Total	14.3%	35.7%	24.3%	24.3%	1.4%	100.0%

Source: Survey data

4.8.5 Satisfaction of library professionals on increments and emoluments by length of service: The analysis shown below indicates that among the service length of the respondents, service length of more than 20 years with 1.4% highly satisfied and 15.7% satisfied are most satisfied on increments and emoluments received. Among service length for less than 5 years, 5.7% are highly satisfied,

8.6% are satisfied. Among service length of 10 years, 2.9% are highly satisfied, 7.1% are satisfied. And among service length of 15 years, 4.3% are highly satisfied, 4.3% are satisfied.

Table – 29:
Satisfaction of library professionals on increments and emoluments by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	5.7%	8.6%	10.0%	10.0%	0.0%	34.3%
10 years	2.9%	7.1%	8.6%	5.7%	1.4%	25.7%
15 years	4.3%	4.3%	1.4%	5.7%	0.0%	15.7%
More than 20 years	1.4%	15.7%	4.3%	2.9%	0.0%	24.3%
Total	14.3%	35.7%	24.3%	24.3%	1.4%	100.0%

Source: Survey data

4.9 Satisfaction of library professionals on present pay compared with pay scale of similar jobs:

Satisfaction of library professionals on present pay compared with pay scale of similar jobs is analyzed and classified into five variables. They are interpreted and presented in table below.

4.9.1 Satisfaction of library professionals on present pay compared with pay scale of similar jobs by age group: By analyzing the data as shown in table below, among ages between 20-30, 4.3% are highly satisfied and satisfied. Among ages between 30-40, 7.1% are highly satisfied, 11.4% are satisfied. Among ages between 40-50, 2.9% are highly satisfied, 14.3% are satisfied. And

among ages between 50-60, 11.4% are highly satisfied and satisfied. The analysis indicates that age group between 30-40 are most satisfied on present pay compared with pay scale of similar jobs among the age group.

Table – 30:
Satisfaction of library professionals on present pay compared with pay scale of similar jobs by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	1.4%	8.6%	2.9%	0.0%	15.7%
30 - 40	7.1%	11.4%	8.6%	10.0%	1.4%	38.6%
40 - 50	2.9%	14.3%	4.3%	2.9%	0.0%	24.3%
50 - 60	1.4%	10.0%	4.3%	5.7%	0.0%	21.4%
Total	14.3%	37.1%	25.7%	21.4%	1.4%	100.0%

Source: Survey data

4.9.2 Satisfaction of library professionals on present pay compared with pay scale of similar jobs by gender: By analyzing the data as shown in table below, male respondents consisting with 4.3% highly satisfied and 24.3% satisfied are more satisfied than female on present pay compared with pay scale of similar jobs. While among the female respondents, 10.0% are highly satisfied and 12.9% are satisfied.

Table – 31:
Satisfaction of library professionals on present pay compared with pay scale of similar jobs by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	4.3%	24.3%	17.1%	7.1%	1.4%	54.3%
Female	10.0%	12.9%	8.6%	14.3%	0.0%	45.7%
Total	14.3%	37.1%	25.7%	21.4%	1.4%	100.0%

Source: Survey data

4.9.3 Satisfaction of library professionals on present pay compared with pay scale of similar jobs by educational qualification: By analyzing the data shown in table below, with 1.4% of highly satisfied and 17.1% of satisfied, MLISc holders are most satisfied on present pay compared with pay scale of similar jobs. While among Ph.D degree holders, 7.1% are highly satisfied, 11.4% are satisfied. Among MPhil holders, 5.7% are highly satisfied, 2.9% are satisfied. Among BLISc, 0.0% highly satisfied, 2.9% are satisfied. And among Diploma/Certificate holders, 0.0% highly satisfied and 2.9% are satisfied.

Table – 32:
Satisfaction of library professionals on present pay compared with pay scale of similar jobs by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	7.1%	11.4%	1.4%	1.4%	0.0%	21.4%
Mphil	5.7%	2.9%	7.1%	7.1%	0.0%	22.9%
MLISc	1.4%	17.1%	12.9%	11.4%	1.4%	44.3%
BLISc	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Total	14.3%	37.1%	25.7%	21.4%	1.4%	100.0%

Source: Survey data

4.9.4 Satisfaction of library professionals on present pay compared with pay scale of similar jobs by designation: By analyzing the data as shown in the table below, among Librarian, 2.9% are highly satisfied, 14.3% are satisfied. Among Assistant Librarian, 5.7% are highly satisfied, 1.4% are satisfied. The analysis shows that on average Professors with 2.9% of highly satisfied and 4.3% of satisfied are most satisfied on present pay compared with payscale of similar jobs. Among Deputy Librarians, 0.0% highly satisfied, 2.9% are satisfied. Among Professional Assistant, 1.4% are highly satisfied, 1.4% are satisfied. Among Semi Professional Assistant, 1.4% is highly satisfied, 7.1% are satisfied. Among Library Assistant, 0.0% highly satisfied, 1.4% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 2.9% are satisfied. And among Library Attendant/Library Worker, 0.0% highly satisfied and 1.4% satisfied.

Table – 33:
Satisfaction of library professionals on present pay compared with pay scale of similar jobs by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	2.9%	14.3%	5.7%	4.3%	1.4%	28.6%
Assistant Librarian	5.7%	1.4%	0.0%	1.4%	0.0%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	0.0%	1.4%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	1.4%	1.4%	0.0%	5.7%
Semi Professional Assistant	1.4%	7.1%	2.9%	0.0%	0.0%	11.4%
Library Assistant	0.0%	1.4%	8.6%	11.4%	0.0%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	5.7%	1.4%	0.0%	8.6%
Total	14.3%	37.1%	25.7%	21.4%	1.4%	100.0%

Source: Survey data

4.9.5 Satisfaction of library professionals on present pay compared with pay scale of similar jobs by length of service: The analysis below shows that among the service length of the respondents, service length of more than 20 years with 17.1% of highly satisfied and satisfied are most satisfied on present pay compared with payscale of similar jobs. Among length of service of less than 5

years, 7.1% are highly satisfied, 8.6% are satisfied. Among length of service of 10 years, 2.9% are highly satisfied, 8.6% are satisfied. Among length of service of 15 years, 2.9% are highly satisfied, 4.3% are satisfied.

Table – 34:
Satisfaction of library professionals on present pay compared with pay scale of similar jobs by service length

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	7.1%	8.6%	10.0%	7.1%	1.4%	34.3%
10 years	2.9%	8.6%	7.1%	7.1%	0.0%	25.7%
15 years	2.9%	4.3%	2.9%	5.7%	0.0%	15.7%
More than 20 years	1.4%	15.7%	5.7%	1.4%	0.0%	24.3%
Total	14.3%	37.1%	25.7%	21.4%	1.4%	100.0%

Source: Survey data

4.10 Satisfaction of library professionals on economic advantage through job:

Satisfaction of library professionals on economic advantage given by the job is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.10.1 Satisfaction of library professionals on economic advantage through job by age group: By analyzing the data as shown in table below, the analysis indicates that age group between 30-40 with 4.3% highly satisfied and 14.3% satisfied are most satisfied on economic advantage given by the job among the

age group. Among ages between 20-30, 2.9% are highly satisfied, 2.9% are satisfied. Among ages between 40-50, 1.4% of highly satisfied and 14.3% of satisfied. And among ages between 50-60, 12.8% of highly satisfied and satisfied.

Table – 35:
Satisfaction of library professionals on economic advantage through job by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	2.9%	7.1%	2.9%	0.0%	15.7%
30 - 40	4.3%	14.3%	14.3%	4.3%	1.4%	38.6%
40 - 50	1.4%	14.3%	5.7%	2.9%	0.0%	24.3%
50 - 60	1.4%	11.4%	4.3%	4.3%	0.0%	21.4%
Total	10.0%	42.9%	31.4%	14.3%	1.4%	100.0%

Source: Survey data

4.10.2 Satisfaction of library professionals on economic advantage through job by gender: By analyzing the data as shown on the table below, among the male respondents, 1.4% are highly satisfied and 25.7% are satisfied. Among the female respondents, 8.6% are highly satisfied and 17.1% are satisfied. The analysis shows that male respondent is more satisfied than female on economic advantage given by the job.

Table – 36:
Satisfaction of library professionals on economic advantage through job by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	1 1.4%	18 25.7%	14 20.0%	5 7.1%	0 0.0%	38 54.3%
Female	6 8.6%	12 17.1%	8 11.4%	5 7.1%	1 1.4%	32 45.7%
Total	7 10.0%	30 42.9%	22 31.4%	10 14.3%	1 1.4%	70 100.0%

Source: Survey data

4.10.3 Satisfaction of library professionals on economic advantage through job by qualification: By analyzing the data shown in table below, among Ph.D holders, 5.7% are highly satisfied, 10.0% are satisfied. Among MPhil holders, 2.9% are highly satisfied, 5.7% are satisfied. Among MLISc, 1.4% are highly satisfied, 20.0% are satisfied. Among BLISc, 0.0% highly satisfied, 2.9% are satisfied, 2.9% are average, 0.0% dissatisfied and highly dissatisfied. Among Diploma/Certificate holders, 0.0% highly satisfied, 4.3% are satisfied. The analysis shows that on average diploma/certificate holders are most satisfied on economic advantage given by the job.

Table – 37:
Satisfaction of library professionals on economic advantage through job by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	5.7%	10.0%	4.3%	0.0%	1.4%	21.4%
Mphil	2.9%	5.7%	10.0%	4.3%	0.0%	22.9%
MLISc	1.4%	20.0%	12.9%	10.0%	0.0%	44.3%
BLISc	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	1.4%	0.0%	0.0%	5.7%
Total	10.0%	42.9%	31.4%	14.3%	1.4%	100.0%

Source: Survey data

4.10.4 Satisfaction of library professionals on economic advantage through job by designation: The analysis shows that on average Professors with 1.4% of highly satisfied and 5.7% of satisfied are most satisfied on economic advantage given by the job. By analyzing the data as shown in table below, among Librarian 1.4% are highly satisfied, 15.7% are satisfied. Among Assistant Librarian, 4.3% are highly satisfied, 15.7% are satisfied. Among Deputy Librarians, 0.0% highly satisfied, 1.4% are satisfied. Among Professional Assistant, 1.4% are highly satisfied, 1.4% are satisfied. Among Semi Professional Assistant, 1.4% is highly satisfied, 7.1% are satisfied. Among Library Assistant, 0.0% highly satisfied, 5.7% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 2.9% are satisfied. Among Library Attendant/Library Worker, there are no highly satisfied and satisfied.

Table – 38:
Satisfaction of library professionals on economic advantage through job by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	1.4%	15.7%	8.6%	2.9%	0.0%	28.6%
Assistant Librarian	4.3%	2.9%	0.0%	0.0%	1.4%	8.6%
Professor	1.4%	5.7%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	1.4%	1.4%	1.4%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	1.4%	7.1%	2.9%	0.0%	0.0%	11.4%
Library Assistant	0.0%	5.7%	7.1%	8.6%	0.0%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	0.0%	7.1%	1.4%	0.0%	8.6%
Total	10.0%	42.9%	31.4%	14.3%	1.4%	100.0%

Source: Survey data

4.10.5 Satisfaction of library professionals on economic advantage through by length of service: By analyzing the data as shown in table below, among length of service for less than 5 years, 5.7% are highly satisfied, 8.6% are satisfied, Among service length of 10 years, 1.4% are highly satisfied, 14.3% are satisfied. Among service length of 15 years, 1.4% are highly satisfied, 5.7% are

satisfied. Among service length of more than 20 years, 1.4% is highly satisfied, 14.3% are satisfied. The analysis shows that among the service length of the respondents, service length of more than 20 years are most satisfied on economic advantage given by the job.

Table – 39:
Satisfaction of library professionals on economic advantage through job by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	5.7%	8.6%	14.3%	4.3%	1.4%	34.3%
10 years	1.4%	14.3%	5.7%	4.3%	0.0%	25.7%
15 years	1.4%	5.7%	5.7%	2.9%	0.0%	15.7%
More than 20 years	1.4%	14.3%	5.7%	2.9%	0.0%	24.3%
Total	10.0%	42.9%	31.4%	14.3%	1.4%	100.0%

Source: Survey data

4.11 Satisfaction of library professionals on promotion procedure:

Satisfaction of the library professionals on promotion procedure is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.11.1 Satisfaction of library professionals on promotion procedure by age group:

By analyzing the data as shown in table below, it indicates that age group between 40-50 with 4.3% highly satisfied and 10.0% satisfied are most satisfied on promotion procedure among the age group. Among age group between 20-30, 1.4% are highly satisfied, 2.9% are satisfied. Among ages between 30-40, 2.9% are highly satisfied, 10.0% are satisfied. And among ages between 50-60, 2.9% are highly satisfied, 7.1% are satisfied.

Table – 40:
Satisfaction of library professionals on promotion procedure by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	1.4%	2.9%	2.9%	8.6%	0.0%	15.7%
30 - 40	2.9%	10.0%	10.0%	15.7%	0.0%	38.6%
40 - 50	4.3%	10.0%	2.9%	7.1%	0.0%	24.3%
50 - 60	2.9%	7.1%	4.3%	5.7%	1.4%	21.4%
Total	11.4%	30.0%	20.0%	37.1%	1.4%	100.0%

Source: Survey data

4.11.2 Satisfaction of library professionals on promotion procedure by gender: By analyzing the data in the table below, among the male respondents, 4.3% are highly satisfied, 18.6% are satisfied. Among the female respondents, 7.1% are highly satisfied, 11.4% are satisfied. The analysis shows that male respondents are more satisfied than female on promotion procedure of their job

Table – 41:
Satisfaction of library professionals on promotion procedure by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	4.3%	18.6%	14.3%	15.7%	1.4%	54.3%
Female	7.1%	11.4%	5.7%	21.4%	0.0%	45.7%
Total	11.4%	30.0%	20.0%	37.1%	1.4%	100.0%

Source: Survey data

4.11.3 Satisfaction of library professionals on promotion procedure by educational qualification: By analyzing the data shown in table below, on average Ph.D degree holders are most satisfied on promotion procedure of their job. Among Ph.D degree holders, 4.3% are highly satisfied, 10.0% are satisfied. While among MPhil holders 2.9% are highly satisfied and 4.3% are satisfied. Among MLISc, 4.3% are highly satisfied and 11.4% are satisfied. Among BLISc, 0.0% highly satisfied and 2.9% are satisfied. And among Diploma/Certificate holders, only 1.4% is highly satisfied and satisfied.

Table – 42:

Satisfaction of library professionals on promotion procedure by qualification

<i>Qualification of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Ph. D	4.3%	10.0%	4.3%	2.9%	0.0%	21.4%
Mphil	2.9%	4.3%	2.9%	12.9%	0.0%	22.9%
MLISc	4.3%	11.4%	10.0%	17.1%	1.4%	44.3%
BLISc	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	1.4%	1.4%	2.9%	0.0%	5.7%
Total	11.4%	30.0%	20.0%	37.1%	1.4%	100.0%

Source: Survey data

4.11.4 Satisfaction of library professionals on promotion procedure by designation: By analyzing the data, it shows that on average Professors comprising with 1.4% of highly satisfied and 2.9% of satisfied are most satisfied on promotion procedure of their job. While among Librarian 4.3% are highly satisfied, 12.9% are satisfied. Among Assistant Librarian 2.9% are highly satisfied, 4.3% are satisfied. Among Deputy Librarians, 0,0% highly satisfied,

1.4% are satisfied. Among Professional Assistant, 1.4% are highly satisfied, 0.0% satisfied. Among Semi Professional Assistant, 1.4% are highly satisfied, 4.3% are satisfied. Among Library Assistant, 0.0% highly satisfied, 2.9% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 1.4% is satisfied. And among Library Attendant/Library Worker, there are no highly satisfied and satisfied.

Table – 43:
Satisfaction of library professionals on promotion procedure by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	4.3%	12.9%	5.7%	5.7%	0.0%	28.6%
Assistant Librarian	2.9%	4.3%	0.0%	1.4%	0.0%	8.6%
Professor	1.4%	2.9%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	1.4%	1.4%	0.0%	1.4%	4.3%
Professional Assistant	1.4%	0.0%	0.0%	4.3%	0.0%	5.7%
Semi Professional Assistant	1.4%	4.3%	2.9%	2.9%	0.0%	11.4%
Library Assistant	0.0%	2.9%	4.3%	14.3%	0.0%	21.4%
Technical Assistant	0.0%	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	0.0%	1.4%	7.1%	0.0%	8.6%
Total	11.4%	30.0%	20.0%	37.1%	1.4%	100.0%

Source: Survey data

4.11.5 Satisfaction of library professionals on promotion procedure by length of service: The analysis below shows that service length of more than 20 years comprising of 2.9% highly satisfied and 11.4% satisfied are most satisfied on promotion procedure of their job. Among length of service for less than 5 years, 2.9% are highly satisfied, 7.1% are satisfied. Among service length of 10 years 1.4% are highly satisfied, 8.6% are satisfied. Among service length of 15 years 4.3% are highly satisfied, 2.9% are satisfied.

Table – 44:

Satisfaction of library professionals on promotion procedure by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	2.9%	7.1%	7.1%	17.1%	0.0%	34.3%
10 years	1.4%	8.6%	8.6%	5.7%	1.4%	25.7%
15 years	4.3%	2.9%	1.4%	7.1%	0.0%	15.7%
More than 20 years	2.9%	11.4%	2.9%	7.1%	0.0%	24.3%
Total	11.4%	30.0%	20.0%	37.1%	1.4%	100.0%

Source: Survey data

4.12 Satisfaction of library professionals on scope of promotion:

Satisfaction of library professionals on scope of promotion is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.12.1 Satisfaction of library professionals on scope of promotion by age group:

By analyzing the data as shown in table below, among ages between 20-30, 1.4% are highly satisfied, 2.9% are satisfied. Among ages between 30-40,

2.9% are highly satisfied, 11.4% are satisfied. Among ages between 40-50, 2.9% are highly satisfied, 10.0% are satisfied. And among ages between 50-60, 0.0% highly satisfied, 8.6% are satisfied. The analysis indicates that age group between 40-50 are most satisfied on their scope of promotion.

Table – 45:
Satisfaction of library professionals on scope of promotion by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	1.4%	2.9%	5.7%	5.7%	0.0%	15.7%
30 - 40	2.9%	11.4%	11.4%	10.0%	2.9%	38.6%
40 - 50	2.9%	10.0%	4.3%	7.1%	0.0%	24.3%
50 - 60	0.0%	8.6%	7.1%	5.7%	0.0%	21.4%
Total	7.1%	32.9%	28.6%	28.6%	2.9%	100.0%

Source: Survey data

4.12.2 Satisfaction of library professionals on scope of promotion by gender:

The analysis below shows that male respondents are more satisfied than female on their scope of promotion, comprising of 1.4% of highly satisfied and 21.4% of satisfied. While among the female respondents, 5.7% are highly satisfied and 11.4% are satisfied.

Table – 46:
Satisfaction of library professionals on scope of promotion by gender

Gender type of the respondent library professional	Are you satisfied with the scope of promotion in your job?					Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	1	15	9	12	1	38
	1.4%	21.4%	12.9%	17.1%	1.4%	54.3%
Female	4	8	11	8	1	32
	5.7%	11.4%	15.7%	11.4%	1.4%	45.7%
Total	5	23	20	20	2	70
	7.1%	32.9%	28.6%	28.6%	2.9%	100.0%

Source: Survey data

4.12.3 Satisfaction of library professionals on scope of promotion by educational qualification: By analyzing the data shown in the table below, on average Ph.D holders are most satisfied on their scope of promotion, comprising with 4.3% highly satisfied and 8.6% satisfied. While among MPhil holders, 2.9% are highly satisfied and 5.7% are satisfied. Among MLISc, 0.0% highly satisfied, 14.3% are satisfied. Among BLISc, 0.0% highly satisfied, 2.9% are satisfied. And among Diploma/Certificate holders, 1.4% is highly satisfied and satisfied.

Table – 47:
Satisfaction of library professionals on scope of promotion by educational qualification

Qualification of the respondent library professional	Are you satisfied with the scope of promotion in your job?					Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	4.3%	8.6%	5.7%	1.4%	1.4%	21.4%
Mphil	2.9%	5.7%	2.9%	11.4%	0.0%	22.9%
MLISc	0.0%	14.3%	17.1%	11.4%	1.4%	44.3%
BLISc	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	1.4%	1.4%	2.9%	0.0%	5.7%
Total	7.1%	32.9%	28.6%	28.6%	2.9%	100.0%

Source: Survey data

4.12.4 Satisfaction of library professionals on scope of promotion by designation: By analyzing the data as shown in table below, among Librarian 1.4% are highly satisfied, 14.3% are satisfied. Among Assistant Librarian 2.9% are highly satisfied, 4.3% are satisfied. Among Professor, 1.4% are highly satisfied, 2.9% are satisfied. Among Deputy Librarians, 0,0% highly satisfied, 1.4% are satisfied. Among Professional Assistant, 0.0% highly satisfied, 1.4% are satisfied. Among Semi Professional Assistant, 1.4% are highly satisfied, 4.3% are satisfied. Among Library Assistant, 0.0% highly satisfied, 2.9% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 1.4% are satisfied, while among Library Attendant/Library Worker, there are no highly satisfied and satisfied. The analysis shows that on average Professors are most satisfied on their scope of promotion.

Table – 48:
Satisfaction of library professionals on scope of promotion by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	1.4%	14.3%	5.7%	7.1%	0.0%	28.6%
Assistant Librarian	2.9%	4.3%	0.0%	0.0%	1.4%	8.6%
Professor	1.4%	2.9%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	1.4%	1.4%	1.4%	0.0%	4.3%
Professional Assistant	0.0%	1.4%	0.0%	4.3%	0.0%	5.7%
Semi Professional Assistant	1.4%	4.3%	2.9%	2.9%	0.0%	11.4%
Library Assistant	0.0%	2.9%	10.0%	8.6%	0.0%	21.4%
Technical Assistant	0.0%	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	0.0%	4.3%	2.9%	1.4%	8.6%
Total	7.1%	32.9%	28.6%	28.6%	2.9%	100.0%

Source: Survey data

4.12.5 Satisfaction of library professionals on scope of promotion by length of service: The analysis below shows that on the length of service of respondents, service length of more than 20 years comprising with 12.9% of highly satisfied and satisfied are most satisfied on their scope of promotion. While among the length of service for less than 5 years, 2.9% are highly satisfied, 8.6% are

satisfied. Among service length of 10 years 1.4% are highly satisfied, 7.1% are satisfied. And among service length of 15 years, 2.9% are highly satisfied, 4.3% are satisfied.

Table – 49:
Satisfaction of library professionals on scope of promotion by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	2.9%	8.6%	8.6%	11.4%	2.9%	34.3%
10 years	1.4%	7.1%	12.9%	4.3%	0.0%	25.7%
15 years	2.9%	4.3%	1.4%	7.1%	0.0%	15.7%
More than 20 years	0.0%	12.9%	5.7%	5.7%	0.0%	24.3%
Total	7.1%	32.9%	28.6%	28.6%	2.9%	100.0%

Source: Survey data

4.13 Satisfaction of library professionals on relationship with supervisor:

Satisfaction of library professionals on relationship with supervisor is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.13.1 Satisfaction of library professionals on relationship with supervisor

by age group: By analyzing the data as shown in the table below, with 7.1% of highly satisfied and 21.4% satisfied age group between 30-40 are most satisfied on relationship with supervisor. Among ages between 20-30, 7.1% are highly satisfied, 5.7% are satisfied while among ages between 40-50, 2.9% are highly satisfied, 15.7% are satisfied, and among ages between 50-60, 1.4% is highly satisfied, 12.9% are satisfied.

Table – 50:
Satisfaction of library professionals on relationship with supervisor by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	7.1%	5.7%	2.9%	0.0%	0.0%	15.7%
30 - 40	7.1%	21.4%	5.7%	4.3%	0.0%	38.6%
40 - 50	2.9%	15.7%	5.7%	0.0%	0.0%	24.3%
50 - 60	1.4%	12.9%	2.9%	2.9%	1.4%	21.4%
Total	18.6%	55.7%	17.1%	7.1%	1.4%	100.0%

Source: Survey data

4.13.2 Satisfaction of library professionals on relationship with supervisor

by gender: By analyzing the data as shown in table below, among the male respondents, 4.3% are highly satisfied, 31.4% are satisfied. Among the female respondents, 14.3% are highly satisfied, 24.3% are satisfied. The analysis shows that female respondents are more satisfied than male on relationship with supervisor.

Table – 51:
Satisfaction of library professionals on relationship with supervisor by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	4.3%	31.4%	12.9%	5.7%	0.0%	54.3%
Female	14.3%	24.3%	4.3%	1.4%	1.4%	45.7%
Total	18.6%	55.7%	17.1%	7.1%	1.4%	100.0%

Source: Survey data

4.13.3 Satisfaction of library professionals on relationship with supervisor by educational qualification: By analyzing the data shown in table below, the analysis shows that on average BLISc degree holders are most satisfied on relationship with supervisor with 5.7% of highly satisfied and satisfied. While among Ph.D holders, 5.7% are highly satisfied, 10.0% are satisfied. Among MPhil holders, 4.3% are highly satisfied, 10.0% are satisfied. Among MLISc, 7.1% are highly satisfied, 27.1% are satisfied. And among Diploma/Certificate holders, 0.0% highly satisfied, 4.3% are satisfied.

Table – 52:
Satisfaction of library professionals on relationship with supervisor by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	5.7%	10.0%	4.3%	1.4%	0.0%	21.4%
Mphil	4.3%	10.0%	4.3%	2.9%	1.4%	22.9%
MLISc	7.1%	27.1%	7.1%	2.9%	0.0%	44.3%
BLISc	1.4%	4.3%	0.0%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	1.4%	0.0%	0.0%	5.7%
Total	18.6%	55.7%	17.1%	7.1%	1.4%	100.0%

Source: Survey data

4.13.4 Satisfaction of library professionals on relationship with supervisor by designation: By analyzing the data as shown in table below, on average Professors with 2.9% of highly satisfied and 4.3% of satisfied are most satisfied on relationship with supervisor. While among Librarian, 0.0% highly satisfied, 20.0% are satisfied. Among Assistant Librarian 2.9% are highly satisfied, 4.3%

are satisfied. Among Deputy Librarian, 2.8% are highly satisfied and satisfied. Among Professional Assistant, 1.4% is highly satisfied, 2.9% are satisfied. Among Semi Professional Assistant, 4.3% are highly satisfied, 5.7% are satisfied. Among Library Assistant, 4.3% are highly satisfied, 8.6% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 2.9% are satisfied. Among Library Attendant/Library Worker, 1.4% is highly satisfied, 5.7% are satisfied.

Table – 53:
Satisfaction of library professionals on relationship with supervisor by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	0.0%	20.0%	2.9%	5.7%	0.0%	28.6%
Assistant Librarian	2.9%	4.3%	1.4%	0.0%	0.0%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	1.4%	1.4%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	2.9%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	4.3%	5.7%	0.0%	1.4%	0.0%	11.4%
Library Assistant	4.3%	8.6%	7.1%	0.0%	1.4%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	1.4%	5.7%	1.4%	0.0%	0.0%	8.6%
Total	18.6%	55.7%	17.1%	7.1%	1.4%	100.0%

Source: Survey data

4.13.5 Satisfaction of library professionals on relationship with supervisor by length of service: The analysis below shows that among the service length of the respondents, service length of less than 5 years are most satisfied on relationship with supervisor. They comprise of 11.4% highly satisfied and 18.6% satisfied. While among the service length of 10 years, 5.7% are highly satisfied, 11.4% are satisfied. Among service length of 15 years 0.0% highly satisfied, 10.0% are satisfied. And among service length of more than 20 years, 1.4% is highly satisfied, 15.7% are satisfied.

Table – 54:
Satisfaction of library professionals on relationship with supervisor by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	11.4%	18.6%	2.9%	1.4%	0.0%	34.3%
10 years	5.7%	11.4%	5.7%	2.9%	0.0%	25.7%
15 years	0.0%	10.0%	5.7%	0.0%	0.0%	15.7%
More than 20 years	1.4%	15.7%	2.9%	2.9%	1.4%	24.3%
Total	18.6%	55.7%	17.1%	7.1%	1.4%	100.0%

Source: Survey data

4.14 Satisfaction of supervisor on the library professional’s performance:

Satisfaction of supervisor on library professional’s performance is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.14.1 Satisfaction of supervisor on library professional’s performance by age group: The analysis as shown in table below indicates that age group between 30-40 are most satisfied on supervisor satisfaction with their performance with 5.7% of highly satisfied and 21.4% of satisfied. Among ages between 20-30, 2.9% are highly satisfied and 8.6% are satisfied. Among ages between 40-50, 0.0% highly satisfied, 15.7% are satisfied. And among ages between 50-60, 2.9% are highly satisfied, 12.9% are satisfied.

Table – 55:
Satisfaction of supervisor on library professional’s performance by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	8.6%	4.3%	0.0%	0.0%	15.7%
30 - 40	5.7%	21.4%	10.0%	0.0%	1.4%	38.6%
40 - 50	0.0%	15.7%	8.6%	0.0%	0.0%	24.3%
50 - 60	2.9%	12.9%	4.3%	1.4%	0.0%	21.4%
Total	11.4%	58.6%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.14.2 Satisfaction of supervisor on library professional’s performance by gender: The analysis below shows that male respondents with 2.9% of highly satisfied and 34.3% of satisfied are more satisfied than female on supervisor satisfaction with their performance. While among the female respondents, 8.6% are highly satisfied and 24.3% are satisfied.

Table – 56:
Satisfaction of supervisor on library professional's performance by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	2.9%	34.3%	15.7%	0.0%	1.4%	54.3%
Female	8.6%	24.3%	11.4%	1.4%	0.0%	45.7%
Total	11.4%	58.6%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.14.3 Satisfaction of supervisor on library professional's performance by educational qualification: By analyzing the data shown in table below, among Ph.D degree holders, 4.3% are highly satisfied, 12.9% are satisfied. Among MPhil holders 1.4% are highly satisfied, 10.0% are satisfied. Among MLISc, 4.3% are highly satisfied, 30.0% are satisfied. Among BLISc, 1.4% are highly satisfied, 2.9% are satisfied. And among Diploma/Certificate holders, while 0.0% on highly satisfied, 2.9% are satisfied.

Table – 57:
Satisfaction of supervisor on library professional’s performance by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	4.3%	12.9%	4.3%	0.0%	0.0%	21.4%
Mphil	1.4%	10.0%	10.0%	1.4%	0.0%	22.9%
MLISc	4.3%	30.0%	8.6%	0.0%	1.4%	44.3%
BLISc	1.4%	2.9%	1.4%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Total	11.4%	58.6%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.14.4 Satisfaction of supervisor on library professional’s performance by designation: By analyzing the data as shown in table below, on average Professors are most satisfied on supervisor satisfaction with their performance with 2.9% highly satisfied and 4.3% satisfied. And among Librarian, 1.4% on highly satisfied and 22.9% are satisfied while among Assistant Librarian, 1.4% are highly satisfied and 4.3% are satisfied. Among Professional Assistant 1.4% each on highly satisfied and satisfied. Among Semi Professional Assistant, 0.0% on highly satisfied while 7.1% are satisfied. Among Library Assistant, 4.3% are highly satisfied, 7.1% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 2.9% are satisfied. Among Library Attendant/Library Worker, 0.0% highly satisfied, 7.1% are satisfied. And among Deputy Librarian only 1.4 % on highly satisfied and satisfied which shows that they are most dissatisfied on supervisor satisfaction with their performance.

Table – 58:
Satisfaction of supervisor on library professional’s performance by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	1.4%	22.9%	2.9%	0.0%	1.4%	28.6%
Assistant Librarian	1.4%	4.3%	2.9%	0.0%	0.0%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	1.4%	2.9%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	0.0%	7.1%	4.3%	0.0%	0.0%	11.4%
Library Assistant	4.3%	7.1%	8.6%	1.4%	0.0%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	7.1%	1.4%	0.0%	0.0%	8.6%
Total	11.4%	58.6%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.14.5 Satisfaction of supervisor on library professional’s performance by length of service: By analyzing the data as shown in the table below, length of service of less than 5 years with 5.7% highly satisfied and 21.4% satisfied are most satisfied on supervisor satisfaction with their performance. While among service length of 10 years, 2.9% are highly satisfied and 12.9% are satisfied.

Among service length of 15 years, 1.4% is highly satisfied and 7.1% are satisfied. And among service length of more than 20 years, 1.4% is highly satisfied and 17.1% are satisfied.

Table – 59:
Satisfaction of supervisor on library professional’s performance by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	5.7%	21.4%	7.1%	0.0%	0.0%	34.3%
10 years	2.9%	12.9%	8.6%	0.0%	1.4%	25.7%
15 years	1.4%	7.1%	7.1%	0.0%	0.0%	15.7%
More than 20 years	1.4%	17.1%	4.3%	1.4%	0.0%	24.3%
Total	11.4%	58.6%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.15 Satisfaction of library professionals on supervisor effort for the development of library:

Satisfaction of library professionals on supervisor effort for the development of library is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.15.1 Satisfaction of library professionals on supervisor effort for the development of library by age group:

By analyzing the data as shown in table below, among ages between 20-30, 4.3% are highly satisfied and 8.6% are satisfied. Among ages between 30-40, 2.9% are highly satisfied and 20.0% are satisfied. Among ages between 40-50, 4.3% are highly satisfied and 11.4% are

satisfied. And among ages between 50-60, 1.4% is highly satisfied and 7.1% are satisfied. The analysis indicates that age group between 30-40 are most satisfied on supervisor effort for the development of library.

Table – 60:
Satisfaction of library professionals on supervisor effort for the development of library by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	4.3%	8.6%	2.9%	0.0%	0.0%	15.7%
30 - 40	2.9%	20.0%	12.9%	2.9%	0.0%	38.6%
40 - 50	4.3%	11.4%	8.6%	0.0%	0.0%	24.3%
50 - 60	1.4%	7.1%	8.6%	2.9%	1.4%	21.4%
Total	12.9%	47.1%	32.9%	5.7%	1.4%	100.0%

Source: Survey data

4.15.2 Satisfaction of library professionals on supervisor effort for the development of library by gender: The data analysis in the table below shows that female respondents with 11.4% highly satisfied and 22.9% satisfied are more satisfied than male on supervisor effort for the development of library. While the male respondents are 25.7% of highly satisfied and satisfied.

Table – 61:
Satisfaction of library professionals on supervisor effort for the development of library by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	1.4%	24.3%	21.4%	5.7%	1.4%	54.3%
Female	11.4%	22.9%	11.4%	0.0%	0.0%	45.7%
Total	12.9%	47.1%	32.9%	5.7%	1.4%	100.0%

Source: Survey data

4.15.3 Satisfaction of library professionals on supervisor effort for the development of library by educational qualification: By analyzing the data shown in table below, the most satisfied are MLISc holders with 7.1% of highly satisfied and 14.3% satisfied. While Ph.D holders with 2.9% highly satisfied and 14.3% satisfied are the second satisfied educational groups. And among MPhil holders, 1.4% is highly satisfied and 12.9% are satisfied. Among BLISc, 1.4% is highly satisfied and 2.9% are satisfied. And among Diploma/Certificate holders, only 2.9% are highly satisfied and satisfied.

Table – 62:
Satisfaction of library professionals on supervisor effort for the development of library by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	2.9%	14.3%	1.4%	2.9%	0.0%	21.4%
Mphil	1.4%	12.9%	8.6%	0.0%	0.0%	22.9%
MLISc	7.1%	14.3%	18.6%	2.9%	1.4%	44.3%
BLISc	1.4%	2.9%	1.4%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Total	12.9%	47.1%	32.9%	5.7%	1.4%	100.0%

Source: Survey data

4.15.4 Satisfaction of library professionals on supervisor effort for the development of library by designation: By analyzing the data as shown in table below, on average Professors are most satisfied on supervisor effort for the development of library with 7.1% of highly satisfied and satisfied. And in the second satisfied on average are Deputy Librarians with 4.3% highly satisfied and satisfied. While Librarian consist of 1.4% highly satisfied and 10.0% satisfied. Among Assistant Librarian, 2.9% are highly satisfied, 2.9% are satisfied. Among Professional Assistant, 1.4% are highly satisfied, 1.4% are satisfied. Among Semi Professional Assistant, 2.9% are highly satisfied, 4.3% are satisfied. Among Library Assistant, 4.3% are highly satisfied, 8.6% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 4.3% are satisfied. And among Library Attendant/Library Worker, 0.0% highly satisfied, 4.3% are satisfied.

Table – 63:

Satisfaction of library professionals on supervisor effort for the development of library by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	1.4%	10.0%	10.0%	5.7%	1.4%	28.6%
Assistant Librarian	2.9%	2.9%	2.9%	0.0%	0.0%	8.6%
Professor	0.0%	7.1%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	2.9%	4.3%	4.3%	0.0%	0.0%	11.4%
Library Assistant	4.3%	8.6%	8.6%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	4.3%	4.3%	0.0%	0.0%	8.6%
Total	12.9%	47.1%	32.9%	5.7%	1.4%	100.0%

Source: Survey data

4.15.5 Satisfaction of library professionals on supervisor effort for the development of library by length of service: The analysis shows that among the service length of the respondents, service length of 5 years with 7.1% of highly satisfied and 20.0% satisfied are most satisfied on supervisor effort for the

development of library. Among service length of 10 years, 2.9% are highly satisfied, 14.3% are satisfied. Among service length of 15 years, 1.4% are highly satisfied, 5.7% are satisfied. And among service length of more than 20 years 1.4% are highly satisfied, 7.1% are satisfied.

Table – 64:
Satisfaction of library professionals on supervisor effort for the development of library by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	7.1%	20.0%	5.7%	1.4%	0.0%	34.3%
10 years	2.9%	14.3%	7.1%	1.4%	0.0%	25.7%
15 years	1.4%	5.7%	8.6%	0.0%	0.0%	15.7%
More than 20 years	1.4%	7.1%	11.4%	2.9%	1.4%	24.3%
Total	12.9%	47.1%	32.9%	5.7%	1.4%	100.0%

Source: Survey data

4.16 Satisfaction of library professionals on efficiency of co-workers:

Satisfaction of library professionals on efficiency of co-workers is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.16.1 Satisfaction of library professionals on efficiency of co-workers by age group:

By analyzing the data as shown in table below, the most satisfied on average are among ages between 20-30 with 5.7% highly satisfied and 5.7% satisfied. Among ages between 30-40, 1.4% are highly satisfied, 20.0% are

satisfied. While among ages between 40-50, 2.9% on highly satisfied, 15.7% are satisfied. And among ages between 50-60, 1.4% is highly satisfied, 11.4% are satisfied.

Table – 65:
Satisfaction of library professionals on efficiency of co-workers by age group

Age of the respondent library professional	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	Total
	20 - 30	5.7%	5.7%	4.3%	0.0%	
30 - 40	1.4%	20.0%	17.1%	0.0%	0.0%	38.6%
40 - 50	2.9%	15.7%	4.3%	0.0%	1.4%	24.3%
50 - 60	1.4%	11.4%	7.1%	1.4%	0.0%	21.4%
Total	11.4%	52.9%	32.9%	1.4%	1.4%	100.0%

Source: Survey data

4.16.2 Satisfaction of library professionals on efficiency of co-workers by gender: By analyzing the data as shown in table below, the male respondents with 1.4% of highly satisfied and 34.3% satisfied are more satisfied than female respondents. While the female respondents constitutes 10.0% of highly satisfied and 18.6% of satisfied on efficiency of co-workers by gender.

Table – 66:
Satisfaction of library professionals on efficiency of co-workers by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	1.4%	34.3%	15.7%	1.4%	1.4%	54.3%
Female	10.0%	18.6%	17.1%	0.0%	0.0%	45.7%
Total	11.4%	52.9%	32.9%	1.4%	1.4%	100.0%

Source: Survey data

4.16.3 Satisfaction of library professionals on efficiency of co-workers by educational qualification: By analyzing the data shown in table below, MPhil holders are most satisfied with 5.7% highly satisfied and 10.0% satisfied. Among Ph.D holders, 1.4% are highly satisfied, 12.9% are satisfied. Among MLISc, 2.9% are highly satisfied, 24.3% are satisfied. And among BLISc, 1.4% are highly satisfied, 1.4% are satisfied while among Diploma/Certificate holders, 0.0% highly satisfied, 4.3% are satisfied.

Table – 67:
Satisfaction of library professionals on efficiency of co-workers by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	1.4%	12.9%	7.1%	0.0%	0.0%	21.4%
Mphil	5.7%	10.0%	5.7%	0.0%	1.4%	22.9%
MLISc	2.9%	24.3%	15.7%	1.4%	0.0%	44.3%
BLISc	1.4%	1.4%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	1.4%	0.0%	0.0%	5.7%
Total	11.4%	52.9%	32.9%	1.4%	1.4%	100.0%

Source: Survey data

4.16.4 Satisfaction of library professionals on efficiency of co-workers by designation: By analyzing the data as shown in a table below, among Librarian, 0.0% highly satisfied, 15.7% are satisfied. Among Assistant Librarian, 1.4% are highly satisfied, 2.9% are satisfied. Among Professor, 0.0% highly satisfied, 5.7% are satisfied. Among Deputy Librarians, 0.0% highly satisfied, 4.3% are satisfied. Among Professional Assistant, 1.4% are highly satisfied, 2.9% are satisfied. Among Semi Professional Assistant, 1.4% are highly satisfied, 10.0% are satisfied. Among Library Assistant, 5.7% are highly satisfied, 7.1% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 1.4% is satisfied. Among Library Attendant/Library Worker, 1.4% is highly satisfied, 2.9% are satisfied. The analysis shows that on average Semi Professional Assistant are most satisfied on efficiency of workers.

Table – 68:
Satisfaction of library professionals on efficiency of co-workers by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	0.0%	15.7%	11.4%	1.4%	0.0%	28.6%
Assistant Librarian	1.4%	2.9%	4.3%	0.0%	0.0%	8.6%
Professor	0.0%	5.7%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	2.9%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	1.4%	10.0%	0.0%	0.0%	0.0%	11.4%
Library Assistant	5.7%	7.1%	7.1%	0.0%	1.4%	21.4%
Technical Assistant	0.0%	1.4%	2.9%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	1.4%	2.9%	4.3%	0.0%	0.0%	8.6%
Total	11.4%	52.9%	32.9%	1.4%	1.4%	100.0%

Source: Survey data

4.16.5 Satisfaction of library professionals on efficiency of co-workers by length of service: By analyzing the data as shown in table below, the length of service for less than 5 years are most satisfied constituting with 7.1% highly satisfied and 15.7% satisfied. Among service length of 10 years, 0.0% highly satisfied, 14.3% are satisfied. Among service length of 15 years, 1.4% are highly

satisfied, 8.6% are satisfied. Among service length of more than 20 years, 2.9% are highly satisfied, 14.3% are satisfied.

Table – 69:
Satisfaction of library professionals on efficiency of co-workers by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	7.1%	15.7%	11.4%	0.0%	0.0%	34.3%
10 years	0.0%	14.3%	11.4%	0.0%	0.0%	25.7%
15 years	1.4%	8.6%	4.3%	0.0%	1.4%	15.7%
More than 20 years	2.9%	14.3%	5.7%	1.4%	0.0%	24.3%
Total	11.4%	52.9%	32.9%	1.4%	1.4%	100.0%

Source: Survey data

4.17 Satisfaction of library professionals on relationship with co-workers:

Satisfaction of library professionals on relationship with co-workers is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.17.1 Satisfaction of library professionals on relationship with co-workers

by age group: By analyzing the data in the table below, it shows on average that ages between 20-30 are most satisfied with 4.3% of highly satisfied and 10.0% satisfied. While ages between 30-40 are 2.9% highly satisfied and 25.7% satisfied. Among ages between 40-50, 4.3% are highly satisfied, 17.1% are satisfied. And among ages between 50-60, 0.0% highly satisfied, 12.9% are satisfied.

Table – 70:
Satisfaction of library professionals on relationship with co-workers by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	4.3%	10.0%	1.4%	0.0%	0.0%	15.7%
30 - 40	2.9%	25.7%	10.0%	0.0%	0.0%	38.6%
40 - 50	4.3%	17.1%	2.9%	0.0%	0.0%	24.3%
50 - 60	0.0%	12.9%	7.1%	1.4%	0.0%	21.4%
Total	11.4%	65.7%	21.4%	1.4%	0.0%	100.0%

Source: Survey data

4.17.2 Satisfaction of library professionals on relationship with co-workers

by gender: By analyzing the data as shown in the table below, among the male respondents, 1.4% are highly satisfied, 38.6% are satisfied which indicates that they are more satisfied than female. While among the female respondents, 10.0% are highly satisfied and 27.1% are satisfied on relationship with co-workers.

Table – 71:
Satisfaction of library professionals on relationship with co-workers by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	1.4%	38.6%	12.9%	1.4%	0.0%	54.3%
Female	10.0%	27.1%	8.6%	0.0%	0.0%	45.7%
Total	11.4%	65.7%	21.4%	1.4%	0.0%	100.0%

Source: Survey data

4.17.3 Satisfaction of library professionals on relationship with co-workers by educational qualification: By analyzing the data shown in table below, among Ph.D degree holders, 2.9% are highly satisfied, 12.9% are satisfied. Among MPhil holders, 2.9% are highly satisfied, 14.3% are satisfied. Among MLISc, 4.3% are highly satisfied, 31.4% are satisfied. Among BLISc, 1.4% are highly satisfied, 4.3% are satisfied. Among Diploma/Certificate holders, 0.0% highly satisfied, 2.9% are satisfied. The analysis shows that on average BLISc degree holders are most satisfied on relationship with co-workers.

Table – 72:
Satisfaction of library professionals on relationship with co-workers by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	2.9%	12.9%	5.7%	0.0%	0.0%	21.4%
Mphil	2.9%	14.3%	5.7%	0.0%	0.0%	22.9%
MLISc	4.3%	31.4%	8.6%	0.0%	0.0%	44.3%
BLISc	1.4%	4.3%	0.0%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Total	11.4%	65.7%	21.4%	1.4%	0.0%	100.0%

Source: Survey data

4.17.4 Satisfaction of library professionals on relationship with co-workers by designation: By analyzing the data as shown in table below, Library Attendant/Library Worker on average are most satisfied with 8.6% of highly satisfied and satisfied. While among Librarian, 0.0% highly satisfied and 22.9% satisfied. Among Assistant Librarian, 1.4% is highly satisfied, 4.3% are satisfied.

Among Professor, 1.4% is highly satisfied, 4.3% are satisfied. Among Deputy Librarians, 0.0% highly satisfied, 2.9% are satisfied. Among Professional Assistant, 2.9% are highly satisfied, 1.4% are satisfied. Among Semi Professional Assistant, 1.4% are highly satisfied, 8.6% are satisfied. Among Library Assistant, 4.3% are highly satisfied, 10.0% are satisfied. Among Technical Assistant, 0.0% highly satisfied, 2.9% are satisfied.

Table – 73:
Satisfaction of library professionals on relationship with co-workers by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	0.0%	22.9%	5.7%	0.0%	0.0%	28.6%
Assistant Librarian	1.4%	4.3%	2.9%	0.0%	0.0%	8.6%
Professor	1.4%	4.3%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	1.4%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	1.4%	8.6%	0.0%	1.4%	0.0%	11.4%
Library Assistant	4.3%	10.0%	7.1%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	8.6%	0.0%	0.0%	0.0%	8.6%
Total	11.4%	65.7%	21.4%	1.4%	0.0%	100.0%

Source: Survey data

4.17.5 Satisfaction of library professionals on relationship with co-workers by length of service: By analyzing the data as shown in table below, the most satisfied are among length of service for less than 5 years constituting 5.7% of highly satisfied and 24.3% of satisfied. While among service length of 10 years 1.4% on highly satisfied, 17.1% are satisfied. Among service length of 15 years 2.9% are highly satisfied, 8.6% are satisfied. And among service length of more than 20 years 1.4% on highly satisfied, 15.7% are satisfied.

Table – 74:
Satisfaction of library professionals on relationship with co-workers by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	5.7%	24.3%	4.3%	0.0%	0.0%	34.3%
10 years	1.4%	17.1%	7.1%	0.0%	0.0%	25.7%
15 years	2.9%	8.6%	4.3%	0.0%	0.0%	15.7%
More than 20 years	1.4%	15.7%	5.7%	1.4%	0.0%	24.3%
Total	11.4%	65.7%	21.4%	1.4%	0.0%	100.0%

Source: Survey data

4.18 Satisfaction of library professionals on strength of co-workers:

Satisfaction of library professionals on strength of co-workers is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.18.1 Satisfaction of library professionals on strength of co-workers by age group: By analyzing the data as shown on the table below, ages between 40-50 with 2.9% highly satisfied and 12.9% satisfied are considered most satisfied on strength of co-workers. While among ages between 20-30, 2.9% are highly satisfied, 5.7% are satisfied. Then, among ages between 30-40, 0.0% on highly satisfied and 17.1% are satisfied. And among ages between 50-60, 12.9% are highly satisfied and satisfied.

Table – 75:
Satisfaction of library professionals on strength of co-workers by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	5.7%	5.7%	0.0%	1.4%	15.7%
30 - 40	0.0%	17.1%	17.1%	4.3%	0.0%	38.6%
40 - 50	2.9%	12.9%	5.7%	1.4%	1.4%	24.3%
50 - 60	0.0%	12.9%	5.7%	2.9%	0.0%	21.4%
Total	5.7%	48.6%	34.3%	8.6%	2.9%	100.0%

Source: Survey data

4.18.2 Satisfaction of library professionals on strength of co-workers by gender: By analyzing the data as shown on the table below, among the male respondents, 1.4% is highly satisfied, 24.3% are satisfied. Among the female respondents, 4.3% are highly satisfied, 24.3% are satisfied. The analysis shows that female respondents are more satisfied than male on strength of co-workers.

Table – 76:
Satisfaction of library professionals on strength of co-workers by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	1.4%	24.3%	21.4%	4.3%	2.9%	54.3%
Female	4.3%	24.3%	12.9%	4.3%	0.0%	45.7%
Total	5.7%	48.6%	34.3%	8.6%	2.9%	100.0%

Source: Survey data

4.18.3 Satisfaction of library professionals on strength of co-workers by educational qualification: The analysis shows that on average BLISc degree holders with 5.7% of highly satisfied and satisfied are most satisfied on strength of co-workers. While among Ph.D, 1.4% is highly satisfied, 11.4% are satisfied. Among Mphil holders 1.4% is highly satisfied, 11.4% are satisfied. Among MLISc, 2.9% are highly satisfied, 17.1% are satisfied. Among Diploma/Certificate holders, 0.0% on highly satisfied while 2.9% are satisfied.

Table – 77:
Satisfaction of library professionals on strength of co-workers by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	1.4%	11.4%	8.6%	0.0%	0.0%	21.4%
Mphil	1.4%	11.4%	5.7%	1.4%	2.9%	22.9%
MLISc	2.9%	17.1%	18.6%	5.7%	0.0%	44.3%
BLISc	0.0%	5.7%	0.0%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Total	5.7%	48.6%	34.3%	8.6%	2.9%	100.0%

Source: Survey data

4.18.4 Satisfaction of library professionals on strength of co-workers by designation: By analyzing the data as shown on the table below, on average Deputy Librarian are most satisfied on strength of co-workers with 4.3% of highly satisfied and satisfied. While among Librarian 0.0% on highly satisfied, 10.0% are satisfied. Among Assistant Librarian 1.4% is highly satisfied, 2.9% are satisfied. Among Professor, 0.0% on highly satisfied, 4.3% are satisfied. Among Professional Assistant, 1.4% is highly satisfied, 2.9% are satisfied. Among Semi Professional Assistant, 1.4% is highly satisfied, 8.6% are satisfied. Among Library Assistant, 1.4% is highly satisfied, 10.0% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 2.9% is satisfied. Among Library Attendant/Library Worker, 0.0% on highly satisfied, 2.9% are satisfied.

Table – 78:
Satisfaction of library professionals on strength of co-workers by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	0.0%	10.0%	14.3%	4.3%	0.0%	28.6%
Assistant Librarian	1.4%	2.9%	2.9%	1.4%	0.0%	8.6%
Professor	0.0%	4.3%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	2.9%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	1.4%	8.6%	0.0%	1.4%	0.0%	11.4%
Library Assistant	1.4%	10.0%	7.1%	0.0%	2.9%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	2.9%	4.3%	1.4%	0.0%	8.6%
Total	5.7%	48.6%	34.3%	8.6%	2.9%	100.0%

Source: Survey data

4.18.5 Satisfaction of library professionals on strength of co-workers by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 2.9% are highly satisfied, 15.7% are satisfied. Among service length of 10 years 1.4% is highly satisfied, 11.4% are satisfied. Among service length of 15 years 1.4% is highly satisfied, 7.1% are satisfied. Among service length of more than 20 years 0.0% on highly satisfied, 14.3% are

satisfied. The analysis shows that service lengths of less than 5 years are most satisfied on strength of co-workers.

Table – 79:
Satisfaction of library professionals on strength of co-workers by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	2.9%	15.7%	14.3%	1.4%	0.0%	34.3%
10 years	1.4%	11.4%	8.6%	2.9%	1.4%	25.7%
15 years	1.4%	7.1%	5.7%	0.0%	1.4%	15.7%
More than 20 years	0.0%	14.3%	5.7%	4.3%	0.0%	24.3%
Total	5.7%	48.6%	34.3%	8.6%	2.9%	100.0%

Source: Survey data

4.19 Satisfaction of library professionals on professional experience getting from work:

Satisfaction of library professionals on professional experience getting from work is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.19.1 Satisfaction of library professionals on professional experience getting from work by age group:

The analysis indicates that on average age group between 20-30 are most satisfied on professional experience getting from work with 2.9% highly satisfied and 11.4% satisfied. While among ages between 30-40, 8.6% on highly satisfied, 17.1% are satisfied. Among ages between 40-50, 1.4% are highly satisfied, 12.9% are satisfied. And among ages between 50-60, 1.4% is highly satisfied, 14.3% are satisfied.

Table – 80:
Satisfaction of library professionals on professional experience getting from work
by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	11.4%	1.4%	0.0%	0.0%	15.7%
30 - 40	8.6%	17.1%	11.4%	1.4%	0.0%	38.6%
40 - 50	1.4%	12.9%	10.0%	0.0%	0.0%	24.3%
50 - 60	1.4%	14.3%	4.3%	0.0%	1.4%	21.4%
Total	14.3%	55.7%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.19.2 Satisfaction of library professionals on professional experience getting from work by gender: By analyzing the data as shown on the table below, among the male respondents, 7.1% are highly satisfied, 30.0% are satisfied. Among the female respondents, 7.1% are highly satisfied, 25.7% are satisfied. The analysis shows that male respondents are more satisfied than female on professional experience getting from work.

Table – 81:
Satisfaction of library professionals on professional experience getting from work by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	5 7.1%	21 30.0%	11 15.7%	0 0.0%	1 1.4%	38 54.3%
Female	5 7.1%	18 25.7%	8 11.4%	1 1.4%	0 0.0%	32 45.7%
Total	10 14.3%	39 55.7%	19 27.1%	1 1.4%	1 1.4%	70 100.0%

Source: Survey data

4.19.3 Satisfaction of library professionals on professional experience getting from work by educational qualification: By analyzing the data shown on the table below, among Ph.D, 7.1% is highly satisfied, 11.4% are satisfied. Among MPhil holders 1.4% is highly satisfied, 11.4% are satisfied. Among MLISc, 5.7% are highly satisfied, 27.1% are satisfied. Among BLISc, 0.0% on highly satisfied, 2.9% are satisfied. Among Diploma/Certificate holders, 0.0% on highly satisfied, 2.9% are satisfied. The analysis shows that Ph.D degree holders are most satisfied on professional experience getting from work.

Table – 82:
Satisfaction of library professionals on professional experience getting from work
by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	7.1%	11.4%	2.9%	0.0%	0.0%	21.4%
Mphil	1.4%	11.4%	8.6%	1.4%	0.0%	22.9%
MLISc	5.7%	27.1%	10.0%	0.0%	1.4%	44.3%
BLISc	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Total	14.3%	55.7%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.19.4 Satisfaction of library professionals on professional experience getting from work by designation: The analysis below shows that on average Library Attendant/Library Worker with 1.4% of highly satisfied and 5.7% satisfied are most satisfied on professional experience getting from work. While among Librarian 2.9% on highly satisfied, 15.7% are satisfied. Among Assistant Librarian 4.3% are highly satisfied, 1.4% is satisfied. Among Professor, 0.0% on highly satisfied, 1.4% is satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 2.9% are satisfied. Among Professional Assistant, 0.0% on highly satisfied, 4.3% are satisfied. Among Semi Professional Assistant, 0.0% on highly satisfied, 8.6% are satisfied. Among Library Assistant, 4.3% are highly satisfied, 8.6% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 4.3% are satisfied.

Table – 83:
Satisfaction of library professionals on professional experience getting from
work by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	2.9%	15.7%	8.6%	0.0%	1.4%	28.6%
Assistant Librarian	4.3%	1.4%	2.9%	0.0%	0.0%	8.6%
Professor	1.4%	4.3%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	0.0%	1.4%	0.0%	5.7%
Semi Professional Assistant	0.0%	8.6%	2.9%	0.0%	0.0%	11.4%
Library Assistant	4.3%	8.6%	8.6%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	1.4%	5.7%	1.4%	0.0%	0.0%	8.6%
Total	14.3%	55.7%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.19.5 Satisfaction of library professionals on professional experience getting from work by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 8.6% are highly satisfied, 17.1% are satisfied. Among service length of 10 years 2.9% are highly satisfied, 15.7% are satisfied. Among service length of 15 years 1.4% is highly satisfied, 8.6% are

satisfied. Among service length of more than 20 years 1.4% is highly satisfied, 14.3% are satisfied. The analysis shows that service lengths of less than 5 years are most satisfied on professional experience getting from work.

Table – 84:
Satisfaction of library professionals on professional experience getting from work by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	8.6%	17.1%	8.6%	0.0%	0.0%	34.3%
10 years	2.9%	15.7%	7.1%	0.0%	0.0%	25.7%
15 years	1.4%	8.6%	4.3%	1.4%	0.0%	15.7%
More than 20 years	1.4%	14.3%	7.1%	0.0%	1.4%	24.3%
Total	14.3%	55.7%	27.1%	1.4%	1.4%	100.0%

Source: Survey data

4.20 Satisfaction of library professionals to the authority for the opportunities in attending seminar, conference, training:

Satisfaction of library professionals to the authority for the opportunities in attending seminar, conference, and training is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.20.1 Satisfaction of library professionals to the authority for opportunities in attending seminar, conference, training by age group:

By analyzing the data as shown on the table below, on average ages between 20-30 are most satisfied with 2.9% of highly satisfied and 5.7% satisfied. While among ages between 30-40, 2.9% are highly satisfied, 8.6% are satisfied. Among ages between 40-50, 1.4% is highly satisfied, 11.4% are satisfied. And among ages between 50-60,

4.3% are highly satisfied, 4.3% are satisfied on authority for the opportunities in attending seminars, conference, training.

Table – 85:
Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by age group

<i>Age of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
20 - 30	2.9%	5.7%	4.3%	2.9%	0.0%	15.7%
30 - 40	2.9%	8.6%	18.6%	5.7%	2.9%	38.6%
40 - 50	1.4%	11.4%	10.0%	0.0%	1.4%	24.3%
50 - 60	4.3%	4.3%	8.6%	4.3%	0.0%	21.4%
Total	11.4%	30.0%	41.4%	12.9%	4.3%	100.0%

Source: Survey data

4.20.2 Satisfaction of library professionals to the authority for opportunities in attending seminar, conference, training by gender: By analyzing the data as shown on the table below, among the male respondents, 5.7% are highly satisfied, 21.4% are satisfied,. Among the female respondents, 5.7% are highly satisfied, 8.6% are satisfied. The analysis shows that male respondents are more satisfied than female on authority for the opportunities in attending seminars, conference, and training.

Table – 86:
Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	5.7%	21.4%	21.4%	2.9%	2.9%	54.3%
Female	5.7%	8.6%	20.0%	10.0%	1.4%	45.7%
Total	11.4%	30.0%	41.4%	12.9%	4.3%	100.0%

Source: Survey data

4.20.3 Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by qualification: The analysis data shown on the table below indicates that Ph.D holders with 7.1% of highly satisfied and 7.1% satisfied are most satisfied on authority for the opportunities in attending seminars, conference, and training. While among Mphil holders 2.9% are highly satisfied, 5.7% are satisfied. Among MLISc, 1.4% is highly satisfied, 14.3% are satisfied. Among BLISc, 0.0% on highly satisfied, 1.4% is satisfied. And among Diploma/Certificate holders, 0.0% on highly satisfied, 1.4% is satisfied.

Table – 87:
Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	7.1%	7.1%	5.7%	1.4%	0.0%	21.4%
Mphil	2.9%	5.7%	7.1%	5.7%	1.4%	22.9%
MLISc	1.4%	14.3%	20.0%	5.7%	2.9%	44.3%
BLISc	0.0%	1.4%	4.3%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	1.4%	4.3%	0.0%	0.0%	5.7%
Total	11.4%	30.0%	41.4%	12.9%	4.3%	100.0%

Source: Survey data

4.20.4 Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by designation: By analyzing the data as shown on the table below, among Librarian 2.9% are highly satisfied, 8.6% are satisfied. Among Assistant Librarian 2.9% are highly satisfied, 2.9% are satisfied. Among Professor, 2.9% are highly satisfied, 2.9% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 2.9% are satisfied. Among Professional Assistant, 1.4% is highly satisfied, 1.4% is satisfied. Among Semi Professional Assistant, 0.0% on highly satisfied, 1.4% is satisfied. Among Library Assistant, 1.4% is highly satisfied, 5.7% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 2.9% are satisfied. Among Library Attendant/Library Worker, 0.0% on highly satisfied, 1.4% is satisfied. The analysis shows that on average Assistant Librarian are most satisfied on authority for the opportunities in attending seminars, conference, and training.

Table – 88:
Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	2.9%	8.6%	14.3%	2.9%	0.0%	28.6%
Assistant Librarian	2.9%	2.9%	2.9%	0.0%	0.0%	8.6%
Professor	2.9%	2.9%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	0.0%	2.9%	0.0%	5.7%
Semi Professional Assistant	0.0%	1.4%	10.0%	0.0%	0.0%	11.4%
Library Assistant	1.4%	5.7%	5.7%	5.7%	2.9%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	4.3%	1.4%	1.4%	8.6%
Total	11.4%	30.0%	41.4%	12.9%	4.3%	100.0%

Source: Survey data

4.20.5 Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by service length: By analyzing the data on the table below, the analysis shows that service lengths of less than 5 years are most satisfied on authority for the opportunities in attending seminars, conference, training with 4.3% of highly satisfied and 10.0% satisfied. While

among service length of 10 years 1.4% is highly satisfied, 8.6% are satisfied. Among service length of 15 years 1.4% is highly satisfied, 5.7% are satisfied. And among service length of more than 20 years 4.3% are highly satisfied, 5.7% are satisfied.

Table – 89:
Satisfaction of library professionals on authority for the opportunities in attending seminar, conference, training by service length

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	4.3%	10.0%	14.3%	2.9%	2.9%	34.3%
10 years	1.4%	8.6%	12.9%	2.9%	0.0%	25.7%
15 years	1.4%	5.7%	4.3%	2.9%	1.4%	15.7%
More than 20 years	4.3%	5.7%	10.0%	4.3%	0.0%	24.3%
Total	11.4%	30.0%	41.4%	12.9%	4.3%	100.0%

Source: Survey data

4.21 Satisfaction of library professionals on chances getting for further studies and study leave:

Satisfaction of library professionals on chances getting for further studies and study leave is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.21.1 Satisfaction of library professionals on chances getting for further studies and study leave by age group: The analysis indicates that ages between 40-50 with 18.5% of highly satisfied and satisfied are most satisfied on chances getting for further studies and study leave. While among ages between 20-30,

2.9% are highly satisfied, 1.4% is satisfied. Among age group between 30-40 2.9% are highly satisfied and 11.4% are satisfied. And among ages between 50-60, 1.4% is highly satisfied, 10.0% are satisfied.

Table – 90:
Satisfaction of library professionals on chances getting for further studies and study leave by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	1.4%	8.6%	1.4%	1.4%	15.7%
30 - 40	2.9%	11.4%	15.7%	8.6%	0.0%	38.6%
40 - 50	1.4%	17.1%	2.9%	2.9%	0.0%	24.3%
50 - 60	1.4%	10.0%	5.7%	4.3%	0.0%	21.4%
Total	8.6%	40.0%	32.9%	17.1%	1.4%	100.0%

Source: Survey data

4.21.2 Satisfaction of library professionals on chances getting for further studies and study leave by gender: By analyzing the data as shown on the table below, the male respondents with 2.9% highly satisfied and 25.7% satisfied are more satisfied than female on chances getting for further studies and study leave. While among the female respondents, 5.7% are highly satisfied and 14.3% are satisfied.

Table – 91:
Satisfaction of library professionals on chances getting for further studies and study leave by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	2.9%	25.7%	20.0%	5.7%	0.0%	54.3%
Female	5.7%	14.3%	12.9%	11.4%	1.4%	45.7%
Total	8.6%	40.0%	32.9%	17.1%	1.4%	100.0%

Source: Survey data

4.21.3 Satisfaction of library professionals on chances getting for further studies and study leave by educational qualification: The analysis on the table below shows on average that with 4.3% of highly satisfied and 11.4% of satisfied, Ph.D degree holders are most satisfied on chances getting for further studies and study leave. Among Mphil holders 2.9% are highly satisfied, 7.1% are satisfied. Among MLISc, 1.4% is highly satisfied, 17.1% are satisfied. Among BLISc, 0.0% on highly satisfied, 1.4% is satisfied. Among Diploma/Certificate holders, 0.0% on highly satisfied, 2.9% is satisfied.

Table – 92:
Satisfaction of library professionals on chances getting for further studies and study leave by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	4.3%	11.4%	5.7%	0.0%	0.0%	21.4%
Mphil	2.9%	7.1%	7.1%	5.7%	0.0%	22.9%
MLISc	1.4%	17.1%	17.1%	7.1%	1.4%	44.3%
BLISc	0.0%	1.4%	1.4%	2.9%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Total	8.6%	40.0%	32.9%	17.1%	1.4%	100.0%

Source: Survey data

4.21.4 Satisfaction of library professionals on chances getting for further studies and study leave by designation: By analyzing the data as shown on the table below, among Librarian 1.4% is highly satisfied, 12.9% are satisfied. Among Assistant Librarian 2.9% are highly satisfied, 2.9% are satisfied. Among Professor, 1.4% is highly satisfied, 2.9% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 4.3% are satisfied. Among Professional Assistant, 0.0% on highly satisfied, 4.3% are satisfied. Among Semi Professional Assistant, 1.4% is highly satisfied, 5.7% are satisfied. Among Library Assistant, 1.4% is highly satisfied, 2.9% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 2.9% are satisfied. Among Library Attendant/Library Worker, 0.0% on highly satisfied, 1.4% is satisfied. The analysis shows that on average Assistant Librarian are most satisfied on chances getting for further studies and study leave.

Table – 93:
Satisfaction of library professionals on chances getting for further studies and study leave by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	1.4%	12.9%	10.0%	4.3%	0.0%	28.6%
Assistant Librarian	2.9%	2.9%	2.9%	0.0%	0.0%	8.6%
Professor	1.4%	2.9%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	0.0%	1.4%	0.0%	5.7%
Semi Professional Assistant	1.4%	5.7%	1.4%	2.9%	0.0%	11.4%
Library Assistant	1.4%	2.9%	8.6%	7.1%	1.4%	21.4%
Technical Assistant	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	5.7%	1.4%	0.0%	8.6%
Total	8.6%	40.0%	32.9%	17.1%	1.4%	100.0%

Source: Survey data

4.21.5 Satisfaction of library professionals on chances getting for further studies and study leave by length of service: The analysis on the table below shows that service lengths of less than 5 years with 4.3% highly satisfied and 10.0% satisfied are most satisfied on chances getting for further studies and study leave. While among service length of 10 years are 11.4% of highly satisfied and

satisfied. Among service length of 15 years 1.4% is highly satisfied, 7.1% are satisfied. And among service length of more than 20 years 1.4% is highly satisfied, 12.9% are satisfied.

Table – 94:
Satisfaction of library professionals on chances getting for further studies and study leave by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	4.3%	10.0%	12.9%	5.7%	1.4%	34.3%
10 years	1.4%	10.0%	10.0%	4.3%	0.0%	25.7%
15 years	1.4%	7.1%	4.3%	2.9%	0.0%	15.7%
More than 20 years	1.4%	12.9%	5.7%	4.3%	0.0%	24.3%
Total	8.6%	40.0%	32.9%	17.1%	1.4%	100.0%

Source: Survey data

4.22 Satisfaction of library professionals on functioning of their library committee:

Satisfaction of library professionals on functioning of their library committee is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.22.1 Satisfaction of library professionals on functioning of their library committee by age group: By analyzing the data as shown on the table below, on average age group between 20-30 are most satisfied on functioning of their library committee constituting with 2.9% highly satisfied and 8.6% satisfied. While among ages between 30-40, 2.9% are highly satisfied and 11.4% are satisfied.

Among ages between 40-50, 0.0% on highly satisfied, 18.6% are satisfied. And among ages between 50-60, 0.0% on highly satisfied and 10.0% are satisfied.

Table – 95:
Satisfaction of library professionals on functioning of their library committee by age group

<i>Age of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
20 - 30	2.9%	8.6%	1.4%	1.4%	1.4%	15.7%
30 - 40	2.9%	11.4%	15.7%	7.1%	1.4%	38.6%
40 - 50	0.0%	18.6%	2.9%	2.9%	0.0%	24.3%
50 - 60	0.0%	10.0%	5.7%	5.7%	0.0%	21.4%
Total	5.7%	48.6%	25.7%	17.1%	2.9%	100.0%

Source: Survey data

4.22.2 Satisfaction of library professionals on functioning of their library committee by gender: The analysis in the table below shows that male respondents are more satisfied than female on functioning of their library committee with 1.4% highly satisfied and 27.1% satisfied. While among the female respondents, 4.3% are highly satisfied and 21.4% are satisfied.

Table – 96:
Satisfaction of library professionals on functioning of their library committee by gender

Gender type of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Male	1.4%	27.1%	12.9%	11.4%	1.4%	54.3%
Female	4.3%	21.4%	12.9%	5.7%	1.4%	45.7%
Total	5.7%	48.6%	25.7%	17.1%	2.9%	100.0%

Source: Survey data

4.22.3 Satisfaction of library professionals on functioning of their library committee by educational qualification: By analyzing the data shown on the table below, on average Mphil degree holders with 2.9% of highly satisfied and 11.4% satisfied are most satisfied on functioning of their library committee. While among Ph.D, 2.9% are highly satisfied, 8.6% are satisfied. Among MLISc, 0.0% on highly satisfied, 22.9% are satisfied. Among BLISc only 1.4% on highly satisfied and satisfied. Among Diploma/Certificate holders, 4.3% are highly satisfied and satisfied.

Table – 97:
Satisfaction of library professionals on functioning of their library committee by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	2.9%	8.6%	7.1%	2.9%	0.0%	21.4%
Mphil	2.9%	11.4%	4.3%	4.3%	0.0%	22.9%
MLISc	0.0%	22.9%	12.9%	5.7%	2.9%	44.3%
BLISc	0.0%	1.4%	1.4%	2.9%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	0.0%	1.4%	0.0%	5.7%
Total	5.7%	48.6%	25.7%	17.1%	2.9%	100.0%

Source: Survey data

4.22.4 Satisfaction of library professionals on functioning of their library committee by designation: By analyzing the data as shown on the table below, among Librarian 0.0% on highly satisfied, 14.3% are satisfied. Among Assistant Librarian 1.4% is highly satisfied, 4.3% are satisfied. Among Professor, 1.4% is highly satisfied, 2.9% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 4.3% are satisfied. Among Professional Assistant, 1.4% is highly satisfied, 1.4% are satisfied. Among Semi Professional Assistant, 0.0% on highly satisfied, 7.1% are satisfied. Among Library Assistant, 1.4% is highly satisfied, 8.6% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 4.3% are satisfied. Among Library Attendant/Library Worker, 0.0% on highly satisfied, 1.4% is satisfied. The analysis shows that on average Assistant Librarian are most satisfied on functioning of their library committee.

Table – 98:
Satisfaction of library professionals on functioning of their library committee by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	0.0%	14.3%	7.1%	7.1%	0.0%	28.6%
Assistant Librarian	1.4%	4.3%	2.9%	0.0%	0.0%	8.6%
Professor	1.4%	2.9%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	0.0%	7.1%	1.4%	2.9%	0.0%	11.4%
Library Assistant	1.4%	8.6%	7.1%	4.3%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	1.4%	1.4%	2.9%	2.9%	8.6%
Total	5.7%	48.6%	25.7%	17.1%	2.9%	100.0%

Source: Survey data

4.22.5 Satisfaction of library professionals on functioning of their library committee by length of service: The analysis on the table below shows that service lengths of less than 5 years with 4.3% of highly satisfied and 14.3% satisfied are most satisfied on functioning of their library committee. While among service length of 10 years 1.4% is highly satisfied and 12.9% are satisfied.

Among service length of 15 years 0.0% on highly satisfied, 8.6% are satisfied. And among service length of more than 20 years 12.9% are highly satisfied and satisfied.

Table – 99:
Satisfaction of library professionals on functioning of their library committee by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	4.3%	14.3%	5.7%	7.1%	2.9%	34.3%
10 years	1.4%	12.9%	10.0%	1.4%	0.0%	25.7%
15 years	0.0%	8.6%	4.3%	2.9%	0.0%	15.7%
More than 20 years	0.0%	12.9%	5.7%	5.7%	0.0%	24.3%
Total	5.7%	48.6%	25.7%	17.1%	2.9%	100.0%

Source: Survey data

4.23 Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library:

Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.23.1 Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by age group: By analyzing the data as shown on the table below, it indicates that age group between 40-50 are most satisfied on frequency of staff meeting/library committee for discussing the needs of their library with 1.4% is highly satisfied,

17.1% are satisfied. While among ages between 20-30, 2.9% are highly satisfied and 4.3% are satisfied. Among ages between 30-40, 2.9% are highly satisfied and 10.0% are satisfied. And among ages between 50-60. 12.9% of highly satisfied and satisfied.

Table – 100:
Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by age group

<i>Age of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
20 - 30	2.9%	4.3%	5.7%	2.9%	0.0%	15.7%
30 - 40	2.9%	10.0%	17.1%	7.1%	1.4%	38.6%
40 - 50	1.4%	17.1%	2.9%	2.9%	0.0%	24.3%
50 - 60	0.0%	12.9%	5.7%	2.9%	0.0%	21.4%
Total	7.1%	44.3%	31.4%	15.7%	1.4%	100.0%

Source: Survey data

4.23.2 Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by gender: By analyzing the data as shown on the table below, among the male respondents, 1.4% is highly satisfied and 28.6% are satisfied. Among the female respondents, 5.7% are highly satisfied and 15.7% are satisfied. The analysis shows that male respondents are more satisfied than female on frequency of staff meeting/library committee for discussing the needs of their library.

Table – 101:
Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	1.4%	28.6%	15.7%	7.1%	1.4%	54.3%
Female	5.7%	15.7%	15.7%	8.6%	0.0%	45.7%
Total	7.1%	44.3%	31.4%	15.7%	1.4%	100.0%

Source: Survey data

4.23.3 Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by educational qualification: By analyzing the data shown on the table below, on average Ph.D holders are most satisfied on frequency of staff meeting/library committee for discussing the needs of their library with 4.3% of highly satisfied and 10.0% of satisfied. While among Mphil holders 2.9% are highly satisfied and 11.4% are satisfied. Among MLISc, 17.1% are highly satisfied and satisfied. Among BLISc, 0.0% on highly satisfied, 1.4% is satisfied. And among Diploma/Certificate holders, 4.3% are highly satisfied and satisfied.

Table – 102:

Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	4.3%	10.0%	4.3%	2.9%	0.0%	21.4%
Mphil	2.9%	11.4%	4.3%	4.3%	0.0%	22.9%
MLISc	0.0%	17.1%	18.6%	7.1%	1.4%	44.3%
BLISc	0.0%	1.4%	2.9%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	1.4%	0.0%	0.0%	5.7%
Total	7.1%	44.3%	31.4%	15.7%	1.4%	100.0%

Source: Survey data

4.23.4 Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by designation: The analysis below shows that on average, Professor consisting with 5.7% of highly satisfied and satisfied are most satisfied on frequency of staff meeting/library committee for discussing the needs of their library. While among Librarian 0.0% on highly satisfied and 15.7% are satisfied. Among Assistant Librarian 2.9% are highly satisfied and 2.9% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 4.3% are satisfied. Among Professional Assistant, 1.4% is highly satisfied, 1.4% is satisfied. Among Semi Professional Assistant, 0.0% on highly satisfied, 7.1% are satisfied. Among Library Assistant, 1.4% is highly satisfied, 4.3% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 4.3% are satisfied. And among Library Attendant/Library Worker 0.0% on highly satisfied and satisfied.

Table – 103:
Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	0.0%	15.7%	7.1%	5.7%	0.0%	28.6%
Assistant Librarian	2.9%	2.9%	2.9%	0.0%	0.0%	8.6%
Professor	1.4%	4.3%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	1.4%	1.4%	0.0%	5.7%
Semi Professional Assistant	0.0%	7.1%	2.9%	1.4%	0.0%	11.4%
Library Assistant	1.4%	4.3%	11.4%	4.3%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	0.0%	4.3%	2.9%	1.4%	8.6%
Total	7.1%	44.3%	31.4%	15.7%	1.4%	100.0%

Source: Survey data

4.23.5 Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by length of service: By analyzing the data as shown on the table below, consisting with 12.8% of highly satisfied and satisfied, on average service lengths of 10 years are most satisfied on frequency of staff meeting/library committee for discussing the

needs of their library. While among service length of less than 5 years 4.3% are highly satisfied and 10.0% are satisfied. Among service length of 15 years 1.4% is highly satisfied and 7.1% are satisfied. And among service length of more than 20 years 0.0% on highly satisfied and 15.7% are satisfied.

Table – 104:
Satisfaction of library professionals on frequency of staff meeting/library committee for discussing the needs of their library by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	4.3%	10.0%	12.9%	5.7%	1.4%	34.3%
10 years	1.4%	11.4%	10.0%	2.9%	0.0%	25.7%
15 years	1.4%	7.1%	4.3%	2.9%	0.0%	15.7%
More than 20 years	0.0%	15.7%	4.3%	4.3%	0.0%	24.3%
Total	7.1%	44.3%	31.4%	15.7%	1.4%	100.0%

Source: Survey data

4.24 Satisfaction of library professionals on effort taken by library committee for the development of libraries:

Satisfaction of library professionals on effort taken by library committee for the development of libraries is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.24.1 Satisfaction of library professionals on effort taken by library committee for the development of libraries by age group: The analysis indicates that age group between 30-40 constituting 4.3% of highly satisfied and 17.1% of satisfied are most satisfied on effort taken by library committee for the development of libraries. While among ages between 20-30, 2.9% are highly satisfied and 4.3% are satisfied. Among ages between 40-50, 2.9% are highly satisfied and 12.9% are satisfied. And among ages between 50-60, 1.4% is highly satisfied and 7.1% are satisfied.

Table – 105:
Satisfaction of library professionals on effort taken by library committee for the development of libraries by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	Average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	4.3%	5.7%	1.4%	1.4%	15.7%
30 - 40	4.3%	17.1%	12.9%	4.3%	0.0%	38.6%
40 - 50	2.9%	12.9%	7.1%	1.4%	0.0%	24.3%
50 - 60	1.4%	7.1%	11.4%	1.4%	0.0%	21.4%
Total	11.4%	41.4%	37.1%	8.6%	1.4%	100.0%

Source: Survey data

4.24.2 Satisfaction of library professionals on effort taken by library committee for the development of libraries by gender: By analyzing the data as shown on the table below, among the male respondents, 5.7% are highly satisfied and 22.9% are satisfied. Among the female respondents, 5.7% are highly satisfied and 18.6% are satisfied. The analysis shows that male respondents are

more satisfied than female on effort taken by library committee for the development of libraries.

Table – 106:

Satisfaction of library professionals on effort taken by library committee for the development of libraries by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	5.7%	22.9%	22.9%	1.4%	1.4%	54.3%
Female	5.7%	18.6%	14.3%	7.1%	0.0%	45.7%
Total	11.4%	41.4%	37.1%	8.6%	1.4%	100.0%

Source: Survey data

4.24.3 Satisfaction of library professionals on effort taken by library committee for the development of libraries by educational qualification: The analysis shows that with 7.1% of highly satisfied and 8.6% of satisfied, on average Ph.D holders are most satisfied on effort taken by library committee for the development of libraries. While among MPhil holders 2.9% are highly satisfied and 11.4% are satisfied. Among MLISc, 1.4% is highly satisfied and 17.1% are satisfied. Among BLISc, 0.0% on highly satisfied and 2.9% are satisfied. And among Diploma/Certificate holders, 0.0% on highly satisfied and 1.4% is satisfied.

Table – 107:
Satisfaction of library professionals on effort taken by library committee for the
development of libraries by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	7.1%	8.6%	5.7%	0.0%	0.0%	21.4%
Mphil	2.9%	11.4%	7.1%	1.4%	0.0%	22.9%
MLISc	1.4%	17.1%	18.6%	5.7%	1.4%	44.3%
BLISc	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	1.4%	4.3%	0.0%	0.0%	5.7%
Total	11.4%	41.4%	37.1%	8.6%	1.4%	100.0%

Source: Survey data

4.24.4 Satisfaction of library professionals on effort taken by library committee for the development of libraries by designation: By analyzing the data as shown on the table below, on average Professor consisting with 2.9% of highly satisfied and 4.3% of satisfied are most satisfied on effort taken by library committee for the development of libraries. While among Librarian 1.4% is highly satisfied, 12.9% are satisfied. Among Assistant Librarian 2.9% are highly satisfied, 1.4% is satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 4.3% are satisfied. Among Professional Assistant, 1.4% is highly satisfied, 1.4% is satisfied. Among Semi Professional Assistant, 1.4% is highly satisfied, 5.7% are satisfied. Among Library Assistant, 1.4% is highly satisfied, 5.7% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 2.9% are satisfied. Among Library Attendant/Library Worker, 0.0% on highly satisfied, 2.9% are satisfied.

Table – 108:
Satisfaction of library professionals on effort taken by library committee for the development of libraries by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	1.4%	12.9%	11.4%	2.9%	0.0%	28.6%
Assistant Librarian	2.9%	1.4%	4.3%	0.0%	0.0%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	1.4%	1.4%	0.0%	5.7%
Semi Professional Assistant	1.4%	5.7%	2.9%	1.4%	0.0%	11.4%
Library Assistant	1.4%	5.7%	12.9%	1.4%	0.0%	21.4%
Technical Assistant	0	2	1	0	0	3
	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0	2	2	1	1	6
	0.0%	2.9%	2.9%	1.4%	1.4%	8.6%
Total	8	29	26	6	1	70
	11.4%	41.4%	37.1%	8.6%	1.4%	100.0%

Source: Survey data

4.24.5 Satisfaction of library professionals on effort taken by library committee for the development of libraries by length of service: The analysis below shows that with 4.3% of highly satisfied and 11.4% of satisfied, service lengths of 10 years are on average most satisfied on effort taken by library committee for the development of the libraries. While among service length of

less than 5 years 4.3% are highly satisfied and 15.7% are satisfied. Among service length of 10 years 4.3% are highly satisfied and 11.4% are satisfied. Among service length of 15 years 1.4% is highly satisfied and 7.1% are satisfied. And among service length of more than 20 years 1.4% is highly satisfied and 7.1% are satisfied.

Table – 109:
Satisfaction of library professionals on effort taken by library committee for the development of libraries by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	4.3%	15.7%	10.0%	2.9%	1.4%	34.3%
10 years	4.3%	11.4%	8.6%	1.4%	0.0%	25.7%
15 years	1.4%	7.1%	5.7%	1.4%	0.0%	15.7%
More than 20 years	1.4%	7.1%	12.9%	2.9%	0.0%	24.3%
Total	11.4%	41.4%	37.1%	8.6%	1.4%	100.0%

Source: Survey data

4.25 Satisfaction of library professionals on security of their job:

Satisfaction of library professionals on security of their job is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.25.1 Satisfaction of library professionals on security of their job by age group:

By analyzing the data as shown on the table below, among ages between 20-30 4.3% are highly satisfied, 2.9% are satisfied. Among ages between 30-40, 5.7% are highly satisfied, 11.4% are satisfied. Among ages between 40-50, 2.9%

are highly satisfied, 11.4% are satisfied. And among ages between 50-60 0.0% on highly satisfied, 7.1% are satisfied. The analysis indicates that on average age group between 40-50 are most satisfied on security of their job.

Table – 110:
Satisfaction of library professionals on security of their job by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
20 - 30	4.3%	2.9%	5.7%	1.4%	1.4%	15.7%
30 - 40	5.7%	11.4%	11.4%	8.6%	1.4%	38.6%
40 - 50	2.9%	11.4%	7.1%	2.9%	0.0%	24.3%
50 - 60	0.0%	7.1%	10.0%	2.9%	1.4%	21.4%
Total	12.9%	32.9%	34.3%	15.7%	4.3%	100.0%

Source: Survey data

4.25.2 Satisfaction of library professionals on security of their job by gender:

The analysis below shows that, male respondents constituting with 5.7% of highly satisfied and 21.4% of satisfied are more satisfied than female on security of their job. While among the female respondents, 7.1% are highly satisfied and 11.4% are satisfied.

Table – 111:
Satisfaction of library professionals on security of their job by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	5.7%	21.4%	20.0%	5.7%	1.4%	54.3%
Female	7.1%	11.4%	14.3%	10.0%	2.9%	45.7%
Total	12.9%	32.9%	34.3%	15.7%	4.3%	100.0%

Source: Survey data

4.25.3 Satisfaction of library professionals on security of their job by educational qualification: By analyzing the data shown on the table below, among Ph.D, 5.7% are highly satisfied, 7.1% are satisfied. Among MPhil holders 2.9% are highly satisfied, 5.7% are satisfied. Among MLISc, 4.3% are highly satisfied, 15.7% are satisfied. Among BLISc, 0.0% on highly satisfied, 2.9% are satisfied. Among Diploma/Certificate holders, 0.0% on highly satisfied, 1.4% is satisfied. The analysis shows on average that Ph.D holders are most satisfied on security of their job.

Table – 112:
Satisfaction of library professionals on security of their job by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	5.7%	7.1%	5.7%	2.9%	0.0%	21.4%
Mphil	2.9%	5.7%	10.0%	2.9%	1.4%	22.9%
MLISc	4.3%	15.7%	15.7%	5.7%	2.9%	44.3%
BLISc	0.0%	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	1.4%	1.4%	2.9%	0.0%	5.7%
Total	12.9%	32.9%	34.3%	15.7%	4.3%	100.0%

Source: Survey data

4.25.4 Satisfaction of library professionals on security of their job by designation: The analyses on average shows that with 2.9% of highly satisfied and 2.9% of satisfied, Professor are most satisfied on security of their job. While among Librarian 0.0% on highly satisfied and 11.4% are satisfied. Among Assistant Librarian 1.4% is highly satisfied and 2.9% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied and 2.9% are satisfied. Among Professional Assistant, 1.4% is highly satisfied and 1.4% is satisfied. Among Semi Professional Assistant, 2.9% are highly satisfied and 1.4% is satisfied. Among Library Assistant, 1.4% is highly satisfied and 5.7% are satisfied. Among Technical Assistant, 1.4% is highly satisfied and 1.4% is satisfied. Among Library Attendant/Library Worker, 1.4% is highly satisfied and 2.9% are satisfied

Table – 113:
Satisfaction of library professionals on security of their job by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	0.0%	11.4%	10.0%	5.7%	1.4%	28.6%
Assistant Librarian	1.4%	2.9%	2.9%	1.4%	0.0%	8.6%
Professor	2.9%	2.9%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	1.4%	1.4%	0.0%	5.7%
Semi Professional Assistant	2.9%	1.4%	1.4%	4.3%	1.4%	11.4%
Library Assistant	1.4%	5.7%	12.9%	1.4%	0.0%	21.4%
Technical Assistant	1.4%	1.4%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	1.4%	2.9%	1.4%	1.4%	1.4%	8.6%
Total	12.9%	32.9%	34.3%	15.7%	4.3%	100.0%

Source: Survey data

4.25.5 Satisfaction of library professionals on security of their job by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 7.1% are highly satisfied, 10.0% are satisfied. Among service length of 10 years 5.7% are highly satisfied and 10.0% are satisfied. Among service length of 15 years 0.0% on highly satisfied and 7.1% are satisfied.

Among service length of more than 20 years 0.0% on highly satisfied, 5.7% are satisfied. The analysis shows that service lengths of 10 years are most satisfied on security of their job.

Table – 114:
Satisfaction of library professionals on security of their job by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	7.1%	10.0%	10.0%	5.7%	1.4%	34.3%
10 years	5.7%	10.0%	5.7%	2.9%	1.4%	25.7%
15 years	0.0%	7.1%	5.7%	2.9%	0.0%	15.7%
More than 20 years	0.0%	5.7%	12.9%	4.3%	1.4%	24.3%
Total	12.9%	32.9%	34.3%	15.7%	4.3%	100.0%

Source: Survey data

4.26 Satisfaction of library professionals on treatment and co-operation getting from the users:

Satisfaction of library professionals on treatment and co-operation getting from the users is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.26.1 Satisfaction of library professionals on treatment and co-operation getting from the users by age group: The analysis on the table below indicates that age group between 30-40 constituting 1.4% of highly satisfied and 25.7% of satisfied are most satisfied on treatment and co-operation getting from the users. While among ages between 20-30 2.9% are highly satisfied, 10.0% are satisfied.

Among ages between 40-50, 2.9% are highly satisfied, 14.3% are satisfied. And among ages between 50-60, 1.4% is highly satisfied, 8.6% are satisfied.

Table – 115:
Satisfaction of library professionals on treatment and co-operation getting from the users by age group

<i>Age of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
20 - 30	2.9%	10.0%	1.4%	0.0%	1.4%	15.7%
30 - 40	1.4%	25.7%	11.4%	0.0%	0.0%	38.6%
40 - 50	2.9%	14.3%	5.7%	1.4%	0.0%	24.3%
50 - 60	1.4%	8.6%	11.4%	0.0%	0.0%	21.4%
Total	8.6%	58.6%	30.0%	1.4%	1.4%	100.0%

Source: Survey data

4.26.2 Satisfaction of library professionals on treatment and co-operation getting from the users by gender: By analyzing the data as shown on the table below, among the male respondents, 2.9% are highly satisfied, 35.7% are satisfied. While among the female respondents, 5.7% are highly satisfied, 22.9% are satisfied. The analysis shows that male respondents are more satisfied than female on treatment and co-operation getting from the users.

Table – 116:
Satisfaction of library professionals on treatment and co-operation getting from the users by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	2.9%	35.7%	14.3%	1.4%	0.0%	54.3%
Female	5.7%	22.9%	15.7%	0.0%	1.4%	45.7%
Total	8.6%	58.6%	30.0%	1.4%	1.4%	100.0%

Source: Survey data

4.26.3 Satisfaction of library professionals on treatment and co-operation getting from the users by educational qualification: By analyzing the data shown on the table below. Consisting with 4.3% highly satisfied and 12.9% satisfied, Ph.D holders are on average most satisfied on treatment and co-operation getting from the users. While among MPhil holders 1.4% is highly satisfied, 15.7% are satisfied. Among MLISc, 2.9% are highly satisfied, 24.3% are satisfied. Among BLISc, 0.0% on highly satisfied, 1.4% are satisfied. And among Diploma/Certificate holders, 0.0% on highly satisfied, 4.3% is satisfied.

Table – 117:
Satisfaction of library professionals on treatment and co-operation getting from the users by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	4.3%	12.9%	4.3%	0.0%	0.0%	21.4%
Mphil	1.4%	15.7%	5.7%	0.0%	0.0%	22.9%
MLISc	2.9%	24.3%	15.7%	0.0%	1.4%	44.3%
BLISc	0.0%	1.4%	4.3%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	4.3%	0.0%	1.4%	0.0%	5.7%
Total	8.6%	58.6%	30.0%	1.4%	1.4%	100.0%

Source: Survey data

4.26.4 Satisfaction of library professionals on treatment and co-operation getting from the users by designation: By analyzing the data as shown on the table below, on average with 5.7% of highly satisfied and satisfied, Professional Assistant are most satisfied on treatment and co-operation getting from the users. While among Librarian 1.4% is highly satisfied, 14.3% are satisfied. Among Assistant Librarian 1.4% is highly satisfied, 4.3% are satisfied. Among Professor, 1.4% is highly satisfied, 4.3% are satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 4.3% are satisfied. Among Semi Professional Assistant, 2.9% are highly satisfied, 5.7% are satisfied. Among Library Assistant, 1.4% is highly satisfied, 12.9% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 4.3% are satisfied. And among Library Attendant/Library Worker 2.9% on highly satisfied and satisfied.

Table – 118:
Satisfaction of library professionals on treatment and co-operation getting from the users by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	1.4%	14.3%	12.9%	0.0%	0.0%	28.6%
Assistant Librarian	1.4%	4.3%	2.9%	0.0%	0.0%	8.6%
Professor	1.4%	4.3%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	5.7%	0.0%	0.0%	0.0%	5.7%
Semi Professional Assistant	2.9%	5.7%	1.4%	1.4%	0.0%	11.4%
Library Assistant	1.4%	12.9%	7.1%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	2.9%	4.3%	0.0%	1.4%	8.6%
Total	8.6%	58.6%	30.0%	1.4%	1.4%	100.0%

Source: Survey data

4.26.5 Satisfaction of library professionals on treatment and co-operation getting from the users by length of service: The analysis on the table below shows that service lengths of less than 5 years are most satisfied on treatment and co-operation getting from the users, constituting with 2.9% of highly satisfied and 22.9% satisfied. Among service length of 10 years 2.9% are highly satisfied,

14.3% are satisfied. Among service length of 15 years 1.4% is highly satisfied, 10.0% are satisfied. And among service length of more than 20 years 1.4% is highly satisfied, 11.4% are satisfied.

Table – 119:
Satisfaction of library professionals on treatment and co-operation getting from the users by length of service

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	2.9%	22.9%	7.1%	0.0%	1.4%	34.3%
10 years	2.9%	14.3%	8.6%	0.0%	0.0%	25.7%
15 years	1.4%	10.0%	4.3%	0.0%	0.0%	15.7%
More than 20 years	1.4%	11.4%	10.0%	1.4%	0.0%	24.3%
Total	8.6%	58.6%	30.0%	1.4%	1.4%	100.0%

Source: Survey data

4.27 Satisfaction of library professionals on information and facilities given to the users:

Satisfaction of library professionals on information and facilities given to the users is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.27.1 Satisfaction of library professionals on information and facilities given to the users by age group: By analyzing the data as shown on the table below, among ages between 20-30, 2.9% are highly satisfied and 11.4% are satisfied. Among ages between 30-40, 2.9% are highly satisfied, 17.1% are satisfied.

Among ages between 40-50, 1.4% is highly satisfied, 12.9% are satisfied while among ages between 50-60 10.0% on highly satisfied and satisfied. The analysis indicates that on average age group between 20-30 are most satisfied on information and facilities they have given to the users.

Table – 120:
Satisfaction of library professionals on information and facilities given to the users by age group

<i>Age of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
20 - 30	2.9%	11.4%	0.0%	0.0%	1.4%	15.7%
30 - 40	2.9%	17.1%	15.7%	2.9%	0.0%	38.6%
40 - 50	1.4%	12.9%	8.6%	1.4%	0.0%	24.3%
50 - 60	0.0%	10.0%	8.6%	1.4%	1.4%	21.4%
Total	7.1%	51.4%	32.9%	5.7%	2.9%	100.0%

Source: Survey data

4.27.2 Satisfaction of library professionals on information and facilities given to the users by gender: The analysis shows that female respondents with 4.3% of highly satisfied and 27.1% of satisfied are more satisfied than male on information and facilities they have given to the users. While the male respondents constituted 2.9% of highly satisfied and 24.3% satisfied.

Table – 121:
Satisfaction of library professionals on information and facilities given to the users by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	2.9%	24.3%	22.9%	1.4%	2.9%	54.3%
Female	4.3%	27.1%	10.0%	4.3%	0.0%	45.7%
Total	7.1%	51.4%	32.9%	5.7%	2.9%	100.0%

Source: Survey data

4.27.3 Satisfaction of library professionals on information and facilities given to the users by educational qualification: By analyzing the data shown on the table below, on average Ph.D holders with 2.9% of highly satisfied and 14.3% of satisfied are most satisfied on information and facilities they have given to the users. While among MPhil holders 0.0% on highly satisfied, 12.9% are satisfied. Among MLISc, 4.3% are highly satisfied, 17.1% are satisfied. Among BLISc, 0.0% on highly satisfied, 4.3% are satisfied. And among Diploma/Certificate holders, 0.0% on highly satisfied, 2.9% are satisfied.

Table – 122:
Satisfaction of library professionals on information and facilities given to the users by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	2.9%	14.3%	4.3%	0.0%	0.0%	21.4%
Mphil	0.0%	12.9%	7.1%	1.4%	1.4%	22.9%
MLISc	4.3%	17.1%	18.6%	2.9%	1.4%	44.3%
BLISc	0.0%	4.3%	0.0%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Total	7.1%	51.4%	32.9%	5.7%	2.9%	100.0%

Source: Survey data

4.27.4 Satisfaction of library professionals on information and facilities given to the users by designation: The analysis shows that on average Deputy Librarian and Technical Assistant both constituting with 4.3% on highly satisfied and satisfied are most satisfied on information and facilities they have given to the users. While among Librarian 0.0% on highly satisfied, 7.1% are satisfied. Among Assistant Librarian 0.0% on highly satisfied, 5.7% are satisfied. Among Professor, 2.9% are highly satisfied, 1.4% is satisfied. Among Professional Assistant, 0.0% on highly satisfied, 4.3% are satisfied. Among Semi Professional Assistant, 1.4% is highly satisfied, 5.7% are satisfied. Among Library Assistant, 2.9% are highly satisfied, 14.3% are satisfied. And among Library Attendant/Library Worker, 0.0% on highly satisfied, 4.3% are satisfied.

Table – 123:
Satisfaction of library professionals on information and facilities given to the users by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	0.0%	7.1%	17.1%	2.9%	1.4%	28.6%
Assistant Librarian	0.0%	5.7%	2.9%	0.0%	0.0%	8.6%
Professor	2.9%	1.4%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	1.4%	5.7%	2.9%	1.4%	0.0%	11.4%
Library Assistant	2.9%	14.3%	4.3%	0.0%	0.0%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	4.3%	1.4%	1.4%	1.4%	8.6%
Total	7.1%	51.4%	32.9%	5.7%	2.9%	100.0%

Source: Survey data

4.27.5 Satisfaction of library professionals on information and facilities given to the users by length of service: By analyzing the data as shown on the table below, service length of less than 5 years are most satisfied on information and facilities they have given to the users with 2.9% of highly satisfied and 22.9% of satisfied. While among service length of 10 years 4.3% are highly satisfied,

11.4% are satisfied. Among service length of 15 years 0.0% on highly satisfied, 10.0% are satisfied. And among service length of more than 20 years 0.0% on highly satisfied, 7.1% are satisfied.

Table – 124:
Satisfaction of library professionals on information and facilities given to the users by length of service

Service length of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	2.9%	22.9%	7.1%	0.0%	1.4%	34.3%
10 years	4.3%	11.4%	8.6%	1.4%	0.0%	25.7%
15 years	0.0%	10.0%	4.3%	1.4%	0.0%	15.7%
More than 20 years	0.0%	7.1%	12.9%	2.9%	1.4%	24.3%
Total	7.1%	51.4%	32.9%	5.7%	2.9%	100.0%

Source: Survey data

4.28 Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries:

Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.28.1 Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by age group: The analysis in the table below indicates that age group between 30-40 consisting with 2.9% of highly satisfied and 14.3% are satisfied are most satisfied on materials, equipment, furniture, etc. they had in their libraries. While among ages between

20-30, 2.9% are highly satisfied, 7.1% are satisfied. Among ages between 40-50, 4.3% are highly satisfied, 10.0% are satisfied. And among ages between 50-60, 17.1% are highly satisfied and satisfied.

Table – 125:
Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	Average	dissatisfied	highly dissatisfied	
20 - 30	2.9%	7.1%	2.9%	1.4%	1.4%	15.7%
30 - 40	2.9%	14.3%	14.3%	7.1%	0.0%	38.6%
40 - 50	4.3%	10.0%	7.1%	1.4%	1.4%	24.3%
50 - 60	0.0%	7.1%	7.1%	7.1%	0.0%	21.4%
Total	10.0%	38.6%	31.4%	17.1%	2.9%	100.0%

Source: Survey data

4.28.2 Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by gender: By analyzing the data as shown on the table below, among the male respondents, 4.3% are highly satisfied and 18.6% are satisfied. Among the female respondents, 5.7% are highly satisfied and 20.0% are satisfied. The analysis shows that female respondents are more satisfied than male on materials, equipments, furnitures, etc. they had in their libraries.

Table – 126:
Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	4.3%	18.6%	14.3%	14.3%	2.9%	54.3%
Female	5.7%	20.0%	17.1%	2.9%	0.0%	45.7%
Total	10.0%	38.6%	31.4%	17.1%	2.9%	100.0%

Source: Survey data

4.28.3 Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by educational qualification: The analysis data on the table below shows that on average, Diploma/Certificate holders constituting with 5.7% of highly satisfied and satisfied are most satisfied on materials, equipments, furnitures, etc. they had in their libraries. While among Ph.D, 4.3% are highly satisfied, 7.1% are satisfied. Among MPhil holders 0.0% on highly satisfied, 11.4% are satisfied. Among MLISc, 5.7% are highly satisfied, 11.4% are satisfied. Among BLISc, 0.0% on highly satisfied, 2.9% are satisfied.

Table – 127:
Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Ph. D	4.3%	7.1%	2.9%	7.1%	0.0%	21.4%
Mphil	0.0%	11.4%	7.1%	2.9%	1.4%	22.9%
MLISc	5.7%	11.4%	18.6%	7.1%	1.4%	44.3%
BLISc	0.0%	2.9%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	0.0%	5.7%	0.0%	0.0%	0.0%	5.7%
Total	10.0%	38.6%	31.4%	17.1%	2.9%	100.0%

Source: Survey data

4.28.4 Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by designation: The analysis shows that on average, with 10.0% of highly satisfied and satisfied Semi Professional Assistant are most satisfied on materials, equipments, furnitures, etc. they had in their libraries. While among Librarian 0.0% on highly satisfied, 4.3% are satisfied. Among Assistant Librarian 1.4% is highly satisfied, 4.3% are satisfied. Among Professor, 2.9% are highly satisfied, 1.4% is satisfied. Among Deputy Librarians, 0.0% on highly satisfied, 4.3% are satisfied. Among Professional Assistant, 1.4% is highly satisfied, 1.4% is satisfied. Among Library Assistant, 1.4% is highly satisfied, 10.0% are satisfied. Among Technical Assistant, 0.0% on highly satisfied, 4.3% are satisfied. Among Library Attendant/Library Worker, 1.4% is highly satisfied, 0.0% on satisfied.

Table – 128:
Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by designation

Designation of the respondent library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Librarian	0.0%	4.3%	14.3%	10.0%	0.0%	28.6%
Assistant Librarian	1.4%	4.3%	1.4%	1.4%	0.0%	8.6%
Professor	2.9%	1.4%	1.4%	1.4%	0.0%	7.1%
Deputy Librarian	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	1.4%	1.4%	0.0%	5.7%
Semi Professional Assistant	1.4%	8.6%	1.4%	0.0%	0.0%	11.4%
Library Assistant	1.4%	10.0%	7.1%	1.4%	1.4%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	1.4%	0.0%	4.3%	1.4%	1.4%	8.6%
Total	10.0%	38.6%	31.4%	17.1%	2.9%	100.0%

Source: Survey data

4.28.5 Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 2.9% are highly satisfied, 17.1% are satisfied. Among service length of 10 years 4.3% are highly satisfied, 10.0% are satisfied. Among service length of 15 years 2.9%

are highly satisfied, 7.1% are satisfied. Among service length of more than 20 years 0.0% on highly satisfied, 4.3% are satisfied. The analysis shows that service lengths of 10 years are most satisfied on materials, equipments, furnitures, etc. they had in their libraries.

Table – 129:
Satisfaction of library professionals on materials, equipment, furniture, etc. they had in their libraries by service length

<i>Service length of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Less than 5 years	2.9%	17.1%	10.0%	2.9%	1.4%	34.3%
10 years	4.3%	10.0%	5.7%	5.7%	0.0%	25.7%
15 years	2.9%	7.1%	4.3%	0.0%	1.4%	15.7%
More than 20 years	0.0%	4.3%	11.4%	8.6%	0.0%	24.3%
Total	10.0%	38.6%	31.4%	17.1%	2.9%	100.0%

Source: Survey data

4.29 Satisfaction of library professionals on the role library plays for the growth and development of the society: Satisfaction of library professionals on the role library plays for the growth and development of the society is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.29.1 Satisfaction of library professionals on the role library plays for the growth and development of the society by age group: The analysis in the table below shows that age group between 30-40 with 32.9% of highly satisfied and 4.3% of satisfied are most satisfied on whether the respondent believes library

plays an important role for the growth and development of the society. While among ages between 20-30, 12.9% are highly satisfied, 2.9% are satisfied. Among ages between 40-50, 15.7% are highly satisfied, 8.6% are satisfied. And among ages between 50-60, 15.7% are highly satisfied, 2.9% are satisfied.

Table – 130:
Satisfaction on the role library plays for the growth and development of the society by age group

Age of the respondent library professional						Total
	highly satisfied	satisfied	Average	dissatisfied	highly dissatisfied	
20 - 30	12.9%	2.9%	0.0%	0.0%	0.0%	15.7%
30 - 40	32.9%	4.3%	0.0%	1.4%	0.0%	38.6%
40 - 50	15.7%	8.6%	0.0%	0.0%	0.0%	24.3%
50 - 60	15.7%	2.9%	1.4%	1.4%	0.0%	21.4%
Total	77.1%	18.6%	1.4%	2.9%	0.0%	100.0%

Source: Survey data

4.29.2 Satisfaction of library professionals on the role library plays for the growth and development of the society by gender: By analyzing the data as shown on the table below, among the male respondents, 41.4% are highly satisfied, 11.4% are satisfied. Among the female respondents, 35.7% are highly satisfied, 7.1% are satisfied. The analysis shows that male respondents are more satisfied than female on whether the respondent believes library plays an important role for the growth and development of the society

Table – 131:
Satisfaction on the role library plays for the growth and development of the society by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	41.4%	11.4%	0.0%	1.4%	0.0%	54.3%
Female	35.7%	7.1%	1.4%	1.4%	0.0%	45.7%
Total	77.1%	18.6%	1.4%	2.9%	0.0%	100.0%

Source: Survey data

4.29.3 Satisfaction of library professionals on the role library plays for the growth and development of the society by educational qualification: By analyzing the data shown on the table below, among Ph.D, 15.7% are highly satisfied, 4.3% are satisfied. Among MPhil holders 15.7% are highly satisfied, 4.3% are satisfied. Among MLISc, 34.3% are highly satisfied, 10.0% are satisfied. Among BLISc, 5.7% are highly satisfied, 0.0% on satisfied. Among Diploma/Certificate holders, 5.7% are highly satisfied, 0.0% on satisfied. The analysis shows that BLISc and Diploma/Certificate holders are most satisfied on whether the respondent believes library plays an important role for the growth and development of the society.

Table – 132:
Satisfaction on the role library plays for the growth and development of the society by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	Average	dissatisfied	highly dissatisfied	
Ph. D	15.7%	4.3%	0.0%	1.4%	0.0%	21.4%
Mphil	15.7%	4.3%	1.4%	1.4%	0.0%	22.9%
MLISc	34.3%	10.0%	0.0%	0.0%	0.0%	44.3%
BLISc	5.7%	0.0%	0.0%	0.0%	0.0%	5.7%
Diploma/Certificate	5.7%	0.0%	0.0%	0.0%	0.0%	5.7%
Total	77.1%	18.6%	1.4%	2.9%	0.0%	100.0%

Source: Survey data

4.29.4 Satisfaction of library professionals on the role library plays for the growth and development of the society by designation: By analyzing the data as shown on the table below, among Librarian 18.6% are highly satisfied, 8.6% are satisfied. Among Assistant Librarian 4.3% are highly satisfied, 2.9% are satisfied. Among Professor, 7.1% are highly satisfied, 0.0% on satisfied. Among Deputy Librarians, 2.9% are highly satisfied, 1.4% is satisfied. Among Professional Assistant, 4.3% are highly satisfied, 1.4% is satisfied. Among Semi Professional Assistant, 11.4% is highly satisfied, 0.0% on satisfied. Among Library Assistant, 17.1% are highly satisfied, 2.9% are satisfied. Among Technical Assistant, 4.3% are highly satisfied, 0.0% on satisfied. Among Library Attendant/Library Worker, 7.1% are highly satisfied, 1.4% is satisfied. The analysis shows that on average Professor are most satisfied on whether the

respondent believes library plays an important role for the growth and development of the society.

Table – 133:
Satisfaction on the role library plays for the growth and development of the society by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	18.6%	8.6%	0.0%	1.4%	0.0%	28.6%
Assistant Librarian	4.3%	2.9%	0.0%	1.4%	0.0%	8.6%
Professor	7.1%	0.0%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	4.3%	1.4%	0.0%	0.0%	0.0%	5.7%
Semi Professional Assistant	11.4%	0.0%	0.0%	0.0%	0.0%	11.4%
Library Assistant	17.1%	2.9%	1.4%	0.0%	0.0%	21.4%
Technical Assistant	4.3%	0.0%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	7.1%	1.4%	0.0%	0.0%	0.0%	8.6%
Total	77.1%	18.6%	1.4%	2.9%	0.0%	100.0%

Source: Survey data

4.29.5 Satisfaction of library professionals on the role library plays for the growth and development of the society by length of service: The analysis on the table below shows that service lengths of 10 years with 22.9% of highly satisfied and 2.9% of satisfied are most satisfied on whether the respondent believes library plays an important role for the growth and development of the society. While among service length of less than 5 years 27.1% are highly satisfied, 5.7% are satisfied. Among service length of 15 years 10.0% are highly satisfied, 5.7% are satisfied. And among service length of more than 20 years 17.1% are highly satisfied, 4.3% are satisfied.

Table – 134:
Satisfaction on the role library for the growth and development of the society by length of service

Service length of the library professional						Total
	highly satisfied	satisfied	average	dissatisfied	highly dissatisfied	
Less than 5 years	27.1%	5.7%	0.0%	1.4%	0.0%	34.3%
10 years	22.9%	2.9%	0.0%	0.0%	0.0%	25.7%
15 years	10.0%	5.7%	0.0%	0.0%	0.0%	15.7%
More than 20 years	17.1%	4.3%	1.4%	1.4%	0.0%	24.3%
Total	77.1%	18.6%	1.4%	2.9%	0.0%	100.0%

Source: Survey data

4.30 Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural development:

Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural

development is analyzed and classified into five variables. They are interpreted and presented in a table below.

4.30.1 Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural development by age group: By analyzing the data as shown on the table below, among ages between 20-30, 4.3% are highly satisfied, 2.9% are satisfied. Among ages between 30-40, 24.3% are highly satisfied, 1.4% is satisfied. Among ages between 40-50, 11.4% are highly satisfied, 5.7% are satisfied. And among ages between 50-60, 8.6% are highly satisfied, 8.6% are satisfied. The analysis indicates that on average age group between 50-60 are most satisfied on whether the respondent library professionals think that society recognizes library and its services as an important instrument for socio-economic & cultural development.

Table – 135:
Satisfaction on societies recognition of library and its services as an important instrument for socio-economic and cultural development by age group

<i>Age of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
20 - 30	3 4.3%	2 2.9%	5 7.1%	1 1.4%	0 0.0%	11 15.7%
30 - 40	17 24.3%	1 1.4%	4 5.7%	5 7.1%	0 0.0%	27 38.6%
40 - 50	8 11.4%	4 5.7%	5 7.1%	0 0.0%	0 0.0%	17 24.3%
50 - 60	6 8.6%	6 8.6%	2 2.9%	1 1.4%	0 0.0%	15 21.4%
Total	34 48.6%	13 18.6%	16 22.9%	7 10.0%	0 0.0%	70 100.0%

Source: Survey data

4.30.2 Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural development by gender: By analyzing the data as shown on the table below, among the male respondents, 41.4% are highly satisfied, 11.4% are satisfied. Among the female respondents, 35.7% are highly satisfied, 7.1% are satisfied. The analysis shows that male respondents are more satisfied than female on whether the respondent library professionals think that society recognizes library and its services as an important instrument for socio-economic & cultural development.

Table – 136:
Satisfaction on societies recognition of library and its services as an important instrument for socio-economic and cultural development by gender

<i>Gender type of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Male	19 27.1%	7 10.0%	8 11.4%	4 5.7%	0 0.0%	38 54.3%
Female	15 21.4%	6 8.6%	8 11.4%	3 4.3%	0 0.0%	32 45.7%
Total	34 48.6%	13 18.6%	16 22.9%	7 10.0%	0 0.0%	70 100.0%

Source: Survey data

4.30.3 Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural development by educational qualification: By analyzing the data shown on the table below, among Ph.D, 10.0% are highly satisfied and 2.9% are satisfied. Among MPhil holders 8.6% are highly satisfied and 2.9% are satisfied. Among MLISc, 22.9% are highly satisfied and 11.4% are satisfied. Among BLISc, 2.9% are highly satisfied and 1.4% is satisfied. Among Diploma/Certificate holders,

4.3% are highly satisfied and satisfied. The analysis shows that on average, Diploma/Certificate holders are most satisfied on whether the respondent library professionals think that society recognizes library and its services as an important instrument for socio-economic & cultural development.

Table – 137:
Satisfaction on societies recognition of library and its services as an important instrument for socio-economic and cultural development by educational qualification

Qualification of the respondent library professional						Total
	highly satisfied	satisfied	Average	dissatisfied	highly dissatisfied	
Ph. D	10.0%	2.9%	5.7%	2.9%	0.0%	21.4%
Mphil	8.6%	2.9%	10.0%	1.4%	0.0%	22.9%
MLISc	22.9%	11.4%	7.1%	2.9%	0.0%	44.3%
BLISc	2.9%	1.4%	0.0%	1.4%	0.0%	5.7%
Diploma/Certificate	4.3%	0.0%	0.0%	1.4%	0.0%	5.7%
Total	48.6%	18.6%	22.9%	10.0%	0.0%	100.0%

Source: Survey data

4.30.4 Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural development by designation: By analyzing the data, among Librarian 11.4% are highly satisfied, 4.3% are satisfied. Among Assistant Librarian 4.3% are highly satisfied, 0.0% on satisfied. Among Professor, 4.3% are highly satisfied, 1.4% is satisfied. Among Deputy Librarians, 1.4% is highly satisfied, 2.9% are satisfied. Among Professional Assistant, 2.9% are highly satisfied, 1.4% is satisfied. Among Semi Professional Assistant, 8.6% are highly satisfied, 0.0% on satisfied. Among Library Assistant, 8.6% are highly satisfied, 7.1% are satisfied. Among

Technical Assistant, 1.4% is highly satisfied, 0.0% on satisfied. Among Library Attendant/Library Worker, 5.7% are highly satisfied, 1.4% is satisfied. The analysis shows that on average Deputy Librarian are most satisfied.

Table – 138:
Satisfaction on societies recognition of library and its services as an important instrument for socio-economic and cultural development by designation

<i>Designation of the respondent library professional</i>						<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>Average</i>	<i>dissatisfied</i>	<i>highly dissatisfied</i>	
Librarian	11.4%	4.3%	8.6%	4.3%	0.0%	28.6%
Assistant Librarian	4.3%	0.0%	2.9%	1.4%	0.0%	8.6%
Professor	4.3%	1.4%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	1.4%	2.9%	0.0%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	1.4%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	8.6%	0.0%	2.9%	0.0%	0.0%	11.4%
Library Assistant	8.6%	7.1%	4.3%	1.4%	0.0%	21.4%
Technical Assistant	1.4%	0.0%	0.0%	2.9%	0.0%	4.3%
Library Attendant/Library Worker	5.7%	1.4%	1.4%	0.0%	0.0%	8.6%
Total	48.6%	18.6%	22.9%	10.0%	0.0%	100.0%

Source: Survey data

4.30.5 Satisfaction of library professionals on society’s recognition of library and its services as an important instrument for socio-economic and cultural development by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 17.1% are highly satisfied and 2.9% are satisfied. Among service length of 10 years 12.9% are highly satisfied and 5.7% are satisfied. Among service length of 15 years 4.3% are highly satisfied and 4.3% are satisfied. Among service length of more than 20 years 14.3% are highly satisfied and 5.7% are satisfied. The analysis shows that service lengths of more than 20 years are most satisfied on whether the respondent library professionals think that society recognizes library and its services as an important instrument for socio-economic & cultural development.

Table – 139:

Satisfaction on societies recognition of library and its services as an important instrument for socio-economic and cultural development by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly satisfied</i>	<i>satisfied</i>	<i>average</i>	<i>dissatisfied</i>	
Less than 5 years	17.1%	2.9%	10.0%	4.3%	34.3%
10 years	12.9%	5.7%	4.3%	2.9%	25.7%
15 years	4.3%	4.3%	4.3%	2.9%	15.7%
More than 20 years	14.3%	5.7%	4.3%	0.0%	24.3%
Total	48.6%	18.6%	22.9%	10.0%	100.0%

Source: Survey data

4.31 Satisfaction of library professionals on question regarding job challenges:

Satisfaction of library professionals on job challenges is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.31.1 Satisfaction of library professionals on question regarding job challenges by age group: By analyzing the data as shown on the table below, age group between 50-60 with 8.6% opt on highly yes and 11.4% opt on somehow yes are most satisfied on question regarding job challenges of the respondent library professionals. While among ages between 20-30, 8.6% opt on highly yes and 5.7% opt on somehow yes. Among ages between 30-40, 24.3% opt on highly yes and 10.0% opt on somehow yes. Among ages between 40-50, 15.7% opt on highly yes and 7.1% opt on somehow yes.

Table – 140:
Satisfaction on question regarding job challenges by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	8.6%	5.7%	1.4%	0.0%	15.7%
30 - 40	24.3%	10.0%	2.9%	1.4%	38.6%
40 - 50	15.7%	7.1%	0.0%	1.4%	24.3%
50 - 60	8.6%	11.4%	1.4%	0.0%	21.4%
Total	57.1%	34.3%	5.7%	2.9%	100.0%

Source: Survey data

4.31.2 Satisfaction of library professionals on question regarding job challenges by gender: By analyzing the data as shown on the table below, the male respondents constituting with 30.0% opt on highly yes and 20.0% opt on somehow yes are more satisfied than female respondents. While among the female respondents, 27.1% opt on highly yes, 14.3% opt on somehow yes on question regarding job challenges of the respondent libraries.

Table – 141:
Satisfaction on question regarding job challenges by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	30.0%	20.0%	2.9%	1.4%	54.3%
Female	27.1%	14.3%	2.9%	1.4%	45.7%
Total	57.1%	34.3%	5.7%	2.9%	100.0%

Source: Survey data

4.31.3 Satisfaction of library professionals on question regarding job challenges by educational qualification: The analysis shows that on average Ph.D holders with 14.3% opt on highly yes and 7.1% opt on somehow yes are most satisfied on question regarding job challenges of the respondent library professionals. While among MPhil holders 12.9% opt on highly yes, 4.3% opt on somehow yes. Among MLISc, 22.9% opt on highly yes, 20.0% opt on somehow yes. Among BLISc, 4.3% opt on highly yes, 1.4% opt on somehow yes. And among Diploma/Certificate holders, 2.9% opt on highly yes, 1.4% opt on somehow yes.

Table – 142:
Satisfaction on question regarding job challenges by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	14.3%	7.1%	0.0%	0.0%	21.4%
Mphil	12.9%	4.3%	2.9%	2.9%	22.9%
MLISc	22.9%	20.0%	1.4%	0.0%	44.3%
BLISc	4.3%	1.4%	0.0%	0.0%	5.7%
Diploma/Certificate	2.9%	1.4%	1.4%	0.0%	5.7%
Total	57.1%	34.3%	5.7%	2.9%	100.0%

Source: Survey data

4.31.4 Satisfaction of library professionals on question regarding job challenges by designation: By analyzing the data as shown on the table below, among Librarian 15.7% opts on highly yes, 10.0% opts on somehow yes. Among Assistant Librarian 7.1% opts on highly yes, 1.4% opt on somehow yes. Among Professor, 5.7% opts on highly yes, 1.4% opt on somehow yes. Among Deputy Librarian, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 2.9% opts on highly yes, 2.9% opts on somehow yes. Among Semi Professional Assistant, 7.1% opts on highly yes, 4.3% opts on somehow yes. Among Library Assistant, 8.6% opts on highly yes, 8.6% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Library Attendant/Library Worker, 5.7% opts on highly yes, 2.9% opts on somehow yes. The analysis shows that on average Assistant

Librarian and Professor are most satisfied on question regarding job challenges of the respondent library professionals.

Table – 143:
Satisfaction of library professionals on question regarding job challenges by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	15.7%	10.0%	2.9%	0.0%	28.6%
Assistant Librarian	7.1%	1.4%	0.0%	0.0%	8.6%
Professor	5.7%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	7.1%	4.3%	0.0%	0.0%	11.4%
Library Assistant	8.6%	8.6%	1.4%	2.9%	21.4%
Technical Assistant	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	5.7%	2.9%	0.0%	0.0%	8.6%
Total	57.1%	34.3%	5.7%	2.9%	100.0%

Source: Survey data

4.31.5 Satisfaction of library professionals on question regarding job challenges by length of service: The analysis shows that service lengths of more than 20 years with 11.4% opts on highly yes and 11.3 opt on somehow yes are

most satisfied on question regarding job challenges of the respondent library professionals. While among service length of less than 5 years 18.6% opts on highly yes, 11.4% opts on somehow yes. Among service length of 10 years 18.6% opts on highly yes, 5.7% opts on somehow yes. Among service length of 15 years 8.6% opts on highly yes, 5.7% opts on somehow yes. Among service length of more than 20 years 11.4% opts on highly yes and 11.3 opt on somehow yes.

Table – 144:
Satisfaction of library professionals on question regarding job challenges by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	18.6%	11.4%	4.3%	0.0%	34.3%
10 years	18.6%	5.7%	0.0%	1.4%	25.7%
15 years	8.6%	5.7%	0.0%	1.4%	15.7%
More than 20 years	11.4%	11.4%	1.4%	0.0%	24.3%
Total	57.1%	34.3%	5.7%	2.9%	100.0%

Source: Survey data

4.32 Satisfaction of library professionals on whether their job gives a chance to do other things:

Satisfaction of library professionals on whether their job gives a chance to do other things is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.32.1 Satisfaction of library professionals on whether their job gives a chance to do other things by age group: The analysis indicates that age group between 20-30 opt on 5.7% highly yes and 7.1% somehow yes are most satisfied on question regarding whether their job gives a chance to do other things. While among ages between 30-40, 14.3% opts on highly yes and 11.4% opts on somehow yes. Among ages between 40-50, 8.6% opts on highly yes and 10.0% opts on somehow yes. And among ages between 50-60, 4.3% opts on highly yes and 5.7% opts on somehow yes.

Table – 145:
Satisfaction on whether their job gives a chance to do other things by age group

Age of the respondent library professional	highly yes	somehow yes	maybe no	highly no	Total
	20 - 30	5.7%	7.1%	2.9%	
30 - 40	14.3%	11.4%	8.6%	4.3%	38.6%
40 - 50	8.6%	10.0%	1.4%	4.3%	24.3%
50 - 60	4.3%	5.7%	4.3%	7.1%	21.4%
Total	32.9%	34.3%	17.1%	15.7%	100.0%

Source: Survey data

4.32.2 Satisfaction of library professionals on whether their job gives a chance to do other things by gender: By analyzing the data as shown on the table below. The analysis shows that male respondents with 18.6% opts on highly yes and 20.0% opts on somehow yes are more satisfied than female on question regarding whether their job gives a chance to do other things. While among the female respondents, 14.3% opts on highly yes and 14.3% opts on somehow yes.

Table – 146:
Satisfaction on whether their job gives a chance to do other things by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	18.6%	20.0%	7.1%	8.6%	54.3%
Female	14.3%	14.3%	10.0%	7.1%	45.7%
Total	32.9%	34.3%	17.1%	15.7%	100.0%

Source: Survey data

4.32.3 Satisfaction of library professionals on whether their job gives a chance to do other things by educational qualification: The analysis in the table below shows that on average, Ph.D holders with 10.0% opts on highly yes and 7.1% opts on somehow yes are most satisfied on question regarding whether their job gives a chance to do other things. While among MPhil holders 5.7% opts on highly yes and 8.6% opts on somehow yes. Among MLISc, 12.9% opts on highly yes and 17.1% opts on somehow yes. Among BLISc, 2.9% opts on highly yes and 0.0% opt on somehow yes. And among Diploma/Certificate holders, 1.4% opt on highly yes and 1.4% opt on somehow yes.

Table – 147:
Satisfaction on whether their job gives a chance to do other things by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	10.0%	7.1%	1.4%	2.9%	21.4%
Mphil	5.7%	8.6%	4.3%	4.3%	22.9%
MLISc	12.9%	17.1%	10.0%	4.3%	44.3%
BLISc	2.9%	0.0%	0.0%	2.9%	5.7%
Diploma/Certificate	1.4%	1.4%	1.4%	1.4%	5.7%
Total	32.9%	34.3%	17.1%	15.7%	100.0%

Source: Survey data

4.32.4 Satisfaction of library professionals on whether their job gives a chance to do other things by designation: By analyzing the data as shown on the table below, on average Library Attendant/Library Worker with 5.7% opts on highly yes and 2.9% opts on somehow yes are most satisfied on question regarding whether their job gives a chance to do other things. While among Librarian 7.1% opts on highly yes, 10.0% opts on somehow yes. Among Assistant Librarian 4.3% opts on highly yes, 2.4% opts on somehow yes. Among Professor, 2.9% opts on highly yes, 2.9% opts on somehow yes. Among Deputy Librarian, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Semi Professional Assistant, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Library Assistant, 4.3% opts on highly yes, 8.6% opts on

somehow yes. Among Technical Assistant, 2.9% opts on highly yes, 1.4% opt on somehow yes.

Table – 148:
Satisfaction on whether their job gives a chance to do other things by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	7.1%	10.0%	5.7%	5.7%	28.6%
Assistant Librarian	4.3%	2.9%	1.4%	0.0%	8.6%
Professor	2.9%	2.9%	1.4%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	2.9%	0.0%	2.9%	5.7%
Semi Professional Assistant	2.9%	1.4%	4.3%	2.9%	11.4%
Library Assistant	4.3%	8.6%	4.3%	4.3%	21.4%
Technical Assistant	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	5.7%	2.9%	0.0%	0.0%	8.6%
Total	32.9%	34.3%	17.1%	15.7%	100.0%

Source: Survey data

4.32.5 Satisfaction of library professionals on whether their job gives a chance to do other things by length of service: By analyzing the data as shown on the table below, The service length of less than 5 years 17.1% opts on highly yes and 11.4% opts on somehow yes are most satisfied on question regarding

whether their job gives a chance to do other things. While among service length of 10 years 7.1% opts on highly yes, 8.6% opts on somehow yes. Among service length of 15 years 2.9% opts on highly yes, 8.6% opts on somehow yes. Among service length of more than 20 years 5.7% opts on highly yes, 5.7% opts on somehow yes.

Table – 149:
Satisfaction on whether their job gives a chance to do other things by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	17.1%	11.4%	5.7%	0.0%	34.3%
10 years	7.1%	8.6%	7.1%	2.9%	25.7%
15 years	2.9%	8.6%	0.0%	4.3%	15.7%
More than 20 years	5.7%	5.7%	4.3%	8.6%	24.3%
Total	32.9%	34.3%	17.1%	15.7%	100.0%

Source: Survey data

4.33 Satisfaction of library professionals on whether their job allows them to make their own decision:

Satisfaction of library professionals on whether their job allows them to make their own decision is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.33.1 Satisfaction of library professionals on whether their job allows them to make their own decision by age group: By analyzing the data as shown on the table below, age group between 20-30, 5.7% opts on highly yes, 7.1% opts on

somehow yes are most satisfied on whether their job allows them to make their own decision. While among ages between 30-40, 15.7% opts on highly yes, 18.6% opts on somehow yes. Among ages between 40-50, 10.0% opts on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 8.6% opts on highly yes, 4.3% opts on somehow yes.

Table – 150:
Satisfaction on whether their job allows them to make their own decision by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	5.7%	7.1%	1.4%	1.4%	15.7%
30 - 40	15.7%	18.6%	1.4%	2.9%	38.6%
40 - 50	10.0%	10.0%	1.4%	2.9%	24.3%
50 - 60	8.6%	4.3%	5.7%	2.9%	21.4%
Total	40.0%	40.0%	10.0%	10.0%	100.0%

Source: Survey data

4.33.2 Satisfaction of library professionals on whether their job allows them to make their own decision by gender: By analyzing the data as shown on the table below, among the male respondents, 24.3% opts on highly yes, 18.6% opts on somehow yes. Among the female respondents, 15.7% opts on highly yes, 21.4% opts on somehow yes. The analysis shows that male respondents are more satisfied than female on whether their job allows them to make their own decision.

Table – 151:
Satisfaction on whether their job allows them to make their own decision by
gender

Gender type of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Male	24.3%	18.6%	5.7%	5.7%	54.3%
Female	15.7%	21.4%	4.3%	4.3%	45.7%
Total	40.0%	40.0%	10.0%	10.0%	100.0%

Source: Survey data

4.33.3 Satisfaction of library professionals on whether their job allows them to make their own decision by educational qualification: By analyzing the data shown on the table below, it shows that MLISc holders with 14.3% opts on highly yes and 25.7% opts on somehow yes are most satisfied on whether their job allows them to make their own decision. While among Ph.D, 11.4%opts on highly yes, 7.1% opts on somehow yes. Among MPhil holders 8.6% opts on highly yes, 5.7% opts on somehow yes. Among BLISc, 2.9%opts on highly yes, 0.0% opt on somehow yes. And among Diploma/Certificate holders, 2.9% opts on highly yes, 1.4% opt on somehow yes.

Table – 152:
Satisfaction on whether their job allows them to make their own decision by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	11.4%	7.1%	1.4%	1.4%	21.4%
Mphil	8.6%	5.7%	2.9%	5.7%	22.9%
MLISc	14.3%	25.7%	2.9%	1.4%	44.3%
BLISc	2.9%	0.0%	1.4%	1.4%	5.7%
Diploma/Certificate	2.9%	1.4%	1.4%	0.0%	5.7%
Total	40.0%	40.0%	10.0%	10.0%	100.0%

Source: Survey data

4.33.4 Satisfaction of library professionals on whether their job allows them to make their own decision by designation: The analysis shows that on average Deputy Librarian are most satisfied on whether their job allows them to make their own decision with 2.9% opts on highly yes and 1.4% opt on somehow yes. While among Librarian 12.9% opts on highly yes, 10.0% opts on somehow yes. Among Assistant Librarian 2.9% opts on highly yes, 5.7% opts on somehow yes. Among Professor, 4.3% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Semi Professional Assistant, 7.1% opts on highly yes, 2.9% opt on somehow yes. Among Library Assistant, 2.9% opts on highly yes, 11.4% opts on somehow yes. Among Technical Assistant, 2.9% opts on highly yes, 0.0% opt on somehow yes. And among Library Attendant/Library Worker, 2.9% opts on highly yes, 5.7% opts on somehow yes.

Table – 153:
Satisfaction on whether their job allows them to make their own decision by designation

<i>Designation of the respondent</i> <i>library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	12.9%	10.0%	4.3%	1.4%	28.6%
Assistant Librarian	2.9%	5.7%	0.0%	0.0%	8.6%
Professor	4.3%	1.4%	1.4%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	1.4%	0.0%	2.9%	5.7%
Semi Professional Assistant	7.1%	2.9%	0.0%	1.4%	11.4%
Library Assistant	2.9%	11.4%	2.9%	4.3%	21.4%
Technical Assistant	2.9%	0.0%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	2.9%	5.7%	0.0%	0.0%	8.6%
Total	40.0%	40.0%	10.0%	10.0%	100.0%

Source: Survey data

4.33.5 Satisfaction of library professionals on whether their job allows them to make their own decision by length of service: By analyzing the data as shown on the table below, the service length of less than 5 years with 15.7% opts on highly yes and 17.1% opts on somehow yes are most satisfied on whether their job allows them to make their own decision. While among service length of 10 years 10.0% opts on highly yes, 10.0% opts on somehow yes. Among service

length of 15 years 5.7% opts on highly yes, 4.3% opts on somehow yes. And among service length of more than 20 years 8.6% opts on highly yes, 8.6% opts on somehow yes.

Table – 154:
Satisfaction on whether their job allows them to make their own decision by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	15.7%	17.1%	1.4%	0.0%	34.3%
10 years	10.0%	10.0%	2.9%	2.9%	25.7%
15 years	5.7%	4.3%	2.9%	2.9%	15.7%
More than 20 years	8.6%	8.6%	2.9%	4.3%	24.3%
Total	40.0%	40.0%	10.0%	10.0%	100.0%

Source: Survey data

4.34 Satisfaction of library professionals on whether their job is important enough for the success of their institution:

Satisfaction of library professionals on whether their job is important enough for the success of their institution is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.34.1 Satisfaction of library professionals on whether their job is important enough for the success of their institution by age group: The data analysis in the table below indicates that, on average age group between 40-50 consisting with 10.0% opts on highly yes and 14.3% opts on somehow yes are most satisfied on whether their job is important enough for the success of their institution. While

among ages between 20-30, 11.4% opts on highly yes, 2.9% opts on somehow yes. Among ages between 30-40, 31.4% opts on highly yes, 4.3% opts on somehow yes. And among ages between 50-60, 12.9% opts on highly yes, 1.4% opts on somehow yes.

Table – 155:
Satisfaction on whether their job is important enough for the success of their institution by age group

<i>Age of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
20 - 30	11.4%	2.9%	1.4%	0.0%	15.7%
30 - 40	31.4%	4.3%	0.0%	2.9%	38.6%
40 - 50	10.0%	14.3%	0.0%	0.0%	24.3%
50 - 60	12.9%	1.4%	4.3%	2.9%	21.4%
Total	65.7%	22.9%	5.7%	5.7%	100.0%

Source: Survey data

4.34.2 Satisfaction of library professionals on whether their job is important enough for the success of their institution by gender: By analyzing the data as shown on the table below, among the male respondents, 34.3% opts on highly yes and 14.3% opts on somehow yes. Among the female respondents, 31.4% opts on highly yes and 8.6% opts on somehow yes. The analysis shows that male respondents are more satisfied than female on whether their job is important enough for the success of their institution.

Table – 156:
Satisfaction on whether their job is important enough for the success of their institution by gender

Gender type of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Male	34.3%	14.3%	1.4%	4.3%	54.3%
Female	31.4%	8.6%	4.3%	1.4%	45.7%
Total	65.7%	22.9%	5.7%	5.7%	100.0%

Source: Survey data

4.34.3 Satisfaction of library professionals on whether their job is important enough for the success of their institution by educational qualification: By analyzing the data shown on the table below, on average BLISc holders with 5.7% opts on highly yes and on somehow yes are most satisfied on whether their job is important enough for the success of their institution. While among Ph.D, 14.3% opts on highly yes, 4.3% opts on somehow yes. Among MPhil holders 12.9% opts on highly yes, 4.3% opts on somehow yes. Among MLISc, 28.6% opts on highly yes, 12.9% opts on somehow yes. And among Diploma/Certificate holders, 4.3% opts on highly yes, 1.4% opt on somehow yes.

Table – 157:
Satisfaction on whether their job is important enough for the success of their institution by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	14.3%	4.3%	0.0%	2.9%	21.4%
Mphil	12.9%	4.3%	2.9%	2.9%	22.9%
MLISc	28.6%	12.9%	2.9%	0.0%	44.3%
BLISc	5.7%	0.0%	0.0%	0.0%	5.7%
Diploma/Certificate	4.3%	1.4%	0.0%	0.0%	5.7%
Total	65.7%	22.9%	5.7%	5.7%	100.0%

Source: Survey data

4.34.4 Satisfaction of library professionals on whether their job is important enough for the success of their institution by designation: By analyzing the data as shown on the table below, on average Assistant Librarian with 5.7% opts on highly yes and 2.9% opts on somehow yes are most satisfied on question regarding whether their job is important enough for the success of their institution. While among Librarian 15.7% opts on highly yes, 8.6% opts on somehow yes. Among Professor, 5.7% opts on highly yes, 0.0% opt on somehow yes. Among Deputy Librarian, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 2.9% opt on highly yes, 1.4% opt on somehow yes. Among Semi Professional Assistant, 8.6% opts on highly yes, 1.4% opt on somehow yes. Among Library Assistant, 15.7% opts on highly yes, 2.9% opts on somehow yes. Among Technical Assistant, 2.9% opts on highly yes,

1.4% opt on somehow yes. And among Library Attendant/Library Worker, 5.7% opts on highly yes, 2.9% opts on somehow yes.

Table – 158:
Satisfaction on whether their job is important enough for the success of their institution by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	15.7%	8.6%	2.9%	1.4%	28.6%
Assistant Librarian	5.7%	2.9%	0.0%	0.0%	8.6%
Professor	5.7%	0.0%	0.0%	1.4%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	1.4%	0.0%	1.4%	5.7%
Semi Professional Assistant	8.6%	1.4%	1.4%	0.0%	11.4%
Library Assistant	15.7%	2.9%	1.4%	1.4%	21.4%
Technical Assistant	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	5.7%	2.9%	0.0%	0.0%	8.6%
Total	65.7%	22.9%	5.7%	5.7%	100.0%

Source: Survey data

4.34.5 Satisfaction of library professionals on whether their job is important enough for the success of their institution by length of service: The analysis in the table below shows that on average, service lengths of 15 years with 7.1% opts

on highly yes and 8.6% opts on somehow yes are most satisfied on question regarding whether their job is important enough for the success of their institution. While among service length of less than 5 years 27.1% opts on highly yes, 5.7% opts on somehow yes. Among service length of 10 years 18.6% opts on highly yes, 4.3% opts on somehow yes. Among service length of more than 20 years 12.9% opts on highly yes, 4.3% opts on somehow yes.

Table – 159:
Satisfaction on whether their job is important enough for the success of their institution by length of service

Service length of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Less than 5 years	27.1%	5.7%	1.4%	0.0%	34.3%
10 years	18.6%	4.3%	0.0%	2.9%	25.7%
15 years	7.1%	8.6%	0.0%	0.0%	15.7%
More than 20 years	12.9%	4.3%	4.3%	2.9%	24.3%
Total	65.7%	22.9%	5.7%	5.7%	100.0%

Source: Survey data

4.35 Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development:

Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.35.1 Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development by age group: By analyzing the data as shown on the table below, among ages between

20-30, 12.9% opts on highly yes, 2.9% opts on somehow yes. Among ages between 30-40, 31.4% opts on highly yes, 4.3% opts on somehow yes. Among ages between 40-50, 11.4% opts on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 17.1% opts on highly yes, 4.3% opts on somehow yes. The analysis indicates that age group between 50-60 are most satisfied on question regarding that when they perform well on their job, they contribute to their personal growth and development.

Table – 160:
Satisfaction on when they perform well on their job, they contribute to their personal growth and development by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	12.9%	2.9%	0.0%	0.0%	15.7%
30 - 40	31.4%	4.3%	1.4%	1.4%	38.6%
40 - 50	11.4%	10.0%	2.9%	0.0%	24.3%
50 - 60	17.1%	4.3%	0.0%	0.0%	21.4%
Total	72.9%	21.4%	4.3%	1.4%	100.0%

Source: Survey data

4.35.2 Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development by gender: By analyzing the data as shown on the table below, it shows on average that female respondents with 37.1% opts on highly yes and 7.1% opts on somehow yes are more satisfied than male on question regarding that when they perform well on their job, they contribute to their personal growth and

development. While among the male respondents, 35.7% opts on highly yes and 14.3% opts on somehow yes.

Table – 161:
Satisfaction on when they perform well on their job, they contribute to their personal growth and development by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	35.7%	14.3%	4.3%	0.0%	54.3%
Female	37.1%	7.1%	0.0%	1.4%	45.7%
Total	72.9%	21.4%	4.3%	1.4%	100.0%

Source: Survey data

4.35.3 Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development by educational qualification: The analysis shows that Ph.D holders are most satisfied on question regarding that when they perform well on their job, they contribute to their personal growth and development. Among Ph.D, 17.1% opts on highly yes and 4.3% opts on somehow yes. While among MPhil holders, 17.1% opts on highly yes and 4.3% opts on somehow yes. Among MLISc, 31.4% opts on highly yes and 10.0% opts on somehow yes. Among BLISc, 4.3% opts on highly yes, 1.4% opt on somehow yes. And among Diploma/Certificate holders, 2.9% opts on highly yes, 1.4% opt on somehow yes.

Table – 162:
Satisfaction on when they perform well on their job, they contribute to their personal growth and development by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	17.1%	4.3%	0.0%	0.0%	21.4%
Mphil	17.1%	4.3%	0.0%	1.4%	22.9%
MLISc	31.4%	10.0%	2.9%	0.0%	44.3%
BLISc	4.3%	1.4%	0.0%	0.0%	5.7%
Diploma/Certificate	2.9%	1.4%	1.4%	0.0%	5.7%
Total	72.9%	21.4%	4.3%	1.4%	100.0%

Source: Survey data

4.35.4 Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development by designation: By analyzing the data as shown on the table below, on average Professor constituting with 7.1% opts on highly yes and on somehow yes are most satisfied on question regarding when they perform well on their job, they contribute to their personal growth and development. While among Librarian 21.4% opts on highly yes, 4.3% opts on somehow yes. Among Assistant Librarian 5.7% opts on highly yes, 2.9% opts on somehow yes. Among Deputy Librarian, 1.4% opts on highly yes, 2.9% opt on somehow yes. Among Professional Assistant, 2.9% opt on highly yes, 2.9% opt on somehow yes. Among Semi Professional Assistant, 7.1% opts on highly yes, 2.9% opts on somehow yes. Among Library Assistant, 17.1% opts on highly yes, 2.9% opts on somehow yes. Among Technical Assistant, 4.3% opts on highly yes, 0.0% opt on

somehow yes. And among Library Attendant/Library Worker, 5.7% opts on highly yes, 2.9% opts on somehow yes.

Table – 163:
Satisfaction on when they perform well on their job, they contribute to their personal growth and development by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	21.4%	4.3%	2.9%	0.0%	28.6%
Assistant Librarian	5.7%	2.9%	0.0%	0.0%	8.6%
Professor	7.1%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	1.4%	2.9%	0.0%	0.0%	4.3%
Professional Assistant	2.9%	2.9%	0.0%	0.0%	5.7%
Semi Professional Assistant	7.1%	2.9%	1.4%	0.0%	11.4%
Library Assistant	17.1%	2.9%	0.0%	1.4%	21.4%
Technical Assistant	4.3%	0.0%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	5.7%	2.9%	0.0%	0.0%	8.6%
Total	51	15	3	1	70
	72.9%	21.4%	4.3%	1.4%	100.0%

Source: Survey data

4.35.5 Satisfaction of library professionals on when they perform well on their job, they contribute to their personal growth and development by length of service: By analyzing the data as shown on the table below, among

service length of less than 5 years 28.6% opts on highly yes, 5.7% opts on somehow yes. Among service length of 10 years 18.6% opts on highly yes, 4.3% opts on somehow yes. Among service length of 15 years 7.1% opts on highly yes, 7.1% opts on somehow yes. Among service length of more than 20 years 18.6% opts on highly yes, 4.3% opts on somehow yes. The analysis shows that service lengths of 5 years are most satisfied on question regarding that when they perform well on their job, they contribute to their personal growth and development.

Table – 164:
Satisfaction on when they perform well on their job, they contribute to their personal growth and development by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	28.6%	5.7%	0.0%	0.0%	34.3%
10 years	18.6%	4.3%	1.4%	1.4%	25.7%
15 years	7.1%	7.1%	1.4%	0.0%	15.7%
More than 20 years	18.6%	4.3%	1.4%	0.0%	24.3%
Total	72.9%	21.4%	4.3%	1.4%	100.0%

Source: Survey data

4.36 Satisfaction of library professionals on question regarding whether their life satisfaction comes from their job:

Satisfaction of library professionals on whether their life satisfaction comes from their job is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.36.1 Satisfaction of library professionals on question regarding whether their life satisfaction comes from their job by age group: The analysis indicates that age group between 30-40 consisting with 22.9% opts on highly yes and 12.9% opts on somehow yes are most satisfied on question regarding whether their life satisfaction comes from their job. While among ages between 20-30, 5.7% opts on highly yes, 5.7% opts on somehow yes. Among ages between 40-50, 11.4% opts on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 8.6% opts on highly yes, 11.4% opts on somehow yes.

Table – 165:
Satisfaction on question regarding whether their life satisfaction comes from their job by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	5.7%	5.7%	2.9%	1.4%	15.7%
30 - 40	22.9%	12.9%	2.9%	0.0%	38.6%
40 - 50	11.4%	10.0%	1.4%	1.4%	24.3%
50 - 60	8.6%	11.4%	0.0%	1.4%	21.4%
Total	48.6%	40.0%	7.1%	4.3%	100.0%

Source: Survey data

4.36.2 Satisfaction of library professionals on question regarding whether their life satisfaction comes from their job by gender: By analyzing the data as shown on the table below, it shows that female respondents with 28.6% opts on highly yes and 14.3% opts on somehow yes are more satisfied than male on question regarding whether their life satisfaction comes from their job. While

among the male respondents, 20.0% opts on highly yes and 25.7% opts on somehow yes.

Table – 166:
Satisfaction on question regarding whether their life satisfaction comes from their job by gender

Gender type of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Male	20.0%	25.7%	5.7%	2.9%	54.3%
Female	28.6%	14.3%	1.4%	1.4%	45.7%
Total	48.6%	40.0%	7.1%	4.3%	100.0%

Source: Survey data

4.36.3 Satisfaction of library professionals on question regarding whether their life satisfaction comes from their job by educational qualification: By analyzing the data shown on the table below, on average Ph.D holders with 12.9%opts on highly yes and 8.6% opts on somehow yes are most satisfied on question regarding whether their life satisfaction comes from their job. While among MPhil holders, 10.0% opts on highly yes, 10.0% opts on somehow yes. Among MLISc, 18.6% opts on highly yes, 18.6% opts on somehow yes. Among BLISc, 2.9%opts on highly yes, 2.9% opts on somehow yes. And among Diploma/Certificate holders, 4.3% opts on highly yes, 0.0% opt on somehow yes.

Table – 167:
Satisfaction on question regarding whether their life satisfaction comes from their job by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	12.9%	8.6%	0.0%	0.0%	21.4%
Mphil	10.0%	10.0%	1.4%	1.4%	22.9%
MLISc	18.6%	18.6%	4.3%	2.9%	44.3%
BLISc	2.9%	2.9%	0.0%	0.0%	5.7%
Diploma/Certificate	4.3%	0.0%	1.4%	0.0%	5.7%
Total	48.6%	40.0%	7.1%	4.3%	100.0%

Source: Survey data

4.36.4 Satisfaction of library professionals on question regarding whether their life satisfaction comes from their job by designation: The analysis on the table below shows that on average Semi Professional Assistant consisting with 10.0% opts on highly yes and 1.4% opts on somehow yes are most satisfied on question regarding whether their life satisfaction comes from their job. While among Librarian 11.4% opts on highly yes, 12.9% opts on somehow yes. Among Assistant Librarian 7.1% opts on highly yes, 1.4% opts on somehow yes. Among Professor, 4.3% opts on highly yes, 2.9% opt on somehow yes. Among Deputy Librarian, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 4.3% opt on somehow yes. Among Library Assistant, 8.6% opts on highly yes, 10.0% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes.

And among Library Attendant/Library Worker, 2.9% opts on highly yes, 4.3% opts on somehow yes.

Table – 168:
Satisfaction on question regarding whether their life satisfaction comes from their job by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	11.4%	12.9%	2.9%	1.4%	28.6%
Assistant Librarian	7.1%	1.4%	0.0%	0.0%	8.6%
Professor	4.3%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	1.4%	0.0%	5.7%
Semi Professional Assistant	10.0%	1.4%	0.0%	0.0%	11.4%
Library Assistant	8.6%	10.0%	0.0%	2.9%	21.4%
Technical Assistant	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	2.9%	4.3%	1.4%	0.0%	8.6%
Total	48.6%	40.0%	7.1%	4.3%	100.0%

Source: Survey data

4.36.5 Satisfaction of library professionals on question regarding whether their life satisfaction comes from their job by length of service: By analyzing the data as shown on the table below, service lengths of 10 years with 20.0% opts

on highly yes and 4.3% opts on somehow yes are most satisfied on question regarding whether their life satisfaction comes from their job. While among service length of less than 5 years 14.3% opts on highly yes, 15.7% opts on somehow yes. Among service length of 15 years 5.7% opts on highly yes, 5.7% opts on somehow yes. And among service length of more than 20 years 8.6% opts on highly yes, 14.3% opts on somehow yes.

Table – 169:
Satisfaction on question regarding whether their life satisfaction comes from their job by length of service

Service length of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Less than 5 years	14.3%	15.7%	2.9%	1.4%	34.3%
10 years	20.0%	4.3%	1.4%	0.0%	25.7%
15 years	5.7%	5.7%	2.9%	1.4%	15.7%
More than 20 years	8.6%	14.3%	0.0%	1.4%	24.3%
Total	48.6%	40.0%	7.1%	4.3%	100.0%

Source: Survey data

4.37 Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works:

Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works is classified into four variables. They are interpreted and presented in table below.

4.37.1 Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by age group: By analyzing the data as shown on the table below, it indicates that on average age group between 20-30 with 5.7% opts on highly yes and 8.6% opts on somehow yes are most satisfied on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works. While among ages between 30-40, 17.1% opts on highly yes, 11.4% opts on somehow yes. Among ages between 40-50, 10.0% opts on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 8.6% opts on highly yes, 8.6% opts on somehow yes.

Table – 170:
Satisfaction on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	5.7%	8.6%	0.0%	1.4%	15.7%
30 - 40	17.1%	11.4%	5.7%	4.3%	38.6%
40 - 50	10.0%	10.0%	2.9%	1.4%	24.3%
50 - 60	8.6%	8.6%	2.9%	1.4%	21.4%
Total	41.4%	38.6%	11.4%	8.6%	100.0%

Source: Survey data

4.37.2 Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by gender: The analysis in the table below shows that male respondents constituting with 22.9% opts on highly yes and 20.0% opts on

somehow yes are more satisfied than female on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works. While among the female respondents, 18.6% opts on highly yes and 18.6% opts on somehow yes.

Table – 171:
Satisfaction on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	22.9%	20.0%	10.0%	1.4%	54.3%
Female	18.6%	18.6%	1.4%	7.1%	45.7%
Total	41.4%	38.6%	11.4%	8.6%	100.0%

Source: Survey data

4.37.3 Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by educational qualification: By analyzing the data shown on the table below, among Ph.D, 10.0%opts on highly yes, 7.1% opts on somehow yes. Among MPhil holders, 11.4% opts on highly yes, 8.6% opts on somehow yes. Among MLISc, 14.3% opts on highly yes, 20.0% opts on somehow yes. Among BLISc, 4.3%opts on highly yes, 0.0% opt on somehow yes. Among Diploma/Certificate holders, 1.4% opt on highly yes, 2.9% opts on somehow yes. The analysis shows that BLISc holders on average are most satisfied on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works.

Table – 172:
Satisfaction on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	10.0%	7.1%	4.3%	0.0%	21.4%
Mphil	11.4%	8.6%	1.4%	1.4%	22.9%
MLISc	14.3%	20.0%	4.3%	5.7%	44.3%
BLISc	4.3%	0.0%	0.0%	1.4%	5.7%
Diploma/Certificate	1.4%	2.9%	1.4%	0.0%	5.7%
Total	41.4%	38.6%	11.4%	8.6%	100.0%

Source: Survey data

4.37.4 Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by designation: By analyzing the data as shown on the table below. The analysis shows that on average Deputy Librarian and Technical Assistant consisting both with 2.9% opts on highly yes and 1.4% opt on somehow yes are most satisfied on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works. While among Librarian 14.3% opts on highly yes, 8.6% opts on somehow yes. Among Assistant Librarian 1.4% opts on highly yes, 5.7% opts on somehow yes. Among Professor, 4.3% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 1.4% opt on highly yes, 2.9% opts on somehow yes. Among Semi Professional Assistant, 4.3% opts on highly yes, 4.3% opts on somehow yes. Among Library Assistant, 10.0% opts on highly yes, 5.7% opts on

somehow yes. Among Library Attendant/Library Worker, 0.0% opt on highly yes, 7.1% opts on somehow yes.

Table – 173:
Satisfaction on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by designation

Designation of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Librarian	14.3%	8.6%	4.3%	1.4%	28.6%
Assistant Librarian	1.4%	5.7%	1.4%	0.0%	8.6%
Professor	4.3%	1.4%	1.4%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	1.4%	2.9%	1.4%	0.0%	5.7%
Semi Professional Assistant	4.3%	4.3%	1.4%	1.4%	11.4%
Library Assistant	10.0%	5.7%	1.4%	4.3%	21.4%
Technical Assistant	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	7.1%	0.0%	1.4%	8.6%
Total	41.4%	38.6%	11.4%	8.6%	100.0%

Source: Survey data

4.37.5 Satisfaction of library professionals on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by length of service: The analysis in the table below shows that service lengths of less than 5 years with 11.4% opts on highly yes and 18.6% opts

on somehow yes are most satisfied on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works. While among service length of 10 years 12.9% opts on highly yes, 7.1% opts on somehow yes. Among service length of 15 years 7.1% opts on highly yes, 5.7% opts on somehow yes. And among service length of more than 20 years 10.0% opts on highly yes, 7.1% opts on somehow yes.

Table – 174:
Satisfaction on question regarding whether they would stay beyond working hours for works even they are not paid for the extra works by length of service

Service length of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Less than 5 years	11.4%	18.6%	2.9%	1.4%	34.3%
10 years	12.9%	7.1%	1.4%	4.3%	25.7%
15 years	7.1%	5.7%	2.9%	0.0%	15.7%
More than 20 years	10.0%	7.1%	4.3%	2.9%	24.3%
Total	41.4%	38.6%	11.4%	8.6%	100.0%

Source: Survey data

4.38 Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession:

Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.38.1 Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by age group: By analyzing the data as shown on the table below, on average age group between 40-50 with 5.7% opts

on highly yes and 7.1% opts on somehow yes are most satisfied on question regarding whether they have wrongly chosen their profession. Among ages between 20-30, 1.4% opts on highly yes, 4.3% opts on somehow yes. Among ages between 30-40, 2.9% opts on highly yes, 7.1% opts on somehow yes. Among ages between 40-50, 5.7% opts on highly yes, 7.1% opts on somehow yes. And among ages between 50-60, 5.7% opts on highly yes, 4.3% opts on somehow yes.

Table – 175:
Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	1.4%	4.3%	4.3%	5.7%	15.7%
30 - 40	2.9%	7.1%	10.0%	18.6%	38.6%
40 - 50	5.7%	7.1%	7.1%	4.3%	24.3%
50 - 60	5.7%	4.3%	2.9%	8.6%	21.4%
Total	15.7%	22.9%	24.3%	37.1%	100.0%

Source: Survey data

4.38.2 Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by gender: The analysis shows that male respondents with 8.6% opts on highly yes and 17.1% opts on somehow yes are more satisfied than female on question regarding whether they have wrongly chosen their profession. While among the female respondents, 7.1% opts on highly yes, 5.7% opts on somehow yes.

Table – 176:
Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by gender

Gender type of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Male	8.6%	17.1%	11.4%	17.1%	54.3%
Female	7.1%	5.7%	12.9%	20.0%	45.7%
Total	15.7%	22.9%	24.3%	37.1%	100.0%

Source: Survey data

4.38.3 Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by educational qualification: By analyzing the data shown on the table below, among Ph.D, 1.4% opt on highly yes, 2.9% opts on somehow yes. Among MPhil holders, 5.7% opts on highly yes, 4.3% opts on somehow yes. Among MLISc, 4.3% opts on highly yes, 14.3% opts on somehow yes. Among BLISc, 2.9% opts on highly yes, 0.0% opt on somehow yes. Among Diploma/Certificate holders, 1.4% opt on highly yes, 1.4% opt on somehow yes. The analysis shows that BLISc holders are most satisfied on question regarding whether they have wrongly chosen their profession.

Table – 177:
Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	1.4%	2.9%	4.3%	12.9%	21.4%
Mphil	5.7%	4.3%	2.9%	10.0%	22.9%
MLISc	4.3%	14.3%	15.7%	10.0%	44.3%
BLISc	2.9%	0.0%	1.4%	1.4%	5.7%
Diploma/Certificate	1.4%	1.4%	0.0%	2.9%	5.7%
Total	15.7%	22.9%	24.3%	37.1%	100.0%

Source: Survey data

4.38.4 Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by designation: The analysis shows that on average Semi Professional Assistant with 5.7% opts on highly yes and on somehow yes are most satisfied on question regarding whether they have wrongly chosen their profession. While among Librarian 2.9% opts on highly yes, 10.0% opts on somehow yes. Among Assistant Librarian 0.0% opt on highly yes, 1.4% opt on somehow yes. Among Professor, 0.0% opt on highly yes, 0.0% opt on somehow yes. Among Deputy Librarian, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Professional Assistant, 2.9% opts on highly yes, 0.0% opt on somehow yes. Among Library Assistant, 4.3% opts on highly yes, 4.3% opts on somehow yes. Among Technical Assistant, 0.0% opt on highly yes, 1.4% opt on somehow yes. And among Library Attendant/Library Worker, 0.0% opt on highly yes, 2.9% opts on somehow yes.

Table – 178:
Satisfaction of library professionals on question regarding whether they have
wrongly chosen their profession by designation

Designation of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Librarian	2.9%	10.0%	8.6%	7.1%	28.6%
Assistant Librarian	0.0%	1.4%	1.4%	5.7%	8.6%
Professor	0.0%	0.0%	0.0%	7.1%	7.1%
Deputy Librarian	0.0%	2.9%	0.0%	1.4%	4.3%
Professional Assistant	2.9%	0.0%	2.9%	0.0%	5.7%
Semi Professional Assistant	5.7%	0.0%	1.4%	4.3%	11.4%
Library Assistant	4.3%	4.3%	5.7%	7.1%	21.4%
Technical Assistant	0.0%	1.4%	1.4%	1.4%	4.3%
Library Attendant/Library Worker	0.0%	2.9%	2.9%	2.9%	8.6%
Total	15.7%	22.9%	24.3%	37.1%	100.0%

Source: Survey data

4.38.5 Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by length of service: By analyzing the data as shown on the table below, it shows on average that service lengths of more than 20 years with 5.7% opts on highly yes and 7.1% opts on somehow yes are most satisfied on question regarding whether they have wrongly chosen their

profession. While among service length of less than 5 years 2.9% opts on highly yes, 5.7% opts on somehow yes. Among service length of 10 years 2.9% opts on highly yes, 7.1% opts on somehow yes. Among service length of 15 years, 4.3% opts on highly yes, 2.9% opts on somehow yes.

Table – 179:
Satisfaction of library professionals on question regarding whether they have wrongly chosen their profession by length of service

Service length of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Less than 5 years	2.9%	5.7%	11.4%	14.3%	34.3%
10 years	2.9%	7.1%	2.9%	12.9%	25.7%
15 years	4.3%	2.9%	7.1%	1.4%	15.7%
More than 20 years	5.7%	7.1%	2.9%	8.6%	24.3%
Total	15.7%	22.9%	24.3%	37.1%	100.0%

Source: Survey data

4.39 Satisfaction of library professionals on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade:

Satisfaction of library professionals on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.39.1 Satisfaction of library professionals on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade by age group: The analysis indicates that age group between 40-50 with 7.1% opts on highly yes, 10.0% opts on somehow yes are most satisfied on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade. While among ages between 20-30, 5.7% opts on highly yes, 4.3% opts on somehow yes. Among ages between 30-40, 10.0% opts on highly yes, 12.9% opts on somehow yes. And among ages between 50-60, 7.1% opts on highly yes, 2.9% opts on somehow yes.

Table – 180:
Satisfaction on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	5.7%	4.3%	4.3%	1.4%	15.7%
30 - 40	10.0%	12.9%	1.4%	14.3%	38.6%
40 - 50	7.1%	10.0%	4.3%	2.9%	24.3%
50 - 60	7.1%	2.9%	4.3%	7.1%	21.4%
Total	30.0%	30.0%	14.3%	25.7%	100.0%

Source: Survey data

4.39.2 Satisfaction of library professionals on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade by gender: By analyzing the data as shown on the table below, it shows that male respondents are more satisfied than female on

question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade. The male respondents consist with 11.4% opts on highly yes and 20.0% opts on somehow yes. While among the female respondents, 18.6% opts on highly yes and 10.0% opts on somehow yes.

Table – 181:

Satisfaction on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	11.4%	20.0%	7.1%	15.7%	54.3%
Female	18.6%	10.0%	7.1%	10.0%	45.7%
Total	30.0%	30.0%	14.3%	25.7%	100.0%

Source: Survey data

4.39.3 Satisfaction of library professionals on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade by educational qualification: By analyzing the data shown on the table below, among Ph.D, 8.6%opt on highly yes, 4.3% opts on somehow yes. Among MPhil holders, 7.1% opts on highly yes, 4.3% opts on somehow yes. Among MLISc, 10.0% opts on highly yes, 18.6% opts on somehow yes. Among BLISc, 2.9%opts on highly yes, 1.4% opt on somehow yes. Among Diploma/Certificate holders, 1.4% opt on highly yes, 1.4% opt on somehow yes. The analysis shows that BLISc holders are most satisfied on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade.

Table – 182:
Satisfaction on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	8.6%	4.3%	1.4%	7.1%	21.4%
Mphil	7.1%	4.3%	4.3%	7.1%	22.9%
MLISc	10.0%	18.6%	5.7%	10.0%	44.3%
BLISc	2.9%	1.4%	1.4%	0.0%	5.7%
Diploma/Certificate	1.4%	1.4%	1.4%	1.4%	5.7%
Total	30.0%	30.0%	14.3%	25.7%	100.0%

Source: Survey data

4.39.4 Satisfaction of library professionals on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade by designation: The analysis shows that on average Semi Professional Assistant with 5.7% opts on yes and 2.9% opts on somehow yes are most satisfied on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade. By analyzing the data as shown on the table below, among Librarian 7.1% opts on highly yes, 12.9% opts on somehow yes. Among Assistant Librarian 4.3% opts on highly yes, 1.4% opt on somehow yes. Among Professor, 4.3% opts on highly yes, 0.0% opt on somehow yes. Among Deputy Librarian, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 1.4% opt on highly yes, 0.0% opt on somehow yes. Among Library

Assistant, 2.9% opts on highly yes, 8.6% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Library Attendant/Library Worker, 1.4% opt on highly yes, 1.4% opt on somehow yes.

Table – 183:
Satisfaction on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	7.1%	12.9%	2.9%	5.7%	28.6%
Assistant Librarian	4.3%	1.4%	1.4%	1.4%	8.6%
Professor	4.3%	0.0%	0.0%	2.9%	7.1%
Deputy Librarian	1.4%	1.4%	0.0%	1.4%	4.3%
Professional Assistant	1.4%	0.0%	2.9%	1.4%	5.7%
Semi Professional Assistant	5.7%	2.9%	1.4%	1.4%	11.4%
Library Assistant	2.9%	8.6%	4.3%	5.7%	21.4%
Technical Assistant	1.4%	1.4%	0.0%	1.4%	4.3%
Library Attendant/Library Worker	1.4%	1.4%	1.4%	4.3%	8.6%
Total	30.0%	30.0%	14.3%	25.7%	100.0%

Source: Survey data

4.39.5 Satisfaction of library professionals on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade by length of service: By analyzing the data as shown on the table below, on average with 5.7% opts on highly yes and 12.9% opts on somehow yes, service lengths of 10 years are most satisfied on question regarding whether they would still preferred their job if there is a choice to choose with other professionals of the same grade. While among service length of less than 5 years 11.4% opts on highly yes, 11.4% opts on somehow yes. Among service length of 15 years 1.4% opt on highly yes, 2.9% opts on somehow yes. And among service length of more than 20 years 11.4% opts on highly yes, 2.9% opts on somehow yes.

Table – 184:

Satisfaction on question regarding whether they would still prefer their job if there is a choice to choose with other professionals of the same grade by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	11.4%	11.4%	5.7%	5.7%	34.3%
10 years	5.7%	12.9%	0.0%	7.1%	25.7%
15 years	1.4%	2.9%	5.7%	5.7%	15.7%
More than 20 years	11.4%	2.9%	2.9%	7.1%	24.3%
Total	30.0%	30.0%	14.3%	25.7%	100.0%

Source: Survey data

4.40 Satisfaction of library professionals on question regarding how they think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done:

Satisfaction of library professionals on question regarding whether the respondent library professionals think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.40.1 Satisfaction of library professionals on question regarding how they think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done by age group: The analysis in the table below indicates that age group between 20-30 with 7.1% opts on highly yes and 8.6% opts on somehow yes are most satisfied on question regarding whether they think their authorities, co-workers, users, etc. are pleased and satisfied with their performance and with the works they have done. While among ages between 30-40, 25.7% opts on highly yes, 8.6% opts on somehow yes. Among ages between 40-50, 5.7% opts on highly yes, 11.4% opts on somehow yes. And among ages between 50-60, 8.6% opts on highly yes, 5.7% opts on somehow yes.

Table – 185:

Satisfaction on question regarding how they think their authorities, co-workers, users are satisfied with their performance and with the works they have done by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	7.1%	8.6%	0.0%	0.0%	15.7%
30 - 40	25.7%	8.6%	2.9%	1.4%	38.6%
40 - 50	5.7%	11.4%	4.3%	2.9%	24.3%
50 - 60	8.6%	5.7%	7.1%	0.0%	21.4%
Total	47.1%	34.3%	14.3%	4.3%	100.0%

Source: Survey data

4.40.2 Satisfaction of library professionals on question regarding how they think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done by gender: By analyzing the data as shown on the table below, among the male respondents, 21.4% opts on highly yes, 18.6% opts on somehow yes. Among the female respondents, 25.7% opts on highly yes, 15.7% opts on somehow yes. The analysis shows that female respondents are more satisfied than male on question regarding whether they think their authorities, co-workers, users, etc. are pleased and satisfied with their performance and with the works they have done.

Table – 186:
Satisfaction on question regarding how they think their authorities, co-workers,
users satisfied with their performance and with the works they have done by
gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	21.4%	18.6%	12.9%	1.4%	54.3%
Female	25.7%	15.7%	1.4%	2.9%	45.7%
Total	47.1%	34.3%	14.3%	4.3%	100.0%

Source: Survey data

4.40.3 Satisfaction of library professionals on question regarding how they think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done by educational qualification: By analyzing the data shown on the table below, on average Mphil degree holders with 8.6% opts on highly yes and 14.3% opts on somehow yes are most satisfied on question regarding whether they think their authorities, co-workers, users, etc. are pleased and satisfied with their performance and with the works they have done. While among Ph.D, 12.9%opt on highly yes, 2.9% opts on somehow yes. Among MLISc, 22.9% opts on highly yes, 15.7% opts on somehow yes. Among BLISc, 1.4%opt on highly yes, 0.0% opt on somehow yes. And among Diploma/Certificate holders, 1.4% opt on highly yes, 1.4% opt on somehow yes.

Table – 187:

Satisfaction on question regarding how they think their authorities, co-workers, users are satisfied with their performance and with the works they have done by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	12.9%	2.9%	5.7%	0.0%	21.4%
Mphil	8.6%	14.3%	0.0%	0.0%	22.9%
MLISc	22.9%	15.7%	4.3%	1.4%	44.3%
BLISc	1.4%	0.0%	1.4%	2.9%	5.7%
Diploma/Certificate	1.4%	1.4%	2.9%	0.0%	5.7%
Total	47.1%	34.3%	14.3%	4.3%	100.0%

Source: Survey data

4.40.4 Satisfaction of library professionals on question regarding how they think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done by designation: The analysis shows that on average Deputy Librarian and Technical Assistant consisting both with 2.9% opts on highly yes and 1.4% opt on somehow yes are most satisfied on question regarding whether they think their authorities, co-workers, users, etc. are pleased and satisfied with their performance and with the works they have done. While among Librarian 14.3% opts on highly yes, 8.6% opts on somehow yes. Among Assistant Librarian 5.7% opts on highly yes, 2.9% opts on somehow yes. Among Professor, 4.3% opts on highly yes, 0.0% opt on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 4.3% opts on somehow yes. Among Semi Professional Assistant, 2.9% opts on highly yes, 4.3% opts on

somehow yes. Among Library Assistant, 8.6% opts on highly yes, 8.6% opts on somehow yes. Among Library Attendant/Library Worker, 5.7% opts on highly yes, 2.9% opts on somehow yes.

Table – 188:

Satisfaction on question regarding how they think their authorities, co-workers, users are satisfied with their performance and with the works they have done by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	14.3%	8.6%	4.3%	1.4%	28.6%
Assistant Librarian	5.7%	2.9%	0.0%	0.0%	8.6%
Professor	4.3%	0.0%	2.9%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	1.4%	0.0%	5.7%
Semi Professional Assistant	2.9%	4.3%	2.9%	1.4%	11.4%
Library Assistant	8.6%	8.6%	2.9%	1.4%	21.4%
Technical Assistant	2.9%	1.4%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	5.7%	2.9%	0.0%	0.0%	8.6%
Total	47.1%	34.3%	14.3%	4.3%	100.0%

Source: Survey data

4.40.5 Satisfaction of library professionals on question regarding how they think their authorities, co-workers, users, etc. are satisfied with their performance and with the works they have done by length of service: By analyzing the data as shown on the table below, on average the service lengths of less than 5 years with 21.4% opts on highly yes and 11.4% opts on somehow yes are most satisfied on question regarding whether they think their authorities, co-workers, users, etc. are pleased and satisfied with their performance and with the works they have done. While among service length of 10 years 14.3% opts on highly yes and 7.1% opts on somehow yes. Among service length of 15 years 2.9% opts on highly yes, 8.6% opts on somehow yes. And among service length of more than 20 years 8.6% opts on highly yes, 7.1% opts on somehow yes.

Table – 189:

Satisfaction on question regarding how they think their authorities, co-workers, users are satisfied with their performance and with the works they have done by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	21.4%	11.4%	1.4%	0.0%	34.3%
10 years	14.3%	7.1%	1.4%	2.9%	25.7%
15 years	2.9%	8.6%	4.3%	0.0%	15.7%
More than 20 years	8.6%	7.1%	7.1%	1.4%	24.3%
Total	47.1%	34.3%	14.3%	4.3%	100.0%

Source: Survey data

4.41 Satisfaction of library professionals on question regarding their digital literacy:

Satisfaction of library professionals on question regarding their digital literacy is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.41.1 Satisfaction of library professionals on question regarding their digital literacy by age group: By analyzing the data as shown on the table below, it indicates that age group between 30-40 with 24.3% opts on highly yes and 14.3% opts on somehow yes are most satisfied on their digital literacy. While among ages between 20-30, 12.9% opts on highly yes, 2.9% opts on somehow yes. Among ages between 40-50, 10.0% opts on highly yes, 8.6% opts on somehow yes. And among ages between 50-60, 10.0% opts on highly yes, 5.7% opts on somehow yes.

Table – 190:
Satisfaction of library professionals on question regarding their digital literacy by age group

<i>Age of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
20 - 30	12.9%	2.9%	0.0%	0.0%	15.7%
30 - 40	24.3%	14.3%	0.0%	0.0%	38.6%
40 - 50	10.0%	8.6%	5.7%	0.0%	24.3%
50 - 60	10.0%	5.7%	5.7%	0.0%	21.4%
Total	57.1%	31.4%	11.4%	0.0%	100.0%

Source: Survey data

4.41.2 Satisfaction of library professionals on question regarding their digital literacy by gender: The analysis in the table below shows that male respondents consisting with 37.1% opts on highly yes and 12.9% opts on somehow yes are more satisfied than female on their digital literacy. While among the female respondents, 20.0% opts on highly yes and 18.6% opts on somehow yes.

Table – 191:
Satisfaction of library professionals on question regarding their digital literacy by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	37.1%	12.9%	4.3%	0.0%	54.3%
Female	20.0%	18.6%	7.1%	0.0%	45.7%
Total	57.1%	31.4%	11.4%	0.0%	100.0%

Source: Survey data

4.41.3 Satisfaction of library professionals on question regarding their digital literacy by educational qualification: By analyzing the data shown on the table below, The analysis shows that Ph.D degree holders with 20.0%opt on highly yes and 1.4% opt on somehow yes are most satisfied on their digital literacy. While among MPhil holders, 11.4% opts on highly yes, 8.6% opts on somehow yes. Among MLISc, 24.3% opts on highly yes, 15.7% opts on somehow yes. Among BLISc, 1.4%opt on highly yes, 0.0% opt on somehow yes. And among Diploma/Certificate holders, 0.0% opt on highly yes, 5.7% opts on somehow yes.

Table – 192:
Satisfaction of library professionals on question regarding their digital literacy by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	20.0%	1.4%	0.0%	0.0%	21.4%
Mphil	11.4%	8.6%	2.9%	0.0%	22.9%
MLISc	24.3%	15.7%	4.3%	0.0%	44.3%
BLISc	1.4%	0.0%	4.3%	0.0%	5.7%
Diploma/Certificate	0.0%	5.7%	0.0%	0.0%	5.7%
Total	57.1%	31.4%	11.4%	0.0%	100.0%

Source: Survey data

4.41.4 Satisfaction of library professionals on question regarding their digital literacy by designation: The analysis in the table below shows that on average Library Attendant/Library Worker with 8.6% opts on highly yes and on somehow yes are most satisfied on their digital literacy. While among Librarian 15.7% opts on highly yes, 8.6% opts on somehow yes. Among Assistant Librarian 4.3% opts on highly yes, 4.3% opts on somehow yes. Among Professor, 7.1% opts on highly yes, 0.0% opt on somehow yes. Among Deputy Librarian, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 4.3% opts on highly yes, 1.4% opt on somehow yes. Among Semi Professional Assistant, 4.3% opts on highly yes, 7.1% opts on somehow yes. Among Library Assistant, 8.6% opts on highly yes, 7.1% opts on somehow yes. And among Technical Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes.

Table – 193:
Satisfaction of library professionals on question regarding their digital literacy by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	15.7%	8.6%	4.3%	0.0%	28.6%
Assistant Librarian	4.3%	4.3%	0.0%	0.0%	8.6%
Professor	7.1%	0.0%	0.0%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	4.3%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	4.3%	7.1%	0.0%	0.0%	11.4%
Library Assistant	8.6%	7.1%	5.7%	0.0%	21.4%
Technical Assistant	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	8.6%	0.0%	0.0%	0.0%	8.6%
Total	57.1%	31.4%	11.4%	0.0%	0.0%

Source: Survey data

4.41.5 Satisfaction of library professionals on question regarding their digital literacy by length of service: By analyzing the data as shown on the table below, service lengths of less than 5 years with 25.7% opts on highly yes and 8.6% opts on somehow yes are most satisfied on their digital literacy. While among service length of 10 years 12.9% opts on highly yes, 11.4% opts on somehow yes. Among service length of 15 years 5.7% opts on highly yes, 4.3%

opts on somehow yes. And among service length of more than 20 years 12.9% opts on highly yes, 7.1% opts on somehow yes.

Table – 194:
Satisfaction of library professionals on question regarding their digital literacy by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	25.7%	8.6%	0.0%	0.0%	34.3%
10 years	12.9%	11.4%	1.4%	0.0%	25.7%
15 years	5.7%	4.3%	5.7%	0.0%	15.7%
More than 20 years	12.9%	7.1%	4.3%	0.0%	24.3%
Total	57.1%	31.4%	11.4%	0.0%	100.0%

Source: Survey data

4.42 Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works:

Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.42.1 Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works

by age group: By analyzing the data as shown on the table below, among ages between 20-30, 11.4% opts on highly yes, 4.3% opts on somehow yes. Among ages between 30-40, 20.0% opts on highly yes, 17.1% opts on somehow yes.

Among ages between 40-50, 7.1% opts on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 8.6% opts on highly yes, 7.1% opts on somehow yes. The analysis indicates that on average age group between 20-30 are most satisfied on question regarding whether they are able to cope with information technology and digital related works.

Table – 195:
Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	11.4%	4.3%	0.0%	0.0%	15.7%
30 - 40	20.0%	17.1%	1.4%	0.0%	38.6%
40 - 50	7.1%	10.0%	7.1%	0.0%	24.3%
50 - 60	8.6%	7.1%	4.3%	1.4%	21.4%
Total	47.1%	38.6%	12.9%	1.4%	100.0%

Source: Survey data

4.42.2 Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by gender: By analyzing the data as shown on the table below, among the male respondents, 32.9% opts on highly yes, 17.1% opts on somehow yes. Among the female respondents, 14.3% opts on highly yes, 21.4% opts on somehow yes. The analysis shows that male respondents are more satisfied than female on question regarding whether they are able to cope with information technology and digital related works.

Table – 196:
Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	32.9%	17.1%	4.3%	0.0%	54.3%
Female	14.3%	21.4%	8.6%	1.4%	45.7%
Total	47.1%	38.6%	12.9%	1.4%	100.0%

Source: Survey data

4.42.3 Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by educational qualification: By analyzing the data shown on the table below, among Ph.D, 17.1%opts on highly yes, 4.3% opts on somehow yes. Among MPhil holders, 10.0% opts on highly yes, 8.6% opts on somehow yes. Among MLISc, 20.0% opts on highly yes, 18.6% opts on somehow yes. Among BLISc, 0.0%opt on highly yes, 1.4% opt on somehow yes. Among Diploma/Certificate holders, 0.0% opt on highly yes, 5.7% opts on somehow yes. The analysis shows that on average Ph.D degree holders are most satisfied on question regarding whether they are able to cope with information technology and digital related works.

Table – 197:
Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	17.1%	4.3%	0.0%	0.0%	21.4%
Mphil	10.0%	8.6%	2.9%	1.4%	22.9%
MLISc	20.0%	18.6%	5.7%	0.0%	44.3%
BLISc	0.0%	1.4%	4.3%	0.0%	5.7%
Diploma/Certificate	0.0%	5.7%	0.0%	0.0%	5.7%
Total	47.1%	38.6%	12.9%	1.4%	100.0%

Source: Survey data

4.42.4 Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by designation: By analyzing the data as shown on the table below, among Librarian 11.4% opts on highly yes, 11.4% opts on somehow yes. Among Assistant Librarian 4.3% opts on highly yes, 4.3% opts on somehow yes. Among Professor, 5.7% opts on highly yes, 1.4% opt on somehow yes. Among Deputy Librarian, 2.9% opts on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 4.3% opts on highly yes, 1.4% opt on somehow yes. Among Semi Professional Assistant, 1.4% opt on highly yes, 10.0% opts on somehow yes. Among Library Assistant, 7.1% opts on highly yes, 7.1% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Library Attendant/Library Worker, 8.6% opts on highly

yes, 0.0% opt on somehow yes. The analysis shows that on average Library Attendant/Library Worker are most satisfied on question regarding whether they are able to cope with information technology and digital related works.

Table – 198:
Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	11.4%	11.4%	5.7%	0.0%	28.6%
Assistant Librarian	4.3%	4.3%	0.0%	0.0%	8.6%
Professor	5.7%	1.4%	0.0%	0.0%	7.1%
Deputy Librarian	2.9%	1.4%	0.0%	0.0%	4.3%
Professional Assistant	4.3%	1.4%	0.0%	0.0%	5.7%
Semi Professional Assistant	1.4%	10.0%	0.0%	0.0%	11.4%
Library Assistant	7.1%	7.1%	5.7%	1.4%	21.4%
Technical Assistant	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	8.6%	0.0%	0.0%	0.0%	8.6%
Total	47.1%	38.6%	12.9%	1.4%	100.0%

Source: Survey data

4.42.5 Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by length of service: By analyzing the data as shown on the table below, among service length of less than 5 years 24.3% opts on highly yes, 10.0% opts on somehow yes. Among service length of 10 years 10.0% opts on highly yes, 12.9% opts on somehow yes. Among service length of 15 years 4.3% opts on highly yes, 5.7% opts on somehow yes. Among service length of more than 20 years 8.6% opts on highly yes, 10.0% opts on somehow yes. The analysis shows that service lengths of less than 5 years are most satisfied on question regarding whether they are able to cope with information technology and digital related works.

Table – 199:
Satisfaction of library professionals on question regarding whether they are able to cope with information technology and digital related works by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	24.3%	10.0%	0.0%	0.0%	34.3%
10 years	10.0%	12.9%	2.9%	0.0%	25.7%
15 years	4.3%	5.7%	5.7%	0.0%	15.7%
More than 20 years	8.6%	10.0%	4.3%	1.4%	24.3%
Total	47.1%	38.6%	12.9%	1.4%	100.0%

Source: Survey data

4.43 Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library:

Satisfaction of library professionals on question regarding whether they are satisfied with their ability in handling the digital works in their library is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.43.1 Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by age group: By analyzing the data as shown on the table below, consisting with 11.4% opts on highly yes and 15.7% opts on somehow yes, age group between 30-40 are most satisfied on question regarding whether they are satisfied with their ability in handling the digital works in their library. While among ages between 20-30, 2.9% opts on highly yes and 8.6% opts on somehow yes. Among ages between 40-50, 0.0% opt on highly yes and 10.0% opts on somehow yes. And among ages between 50-60, 4.3% opts on highly yes and 4.3% opts on somehow yes.

Table – 200:
Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by age group

<i>Age of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
20 - 30	2.9%	8.6%	4.3%	0.0%	15.7%
30 - 40	11.4%	15.7%	11.4%	0.0%	38.6%
40 - 50	0.0%	10.0%	12.9%	1.4%	24.3%
50 - 60	4.3%	4.3%	8.6%	4.3%	21.4%
Total	18.6%	38.6%	37.1%	5.7%	100.0%

Source: Survey data

4.43.2 Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by gender: The analysis in the table below shows that male respondents with 15.7% opts on highly yes and 21.4% opts on somehow yes are more satisfied than female on question regarding whether they are satisfied with their ability in handling the digital works in their library. While among the female respondents, 2.9% opts on highly yes and 17.1% opts on somehow yes.

Table – 201:

Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by gender

Gender type of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Male	15.7%	21.4%	15.7%	1.4%	54.3%
Female	2.9%	17.1%	21.4%	4.3%	45.7%
Total	18.6%	38.6%	37.1%	5.7%	100.0%

Source: Survey data

4.43.3 Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by educational qualification: By analyzing the data shown on the table below, Ph.D degree holders with 7.1%opts on highly yes and 12.9% opts on somehow yes are most satisfied on question regarding whether they are satisfied with their ability in handling the digital works in their library. While among MPhil holders, 2.9% opts on highly yes, 8.6% opts on somehow yes. Among MLISc, 8.6% opts on highly yes, 17.1% opts on somehow yes. Among BLISc, 0.0%opt on highly yes, 0.0% opt on somehow yes. And among Diploma/Certificate holders, 0.0% opt on highly yes, 0.0% opts on somehow yes.

Table – 202:
Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	7.1%	12.9%	1.4%	0.0%	21.4%
Mphil	2.9%	8.6%	10.0%	1.4%	22.9%
MLISc	8.6%	17.1%	17.1%	1.4%	44.3%
BLISc	0.0%	0.0%	4.3%	1.4%	5.7%
Diploma/Certificate	0.0%	0.0%	4.3%	1.4%	5.7%
Total	18.6%	38.6%	37.1%	5.7%	100.0%

Source: Survey data

4.43.4 Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by designation: The analysis in the table below shows that on average Library Attendant/Library Worker with 4.3% opts on highly yes and 4.3% opts on somehow yes are most satisfied on question regarding whether they are satisfied with their ability in handling the digital works in their library. While among Librarian 4.3% opts on highly yes, 11.4% opts on somehow yes. Among Assistant Librarian 0.0% opt on highly yes, 5.7% opts on somehow yes. Among Professor, 4.3% opts on highly yes, 2.9% opts on somehow yes. Among Deputy Librarian, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Semi Professional Assistant, 0.0% opt on highly yes, 4.3% opts on

somehow yes. Among Library Assistant, 2.9% opts on highly yes, 5.7% opts on somehow yes. And among Technical Assistant, 1.4% opt on highly yes, 0.0% opt on somehow yes.

Table – 203:
Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	4.3%	11.4%	11.4%	1.4%	28.6%
Assistant Librarian	0.0%	5.7%	2.9%	0.0%	8.6%
Professor	4.3%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	1.4%	1.4%	1.4%	0.0%	4.3%
Professional Assistant	0.0%	2.9%	2.9%	0.0%	5.7%
Semi Professional Assistant	0.0%	4.3%	5.7%	1.4%	11.4%
Library Assistant	2.9%	5.7%	10.0%	2.9%	21.4%
Technical Assistant	1.4%	0.0%	2.9%	0.0%	4.3%
Library Attendant/Library Worker	4.3%	4.3%	0.0%	0.0%	8.6%
Total	18.6%	38.6%	37.1%	5.7%	100.0%

Source: Survey data

4.43.5 Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library length of service: By analyzing the data as shown on the table below, service lengths of less than 5 years, consisting with 11.4% opts on highly yes and 14.3% opts on somehow yes are most satisfied on question regarding whether they are satisfied with their ability in handling the digital works in their library. While among service length of 10 years 2.9% opts on highly yes, 11.4% opts on somehow yes. Among service length of 15 years 0.0% opt on highly yes, 7.1% opts on somehow yes. And among service length of more than 20 years 4.3% opts on highly yes, 5.7% opts on somehow yes.

Table – 204:

Satisfaction of library professionals on question regarding whether they are satisfied with the ability in handling the digital works in their library by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	11.4%	14.3%	7.1%	1.4%	34.3%
10 years	2.9%	11.4%	11.4%	0.0%	25.7%
15 years	0.0%	7.1%	7.1%	1.4%	15.7%
More than 20 years	4.3%	5.7%	11.4%	2.9%	24.3%
Total	18.6%	38.6%	37.1%	5.7%	100.0%

Source: Survey data

4.44 Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers:

Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-

workers is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.44.1 Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by age group: The analysis in the table below indicates that on average, age group between 20-30 with 1.4% opt on highly yes and 11.4% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers. While among ages between 30-40, 4.3%opts on highly yes, 21.4% opts on somehow yes. Among ages between 40-50, 0.0% opt on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 1.4% opt on highly yes, 7.1% opts on somehow yes.

Table – 205:
Satisfaction on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by age group

<i>Age of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
20 - 30	1.4%	11.4%	2.9%	0.0%	15.7%
30 - 40	4.3%	21.4%	12.9%	0.0%	38.6%
40 - 50	0.0%	10.0%	14.3%	0.0%	24.3%
50 - 60	1.4%	7.1%	11.4%	1.4%	21.4%
Total	7.1%	50.0%	41.4%	1.4%	100.0%

Source: Survey data

4.44.2 Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by gender: By analyzing the data as shown on the table below. The analysis shows that male respondents with 7.1% opts on highly yes and 30.0% opts on somehow yes are more satisfied than female on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers. While among the female respondents, 0.0% opts on highly yes and 20.0% opts on somehow yes.

Table – 206:
Satisfaction on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	7.1%	30.0%	17.1%	0.0%	54.3%
Female	0.0%	20.0%	24.3%	1.4%	45.7%
Total	7.1%	50.0%	41.4%	1.4%	100.0%

Source: Survey data

4.44.3 Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by educational qualification: The analysis shows that on average Ph.D degree holders with 1.4%opt on highly yes and 18.6% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers. While among MPhil holders, 0.0% opt on highly yes, 11.4% opts on somehow yes. Among MLISc, 5.7% opts on highly yes, 18.6% opts on somehow yes. Among BLISc, 0.0%opt on highly yes, 0.0% opt on somehow yes. And among Diploma/Certificate holders, 0.0% opt on highly yes, 1.4% opt on somehow yes.

Table – 207:
Satisfaction on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	1.4%	18.6%	1.4%	0.0%	21.4%
Mphil	0.0%	11.4%	10.0%	1.4%	22.9%
MLISc	5.7%	18.6%	20.0%	0.0%	44.3%
BLISc	0.0%	0.0%	5.7%	0.0%	5.7%
Diploma/Certificate	0.0%	1.4%	4.3%	0.0%	5.7%
Total	7.1%	50.0%	41.4%	1.4%	100.0%

Source: Survey data

4.44.4 Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by designation: By analyzing the data as shown on the table below, among Librarian 2.9% opts on highly yes, 11.4% opts on somehow yes. Among Assistant Librarian 0.0% opt on highly yes, 4.3% opts on somehow yes. Among Professor, 0.0% opt on highly yes, 7.1% opts on somehow yes. Among Deputy Librarian, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Semi Professional Assistant, 0.0% opt on highly yes, 5.7% opts on somehow yes. Among Library Assistant, 0.0% opt on yes, 8.6% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Library Attendant/Library Worker, 2.9% opts on highly yes, 5.7%

opts on somehow yes. The analysis shows that on average Library Attendant/Library Worker are most satisfied on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers.

Table – 208:
Satisfaction on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	2.9%	11.4%	14.3%	0.0%	28.6%
Assistant Librarian	0.0%	4.3%	4.3%	0.0%	8.6%
Professor	0.0%	7.1%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	4.3%
Professional Assistant	0.0%	2.9%	2.9%	0.0%	5.7%
Semi Professional Assistant	0.0%	5.7%	5.7%	0.0%	11.4%
Library Assistant	0.0%	8.6%	11.4%	1.4%	21.4%
Technical Assistant	1.4%	1.4%	1.4%	0.0%	4.3%
Library Attendant/Library Worker	2.9%	5.7%	0.0%	0.0%	8.6%
Total	7.1%	50.0%	41.4%	1.4%	100.0%

Source: Survey data

4.44.5 Satisfaction of library professionals on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by length of service: The analysis in the table below shows that service lengths of less than 5 years with 5.7% opts on highly yes and 20.0% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers. While among service length of 10 years 0.0% opt on highly yes, 15.7% opts on somehow yes. Among service length of 15 years 0.0% opt on highly yes, 5.7% opts on somehow yes. And among service length of more than 20 years 1.4% opt on highly yes, 8.6% opts on somehow yes.

Table – 209:

Satisfaction on question regarding whether they are satisfied with the efforts in handling and executing digital works with their co-workers by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	5.7%	20.0%	8.6%	0.0%	34.3%
10 years	0.0%	15.7%	10.0%	0.0%	25.7%
15 years	0.0%	5.7%	10.0%	0.0%	15.7%
More than 20 years	1.4%	8.6%	12.9%	1.4%	24.3%
Total	7.1%	50.0%	41.4%	1.4%	100.0%

Source: Survey data

4.45 Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation:

Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.45.1 Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by age group: The analysis indicates that age group between 30-40 with 5.7% opts on highly yes and 18.6% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation. While among ages between 20-30, 0.0% opt on highly yes, 8.6% opts on somehow yes. Among ages between 40-50, 1.4% opt on highly yes, 7.1% opts on somehow yes. And among ages between 50-60, 4.3% opts on highly yes, 2.9% opts on somehow yes.

Table – 210:

Satisfaction on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by age group

Age of the respondent library professional					Total
	yes	Somehow yes	Maybe no	no	
20 - 30	0.0%	8.6%	7.1%	0.0%	15.7%
30 - 40	5.7%	18.6%	12.9%	1.4%	38.6%
40 - 50	1.4%	7.1%	15.7%	0.0%	24.3%
50 - 60	4.3%	2.9%	14.3%	0.0%	21.4%
Total	11.4%	37.1%	50.0%	1.4%	100.0%

Source: Survey data

4.45.2 Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by gender: By analyzing the data as shown on the table below, male respondents with 7.1% opts on highly yes and 22.9% opts on somehow yes are more satisfied than female on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation. While among the female respondents, 4.3% opts on highly yes and 14.3% opts on somehow yes.

Table – 211:

Satisfaction on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by gender

Gender type of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Male	7.1%	22.9%	24.3%	0.0%	54.3%
Female	4.3%	14.3%	25.7%	1.4%	45.7%
Total	11.4%	37.1%	50.0%	1.4%	100.0%

Source: Survey data

4.45.3 Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by educational qualification: By analyzing the data shown on the table below, on average Ph.D degree holders with 10.0% opts on highly yes and 8.6% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation. While among MPhil holders, 0.0% opt on highly yes, 12.9% opts on somehow yes. Among MLISc, 1.4% opt on highly yes, 15.7% opts on somehow yes. Among BLISc, 0.0%opt on highly yes, 0.0% opt on somehow yes. And among Diploma/Certificate holders, 0.0% opt on highly yes, 0.0% opt on somehow yes.

Table – 212:
Satisfaction on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	10.0%	8.6%	2.9%	0.0%	21.4%
Mphil	0.0%	12.9%	10.0%	0.0%	22.9%
MLISc	1.4%	15.7%	25.7%	1.4%	44.3%
BLISc	0.0%	0.0%	5.7%	0.0%	5.7%
Diploma/Certificate	0.0%	0.0%	5.7%	0.0%	5.7%
Total	11.4%	37.1%	50.0%	1.4%	100.0%

Source: Survey data

4.45.4 Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by designation: By analyzing the data as shown on the table below, on average Professor with 4.3% opts on highly yes and 2.9% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation. While among Librarian 2.9% opts on highly yes and 11.4% opts on somehow yes. Among Assistant Librarian 2.9% opts on highly yes, 5.7% opts on somehow yes. Among Deputy Librarian, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 1.4% opt on somehow yes. Among Semi Professional Assistant, 0.0% opt on highly yes, 2.9% opts on

somehow yes. Among Library Assistant, 0.0% opt on highly yes, 5.7% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 0.0% opt on somehow yes. And among Library Attendant/Library Worker, 0.0% opt on highly yes, 4.3% opts on somehow yes.

Table – 213:

Satisfaction on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	2.9%	11.4%	14.3%	0.0%	28.6%
Assistant Librarian	2.9%	5.7%	0.0%	0.0%	8.6%
Professor	4.3%	2.9%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	4.3%
Professional Assistant	0.0%	1.4%	4.3%	0.0%	5.7%
Semi Professional Assistant	0.0%	2.9%	8.6%	0.0%	11.4%
Library Assistant	0.0%	5.7%	14.3%	1.4%	21.4%
Technical Assistant	1.4%	0.0%	2.9%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	4.3%	4.3%	0.0%	8.6%
Total	8	26	35	1	70
	11.4%	37.1%	50.0%	1.4%	100.0%

Source: Survey data

4.45.5 Satisfaction of library professionals on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by length of service: The analysis in the table below shows that service lengths of less than 5 years with 2.9% opts on highly yes and 17.1% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation. While among service length of 10 years 2.9% opts on highly yes and 10.0% opts on somehow yes. Among service length of 15 years 1.4% opt on highly yes and 4.3% opts on somehow yes. And among service length of more than 20 years 4.3% opts on highly yes and 5.7% opts on somehow yes.

Table – 214:

Satisfaction on question regarding whether they are satisfied with the chances they get for attending training/workshop in library digitization/library automation by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	2.9%	17.1%	14.3%	0.0%	34.3%
10 years	2.9%	10.0%	11.4%	1.4%	25.7%
15 years	1.4%	4.3%	10.0%	0.0%	15.7%
More than 20 years	4.3%	5.7%	14.3%	0.0%	24.3%
Total	11.4%	37.1%	50.0%	1.4%	100.0%

Source: Survey data

4.46 Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library:

Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.46.1 Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by age group:

The analysis in the table below indicates that on average, age group between 30-40 constituting with 2.9%opts on highly yes and 24.3% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library. While among ages between 20-30, 0.0% opt on highly yes, 11.4% opts on somehow yes. Among ages between 40-50, 1.4% opt on highly yes, 11.4% opts on somehow yes. And among ages between 50-60, 0.0% opt on highly yes, 10.0% opts on somehow yes.

Table – 215:
Satisfaction on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by age group

Age of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
20 - 30	0.0%	11.4%	2.9%	1.4%	15.7%
30 - 40	2.9%	24.3%	11.4%	0.0%	38.6%
40 - 50	1.4%	11.4%	11.4%	0.0%	24.3%
50 - 60	0.0%	10.0%	11.4%	0.0%	21.4%
Total	4.3%	57.1%	37.1%	1.4%	100.0%

Source: Survey data

4.46.2 Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by gender: By analyzing the data as shown on the table below, among the male respondents, 2.9% opts on highly yes and 28.6% opts on somehow yes. Among the female respondents, 1.4% opt on highly yes and 28.6% opts on somehow yes. The analysis shows that male respondents are more satisfied than female on question regarding whether they are satisfied with the co-operation and support they get from your authority regarding development of ICT for their library.

Table – 216:

Satisfaction on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	2.9%	28.6%	22.9%	0.0%	54.3%
Female	1.4%	28.6%	14.3%	1.4%	45.7%
Total	4.3%	57.1%	37.1%	1.4%	100.0%

Source: Survey data

4.46.3 Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by educational qualification: The analysis in the table below shows that on average, Ph.D degree holders with 4.3% opts on highly yes and 14.3% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the co-operation and support they get from your authority regarding development of ICT for their library. While among MPhil holders, 0.0% opt on highly yes, 17.1% opts on somehow yes. Among MLISc, 0.0% opt on highly yes, 18.6% opts on somehow yes. Among BLISc, 0.0%opt on highly yes, 4.3% opt on somehow yes. And among Diploma/Certificate holders, 0.0% opt on highly yes, 2.9% opt on somehow yes.

Table – 217:
Satisfaction on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	4.3%	14.3%	2.9%	0.0%	21.4%
Mphil	0.0%	17.1%	5.7%	0.0%	22.9%
MLISc	0.0%	18.6%	24.3%	1.4%	44.3%
BLISc	0.0%	4.3%	1.4%	0.0%	5.7%
Diploma/Certificate	0.0%	2.9%	2.9%	0.0%	5.7%
Total	4.3%	57.1%	37.1%	1.4%	100.0%

Source: Survey data

4.46.4 Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by designation: By analyzing the data as shown on the table below, on average Assistant Librarian with 1.4% opt on highly yes and 7.1% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the co-operation and support they get from your authority regarding development of ICT for their library. While among Librarian 0.0% opt on highly yes, 11.4% opts on somehow yes. Among Professor, 1.4% opt on highly yes, 5.7% opts on somehow yes. Among Deputy Librarian, 1.4% opt on highly yes, 1.4% opt on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 4.3% opts on somehow yes. Among Semi Professional Assistant, 0.0% opt on highly yes, 5.7% opts on

somehow yes. Among Library Assistant, 0.0% opt on highly yes, 11.4% opts on somehow yes. Among Technical Assistant, 0.0% opt on highly yes, 4.3% opts on somehow yes. And among Library Attendant/Library Worker, 0.0% opt on highly yes, 5.7% opts on somehow yes.

Table – 218:
Satisfaction on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	0.0%	11.4%	17.1%	0.0%	28.6%
Assistant Librarian	1.4%	7.1%	0.0%	0.0%	8.6%
Professor	1.4%	5.7%	0.0%	0.0%	7.1%
Deputy Librarian	1.4%	1.4%	1.4%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	1.4%	0.0%	5.7%
Semi Professional Assistant	0.0%	5.7%	5.7%	0.0%	11.4%
Library Assistant	0.0%	11.4%	8.6%	1.4%	21.4%
Technical Assistant	0.0%	4.3%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	5.7%	2.9%	0.0%	8.6%
Total	4.3%	57.1%	37.1%	1.4%	100.0%

Source: Survey data

4.46.5 Satisfaction of library professionals on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by length of service: The analysis in the table below shows that on average, service lengths of less than 5 years consisting with 1.4% opt on highly yes and 22.9% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the co-operation and support they get from your authority regarding development of ICT for their library. While among service length of 10 years 2.9% opts on highly yes, 11.4% opts on somehow yes. Among service length of 15 years 0.0% opt on highly yes, 8.6% opts on somehow yes. And among service length of more than 20 years 0.0% opt on highly yes, 14.3% opts on somehow yes.

Table – 219:

Satisfaction on question regarding whether they are satisfied with the co-operation and support they get from their authority regarding development of ICT for their library by length of service

Service length of the respondent library professional					Total
	yes	Somehow yes	Maybe no	no	
Less than 5 years	1.4%	22.9%	8.6%	1.4%	34.3%
10 years	2.9%	11.4%	11.4%	0.0%	25.7%
15 years	0.0%	8.6%	7.1%	0.0%	15.7%
More than 20 years	0.0%	14.3%	10.0%	0.0%	24.3%
Total	4.3%	57.1%	37.1%	1.4%	100.0%

Source: Survey data

4.47 Satisfaction regarding library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority:

Satisfaction of library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.47.1 Satisfaction regarding library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by age group: The analysis in the table below indicates that on average, age group between 30-40 consisting with 1.4% opt on highly yes and 20.0% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority. While among ages between 20-30, 1.4% opt on highly yes, 5.7% opts on somehow yes. Among ages between 40-50, 0.0% opt on highly yes, 14.3% opts on somehow yes. And among ages between 50-60, 0.0% opt on highly yes, 8.6% opts on somehow yes.

Table – 220:
Satisfaction on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by age group

<i>Age of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
20 - 30	1.4%	5.7%	8.6%	0.0%	15.7%
30 - 40	1.4%	20.0%	15.7%	1.4%	38.6%
40 - 50	0.0%	14.3%	10.0%	0.0%	24.3%
50 - 60	0.0%	8.6%	11.4%	1.4%	21.4%
Total	2.9%	48.6%	45.7%	2.9%	100.0%

Source: Survey data

4.47.2 Satisfaction regarding library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by gender: By analyzing the data as shown on the table below, on average female respondents are more satisfied than male on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority consisting with 27.1% opt on highly yes and somehow yes. While among the male respondents, 2.9% opts on highly yes and 21.4% opts on somehow yes.

Table – 221:
Satisfaction on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Male	2.9%	21.4%	30.0%	0.0%	54.3%
Female	0.0%	27.1%	15.7%	2.9%	45.7%
Total	2.9%	48.6%	45.7%	2.9%	100.0%

Source: Survey data

4.47.3 Satisfaction regarding library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by educational qualification: By analyzing the data shown on the table below, among Ph.D., 0.0% opt on highly yes, 17.1% opts on somehow yes. Among MPhil holders, 0.0% opt on highly yes, 10.0% opts on somehow yes. Among MLISc, 1.4% opt on yes, 14.3% opts on somehow yes. Among BLISc, 0.0% opt on highly yes, 4.3% opt on somehow yes. Among Diploma/Certificate holders, 1.4% opt on highly yes, 2.9% opt on somehow yes. The analysis shows that on average Diploma/Certificate holders are most satisfied on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority.

Table – 222:
Satisfaction on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	0.0%	17.1%	4.3%	0.0%	21.4%
Mphil	0.0%	10.0%	12.9%	0.0%	22.9%
MLISc	1.4%	14.3%	25.7%	2.9%	44.3%
BLISc	0.0%	4.3%	1.4%	0.0%	5.7%
Diploma/Certificate	1.4%	2.9%	1.4%	0.0%	5.7%
Total	2.9%	48.6%	45.7%	2.9%	100.0%

Source: Survey data

4.47.4 Satisfaction regarding library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by designation: The analysis in the table below shows that on average, Technical Assistant with 1.4% opt on highly yes and 2.9% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority. While among Librarian 1.4% opt on highly yes, 5.7% opts on somehow yes. Among Assistant Librarian 0.0% opt on highly yes, 5.7% opts on somehow yes. Among Professor, 0.0% opt on highly yes, 7.1% opts on somehow yes. Among Deputy Librarian, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Professional Assistant, 0.0% opt on highly yes, 4.3% opts on somehow yes. Among Semi Professional Assistant,

0.0% opt on highly yes, 10.0% opts on somehow yes. Among Library Assistant, 0.0% opt on highly yes, 7.1% opts on somehow yes. And among Library Attendant/Library Worker, 0.0% opt on highly yes, 2.9% opts on somehow yes.

Table – 223:
Satisfaction on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	1.4%	5.7%	20.0%	1.4%	28.6%
Assistant Librarian	0.0%	5.7%	2.9%	0.0%	8.6%
Professor	0.0%	7.1%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	1.4%	0.0%	4.3%
Professional Assistant	0.0%	4.3%	1.4%	0.0%	5.7%
Semi Professional Assistant	0.0%	10.0%	1.4%	0.0%	11.4%
Library Assistant	0.0%	7.1%	12.9%	1.4%	21.4%
Technical Assistant	1.4%	2.9%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	0.0%	2.9%	5.7%	0.0%	8.6%
Total	2	34	32	2	70
	2.9%	48.6%	45.7%	2.9%	100.0%

Source: Survey data

4.47.5 Satisfaction regarding library professionals on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by length of service: By analyzing the data as shown on the table below, on average service lengths of 10 years with 17.1% opt on highly yes and somehow yes are most satisfied on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority. While among service length of less than 5 years 2.9% opts on highly yes, 14.3% opts on somehow yes. Among service length of 15 years 0.0% opt on highly yes, 7.1% opts on somehow yes. Among service length of more than 20 years 0.0% opt on highly yes, 10.0% opts on somehow yes.

Table – 224:
Satisfaction on question regarding whether they are satisfied with the financial support and funds allocated for the development of ICT from the authority by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	2.9%	14.3%	15.7%	1.4%	34.3%
10 years	0.0%	17.1%	8.6%	0.0%	25.7%
15 years	0.0%	7.1%	8.6%	0.0%	15.7%
More than 20 years	0.0%	10.0%	12.9%	1.4%	24.3%
Total	2.9%	48.6%	45.7%	2.9%	100.0%

Source: Survey data

4.48 Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library:

Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library is analyzed and classified into four variables. They are interpreted and presented in a table below.

4.48.1 Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library by age group: The analysis in the table below shows that on average, age group between 20-30 with 2.9% opts on highly yes and 11.4% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the library software used in their library. While among ages between 30-40, 5.7%opts on highly yes, 28.6% opts on somehow yes. Among ages between 40-50, 8.6% opts on highly yes, 10.0% opts on somehow yes. And among ages between 50-60, 2.9% opts on highly yes, 14.3% opts on somehow yes.

Table – 225:
Satisfaction on question regarding whether they are satisfied with the library software used in their library by age group

<i>Age of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
20 - 30	2.9%	11.4%	1.4%	0.0%	15.7%
30 - 40	5.7%	28.6%	4.3%	0.0%	38.6%
40 - 50	8.6%	10.0%	5.7%	0.0%	24.3%
50 - 60	2.9%	14.3%	2.9%	1.4%	21.4%
Total	20.0%	64.3%	14.3%	1.4%	100.0%

Source: Survey data

4.48.2 Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library by gender:

By analyzing the data as shown on the table below, male respondents with 8.6% opts on highly yes and 37.1% opts on somehow yes are more satisfied than female on question regarding whether they are satisfied with the library software used in their library. While among the female respondents, 11.4% opts on highly yes and 27.1% opts on somehow yes.

Table – 226:
Satisfaction on question regarding whether they are satisfied with the library software used in their library by gender

<i>Gender type of the respondent library professional</i>					<i>Total</i>
	<i>yes</i>	<i>Somehow yes</i>	<i>Maybe no</i>	<i>no</i>	
Male	8.6%	37.1%	7.1%	1.4%	54.3%
Female	11.4%	27.1%	7.1%	0.0%	45.7%
Total	20.0%	64.3%	14.3%	1.4%	100.0%

Source: Survey data

4.48.3 Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library by educational qualification:

By analyzing the data shown on the table below, on average Ph.D, degree holders with 5.7%opts on highly yes and 14.3% opts on somehow yes are most satisfied with the library software used in their library. While among MPhil holders, 1.4% opt on highly yes, 20.0% opts on somehow yes. Among MLISc, 7.1% opts on highly yes, 27.1% opts on somehow yes. Among BLISc, 4.3%opts on highly yes, 0.0% opt on somehow yes. Among Diploma/Certificate holders, 1.4% opt on highly yes, 2.9% opt on somehow yes.

Table – 227:
Satisfaction on question regarding whether they are satisfied with the library software used in their library by educational qualification

Qualification of the respondent library professional					Total
	highly yes	somehow yes	maybe no	highly no	
Ph. D	5.7%	14.3%	1.4%	0.0%	21.4%
Mphil	1.4%	20.0%	1.4%	0.0%	22.9%
MLISc	7.1%	27.1%	8.6%	1.4%	44.3%
BLISc	4.3%	0.0%	1.4%	0.0%	5.7%
Diploma/Certificate	1.4%	2.9%	1.4%	0.0%	5.7%
Total	20.0%	64.3%	14.3%	1.4%	100.0%

Source: Survey data

4.48.4 Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library by designation: By analyzing the data as shown on the table below, among Librarian 2.9% opts on highly yes, 18.6% opts on somehow yes. Among Assistant Librarian 2.9% opts on highly yes, 5.7% opts on somehow yes. Among Professor, 2.9% opts on highly yes, 4.3% opts on somehow yes. Among Deputy Librarian, 0.0% opt on highly yes, 2.9% opts on somehow yes. Among Professional Assistant, 1.4% opt on highly yes, 2.9% opts on somehow yes. Among Semi Professional Assistant, 5.7% opts on highly yes, 4.3% opts on somehow yes. Among Library Assistant, 1.4% opt on highly yes, 15.7% opts on somehow yes. Among Technical Assistant, 1.4% opt on highly yes, 2.9% opts on somehow yes. Among Library Attendant/Library Worker, 0.0% opt on highly yes, 1.4% opt on somehow yes. The analysis shows that on average Assistant Librarian and

Professor are most satisfied on question regarding whether they are satisfied with the library software used in their library.

Table – 228:
Satisfaction on question regarding whether they are satisfied with the library software used in their library by designation

<i>Designation of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Librarian	2.9%	18.6%	7.1%	0.0%	28.6%
Assistant Librarian	2.9%	5.7%	0.0%	0.0%	8.6%
Professor	2.9%	4.3%	0.0%	0.0%	7.1%
Deputy Librarian	0.0%	2.9%	0.0%	1.4%	4.3%
Professional Assistant	1.4%	2.9%	1.4%	0.0%	5.7%
Semi Professional Assistant	5.7%	4.3%	1.4%	0.0%	11.4%
Library Assistant	1.4%	15.7%	4.3%	0.0%	21.4%
Technical Assistant	1.4%	2.9%	0.0%	0.0%	4.3%
Library Attendant/Library Worker	1.4%	7.1%	0.0%	0.0%	8.6%
Total	20.0%	64.3%	14.3%	1.4%	100.0%

Source: Survey data

4.48.5 Satisfaction of library professionals on question regarding whether they are satisfied with the library software used in their library by length of service: The analysis in the table below shows that on average, service length of less than 5 years with 5.7% opts on highly yes and 24.3% opts on somehow yes are most satisfied on question regarding whether they are satisfied with the library software used in their library. While among service length of 10 years 5.7% opts on highly yes, 15.7% opts on somehow yes. Among service length of 15 years 4.3% opts on highly yes, 7.1% opts on somehow yes. And among service length of more than 20 years 4.3% opts on highly yes, 17.1% opts on somehow yes.

Table – 229:
Satisfaction on question regarding whether they are satisfied with the library software used in their library by length of service

<i>Service length of the respondent library professional</i>					<i>Total</i>
	<i>highly yes</i>	<i>somehow yes</i>	<i>maybe no</i>	<i>highly no</i>	
Less than 5 years	5.7%	24.3%	4.3%	0.0%	34.3%
10 years	5.7%	15.7%	2.9%	1.4%	25.7%
15 years	4.3%	7.1%	4.3%	0.0%	15.7%
More than 20 years	4.3%	17.1%	2.9%	0.0%	24.3%
Total	20.0%	64.3%	14.3%	1.4%	100.0%

Source: Survey data

4.5 FINDINGS:

This study is taken up with the intention of finding out the job satisfaction of library professionals of higher educational institutions within Mizoram. In order to achieve the objectives of the study, data was collected through Google form questionnaire as a major tool. The data collected were analyzed and interpreted using SPSS statistical software, and then the following major findings were observed. The scholar draws five objectives for this research and findings against each objective are presented below:

4.5.1. Findings according to the objectives of the study:

Objective 1: To identify the status of library professionals of higher educational institutions in Mizoram.

1) Out of the total 70 respondents, there are 38 male and 32 female library professionals which form 54.3% and 45.7% respectively. It is obvious that male respondents are more than female by 6 which form 8.6%. (Table – 1)

2) Out of the total respondents, 38.6% are the age group of 30-40. 15.7% are the age group of 20-30. 24.3% are the age group of 40-50 and 21.4% are the age group of 50-60. By analyzing the data, age group of 30-40 is the highest in number. (Table – 2)

3) Out of the total respondents, 31(44.3%) have MLISc degree being the highest in number, PhD degree holders are 15(21.4%), Mphil degree holders are 16(22.9%), BLISc holders are 4(5.7%) and Diploma/ Certificate holders are 4(5.7%). (Table – 3)

4) Out of the total respondents, 20(28.6%) are Librarian being the highest in number, 6(8.6%) are Assistant Librarian, 5(7.1%) are Professors, 3(4.3%) are Deputy Librarian, 4(5.7%) are Professional Assistant, 8(11.4%) are Semi

Professional Assistant, 15(21.4%) are Library Assistant, 3(4.3%) are Technical Assistant and 6(8.6%) are Library Attendant/Library Worker. (Table – 4)

5) Out of the total respondents, 24(34.3%) are on the service length of less than 5 years which is the highest in number. 18(25.7%) are on the service length of 10 years. 11(15.7%) are on the service length of 15 years and 17(24.3%) are on the service length of more than 20 years. (Table – 5)

Objective 2: To find out the level of job satisfaction of library professionals in higher educational institutions;

1) The analysis shows that age group between 40-50 are most satisfied with their current job among the age group. (Table – 6)

2) The analysis shows that male respondent is more satisfied than female on their current job. (Table – 7)

3) The analysis shows that among the qualifications, diploma/certificate holders are most satisfied with their current job.(Table – 8)

4) The analysis shows that among the designation of the respondents, Professors are most satisfied with their current job.(Table – 9)

5) The analysis shows that among the service length of the respondents, service length of 10 years is most satisfied with their current job. (Table – 10)

6) It is concluded that overall, from the analysis above the respondent library professionals are satisfied with their current job in all groups.

Objective 3: To determine the inter-personal relation of library professionals with higher authority;

- 1) The analysis indicates that the respondents with the age group between 40-50 are most satisfied on relationship with supervisor/higher authority. (Table – 51)
- 2) The analysis shows that female respondents are more satisfied than male on relationship with supervisor/higher authority. (Table – 52)
- 3) The analysis shows on average that the qualification having BLISc degree holders are most satisfied on relationship with supervisor/higher authority. (Table – 53)
- 4) The analysis shows by designation that Professors are most satisfied on relationship with supervisor/higher authority. (Table – 54)
- 5) The analysis shows that among the service length, service lengths of less than 5 years are most satisfied on relationship with supervisor/higher authority. (Table – 55)
- 6) It is concluded that overall, from the analysis above the respondent library professionals are satisfied on relationship with supervisor/higher authority in all groups.

Objective 4: To find out factors responsible for job dissatisfaction.

- 1) On the factor of satisfaction on pay received. The analysis shows that the respondent library professionals are moderately dissatisfied on the pay they received. (Table – 21-25)

- 2) On the factor of satisfaction on co-workers. The analysis shows that the respondent library professionals are moderately dissatisfied with the strength of their co-workers. (Table – 76-80)

- 3) On the factor of satisfaction on personal development. The analysis shows that the respondent library professionals are moderately dissatisfied on authority for the opportunities in attending seminar, conference, and training. (Table – 86-90)

- 4) On the factor of satisfaction on digital literacy and awareness. The analysis shows that respondent library professionals are considered dissatisfied on chances they get for attending training/workshop in library digitization/library automation. (Table – 211-215)

- 5) On the factor of satisfaction on digital literacy and awareness. The analysis shows that respondent library professionals are considered dissatisfied on co-operation and support they get from their authority regarding development of ICT for their library. (Table – 216-220)

- 6) On the factor of satisfaction on digital literacy and awareness. The analysis shows that the respondent library professionals are moderately dissatisfied on financial support and funds allocated for the development of ICT from the authority. (Table – 221-225)

- 7) It is concluded that overall, the library professionals are moderately dissatisfied with pay received, with strength of co-workers, with authority for the opportunities in attending seminar, conference, and training, and with financial support and funds allocated for the development of ICT from the authority. However, the respondent library professionals are dissatisfied on the chances they get for attending training/workshop in library digitization/library automation and

on the co-operation and support they get from their authority regarding development of ICT for their library.

Objective 5: To suggest measures for enhancing job satisfaction among library professionals of higher educational institutions in Mizoram.

- 1) Pay, increments and other emoluments received are the most preferred by the respondent library professionals.
- 2) Performing well on job satisfies both employee and employer.
- 3) Promotional offer and chances on promotion are the least preferences by the respondent library professionals.
- 4) Fitting in with the ICT related works in the digital environment.
- 5) Attending the professional seminars/conferences/training contributes personal growth and development.
- 6) Sufficient in subordinate staff and a good relationship with co-workers.

4.6. Testing of Hypotheses:

The study comprises two hypotheses which need to be tested scientifically. The two hypotheses were tested with the help of standard statistical method of Chi-square to draw the result as below:

H1. Library Professionals in Higher Educational Institutions of Mizoram are normally satisfied with their present job and their level of satisfaction is significantly related to their job position.

The hypotheses stated in chapter - I, under section 1.8 which reads as:

- 1) There exist on the analysis data, 24.3% of highly satisfied, 45.7% of satisfied, 20.0% of average, while 8.6% of dissatisfied, 1.4% of highly dissatisfied among the respondent library professionals on their current job. This indicate more than 70% (highly satisfied and satisfied) of the respondents are satisfied with their present job leading us to the conclusion that most library professionals in the higher educational institution in Mizoram are satisfied with their job.
- 2) A number of other diversified factors are related with job satisfaction of respondent library professionals under study.
- 3) There exist indistinguishable in job satisfaction among the respondent library professionals under study.
- 4) The work environment of the respondent library professionals under study is consistent.
- 5) To test if there is significant relationship between satisfaction and job position, Chi-square statistic of independence of attributes is calculated from Table 9 in Chapter 4, the is given as follows:

Chi-square statistic	:	52.60**
Degrees of Freedom	:	32
p-value	:	0.012

** significant at 5% level of significance

Since the calculated chi-square is significant at 5% level, we conclude that satisfaction level and job position are significantly related.

In view of the points mentioned above and the result of the chi-square test, it can be concluded that Library Professionals in Higher Educational Institutions of Mizoram are normally satisfied with their present job and their level of satisfaction is significantly related to their job position. Hence, H1 is accepted.

H2. Good interpersonal relationship has direct relation with job satisfaction among library professionals.

To test this hypothesis, the level of job satisfaction by the respondents with the level of personal relationship with supervisor and co-workers have been correlated and given in Table 51 and Table 52.

Table A: Testing the Relationship between Job Satisfaction and Relationship with Supervisor

Level of Satisfaction		Relationship with Supervisor					Total
		highly satisfied	Satisfied	average	dissatisfied	highly dissatisfied	
Job Satisfaction	highly satisfied	29.4%	64.7%	5.9%	--	--	100%
	Satisfied	15.6%	62.5%	18.8%	--	3.1%	100%
	Average	7.1%	42.9%	21.4%	28.6%	--	100%
	Dissatisfied	16.7%	33.3%	33.3%	16.7%	--	100%
	highly dissatisfied	100.0%	--	--	--	--	100%
	Total	18.6%	55.7%	17.1%	7.1%	1.4%	100%

Chi-square = 24.88 (16df) with p=0.072

Table B: Testing the Relationship between Job Satisfaction and Co-Worker

Level of Satisfaction		Level of Relationship					Total
		highly satisfied	Satisfied	average	dissatisfied	highly dissatisfied	
Job Satisfaction	highly satisfied	29.4%	52.9%	11.8%	5.9%	--	100%
	Satisfied	6.3%	68.8%	25.0%	--	--	100%
	Average	--	78.6%	21.4%	--	--	100%
	Dissatisfied	16.7%	50.0%	33.3%	--	--	100%
	highly dissatisfied	--	100.0%	--	--	--	100%
	Total	11.4%	65.7%	21.4%	1.4%	--	100%

Chi-square = 13.3 (12df) with p=0.34

The relationship between job satisfaction and relationship with supervisor in the work place can be seen from Table-A. Among those respondents who are highly satisfied on job, as many as 74.1% have shown themselves as satisfied (satisfied and highly satisfied combined) on their relationship with their supervisor. Further, the calculated chi-square (i.e. 24.88) is found to be significant at 5% level. Thus, it can be concluded that job satisfaction is directly related to personal relationship.

Table-B also indicates relationship between job satisfaction and relationship with co-workers. This is shown by the fact that 82.3% of those respondents who are highly satisfied with their job are also having satisfactory relationship with co-workers (highly satisfied and satisfied). However, the calculated chi-square statistic could not justify this relationship due to the apparent reason that there are a number of blank cells.

In view of the strong indication by percentage distribution of cell frequencies in both tables and significant chi-square statistic in Table A, it is considered reasonable to conclude that job satisfaction is directly related to personal relationship, which is in line with the study hypothesis (H2).

CHAPTER – 5: SUGGESTIONS AND CONCLUSION

5.1 SUGGESTIONS

The following are some suggestions that are derived from the study:

5.1.1 Performance Development:

Most of the respondent library professionals need to develop their job performance. As performing well on a job satisfies both employee and employer, the performance must go along with self dedication, hard work, sincerity, ownership, and well up-to-date. Performance development should be a continuing process of communication between library professionals and their authority with regards to the issues related to the job, to the determined goals and achievements in attaining higher level. Therefore, executing efficiently will develop self-confidence and satisfaction among library professionals.

5.1.2 Motivation:

The respondent library professionals have to be motivated in general. A crucial steps have to be initiated in order to rendered a quality services and provide the information needs to the users. The sense of concern would ultimately increase the motivation of the library professionals resulting in job satisfaction as well as better performance.

5.1.3 Re-establishing Work:

It is found that the library professionals work environment have to be re-established. New methods or strategies must be employed to perform the job in an efficient manner. The usual and repetitive work tasks can be minimized through

re-establishing the job into meaningful parts. Collective involvement in re-establishing the work will develop in better performance. Proper measures are to be taken so that the library professionals can perform their work in a beneficial manner.

5.1.4 Developing Interpersonal relationship:

Some library professionals are found having problems in respect of interpersonal relationship with their co-workers and with their supervisors/higher authority. In order to have a good environment among them, the interpersonal relationship should be a healthy one. There must be open and fair discussions with their co-workers and supervisors/higher authority at regular intervals regarding co-operating with one another in a straight way.

5.1.5 Training:

Most of the respondent library professionals needed a specific and relevant training for the development of their parent institution, for the promotional advancement as well as personal development. It is found that some of the library professionals do not get a chance to attend training especially in library digitization/library automation. As job related training programs are considered a chance to the library professionals for personal enhancement and a prospect to learn new techniques to perform their job well. It is suggested that the authorities should consider this matter as a necessity.

5.1.6 Decision Making:

Some library professionals are found having problems in decision making as well as problem solving. Library professionals must be fully concerned within their jurisdiction and as they are regarded to have experience and understanding in library related matters, they are expected to make decisions and to solve the problems in library related issues. Ultimately the library professionals will

become more concerned with more sense of responsibility and satisfaction with their job.

5.1.7 Personal Enhancement:

It is found that the respondent library professionals are moderately dissatisfied with the monetary benefits they receive. They are also rather dissatisfied with personal enhancement like promotional procedure, recruitment policy, training, etc. This matter deserves attention by the higher authority. An organization which provides opportunities for professional development and self-improvement will have the benefit of self-committed employees. Therefore, a suitable salary structure, promotional procedure, recruitment policies as well as training related should be reconstructed to increase output in library service.

5.1.8 Upgrading Digital Environment:

The respondent library professionals in general need to upgrade their level of digital literacy so as to meet the changing demand of the users as well as for the personal job satisfaction. A library professional with the relevant skills and experience in information and communication technology will have many opportunities in the future, and will be crucial for the management of the demanding digital technology. Library Professionals must possess sufficient knowledge to cope and work with ICT related tasks such as management of electronic resources and content, organizing of Internet information, library automation, development and maintenance of library digital institutional repositories, and such other library services using network. The problems will only be overcome when the library professionals put up the challenges as responsibilities for their individual enhancement, and for the development of their client libraries.

5.2 SUGGESTIONS FOR FURTHER STUDIES

The following areas are suggested for further studies:

1. The study may be extended to comparison of job satisfaction among library professionals of higher educational institutions with other North East States.
2. The study on job satisfaction can be extended to library professionals of public libraries and special libraries.
3. The study may be extended to job satisfaction of other library staffs working on higher educational institutions.
4. The study may be extended to job satisfaction of library personnel's working in community base NGO's libraries.

5.3 CONCLUSION

In conclusion, from the outcome of the study of job satisfaction among the respondent higher educational library professionals in Mizoram, it has been found that on most of the factors, majority of the respondents are considered satisfied with their job. As it is essential to keep employees satisfied with their job, this research evaluative study mainly focuses on the factors which have influences on the job satisfaction level of library professionals. A healthy working environment, a contented employee, a good employee supervisor relationship is a strong factor in order to increase job satisfaction. It is further suggested that in order to have satisfactory works and services, the parent institutions must increase the level of job satisfaction so that library professionals will feel satisfied in their work.

Even further, more improvements can be made so that the library professionals will be more satisfied in terms of their job performance, at the same time in increasing output level and in achieving more goals . The higher authority should provide all types of essential requirements like giving recognition, better pay and such other monetary benefits, increased better working condition, providing essential facilities to the libraries, training on new trends on relevant technologies and constructive developments to implement in the libraries.

Nowadays libraries are regarded as a service oriented information centre, therefore it demands well qualified and experienced library professionals. They are expected to provide helpful services to its users and fulfill the aims and objectives of their parent institutions. It has been observed that only satisfied library professionals can provide beneficial services. For the successful functioning and performance of its diverse duties, libraries require personnel with a high degree of technical skill, intelligence, imaginative, initiative, efficiency, and understanding.

They are, therefore, expected to be not only professionally qualified, competent, and efficient but also to be lively, active, contented, and well satisfied with their jobs. A satisfied library professional is regarded as a productive professional.

Appendix

Research Questionnaire

JOB SATISFACTION AMONG LIBRARY PROFESSIONALS IN HIGHER EDUCATIONAL INSTITUTIONS OF MIZORAM: AN EVALUATIVE STUDY

Hi! i am pursuing Ph.D research under the guidance of Prof. RK. Ngurtinkhuma in the Department of Library & Information Science, Mizoram University. For this i have prepared a simple online questionnaire which i humble requested you to kindly filled in and submit the same as possible. I can assure you that the information you have given is solely for this research purpose and will be kept confidential. I hope it will not take much of your precious time. Thank you for your cooperation,

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Profiles of the Respondent:

Please fill in all the questions:

1. Name of the respondent:

2. Name of the Institution:

3. Designation:

4. Educational Qualifications:

5. Gender:

6. Age Group:

7. Marital Status:

8. Service Length:

9. Status of Current Post:

10. E-Mail: *

Job Satisfaction of Library Professional:

Please tick your appropriate choice in all the questions:

*Are you satisfied with your current job?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with your present work allotted to you?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Upto what extent you are satisfied with the nature of your current work?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the economics advantage given by your job?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the pay you received?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the increments and such other emoluments of your pay scale?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with your present pay when compared with pay scales of similar jobs?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied at the economic advantages given to you by your job?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the promotion procedure in your job?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the scope of promotion in your job?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the relationship with your supervisor?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Do you think your supervisor is satisfied with your performance?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with your supervisor effort for the development of your library?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the efficiency of your co-workers in their respective works?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the relationship with your co-workers?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the strength of your co-workers?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the professional experience you are getting in your works?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with your authority for the opportunities in attending seminars/conference/training?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the frequency of staff meeting/library committee for discussing the needs of your library?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the functioning of your library committee?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the chances you get for further studies and study leave?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with regards to the security of your job?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the treatment and co-operation you are getting from the users?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with information and facilities you have given to the users?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

*Are you satisfied with the materials, equipments, furnitures, etc. you have in your library?

1. Highly Satisfied 2. Satisfied 3. Average 4. Dissatisfied 5. Highly Dissatisfied

Personal Performance of Library Professional:

Please fill(Tick) your appropriate choice in all the questions:

*Do you think that your job is challenging?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Does your job gives you a chance to do other things?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you think your job allows you to make your own decision?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you feel that your job is important enough for the success of your institution?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you think that when you perform well on your job, it contributes on your personal growth and development?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you feel that your life satisfaction comes from your job?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you think you will stay beyond working hours for some works even if you are not paid for the extra works?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you believe that Libraries plays an important role for the growth and development of the society?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you think that society as a whole recognizes Library and its services as an important instrument for socio-economic and cultural development?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you sometimes think that you have wrongly chosen your profession?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Will you still prefer your job if there is a choice to chose with other professionals of the same grade?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Do you think your authorities, co-workers, users, etc. are pleased and satisfied with your performance and the works you have done?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you a digital literate?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you able to cope with information technology and digital related works?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you satisfied with your ability in handling the digital works in your library?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you satisfied with the efforts in handling and executing digital works with your co-workers?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you satisfied with the chances you get for attending training/workshop in library digitization/library automation?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you satisfied with the co-operation and support you get from your authority regarding development of ICT for your library?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you satisfied with the financial support and funds allocated for the development of ICT from the authority?

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

*Are you satisfied with the library software used in your library

1. Highly Yes 2. Somehow yes 3. Maybe no 4. Highly No

Please write a few words if you have any other things for your further performance and plans.

Your answer

I gratefully acknowledge for spending your precious time.

Thank you.

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2. Digital Divide among Library Professionals of Higher Educational Institutions in Mizoram: Impact and Challenges on Job Satisfaction, *Mizo Studies: (A Quarterly Refereed Journal)*, 262-275.

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EVALUATIVE STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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**DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
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**JOB SATISFACTION AMONG LIBRARY PROFESSIONALS IN
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**SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN LIBRARY AND
INFORMATION SCIENCE OF MIZORAM UNIVERSITY, AIZAWL.**

1. Introduction

Any organization in its different duties and workload requires a high degree of technical skill, intelligence, imaginative, initiative, efficiency and thoughtful personal for its successful functioning and performance. They are, therefore, not only to be professionally qualified, skilled and efficient but also to be lively, contended, active and well satisfied with their jobs. Thus, the needs to study the various components of job satisfaction and their effects have become essential. The effectiveness and efficiency of the service organizations like libraries is measured in terms of quality of its service delivered or rendered to its users. The quality of its service mainly depends upon the quality of workforce, which in turn directly depends on knowledge, adaptability and satisfaction level of library professionals working in a given library. The service level of the library professionals mainly depends upon their commitment, to work which is dependent on the satisfaction that they get from their job. A satisfied library professional is regarded as a productive professional. Therefore, a satisfied library professional not only renders quality service to the users, but also ensures commitment to the library in which he or she is serving and contributes one's might to its image building.

In Mizoram, under Mizoram University, there is 1 constituent college and 36 affiliated institutions. Out of 36 affiliated colleges, 27 of them were recognized under UGC Act having 2(f) and 12 (B) statuses and 21 of them were assessed and accredited by NAAC, and the remaining colleges have applied for their accreditation. Besides this, there are other 5 higher educational institutions which are not affiliated to Mizoram University, which offered various technical and professional disciplines. It is observed that all of the 37 higher education institutions mentioned on the table are attach with an institutional library. They are regarded as the visible centre of information where the student user's access to their information needs. Most of the libraries are now capable of coping with the advancement and development of ICT in which Internet facilities and such other components are available for the users. It is remarkable to mention that most of the higher institution libraries are now automated using different library software.

2. Significance and Scope of the Study

The study identifies the demographic information of the respondents such as age, gender, designation, qualification, service length. The study also stressed the opinions of the respondent library professionals about their satisfaction on current job, services rendered, pay structures, infrastructures, co-workers, supervisors, digital literacy and equipments. Furthermore, the study also extends to identify the influence of factors such as decision making, job challenge, nature of service, professional status, social status, job recognition, working environment, etc. on job satisfaction of library professionals. The study also covers about the opportunities given to library professionals for their professional development and relates the effect on job satisfaction.

The present study is confined to evaluate the levels of job satisfaction among the higher educational institutional library professionals working in Mizoram under various capacities both in government and private institutions. Therefore, the study covers various 73 library professionals, who are working in 37 higher educational institutional libraries. The present research work is exclusively focused to job satisfaction of higher educational institutions library professionals and its impact on library services for the greater interest of the users' community.

3. Statement of the Problem

The development and advent of new technologies and rapid ICT change could bring problems in information explosion, shortage of funds, lack of both supporting and professional staff, high job demand, work overload, etc. Mizoram being in a remote place with less infrastructure, most of the library professionals could not be able to cope with this new advent and rapid change which gradually results in lowered performance, job changes, interferences, frequent illness, burnout syndrome, etc. Besides this, some factors which influence job satisfaction like nature of work, salary, advancement opportunities, management, work groups and work conditions could create problems for the workers. Unhealthy environment and relationship sometimes arise between the workers/incumbent internally due to some reasons as these sorts of

problems created job dissatisfaction among the professionals. It has been identified as an issue by researchers and scholars around the globe.

It is therefore, the intention of this study to further probe into these problems among the higher education institutions library professionals in Mizoram. And as no study has been undertaken on job satisfaction among library professionals in higher education of Mizoram, it is felt necessary to take up this study in order to derive an innovative, concrete findings and suggestions.

4. Objectives

The following are the objectives of the research study:

- 1) To identify the status of library professionals of higher educational institutions in Mizoram;
- 2) To find out the level of job satisfaction of library professionals in higher educational institutions;
- 3) To determine the inter-personal relation of library professional with higher authority;
- 4) To find out factors responsible for job dissatisfaction;
- 5) To suggest measures for enhancing job satisfaction among the higher education institutions library professionals in Mizoram.

5. Hypotheses:

The study comprises two hypotheses which need to be tested scientifically. The two hypotheses were tested with the help of standard statistical method of Chi-square to draw the result as below:

H1. Library Professionals in Higher Educational Institutions of Mizoram are normally satisfied with their present job and their level of satisfaction is significantly related to their job position.

The hypotheses stated in chapter - I, under section 1.8 which reads as:

- 1) There exist on the analysis data, 24.3% of highly satisfied, 45.7% of satisfied, 20.0% of average, while 8.6% of dissatisfied, 1.4% of highly dissatisfied among the respondent library professionals on their current job. This indicate more than 70% (highly satisfied and satisfied) of the respondents are satisfied with their present job leading us to the conclusion that most library professionals in the higher educational institution in Mizoram are satisfied with their job.
- 2) A number of other diversified factors are related with job satisfaction of respondent library professionals under study.
- 3) There exist indistinguishable in job satisfaction among the respondent library professionals under study.
- 4) The work environment of the respondent library professionals under study is consistent.
- 5) To test if there is significant relationship between satisfaction and job position, Chi-square statistic of independence of attributes is calculated from Table 9 in Chapter 4, the is given as follows:

Chi-square statistic	:	52.60**
Degrees of Freedom	:	32
p-value	:	0.012

** significant at 5% level of significance

Since the calculated chi-square is significant at 5% level, we conclude that satisfaction level and job position are significantly related.

In view of the points mentioned above and the result of the chi-square test, it can be concluded that Library Professionals in Higher Educational Institutions of Mizoram are normally satisfied with their present job and their level of satisfaction is significantly related to their job position. Hence, H1 is accepted.

H2. Good interpersonal relationship has direct relation with job satisfaction among library professionals.

To test this hypothesis, the level of job satisfaction by the respondents with the level of personal relationship with supervisor and co-workers have been correlated and given in Table 51 and Table 52.

Table A: Testing the Relationship between Job Satisfaction and Relationship with Supervisor

		Relationship with Supervisor					Total
		highly satisfied	Satisfied	average	dissatisfied	highly dissatisfied	
Job Satisfaction	Level of Satisfaction						
	highly satisfied	29.4%	64.7%	5.9%	--	--	100%
	Satisfied	15.6%	62.5%	18.8%	--	3.1%	100%
	Average	7.1%	42.9%	21.4%	28.6%	--	100%
	Dissatisfied	16.7%	33.3%	33.3%	16.7%	--	100%
	highly dissatisfied	100.0%	--	--	--	--	100%
Total		18.6%	55.7%	17.1%	7.1%	1.4%	100%

Chi-square = 24.88 (16df) with p=0.072

Table B: Testing the Relationship between Job Satisfaction and Co-Worker

		Level of Relationship					Total
		highly satisfied	Satisfied	average	dissatisfied	highly dissatisfied	
Job Satisfaction	Level of Satisfaction						
	highly satisfied	29.4%	52.9%	11.8%	5.9%	--	100%
	Satisfied	6.3%	68.8%	25.0%	--	--	100%
	Average	--	78.6%	21.4%	--	--	100%
	Dissatisfied	16.7%	50.0%	33.3%	--	--	100%
	highly dissatisfied	--	100.0%	--	--	--	100%
Total		11.4%	65.7%	21.4%	1.4%	--	100%

Chi-square = 13.3 (12df) with p=0.34

The relationship between job satisfaction and relationship with supervisor in the work place can be seen from Table-A. Among those respondents who are highly satisfied on job, as many as 74.1% have shown themselves as satisfied (satisfied and highly satisfied combined) on their relationship with their supervisor. Further, the calculated chi-square (i.e. 24.88) is found to be significant at 5% level. Thus, it can be concluded that job satisfaction is directly related to personal relationship.

Table-B also indicates relationship between job satisfaction and relationship with co-workers. This is shown by the fact that 82.3% of those respondents who are highly satisfied with their job are also having satisfactory relationship with co-workers (highly satisfied and satisfied). However, the calculated chi-square statistic could not justify this relationship due to the apparent reason that there are a number of blank cells.

In view of the strong indication by percentage distribution of cell frequencies in both tables and significant chi-square statistic in Table A, it is considered reasonable to conclude that job satisfaction is directly related to personal relationship, which is in line with the study hypothesis (H2).

6. Methodology

The following methodologies were adopted for data collection, analysis and interpretation to derive appropriate findings, suggestion and conclusion in this research. The study covers all library professionals of higher educational institutions in Mizoram, having a diverse designation and qualification. A Google form structured questionnaire was distributed to the working library professionals, out of the total population, 4.1% did not respond due to certain reasons. Therefore, the total population of 95.8% of library professionals of higher educational institutions in Mizoram has responded to the entire questionnaires. The response rate of 95.8% indicates that majority of the library professionals have responded to the questionnaire.

Review of literature

The study reviews 25 literatures in general discipline and 30 literatures in LIS discipline. The literatures highlighted on job satisfaction of employees and job satisfaction of library professionals has been studied and reviewed; this facilitated the construction of the questionnaire.

Questionnaire method:

The data required for the study are collected through structured Google form questionnaire covering various facets relating to research topic and a printed-out form are also distributed to some of the library professionals of the respective higher educational institutions. After collection of questionnaires duly filled-in by the library professionals, it is scrutinized, analyzed, tabulated for analysis and interpretation of data to draw a conclusion to find out the problems associated with the job satisfaction in their respective institutions. A concrete and radical measure is suggested for the improvement of job satisfaction among the library professionals of higher educational institutions in Mizoram.

Interview method:

Interview method is applied in getting more information by physical interaction and by communicating through phones and messages of the library professionals under study. Data collected from this method are properly recorded, compiled so as to give viable suggestions for improvement of getting satisfaction in their respective job.

Data Analysis:

The appropriate statistical analysis software, 'Statistical Packages for Social Sciences' (SPSS) is applied for data analysis. Percentage, Mean, Standard Deviation are used to compare the respondents for this analysis study.

Hypothesis Testing:

In order to test the hypothesis, chi-square statistic of independence of attributes is calculated using the Statistical Packages for Social Sciences (SPSS).

In addition to the above methodologies, it is also explored and makes use of documentary/primary and secondary sources of information.

7. Findings according to the objectives of the study:

Objective 1: To identify the status of library professionals of higher educational institutions in Mizoram.

- 1) Out of the total 70 respondents, there are 38 male and 32 female library professionals which form 54.3% and 45.7% respectively. It is obvious that male respondents are more than female by 6 which form 8.6%. (Table – 1)
- 2) Out of the total respondents, 38.6% are the age group of 30-40. 15.7% are the age group of 20-30. 24.3% are the age group of 40-50 and 21.4% are the age group of 50-60. By analyzing the data, age group of 30-40 is the highest in number. (Table – 2)
- 3) Out of the total respondents, 31(44.3%) have MLISc degree being the highest in number, PhD degree holders are 15(21.4%), Mphil degree holders are 16(22.9%), BLISc holders are 4(5.7%) and Diploma/ Certificate holders are 4(5.7%). (Table – 3)
- 4) Out of the total respondents, 20(28.6%) are Librarian being the highest in number, 6(8.6%) are Assistant Librarian, 5(7.1%) are Professors, 3(4.3%) are Deputy Librarian, 4(5.7%) are Professional Assistant, 8(11.4%) are Semi Professional Assistant, 15(21.4%) are Library Assistant, 3(4.3%) are Technical Assistant and 6(8.6%) are Library Attendant/Library Worker. (Table – 4)
- 5) Out of the total respondents, 24(34.3%) are on the service length of less than 5 years which is the highest in number. 18(25.7%) are on the service length of 10 years. 11(15.7%) are on the service length of 15 years and 17(24.3%) are on the service length of more than 20 years. (Table – 5)

Objective 2: To find out the level of job satisfaction of library professionals in higher educational institutions;

- 1) The analysis shows that age group between 40-50 are most satisfied with their current job among the age group. (Table – 6)
- 2) The analysis shows that male respondent is more satisfied than female on their current job. (Table – 7)
- 3) The analysis shows that among the qualifications, diploma/certificate holders are most satisfied with their current job.(Table – 8)
- 4) The analysis shows that among the designation of the respondents, Professors are most satisfied with their current job.(Table – 9)
- 5) The analysis shows that among the service length of the respondents, service length of 10 years is most satisfied with their current job. (Table – 10)
- 6) It is concluded that overall, from the analysis above the respondent library professionals are satisfied with their current job in all groups.

Objective 3: To determine the inter-personal relation of library professionals with higher authority;

- 1) The analysis indicates that the respondents with the age group between 40-50 are most satisfied on relationship with supervisor/higher authority. (Table – 51)
- 2) The analysis shows that female respondents are more satisfied than male on relationship with supervisor/higher authority. (Table – 52)
- 3) The analysis shows on average that the qualification having BLISc degree holders are most satisfied on relationship with supervisor/higher authority. (Table – 53)

- 4) The analysis shows by designation that Professors are most satisfied on relationship with supervisor/higher authority. (Table – 54)
- 5) The analysis shows that among the service length, service lengths of less than 5 years are most satisfied on relationship with supervisor/higher authority. (Table – 55)
- 6) It is concluded that overall, from the analysis above the respondent library professionals are satisfied on relationship with supervisor/higher authority in all groups.

Objective 4: To find out factors responsible for job dissatisfaction.

- 1) On the factor of satisfaction on pay received. The analysis shows that the respondent library professionals are moderately dissatisfied on the pay they received. (Table – 21-25)
- 2) On the factor of satisfaction on co-workers. The analysis shows that the respondent library professionals are moderately dissatisfied with the strength of their co-workers. (Table – 76-80)
- 3) On the factor of satisfaction on personal development. The analysis shows that the respondent library professionals are moderately dissatisfied on authority for the opportunities in attending seminar, conference, and training. (Table – 86-90)
- 4) On the factor of satisfaction on digital literacy and awareness. The analysis shows that respondent library professionals are considered dissatisfied on chances they get for attending training/workshop in library digitization/library automation. (Table – 211-215)
- 5) On the factor of satisfaction on digital literacy and awareness. The analysis shows that respondent library professionals are considered dissatisfied on co-operation

and support they get from their authority regarding development of ICT for their library. (Table – 216-220)

6) On the factor of satisfaction on digital literacy and awareness. The analysis shows that the respondent library professionals are moderately dissatisfied on financial support and funds allocated for the development of ICT from the authority. (Table – 221-225)

7) It is concluded that overall, the library professionals are moderately dissatisfied with pay received, with strength of co-workers, with authority for the opportunities in attending seminar, conference, and training, and with financial support and funds allocated for the development of ICT from the authority. However, the respondent library professionals are dissatisfied on the chances they get for attending training/workshop in library digitization/library automation and on the co-operation and support they get from their authority regarding development of ICT for their library.

Objective 5: To suggest measures for enhancing job satisfaction among library professionals of higher educational institutions in Mizoram.

1) Pay, increments and other emoluments received are the most preferred by the respondent library professionals.

2) Performing well on job satisfies both employee and employer.

3) Promotional offer and chances on promotion are the least preferences by the respondent library professionals.

4) Fitting in with the ICT related works in the digital environment.

5) Attending the professional seminars/conferences/training contributes personal growth and development.

- 6) Sufficient in subordinate staff and a good relationship with co-workers.

8. Organization of the Study

The present study comprises of the following chapters.

Chapter 1 Introduces the concept, definition and history of job satisfaction and highlights job satisfaction in the context of library professionals and also presented library scenario of higher educational institutions in Mizoram. It further describes the research problem, review of literature, research gap, objectives of the study, scope of the study, limitations and methodology adopted for the study.

Chapter 2 Highlights the educational system of Mizoram in general and higher educational institutions in Mizoram in particular.

Chapter 3 traces the various theories and models of job satisfaction and studies the digital divide among library professionals of higher educational institutions in Mizoram.

Chapter 4 deals with analysis; SPSS Software is used for the analysis. Percentage, Mean, Standard Deviation are used to compare the respondents for this analysis study. Tabulation and interpretation are done from the data collected through questionnaires from library professionals working in higher educational institutions within Mizoram with the help of SPSS. It also gives a summary of the major findings and observations of the study and further highlights the hypothesis testing.

Chapter 5 provides a suggestions and conclusion from the analysis study.

The appendices and bibliography are given at the end. Bibliographies are presented in alphabetical order following publication manual of the American Psychological Association (6th edition) standard for recording the references.