LEADERSHIP BEHAVIOUR AND JOB SATISFACTION OF COLLEGE TEACHERS OF MIZORAM IN RELATION TO ORGANISATIONAL CLIMATE

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CERTIFICATE

This is to certify that the thesis entitled, ***Leadership Behaviour and Job Satisfaction of College Teachers of Mizoram in Relation to Organisational Climate*** submitted by **Biakthansangi,** having Regn. No. MZU/Ph.D/1510 of 21.10.2020 to the Mizoram University for the degree of Doctor of Philosophy in Education has been completed by her under my guidance and supervision. The work done by the candidate is the original one and it has not been submitted to any other university or Institution for the award of any degree or diploma and it is within the area of registration.

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DECLARATION

I, **Biakthansangi**, 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 do 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 Education.

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Dated: Aizawl   (BIAKTHANSANGI)
The 5th September, 2024   Department of Education
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INTRODUCTION

1.0   Introduction

The rapidly changing cultural, economic, philosophical, political, psychological, social, scientific, and technical aspects of society are due to its dynamic nature. Any society's ability to develop depends on how active its educational system is. The evolution of society follows a dynamic, forward-looking, and demanding educational system, and vice versa. The teacher plays a crucial role in passing on knowledge, information, and experience from one generation to the next.

Without a doubt, the most crucial job for the future of our country is education. The role of a teacher is to support students in broadening their knowledge and in accepting accountability for their actions, behaviours, attitudes, and learning. Education is the process of imparting knowledge to enhance a person's knowledge, skills, attitude, or character to equip them to lead a fulfilling life. The level of education of a country's population determines its power.

Every educational establishment has a distinct personality or environment of its own. The interaction between the principal and the teachers, among other interactions within the school system, greatly influences or determines the climate or atmosphere. The organisational climate of the school does have a significant impact on its overall quality. The management of an organisation must meet a variety of demands of the workers through actions such as resource allocation, reward and punishment, communication style, decision-making process, and leadership behaviour.

1.1   Leadership Behaviour

The principal is the leader of the College and manages and administers the institution. His tasks are to motivate the teachers and the students to achieve the goals of the institution. The principal is the organising body that maintains harmony and makes sure the entire institution develops in a balanced manner. The leadership of the principal is an acute factor in the success of any programme at the College. The principal, as a college leader, has two important responsibilities: the administration of the school and the supervision of the personnel involved in the teaching-learning situation. The efficiency of the College depends greatly on the ability, skill, personality, and professional competence of the principal. The responsibilities of the principal have increased due to the expansion of scientific knowledge, technological development, and the demands of the nation.

Leadership behaviour influences all dimensions of work and affects teachers' behaviour, performance, the general well-being of the teachers and students, and the organisational climate of the institution. He or she is responsible for exercising proficiency in the true management and leadership of college affairs. The principal's leadership may help to establish a school climate and teachers' job satisfaction.

Leadership is an inborn quality for some people, and some people acquire it through their knowledge and experiences. The status of a leader or principal in a higher educational institution is quite high because it involves moulding the lives of aspirants to lead their future. Leadership is a process of social influence in which a person can gain the help and support of others when carrying out a common task. Due to its strong influence on both followers and organisational processes, leadership is said to play a critical role in achieving organisational goals and efficiency (Nielsen, et. al., 2016: Rizki et. al., 2019). Principals who are people-oriented positively influence teachers' satisfaction in the areas of school development, management, relationships with colleagues, and teamwork. Principals who are task-oriented negatively influence teachers' satisfaction in the areas of communication, management, school development, and safety (Vrgovic & Pavlovic, 2014).

According to Hallingera & Heck (1998), 'principal leadership behaviour influences school performances and the working process of the teachers. A competent principal provides a creative working environment and a positive climate in the institution.' The role of the principal at the college is crucial and vivid, as they have to balance both the management of the institution and the staff who work along with them for development and motivate their subordinates to take up the challenges with more creativity and zeal. All the affairs of the institution are the responsibility of the principal. The principal, as a school leader, should maintain or create a healthy climate in the school organisation to enhance job performance among teachers by dwelling more on human behaviour. A principal need is to demonstrate more leadership behaviour than managerial behaviour (Rani & Rani, 2014). The principal is in charge of efficiency and successful management of all school resources in order to progress the institution and create a work environment that inspires teachers to take the initiative and think outside the box. (Batlolona, 2018). According to Tsai (2011), 'When there is good interaction between the leader and subordinates, there will be a contribution to team communication, collaboration, and encouragement of subordinates to accomplish the mission and objectives assigned by the organisation, which in turn enhances job satisfaction.'

The characteristics and behaviours that make a person effective as a leader are referred to as leadership behaviours. Through this behaviour, a person can control, oversee, and have an impact on how others carry out their work in order to achieve certain objectives. These techniques and activities can be learned by leaders to improve the productivity of individuals around them. The organisation's leadership style is crucial. A good leader can run the organisation and make the working environment more accommodating and pleasant for the teachers as well. However, a bad-acting leader can cause a lot of issues for institutions. This may cause tension among the teachers and a gulf between them and the principal. There can be no good cooperation. This may have drastic results.

One may argue that a leader's (principal's) behaviour is essential for academic development, student accomplishment, sustaining or fostering a positive institutional atmosphere, as well as teacher cooperation, principal-teacher relationships, and work satisfaction. The quality of the faculty and the institution as a whole are directly impacted by the principal's decisions.

1.2   Job Satisfaction

Job satisfaction refers to a person's feelings of happiness, contentment, and enjoyment of their job. Job satisfaction is the general attitude of an individual to work in a job where the person is required to interact with colleagues and superiors, follow the rules and policies of the organisation, and meet the performance standard (Robbins, 1996). Teacher job satisfaction is a very important factor in the content of the institutions and students' achievements. If they are not satisfied with the organisational climate of the institution and the behaviour of the leader, they cannot create a positive classroom environment in which a teacher feels secure, challenged, rewarded, and successful at the current school in which they work (Amorosa, 2002). The low-quality performance of teacher is because they are unsatisfied with their jobs. For the teachers to perform well, the leader of the college should create a pleasant environment for the teachers to satisfy their jobs. Teachers' job satisfaction is necessary for reaching the goals; thus, providing satisfaction to the teachers is an important responsibility of the principal. Teachers who work with principals, share information with them and involve them in management decisions are more satisfied (Bogler, 2001).

Job satisfaction is the basic requirement of individual attendance and work with the organisation because it plays a critical role in increasing productivity, and commitment to the organisation, guaranteeing the physical and psychological health, and boosting the morale of the individual (Mrugank & Ashwin, 2005). Job satisfaction is an important aspect of an employee's mental well-being as well. Because work is a major part of a person's day, it helps to define who the person is as well as what affects teachers' social, physical and mental (Ayele, 2014). Job satisfaction is a psychological aspect that reflects the feeling of individual leadership towards their work, with indicators (i) satisfying income (ii) satisfying promotion (iii) adequate supervision (iv) cooperative colleagues, and (v) pleasant work (Asni, et. al. 2020). Job satisfaction represents the thinking and perception of employees towards their workplace from many perspectives (Munir & Rahman, 2016).

1.3   Organisational Climate

The concept of organisational climate originated in the late 1950s as social scientists studied variations in work environments. Gilmer (1966, p. 57) specified organisational climate as 'the characteristics that distinguish the organisation from other organisations and that influence the behaviour of people in the organisation.' According to Litwin and Stringer (1968, p. 1), perception is a crucial component of climate: 'a set of measurable properties of the work environment, based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behaviour.' The climate of the organisation may be conceived as the 'personality' of the organisation; that is, climate is to the organisation as personality is to the individual.

An organisation is a group of individuals who collaborate to accomplish a single objective. The division, grouping, and coordination of work within an organisation are determined by its organisational structure. Every organisation possesses a framework that defines the functions that its members carry out so that everyone is aware of their duties to the group. There are a variety of interactions that take place in every organisation. The interactions that take place between students, teachers, administrators (the principal), and the larger community are common in organisations like colleges. Both the individual student and the school's overall environment and climate are impacted by these encounters.

Organisational climate refers to the state of the internal environment of an organisation as felt by a person, consciously or unconsciously. Although climate cannot be seen, it can be felt and has the power to affect organisational behaviour. Every individual within the school organisation interacts with each other, making human relationships with each other so as to create a pleasant working environment and to make each individual or organisation member feel comfortable and joyful in working to improve organisational performance (Puteh, et al. 2014).

Organisational climate can be defined as the work environment as experienced by the staff, internal and external conditions of the organisation, any materials that can affect and influence the staff, visible and invisible factors that can affect the staff's

performance, and tangible and intangible elements that have an impact on the character and quality of teachers.

Every educational establishment has a distinct personality or environment of its own. The interaction between the principal and the instructors, among other interactions within the school system, greatly influences or determines the climate or atmosphere. The organisational atmosphere of the school does have a significant impact on its overall quality. The management of an organisation must meet a variety of demands of the workers through actions such as resource allocation, reward and punishment, communication style, decision-making process, and leadership behaviour.

The people who are involved in the institution are members of the organisation. Every educational institution has an organisational climate of its own. The climate affects the behaviour of every individual, and the working climate, in turn, influences their performances. The organisational climate of the institution is the outcome of the interaction among the teachers and between the students and the principal. The organisational climate of the institution has a maximum impact on its students' thinking, reasoning, achievement, attitudes, and values, which plays an important role in achieving the goals framed by the institution. The organisational climate of a school is what inspires the principal, teachers, and students to be drawn to the institution, want to stay, and be inextricably linked with the school and its surroundings. It is the essence and heart of the learning environment (Freiberg & Stein, 1999). The school's organisational climate has a direct impact on the performance, attitude, and commitment to work of its teachers, as well as on school administration, teacher job satisfaction, leadership behaviour, and student growth within the institution.

1.4 Organisational Climate and Job Satisfaction

The relationship between organisational climate and job satisfaction is crucial because it ensures that each employee, team member, and leader know, understands, and carries out work procedures by their responsibilities, rights, and obligations, as well as communication and authority.

Several studies have been done on the relationship between organisational climate and job satisfaction many years ago. Most of the results of the study accepted the positive and significant relationship between organisational climate and job satisfaction.

Arani & Abbasi (2004) found that teachers' job satisfaction is related to school organisational climate. Many aspects of teachers' behaviour at schools are affected by principals' behaviour and style of management. They advised that the principal could improve the climate of their schools by inviting recommendations and suggestions from the faculty regarding the improvement of the schools. Xiaofu & Qiwen (2008) reveal that school organisational climate and teacher job satisfaction are closely related. Hence, ways of distribution, leadership styles, inter-personal relationships, required characteristics and personality differences all have different effects on the interrelationship between school climate and teachers' job satisfaction. Sharma (2011) found that job satisfaction is significantly related to organisational climate and the job satisfaction of teachers. However, there is a significant difference in the way junior and senior employees experience their organisational climate. Omolayo & Ajila (2012) found a significant relationship between organisational climate and job satisfaction.

Jenita & Swaminathan (2013) found a high positive correlation between job satisfaction and organisational climate. No significant difference was found between male and female teacher educators in their job satisfaction, but in their organisational climate, male teacher educators were found to be superior to females. They argue that high levels of job satisfaction could be a sign of emotional wellness or mental fitness. Selamat et al. (2013) found a significant correlation between the job satisfaction performance of teachers and the organisational climate. It was suggested that principals need to demonstrate more leadership behaviour than managerial behaviour. Shahram, et al. (2013) found a significant positive correlation between the organisational climate and job satisfaction of teachers. The most suitable and healthy organisational climate can force officials to provide a better foundation for recovering teachers' job satisfaction.

Chinthala (2004) stated that there is an impact of organisational climate on the job satisfaction of teachers. Organisational climate has been asserted as an important and influential aspect of satisfaction. Tsai (2014) also found that the organisational climate has a significant impact on job satisfaction. Employees with clearer and more effective incentives and rewards for job performance have better job satisfaction and feel higher job security. Waruwu (2015) also found a significant correlation between organisational climate and job satisfaction. Anwar, et al. (2015) found a significant and positive correlation between organisation and job satisfaction and suggested that improving the quality of the organisational climate will result in better job satisfaction. Belias, et al. (2015) found a direct relationship between organisational climate and employee job satisfaction and suggested that, since the dimensions of job satisfaction are components of an organisation, job satisfaction is an evaluation of an organisational culture.

Shaya & Abu Kait (2016) found that organisational climate was strongly related to subunit performance and individual job satisfaction. Organisational climate makes a significant contribution to the prediction of job satisfaction. Gosh & Joshi (2017) reveal a significant positive relationship between organisational climate and job satisfaction. There is a significant difference in the way juniors and seniors experience their organisational climate. Balyer & Ozcan (2017) found a high and positive relationship between organisational climate and teachers' overall job satisfaction. Female teachers have more positive intrinsic job satisfaction perceptions than their male counterparts. They suggested that setting a positive organisational climate is essential to increasing teachers' job satisfaction feelings at schools.

Ansari, et al. (2018) found a direct positive effect of organisational climate on the job satisfaction of teachers. The favourable organisational atmosphere in schools will promote the achievement of a higher degree of job satisfaction. In addition, they proved that a person's positive attitudes towards his work were shaped by a quality organisational climate, which will increase job satisfaction for the worker. Okoli, et al. (2018) also found a significant positive correlation between organisational climate and job satisfaction. Valdez, et al. (2019) also reveal that organisational climate has significant contributions to make in promoting the job satisfaction of teachers. They

are highly satisfied with the recognition and competitiveness given to them. When the organisational climate is conducive and favourable, the teachers tend to be satisfied with their jobs. According to Mukhtar et al. (2019) and Lugman et al. (2020), there is a direct and positive correlation between the organisational climate and the lecturer's job satisfaction.

1.5   Organisational Climate and Leadership Behaviour

A pleasant environment can be created, and the organisational climate can be shaped in large part by leadership behaviour. It is crucial to look into how leadership behaviour affects the climate of an organisation and its workforce. The principal, who serves as the institution's leader and administrator, is seen as having the most influence in the institutional organisation. According to teachers, the organisational atmosphere is greatly influenced by principal behaviour, conduct, and methods of governing the institutions. To create a conducive and successful educational institution, organisational climate and leadership behaviour are crucial factors. These factors led several scholars from various nations to research the connection between leadership behaviour and the organisational climate. Most of their study also revealed that leadership behaviour has positive influences on the organisational climate.

Yuliansyah (2007) found that leadership behaviour and organisational climate are significantly related. Saafi et al. (2016) also revealed a positive and significant relationship between organisational climate and leadership behaviour. A study done by Holloway (2012) also found a positive and significant relationship between relation-oriented leadership behaviour and the organisational dimensions of reward and warmth. Tsai's (2011) study also found a significant correlation between organisational climate and leadership behaviour.

A study done by Gavera & Lopez (2019) and Mukhtar et al. (2019) revealed that transformative leadership has a positive and significant influence on the organisational climate. Novac & Bratanov (2014) and Eshraghi et al. (2011) also reveal

a strong and significant relationship between leadership behaviour and organisational climate. The administration of the institution must pay particular attention to the organisational climate and leadership behaviour since they are both significant and effective organisational factors.

Narad, et al. (2020) and Mukhtar & Anwar (2019) also found a significant and positive relationship between organisational climate and leadership behaviour. Dulay & Karadag (2015), in their meta-analysis, also revealed that leadership behaviour and organisational climate are positively related. All forms of organisational climate were shown to have a significant moderating impact on leadership behaviour, and all leadership behaviours had a significant impact on organisational climate.

A favourable and strong association between leadership behaviour and organisational climate may be inferred from some of the study findings. The organisational environment and leadership conduct are influenced by and impact one another.

According to Owens (1997), there are eight (8) components of climate which are a sorting of group characteristics and leader behaviour –

(a)   Disengagement or non-participation, which is the degree to which staff tend to be disengaged and not committed to achieving organisational goals.

(b)   Hindrance or hindrance, which refers to the feeling of the staff under the leadership of burdening their work.

(c)   Esprit or enthusiasm, which refers to the morale of work due to the fulfilment of social needs and a sense of accomplishment at work.

(d)   Intimacy, the level of cohesiveness between staff in the organisation, leader behaviour.

(e)   Aloofness or spacing, which describes the level of formal and impersonal leader behaviour that indicates social distance from staff.

(f)   Production emphasis or emphasis on results, which refers to the behaviour of leaders so that staffs work hard.

(g)   Thrust or feeling of confidence, which refers to the level of leader behaviour characterized by hard work to be emulated by staff.

(h)   Consideration or attention, which refers to the level of leader's behaviour by treating staff humanely according to their dignity.

1.6   Leadership in Higher Education

According to Kouzes and Posner (2002), successful leaders are aware of the people they work with, their responsibilities within the institution, and the purpose of their positions. Particularly in higher education, this is accurate. The shifting social, economic, and policy circumstances in which most colleges and universities operate make leadership in academia challenging (Goldring and Greenfield, 2002). Leaders in higher education need to have an innate understanding of the distinctive elements that define the majority of campus environments to succeed. It is crucial to remember that higher education has not yet developed into a fully developed sector in comparison to its equivalents in society. While they do have certain organisational traits in common, most schools and universities are diverse, complicated organisations (Bensimon et al., 1989). The basic structure, the machine bureaucracy, the dimensionalized form, and the adhocracy are just a few of the organisational structures that scholars have characterized in an attempt to better understand, enhance, and elevate standards in higher education (Bolman and Deal, 1997; Mintzberg, 1979). From a conceptual standpoint, each has advantages and disadvantages. It is uncertain which is better suited for a modern academic setting. A large portion of the literature on leadership is equally applicable to higher education and the private sector, even though it can be difficult to exercise effective leadership in such a dynamic setting.

Research solely devoted to leadership in higher education is somewhat rare, with the majority of the studies focusing on the responsibilities of college or university presidents (Fisher et al., 1988; Plowman, 1991). It is widely acknowledged that modern academic leaders must be adept at determining the requirements of students, carrying out thorough analyses of programs and services, and exercising assertive leadership within a framework that is more democratic and legalistic (Blimling and

Whitt, 1999). Increasing litigation, changing delivery methods, fluctuating enrolment, growing expenses and financial constraints, and a host of other issues have all highlighted the necessity of strong leadership in higher education (Sandeen, 1991). Educational leaders will face ongoing challenges as the new millennium goes on to be 160 years of leadership in higher education. In June 2006 INDUSTRY & HIGHER EDUCATION were more efficient in organisational structure modification, strategic planning, and providing greater control and flexibility to staffing and budgetary procedures. Indeed, "people who can manage resources in a way that organises the organisation to effectively meet its goals are frequently referred to as effective leaders." (Ginsburg, 1997, p. 27). Moreover, the success of the organisation in carrying out duties, reaching objectives, and influencing the views of others is increasingly utilized for evaluating the efficacy of leadership in academia (Yukl, 1994).

Around the beginning of the 20th century, academic staff members engaged in teaching, research, and leadership began to focus more on the discipline, or the 'academic' side of education, than the student, or the 'personal' side of education (Smith, 2004). The role, expectations, and responsibilities of faculty changed accordingly as an increased emphasis on research and specialization began to overshadow the importance of personal growth, general studies, and ethical dimensions of higher education. This was primarily due to the growing influence of the German model of higher education (Kuh et al., 1987, p. 253). But as Kliebard (1995) pointed out, values should be the guiding principle for what is taught, not the content of the lesson.

The institution's emphasis has shifted from teaching to research with the decentralization of many of today's schools and universities (Smith, 2004). According to Coleman (1981), a lot of university departments frequently run almost entirely without guidance from a central office. This shift can be attributed, at least in part, to a growing reliance on external funding sources such as governments for research project funding. Research faculties as a whole frequently saw themselves as 'independent contractors 'rather than 'employees.' Because of this, their allegiance may lie less with the company they work for and more with the source of their financial support. Teaching and learning are directly correlated with the administration, organisation, and leadership of the university (Goldring and Greenfield, 2002). The

significance of group leadership above individual leadership and the faculty member's dual position as a scholar and teacher are emphasized by Smylie et al. (2002). According to Taylor (2000), an academic leader's main goal is to enable teaching. "Leaders are creators of the conditions within which the staff works," he says. (p 41). However, McConville (2000) and McInnes (1999) have noted that working at colleges and universities doesn't seem to be as fulfilling as it once was. According to Taylor (2000), this means that efforts should be made to find ways to improve working conditions in higher education. Academic leaders are frequently torn between the competing interests of the administration and the faculty. In other words, they need to focus on two distinct goals: the bigger institution's goal and the goal of the academic specialty (Smylie et al., 2002).

Administrator demands and faculty preferences can cause leaders to vacillate. When working with faculty members, they must embrace a facilitative leadership style; when engaging with administrative workers, they must adopt a more traditional or authoritative one. (Gmelch, 1995). Maintaining balance is crucial for successful leadership in higher education. According to the Ecosystem Model (Banning, 1980), academic leaders who have a poor person-environment fit in their own professional lives will not be effective as factors in the campus environment. "Job satisfaction, depression, physiological strain, and other symptoms of poor mental health" are signs of a misfit in the workplace. (French, 1974, P. 70). In any case, pressures over the past twenty decades have started to change the once-unquestioning academic administrator into someone who finds it difficult to strike a balance between a fully engaged academic life and a fulfilling personal life. (Gmelch, 2000).

1.7   College Teachers

The development of the people and the nation depends heavily on education. Education is a crucial factor in teaching the required skills, disseminating knowledge, and assisting students in preparing for their futures. Human life is surrounded by education. The main benefit that teachers provide is education. Teachers have a fundamental and crucial role to perform in the educational system. It is also said that

a teacher's ability to instruct students effectively determines their performance. However, instructors have also had to deal with a variety of issues, such as low student performance, poor communication between students and colleagues, lack of leadership behaviours, job dissatisfaction, and unfavourable institutional conditions. These issues may hinder educational advancement.

College teacher refers to the professor, associate professor and assistant professor of degree colleges in Mizoram. College is an institution of higher learning offering bachelor's degrees in different streams like arts, science, commerce, computer science, home science, etc.

In the lives of the students, the teachers play an essential role. They impart knowledge, play a role model for their students in building up their character, become an external or second parent who can be a mentor for their students, and are also a source of inspiration for their students. As a role model and an external parent of the students, the teacher's performance before the students is essential. The students in the college are virtually mature and have prepared for their future; because of this, the standards and levels of the teacher's direction will be influential and effective in realizing their needs.

Various factors may influence the performance of college teachers, which can affect his or her satisfaction, earnestness, zeal, enthusiasm, perseverance, diligence and dedication to his or her jobs. The teacher may be able to perform his or her job successfully due to his or her ability and skills; on the other hand, the interactive relationship of the teacher's performance may also be influenced by various factors that are practiced in the college, like tools used for teaching, methods of teaching, relationships with colleagues, the management and administration of the institution, and the principal's behaviour. This factor can influence and affect the effectiveness of the teachers and their job satisfaction. If the teachers are unsatisfied with their job, that can affect their teaching performance, and in return, the students may also suffer in their education.

The principal's behaviour toward the teachers may also affect their performance in negative and positive ways. Hence, the leader of the institution must pay attention to the rights of the teacher, and the teacher should receive serious attention from the leader for maintaining and building up a good organisation. According to Gibson (1987), 'to make the organisation members able to fulfil the tasks of the organisation, it should be largely dependent on the leadership styles used by leaders.' Lack of initial and creative practice by the leader can affect the development of teachers in their duties.

The organisational climate of different institutions occurs differently because each organisation has its climate and practices. The behaviours, attitudes, and perceptions of members within the educational organisation can be affected by the existing climate of the institution. The teachers' working performance and job satisfaction can be improved and increased by providing a pleasant working climate, and the students' achievement and quality of their work will also be directly improved immediately. Evans & Johnson (1990) stated that 'Teachers are also more satisfied with their job if the leaders provide support, develop a positive climate in the school, keep open communication with dignity, and treat teachers with respect.'

All the people who are involved in, interacting with, and perceiving the institutions are included in the organisational climate. The behaviour of each of the members who are working in the institution involves interacting with and influencing each other, which constitutes the organisational climate of that institution. As a member of the organisation, especially college teachers, they have a strategic position for the improvement of learner quality outcomes and learning activities, as well as creating a comfortable and pleasant organisational climate among the members. As they said, the status of the teachers is very important and needs to be developed.

1.8   Development of Higher Education in Mizoram

Mizoram is one of the states in India. Mizoram is located in the southernmost region of northeastern India. It borders three of the seven sister states: Tripura, Assam and Manipur. It also shares a 722 - kilometer border with neighbouring countries Myanmar and Bangladesh. The total area of the state is approximately 21,087 square kilometers.

In the primitive Mizo society, there was no formal educational institution, and the family became their important institution of different streams. The Mizos were without written languages and entirely illiterate. Most of the knowledge was disseminated from their 'family' and 'Zawlbuk' (bachelor's dormitory – the traditional school of the Mizos).

The two early British Christian missionaries, Revs. J.H. Lorraine and F.W. Savidge arrived in Mizoram in 1894. They came to Mizoram to spread or preach Christianity, and they started the first formal school at Aizawl. They prepared the Mizo alphabets 'A, AW, B…' along with the Roman script. Up until 1944, education in Mizoram was in the hands of Christian missionaries. After Indian independence, the government took over all the institutions under the Christian missionaries. Different stages of educational institutions were rapidly and enormously increased throughout Mizoram.

The first and pioneering higher education was started on August 15, 1958. The college was first named 'Aizawl Evening College' or 'Aijal College' now 'Pachhunga University College.' In 1964, Lunglei College was established as the second higher educational institution in Mizoram. They were first affiliated with Guwahati University and then North Eastern Hills University until Mizoram University was established on July 2, 2001. Today, there are 31 degree colleges in Mizoram. Among these, 21degree colleges were run by the state government; Pachhunga University College is a constituent college of Mizoram University, and nine (9) colleges are self-financing degree colleges. To look after the colleges in Mizoram, the government of Mizoram established a separate Department of Higher and Technical Education on April 1, 1989.

1.9   Relevance of the Study

According to Sathye (2004), higher education leadership is part of general leadership. However, higher education leadership is different from leadership in private or public organisations. On the other hand, in higher education, the main goal is to create valuable students, teams, and funding partners (Sathye, 2004; Yildiz, 2017). Due to academics' different stakeholders, different challenges occur for school leaders. On account of those functions, higher education leadership is not generalized as a topic, whereas it is separated into several parts, which include: leadership in teaching and training, leadership in conducting studies and research; leadership in thinking strategically and creating a vision and networking; leadership for collaboration and motivation; leadership in managerial teams and efficient working; leadership for justice and fairness; leadership in recognition of good performance; and developing interpersonal skills (Ali et al., 2020; Altun, 2017; Demir & Bulut, 2018; Hamit & Durmaz, 2021; Sathye, 2004; Serin, 2018). In both general and higher education, leadership is important because leadership is one of the main factors in the success or failure of any sectoral organisation (Budur & Poturak, 2021a; Mart, 2013). Since the style indicates the approaching method of the leader to achieve the desired goal (Al Khajeh, 2018; Budur & Demir, 2019), it has been observed that autocratic leadership is not very effective in many cases, but democratic leadership can be one of the most suitable styles for higher education (Celik & Yildiz, 2017; Torlak et al., 2021a).

Research on teacher job satisfaction, leadership behaviour, and organisational climate at various institutions has been carried out globally by their standards. Due to variations in culture, social background, and educational system, the results may not always be consistent and dependable in our nation, particularly in Mizoram. Effective leadership is directly and strongly connected to effective communication (Agnew, 2019; Budur, 2018), whereas a leader with good and strong communication skills can influence his or her team effectively. Especially inside academic institutions and universities, a communicative academic leader can have a significant positive effect on the students' learning capabilities (Leithwood & Riehl, 2003; Rashid et al., 2020). In addition, an effective academic leader positively impacts the quality of education, curriculum and instructional skills of academicians (Leithwood & Riehl, 2003; Zaim

et al., 2020). No matter what the skills of a higher education principal or employer are, leadership skills are the most effective ones in order to make major decisions and overcome challenges. Accordingly, an effective leader in higher education is the one who makes the right decisions at the right time to improve quality outcomes

This study will provide exact information leading to a better understanding of the leadership behaviour of principals and the job satisfaction of college teachers in relation to the organisational climate of college teachers in Mizoram.

The internal qualities of an institution were the organisational climate of the institution. It is regarded as a measurement of a person's rapport with the institution's leader, administrator, and faculty members. It affects both the principals' or leaders' attitudes and the teachers' happiness with their work. Numerous studies have indicated that the organisational climate of the institution has an impact on teachers' job satisfaction. However, further research also showed that there is no connection between the institutions' organisational environment and the teachers' job satisfaction. Hence, it is necessary to study the relationship between teachers' job satisfaction and the organisational climate of the colleges in Mizoram to reveal in-depth information about their institutions.

Prior research on job satisfaction has underlined the working climate as the main element, rather than the job itself, contributing to increased employee job satisfaction. The relationship to other phenomena, such as job performance, leadership behaviour, organisational climate, and the calibre of teamwork, must be the main focus. The organisational atmosphere of the college and teacher job satisfaction was significantly influenced by leadership behaviour. Every programme at the institution depends on the principal's leadership to succeed. It is important to examine the principal's leadership style in relation to the institutional climate of the colleges in Mizoram.

Many studies have shown that there is a significant relationship between leadership behaviour and the organisational climate of an institution. Teachers are more satisfied with their jobs if the leader provides support, develops a positive climate in the school, maintains open communication with dignity, and treats teachers with

respect (Evans & Johnson, 1990). Other researchers also found that different leadership styles will create different working environments and that they have a direct influence on job satisfaction (Timothy & Ronald, 2004). However, several studies have discovered that there is no connection between leadership behaviour, job satisfaction, and organisational climate.

According to earlier research, a leader's behaviour affects the organisational climate and teachers' job satisfaction. The organisational climate of the institution has an impact on teachers' leadership behaviour as well as their level of job satisfaction. The study's factors are all highly important since they might have an impact on every area of the organisation, including students, students' parents, and other college staff. The principal's actions have an impact on how well the school performs and how the teachers work. A competent principal provides a creative working environment and a positive climate in the institutions (Hallinger & Heck, 1998).

The fundamental component of educational institutions is leadership. In the educational system of today, leadership is rapidly becoming more important. A college requires strong or capable administrators eager to promote a high degree of student accomplishment, satisfied teachers, and a productive organisational climate in their institutions. In general, it has been observed that leaders in the current climate are unsure about the leadership behaviour being used at their colleges and the extent to which their principal's style of leadership affects their job satisfaction. The diverse leadership behaviours and styles and how they connect to or impact the work satisfaction of teachers are unknown to the principal. Additionally, it has been observed that they are often clueless about the leadership styles that promote a positive organisational climate and job satisfaction.

The researcher believes that only through research work can the relationship between leadership behaviour and the organisational climate of Mizoram colleges be realized. Only through research can the relationship between the job satisfaction of college teachers and the organisational climate of colleges in Mizoram be revealed.

1.10   Statements of the Problem

To find out the leadership behaviour of degree colleges, job satisfaction of college teachers and organisational climate of degree colleges in Mizoram and their relationships with reference to the teacher's gender, streams of education and management of the colleges, the suggested study is presented as:

"Leadership Behaviour and Job Satisfaction of College Teachers of Mizoram in Relation to Organisational Climate.

1.11   Objectives

In order to gather the necessary data and shed light on the genuine situation of leadership behaviour, organisational environment, and job satisfaction of college teachers in Mizoram from a critical point of view, the following objectives were identified:

1. To assess the leadership behaviour of College Teachers of Mizoram.
2. To find out the Job Satisfaction of College Teachers of Mizoram.
3. To identify the organisational climate of colleges in Mizoram.
4. To examine the relationship between Leadership behaviour of college teachers with organisational climate of colleges in Mizoram in relation to their:
    - Gender
    - Stream of education
    - Management of colleges
5. To examine the relationship between Job Satisfaction of College Teachers with respect to organisational climate of colleges in Mizoram in relation to their:
    - Gender
    - Stream of education
    - Management of colleges
6. To find out the relationship between Leadership behaviour and Job Satisfaction of College Teachers in Mizoram in relation to their:
    - Gender
    - Stream of education
    - Management of colleges

7. To identify the relationship between Leadership behaviour, Job Satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges
8. To suggest measures for better leadership behaviour, job satisfaction and organisational climate of colleges in Mizoram.

1.12 Hypotheses

On the basis of the research objectives the following hypotheses are formed:

1. There is no significant relationship between leadership behaviour of college teachers and organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges
2. There is no significant relationship between job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges
3. There is no significant relationship between leadership behaviour, job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of college

1.13   Operational Definition of the Terms Used

i)   Leadership Behaviour

Leadership behaviour refers to a quality of the teachers of colleges in Mizoram that helps to motivate the subordinate colleagues and enjoy cooperation towards achieving institutional goals.

ii)   Job Satisfaction

Job satisfaction refers to a positive or pleasant emotional state resulting from appreciation of his or her job as a teacher at colleges in Mizoram.

iii)   Organisational Climate

Organisational climate refers to the quality of the internal environment of the colleges in Mizoram as experienced by the teachers.

iv)   College Teacher

College teacher refers to the professor, associate professor and assistant professor of degree colleges in Mizoram.

1.14   Structural Framework of the Study

CHAPTER I   **:**   Introduction

CHAPTER II   **:**   Review Related Literature

CHAPTER III   **:**   Methodology

CHAPTER IV   **:**   Analysis and Interpretation of Data

CHAPTER V   **:**   Summary and Conclusion

CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0   Introduction

One of the most important aspects of the research is the literature review. A review of pertinent literature must be part of the research. It is essential to read the literature to understand the findings and suggestions provided by earlier research for subsequent studies that were included in those studies.

Various studies have been conducted in India and abroad on the leadership behaviour, job satisfaction, and organisational climate of different types of institutions. Reviewing every piece of writing on the subject is not feasible. As a result, the researcher confined the review to those aspects of the current study that are directly relevant. To conduct this study, the researcher looked through books, journals, and research abstracts from publications that were browsed on different websites. This chapter has been planned and presented under the following sub-topics:

2.1   Studies done on leadership behaviour

2.2   Studies done on job satisfaction

2.3   Studies done on organisational climate

2.4   Studies done on the relationship between leadership behaviour and organisational climate

2.5   Studies done on the relationship between job satisfaction and organisational climate

2.6   Meta-analysis of the related research studies reviewed

2.7   Relevance of the previous studies reviewed for the present studies

2.1 Leadership Behaviour

Omidifar, R. (2013) conducted a study on *Leadership Style, Organisational Commitment and Job Satisfaction on High School Teachers and Principals in Tehran.* The data was collected through stratified sampling techniques. The study examined the relationship between principals' leadership style and organisational commitment, leadership style and job satisfaction, and organisational commitment and job satisfaction. The findings of the study revealed a positive and significant relationship between leadership style, organisational commitment, and job satisfaction.

Nadarasa, T., and Thuraisingam, R. (2014) studied *The Influence of Principals' Leadership Styles on School Teachers' Job Satisfaction – Study of the Secondary School in Jaffna District.* A descriptive survey designed was used in the study. This study tries to clarify the common practice of principals' leadership style and investigated the relationship between principals' leadership style and teachers job satisfaction. The findings of the study revealed that autocratic leadership has a negative impact on teachers' job satisfaction, while democratic leadership has a positive impact on job satisfaction. The study concluded that a democratic leadership style would increase teachers' job satisfaction.

Vrgovic, I.J., and Pavlovic, N. (2014) conducted a study on *Relation between The School Principal Leadership Style and Teachers' Job Satisfaction in Serbia.* The aim of the research is to define the relationship between school principal style and teachers' satisfaction. The findings of the results indicate that the school Principal's leadership style influences teachers' satisfaction. Principals who are people-oriented positively influence teachers' satisfaction in the areas of school development, management, relationship with colleagues, and teamwork. Principals who are task-oriented negatively influence teachers' satisfaction in the areas of communication, management, school development, and safety.

Raheel, Y., Khalil, M.A., and Shahzad, M.A. (2015/2016) conducted a study on *Leadership Styles and their Impact on Faculty Job Satisfaction: Case Study of a Public Sector University in South Asia*. A quantitative correlation study was adopted to examine the relationship between the administrator's leadership styles and institutional

performance. This study aimed to examine the relationship between academic leadership style and institutional performance. The findings of the study showed that the faculty were far more satisfied with passive/avoidant leadership style as compared to transactional leadership style, faculty are more satisfied with transformational leadership style as compared to any other leadership style.

Abid Hussain. Ch. et al. (2017) studied *Principals Leadership Style and Teacher's Job Satisfaction: A Correlation Study at Secondary Level.* To investigate the relationship between a principal's leadership styles and a teacher's job satisfaction, correlation research and the survey method were used. The study was quantitative in nature. This study examines the relationship between principals' leadership style and teachers' job satisfaction, the level of teachers' job satisfaction, and the types of leadership style they practice. The findings of the study revealed that mostly principals decide the operational objectives and standards of the school by themselves; most of the principal use democratic leadership style, and it also proved that there is a significant relationship between democratic leadership style and job satisfaction among teachers.

Gavit, V.N. (2017) conducted a study on the *Leadership Styles of Teachers on the basis of Experience at Secondary Schools of Thane District.* A descriptive survey method was adopted in this study. A stratified sampling technique was used for the selection of samples. This study attempts to compare teacher leadership styles based on gender and experience. The study's conclusion shows that secondary school teachers' leadership styles change significantly depending on their gender and level of experience.

Kants, A., and Sharma, G (2017) conducted a study on Leadership *Effectiveness and Teacher's Job Satisfaction in Relation to School Effectiveness at Secondary Stage.* The samples were selected randomly from the Jalandhar division. This study tries to examine the effectiveness of leadership style in relation to school effectiveness, job satisfaction of private school teachers in relation to school effectiveness and leadership effectiveness in relation to school effectiveness. The findings of the study revealed that: (1) Schools with high effectiveness have more leadership effectiveness than low-

leadership-effective schools. (2) Female principals are more effective leaders than male principals. (3) Schools with high effectiveness exhibit more satisfaction than school with low effectiveness. (4) Male principals in schools with high effectiveness yield higher job satisfaction among faculty than male and female Principals in low-effectiveness schools. (5) School effectiveness did not differ in schools with male and female Principals, and (6) leadership effectiveness was not different at two levels of school effectiveness.

Asghar, S., and Oino, I. (2018) conducted a study on *Leadership Styles and Job Satisfaction.* The study has examined the effect of transformational and transactional leadership styles on job satisfaction. The study has adopted a quantitative research approach and a positivist stance. The findings of the study revealed that transformational leadership style has a positive effect on job satisfaction, whereas transactional leadership style has an insignificant effect on job satisfaction. The study concluded that transformational leadership is more effective in the retail sector of Slough, United Kingdom.

Dohlen, H.B.V., and Karvonen, M. (2018) conducted a study on *Teachers' Self-Reported Leadership Behaviours in Formal and Informal Situations.* The research was conducted using a cluster random sampling approach. The purpose of this study was to (i) identify specific leadership behaviours teachers report engaging in across settings and (ii) identify differences in the degree of teacher leadership across situations. The findings of this study revealed that the least frequent teacher leadership behaviours reported were formal leadership in the school and in the profession. Among all situations and settings, the single most frequently reported behaviour was creating and maintaining a safe and supportive classroom, and the least frequently reported behaviour was seeking opportunities to lead professional development activities beyond school walls.

Elmazi, E. (2018) conducted a study on *Principal Leadership Style and Job Satisfaction of High School Teachers.* The study's objective was to investigate the relationship and correlation between the teacher's job satisfaction and the principal's styles. A quantitative approach was used in this study. This research has an impact on

the principal leadership styles and teachers' job satisfaction. The findings of the study showed that transformational leadership has a significant relationship with and beneficial effects on teacher job satisfaction.

Gogoi, P. (2018) investigated *A Study on Principal's Leadership Effectiveness of General Degree Colleges in Tinsukia District of Assam.* The normative survey method was followed in the study. The sample for the study was selected by using non-proportionate stratified random sampling technique. This study tries to find out leadership effectiveness of principals, compare rural and urban general degree college principals' leadership effectiveness, and compare provincialized and non-provincialized principals' leadership effectiveness as perceived by the teachers. The study revealed: (i) the leadership effectiveness of principals was slightly higher than the average as perceived by the teachers; (ii) there was no significant difference between the leadership effectiveness of the principals of rural and urban colleges as perceived by the teachers; and (iii) there was no significant difference between the leadership effectiveness of the principals in provincialized and non-provincialized colleges, as perceived by the teachers.

Kateb, M., and Ramanathan, K. (2019) conducted research on *The Effect of Transformational Leadership Style on Employees' Job Satisfaction of Syrian Private Universities.* A quantitative method was used in the research. For the collection of data, questionnaires were used. The population of the samples is selected using the two-stage cluster sampling technique. The goal of the study was to investigate the connection between workers' job happiness and transformative leadership. The result of the study revealed that transformational style had a significant relationship with the job satisfaction of employers at private universities in Syria.

Amudha, J., and Poornimarani, P. (2020) studied the *Principal's Leadership Style: And its relationship in determining Job Satisfaction of Private Degree College Teachers working in North Bengaluru.* The method used in this study was descriptive correlation analysis. Three major leadership styles – transformational, transactional and laissez fair - are studied in determining the job satisfaction of teachers. The study tries to find out the different leadership styles practiced by the college principals and

the relationship between the principals' leadership styles and the job satisfaction of teachers. The results of the study showed that both transformational leadership and transactional leadership styles have been practiced by the principal in private degree colleges in North Bengaluru. It also found that the transformational leadership style and job satisfaction of teachers at private colleges had a moderate correlation. The findings of the study also showed that there is no impact of leadership style on determining the job satisfaction of teachers at private degree colleges in North Bengaluru City.

Asni, Sutjipta Mukhtar, M. (2020) performed *The Effect of Principal Leadership and Job Satisfaction on the Guidance and Counselling Teachers' Performance.* The research was conducted using a survey method and a quantitative approach. The sample was selected using a simple random method. The study examined the effect of principals' leadership and job satisfaction on the performance of teachers. The findings of the study revealed that (i) the principal leadership has a positive effect on the performance of the teachers; (ii) job satisfaction has a positive direct effect on the performance of the teachers; (iii) the principal leadership has a positive effect on the job satisfaction of the teachers; and (iv) the teachers' performance is affected by the principal leadership and teachers' job satisfaction.

2.2   Job Satisfaction

Abdullah, M. et al. (2009) conducted an investigation into *Job Satisfaction among Secondary School Teachers.* The sample was collected by using probability sampling of cluster sampling. The study investigated the level of job satisfaction among teachers, comparing the job satisfaction of teachers with respect to gender, qualification, service category, tenure, and place of origin, as well as the dimensions of work that affect job satisfaction. The study found (i) a significant relationship between teacher's overall job satisfaction and sex. Male teachers have more satisfaction than female in their job; (ii) there is a significant difference in overall job satisfaction among teachers at various stages. Senior teachers were more satisfied than junior teachers in their job; (iii) teachers are generally satisfied in their job.

Iqbal, A., and Akhtar, S. (2012) investigated the *Job Satisfaction of Secondary School Teachers.* The sample was randomly selected. The study compares the job satisfaction of male and female teachers, subject teaching, locale, age, and teaching experiences of the teachers. The results showed that: (i) there was not a significant distinction in the job satisfaction of teachers between genders; and (ii) there was not a significant distinction in job satisfaction across topic areas. Science and arts teachers showed an equal level of job satisfaction; (iii) no significant difference was found in the job satisfaction of urban and rural school teachers; (iv) age has no impact on job satisfaction; (v) there is no significant impact on the job satisfaction of male and female teachers with respect to teaching experiences.

Ghosh, M. (2013) did a study on the *Job Satisfaction of Teachers Working at the Primary School.* The study was a normative survey and a descriptive study of ex-post facto type. The research was aimed at study the job satisfaction of teachers in relation to their nature of job, gender, locale, management and educational qualification. The findings of the study indicated that (i) every teacher is equally satisfied with their job; (ii) there is a significant difference in the level of job satisfaction between regular and para teachers. Para teachers were more satisfied with their job than regular teachers, (iii) significant differences were found between genders in their job. Female teachers have more job satisfaction than male teachers; (iv) the locality of schools did not have a significant impact on the job satisfaction of teachers; (v) teachers working in government schools were more satisfied with their job than private school teachers.

Mani, S., and Shyam, V.M.S. (2013) conducted a study on *A Study on Job Satisfaction of Arts and Science College Teachers in Chennai.* The study used the normative survey method. The study tried to find out college teachers' level of job satisfaction with respect to gender, teaching experience, nature of appointment, type of management and nature of college. The study revealed: (i) arts and science teachers have average job satisfaction, (ii) both teachers have average levels of job satisfaction with respect to gender, teaching experience, nature of appointment, types of management, and nature of college; and (iii) there is a significant distinction in job satisfaction between teachers who are male and female. Compared to female teachers, male teachers are happier in their jobs. (iv) There is no significant difference between

arts and science teachers' job satisfaction with respect to teaching experience; (v) There is a significant difference between permanent and temporary teachers' job satisfaction. Permanent teachers have better job satisfaction than temporary teachers. (vi) types of college management of colleges have no significant difference in the job satisfaction of teachers; (vii) there is a significant difference between arts and science college teachers' job satisfaction with respect to the nature of colleges.

Laskar, B.U., and Dutta, S.K. (2014) conducted a study on *Job Satisfaction and Personal Interest of College Teachers in Teaching: A Study in Hailakandi District.* The study employed a descriptive survey method. The study investigated the college teachers' level of job satisfaction and their personal interest in their job. The study found: (i) the teachers have satisfaction in their job; (ii) most of the teachers feel interested in teaching; (iii) most of the teachers consider teaching an ideal job; and (iv) most of the teachers consider teaching a prestigious job.

Madasamy, S. (2015) did a study on *A Study on Job Satisfaction among Government College Teachers in Thiruvarur District.* The study is empirical research and uses the survey method. This study tried to identify the level of job satisfaction among college teachers with respect to their designation, gender, income, and the factors that impact the job satisfaction of teachers. The study revealed: (i) the designation and level of teachers have no significant relationship with their job satisfaction; (ii) female teachers are more satisfied than male teachers in their job; (iii) income per annum and the level of job satisfaction have no significant relationship; (iv) the family size of teachers and their job satisfaction have no significant relationship; and (v) the earning members of the family and teachers job satisfaction have a significant relationship.

Aiswariya, K.S., and Ponniah, M. (2016) studied the *Impact on Job Satisfaction of Private College Teachers.* This study tried to analyse the satisfactory level of teachers in their job with respect to gender, age, marital status, educational qualification and experience; factors influencing job satisfaction of teachers; and the impact of job satisfaction. The study revealed (i) no significant relationship between age, marital status, educational qualification, experience, and level of job satisfaction; (ii) there is no significant relationship between gender and level of job satisfaction. Female

teachers are more satisfied with their jobs than male teachers; (iii) the majority of the teachers are satisfied with their jobs.

Ansah – Hughes, W. (2016) studied on *Assessing the Impact of Teacher Job Satisfaction among Teachers.* The study adopted a quantitative design. The main objective of the study was to examine the level of job satisfaction among teachers. The study revealed that (i) most of the teachers are not satisfied with their job (64.7%) and (ii) most of the teachers perceive teaching as their ideal profession.

Mahajan, G. (2016) conducted a study on the *Job Satisfaction of School Teachers in Relation to their Gender and Mode of Appointment.* A descriptive survey method was used to study. Stratified random sampling was employed to select the sample. The objectives of this research were to study the level of job satisfaction of teachers and the differences in job satisfaction in relation to their gender and mode of appointment. The study revealed: (i) most of the teachers are satisfied in their jobs; (ii) there is a significant difference in job satisfaction between male and female teachers. Compared to male teachers, female teachers are more satisfied. (iii) There is a noticeable difference in the job satisfaction of contract and regular teachers. Regular teachers report higher levels of job satisfaction than contract teachers; (iv) there is a variation in the level of job satisfaction with respect to gender and mode of appointment.

Rani, L.V.S. (2016) conducted a study on *Job Satisfaction among the Teaching Faculty of Government Degree Colleges in Kurnool District.* The study was a combination of exploratory and descriptive in nature. The sample was collected through proportionate stratified simple random sampling. The study tries to identify the level of teachers' job satisfaction and the difference in job satisfaction of teachers with respect to gender, age, marital status, educational qualification, teaching experience, discipline, and income. The study found that (i) teaching faculties have a low level of job satisfaction in respects of gender, age, marital status, educational qualification, teaching experience, discipline, and income; (ii) no significant differences are found between males and females with respect to age, married and unmarried, educational qualification, teaching experience, types of discipline, and levels of income.

Senthilkumar, V., and Kannapa, R. (2016) investigated *A Study on Employees Job Satisfaction in Collegiate Education with Special Reference to Arts and Science Colleges in Trichy in Tamil Nadu.* The study was undertaken to evaluate the level of job satisfaction of teachers and investigate the factors affecting job satisfaction. The study revealed that (i) arts and science teachers have an average level of job satisfaction with respect to gender, teaching experience, nature of appointment, type of management, and nature of college; (ii) male and female teachers have a significantly different level of job satisfaction. Male teachers are more satisfied than female teachers; (iii) there is a significant difference between permanent and temporary teachers. Permanent teachers are more satisfied than temporary teacher; (iv) no significant difference is found between their teaching experience and the type of college management; (v) the nature of colleges has a significant difference between arts and science teachers in their job satisfaction.

Shafi, M. (2016) performed *Job Satisfaction in College Teachers: A Survey Based Study of Government Colleges of Hyderabad, Pakistan.* The study adopted descriptive research, and the sample was selected randomly. The study attempted to investigate the level and relationship of teachers' job satisfaction with respect to gender, teaching experience, salary, and promotion. The study found that (i) there was a positive correlation between male and female teacher; (ii) there was a positive correlation between length of service and job satisfaction; and (iii) the majority of teachers were not satisfied with their job due to a stumpy salary and promotion.

Barman, P., and Bhattacharya, D. (2017) conducted a study to *Job Satisfaction of Teacher Educators in Different Types of B. Ed Colleges in West Bengal.* The descriptive survey method was used for conducting the study. A stratified random sampling technique was used for the selection of samples. The study was conducted to find out the level of job satisfaction of teacher educators with respect to gender, marital status, educational qualification, locale, type of management, age, and teaching experience. The findings of the study revealed that (i) the teacher educators working in government-aided and private B.Ed. colleges are satisfied with their job; (ii) there is no significant influence of gender on job satisfaction. Male teachers are more satisfied than female teachers; (iii) there is no significant influence of marital status on job satisfaction. Married teacher

educators are more satisfied than unmarried; (iv) types of colleges did not influence on job satisfaction of teachers; (v) locality of colleges did not influence the job satisfaction of teachers; (vi) types of management did not influence the job satisfaction of teachers; (vii) age of teacher educators did not influence their job satisfaction; and (viii) teaching experience did not influence their job satisfaction.

Ganapathi, R. (2017) did a study on *Job Satisfaction of Arts and Science College Faculty Members in Coimbatore City with reference to Self-Financing College.* Stratified random sampling was used for collecting the sample. The study examined the various social and economic problems that affect the job satisfaction of teachers. The results revealed a significant association between age, gender, category, marital status, monthly income, designation, educational qualification of teachers, and their level of job satisfaction.

Joshi, J.S. (2017) conducted a study on *A Study of Job Satisfaction of College Teachers of Ahmedabad City.* A multistage sampling technique was used for the study. The research attempted to study the effect of gender, type of college, area, experience, and age on the job satisfaction of college teachers. The study showed: (i) male teachers are more satisfied than female teachers in the colleges; (ii) there is no significant difference in the degree of job satisfaction between male and female teachers; (iii) there is no significant variation in teachers' job satisfaction between the east and west zones; (iv) types of colleges have no significant difference in the job satisfaction of teachers; (v) job satisfaction and teaching experience have no significant difference for the teachers; (vi) senior teachers were more satisfied in their job than younger teachers.

Kumar, K. (2017) conducted a study on *Job Satisfaction among College Teachers.* A multistage sampling technique was employed to select the sample for the study. The primary goal of the investigation was to examine college teachers' work satisfaction, to compare the job satisfaction of male and female college teachers, and to evaluate the job satisfaction of rural and urban college teachers. The study found that (i) the majority of the teachers are satisfied with their job; therefore, female teachers are significantly more satisfied than male teachers; (ii) urban and rural college teachers do not differ significantly in their level of job satisfaction.

Eswaran, R., and Pavithra, S. (2018) did a study on *Job Satisfaction among College Teachers: A Study on Government Colleges in Tamil Nadu.* The study adopted descriptive research. The study was undertaken to identify the factors that impact the level of job satisfaction, the relationship between male and female teachers in their job satisfaction, and the relationship between years of service and the job satisfaction of teachers. The study revealed that: (i) varieties of factors like nature, rules and regulations, financial aspects, students' behaviour, and classroom activities affect teachers' job satisfaction; (ii) the majority of the teachers are satisfied with their job; (iii) there is a positive correlation between male and female teachers and years of service and job satisfaction.

Jamwal, B., and Kales, M.Z. (2018) conducted *A Study on Job Satisfaction among Government College Teachers in Jammu.* Samples are selected by using the convenience sampling method. The study was undertaken to investigate the level of job satisfaction of teachers with respect to designations, gender and income. The results revealed that (i) teachers' job satisfaction was not associated with their designation; (ii) female teachers are more satisfied than male teachers in their job; and (iii) their level of job satisfaction and their incomes are significantly related.

Medhi, R. (2018) conducted a study on *Job Satisfaction among High School Teachers: A Study in the Kamrup District of Assam.* A descriptive survey method was employed for the study. Simple random sampling was used for the collection of data. The main objective of the study was to compare the job satisfaction of male and female teachers and to find out the difference between government and private school teachers' job satisfaction. The findings of the study revealed: (i) There is no significant difference between the job satisfaction scores of male and female teachers in various dimensions; (ii) teachers at government and private schools had significantly different levels of job satisfaction; teachers at government school reported a higher level of job than private school teachers.

Nigama, K. et al. (2018) did their study on *Job Satisfaction among School Teachers.* Descriptive research was used in the study. The samples were collected using random sampling. The study aims to investigate the level of teachers' job satisfaction and

compare the job satisfaction of teachers with respect to management and gender. The study revealed that (i) the level of teachers' job satisfaction was above average; (ii) there is no significant distinction in the job satisfaction of teachers at government and private schools; and (iii) there is not a noticeable distinction between male and female teachers.

Parimalakanti, K., and Abirami, V. (2018) performed a study on *A Job Satisfaction among College Teachers.* Convenience sampling was used to select the sample. The study aims to investigate the satisfactory level of faculties in their institution. The study found that majority of the teachers are satisfied with their jobs, and they agreed that they have received a satisfactory salary.

Tomar, L.S., and Kapri. U.C. (2019) conducted an investigation into *A Comparative Study of Job Satisfaction of Teachers Working in Self-Financed Teacher Education Colleges.* A simple random sampling technique was used for the selection of samples. The research aims to study the job satisfaction of rural and urban area teachers and the job satisfaction of male and female teachers. The findings of the study revealed that: (i) in urban and rural areas, teachers have a moderate level of job satisfaction; (ii) compared to teachers in rural areas, those in urban areas are happier in their jobs; and (iii) there is no significant difference in the job satisfaction of male and female teachers. Compared to male teachers, female teachers are happier in their jobs.

Bania, S. (2020) performed *Job Satisfaction of College Teachers with Relation to their Gender and Nature of Appointment.* The random sampling method was employed for the collection of the sample. The study aims to investigate the level of job satisfaction of teachers with respect to gender and mode of appointment. The study found that (i) the majority of both of the college teachers were averagely satisfied with their jobs; and (ii) there is no significant difference between male and female teachers in their job satisfaction. Compared to female teachers, male teachers are more satisfied; (iii) there is no significant difference between regular and contractual teachers in their job satisfaction. Regular teachers are more satisfied with their jobs than contractual teachers.

Kumar, B. (2020) had done a *Study of Job-Related Satisfaction: Level of Job Satisfaction among Teachers in Dehradun.* The study was descriptive in nature. The sample of the study was randomly selected. The study examined PG teachers' job satisfaction levels and how much male and female PG teachers differed in this regard. The findings of the study revealed: (i) significant difference are found between government and private school teachers in their job satisfaction; (ii) there is no significant difference between male and female teachers in their job satisfaction. Compared to female teachers, male teachers are more satisfied.

Mishra, L., and Rinsangi, L.V.L. (2020) did a study on *Job Satisfaction of Degree College Teachers of Mizoram.* A systematic research method was used for conducting the study, and the sample was randomly selected. The aims of the study were to examine the job satisfaction of college teachers and to evaluate their job satisfaction with respect to gender, teaching experience and stream-wise (instructional direction). The study revealed: (i) college teachers in Mizoram have high job satisfaction; (ii) there is no significant difference in the job satisfaction of male and female teachers; (iii) there is no substantial difference between male and female teachers of arts colleges in their job satisfaction; (iv) there is no meaningful gap between male and female teachers of science colleges in their job satisfaction; (v) there is no meaningful gap between male and female teachers of commerce colleges in their job satisfaction; (vi) there is a substantial gap between different streams of college teachers (arts, science and commerce); and (vii) teachers with more teaching experience were more satisfied in their job than those with less teaching experience.

Minikumari, D. (2021) conducted a study on *Job Satisfaction of College Teachers: A Study of College Teachers of Calicut University.* The sample was collected using simple random sampling. The study aims to examine the level of job satisfaction and to find out the differences among government, aided and self-financing teachers to their job satisfaction. The study found that (i) the majority of the teachers are moderately satisfied with their job, and (ii) there is a significant difference between different types of college teachers in their level of job satisfaction.

2.3   Organisational Climate

Giil, H. (2008) conducted a study on *Organisational Climate and Academic Staff's Perception on Climate Factors.* The survey method was applied in the study. The study aims to find out the perceptions of managers and academicians in their organisational climate regarding gender and academic title. The findings of the study found that (i) there was a significant difference between the perceptions of those who were in the high posts of management and those who were not. High post holders of management perceived themselves as higher than those who were not; (ii) there was no significant difference in respect of gender to their organisational climate; (iii) academic title did not cause the organisational climate as perceived by the academicians.

Babu, M.R., and Venkatesh. K. (2010) studied *Organisational Climate among Primary School Teachers with respect to Gender and Management.* The study tries to find out the organisational climate among teachers with respect to gender and management. The study found (i) a significant difference between male and female teachers in their organisational climate. Female teachers were higher than male teachers in their organisational climate; (ii) significant differences in organisational climate among government-aided school teachers were better than between government and private school teachers in organisational climate.

Raza, S.A. (2010) investigated an *Impact of Organisational Climate on Performance of College Teachers in Punjab*. The sample was collected using a simple random sampling technique. The study attempted to identify the strengths of organisational climates as perceived by the principals and teachers and to measure the performance of the teachers as perceived by the principals. The findings of the study indicated that: (i) the majority of principals believed that although paternal and closed climates were negatively connected with teacher performance, open climates were very highly and positively correlated with teacher success; (ii) organisational climate and performance of teachers are correlated; and (iii) the majority of colleges had an open and autonomous climate. Teachers in open or autonomous climates showed much better performance than teachers in paternal or closed climates. (iv) The majority of college teachers viewed 'consideration' behaviour of principal and 'intimacy' behaviour' of

teachers as fairly correlated to teachers' performance. (v) The majority of teachers viewed 'thrust' behaviour of principals and 'esprit' behaviour of teachers as highly corrected to teachers' performance.

Bentea, C. (2013) did a study on *Investigation of the Organisational Climate and Attitudes towards Change: A Study on a Sample of In-Service Romanian Teachers.* The research investigated teachers' perceptions of the organisational climate and some demographic and attitudinal variables. The findings of the study showed (i) a significant difference as perceived by teachers in the school organisational climate. Organisational climates are different depending on the length of the service of teachers; (ii) male teachers perceived more negatively the quality of interpersonal relationships in their school organisation than female teachers; (iii) teachers with high conservatism have appreciated a more negative organisational climate than teachers with low receptive and openness to change; (iv) teachers with favourable attitudes towards change have a higher evaluation of the school organisation than teachers with unfavourable attitudes.

Selamat, N., et al. (2013) conducted a study on *The Impact of Organisational Climate on Teachers' Performance.* The survey method was used for the collection of data, and the sample was collected through simple random sampling. This study aimed to find out the impact of organisational climate on teachers' job performance, organisational climate as perceived by the teachers, and the relationship between organisational climate and teachers job performance. The findings of the research show that (i) teachers' performance has been proven to be significantly impacted by the organisational climate; (ii) the organisational climate dimensions, principals' leadership behaviour and teachers' behaviour: the two most important elements in improving a teacher's work performance were hindrance and trust; and (iii) there is a significant relationship between organisational climate and teachers' job performance. The results proved that when there was an unhealthy organisational climate in the secondary school, teachers were unable to complete their assigned jobs.

Bhatia, P. (2017) conducted a study of *Organisation Climate of Higher Secondary Schools of Anand.* The main objectives of the study were to identify the types of

organisational climate, study the organisational climate of different types of schools, and study the factors influencing organisational climate. The study revealed that the principal in non-granted schools has more dominance and control than in granted schools. However, it also revealed that there is no different in the disengagement factor, the alienation esprit factor, and the intimacy factor.

Lezha, E. (2017) investigated *Exploring Teacher's Perceptions on Organisational Climate in Urban and Rural Schools.* A qualitative research design was used in the study. The research aims to explore and compare how teachers who works at urban and rural high schools perceive their school climate in terms of their professional development. The study revealed that (i) prominent factors surrounding job satisfaction among teachers in urban schools are not the same as in rural areas; (ii) both urban and rural school teachers were on the same line for organisational structure, and (iii) in rural areas, teachers' perceptions of student support are significantly affected by increasing internal and external migration. In urban areas, due to larger school enrolment, teachers' perceptions of student support are less; (iv) urban teachers felt a greater sense of teaching autonomy than teachers working in rural areas.

Singh, R.S., and Padmanabhan, V. (2017) conducted a study on the *Relationship between Organisational Citizenship Behaviour and Organisational Climate of Secondary School Teachers.* In this study, a descriptive correlation survey method was used. The study tries to find out the relation between organisational citizenship behaviour (OCB) and their organisational climate. The results show that there is no significant relationship between secondary school teachers' organisational citizenship behaviours and the organisational climate of their schools.

Vedavathi, B. (2017) studied on *A Study on Secondary School Organisational Climate and Work Values of Secondary School Teachers.* The study is descriptive in nature, and a survey method was adopted to collect the data. A stratified random sampling technique was employed for the collection of samples. The research attempted to find out the difference between the work values of the head at different types of schools (government, private-aided, private unaided and minority). The study found (i) no significant difference between the work values of secondary school heads working in

different school climates and (ii) a significant difference in their organisational climate among different types of schools.

Sathya, M.S., and Arokia, S.T. (2018) studied *A Study on Organisational Climate in Self-Financing Engineering Colleges in Tamil Nadu.* The research was descriptive in nature and used a qualitative and quantitative approach. The sample was collected using stratified sampling technique. The objectives of the study were to examine the climate perceived by the faculties in the engineering colleges and the impact of organisational climate on job satisfaction in the institutions. The findings revealed that: (i) organisational climate has a significant relationship with job performance; (ii) organisational climate has an impact on re-organisation and rewards, teamwork, cooperation, management support, job satisfaction, job involvement and employee commitment; and (iii) organisational climate and job satisfaction have a positive impact on job involvement and employee commitment.

 Sharma, P. (2018) studied *A Study of Organisational Climate in Relation to Different Types of Secondary Schools and their Locality.* The normative survey method was used in the study, which adopted a multi- stage random sampling method. The objectives of the study were to compare the organisational climate of government, aided and public secondary schools, to study the organisational climate in rural and urban areas, and to study the combined effect of locality and types of schools on organisational climate. The findings of the study showed that – (i) types of schools significantly affect their school organisational climate; (ii) locality significantly affect their school organisational climate; (iii) urban schools perceive 'open' climate; rural school perceive their school organisational climate as 'closed'; (iv) public school teachers perceive their organisational climate as more 'open' than government and aided schools.

Swargiary, J., and Adhikary, A (2018) performed *A Study on the School Organisational Climate of Government and Private Secondary Schools of Barpeta District in Assam.* The study was descriptive in nature, and simple random sampling was used for the collection of samples. The objectives of the study were to make a comparative study about the organisational climate of government and private

secondary schools. The findings revealed that (i) there are significant differences in various school organisational climate dimensions between government and private secondary schools, and (ii) the organisational climate of government and private secondary schools is significantly different. Private schools' organisational climate is more conducive and congenial than that of government schools.

Chanana, N. (2019) did her study on *Organisational Climate: A Comparative Analysis of State University, Private/Deemed Universities and Affiliated Management Institutes of Haryana.* The study attempted to compare the perceptions of organisational climate among management teachers working in state universities, private or deemed universities, and affiliated management institutes. The findings of the study showed (i) statistically significant differences in the concepts of work environment, perception of teamwork, management effectiveness, involvement, reward and recognition, and competencies, and (ii) significant difference in the perceptions of various management teachers in their overall organisational climate.

Mishra, S., and Kumar, R. (2019) conducted a study on *Organisational Climate – Employees' Perception towards the Role Clarity.* The sample was collected using a simple random sampling technique. The main objective of the study was to explore the employees' perceptions of role clarity in the organisational climate of private colleges. The study found that (i) employees were more aware of the objectives, priorities, and responsibilities of their job. Whereas, they are less aware of the environment, and (ii) the interpersonal relationship between climates was not good in private college.

Chetia, J.S., and Bordoloi, M.K. (2020) conducted a study on *A Study on Organisational Climate on Professional Commitment of Teacher Educators of B.Ed. Colleges under Gauhati University.* The study used the descriptive used descriptive survey method, and the sample was selected by using simple random sampling. The purpose of the study was to study teacher educators' professional commitment and the organisational climate of B. Ed. colleges. The study revealed that (i) most of the teacher educators perceived their organisational climate to be favourable; (ii) there were significant differences among B. Ed. colleges in their organisational climate; (iii)

there were significant differences among B. Ed. colleges in their professional commitment; and (iv) most of the teacher educators were extremely committed to their profession.

Prastiawan, A. et al. (2020) investigated *Organisational Climate in School Organisations: A Literature Review.* They found that organisational climate was influenced by leadership style and organisational culture.

2.4   Leadership Behaviour and Organisational Climate

Mehrotra, A (2004) conducted a study on *A comparative Study of Leadership styles of Principals in relation to Job Satisfaction of Teachers and Organisational Climate of Government and Private Schools of Delhi.* The results of the investigation showed that the leadership styles of private and public-school principals differ. The majority of private and public schools have independent environments. However, the same proportion of government schools (10.71% each) displayed a closed and restricted environment. Conversely, just 8.92% of private schools had a closed climate. No distinct relationship was discovered between the organisational climate in government and private schools and the leadership styles of principals.

Eshraghi, H. et al. (2011) did a study on *The Relationship between Organisational Climate and Leadership Styles of the Managers of Physical Education offices in Isfahan Province.* A descriptive-correlation approach was used in the study. The research investigated the relationship between organisational climate and the leadership behaviour of managers. The findings of the study showed that (i) there was a significant relationship between organisational climate and leadership style; (ii) there was a significant positive relationship between autocratic leadership and a closed organisational climate; (iii) there was a significant positive relationship between democratic leadership and an open organisational climate.

Tsai, Y. (2011) examined the *Relationship between Organisational Culture, Leadership Behaviour and Job Satisfaction.* The main objective of the study was to find out the relationship between organisational climate and leadership behaviour and

between leadership behaviour and job satisfaction. The results of the study showed a significant correlation between organisational culture and leadership behaviour, and leadership behaviour was significantly correlated with the job satisfaction of the nurses.

Omolayo, B.O., and Ajila, C.K. (2012) worked on *Leadership Styles and Organisational Climate as Determinants of Job Involvement and Job Satisfaction of workers in Tertiary Institutions.* The study adopted a descriptive survey design, and the sample was selected randomly. The objectives of the study were to investigate the influence of leadership styles and organisational climate on job satisfaction and to find out the relationship between leadership styles, organisational climate and job satisfaction. The study found – (i) significant influence of the two leadership styles (autocratic & democratic) and organisational climate on job satisfaction, (ii) significant joint influence of leadership styles (autocratic & democratic) and organisational climate on job involvement, (iii) significant relationship between job satisfaction and organisational climate, (iv) significant relationship between job satisfaction and job involvement, (v) significant relationship between job satisfaction and job involvement, (vi) significant relationship between organisational climate and job involvement, (vii) no significant relationship between job satisfaction and leadership styles (autocratic & democratic), job involvement and leadership styles (autocratic & democratic), (viii) no significant difference between leadership styles and job satisfaction, leadership styles and job involvement.

Shailly (2012) conducted a study of *Relationship between Leadership Styles of Principals and Organisational Climate of Government and Private Schools.* The descriptive survey method was used in this study. A purposive sampling technique was used to realize the objectives of the study. The objectives of the study were to compare the different leadership styles of principals in government and private schools, to compare the organisational climate of government and private schools, and to ascertain the relationship between leadership behaviour and the organisational climate of government and private schools. The results of the research showed that there is no significant relationship between a principal's leadership style and the organisational climate of either a government or private school.

Holloway, J.B. (2012) conducted research on *Leadership Behaviour and Organisational Climate: An Empirical Study in a Non-profit Organisation.* The study aimed to determine how organisational climate and leadership behaviour relate to one another. The results of the study indicated a positive and significant relationship between relation-oriented leadership behaviours and the organisational climate dimension of reward and warmth. It also showed that certain leadership behaviours do not have an impact on a few dimensions of organisational climate.

Anwar, A.A. et al. (2015) conducted a study on *The effects of Leadership Styles, Organisational Climate, Environmental Aspects and Organisational Commitment and Job Satisfaction on the Lectures' Performance of Kopertis III in Jakarta.* The objective of the research was to examine and analyse the effects of leadership style, organisational climate, and environmental aspects of the organisations' commitment on lecturers' performance. The findings of the research showed that styles of leadership, organisational climate, and environmental aspects have positive effects on organisational commitment and job satisfaction. Organisational climate and environmental aspects were also found to have a positive effect on the performance of lecturers. Organisational commitment and job satisfaction have a positive influence on the performance of lecturers. The finding of the research also show that the style of leadership does not have a significant effect on the performance of lecturers.

Dulay, S., and Karadag, E. (2015) conducted a meta-analysis on *The Effect of Leadership on Organisational Climate.* The descriptive statistics of 99 research studies were included in the analysis. Together with the findings of earlier studies, the following goals were sought after this meta-analysis: Leadership positively affects organisational climate; leadership style approach moderates this effect; and climate type modifies the positive impact of leadership on organisational climate. The results of the analysis revealed that (i) leadership and organisational climate are positively related; (ii) safety, paternalistic, presidential, participative, and authentic leadership styles had a large effect on organisational climate; and (iii) all climate types were found to have a large moderating effect on leadership.

Fattah, O., et al. (2018) investigated *The Relation between the Leadership Styles and the Organisational Climate in Public Schools in Amman managers.* The research aims to identify the prevailing leadership styles of managers, the organisational environment prevailing, and the relationship between leadership styles and the organisational climate. The results showed that (i) dictatorial leadership styles dominate the schools, which affects the organisational climate; (ii) there is a positive correlation between democratic leadership and the organisational climate; and (iv) the organisational climate prevailing in the schools is average.

Pratami, F.A.R. et al. (2018) conducted a study on the *Influence of School Principal and Organisational Climate Supervision on Teachers' Performance.* The purpose of this study is to determine the influence of school principal supervision and organisational climate, either partially or simultaneously, on the performance of teachers. The findings of the study showed that there is an influence of principal and organisational climate supervision, either partially or simultaneously, on the performance of junior high school teachers. The result showed that the supervision of the principal has been well implemented by the principal. The performance of teachers is good in carrying out their duties.

Mukhtar, R., and Anwar, K. (2019) work on *The Effect of Transformational Leadership, Management Information System, And Organisational Climate on Lecturers' Job Satisfaction.* The descriptive survey method was used in the study, and the sample of the study was taken using the cluster area sampling technique. The research aimed to determine the effect of transformational leadership, management information system, and organisational climate on lecturers' job satisfaction. The study found: (i) a positive and significant direct effect of transformational leadership on job satisfaction of lecturers, (ii) management information system has a positive and significant direct effect on job satisfaction of lecturers, (iii) transformational leadership and management information systems simultaneously have a significant effect on job satisfaction of lecturers, (iv) transformational leadership has a positive and significant direct effect on the organisational climate, (v) management information system have a positive and significant direct effect on organisational climate, (vi) transformational leadership and management information systems simultaneously influence the

organisational climate, (vii) organisational climate has a positive and significant direct effect on job satisfaction of lecturers, (viii) transformational leadership, management information systems and organisational climate simultaneously influence lecturers job satisfaction, (ix) transformational leadership has direct effect on job satisfaction of lecturers through the organisational climate, (x) management information systems have indirect effect on job satisfaction of lecturers through the organisational climate. The findings of the research revealed that transformational leadership, management information systems, and organisational climate affect the lecturers' job satisfaction.

Narad, A., et al. (2020) did an investigation into *Leadership Styles and Organisation Climate as Predictors of Teacher Effectiveness in Secondary School Teachers.* The descriptive method was employed in the study, and simple one-stage cluster sampling was employed for the selection of samples. The research tried to find out: the leadership styles of principals as perceived by the teachers; the effectiveness of teachers as perceived by the principals of government and private schools; the organisational climate as perceived by government and private school teachers; and leadership styles and organisational climate as predictors of teacher effectiveness. The study found that (i) there was no significant difference in the leadership styles of principal as perceived by government and private school teachers. Both of the schools had similar perception of the leadership styles of the principals; (ii) the principal of both schools had similar perception of the teachers' effectiveness; (iii) there was no significant different between the organisational climate of government and private schools as perceived by the teachers; (iv) leadership styles adopted by principals and organisational climate as predictors of teacher effectiveness.

Abuqadumah, N.M.A., et al. (2021) investigated *Impact of Transformational Leadership on Organisational Culture in the Higher education Institutions of Libya.* The research utilized quantitative research, and a purposeful sampling method was employed for the population selection. The research seeks to investigate the effect of various components of transformational leadership - individualized consideration, inspirational motivation, idealized influence, and intellectual simulations on the organisational culture among employees. The study found that (i) transformational leadership has a positive and strong effect on organisational culture; (ii) individualized

consideration has a positive and significant influence on organisational performance; (iii) there is a positive and significant relationship between inspirational motivation and organisational performance; (iv) leaders were responsive to employees' ideas and thoughts; and (v) intellectual simulation has a positive and significant influence on organisational performance.

Padmaja, B. (2021) did an investigation on *Leadership behaviour and Organisational Climate: An Empirical Study with reference to APCPDCL, Prakasam District.* The objectives of the research were to inquire into the leadership behaviours and organisational climate, and the findings revealed that (i) task-oriented and relation-oriented leadership behaviours are positively related to the employees' perceptions of organisational climate; (ii) oriented leadership behaviours have a positive and significant relationship with the organisational climate dimensions of reward and warmth.

2.5   Job Satisfaction and Organisational Climate

Arani, A.M., and Abbasi, P. (2004) conducted a study on *Relationship between Secondary School Teachers' Job Satisfaction and School Organisational Climate in Iran and India.* The study adopted a simple random sampling technique. The objective of the research was to investigate secondary school teachers' job satisfaction in relation to the school's organisational climate. The study's findings showed that there is a significant relationship between all sub-factors of teachers' job satisfaction and six dimensions of school organisational climate in both countries. There is a negative relationship between one dimension of school organisational climate i.e., disengagement, and three sub-factors of teachers' job satisfaction (economic sufficiency, professional growth and interpersonal contentment), in both countries. From a comparative viewpoint, it was also found that teachers' job satisfaction in India is more influenced by school organisational climate than it is in Iran.

Xiaofu, P., and Qiwen, Q. (2007) investigated *An Analysis of the Relation Between Secondary School Organisational Climate and Teacher Job Satisfaction.* The sample for the study was randomly selected. The study aimed to investigate and analyse the

relationship between organisational climate and job satisfaction of teachers. The finding of the results showed that: (i) a significant positive correlation exists between school climate and teachers satisfaction in the nature of their job; (ii) a negative correlation exists between school organisational climate and material conditions, wages and administration; (iii) a significant negative correlation exists between study climate and satisfaction with material with material conditions among administrative, teaching and inter-personal climates; and (iv) significant positive correlations exist between school administrative climate, study climate and inter-personal climate with satisfaction in advanced studies and promotion.

Castro, M., and Martins, N. (2010) studied The *Relationship between Organisational Climate and Employee Satisfaction in a South African Information and Technology Organisation*. The objective of the study was to explore the relationship between organisational climates and job satisfaction to determine whether employees' perceptions of the work environment influence their level of job satisfaction. The results of the study indicated that there is a strong positive correlation between organisational climate and the independent variable of job satisfaction. The organisational climate has an influence on job satisfaction.

Jenitta, L., and Saminathan, B. (2013) work on the *Job Satisfaction of Teacher Educators in Relation to their Organisational Climate*. The descriptive survey method was used for the study, and the sample was selected by using a simple random sampling technique. The research aims to find out the difference between male and female teachers with respect to job satisfaction and organisational climate, rural and urban teachers with respect to job satisfaction and organisational climate, and the correlation between job satisfaction and organisational climate. The findings revealed that (i) there is no significant difference between male and female teachers; (ii) there is a significant difference between male and female teachers in their organisational climate; (iii) there is no significant difference between rural and urban teachers in their job satisfaction and organisational climate; and (iv) from the correlation analysis, job satisfaction is significantly correlated with organisational climate.

Shahram, S., et al. (2013) studied the *Relationship between Organisational Climate with Job Satisfaction of Educational Teachers at High School Grade of Ardabil City.* Descriptive and scale-based research are used in this study. The main objective of the study was to review and evaluate the relationship between organisational climate and job satisfaction. The results of the study showed that there is a significant relationship between the target agreement, role agreement, and agreement on approaches to organisational climate dimensions and job satisfaction. However, there was no significant relationship between effectiveness in the relations from the organisational climate dimensions with the whole dimensions of job satisfactions and the connection between praise satisfaction with organisational climate with job, optimization, and payment from job satisfaction.

Meena, S., and Agarwal, M. (2014) investigated *The Relationship among Organisational Climate, Job Satisfaction and Happiness of the Employees of Educational Institutions.* The study aims to examine the correlation between organisational climate, job satisfaction, and happiness and to find out the difference between organisational climate, job satisfaction and happiness in males and females. The research result found: (i) a positive and significant correlation between organisational climate and job satisfaction; (ii) an insignificant negative correlation between job satisfaction and happiness; and (iii) a highly significant difference between the organisational climates of males and females. Males have a better organisational climate than female; (iv) there is a significant difference between the job satisfaction of males and females. Males are more satisfied with their job than females, and (v) females are happier than males.

Rani, R., and Rani, P. (2014) did their study on *Influence of Organisational Climate of Elementary Schools on Job Satisfaction of Elementary Teachers.* The descriptive survey method was used to conduct the research, and the sample was selected by using a random sampling technique. The objectives of the research were to study the effect of organisational climate on job satisfaction in private and government schools and to study the effect of organisational climate on the job satisfaction of male and female teachers. They found that (i) the job satisfaction of private elementary school teachers is not affected by organisational climate; (ii) the organisational climate of government

school elementary teachers is not correlated with their job satisfaction; (iii) the organisational climate and job satisfaction of male teachers are not significantly correlated to each other; and (iv) the organisational climate and job satisfaction of female teachers are not significantly correlated.

Treputtharat, S., and Tayiam, S. (2014) examined *School Climate affecting Job Satisfaction of Teachers in Primary Education, Khon Kaen, Thailand.* Simple random sampling was employed to obtained sample for the study. The objectives of the study were to study the effects of school climate on teachers' job satisfaction, to study teachers' job satisfaction, to study the relationship between school climates and teachers' job satisfaction, and to study the school climate factors affecting job satisfaction of teachers. The findings of the study showed that (i) the school climate affected the job satisfaction of teachers at a high level. The highest level was found in success and unity, and responsibility was the lowest, (ii) the teacher's job satisfaction was at a high level. The highest level was found in career characteristics, while salary and other stipends related were at the lowest level, (iii) it was also found that the six (6) aspects of organisational climate affecting the job satisfaction of teachers are: (a) performance standard; (b) responsibility; (c) unity; (d) reward; (e) success; and (f) leadership.

Bala, R. (2015) Studied on *Job Satisfaction of Senior Secondary School Teachers in Relation to Organisational Climate.* The cluster sampling method was used for the selection of the sample. The research aimed to study the overall and level-wise job satisfactions of teachers', job satisfaction with respect to gender, locale, and stream; to clarify different types of organisational climate, to study and compare the job satisfaction of teachers in different organisational climates with respect to gender, locale and stream. The findings of the study revealed that (1) the majority of the teachers were found to have an average level of job satisfaction; (2) there was no significant difference in the job satisfaction of senior secondary school teachers in terms of gender, locale and stream; (3) there are significant differences in organisational climate of selected senior secondary schools; (4) there are significant differences in the job satisfaction of senior secondary school teachers in different organisational climates; and (5) there are no significant differences in the job satisfaction of senior secondary school teachers in terms of gender, locale and stream across different organisational climates.

Kumar, V. (2015) investigated *Job Satisfaction and Organisational Climate in Relation to College Type and Gender.* The sample was selected by using convenient sampling. The research aimed to study the institutional and gender differences in terms of job satisfaction and organisational climate as perceived by teacher educators. The findings of the study revealed that gender and college type do not have any influence on the job satisfaction of teacher educators.

Sharma, S. (2015) investigated *A Study to find a Relation to Job Satisfaction with Organisational Climate and Socio-Economic Status.* The study was conducted through stratified random sampling. The objectives of the research were to study the relationship between job satisfaction and the socio-economic status of teacher educators and the relationship between job satisfaction and the organisational climate of teachers. The study found: (i) a significant relationship between job satisfaction and organisational climate; (ii) no significant relationship between job satisfaction and socio-economic status.

Waruwu, B. (2015) did a study on *The Correlation between Teachers' Perceptions about Principal's Emotional Intelligence and Organisational Climate and Job Satisfaction of Teachers of Senior High School in Gunungsitoli Nias, Indonesia.* Stratified random sampling was employed for the sample selection. The objectives of the study were to find out the significant correlation between (i) teachers' perceptions about principal emotional intelligence and job satisfaction of teachers, (ii) organisational climate and job satisfaction of teachers, and (iii) teachers' perceptions about principals' emotional intelligence and organisational climate and job satisfaction of teachers. As a result of the study, there was a significant correlation found in (i) teachers' perceptions of principals' emotional intelligence and their job satisfaction, and (ii) teachers' perceptions of principals' emotional intelligence, organisational climate, and job satisfaction.

Ghavifekr, S., and Pillai, N.S. (2016) conducted a study on *The relationship between Schools Organisational Climate and Teacher's Job Satisfaction: Malaysian Experience.* A quantitative survey method was used. The main aim of the study was to examine the relationship between school organisational climate and the job

satisfaction of teachers. The results showed a strong positive correlation between teachers' job satisfaction and the organisational climate of the school. Additionally, the study found no significant difference in teachers' job satisfaction levels based on their gender (male and female). The teachers' levels of job satisfaction varied statistically significantly according to the number of years they had worked at their respective schools.

Hashemi, J., and Sadeqi, D. (2016) conducted an investigation into *The Relationship between Job Satisfaction and Organisational Climate: A Case Study of Governments in Divandarreh.* The study aims to analyse the relationship between the components of organisational climate and job satisfaction among employees. The results of the study showed that there is a significant relationship between organisational climates and job satisfaction elements and between job satisfactions and organisational climate elements.

Shaya, N., and AbuKhait, R. (2016) work on *The Influence of Organisational Climate on Employee's Job Satisfaction in the Higher Education Section in UAE: The Case of a Private Local University.* The study aims to explore the relationship existing between the work environment and job satisfaction, to investigate the kind of relationship between organisational work environment components and job satisfaction, to investigate the relationship between organisational work environment and its components, and to investigate the factors contributing to work environment and job satisfaction. The findings of the study revealed that: (i) organisational climate was strongly related to sub-unit performance and to individual job satisfaction; (ii) task characteristics are considered to be a strong contributor towards predicting job satisfaction; (iii) team orientation is considered to be a significant contributor to predicting job satisfaction; and (iv) leadership styles make a significant contribution to predicting job satisfaction levels. There is a significant relationship between leadership styles and the job satisfaction of employees; (v) employees' empowerment is significantly contributing to the job satisfaction levels of the employees. Organisational climate makes a significant contribution to predicting the Job satisfaction of employees.

Balyer, A., and Ozcan, K. (2017) studied *on Organisational Climate at Primary Schools and its Influences on Teachers Job Satisfaction.* The survey method was employed in the study. The objectives of the study were to find out the structural framework of schools as perceived by the teachers, differences in teachers' perceptions of school climate and age variables, and differences between teachers' gender, extrinsic, and intrinsic job satisfaction. The results of the study revealed that (i) there was a significant difference between teachers' gender and the structural frames of a school. Male teachers perceived the structural framework more positively than female teachers; (ii) significant differences in teachers' perceptions of school climate and age variables regarding structural, human resources, political and symbolic frames; (iii) significant difference between teachers' gender and extrinsic and intrinsic job satisfaction. Male teachers have more extrinsic satisfaction in their job, and female teachers have higher intrinsic job satisfaction. Additionally, it is revealed that experienced teachers have a more favourable perception of the symbolic frame, and younger teachers have a more positive perception of all components.

Ghosh, S., and Joshi, P. (2017) conducted research on *Organisational Climate and Job Satisfaction among Academic Staff in Private Universities of Western Uttar Pradesh, Delhi & NCR – An Empirical Analysis.* The objectives of the study were to determine factors in the organisational climate that would result in job satisfaction among academic staff and to find out the relationship between organisational climate and job satisfaction as perceived by the teachers with respect to their service. The results of the study showed that there is a significant positive relationship between organisational climate and job satisfaction among academic staff. It was also found that there is a significance difference between senior and junior academics according to their experience of organisational climate.

Monika, M., and Kaliyamurthy, K. (2017) performed *Effective of Organisational Climate in Job Satisfaction among the Employees.* The objective of the study was to find out the association between organisational climate factors and the job satisfaction of employees. The results of the study found: (i) a significant association between job satisfaction and organisational communication; (ii) no significant association between job satisfaction and training and development; (iii) a significant association between

job satisfaction and team work; (iv) no significant association between job satisfaction and role and responsibility; (v) a significant association between the job satisfaction of the respondent and welfare measures; and (vi) a significant association between job satisfaction and quality of work life.

Vijayalakshmi, C. et al. (2017) conducted a study on *A Study of Impact of Organisational Climate on Job Satisfaction in Recruitment Firm – Chennai.* The objective of the study is to identify the difference in organisational climate between job satisfaction with regards to gender, age, salary and experience. The result of the finding shows that (i) organisational climate has a moderate influence on job satisfaction; (ii) no significant difference has been found with regard to gender in accordance with the organisational climate; and (iii) organisational climate does not influence job satisfaction.

Yuliansyah, M. (2017) studied the *Correlation of Leadership Behaviour of School Headmasters and Organisational Climate on Teacher Job Satisfaction at Public Elementary Schools.* The objectives of the study were to find out the relationship: (i) between leadership behaviour and job satisfaction of teachers; (ii) between organisational climate and job satisfaction of teachers; and (iii) between leadership behaviour and organisational climate and job satisfaction of teachers. The findings of the result showed that (iv) there is a positive and significant relationship between the leadership behaviours of school headmasters and the satisfaction of teachers. (v) a positive and significant relationship between school organisational climate and the job satisfaction of teachers; (vi) a positive and significant relationship between leadership behaviour, the organisational climate, and the satisfaction of teachers.

Mishra, P., and Vaidya, B. (2018) studied a Study *on Job Satisfaction and Organisational Climate among Academic Staff in Some Selected Universities in Bhopal City.* Random sampling was adopted for selecting the sample for the study. The aim of the study was to investigate the correlation between academic job satisfaction and organisational climate. The result of the study indicated that (i) there is a significant positive relationship between organisational climate and job satisfaction among academics; (ii) organisational climates and job satisfaction vary

together; and (iii) there is a significant difference in the way both the senior and junior experience their organisational climate.

Okoli, I.E. (2018) performed *Organisational and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria.* A random sampling technique was used for the selection of samples. The purpose of the study was to determine whether academic staff job satisfaction and organisational climate were related. The findings of the result revealed (i) a significant correlation between the organisational climate and job satisfaction; (ii) a significant relationship between the job satisfaction dimensions (satisfaction with administrative support and satisfaction with working conditions) and the organisational climate dimensions (leadership style and academic freedom).

Maiti, G. (2019) conducted a study on the *Relationship between Primary Teachers' Job Satisfactions and their Organisational Climate in Kharagpur-1, District Paschim Medinipur.* A simple random sampling technique was used for the collection of samples. The research tried to find out the relationship between teachers' job satisfaction and their organisational climate. The findings of the study showed that there is a significant positive relationship between primary teachers' job satisfaction and their organisational climate, with its dimensions of esprit, intimacy, and production emphasis. Statistically, there is a significant relationship between primary teachers' job satisfaction and their organisational climate.

Pattanshetti, J.S. (2019) performed *A Relationship between Organisational Culture, Job Satisfaction and Attitude towards Teaching Profession of Secondary School Teachers.* A stratified random sampling technique was use for the selection of the sample. The findings of the research indicated that (i) female teachers have a significantly higher organisational culture than male teacher; and (ii) there is no significant difference between male and female teachers in their job satisfaction. They have similar job satisfaction; (iii) there is a significant different between male and female teacher in their attitudes towards the teaching profession. Female teachers had higher attitudes than male teachers; (iv) there is a significant different between rural and urban teacher in their organisational culture and job satisfaction. Urban teachers are more satisfied than rural teachers.

Valdez, A.V. et al. (2019) studied on *School Organisational Climate and Job Satisfaction of MSU Junior High School Teachers.* A descriptive-correlational research design was used for the study. Convenient sampling was used for the collection of samples. The study investigated: (i) perceptions of teachers on their organisational climate; (ii) teachers' satisfaction with their working environment; (iii) teachers' self-evaluation on their job satisfaction; and (iv) the relationship between personal file, organisational climate, and job satisfaction as perceived by the teachers. The study found that (i) there is a significant relationship between teachers' profile such as age, marital status, educational attainment, and teaching experience and organisational climate and job satisfaction; (ii) the relationship between job satisfaction and organisational climate is directly proportional and has a considerable correlation.

Lugman, M.S. et al. (2020) conducted a study on the *Effect of Organisational Climate upon the job performance of Instructor' Physical Education.* The sample was collected using stratified sampling technique. The study's goals were to investigate how teachers' job performance is impacted by their workplace culture and to investigate the ten (10) dimensions of organisational climate on the instructors' job performance. The result of the study indicated that organisational climate affects the job satisfaction of the instructors' physical education.

Maiti, G. (2020) did a study on *Level and Interrelationship Study of Primary School Teachers' Job Satisfaction, Attitude towards Teaching Profession and their Organisational Climate of Kharagpur – I Block in Paschim Medinipur.* For the collection of samples, simple random sampling techniques were used. The objectives of the study were to assess the level of job satisfaction, the level of attitude towards the teaching profession, the level of organisational climate, and the interrelationship among teachers' job satisfaction, attitude towards the teaching profession, and their organisational climate. The findings of the study indicated that (i) the majority of primary school teachers are moderately satisfied; (ii) the majority of primary school teachers; attitudes towards teaching professors are moderate; and (iii) there is a significant interrelationship among primary school teachers' job satisfaction, attitude towards the teaching profession, and their organisational climate.

Maqbool, S. et al. (2020) investigated *Organisational Climate and Job Satisfaction in 21ˢᵗ Century Higher Educational Institutes.* The study's objective was to investigate how Pakistani higher education institutions' work environments affect employees' job satisfaction. The findings of the study revealed that work climate dimensions were significantly correlated with the job satisfaction of the teachers.

2.6   Meta-analysis of the research studies reviewed

Year	*Author*	*Topic*	*Finding(s)*
2004	*Arani, A.M., and Abbasi,P.*	*Relationship between Secondary School Teacher's Job Satisfaction and School Organisa-tional Climate in Iran and India*	*(i) Significant relationship between teacher's job satisfaction and organisational climate in both countries.* *(ii) School organisational climate has more influence on teachers' job satisfaction in India than in Iran.*
2004	*Mehrotra, A.*	*A Comparative Study of Leadership Styles of Principals in relation to Job Satisfaction of Teachers and Organisational Climate of Government and Private Schools of Delhi*	*There is no significant relationship between leadership styles of principal and the organisational climate in government as well as private schools.*
2008	*Giil, H.*	*Organisational Climate and Academic Staff's Perception on Climate Factors*	*(i) There is no significant difference in respect of gender to their organisational climate.* *(ii) academic title did not cause the organisational climate as perceived by the academicians.*

2007	*Xiaofu, P., and Qiwen, Q.*	*An Analysis of the Relationship between Secondary School Organisa-tional Climate and Teacher Job Satisfaction*	*Positive correlation between organisational climate and job satisfaction.*
2009	*Abdullah, M.M. et al.*	*Job Satisfaction among Secondary School Teachers*	*(i) All the teachers are generally satisfied with their job.* *(ii) Senior teachers are more satisfied than junior teachers.* *(iii) Male teachers are more satisfied than female.*
2010	*Castro, M., and Martins, N.*	*The Relationship between Organisational Climate and Employees Job Satisfaction in a South African Information and Technology Organisation*	*(i) Positive relationship between organisational climate and job satisfaction* *(ii) Organisational climate has an influence on job satisfaction.*
2010	*Raza, S. A.*	*Impact of Organisational Climate on Performance of College Teachers in Punjab*	*(i) Organisational climate and teachers' performance are correlated.* *(ii) The majority of colleges had open and autonomous climates.*
2011	*Eshraghi, H. et al.*	*The Relationship between Organisational Climate and Leadership Styles of the Managers of Physical Education Offices in Isfahan Province*	*Organisational climate and job satisfaction are significantly related.*

2011	Tsai, Y.	Relationship between Organisational Culture, Leadership Behaviour and Job Satisfaction	(i) There is a significant correlation between organisational culture and leadership behaviour. (ii) Significant correlation between leadership behaviour and job satisfaction.
2011	Zahoor, Z.	Influence of Organisational Climate, Teaching Attitude and Adjustment on Job Satisfaction of Teachers	(i) Organisational climates are significantly different in private and government schools. (ii) Job satisfaction is significantly different in private and government schools.
2012	Halloway, J. B.	Leadership Behaviour and Organisational Climate: An Empirical Study in a Non-Profit Organisation	(i) Positive and significant relationship between relation-oriented leadership behaviour and the organisational climate dimensions of reward and warmth (ii) Leadership behaviour does not have an impact on a few dimensions of organisational climate.
2012	Iqbal, A., and Akhtar, S.	Job Satisfaction of Secondary School Teachers	(i) No significant differences between males and females in their job satisfaction. Females are more satisfied than males. (ii) No significant difference was found in the job satisfaction among science and arts teachers. (iii) Age has no impact on job satisfaction. (iv) Teaching experience has no impact on job satisfaction.

2012	Omolaya, B.D., and Ajila, C.K.	Leadership styles and Organisational Climate as Determinants of Job involvement and Job Satisfaction of Workers in Tertiary Institutions	(i) Leadership style and organisational climate influence job satisfaction. (ii) Job satisfaction and organisational climate are related. (iii) Job satisfaction was not related to leadership styles.
2012	Shailly	Relationship between Leadership Styles of Principals and Organisational Climate of Government and Private Schools	No significant relationship between the leadership styles of principals and organisational climate.
2013	Bentea, C.	Investigation of the Organisational Climate and Attitudes towards: A Study on a Sample of In-Service Romanian Teachers	(i) The organisational climate was significantly different, as perceived by the teachers. (ii) Male teachers perceived more negativity in their organisational climate than female.
2013	Ghosh, M.	Job Satisfaction of Teachers Working at Primary School	(i) All teachers are equally satisfied with their jobs. (ii) The level of job satisfaction of regular and para-teachers is different. (iii) Female teachers are more satisfied than male teachers. (iv) Locality did not have an impact on job satisfaction.

2013	Jenitta, L., and Saminathan, B.	Jon Satisfaction of Teacher Educators in Relation to their Organisational Climate	(i) No significant difference between males and females in their job satisfaction. (ii) Organisational climate is significantly different between males and females. (iii) There is no significant difference between rural and urban organisational climates. (iv) Job satisfaction is significantly correlated with organisational climate.
2013	Mani, S., and Shyam, V.M.S.	A Study on Job Satisfaction of Arts and Science College Teachers in Chennai	(i) Arts and science college teachers have average job satisfaction (ii) Male teachers are more satisfied with their jobs. (iii) Teaching experience did not affect teachers' job satisfaction. (iv) Permanent teachers are more satisfied than temporary teachers. (v) Types of management did not affect teachers' job satisfaction.
2013	Shahram, S. et al.	Relationship between Organisational Climate with Job Satisfaction of Educational Teachers at High School Grade of Arbadil City	Organisational climate has a significant relationship with job satisfaction.

2013	Selamat, N. et al.	The Impact of Organisational Climate on Teachers' Performance	There is a significant relationship between organisational climate and teachers' job satisfaction.
2013	Omidifar, R.	Leadership Styles, Organisational Commitment and Job Satisfaction on High School Teachers and Principals in Tehran	Positive and significant relationship between leadership style, organisational commitment, and job satisfaction.
2013	Walter, K. K.	The Relationship between Principal's Leadership Styles and Job Satisfaction as perceive by Primary School Teachers across NSW Independent School	(i) Teachers are satisfied with their jobs. (ii) Strong positive and significant relationship between principals' leadership styles and the job satisfaction of teachers.
2014	Laskar, B.U., and Dutta, S.K.	Job Satisfaction and Personal Interest of College Teachers in Teaching: A Study of Hailakandi District	All of the teachers are satisfied with their jobs.
2014	Nadarasa, T., and Thuraisingam, R.	The Influence of Principal's Leadership Styles on School Teachers' Job Satisfaction	(i) Autocratic leadership has a negative impact on job satisfaction. (ii) Democratic leadership has a positive impact on job satisfaction.

2014	Meena, A., and Agarwal, M.	Relationship among Organisational Climate, Job Satisfaction and Happiness of the Employees of Educational Institutions	(i) There is a significant and positive correlation between organisational climate and job satisfaction. (ii) Job satisfaction and happiness were not related. (iii) There is a highly significant difference between the organisational climate of males and females. Males have a better organisational climate than females. (iv) The job satisfaction of males and females was different. Males are more satisfied. (v) Females are happier than males.
2014	Rani, R., and Rani, P.	Influence of Organisational Climate of Elementary Schools on Job Satisfaction of Elementary Teachers	(i) Job satisfaction among teachers was not affected by the organisational climate. (ii) The organisational climate and job satisfaction of teachers were not correlated.
2014	Treputtharat, S., and Tayiam, S.	School Climate affecting Job Satisfaction of Teachers in Primary Education, Khon Kaen, Thailand	The school climate affected the job satisfaction of teachers.
2014	Vrgovic, I. J., and Pavlovic, N.	Relation between the School Principal Leadership Style and Teachers' Job Satisfaction in Serbia	Principals' leadership style influences teachers' job satisfaction.

2015	Anwar, A.A. et al.	The Effect of Leadership Styles, Organisational Climate, Environmental Aspects and Organisational Commitment and Job Satisfaction on the lecturers' Performance of Koperties III in Jakarta	(i) Organisational climate, leadership style has a positive effect on job satisfaction. (ii) Leadership style does not have a significant effect on the performance of lecturers.
2015	Bala, Ranjan	Job Satisfaction of Senior Secondary School Teachers in Relation to Organisational Climate	(i) The majority of teachers had an average level of job satisfaction. (ii) There is no significant difference in job satisfaction in terms of gender, locale and stream. (iii) a significant difference in their organisational climate. (iv) significant differences in job satisfaction in different organisational climate (v) There are no significant differences in job satisfaction in terms of gender, locale, and stream across different organisational climates.
2015	Kumar, V.	Job Satisfaction and Organisational Climate in Relation to College Type and Gender	Gender and college type do not have any influence on the job satisfaction of teachers.

2015	Madasamy, S.	Job Satisfaction among Government College Teachers in Thiruvarur District	(i) Designation and level did not have a relationship with teachers' job satisfaction. (ii) Female teachers are more satisfied than male teachers.
2015	Raheel, Y. et al.	Leadership Styles and their Impact on Faculty Job Satisfaction: Case Study of a Public Sector University in South Asia	Faculty were more satisfied with transactional leadership style than transformational leadership style.
2015	Sharma, S.	A Study to find Relation to Job Satisfaction with Organisational Climate and Socio-Economic Status	(i) Significant relationship between job satisfaction and organisational climate. (ii) There is no significant relationship between job satisfaction and socio-economic status.
2015	Waruwu, B.	The Correlation between Teachers' Perceptions about Principal' Emotional Intelligence and Organisational Climate and Job Satisfaction of Teachers of Senior High School in Gunungsitoli, Nias, Indonesia	(i) There is a significant correlation between organisational climate and job satisfaction of teachers. (ii) A significant correlation between principals' emotional intelligence, organisational climate and teachers' job satisfaction.
2016	Alonderiene, R., and Majauskaite, M.	Leadership Style and Job Satisfaction in Higher Education Institution	Significant positive impact of leadership style on the job satisfaction of faculty.

2016	Ansah-Hughes, W.	*Assessing the Impact of Teacher Job Satisfaction among Teachers*	*(i) Most of the teachers are not satisfied with their jobs.* *(ii) Most of the teachers perceived teaching as an ideal profession.*
2016	*Ghavifekr and Pillai*	*The Relationship between Schools Organisational Climate and Teachers' Job Satisfaction: Malaysian Experience*	*(i) There is a significant positive relationship between school organisational climate and teachers' job satisfaction.* *(ii) There is no significant difference in job satisfaction between genders.* *(iii) Significant differences in job satisfaction over years of service.*
2016	*Cohrs, J.C. et al.*	*Integrating Situational and Dispositional determinants of Job Satisfaction: Findings from three Samples of Professional*	*There is a positive and significant relationship between employees' perceptions of leadership and job satisfaction.*
2016	*Mahajan, G.*	*Job Satisfaction of School teachers in relation to their gender and mode of Appointment*	*(i) Most teachers are satisfied with their job.* *(ii) Male teachers are more satisfied than female teachers.* *(iii) Regular teachers are more satisfied than contractual teachers.*
2016	*Saafi, L. et al.*	*The Influence of Leadership Style and Organisational Climate on Work Relationship*	*Leadership style has a positive influence on the organisational climate.*

2016	Shafi, M.	Job Satisfaction in College Teachers: A Survey Based Study of Government College of Hyderabad, Pakistan	(i) Positive correlation between male and female teachers, length of service, and their level of job satisfaction. (ii) The majority of the teachers were not satisfied with their jobs due to their stumpy salary and promotion.
2016	Senthilkumar, V., and Kannapa, R.	A Study on Employees Job Satisfaction in Collegiate Education with Special Reference to Arts and Science Colleges at Trichy in Tamil Nadu	(i) Arts and science college teachers have an average level of job satisfaction. (ii) Male and female teachers have a significantly difference in their level of job satisfaction. Males are more satisfied than females. (iii) There is no significant difference between their teaching experience, type of colleges, and their level of job satisfaction. (iv) Permanent teachers are more satisfied than temporary teachers. (v) The nature of colleges has a significant difference between arts and science college teachers in terms of their level of job satisfaction.
2016	Shaya, N., and Abukhait, R.	The Influence of Organisational Climate on Employee's Job Satisfaction in Higher Education	(i) The organisational climate was strongly related to performance and job satisfaction. (ii) A significant relationship between leadership style and job satisfaction. (iii) Organisational climate makes a significant contribution to predicting job satisfaction.

2016	Sobha Rani, L.V.	Job Satisfaction among the Teaching Faculty of Government Degree Colleges in Kurnool District	(i) Teaching faculty have a low level of job satisfaction with respect to gender, age, marital status, educational qualification, teaching experience, discipline. and income. (ii) No significant differences are found between male and female teachers with respect to age, married and unmarried, educational qualification, teaching experience, types of discipline, and level of income.
2017	Abid Hussain Ch. et al	Principal Leadership Styles and Teacher Job Satisfaction: A Correlation Study at Secondary Level	(i) There is a significant relationship between democratic leadership behaviour and job satisfaction. (ii) Most of the teachers are satisfies with their leadership styles and their jobs. (iii) A negative relationship between principals' autocratic leadership style and job satisfaction.
2017	Balyer, A., and Ozcan, K.	Organisational Climate at Primary Schools and the Influences on Teachers Job Satisfaction	(i) Significant difference in teachers' perceptions of organisational climate. (ii) A significant difference between teachers' job satisfaction with respect to gender. (iii) Younger teachers perceived their organisational climate as more positive than experience teachers.

2017	Barman, P., and Bhattacharya, D.	Job Satisfaction of Teacher Educators in Different Types of B. Ed Colleges in West Bengal	(i) Teachers are satisfied with their jobs. (ii) The type of colleges, locality, type of management, Age, teaching experience did not influence the job satisfaction of teachers.
2017	Bhatia, P.	Organisational Climate of Higher Secondary Schools of Anand	Principals in non-granted schools have more dominance and control than in granted schools.
2017	Ganapathi, R.	Job Satisfaction of Arts and Science College faculty members in Coimbatore City with reference to Self-Financing College	(i) There is a significant association between age, category, marital status, monthly income, designation, educational qualification, and their level of job satisfaction. (ii) An insignificant association between gender and their level of job satisfaction.
2017	Ghosh, S., and Joshi, P.	Organisational Climate and Job Satisfaction among Academic Staff in Private Universities of Western Uttar Pradesh, Delhi & NCR- An Empirical Analysis	Significant correlation between organisational climate and job satisfaction.

2017	*Joshi, J. S.*	*A Study of Job Satisfaction of College Teachers of Ahmedabad City*	*(i) Male and female teachers had the same level of job satisfaction.* *(ii) The type of colleges has no significant difference in the job satisfaction of teachers.* *(iii) Teaching experience has no effect on the job satisfaction of teachers.* *(iv) Senior teachers are more satisfied with their job than junior teachers.*
2017	*Kumar, K.*	*Job Satisfaction among College Teachers*	*(i) The majority of the teachers are satisfied with their jobs.* *(ii) Females are significantly more satisfied than males.* *(iii) Urban college teachers and rural college teachers are not differing significantly in their level of job satisfaction.*
2017	*Singh, R., and Padmanabhan, Y.*	*Relationship between Organisa-tional Citizenship Behaviour and Organisational Climate of Seconda-ry School Teachers*	*There is no significant relationship between the organisational citizenship behaviour of teachers and the organisational climate of their institution.*
2017	*Vedavathi, B.*	*A Study on Secondary School Organisational Climate and Work Values of Secondary School Heads*	*Significant differences are found in their organisational climate among different types of schools.*

2017	Vijayalakshmi, C. et al.	A Study of Impact of Organisational Climate on Job Satisfaction in Recruitment Farm-Chennai	Employees have a moderate level of job satisfaction based on the climate.
2017	Yuliansyah, M.	Correlation of Leadership Behaviour of School Headmasters and Organisational Climate on Teacher Job Satisfaction at Public Elementary Schools	(i) A positive and significant relationship exists between leadership behaviour and job satisfaction. (ii) A positive and significant relationship between organisational climate and the job satisfaction of teachers. (iii) A positive and significant relationship between leadership behaviour and organisational climate and the satisfaction of teacher.
2018	Adikom, I.N., and Anyamele, S.C.	Predicting Job Satisfaction of Senior Secondary School Teachers by Workplace: A Case Study of River State, Nigeria	Workplace climate contributes significantly to teachers' job satisfaction.
2018	Asghar, S., and Dino, I.	Leadership Style and Job Satisfaction	Transformational leadership styles have a positive effect on job satisfaction.
2018	Elmazi, E.	Principal Leadership Style and Job Satisfaction of High School Teachers	Transformational leadership style has significant relationships and effects on teacher job satisfaction.

2018	Eswaran, R., and Pavithra,S.	Job Satisfaction among College Teachers: A Study on Government College in Tamil Nadu	(i) Female teachers are more satisfied than male teachers. (ii) The majority of the teachers are satisfied with their job (iii) Positive correlation between male and female teacher, year of service, and job satisfaction.
2018	Mishra, P., and Vaidya, B.	Study of Job Satisfaction and Organisational Climate among Academic Staff in Some Selected Universities in Bhopal City	(i) There is a significant positive relationship between job satisfaction and organisational climate. (ii) Organisational climate and job satisfaction are varying together. (iii) Seniors and junior teachers experienced their organisational climate significantly differently.
2018	Okoli, I. E.	Organisational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria	Organisational climate and job satisfaction are significantly correlated.
2018	Pratami, F.A.R. et a.	Influence of Principal and Organisational Climate Supervision on Teachers' Performance	Principal and organisational climate supervision influence the performance of teachers.

2018	Sathya, M., and Arokia, S.T.	A Study on Organisational Climate in Self-Financing Engineering Colleges in Tamil Nadu	(i) Organisational climate had a significant relationship with job performance. (ii) The organisational climate had an impact on employees' commitment and job satisfaction.
2018	Sharma, P.	A Study of Organisational Climate in relation to different types of Secondary School and their Locality	(i) Types of school and locality significantly affect their organisational climate. (ii) Public school teachers perceived their organisational climate as more 'open' than government and aided schools.
2018	Swargiary, J., and Adhikary, A.	A Study on the Organisational Climate of Government and Private Secondary Schools of Barpeta District in Assam	(i) The organisational climate of government and private secondary schools is significantly difference. (ii) The organisational climate of private schools is more conducive and congenial than that of government schools.
2019	Chanana, N.	Organisational Climate: A Comparative Analysis of State University	There is a significant difference in the perceptions of various management teachers in their overall organisational climate.
2019	Jamwal, B., and Kales, M.Z.	A Study on Job Satisfaction among Government College Teachers in Jammu	(i) Teachers' job satisfaction was not associated with their designation. (ii) Females are more satisfied than males. (iii) Their level of job satisfaction and their income are significantly related.

2019	Kateb, M., and Ramanathan, K.	The Effect of Transformational Leadership Style on Employees' Job Satisfaction of Syrian Private Universities	Transformational leadership style had a significant relationship with job satisfactions.
2019	Maiti, G.	Relationship between Primary Teachers' Job Satisfaction and their Organisational Climate in Kharagpur – I District Paschim	Significant positive relationship between teachers' job satisfaction and their organisational climate.
2019	Mukhtar, R., and Anwar, K.	The Effect of Transformational Leadership, Management Information System, And Organisational Climate on Lecturers' Job Satisfaction	(i) Transformational leadership has a positive and significant direct effect on organisational climate and job satisfaction. (ii) Transformational leadership has a direct effect on job satisfaction through the organisational climate. (iii) The organisational climate affects the lecturers' job satisfaction.
2019	Pattanshetti, J. S.	A Relationship between Organisational Culture, Job Satisfaction and Attitudes towards Teaching Profession of Secondary School Teachers.	(i) Male and female teachers have similar job satisfaction. (ii) Organisational climate and job satisfaction show significantly differences between rural and urban teachers. Urban teachers are more satisfied than rural teachers.

2019	Tomar, L.S., and Kapri,U.C.	A Comparative study of Job Satisfaction of Teachers Working in Self-Financed Teacher Education Colleges	(i) In urban and rural areas, teachers have a moderate level of job satisfaction. (ii) In urban areas, teachers are more satisfied than in rural areas. (iii) There is no significant difference between male and female teachers in their level of job satisfaction. But females are more satisfied than males.
2019	Valdez, A. V. et al.	School organisational Climate and Job Satisfaction of MSU Junior High School Teachers	(i) Teacher profiles were significantly related to organisational climate and job satisfaction. (ii) Organisational climate and job satisfaction are significantly correlated and have a directly proportional relationship.
2020	Amudha, J., and Poornimarani, P.	Principals' Leadership Style: And Its relationship in determining Job Satisfaction of Private Degree College Teachers Working in North Bengaluru	(i) Transformational leadership style and job satisfaction among teachers had a moderate correlation. (ii) There is no impact of leadership style on determining the job satisfaction of teachers.

2020	Asni, Sujipto and Mukhtar, M.	The Effect of Principal Leadership and Job Satisfaction on the guidance and Counselling teacher's performance	(i) The principal's leadership has a positive effect on job satisfaction. (ii) The principal's leadership has a positive effect on performance. (iii) Job satisfaction has a direct effect on performance. (iv) The teacher's performance is effected by the principal's leadership and the teacher's job satisfaction.
2020	Bania, S.	Job Satisfaction of College Teachers with Relation to their Gender and Nature of Appointment	(i) The majority of teachers were averagely satisfied with their jobs. (ii) There is no significant difference between male and female teacher in their job satisfaction. Males are more satisfied than females. (iii) There is no significant difference between regular and contractual teachers in their job satisfaction. Regular teachers are more satisfied than contractual teachers.
2020	Bona, J.T.C.	Job Satisfaction among Public School Teachers	Teachers are satisfied with their job and their teaching career.

2020	Chetia, J., and Bordoloi,M. K.	A Study on Organisational Climate on Professional Commitment of Teacher Educators of B. Ed Colleges under Gauhati University	(i) Most of the teachers perceived their organisational climate as favourable. (ii) Significant differences among B. Ed colleges in their organisational climate.
2020	James, A. M., and David, A.M.	Principals' Leadership Behaviours Influence on Teacher's Job Satisfaction in Public Secondary School	Leadership behaviours had a significant influence on teachers' job satisfaction.
2020	Kumar, B.	Study of Job-related Satisfaction: Level of Job Satisfaction among Teachers in Dehradun	(i) Government and private teachers are significantly different in their level of job satisfaction. Government teachers are more satisfied. (ii) A significant difference between male and female teachers in their level of job satisfaction. Females are more satisfied than males.
2020	Lungman, M. S. et al.	Effect of Organisational Climate upon Job performance of Instructors' Physical Education	Organisational climate affects job satisfaction.

2020	Maiti, G.	Level and Interrelationship Study of Primary School Teachers' Job Satisfaction, Attitude towards Teaching Profession and Organisational Climate of Kharagpur – I Block in Paschim Medinipur	(i) The majority of the teachers are moderately satisfied. (ii) Significant interrelationship among teachers' job satisfaction, attitude towards the teaching profession, and organisational climate.
2020	Mishra, L., and Rinsangi, L.V.L.	Job Satisfaction of Degree College Teachers of Mizoram	(i) Teachers have high job satisfaction. (ii) A substantial gap between arts, science, and commerce teachers in their job satisfaction. (iii) Experience teachers are more satisfied with their jobs than less experience teachers.
2020	Narad, A. et al	Leadership Style's and Organisational Climate as Predictors of Teacher effectiveness in Secondary School Teachers	(i) Government and private school teachers had a similar perception of their leadership styles. (ii) There is no significant difference between the organisational climate of the government and private schools. (iii) A significant and positive relationship between leadership styles, organisational climate, and teachers' effectiveness. (iv) principals' leadership styles and organisational climate as a predictors of teacher effectiveness.

2.7   Relevance of the previous studies reviewed for the present studies.

Analysis of these studies revealed that Mizoram has not yet undertaken any research on the leadership behaviour and job satisfaction of college teachers in relation to the organisational climate. Even in those places where the subject has been discussed, it has been discovered that often just one component or another is covered. So far, there hasn't been any attempt to do comprehensive research on this subject all at once. We must thus examine the relationship between leadership behaviour, job satisfaction, and the organisational climate of degree colleges in Mizoram. Additionally, the characteristics and problems that this study addresses are entirely distinct from those in other studies.

The studies of the related research showed that those teachers and employees working in different types of institutions are satisfied with their jobs. Hence, female teachers are more satisfied with their jobs than male teachers. The organisational climate was different according to the types of institutions. The organisational climates of the institutions are related to the teachers' job satisfaction. The review also revealed that most of the teachers' job satisfaction was affected by and interrelated with the leadership behaviour of their institutions.

The results of this study are expected to assist teachers and college principals in Mizoram in understanding themselves better, how to enhance the climate of their institutions, and how to increase teachers' levels of job satisfaction. Most researchers from past studies have revealed relationships and influences between the organisational environment, employee job satisfaction, and leadership behaviour. To improve the quality, skill, ability, etc. of the principals, teachers, the climate of institutions, and education, the researcher decided that a study was necessary to ascertain the relationship between leadership behaviour and job satisfaction among college teachers as well as the organisational climate.

CHAPTER – III

METHODOLOGY

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METHODOLOGY

3.0   Introduction

Any type of research must be conducted with a compact methodology and efficient procedures to help the researcher achieve their objectives. Additionally, the researcher's approach has a significant impact on the validity and dependability of the research's findings. This chapter covers a wide range of methodological topics, such as method of study, population, sample, tools of data collection, and procedure of data collection.

3.1   Method of the Study

The descriptive survey method was used in order to obtain pertinent and precise information concerning the leadership behaviour and job satisfaction of college teachers in relation to the organisational climate in Mizoram. The basic purpose of the descriptive survey method is to explain and interpret what already exists at present. Multistage random sampling was used to select the sample for the study.

3.2   Population

Since the study was focused on the arts and science college teachers, colleges run by the government and private enterprises in Mizoram, and male and female teachers who are working in these colleges, the population for this study comprised all degree colleges in Mizoram. According to information provided by the College Development Council of Mizoram University, there are 31 degree colleges that are officially affiliated with the university (Table 3.1). These colleges were divided into two types according to their management, i.e., government and private colleges. There are 22 government degree colleges and 8 private colleges in Mizoram, all of them are affiliated with Mizoram University. There are 1081 teachers employed by various colleges, of which 557 are male and 524 are female (Table 3.2).

Table 3.1

Details of Colleges on the basis of their management

Institutions	No of Colleges	Colleges with Arts and Science
Government	22	5
Private	8	Nil
Total	30	

Table 3.2

Lists of colleges with their number of teachers (2022-2023)

Sl. No.	Name of Colleges	Number of teachers		
		M	F	Total
1.	Pachhunga University College	75	41	116
2.	Govt. Lunglei College	43	21	64
3.	Govt. Champhai College	28	31	59
4.	Govt. Serchhip College	18	7	25
5.	Govt. Aizawl College	15	38	53
6.	Govt. Saiha College	13	11	24
7.	Govt. Kolasib College	28	28	56
8.	Govt. Hnahthial College	14	13	27
9	Govt. Hrangbana College	28	38	66
10	Govt. Lawngtlai College	21	16	37
11	Govt. Zirtiri Resi.Science College	27	38	65
12	Govt. Mamit College	16	13	29
13	Govt. J. Buana College	16	20	36
14	Govt. Saitual College	13	17	30
15	Govt. Khawzawl College	13	9	22
16	Govt. Zawlnuam College	14	7	21
17	Govt. Aizawl North College	22	13	35
18	Govt. Aizawl West College	13	20	33
19	Govt. T. Romana College	21	21	42
20	Govt. J.Thankima College	22	17	39
21	Govt. Kamalanagar College	18	7	25

22	Govt. Johnson College	15	17	32
23	HATIM	18	26	44
24	Aizawl City College	9	9	18
25	Divine Mercy College	2	2	4
26	St. Xaviers College	6	5	11
27	Helen Lowry College	6	9	15
28	Kawnpui College	7	5	12
29	Mizoram Christian College	9	18	27
30	Faith College	7	7	14
	Total	**557**	**524**	**1081**

Source: College Development Council, MZU

Five colleges in Mizoram have offering both of the arts and science subjects, such as Pachhunga University College, Government Lunglei College, Government Champhai College, Government Serchhip College, and Government Kolasib College.

3.3   Sample of the Study

For the present study, to find out the relationship between leadership behaviour and organisational climate; and job satisfaction and organisational climate as perceived by degree college teachers of Mizoram, 250 teachers were selected as a representative sample. The final sample size comprised 118 male and 132 female teachers offering Arts and Science, and government and private degree colleges in Mizoram. The sample was selected by using a multistage random sampling technique.

3.4   Tools of Data Collection

Various research tools are necessary for data collection. Any research project's success is heavily reliant on the collection tools that are employed. The researcher adopted and employed the following tools in the study:

1. Organisational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001)

2. Job Satisfaction Scale developed and standardized by Amar and Sharma (2006).

3. Leadership Behaviour Description Scale developed by the investigator.

3.4.1 Organisational Climate Scale (OCS)

Organisational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001) was used to measures the organisational climate of colleges in Mizoram.

Reliability

The reliability of the scale was determined by calculating reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficient was 0.87.

Validity

Besides face validity, as all items were related with the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of organisational climate. In order to find out the validity from the coefficient of reliability, the reliability index was calculated, which indicated high validity on account of being 0·93.

Demographic data consists of biographical information regarding name, age, sex, name of school where they work, teaching experience, which give a vivid picture of demographic and professional variables taken for the study. Organisational Climate Scale is a self-evaluate scale comprises of 22 items. Against each item there are seven alternative numbers '1, 2, 3, 4, 5, 6, and 7'.

The questionnaire covers four (4) factors of organisational climate such as (1) Results, Rewards, and Interpersonal Relations. (2) Organisational Processes. (3) Clarity of Role and Sharing of Information, and (4) Altruistic behaviour. Factor I is measured by items 2, 3, 4, 5, 10, 11, 12, 14, and 15. Factor 2 is measured by items 13, 16, 17, 18, 19, 20, 21, and 22. Factor 3 is measured by items 6, 7, 8, and 9. Factor 4 is measured by item 1. The four factors of organisational climate scale are as follows -

Table – 3.4.1 Description of Organisational Climate Scale

Factors	Name of Factors	Item number	No. of Items	Percentage
1.	Results, Rewards, and interpersonal relations.	2,3,4,5,10,11,12,14,15	9	48·1
2.	Organisational Processes	13,16,17,18,19,20,21,22	8	8·0
3.	Clarity of Roles and Sharing of Information	6,7,8,9	4	6·0
4.	Altruistic Behaviour	1	1	4·7
Total items			22	

Description of the tools: There are four factors in this scale such as –

1.   Results, Rewards and Interpersonal Relations:- Results refers to the teachers in this school organisation are evaluated by the results they achieve. Rewards means the teachers in this school organisation are given recognition of their services, achievements, hard work, etc. and merit is rewarded. Interpersonal Relations refers to the teachers in this school share pleasing relations, the performance of the teacher is recognized, superiors develop friendly relations with their subordinates, teachers are encouraged and supported for doing new tasks, and creative climate is allowed to sustain in the organisation.

2.   Organisational processes:- Organisational process refers to the communication channels in this school organisation are open for teachers working in different functional areas in this school organisation, teachers in this school organisation trust each other's' ability, the younger teachers has a learning experience with senior teachers, all the teachers has fun to work in the school, different problems face by all the teachers are consulted before taking decision, and problems are dealt with empathy.

3. **Clarity of Roles and Sharing of Information:-** Clarity of roles refers to as roles of the teachers are clearly defined and constructive criticism is encouraged in this school organisation. Sharing of information means, the teachers shared their problems with others, and new ideas are encouraged from teachers at all levels in the school organisation.

4. **Altruistic Behaviour:-** Altruistic behaviour refers to the teachers in this school organisation help each other in their jobs.

Factor 1, i.e., Results, Rewards and Interpersonal Relations is contributed by nine variables or items with a total factor load of 5.68346. This factor has covered 48.1 per cent of the total variance. Factor 2, i.e., Organisational processes is contributed by eight items with a total factor load of 5.15152; it has covered 8.0 per cent of the total variance. Factor 3, i.e., Clarity of Roles and Sharing of Information is contributed by four variables or items with a total factor load of 2.8775. The total variance per cent covered by this factor is 6.0. The factor 4. i.e., Altruistic behaviour is contributed by one item with a total factor load of 0.75124 and it has covered 4.7 per cent of variance.

3.4.2. Job Satisfaction Scale (JSS)

Job Satisfaction Scale developed by Dr Amar Singh and Dr T.R. Sharma (2006) was employed to measures the job satisfaction of college teachers of Mizoram. The level of job satisfaction was measured in two types of areas – job-intrinsic (factors lying in the job satisfaction) and job-extrinsic (factors lying outside the job). Job-intrinsic areas are consisting of two components and job-extrinsic areas are consisting of three components. The scale has both positive and negative statements. Items at serial no 4, 13, 20, 21, 27 & 28 are negative, others are all positive. Following charts shows the connection of different items with different areas constituting the scale.

1.	**Job-intrinsic statements (factors inherent in the job) :** **Total Statements = 13.**
	(a) Job concrete statements such as excursions, place of posting, working conditions: **Sr. Nos.:** **6, 11, 13, 19, 23 and 25** **Total = 06**
	(b) Job-abstract statements such as cooperation, democratic functioning etc. **Sr. Nos.:** **8, 15, 16, 17, 20 and 27** **Total = 07**
2.	**Job-extrinsic statements (factors residing outside the job) :** **Total Statements = 17.**
	(a) Psycho-social such as intelligence, social circle: **Sr. Nos.:** **1, 3, 4, 7, 12, 26 and 30** **Total = 08**
	(b) Economic such as salary, allowance: **Sr. Nos.:** **2, 5, 9 and 18** **Total = 04**
	(c) Community/National growth such as quality of life, national economy: **Sr. Nos.:** **14, 22, 24, 28 and 29** **Total = 05**

Scoring

The positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative ones a weightage of 0, 1, 2, 3 and 4. The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his job. The minimum and maximum range of score is 00 (zero) to 120.

Reliability and Validity

The test-retest reliability works out to be 0·97 with N = 52 and a gap of 25 days. The scales compare favourably with Muthaya's job satisfaction questionnaire giving a validity coefficient of .74. Moreover, the satisfaction measures obtained from this scale have a close resemblance to the ratings given to the employees on a 3-point scale: fully satisfied, average satisfied, dissatisfied by the employers. The coefficient of correlation was ·81 (N = 52).

3.4.3   Leadership Behaviour Description Scale

The leadership behaviour description scale was designed for use as a research device. It is usually employed by employees or followers to describe the behaviour of their leader. However, the questionnaire used by peers or superiors to describe a given leader whom they know well enough to describe accurately. This questionnaire also uses by leader to describe his own behaviour.

There are 40 statements in this questionnaire. The scale contains eight subscales, each composed of five items. The scale has both positive and negative statements. Item numbers 7, 8, 9, 10, 24, 26, 27, 28, 29, 30 and 35 are negative, and others are all positive. A subscale is necessarily defined by its component items and represents a rather complex pattern of behaviours. The minimum and maximum scores are zero (0) to 200. Following are the brief definitions of the subscales:

1. **Representation:** speaks and acts as the representative of the group. This statement covers item number 1 to 5.

2. **Demand Reconciliation:** reconcile conflicting demands and reduces disorder to system. This statement covers item number 5 to 10.

3. **Persuasiveness:** uses advice and arguments effectively; exhibits strong conviction. This statement covers item number 11 to 15.

4. **Initiation of structure:** clearly defines own roles, and lets followers know what is expected. This statement covers item number 16 to 20.

5. **Tolerance and Freedom:** allows followers scope for initiation, decision and action. This statement covers item number 21 to 25.

6. **Role Assumption:** actively exercises the leadership role rather than surrendering leadership to others. This statement covers item number 26 to 30.

7. **Consideration:** regards the comfort, well-being, status, and contributions of followers. This statement covers item number 31 to 35.

8. **Integration:** maintains a closely knit organisation; resolves inter-member conflicts. This statement covers item number 35 to 40.

Scoring

The positive statements carry a weightage of 5, 4, 3, 2, and 1 and the negative statements scores are 1, 2, 3, 4, and 5. The minimum and maximum score is zero (0) to 200.

Reliability and validity

By computing the reliability coefficient on a sample of 80 teachers from various colleges in Mizoram, the reliability of the scale was ascertained. The split-half reliability coefficient was .71, and the reliability of the whole test was .83.

3.5 Procedure of Data Collection

Before collecting the data, the researcher obtained permission from the principals of the respective degree colleges in Mizoram to collect the required data. After the researcher got permission, she met the teacher and explained the purposes and importance of the research topic. The directions for the tool were directly given to the teachers, who were requested to answer truthfully. The researchers distributed 300 questionnaires, and out of these, 260 responses were returned to her. After examining the responses, 10 returned questionnaires were unreliable and incomplete, and these were eliminated from the sample of the study. Finally, the researcher included 250 responses to be used for the final analysis.

Table 3.3

Lists of sample Teachers (2022-2023)

Sl. No.	Name of College	Management	No. of Teachers		
			Male	Female	Total
1.	Pachhunga University College	Government	32	20	52
2.	Govt Lunglei College	Government	24	16	40
3.	Govt Champhai College	Government	04	15	19
4.	Govt Serchhip College	Government	13	12	25
5.	Govt Kolasib College	Government	16	18	34
6.	HATIM	Private	17	05	22
7.	Aizawl City College	Private	05	07	12
8.	Helen Lowry College	Private	08	10	18
9.	Mizoram Christian College	Private	12	07	19
10.	Faith College	Private	02	07	09
		Total :—	**118**	**132**	**250**

3.6 Tabulation of Data

The data regarding leadership behaviour, job satisfaction of teachers, and the organisational climate of colleges were received with the help of a questionnaire. Only the usable raw data were tabulated after being evaluated based on the reason they were collected. In order to facilitate further research, the raw data gathered using questionnaires was sorted into columns and rows and then presented as statistical tables.

3.7 Data Analysis

The study is descriptive in nature. Descriptive statistics like mean and standard deviation are used to analyse the data. Inferential statistics like the Z-test are used to compare the differences between two variables, and Pearson's correlation was used to find out the relationship between two variables.

Descriptive statistics is a branch of statistics that uses specific quantitative methods to provide an overview of a sample's characteristics. It is beneficial to offer clear and concise summaries of the observations and the sample using mean, median, standard deviation, variance, graphs and charts. In research statistical tools, the mean serves as a measure of central tendency. It enables researchers to summarize and understand the mean value of a collection of data points. It can be useful for comparing various groups or conditions and is frequently used to describe the average value of a variable. A measure of the data's dispersion from the mean is called a standard deviation. The degree of variance or dispersion in a set of data values is statistically measured by the standard deviation. It gives information on the degree to which the data points deviate from the dataset's mean or average. Essentially, it measures the extent to which individual data points differ from the average of the dataset.

A statistic that is used to reach conclusions based on a set of observations of a population is called inferential statistics. Inferential statistics uses the data from a sample to draw conclusions about a larger population. Its main focus is on making predictions, generalizations, and conclusions about a population by analysing a sample

of data. When a sample size is large and variances are known, a statistical test called a Z-test can be performed to assess whether two population means differ from one another. It can also be used to compare one mean to a hypothesized value. Pearson's correlation is used to measure the degree of the linear correlation between two variables. It has a value between -1 to +1. A value of -1 indicates a total negative linear correlation, a value of 0 indicates no correlation, and a value of +1 indicates a total positive correlation.

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION OF THE STUDY

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION OF THE STUDY

Data analysis is a crucial process that involves organising, classifying, and summarizing data to find solutions to research queries. It serves as the initial step towards comprehending and interpreting data effectively. By categorizing and arranging data, researchers can gain valuable insights and draw meaningful conclusions. Whether it is examining trends, identifying patterns, or making predictions, data analysis plays a vital role in extracting relevant information from large datasets. Through various statistical techniques and analytical tools, researchers can uncover hidden relationships and discover valuable knowledge.

The current chapter focuses on the analysis of data collected through various tools. The analysis is centered around the leadership behavior of degree colleges as perceived by teachers, the job satisfaction level of teachers, and the organisational climate of degree colleges as perceived by teachers. This analysis will provide valuable insights into the functioning of degree colleges and help identify areas that require improvement.

The analysis is being carried out with respect to the objectives of the study. It is important to note that proper analysis and interpretation of data are crucial to drawing accurate conclusions and making informed decisions. The accumulated data from the sample of the study has been carefully organised and presented in a tabulated format. This allows for the easy application of relevant statistical techniques to analyze the data effectively.

4.0   Demographic profile of the sample

Table 4.1

Stream-wise distribution of degree college teachers in Mizoram

Streams	N	Percentage
Arts	172	68.8
Science	78	31.2
Total	250	100

Figure 4.1

Stream-wise distribution of degree college teachers in Mizoram
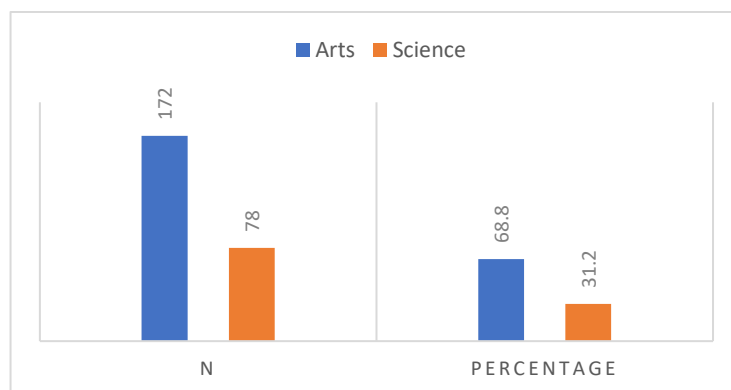
From the above Table 4.1 and Figure 1, it can be seen that 250 teachers from arts and science degree colleges are respondents in this study. Among 250 teachers, 172 were from the arts stream, i.e., 68%, and 78 were from science the stream, i.e., 31.2%.

Table 4.2

Gender-wise distribution of degree college teachers in Mizoram

Streams	N	Percentage
Male	118	47.2
Female	132	52.8
Total	250	100

Figure 4.2

Gender-wise distribution of degree college teachers in Mizoram
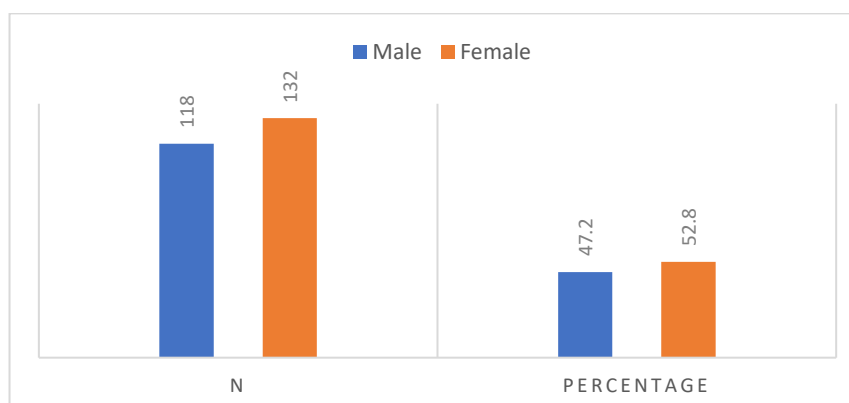
From the above Table 4.2 and Figure 4.2, it can be seen that out of 250 degree college teachers in Mizoram, 118 (47.25) were male teachers and 132 (52.85) were female teachers. Out of 118 male teachers, 73 teachers, i.e., 61.86%, are from the arts stream, and 45 teachers, i.e., 38.14%, are from the science stream. Whereas, out of 132 female teachers, 97 teachers, i.e., 73.48%, are from the arts stream, and 35 teachers, i.e., 26.52 %, are from the science stream.

Table 4.3

Management-wise distribution of degree college teachers in Mizoram

Streams	N	Percentage
Government	170	68
Private	80	32
Total	250	100

From the above table 4.3, it can be seen that out of 250-degree college teachers in Mizoram, 170 teachers were from the government degree college, i.e., 68%, and 80 teachers were from the private degree colleges. The management-wise distribution of degree colleges in Mizoram is also shown in the following figure (4.3):

Figure 4.3

Management-wise distribution of degree college teachers in Mizoram
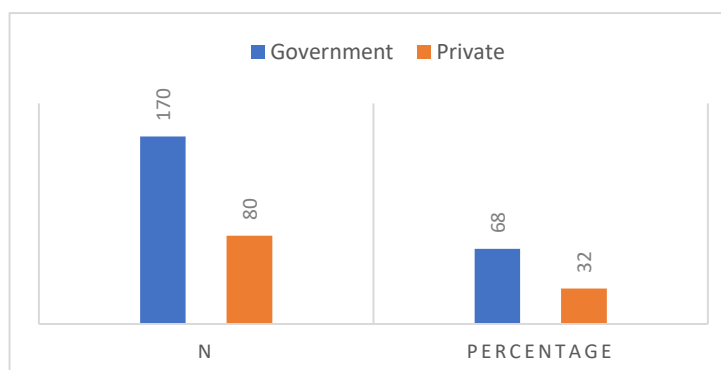
4.1: To assess the Leadership Behaviour of Degree College Teachers In Mizoram.

For assessing the leadership behaviour of degree colleges in Mizoram, the following objectives are formulated:

4.1.1: To find out the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to gender, streams, and management of colleges.

4.1.2: To compare the leadership behaviour of degree colleges in Mizoram as perceived by the teachers with respects to gender, streams, and management of colleges.

The following table shows the leadership behaviour of degree colleges in Mizoram as perceived by the teachers. Eight sub-scales or dimensions of leadership behaviour were taken into consideration, i.e., representation, demand reconciliation, persuasiveness, initiation structure, tolerance of freedom, role assumption, consideration, and integration. Leadership behaviour is described into two categories, i.e., the initiation structure and the consideration structure.

Table 4.4

Over-all mean scores and standard deviation of degree college teachers towards Leadership Behaviour

Categories	*Sub-scales/Dimensions*	*M*	*SD*	*Mean*
Initiation structure	Demand reconciliation	18.52	3.00	18.67
	Persuasiveness	17.90	3.52	
	Initiation of structure	19.38	3.06	
	Role assumption	18.89	2.98	
Consideration structure	Representation	19.19	3.45	19.45
	Tolerance of freedom	19.48	3.00	
	Consideration	19.50	3.18	
	Integration	19.65	3.61	

Figure 4.4

Over-all mean scores and standard deviation of degree college teachers towards Leadership Behaviour
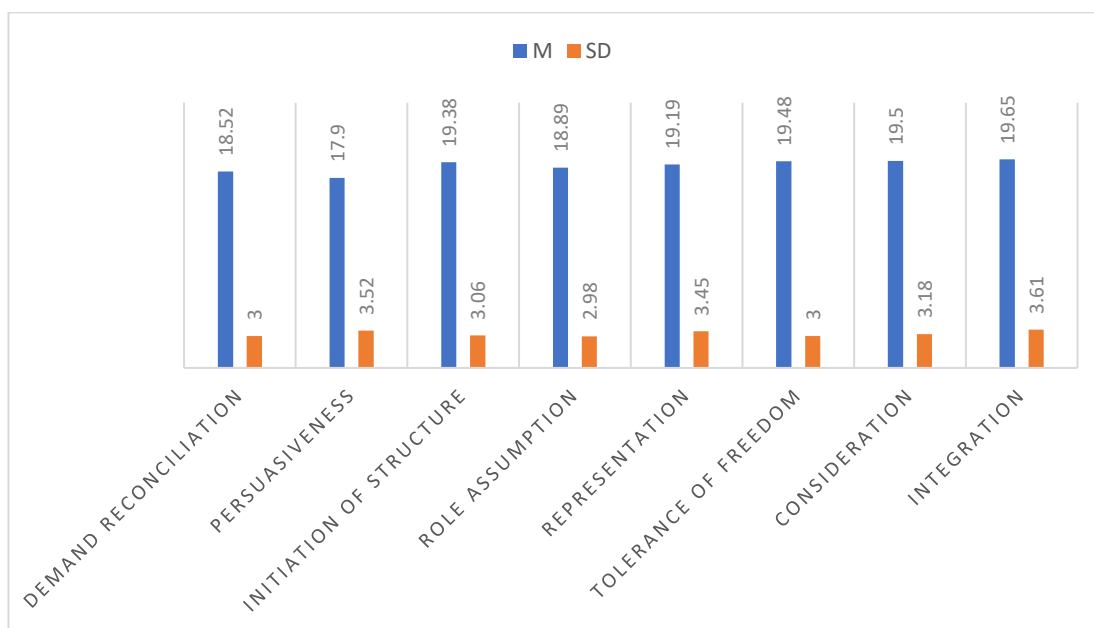
From the above Table 4.4 and figure 4.4, it can be seen that the mean score of initiation is 18.67 and the mean score of consideration structure is 19.45. The results shown in Table 4.4 indicated that the majority of the principals of degree colleges in Mizoram practiced considered leadership behaviour. As perceived by the teachers, the college principals of degree colleges were friendly, approachable, encouraging, good listeners, building mutual trust, respect, and warmth. Meanwhile, some of the principals of degree colleges in Mizoram also practiced initiation structure leadership behaviour.

As indicated in Table 4.4, the integrated leadership behaviour, consideration, and tolerance of freedom leadership behaviour (M=19.65, M=19.50, and M=19.48) are the most common behaviours practiced by the principals of degree colleges in Mizoram. In the meantime, role assumption leadership behaviour (M=2.98) is the least behaviour as practiced by the principals of degree colleges in Mizoram.

4.1.1: The leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to gender, stream of education and management of colleges.

The following Table 4.5 shows the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers.

Table 4.5

Over-all means and standard deviation of leadership behaviour with respects to gender

Categories of Leadership Behaviour	Dimensions	Mean		SD		Mean Male	Mean Female
		M	F	M	F		
Initiation structure	Demand reconciliation	18.25	18.77	2.78	3.17	18.75	19.39
	Persuasiveness	18.05	17.77	3.29	3.72		
	Initiation of structure	19.71	18.95	3.07	2.95		
	Role assumption	19.01	18.79	2.43	3.40		
Consideration structure	Representation	19.51	18.85	3.52	3.28	19.49	19.41
	Tolerance of freedom	19.39	19.55	2.79	3.19		
	Consideration	19.58	19.37	2.92	3.39		
	Integration	19.47	19.86	3.38	3.74		

Figure 4.5

Over-all means and standard deviation of leadership behaviour with respects to gender
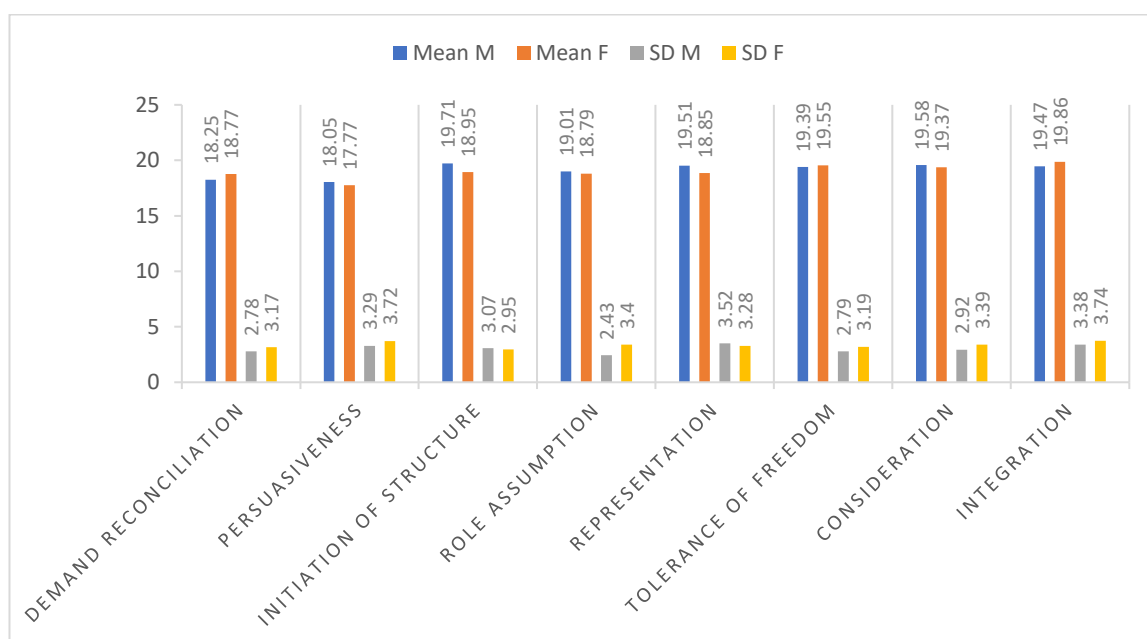
From the above Table 4.5 and figure 4.5, it can be seen that the male teachers' mean score and standard deviation of initiation leadership behaviour are 18.75 and consideration structure leadership behaviour is 19.49. It can be said that male teachers of colleges perceived their principal as practicing consideration leadership behaviour more than initiation leadership behaviour. The study also reveals that the principals of degree colleges practiced more on initiation of structure and role assumption leadership behaviour under initiation leadership behaviour perceived by male teachers of degree colleges in Mizoram; their principals practiced more on consideration (M = 19.58), representation (M = 19.51) and integration under consideration leadership behaviour and initiation of structure leadership behaviour.

The findings of the study revealed that male teachers of degree colleges perceived the principal as friendly, approachable, encouraging, acting as representatives of the group, building mutual trust, being good listener, and maintaining a closed organisation. The teachers also perceived that the principals actively exercise the leadership role and let the teachers know their role and what is expected of them.

As indicated in Table 4.5, the leadership behaviour of consideration, representation, integration, and initiation of structures are the most common practices of degree college principals in Mizoram. In the meantime, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

As shown in Table 4.5, female teachers of degree colleges in Mizoram perceived that their principal practiced a combination of initiation and consideration of leadership behaviour. The mean score of initiation leadership behaviour is 19.39 and consideration leadership behaviour is 19.41. They perceived their principals as the perfect leaders for the college organisation. The study also reveals that the principals' practices focus most on integration, tolerance of freedom, and consideration of leadership behaviour. In the meantime, persuasive leadership behaviour is the least practiced by the principals of degree colleges in Mizoram.

Table 4.6

Over-all means and standard deviation of leadership behaviour with respect to streams (Arts & Science)

Categories of Leadership Behaviour	Sub-scales/ Dimensions	Mean		SD		Mean Arts	Mean Science
		Arts	Science	Arts	Science		
Initiation structure	Demand reconciliation	18.44	18.68	3.16	2.62	18.55	19.03
	Persuasiveness	17.80	18.12	3.46	3.54		
	Initiation of structure	19.29	19.38	3.08	3.13		
	Role assumption	18.66	19.31	3.01	2.76		
Consideration structure	Representation	18.97	19.56	3.47	3.31	19.41	19.53
	Tolerance of freedom	19.51	19.40	3.04	2.92		
	Consideration	19.41	19.72	3.16	3.21		
	Integration	19.74	19.45	3.51	3.65		

Figure 4.6

Over-all means and standard deviation of leadership behaviour with respect to streams (Arts & Science)
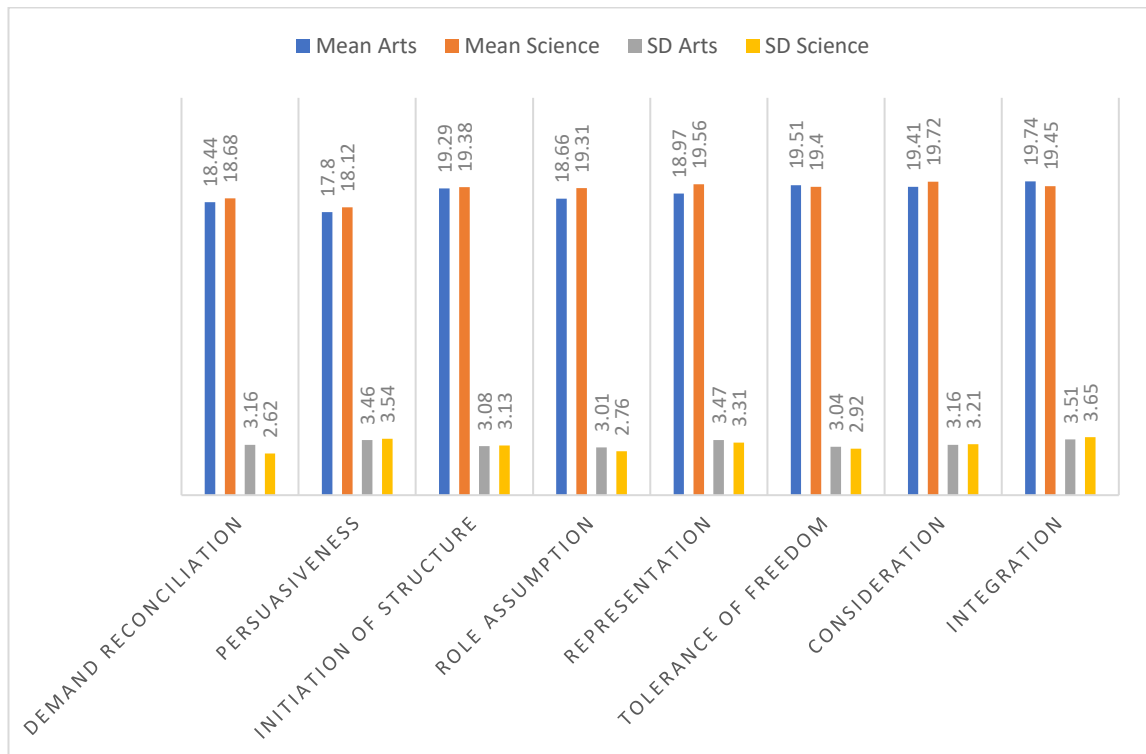
From Table 4.6 and figure 4.6, it can be seen that the arts teachers of degree colleges in Mizoram have a mean score of 18.55 for initiation leadership behaviour and 19.41 for consideration leadership behaviour. It can be said that the arts teachers perceived their principals' practices consideration of leadership behaviour more than initiation leadership behaviour. The study also reveals that the principals of degree colleges in Mizoram also practiced more initiation of structure under initiation leadership behaviour. As perceived by the teachers, their principals' practices focus more on integration (M = 19.74), tolerance of freedom (M = 19.51), and consideration (M = 19.41) under consideration leadership behaviour. Meanwhile, the principals of degree colleges in Mizoram practiced more on initiation of structure under initiation leadership behaviour (M = 19.29).

From the findings of the study, it can be said that arts teachers perceived their principal as a people-oriented or democratic leader. They are friendly, encouraging, approachable, and good listeners, building mutual trust and maintaining a knitted-together organisation. In the meantime, teachers also feel that the principals are actively exercising their leadership role and letting the teachers know their role and what they expect from them.

As indicated in Table 4.6, leadership behaviour of integration, consideration, tolerance of freedom, and initiation of structures are the most common behaviour practices of the principals of degree colleges in Mizoram. Meanwhile, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

As shown in Table 4.6, it can also be seen that the science teachers of degree colleges in Mizoram have a mean score of 19.03 for initiation leadership behaviour and 19.53 for consideration leadership behaviour. This finding shows that science teachers have perceived the principals' practices in both of the leadership behaviour, i.e., initiation and consideration structure. According to them, the principals were effective leaders, and they can be adjusted according to the situations that arise. They have performed well as task-oriented and people-oriented leaders. The principals of degree colleges in Mizoram, as perceived by the science teachers, exhibit perfect leadership behaviour. Meanwhile, in the opinion of science teachers, the principals have the least practiced demand reconciliation (M=18.68) and persuasiveness (M=18.12) leadership behaviour.

Table 4.7

Over-all means and standard deviation of leadership behaviour with respect to management of colleges

Categories of Leadership Behaviour	Dimensions/ Sub-scales	Mean		SD		Mean Govt.	Mean Private
		Govt.	Private	Govt.	Private		
Initiation structure	Demand reconciliation	18.30	18.99	2.92	3.12	18.59	18.86
	Persuasiveness	17.73	18.28	3.54	3.47		
	Initiation of structure	19.48	19.16	3.17	2.84		
	Role assumption	18.83	19.03	2.96	3.05		
Consideration structure	Representation	19.35	18.75	3.36	3.51	19.33	19.66
	Tolerance of freedom	19.16	20.14	3.12	2.64		
	Consideration	19.38	19.75	3.38	2.72		
	Integration	19.43	22.00	3.68	7.86		

Figure 4.7

Over-all means and standard deviation of leadership behaviour with respect to management of colleges
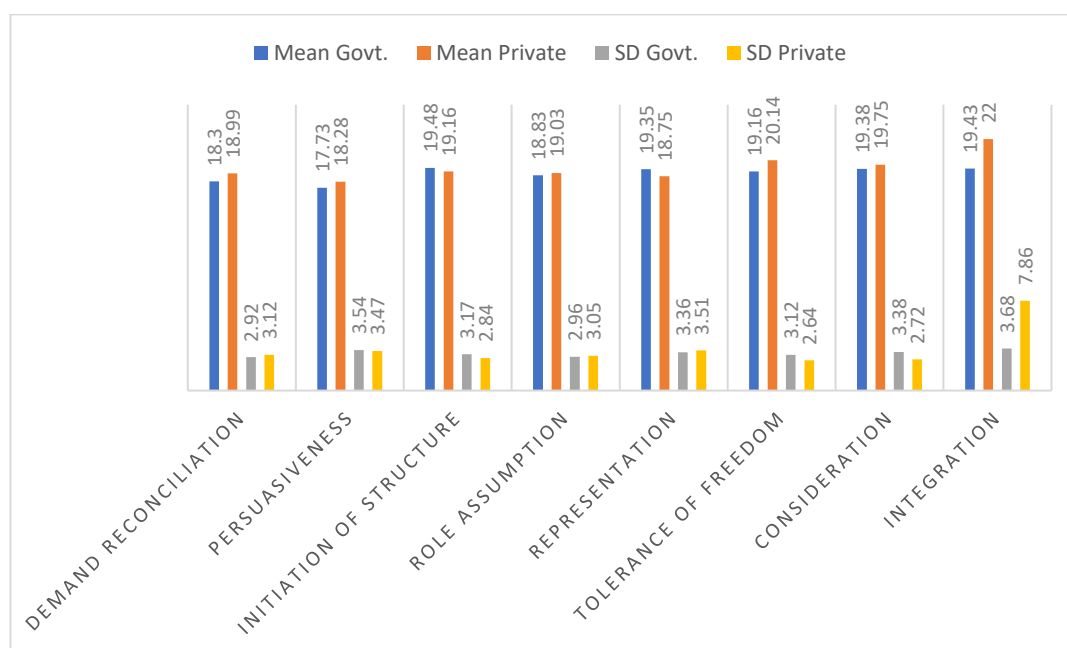
As shown in Table 4.7 and figure 4.7, it can be seen that Government degree college teachers in Mizoram have a mean score of 18.59 in initiation leadership behaviour and 19.33 in consideration leadership behaviour. The findings of the study revealed that the principals of government colleges in Mizoram were taken more into consideration. In the meantime, some principals also practiced more on the initiation structure of leadership behaviour. As perceived by the teachers, the principal practices highly on all the consideration structures of leadership behaviour, i.e., representation, tolerance of freedom, consideration and integration and upon the integration structure of leadership behaviour as well, the principals practiced the initiation of structure (M = 19.48) regularly. From the results, persuasive leadership behaviour was the least practiced by the principals (M = 17.73).

The findings of the study reveal that, teachers who are working in the government colleges in Mizoram perceived their principals as friendly, encouraging, spare time for listening to their staff, available, supportive, and encouraging. They also feel that the colleges follow democratic and people-oriented patterns of organisation. In some cases, the principals also exercised and practiced their leadership roles and let them know what was expected of them.

As depicted in Table 4.7, the mean score of the initiation structure of leadership behaviour of private college teachers is 18.86, and the consideration of leadership behaviour is 19.66. The result shows that the science teachers perceived their principals' exercises and practices as more consideration of leadership behaviour than initiation leadership behaviour. In the meantime, the teacher perceived that the principals also exercised more of the initiation structure of leadership behaviour. It can be seen from the mean scores of different dimensions of leadership behaviour that the principals have also regularly practiced initiative leadership behaviour. This means that science teachers are satisfied with their job and the principals; they are more motivated and have more expectations for their principals.

4.1.2: Comparing the leadership behaviour of degree colleges in Mizoram as perceived by the teachers with respect to their gender, streams, and management of colleges.

To attain Objective 4.1.2, the following hypotheses was formulated –

1. There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the male and female teachers.

2. There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the arts and science teachers.

3. There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by the arts and science teachers.

Table 4.8

Comparison of leadership behaviour of degree colleges in Mizoram with respects to gender, streams and management of colleges.

	Gender		*Streams*		*Maintenance of College*	
	Male	*Female*	*Arts*	*Science*	*Govt.*	*Private*
Mean	152.36	150.77	151.26	150.91	151.39	153.9
S.D.	21.39	21.04	19.39	24.47	19.86	17.19
Z-score	0.588		0.54		1.04	

Figure 4.8

Comparison of leadership behaviour of degree colleges in Mizoram with respects to gender, streams and management of colleges.
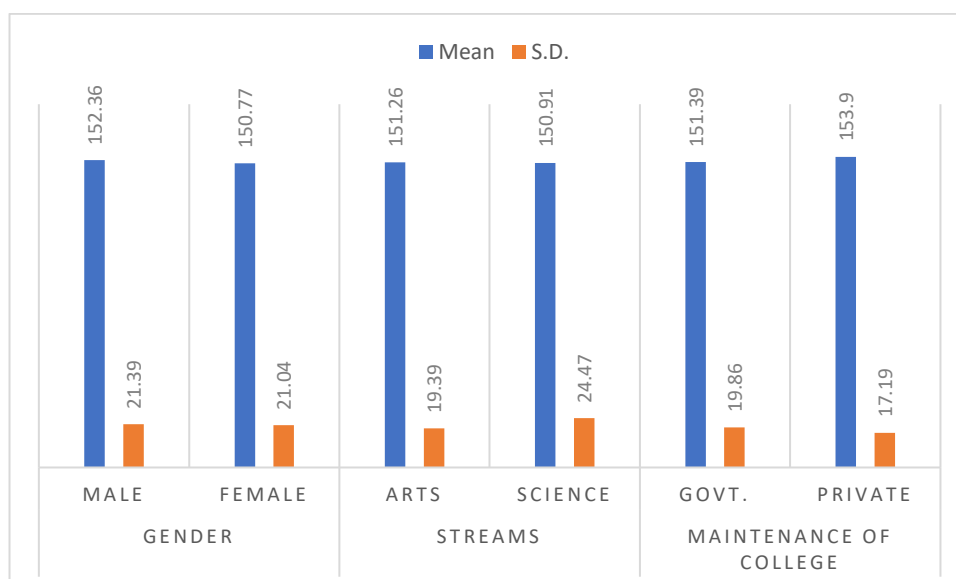
Hypothesis 1: There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the male and female teachers.

It is observed from Table 4.8 and figure 4.8 that the computed values of the mean and standard deviation of the leadership behaviour of the degree colleges in Mizoram as perceived by male and female teachers are 152.36 and 21.39, and 150.77 and 21.04, respectively. The Z-score is 0.588, which is smaller than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers. It can also be said that male and female teachers had the same opinions related to their principals, and there was no difference among them regarding gender. Moreover, from the findings, it can be said that male teachers perceived their principals as better than female teachers.

Hypothesis 2: There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the arts and science teachers.

To test the null hypothesis, 'there is no significant difference between the leadership behaviour of arts and science degree colleges in Mizoram as perceived by the teachers,' the mean and standard deviation for arts teachers and science teachers are computed separately. As shown in Table 4.8, the computed values of the mean and standard deviation of the leadership behaviour of the degree colleges in Mizoram are 151.26 and 19.39, and 150.91 and 24.47, respectively. The Z-score is 0.54, which is less than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by arts and science teachers. It can also be said that arts and science teachers had the same opinions related to their principals.

Hypothesis 3: There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the Arts and Science teachers.

To test the null hypothesis, 'there is no significant difference between the leadership behaviour of government and private degree colleges in Mizoram as perceived by the teachers,' the mean and standard deviation for government and private college teachers are computed separately. As shown in Table 4.8, the computed values of the mean and standard deviation of government and private college teachers are 151.39, 19.86, and 153.9, 17.19, respectively. The Z-score is 1.04, which is less than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by the teachers who are working at government and private colleges in Mizoram. It can also be said that government and private college teachers had the same opinion related to their principals. In the meantime, from the results, it can also be said that private college teachers perceived their principals as better than government college teachers (government M = 151.39, private M = 153.9).

4.2: To find out the job satisfaction of colleges in Mizoram

To find out the job satisfaction of degree colleges in Mizoram, the following objectives are formulated:

4.2.1: To find out the organisational climate of degree colleges in Mizoram as perceived by the teachers in relation to their gender, streams of education and management of colleges.

4.2.2: To compare the organisational climate of degree colleges in Mizoram as perceived by the teachers in relation to their gender, streams and management of colleges.

In order to find out the job satisfaction of college teachers in Mizoram, the job satisfaction scale manual's norms were followed for the analysis and interpretation of the scores acquired from the measure, and the findings are presented in Table 4.9.

Table 4.9

Job satisfaction of degree college teachers in Mizoram

Variable	N	Mean	S.D.
Job satisfaction	250	75.69	11.19

Figure 4.9

Job satisfaction of degree college teachers in Mizoram

The above Table 4.9 and figure 4.9 indicates that the mean and standard deviation of degree college teachers' job satisfaction scores are 71.69 and 11.19, respectively. This means that the college teachers have a moderate mean score on job satisfaction indexed scores. Therefore, degree college teachers in Mizoram have found a moderate level of job satisfaction.

4.2.1: To find out the job satisfaction of college teachers of Mizoram with respect to gender, streams of education and management of colleges.

Table 4.10

Job satisfaction of degree college teachers of Mizoram in relation to their gender

Gender	N	Mean	S.D.	z-score
Male	118	74.57	12.48	0.0001
Female	132	69.11	9.22	

Figure 4.10

Job satisfaction of degree college teachers of Mizoram in relation to their gender
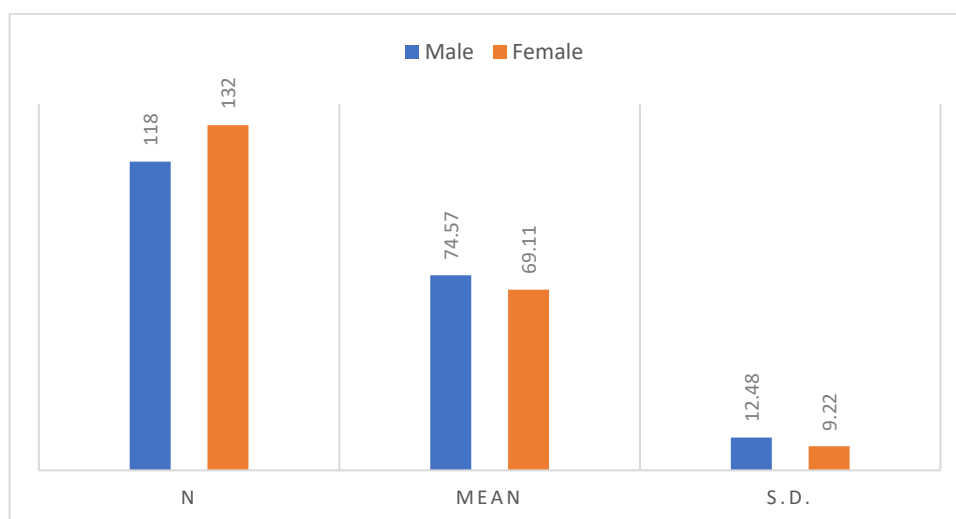
The above table 4.10 and Figure 4.10 show the mean score of male teachers at degree colleges in Mizoram was 74.57 with a 12.48 standard deviation; this shows that male teachers are average satisfied. The mean score of female teachers at Mizoram degree colleges was 69.11 with a 9.22 standard deviation; this also shows that female teachers are satisfied with their jobs. The above data (Table 4.10) reveals that the Z-value of 0.0001 is lower than the criterion t-value at 0.01 and 0.05 levels of confidence for 214df. This means that there is a significant difference between male and female teachers in Mizoram degree colleges. It also revealed that male teachers are more satisfied than female teachers because the mean score and standard deviation of male teachers (74.57 and 12.48) were higher than the mean score and standard deviation of female teachers (69.11 and 9.22).

Table 4.11

Dimension-wise job satisfaction scores of degree college teachers in relation to gender

Area of Job Satisfaction	Different dimensions	Male		Female	
		M	SD	M	SD
Job-intrinsic	Job-concrete	15.05	2.89	14.97	3.35
	Job-abstract	18.82	2.93	17.29	2.90
Job-extrinsic	Psycho-social	19.37	3.41	17.98	3.71
	Economic	7.75	2.97	7.20	3.06
	Community/national growth	12.57	2.30	12	2.40

Figure 4.11

Dimension-wise job satisfaction scores of degree college teachers in relation to gender
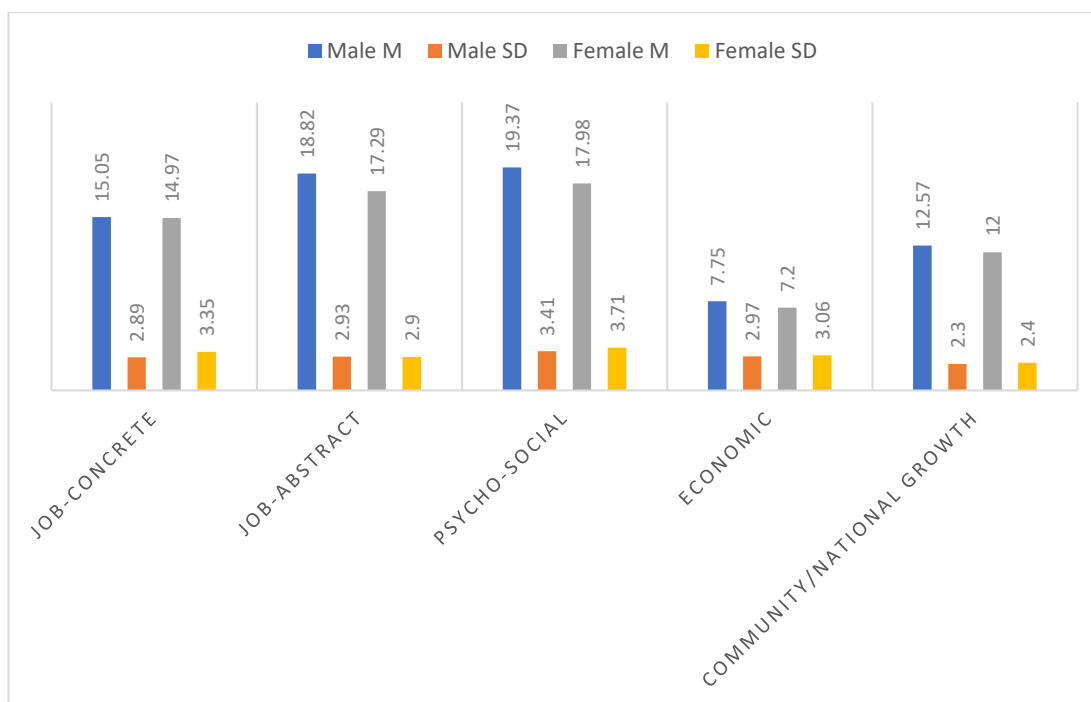
The above Table 4.11 and Figure 4.11 indicate the dimension-wise job satisfaction scores of male and female teachers of Mizoram degree colleges. The mean score of satisfaction with excursion, place of posting, and working conditions for male teachers is 15.05 and for female teachers is 14.97. This finding indicates that both of

the teachers are satisfied with their jobs. It also revealed that both of the teachers accept their place of posting and that their working conditions are decent and satisfactory. The mean score of satisfaction with cooperation, democratic functioning, etc. for male teachers is 18.82 and for female teachers is 17.29. This finding indicates that both of the teachers are satisfied with their jobs, and it also revealed that the teachers feel their college functioning is democratic and maintains good cooperation amongst the employees.

Concerning the mean score of satisfaction with intelligence and social circle, male teachers score 19.37 and female teachers score 17.98. This study shows that both of the teachers are satisfied with their jobs. It can be seen that male teachers describe a higher mean score in their ability to acquire and apply knowledge and skills and share more of their professions and interests with their colleagues than female teachers. The mean scores of satisfactions with salary and allowance for male teachers were 7.75, and female teachers' scores were 7.20. This means that both of the teachers are satisfied with their salaries and allowances. They are economically satisfied and feel satisfied with it. The mean score of satisfaction with the quality of life and the national economy for male teachers was 12.57, and for female teachers, it was 12. This means that in the area of community and national growth, both teachers are satisfied. The teachers accept that education is an important means for the growth and development of the community and the nation.

Table 4.12

Job satisfaction scores of degree college teachers in relation to management

Management	N	Mean	S.D.	z-value
Government	170	73.31	11.30	0.0001
Private	80	67.46	10.60	

Figure 4.12

Job satisfaction scores of degree college teachers in relation to management
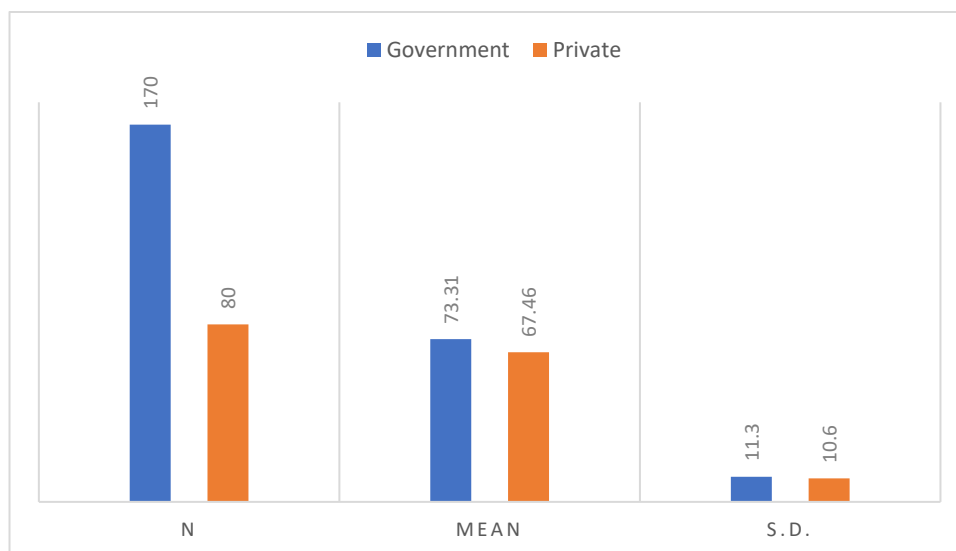
As indicated in Table 4.12 and Figure 4.12, the total mean score on job satisfaction of government college teachers is 73.31, and that of private college teachers is 67.46. The finding shows that both those who are working in government and private colleges are satisfied with their jobs. The above data (Table 4.12) reveals that the Z-value of .0001 is lower than the criterion value at the 0.05 level of confidence for 164df. This means that there is a significant difference between the job satisfaction of government and private college teachers in Mizoram. It also revealed that government-degree college teachers are more satisfied than private degree college teachers in Mizoram.

Table 4.13

Dimension-wise job satisfaction scores of degree college teachers in relation to management

Area of Job satisfaction	Different dimensions	Government		Private	
		M	SD	M	SD
Job-intrinsic	Job-concrete	14.91	3.02	15.11	3.02
	Job-abstract	18.60	3.02	16.88	2.83
Job-extrinsic	Psycho-social	19.07	3.54	17.93	3.55
	Economic	8.2	2.86	5.9	2.80
	Community/national growth	12.68	2.35	11.65	2.02

Figure 4.13

Dimension-wise job satisfaction scores of degree college teachers in relation to management
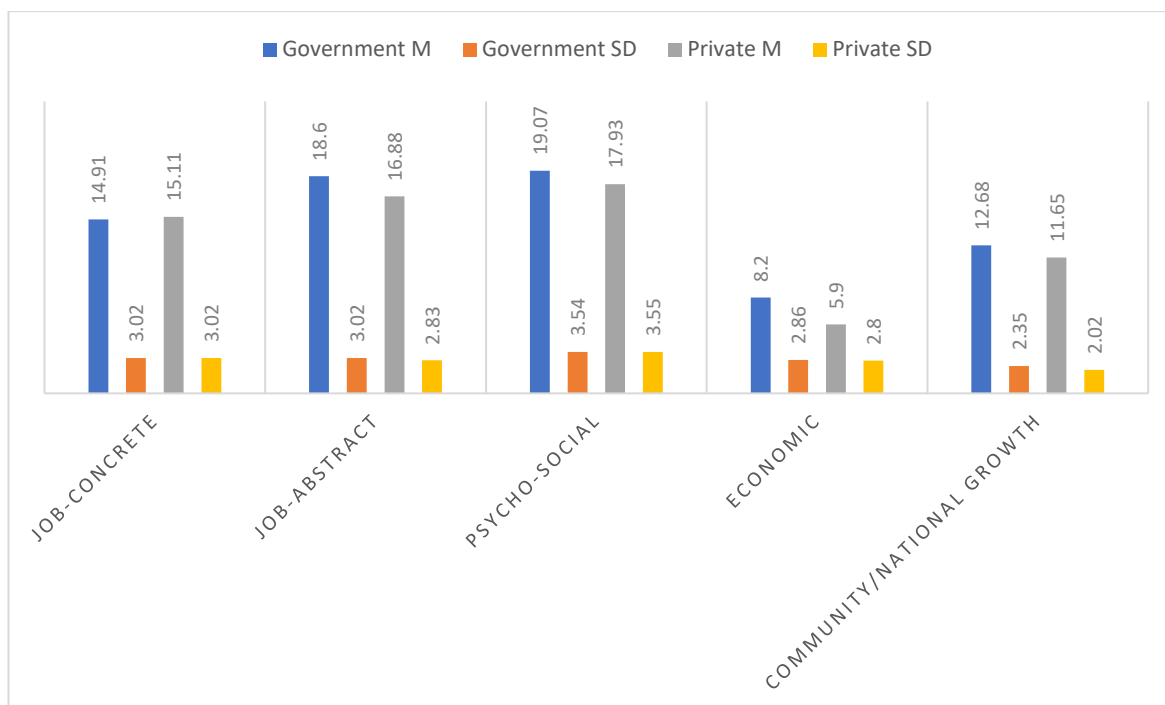
Above Table 4.13 and Figure 4.13 indicate the dimension-wise job satisfaction scores of governments and private-degree college teachers in Mizoram. The mean score of satisfaction with excursion, place of posting, and working conditions for government college teachers is 14.91, and that for private college teachers is 15.11. The results of the study revealed that the teachers who are working in government and private degree colleges in Mizoram are satisfied in the field of job-concrete areas. It can also be said that private college teachers are more satisfied with their place of posting and working conditions based on their experiences in college. The mean score of satisfaction with cooperation and democratic functioning for government college teachers is 18.60, and that for private college teachers is 16.88. This study revealed that both of the teachers who are working in government and private degree colleges were satisfied with their working conditions with others and the functioning of their jobs. Meanwhile, government-degree college teachers are more satisfied in the job-abstract area than private-degree college teachers.

With respect to the mean scores of satisfactions with intelligence and social circle for government degree-college teachers is19.07, and that for private college teachers is 17.93. This means that both of the teachers who are working in government and private colleges are satisfied in the area of psycho-social. It can also be said that government college teachers are more satisfied in the areas of intelligence and social circle than private college teachers. The mean score of satisfaction with salary and allowances for government college teachers is 8.2, and those for private college teachers are 5.9. It means that government-degree college teachers are satisfied with the salaries and allowances they receive. Meanwhile, private college teachers are moderately satisfied with their salaries and allowances and do not feel secure about their future. It can also be said that government-degree college teachers are more satisfied than private college teachers in the areas of salary and allowances they receive. The mean score of satisfaction with quality of life and national growth for government college teachers is 12.68, and that for private college teachers is 11.65. This study reveals that both of the teachers were satisfied in the areas of community and national growth. It can also be said that both of the teachers have perceived their jobs as ways and means for the development of the community and the nation. They also accepted that their profession endeavours to make a better man.

Table 4.14

Job satisfaction scores of degree college teachers in relation to streams of education

Streams of education	N	M	S.D.
Arts	172	69.04	10.92
Science	78	75.73	10.83

Figure 4.14

Job satisfaction scores of degree college teachers in relation to streams
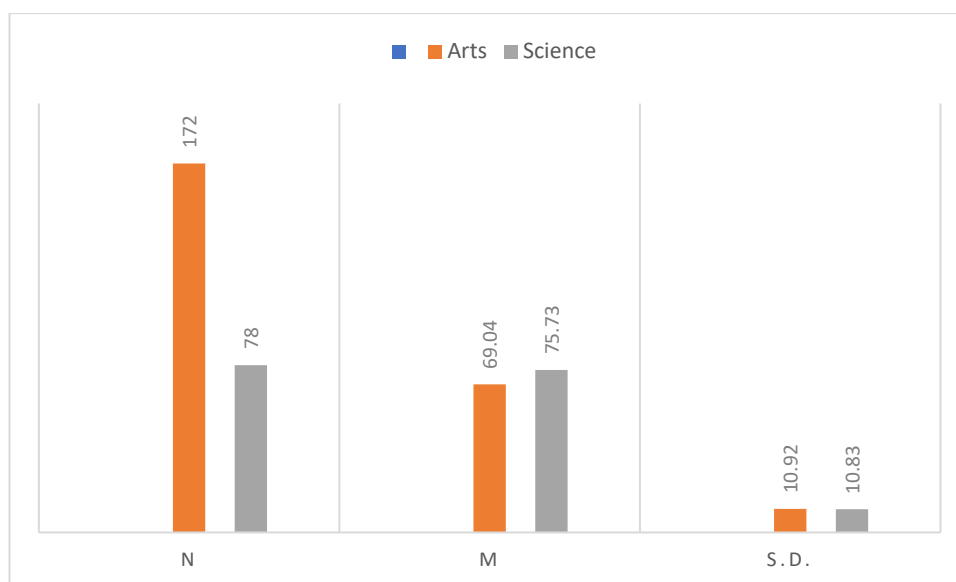
The above Table 4.14 and Figure 4.14 show that the mean score of job satisfaction of arts teachers is 69.04 with a standard deviation of 10.92, and the mean score of science teachers is 75.73 with a standard deviation of 10.92. This means that both of the teachers were satisfied with their jobs. It can also be said that science teachers are more satisfied with their jobs than art teachers at colleges in Mizoram.

Table 4.15

Dimension-wise job satisfaction scores of degree college teachers in relation to streams

Area of Job Satisfaction	Different dimensions	Government		Private	
		M	SD	M	SD
Job-intrinsic	Job-concrete	14.55	3.12	15.92	2.53
	Job-abstract	17.45	2.79	19.12	3.02
Job-extrinsic	Psycho-social	18.32	3.36	19.44	3.21
	Economic	7.02	3.03	8.41	2.80
	Community/national growth	11	2.28	12.87	2.34

Figure 4.15

Dimension-wise job satisfaction scores of degree college teachers in relation to streams
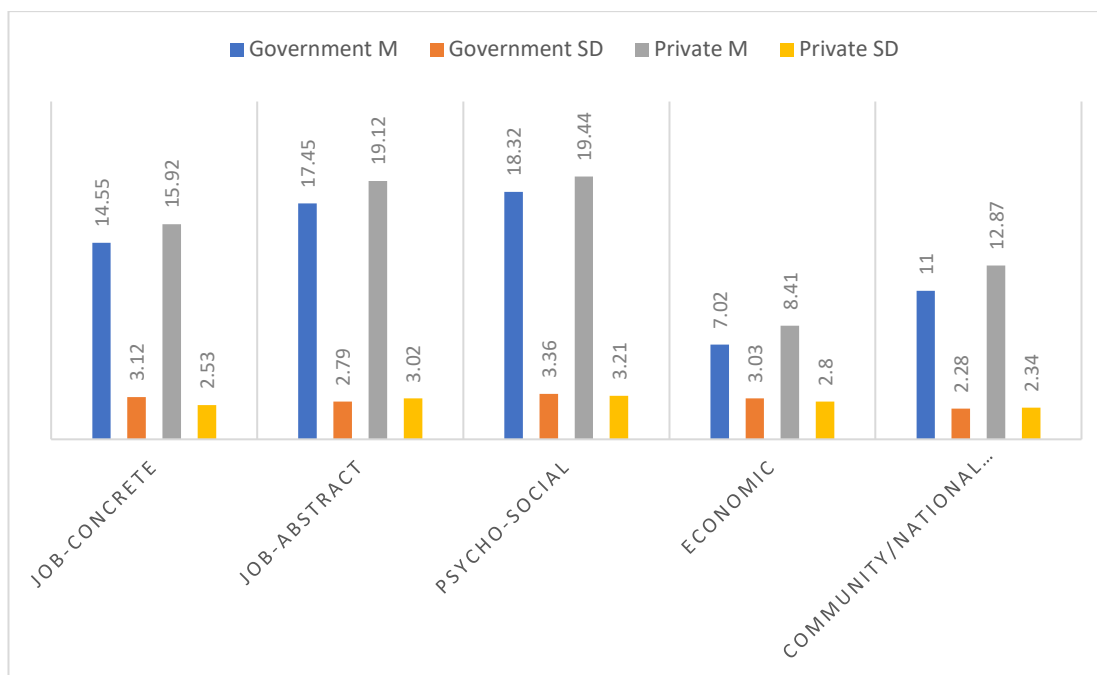
The above Table 4.15 and Figure 4.15 indicate the dimension-wise job satisfaction scores of arts and science college teachers. The mean scores of satisfactions with excursion, place of posting, and working conditions for arts college teachers is 14.55, and that for science teachers is 15.92. The finding reveals that both of the teachers are satisfied with their jobs at this level. This also means that science teachers describe higher means for satisfaction with job-concrete areas than arts college teachers. It can also be said that both of the teachers accept their place of posting and that the working conditions are good enough that they are satisfied with them. The mean scores of satisfactions with cooperation and democratic functioning for arts college teachers is 17.45, and that for science teachers is 19.12. The finding shows that both of the teachers are satisfied in the area of job abstracts. It can also be said that science teachers have a higher mean for satisfaction with abstract statements than arts college teachers. The finding also revealed that both the teachers accepted that their colleges function in democratic ways and maintained good cooperation amongst the employees.

With respect to the mean scores of satisfactions with intelligence and social circle for arts teachers, they are 18.32, and that for science teachers is 19.44. The finding shows that both of the teachers are satisfied in the areas of psychosocial. It also revealed science teachers have a higher mean for satisfaction with their ability to acquire and apply knowledge and skills, and they shared more of their interests and profession with their colleagues. The mean scores of satisfactions with salary and allowances for arts teachers are 7.02, and those for science teachers are 8.41. The finding showed that arts and science teachers in colleges in Mizoram were satisfied above average with the salaries and allowances they had received. This study also revealed that science teachers are slightly more satisfied with their jobs than arts teachers.

4.3: To find out the organisational climate of colleges in Mizoram

To find out the organisational climate of degree colleges in Mizoram, the following objectives are formulated:

4.3.1: To find out the organisational climate of degree colleges in Mizoram as perceived by the teachers in relation to their gender, streams of education, and management of colleges

4.3.2: To compare the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to gender, streams of education, and management of colleges

To find out the organisational climate of degree colleges in Mizoram, the scores obtained from the organisational climate scale were analysed and interpreted by the norms provided in the manual of the organisational climate scale, and the findings are presented in Table 4.16.

To determine the organisational climate of degree colleges in Mizoram as perceived by female male teachers, the mean and standard deviation scores of 250 respondents on the four factors of organisational climate were computed. The different factors of organisational climate, namely: factor 1- results, rewards, and interpersonal relations Factor 2- organisational process Factor 3 – clarity of roles and sharing of information, and Factor 4- altruistic behaviour as perceived by degree college teachers, are presented in Table 4.16 and Figure 4.16.

Table 4.16

Organisational Climate of College teachers of Mizoram

Factors of Organisational Climate	Mean (N=250)	Standard Deviation (N=250)
Factor 1 : Results, Rewards and Interpersonal Relations	37.09	5.89
Factor 2 : Organisational Processes	32.32	6.20
Factor 3 : Clarity of Roles and Sharing of Information	16.63	2.87
Factor 4 : Altruistic Behaviour	5.50	1.53
Total Organisational Climate	91.06	15.52

Figure 4.16

Organisational Climate of College teachers of Mizoram
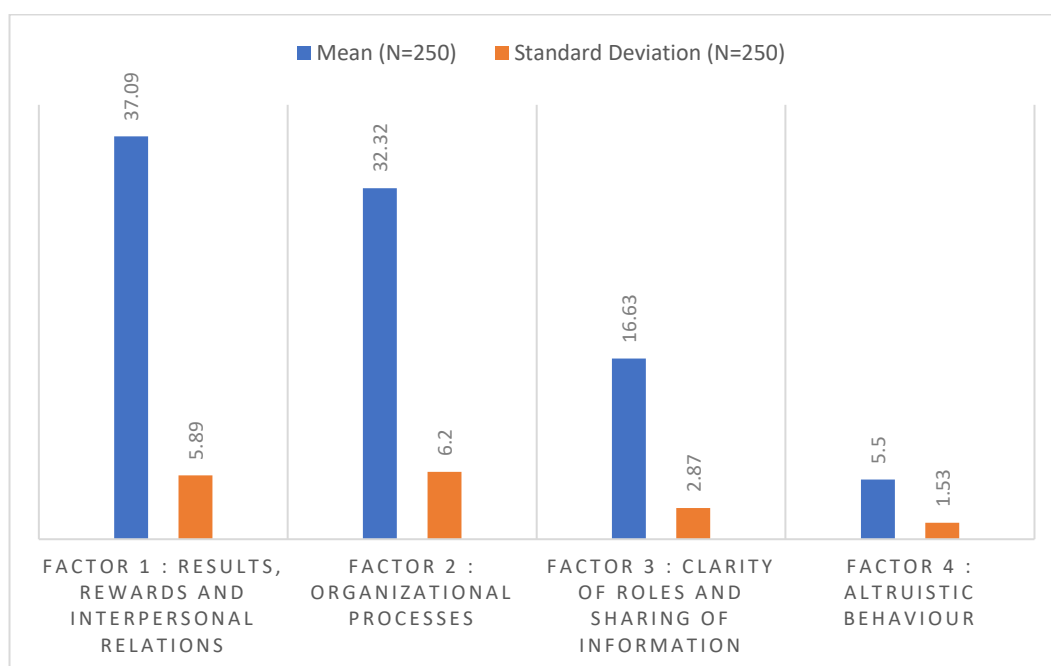
The given Table 4.16 and Figure 4.16 reveal that the mean and standard deviation of college teachers in factor 1, i.e., results, rewards, and interpersonal relations of organisational climate were 37.09 and 5.89. The findings revealed that the degree college teachers of Mizoram perceived their college organisational climate as favourable (the mean score of 37.09 falls within the normal range/favourable, i.e., 33–53 provided in the norms), and they also accepted that they had received rewards and recognition according to their services, achievements, hard work, etc. The teachers also feel that the relationship between the teachers and the principal and among their colleagues is favourable. In factor 2, i.e., organisational process, the mean and standard deviation were 32.32 and 6.20, respectively, which shows that the college teachers perceived their organisational climate as favourable (the mean score of 33.32 falls within the normal range/favourable, i.e., 30–45 provided in the norms). The findings revealed that communication channels are open between teachers and the principal and among the teachers. There was no differentiation between senior and junior teachers.

In factor 3, i.e., clarity of roles and sharing of information, the mean and standard deviation were 16.63 and 2.87, respectively, which shows that the college teachers perceived their organisational climate as favourable (the mean score of 16.63 falls within the normal range/favourable, i.e., 14–32 provided in the norms). They also feel that the duty that they have to fulfil is clearly defined, and when problems arise, they share and help each other. In factor 4, i.e., altruistic behaviour, the mean and standard deviation were 5.50 and 1.53, respectively, which shows that teachers feel their organisational climate is favourable (the mean score of 5.50 falls within the normal range/favourable, i.e., 4–6 provided in the norms). It was also revealed that the teachers who work at the college in Mizoram help each other with their jobs.

The overall scores of the college teachers (mean = 91.06 and S.D. = 15.52) show that all the teachers perceived their college organisational climate as favourable (the mean score of 91.06 falls within the normal range/favourable, i.e., 84–124 provided in the norms). It also revealed that there was a close relationship between the principal and the teachers and amongst the teachers as well. All the teachers perceived that they have an open organisational climate, which makes them feel favourable.

4.3.1: To find out the organisational climate of degree colleges as perceived by male teachers

To determine the organisational climate of degree colleges in Mizoram as perceived by female male teachers, the mean and standard deviation scores of 118 respondents on the four factors of organisational climate were computed. The different factors of organisational climate, namely: factor 1: results, rewards, and interpersonal relations. Factor 2: organisational process. Factor 3: clarity of roles and sharing of information, and Factor 4: altruistic behaviour as perceived by the college teachers are presented in Table 4.17 and Figure 4.17.

Table 4.17

Organisational climate of degree colleges as perceived by male teachers

Factors of Organisational Climate	Mean (N=118)	Standard Deviation (N=118)
Factor 1 : Results, Rewards and Interpersonal Relations	37.07	5.63
Factor 2 : Organisational Processes	32.58	5.70
Factor 3 : Clarity of Roles and Sharing of Information	16.43	2.69
Factor 4 : Altruistic Behaviour	5.35	1.50
Total Organisational Climate	91.16	11.25

Figure 4.17

Organisational climate of degree colleges as perceived by male teachers

The above Table 4.17 and Figure 4.17 show that the mean score of the organisational climate of male teachers is 91.16 and the standard deviation is 11.25. This means that male teachers perceived their organisational climate as favourable. The study also revealed that male teachers feel they have a close relationship with the principal and with each other. The institution has an open organisational climate; the duration of teacher services does not affect the organisational climate of colleges. All the teachers, irrespective of their services, feel favourable about their climate and help each other when problems arise.

Organisational climate of degree colleges as perceived by female teachers

To determine the organisational climate of degree colleges in Mizoram as perceived by female male teachers, the mean and standard deviation scores of 132 respondents on the four factors of organisational climate were computed. The different factors of organisational climate, namely: factor 1: results, rewards, and interpersonal relations. Factor 2: organisational process. Factor 3: clarity of roles and sharing of information, and Factor 4: altruistic behaviour as perceived by the college teachers are presented in Table 4.18 and Figure 4.18.

Table 4.18

Organisational climate of colleges as perceived by female teachers

Factors of Organisational Climate	Mean (N=132)	Standard Deviation (N=132)
Factor 1 : Results, Rewards and Interpersonal Relations	37.11	6.14
Factor 2 : Organisational Processes	32.10	6.63
Factor 3 : Clarity of Roles and Sharing of Information	18.80	3.03
Factor 4 : Altruistic Behaviour	5.63	1.56
Total Organisational Climate	90.96	13.59

Figure 4.18

Organisational climate of colleges as perceived by female teachers

The above Table 4.18 and Figure 4.18 show that the mean score of the organisational climate of female teachers is 90.96 and the standard deviation is 13.59. This means that female teachers perceived their organisational climate as favourable. Female teachers accept that their organisational climate is open and that there is a close and friendly relationship between teachers and the principal. Among the female teachers, irrespective of their services, they shared information and problems and worked together for the development of their organisation. Female teachers feel free to do whatever they think is best for their colleagues. They helped each other whenever they needed it.

Organisational climate of degree colleges as perceived by arts teachers

To determine the organisational climate of colleges in Mizoram as perceived by arts college teachers, the mean and standard deviation of 172 respondents among the college teachers were computed. The different factors of organisational climate, namely: factor 1: results, rewards, and interpersonal relations. Factor 2: organisational process. Factor 3: clarity of roles and sharing of information, and Factor 4: altruistic behaviour as perceived by the college teachers are presented in Table 4.19 and Figure 4.19.

Table 4.19

Organisational climate of colleges as perceived by arts teachers

Factors of Organisational Climate	Mean (N=172)	Standard Deviation (N=172)
Factor 1 : Results, Rewards and Interpersonal Relations	37.20	6.22
Factor 2 : Organisational Processes	32.87	6.77
Factor 3 : Clarity of Roles and Sharing of Information	16.74	3.04
Factor 4 : Altruistic Behaviour	5.56	1.54
Total Organisational Climate	91.86	13.62

Figure 4.19

Organisational climate of colleges as perceived by arts teachers
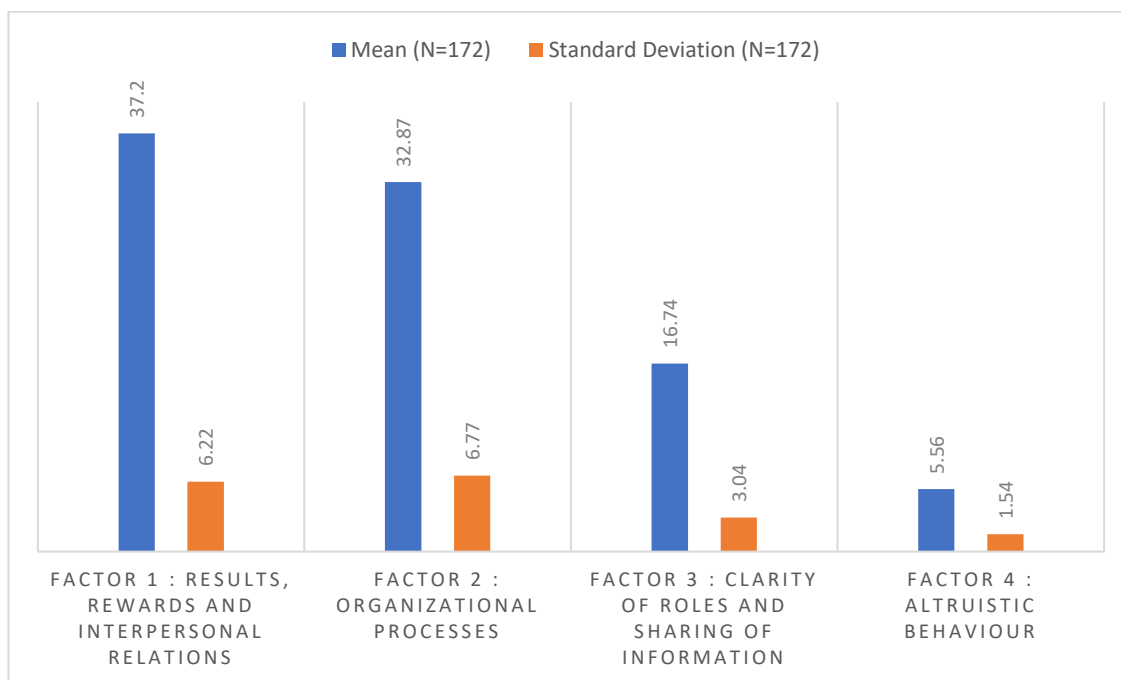
The above Table 4.19 and Figure 4.19 revealed that the mean and standard deviation in factors 1: 37.20 and 6.22, factor 2: 32.87 and 6.77, factor 3: 16.74 and 3.04, factor 4: 5.56 and 1.54, and the total organisational climate mean and standard deviation (91.86 and 13.62) fall under the normal range, which means that arts college teachers at Mizoram accepted the organisational climate of their colleges as favourable. The finding shows that among the arts teachers, there was no differentiation according to their duration of service or irrespective of their gender. They accepted that the institution recognized their hard work and received recognition for their new ideas and contributions to the institution. They also feel that the colleges have an open climate and a closed relationship among the teachers and with the principal himself or herself. Most of the teachers shared information and helped each other solve their problems. The results also show that the organisational climate of Mizoram colleges is well organised, and most of the teachers also feel comfortable doing whatever they think is best for the institutions.

Organisational climate of degree colleges as perceived by science teachers

To determine the organisational climate of colleges in Mizoram as perceived by science teachers, the mean scores and standard deviation of 78 respondents among the teachers were computed. The different factors of organisational climate, namely: factor 1: results, rewards, and interpersonal relations. Factor 2: organisational process. Factor 3: clarity of roles and sharing of information, and Factor 4: altruistic behaviour as perceived by the college teachers, are presented in Table 4.20 and Figure 4.20.
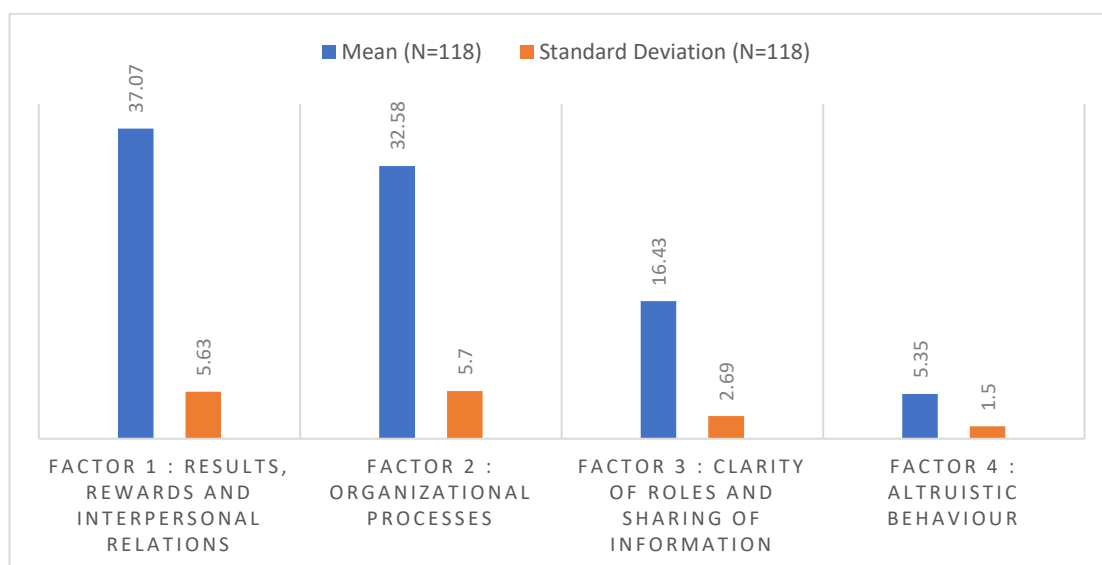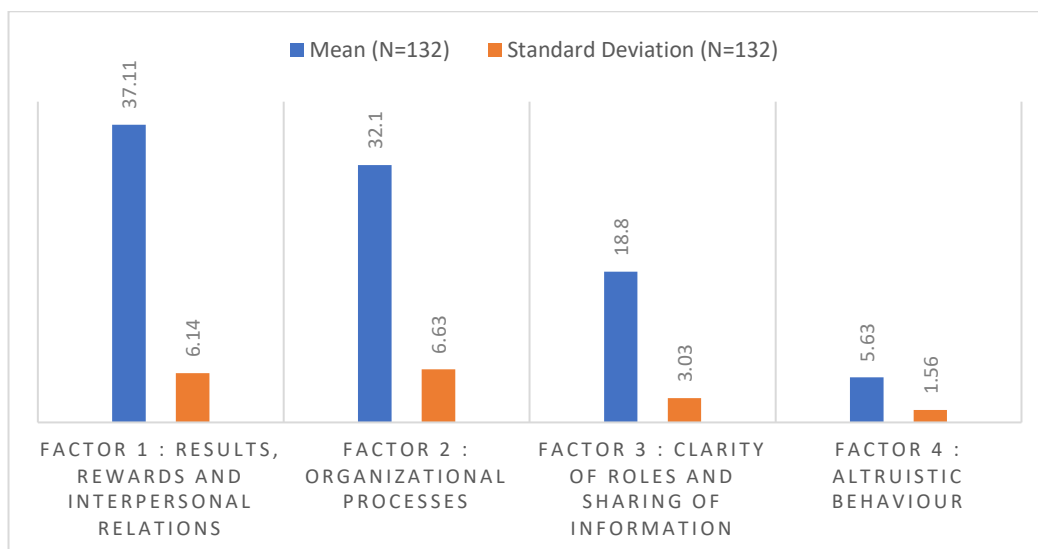
Table 4.20

Organisational climate of colleges as perceived by science teachers

Factors of Organisational Climate	Mean (N=78)	Standard Deviation (N=78)
Factor 1 : Results, Rewards and Interpersonal Relations	36.83	5.09
Factor 2 : Organisational Processes	31.18	4.48
Factor 3 : Clarity of Roles and Sharing of Information	16.37	2.46
Factor 4 : Altruistic Behaviour	5.35	1.52
Total Organisational Climate	89.81	9.59

Figure 4.20

Organisational climate of colleges as perceived by science teachers
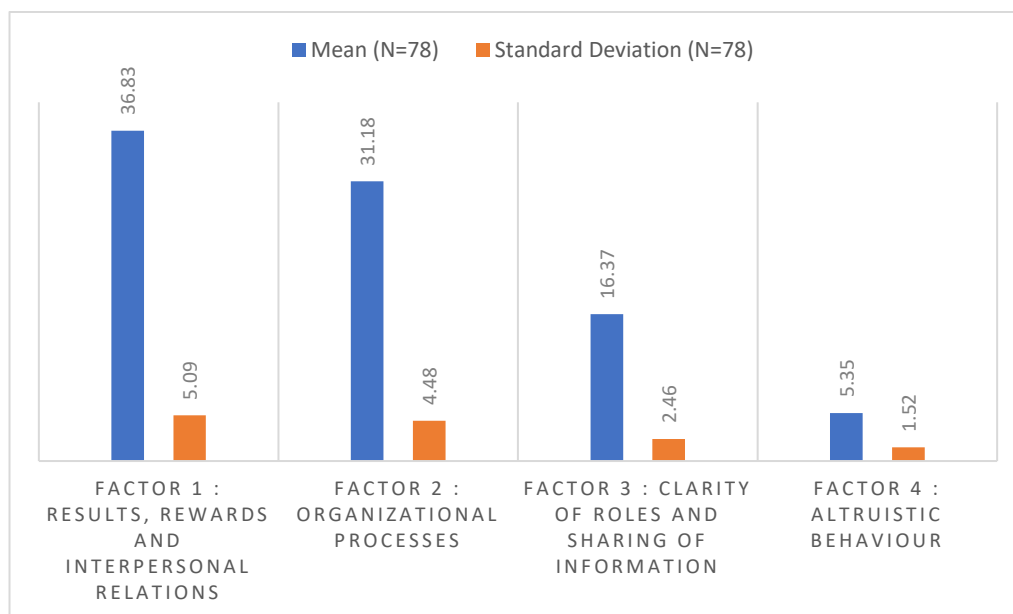
The above Table 4.20 and Figure 4.20 revealed that the mean and standard deviation in factors 1: 36.83 and 5.09, factor 2: 31.18 and 4.48, factor 3: 16.37 and 2.46, factor 4: 5.35 and 1.52, and the total organisational climate mean and S.D. (89.81 and 9.59) fall under the normal range, which means that science teachers of Mizoram colleges accepted the organisational climate of their colleges as favourable.

Organisational climate of government college teachers in Mizoram.

To determine the organisational climate of colleges in Mizoram as perceived by government teachers, the mean scores and standard deviation of 170 respondents among the teachers were computed. The different factors of organisational climate, namely: factor 1: results, rewards, and interpersonal relations Factor 2: organisational process Factor 3: clarity of roles and sharing of information, and Factor 4: altruistic behaviour as perceived by degree college teachers. are presented in Table 4.21 and Figure 4.21.

Table 4.21

Organisational climate of government colleges

Factors of Organisational Climate	Mean (N=170)	Standard Deviation (N=170)
Factor 1 : Results, Rewards and Interpersonal Relations	37.06	6.19
Factor 2 : Organisational Processes	32.66	6.19
Factor 3 : Clarity of Roles and Sharing of Information	16.65	3.02
Factor 4 : Altruistic Behaviour	5.31	1.56
Total Organisational Climate	91.57	13.33

Figure 4.21

Organisational climate of government colleges
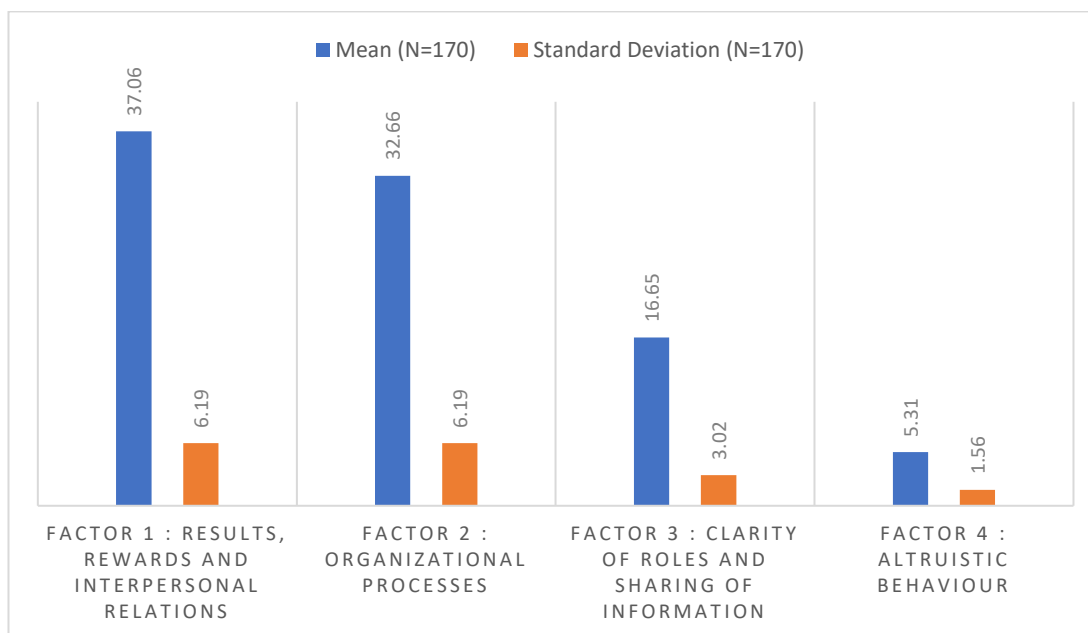
The above Table 4.21 and Figure 4.21 revealed that the mean and standard deviation in factors 1: 37.06 and 6.19, factor 2: 32.66 and 6.19, factor 3: 16.65 and 3.02, factor 4: 5.31 and 1.56, and the total organisational climate mean and standard deviation (91.57 and 13.33) fall under the normal range, which means that government degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable. It can be said that the government colleges in Mizoram have an open organisational climate, and all the teachers also perceive a favourable and conducive organisational climate. From the findings, it can be seen that the government college teachers accepted that there was good cooperation among the teachers and with the principal. The government colleges recognized the teachers' services, achievements, and hard work, and rewards were also provided to them. It can also be seen that teachers help each other with their jobs and try to solve the problems faced by the colleges.

Organisational climate of private college in Mizoram.

To determine the organisational climate of private colleges in Mizoram, the mean scores and standard deviation of 80 respondents among teachers were computed. The different factors of organisational climate, namely: factor 1: results, rewards, and interpersonal relations Factor 2: organisational process Factor 3: clarity of roles and sharing of information, and Factor 4: altruistic behaviour as perceived by the college teachers, are presented in Table 4.22 and Figure 4.22.

Table 4.22

Organisational climate of private colleges

Factors of Organisational Climate	Mean (N=80)	Standard Deviation (N=80)
Factor 1 : Results, Rewards and Interpersonal Relations	36.74	5.77
Factor 2 : Organisational Processes	31.73	6.07
Factor 3 : Clarity of Roles and Sharing of Information	16.59	2.54
Factor 4 : Altruistic Behaviour	5.89	1.41
Total Organisational Climate	90.75	9.80

Figure 4.22

Organisational climate of private colleges
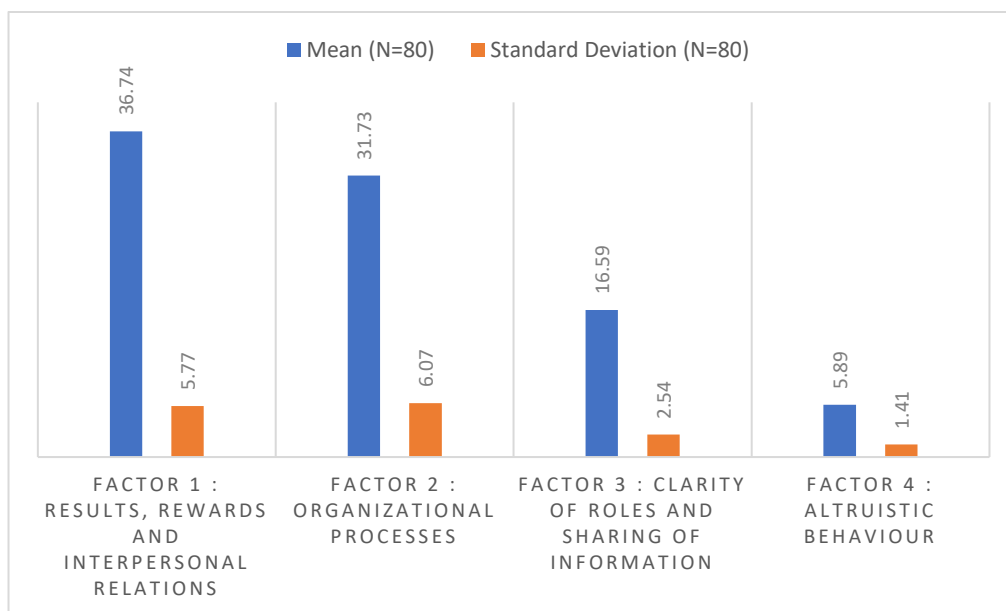
The above Table 4.22 and Figure 4.22 revealed that the mean and standard deviation in factors 1: 37.06 and 6.19, factor 2: 32.66 and 6.19, factor 3: 16.65 and 3.02, factor 4: 5.31 and 1.56, and the total organisational climate mean and standard deviation (91.57 and 13.33) fall under the normal range, which means that private degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable.

4.3.2: To compare the organisational climate of degree colleges with respect to their gender, streams of education and management of colleges.

In order to compare the organisational climate of colleges in Mizoram in relation to their gender, streams of education, and management, the following hypothesis was formulated:

Hypothesis 1: There is no significant relationship between leadership behaviour of college teachers and organisational climate of colleges in Mizoram in relation to their:

- Gender
- Stream of education
- Management of college

To attain hypothesis 1, the following hypotheses was framed as:

Hypothesis 1.1: There is no significant difference between the organisational climates of degree colleges in Mizoram in relation to their gender.

Hypothesis 1.2: There is no significant difference between the organisational climate of degree colleges in Mizoram with respect to their streams of education.

Hypothesis 1.3: There is no significant difference between the organisational climate of degree colleges in Mizoram with respect to their management of college.

In order to compare the organisational climate of colleges in Mizoram with respect to their gender, the following hypothesis was formulated:

Hypothesis 1: There is no significant difference between the organisational climate of colleges in Mizoram in relation to their gender.

Table 4.23

Comparison of the Organisational climate of colleges in relation to their gender

Factors of Organisational Climate	Mean		Standard Deviation		z-value
	Male	Female	Male	Female	
Factor 1 : Results, Rewards and Interpersonal Relations	37.07	37.11	5.63	6.14	
Factor 2 : Organisational Processes	32.58	32.10	5.70	6.63	
Factor 3 : Clarity of Roles and Sharing of Information	16.43	18.80	2.69	3.03	0.899
Factor 4 : Altruistic Behaviour	5.35	5.63	1.50	1.56	
Total Organisational Climate	91.65	90.16	11.25	13.59	

Figure 4.23

Comparison of the Organisational climate of colleges in relation to their gender
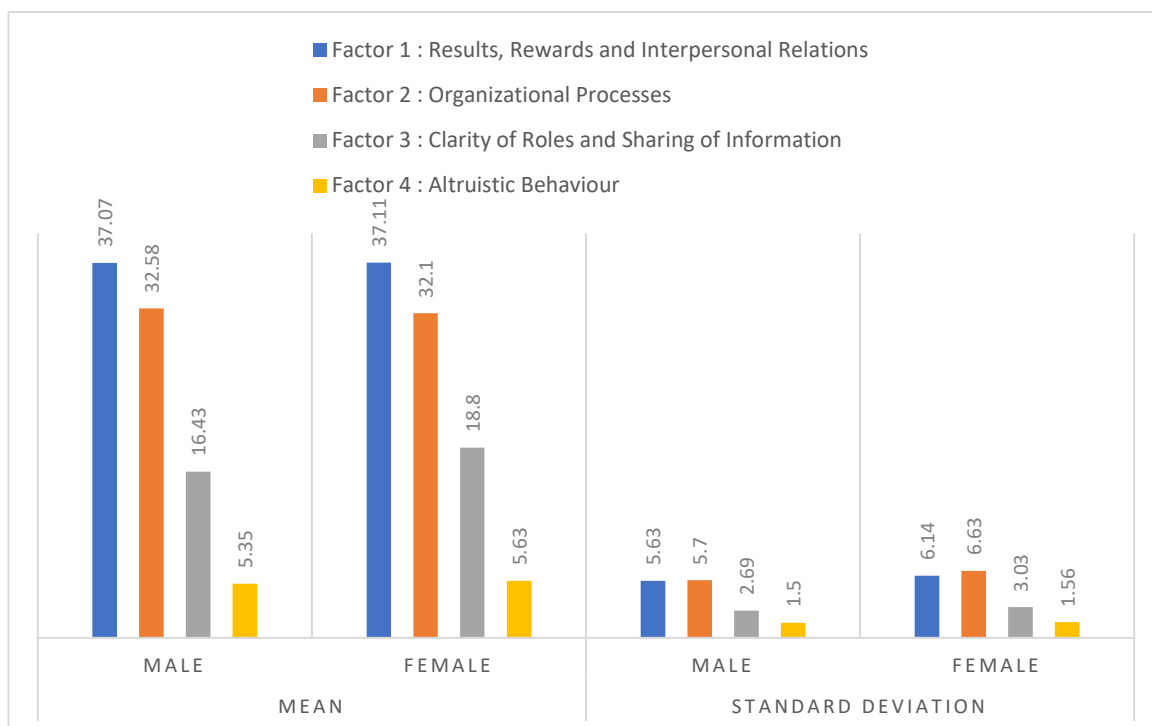
As depicted in Table 4.23 and Figure 4.23, the t-value of male and female teachers of colleges in Mizoram is lower as compared to the 0.05 level of significance. The Z-value of 0.899 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). The findings show that there is no significant difference in organisational climate as perceived by male and female teachers of colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organisational climates of degree colleges in Mizoram in relation to their gender*' is accepted. It can also be revealed that the mean score of male teachers (91.65) is higher than the mean score of female teachers (90.96), which means that male teachers feel their organisational climate is more favourable than that of female teachers of colleges in Mizoram.

In order to compare the organisational climate of colleges in Mizoram in relation to streams of education, the following hypothesis was formulated:

Hypothesis 1.2: There is no significant difference between the organisational climate of colleges in Mizoram in relation to streams of education.

Table 4.24

Comparison of the Organisational climate of colleges with respect to streams

Factors of Organisational Climate	Mean		Standard Deviation		z-value
	Arts	Science	Arts	Science	
Factor 1 : Results, Rewards and Interpersonal Relations	37.20	36.83	6.22	5.09	
Factor 2 : Organisational Processes	32.87	31.18	6.77	4.48	
Factor 3 : Clarity of Roles and Sharing of Information	16.74	16.37	3.04	2.46	0.73
Factor 4 : Altruistic Behaviour	5.56	5.35	1.54	1.52	
Total Organisational Climate	91.86	89.81	13.62	9.59	

Figure 4.24

Comparison of the Organisational climate of colleges with respect to streams
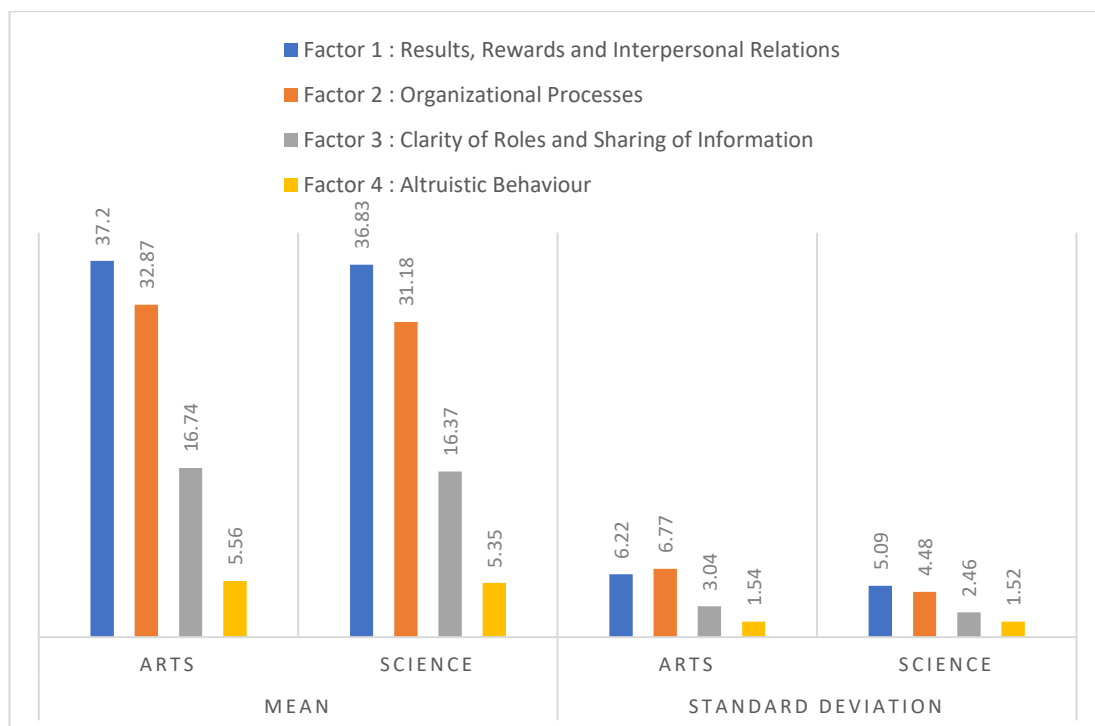
As depicted in Table 4.24 and Figure 4.24, the Z-value of arts and science teachers in colleges in Mizoram (0.73) is lower as compared to the 0.05 level of significance. The Z-value of 0.73 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). The findings of the study show that there is no significant difference in the organisational climate as perceived by arts and science teachers in colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organisational climate of colleges in Mizoram in relation to their streams of education*' is accepted. It can also be revealed that the mean score of arts college teachers (91.86) is higher than the mean score of science teachers (89.81), which means that arts teachers feel their organisational climate is more favourable than that of science teachers in degree colleges in Mizoram. It can also be said that in both streams (arts and science), teachers experience and perceive their college organisational climate as open and conducive.

In order to compare the organisational climate of degree colleges in Mizoram with respect to their management of colleges, the following hypothesis was formulated:

Hypothesis 1.3: There is no significant difference between the organisational climate of degree colleges in Mizoram in relation to their management of colleges.

Table 4.25

Comparison of the Organisational climate of colleges with respect to management of colleges

Factors of Organisational Climate	Mean		Standard Deviation		z-value
	Govt.	Private	Govt.	Private	
Factor 1 : Results, Rewards and Interpersonal Relations	37.06	36.74	6.19	5.77	
Factor 2 : Organisational Processes	32.66	31.73	6.19	6.07	
Factor 3 : Clarity of Roles and Sharing of Information	16.65	16.59	3.02	2.54	0.58
Factor 4 : Altruistic Behaviour	5.31	5.89	1.56	1.41	
Total Organisational Climate	91.57	90.75	13.33	9.80	

Figure 4.25

Comparison of the Organisational climate of colleges with respect to management
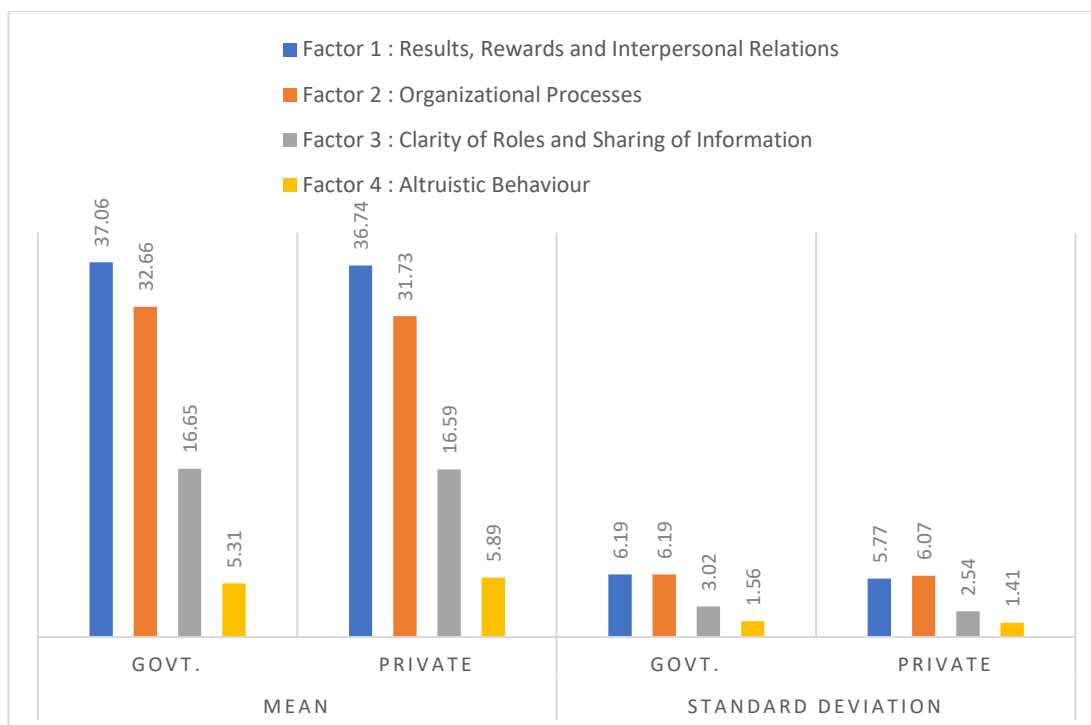
As depicted in Table 4.25 and Figure 4.25, the Z-value of government and private colleges in Mizoram (0.58) is lower as compared to the 0.05 level of significance. The Z-value of 0.58 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). This shows that there is no significant difference in organisational climate between government and private colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organisational climate of degree colleges in Mizoram in relation to their management of colleges*' is accepted. It can also be revealed that the mean score of government college teachers (91.86) is higher than the mean score of private college teachers (89.81), which means that government degree college teachers feel their organisational climate is more favourable than that of private college teachers in Mizoram. It can also be said that in government and private colleges, teachers experience and perceive their college's organisational climate as open and conducive.

4.4: To examine the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their:

- Gender
- Streams of education
- Management of colleges

4.4.1: To examine the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their gender.

To attain objective 4.4.1, the following hypotheses were framed as:

1. There is no significant relationship between leadership behavior and the organisational climate of degree colleges in Mizoram as perceived by male teachers.

2. There is no significant relationship between leadership behavior and the organisational climate of degree colleges in Mizoram as perceived by female teachers.

Table 4.26

Leadership behaviour and organisational climate with respect to gender

(male and female)

Variables	MALE				FEMALE			
	N	M	SD	r	N	M	SD	r
Leadership Behaviour	118	152.36	21.39	0.266	132	150.77	21.04	0.043
Organisational Climate	118	91.16	11.25		132	90.96	13.59	

Figure 4.26

Leadership behaviour and organisational climate with respect to gender

(male and female)

As depicted in Table 4.26 and Figure 4.26, the calculated mean and standard deviation of leadership behaviour as perceived by male teachers are 152.3 and 21.39, and the organisational climate of degree colleges in Mizoram is 91.16 and 11.25, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is 0.266. Since the 'r' score of 0.266 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by male teachers, there is a positive significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram as perceived by male teachers'* is rejected. It can be said that the leadership behaviour of the college principals was affected by the organisational climate of the colleges, and in turn, the organisational climate of the degree colleges also influenced and affected the leadership behaviors of colleges. The result implies that the leadership behaviour of college principals tends to increase the conducive organisational climate of the colleges. A good leader or principal can be able to create a conducive and favourable organisational climate for the teacher's effectiveness. However, the unfortunate leader can also be able to create an unfriendly and unfavorable climate for the teacher's effectiveness.

Table 4.26 and Figure 4.26 also provides the calculated mean and standard deviation of leadership behaviour as perceived by female teachers, which are 150.77 and 21.04, and the organisational climate, which is 90.96 and 13.59, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is 0.043. Since the 'r' score of 0.043 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance) as perceived by female teachers, there is no significant relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram as perceived by female teachers'* is accepted.

4.4.2: To examine the relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram in relation to their streams of management.

To attain objective (4.4.2), the following hypotheses were framed as:

1. There is no significant relationship between leadership behaviour and the organisational climate in Mizoram relating to arts teachers.

2. There is no significant relationship between leadership behaviour and the organisational climate in Mizoram relating to science teachers.

Table 4.27

Leadership behaviour and organisational climate of degree colleges in Mizoram in relation to streams of education

Variables	Arts				Science			
	N	M	SD	r	N	M	SD	r
Leadership Behaviour	172	151.26	19.39	0.099	78	152.64	18.77	0.081
Organisational Climate	172	91.86	13.61		78	89.80	9.59	

Figure 4.27

Leadership behaviour and organisational climate of degree colleges in Mizoram in relation to streams of management
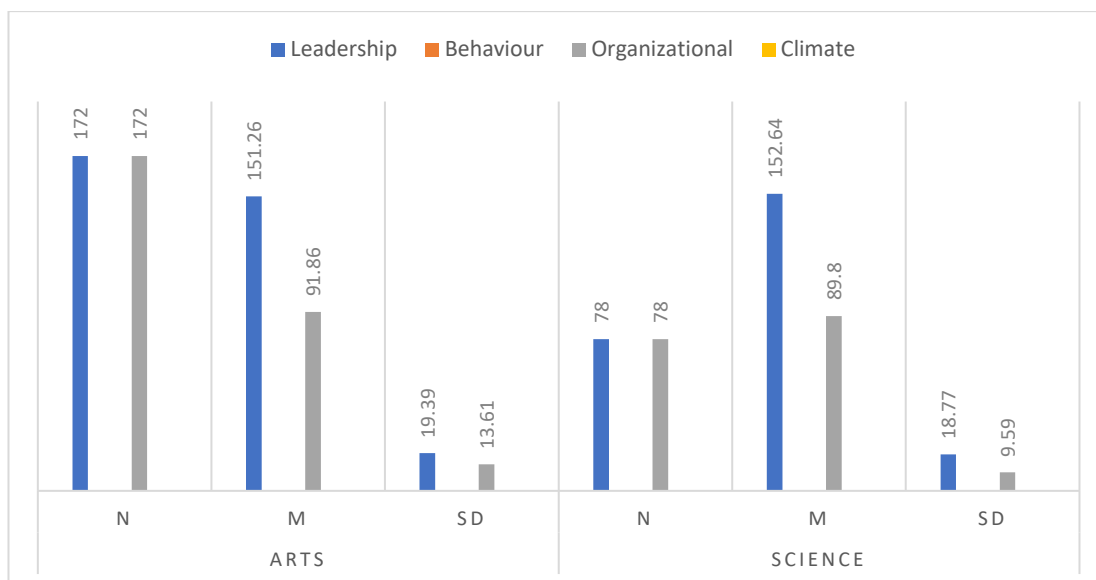
The above Table 4.27 and Figure 4.27 shows that the calculated mean and standard deviation of leadership behaviour as perceived by arts teachers are 151.26 and 19.39, and the organisational climate is 91.86 and 13.61, respectively. The calculated value of the correlation between leadership behaviour and organisational climate among arts college teachers is .099. Since the 'r' score of .099 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be co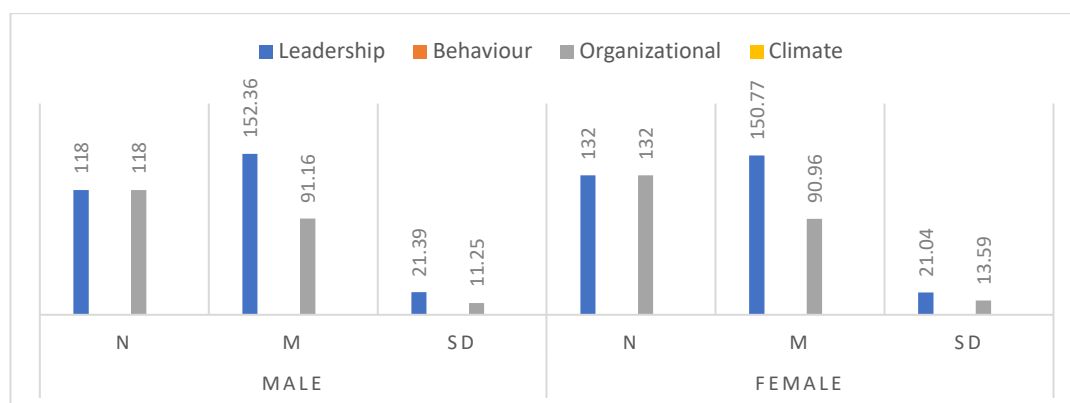ncluded that (at the 0.05 level of significance), as perceived by the arts teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram relating to arts teachers*' is accepted. It can be said that leadership behaviour does not influence or affect the organisational climate of the institution. In reverse, it can also be said that the organisational climate of degree colleges in Mizoram does not influence or affect the principal leadership behaviour. As perceived by the teachers, the behavioral practices of their principals do not influence their working conditions.

As shown in Table 4.27 and Figure 4.27, the calculated mean and standard deviation of leadership behaviour as perceived by science teachers are 152.64 and

18.77, and organisational climate is 89.80 and 9.59, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is .081. Since the 'r' score of .081 is lower than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the science teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram relating to science teachers'* is accepted. It can be said that, as perceived by the science teachers, the behaviour that has been practiced by their principals does not influence or affect their college's working climate. The college's organisational climate will not be able to influence or affect the principal's leadership behaviour either. It can also be said that the science teachers were satisfied and content with their principals' leadership behaviour and their college's organisational climate.

4.4.3: To examine the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their management of colleges.

To attain objective 4.4.3, the following hypotheses were framed as:

1. *There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by government degree college teachers.*

2. *There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by private degree college teachers.*

Table 4.28

Leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their management of colleges (government and private)

Variables	Government				Private			
	N	M	SD	r	N	M	SD	r
Leadership Behaviour	170	151.39	19.86	0.001	80	153.9	17.19	0.126
Organisational Climate	170	91.57	13.33		80	90.75	9.79	

Figure 4.28

Leadership behaviour and organisational climate of degree colleges in Mizoram

in relation to their management of colleges (government and private)
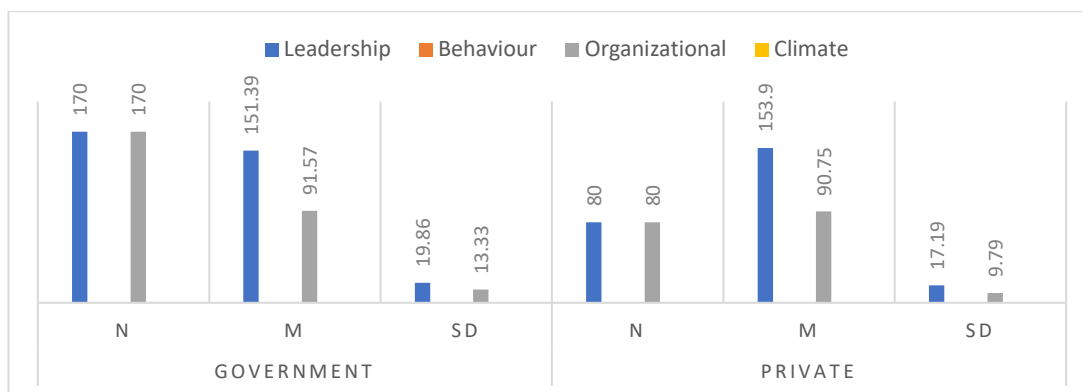
As depicted in Table 4.28 and Figur 4.28, the calculated mean and standard deviation of the leadership behaviour of government degree colleges are 151.39 and 19.86, and the organisational climate is 91.57 and 13.33, respectively. The calculated value of the correlation between leadership behaviour and organisational climate in degree colleges in Mizoram is .001. Since the 'r' score of .001 is lower than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the government college teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by government degree college teachers*' is accepted. It can also be said that, as perceived by the government college teachers, their principals' leadership has not influenced or affected their college organisational climate, and their college organisational climate was also not affected or influenced by the behaviour practiced by their principals.

As shown in Table 4.28 Figure 4.28, it can also be seen that the calculated mean and standard deviation of the leadership behaviour of private degree colleges in Mizoram are 153.9 and 17.19, and the organisational climate is 90.75 and 9.79, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is .126. Since the 'r' score of 0.126 is larger than the critical

value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by private college teachers, there is a significant positive relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by private degree college teachers'* is rejected. As perceived by private degree colleges, their principal behaviour has been affected by the organisational climate that has existed. In the same way, the behaviour that has been practiced by the principal has also influenced and affected the working climate of the colleges and the teachers' satisfaction itself.

4.5: To examine the relationship between job satisfaction of degree college teachers and the organisational climate of degree colleges in Mizoram in relation to their –

– Gender

– Streams of education

– Management of colleges

4.5.1: To examine the relationship between job satisfaction of degree college teachers and the organisational climate of degree colleges in Mizoram in relation to their gender, the following hypotheses were framed:

1. *There is no significant relationship between job satisfaction of degree college teachers and the organisational climate of degree colleges in Mizoram in relation to male teachers.*

2. *There is no significant relationship between job satisfaction of degree college teachers and the organisational climate of degree colleges in Mizoram in relation to female teachers.*

Table 4.29

Job Satisfaction of teachers and Organisational Climate in relation to their gender (Male & Female)

Variables	MALE				FEMALE			
	N	M	SD	r	N	M	SD	r
Organisational Climate	118	91.16	11.25	0.218	132	90.96	13.59	0.003
Job Satisfaction	118	74.57	12.48		132	69.11	9.22	

Figure 4.29

Job Satisfaction of teachers and Organisational Climate in relation to their gender

(Male & Female)

As shown in Table 4.29 and Figure 4.29, the calculated mean of job satisfaction and organisational climate for male teachers is 91.16 and 90.96. The coefficient of correlation between job satisfaction and the organisational climate of male teachers is 0.218. Since the 'r' score of 0.218 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by male teachers, there is a significant positive relationship between job satisfaction and organisational climate of degree colleges in Mizoram. So, the hypothesis *'There is no significant relationship between job satisfaction and the*

organisational climate of degree colleges in Mizoram in relation to males' is rejected. It means that job satisfaction and the organisational climate of degree colleges in Mizoram are interrelated. The higher the job satisfaction, the higher the organisational climate of male teachers, or the lower the job satisfaction, the lower the organisational climate of the male teachers of degree colleges in Mizoram.

The above Table 4.29 and Figure 4.29 show that the calculated mean of job satisfaction and organisational climate for female teachers is 90.96 and 13.59, respectively. The coefficient of correlation between job satisfaction and the organisational climate of female teachers is 0.003. Since the 'r' score of 0.003 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by female college teachers, there is no significant relationship between job satisfaction and job satisfaction of degree colleges in Mizoram. So, the hypothesis *'There is no significant relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to females'* is accepted. It means that the job satisfaction of female teachers does not correlate with the organisational climate of degree colleges in Mizoram. So, job dimensions such as job-intrinsic statements, job-abstract statements, and job-extrinsic statements like psycho-social, economic, and community/national growth are not much related to organisational climate dimensions like results, rewards and interpersonal relations, organisational processes, clarity of roles and sharing of information, and altruistic behaviour. Moreover, from the findings of the study, it can also be said that there is a slight relationship between job satisfaction and organisational climate as perceived by female teachers.

So, it can be concluded that male teachers' job satisfaction is influenced by the organisational climate, and in turn, the organisational climate of the degree colleges in Mizoram has also influenced the job satisfaction of degree college teachers in Mizoram. So, female teachers' job satisfaction is not influenced by the organisational climate of degree colleges in Mizoram.

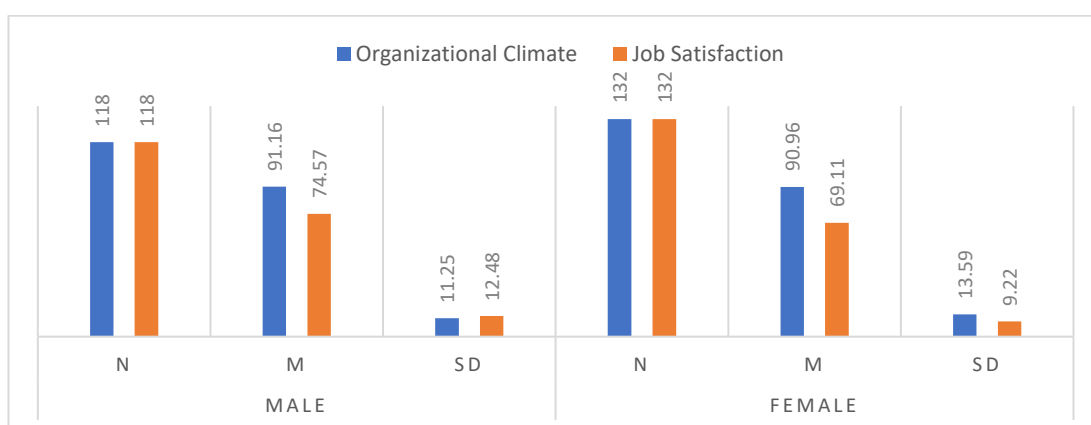**4.5.2:** To examine the relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to their streams of education.

To attain objective 4.5.2, the following hypotheses were framed as

1. *There is no significant relationship between job satisfaction and the organisational climate of arts degree colleges in Mizoram.*
2. *There is no significant relationship between job satisfaction and the organisational climate of science degree colleges in Mizoram.*

Table 4.30

Job Satisfaction and Organisational Climate in relation to their streams of education (Arts & Science)

Variables	*Arts*				*Science*			
	N	**M**	**SD**	**r**	**N**	**M**	**SD**	**r**
Job Satisfaction	172	91.86	13.62	0.122	78	75.73	10.83	0.286
Organisational Climate	172	69.04	10.92		78	89.81	9.59	

Figure 4.30

Job Satisfaction and Organisational Climate in relation to their streams of education (Arts & Science)

The above Table 4.30 and Figure 4.30 shows that the calculated mean and standard deviation of job satisfaction of arts teachers are 91.86 and 13.62, and organisational climate is 69.04 and 10.92. The calculated value of the correlation between job satisfaction and organisational climate is 0.122. Since the 'r' score of 0.122 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by arts teachers, there is no significant relationship between job satisfaction and organisational climate of degree colleges in Mizoram. It means that no significant relationship is found between job satisfaction among arts degree college teachers and the organisational climate of degree colleges in Mizoram. So, the hypothesis *'There is no significant relationship between job satisfaction and the organisational climate of arts degree colleges in Mizoram'* is accepted. It can be said that the job satisfaction of arts college teachers is not affected by the organisational climate of degree colleges, and it can also be said that the organisational climate of colleges does not influence the job satisfaction of arts teachers.

The above Table 4.30 and Figure 4.30 indicate that the calculated mean and standard deviation of science teachers are 75.73 and 10.83, and the organisational climate is 89.81 and 9.59. The calculated value of the correlation between job satisfaction of science teachers and organisational climate is 0.286. Since the 'r' score of 0.286 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by science college teachers, there is a significant positive relationship between job satisfaction and organisational climate of degree colleges in Mizoram. It means that there is a significant correlation between the job satisfaction of science teachers and the organisational climate of degree colleges in Mizoram. So, the hypothesis *'There is no significant relationship between job satisfaction and the organisational climate of science degree colleges in Mizoram'* is rejected. As per the results, it can be said that if job satisfaction is higher, the organisational climate becomes higher, or if job satisfaction is lower, the organisational climate also becomes lower. The job satisfaction of science teachers was affected by organisational climate factors like interpersonal relations, organisational processes of their colleges, clarity of roles, and

altruistic behaviour amongst their colleagues. The organisational climate of degree colleges in Mizoram, as perceived by science teachers, is also affected and made more conducive by job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, social circle, salary, allowance, quality of life, and national economy. An organisation that creates a good and conducive climate has to increase the degree of job satisfaction among its employees.

4.5.3: To examine the relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to their management of colleges.

To attain objective 4.5.3, the following hypotheses were framed as –

1. *There is no significant relationship between job satisfaction and the organisational climate of government degree colleges in Mizoram.*

2. *There is no significant relationship between job satisfaction and the organisational climate of private degree colleges in Mizoram.*
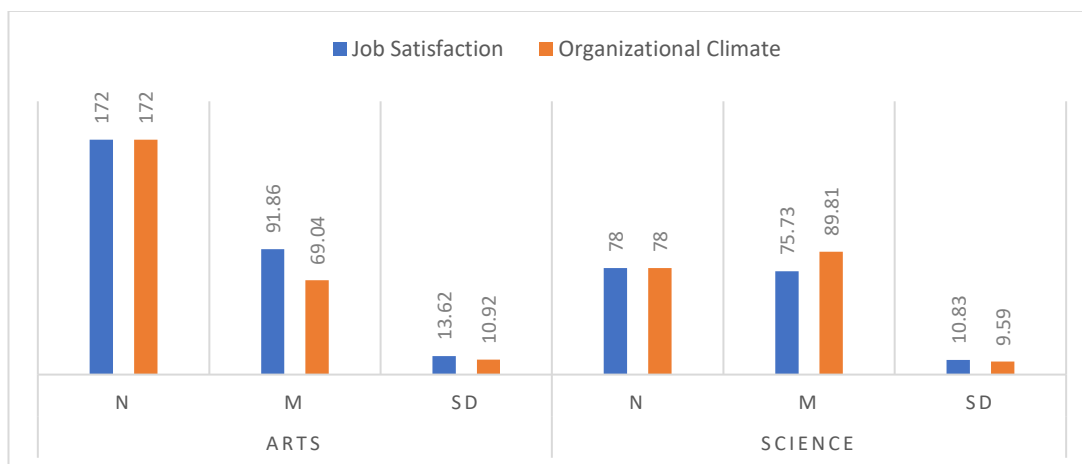
Table 4.31

Job Satisfaction and Organisational Climate in relation to management of colleges

Variables	*Government*				*Private*			
	N	M	SD	r	N	M	SD	r
Job Satisfaction	170	73.26	11.30	0.019	80	67.46	10.60	0.164
Organisational Climate	170	91.57	13.33		80	90.75	9.80	

Figure 4.31

Job Satisfaction and Organisational Climate in relation to management of colleges
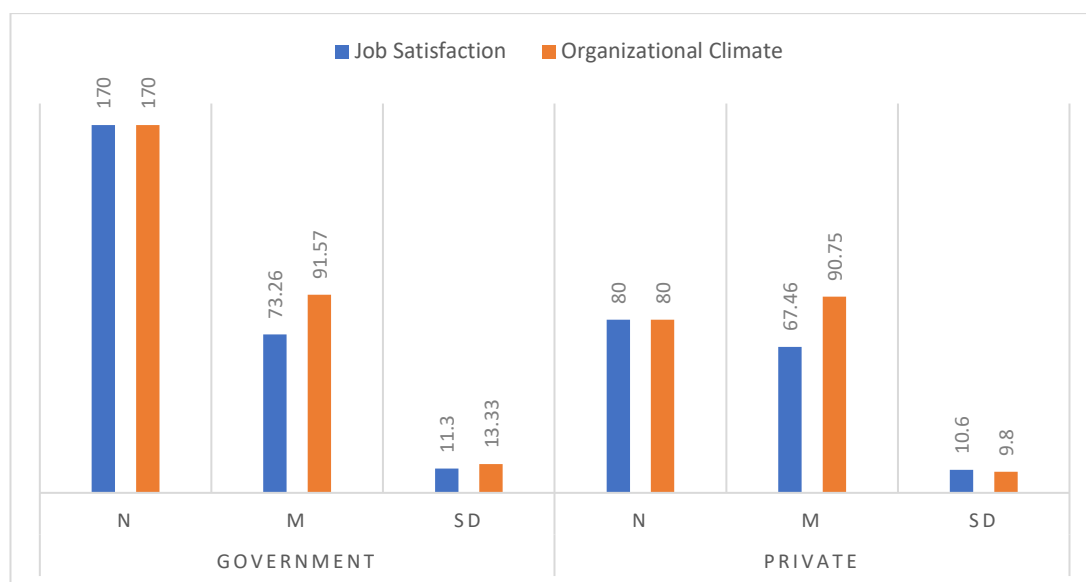
The above Table 4.31 and Figure 4.31 show that the calculated mean and standard deviation of job satisfaction of government degree college teachers are 73.26 and 11.30, and organisational climate is 91.57 and 13.33. The calculated value of the correlation between job satisfaction and organisational climate is 0.019. Since the 'r' score of 0.019 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the government college teachers, there is no significant relationship between job satisfaction and organisational climate of degree colleges in Mizoram. This means that there is no significant relationship between teachers' job satisfaction and the organisational climate of degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between job satisfaction and the organisational climate of government degree colleges in Mizoram*' is accepted. In government degree colleges, teachers' job satisfaction is not affected by the organisational climate of the colleges. So, the job satisfaction of government college teachers was not affected and influenced by organisational climate factors like interpersonal relations, organisational processes, clarity of roles, and altruistic behaviours amongst colleagues. At the same time, the organisational climate, as perceived by the teachers, is also not affected and influenced

by job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, social circle, salary, and allowances.

Table 4.31 and Figure 4.31 also provide the calculated mean and standard deviation of job satisfaction of private degree college teachers, i.e., 67.46 and 10.60, and organisational climate, i.e., 90.75 and 9.80. The calculated value of the correlation between job satisfaction and organisational climate is 0.164. Since the 'r' score of 0.164 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by private college teachers, there is a significant positive relationship between job satisfaction and leadership behaviour of degree colleges in Mizoram. It means that there is a significant positive relationship between job satisfaction and organisational climate. So, the hypothesis '*There is no significant relationship between job satisfaction and the organisational climate of private degree colleges in Mizoram*' is rejected. As perceived by private degree colleges, organisational climate factors like interpersonal relations, organisational processes, clarity of roles, and altruistic behaviour have affected or influenced their job satisfaction. Job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, etc. have also influenced and affected the organisational climate of the college.

4.6: To examine the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their-
  – Gender
  – Streams of education
  – Management of colleges

4.6.1: To examine the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their gender.

To attain objective 4.6.1, the following hypotheses were framed as:

1. *There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by male teachers.*

2. *There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by female teachers.*

Table 4.32

Leadership behaviour and job satisfaction in relation to their gender (Male and Female)

Variables	MALE				FEMALE			
	N	M	SD	r	N	M	SD	r
Leadership Behaviour	118	152.35	21.39	.397	132	150.77	21.04	0.017
Job satisfaction	118	74.56	12.48		132	69.11	9.21	

Figure 4.32

Leadership behaviour and job satisfaction in relation to their gender (Male and Female)

As depicted in Table 4.32 and Figure 4.32, the calculated mean and standard deviation of leadership behaviour as perceived by male teachers are 152.35 and 21.39, and job satisfaction is 74.56 and 12.48, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction is 0.397. Since the 'r' score of 0.397 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the male college teachers, there is a significant positive relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis

'There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by male teachers' is rejected. This study, as perceived by male teachers, signifies that effective and supportive principals tend to lead to increased teachers' job satisfaction. This study also revealed that principals play a very important role in teachers' job satisfaction. Teachers' job satisfaction and principals' leadership behaviour are the two important factors in creating a conducive working environment in colleges. According to the findings of the study, it can be seen that the principals of degree colleges in Mizoram have influenced the teachers' performances and their satisfaction.

As shown in Table 4.32 and Figure 4.32, the calculated mean and standard deviation of leadership behaviour as perceived by female teachers are 150.77 and 21.04, and job satisfaction is 69.11 and 9.21, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction among female teachers is 0.017. Since the 'r' score of 0.017 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by female college teachers, there is no significant positive relationship between leadership behaviour and job satisfaction. So, the null hypothesis *'There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by female teachers'* is accepted. It means that, as perceived by the female teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that female teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

4.6.2: To examine the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their streams of education

To attain objective 4.6.2, the following hypotheses were framed as:

1. *There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by arts teachers.*
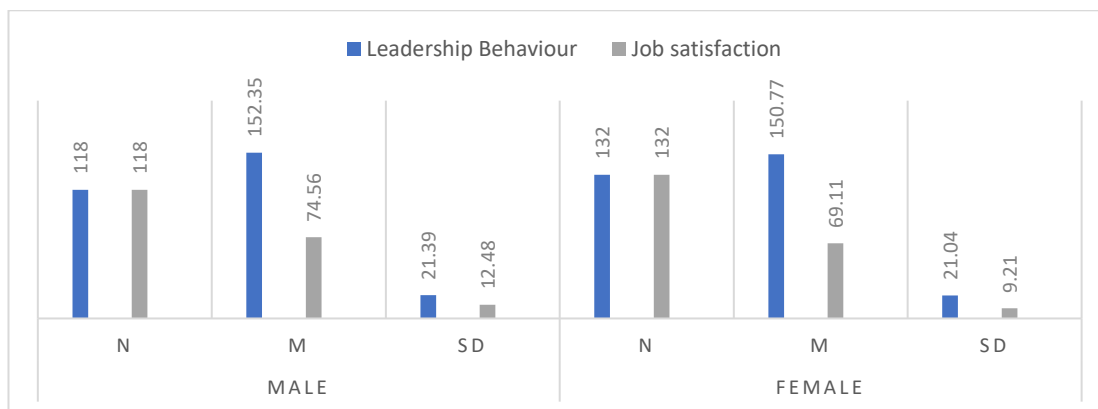
2. There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by science teachers.

Table 4.33

Leadership behaviour and job satisfaction of degree colleges in Mizoram in relation to streams of education

Variables	Arts				Science			
	N	M	SD	r	N	M	SD	r
Leadership Behaviour	172	151.26	19.39	0.239	78	152.64	18.77	0.357
Job Satisfaction	172	69.04	10.92		78	75.73	10.83	

Figure 4.33

Leadership behaviour and job satisfaction of degree colleges in Mizoram in relation to streams of education

The above Table 4.33 and Figure 4.33 shows that the calculated mean and standard deviation of leadership behaviour as perceived by arts teachers are 152.25 and 19.39, and job satisfaction is 69.04 and 10.92, respectively. The calculated value

of the correlation between leadership behavior and job satisfaction is 0.239. Since the 'r' score of 0.239 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the arts college teachers, there is a significant positive relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. This means that a significant relationship is found between leadership behavior and job satisfaction among arts teachers. So, the null hypothesis *'There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by arts teachers'* is rejected. The findings of the study indicate that effective and supportive principals tend to increase teachers' job satisfaction. The results of the study also show that the principals of colleges play an important role in the satisfaction of teachers in their jobs. It can also be said that the satisfaction of teachers increases when the principals' behavioral practices become healthier. So, the job satisfaction of teachers has to influence the working conditions and the student's learning outcomes; if it is so, the principals play a crucial role in the development of the whole academic setting.

As shown in Table 4.33 and Figure 4.33, the calculated mean and standard deviation of leadership behaviour as perceived by science teachers are 152.64 and 18.77, and the job satisfaction is 75.73 and 10.83, respectively. The calculated value of the correlation between leadership behavior and job satisfaction is 0.357. Since the 'r' score of 0.357 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the science college teachers, there is a significant positive relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by science teachers'* is rejected. It can be said that, as perceived by the science teachers, the behaviour that has been practiced and exercised by the principals has much influence and affects the satisfaction of the job. So, it can also be said that the principals of degree colleges in Mizoram, as perceived by science teachers, play a pivotal role in the satisfaction of teachers, and not only this, but they have also influenced students' achievement and the development

of the institution. If the teachers are not satisfied with their job, they are unable to offer their best. Meanwhile, the role practiced by the principals can cause many problems in relation to the teachers, the college climate, and the development of the college itself.

4.6.3: To examine the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their management of colleges

To attain objective 4.6.3, the following hypothesis were framed as:

1. *There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by government college teachers.*

2. *There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by private college teachers.*
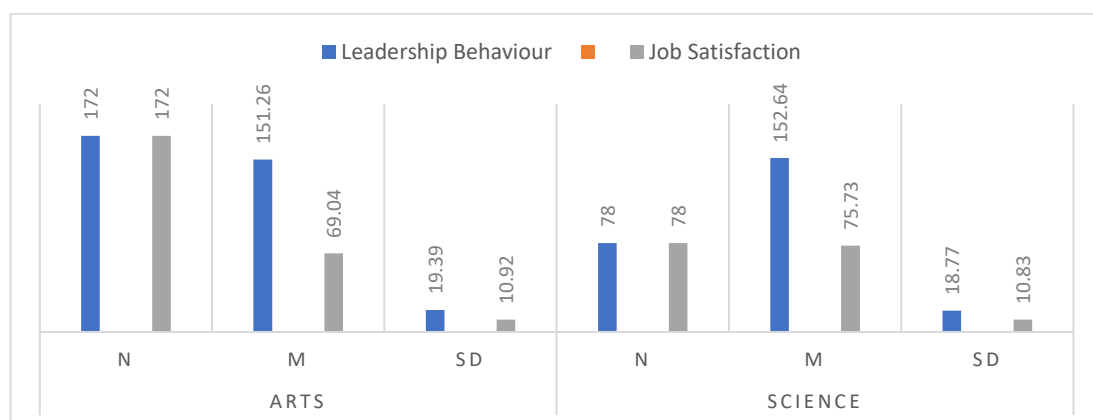
Table 4.34

Leadership behaviour and job satisfaction of degree colleges in Mizoram in relation to management of colleges

Variables	Government				Private			
	N	M	SD	r	N	M	SD	r
Leadership Behaviour	170	151.39	19.86	0.023	80	153.9	17.19	0.016
Job satisfaction	170	73.26	11.25		80	64.46	10.60	

Figure 4.34

Leadership behaviour and job satisfaction of degree colleges in Mizoram in relation to management of colleges
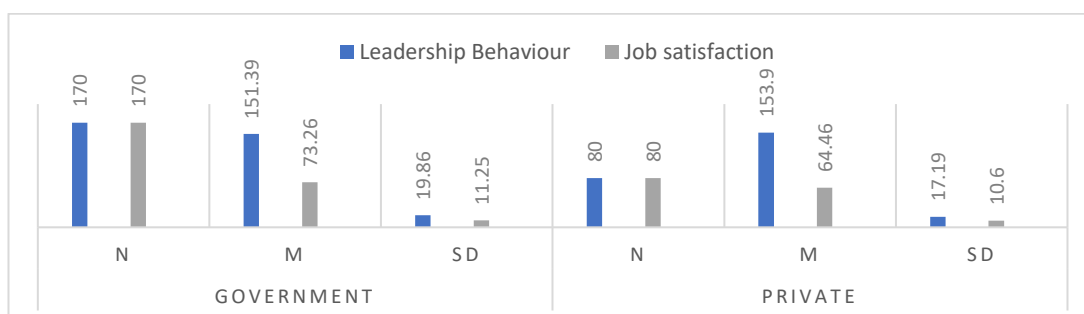
As shown in Table 4.34 and Figure 4.34, the calculated mean and standard deviation of leadership behaviour as perceived by the government-degree college teachers are 151.39 and 19.86, and job satisfaction is 73.26 and 11.25, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction among female teachers is 0.023. Since the 'r' score of 0.023 is lower than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the government college teachers, there is no significant correlation between leadership behaviour and job satisfaction of degree colleges in Mizoram. This result signifies that no relationship is found between leadership behaviour and job satisfaction among government-degree college teachers in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by government college teachers'* is accepted. It means that, as perceived by the government college teachers, the different types of behaviors that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that government college teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

As depicted in Table 4.34 and Figure 4.34, the calculated mean and standard deviation of leadership behaviour as perceived by private degree college teachers are 153.9 and 17.19, and job satisfaction is 67.46 and 10.60, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction among female teachers is 0.016. Since the 'r' score of 0.016 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the private college teachers, there is no significant correlation between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by private teachers'* is accepted. It means that, as perceived by the private college teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that private college teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

4.7: To identify the relationship between leadership behaviour, job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:

- Gender
- Streams of education
- Management of college

4.7.1: Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram in relation to their gender.

To attain objective 4.7.1, the following hypotheses were framed as:

1. *There is no significant relationship between leadership behaviour, job satisfaction and organisational climate as perceived by male teachers.*

2. *There is no significant relationship between leadership behaviour, job satisfaction and organisational climate as perceived by female teachers.*

Table 4.35

Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram as perceived by male teachers

	Leadership behaviour	**Organisational climate**	**Job satisfaction**
Leadership behaviour	1		
Job satisfaction	0.397	1	
Organisational climate	0.267	0.218	1

As depicted in Table 4.35, the correlation 'r' score between leadership behaviour and job satisfaction is 0.397, which indicates that there is a moderate correlation between leadership behaviour and job satisfaction as perceived by male teachers of degree colleges in Mizoram. Since the 'r' score of 0.397 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by male teachers, there is a significant positive

correlation between leadership behaviour and job satisfaction in degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction as perceived by male teachers*' is rejected.

As shown in Table 4.35, the correlation 'r' score between leadership behaviour and organisational climate is 0.267, which indicates that there is a significant positive correlation between leadership behaviour and organisational climate as perceived by male teachers of degree colleges in Mizoram. Since the 'r' score of 0.267 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by male teachers, there is a significant positive correlation between leadership behaviour and job satisfaction in degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate as perceived by male teachers*' is rejected.

As depicted in Table 4.35, the correlation 'r' score between job satisfaction and organisational climate is 0.218, which indicates that there is a significant positive correlation between job satisfaction and organisational climate as perceived by male teachers of degree colleges in Mizoram. Since the 'r' score of 0.267 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by male teachers, there is a significant positive relationship between job satisfaction and organisational climate in degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between job satisfaction and organisational climate as perceived by male teachers*' is rejected.

Table 4.36

Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram as perceived by female teachers

	Leadership behaviour	Organisational climate	Job satisfaction
Leadership behaviour	1		
Job satisfaction	0.018	1	
Organisational climate	0.042	0.003	1

As depicted in Table 4.36, the correlation 'r' score between leadership behaviour and job satisfaction is 0.018, which indicates that there is no significant correlation between leadership behaviour and job satisfaction as perceived by female teachers of degree colleges in Mizoram. Since the 'r' score of 0.018 is smaller than the critical value given in the Table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by female teachers, there is no significant correlation between leadership behaviour and job satisfaction in degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction as perceived by female teachers'* is accepted.

As shown in Table 4.36, the correlation 'r' score between leadership behaviour and organisational climate is 0.042, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by female teachers of degree colleges in Mizoram. Since the 'r' score of 0.042 is smaller than the critical value given in the Table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by female teachers, there is no significant correlation between leadership behaviour and organisational climate in degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate as perceived by female teachers'* is accepted.

As shown in Table 4.36, the correlation 'r' score between job satisfaction and organisational climate is 0.003, which indicates that there is no correlation between job satisfaction and organisational climate as perceived by female teachers of degree colleges in Mizoram. Since the 'r' score of 0.003 is smaller than the critical value given in the Table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by female teachers, there is no significant correlation between job satisfaction and organisational climate in degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between job satisfaction and organisational climate as perceived by female teachers'* is accepted.

4.7.2: Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram in relation to their streams of education

To attain objective 4.7.2, the following hypotheses were framed as:

1. *There is no significant relationship between leadership behaviour, job satisfaction and organisational climate as perceived by arts teachers.*

2. *There is no significant relationship between leadership behaviour, job satisfaction and organisational climate as perceived by science teachers.*

Table 4.37

Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram as perceived by arts teachers

	Leadership behaviour	Organisational climate	Job satisfaction
Leadership behaviour	1		
Job satisfaction	0.239	1	
Organisational climate	0.099	0.112	1

As depicted in Table 4.37, the correlation 'r' score between leadership behaviour and job satisfaction is 0.239. Since the 'r' score of 0.239 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by arts teachers, there is a significant positive correlation between leadership behaviour and job satisfaction in arts degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction as perceived by arts teachers' is rejected.*

As shown in Table 4.37, the correlation 'r' score between leadership behaviour and organisational climate is 0.099. Since the 'r' score of 0.099 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by arts teachers, there is no significant linear correlation between leadership behaviour and organisational climate in arts degree

colleges in Mizoram. So, the hypothesis '*There is no significant relationship between leadership behaviour and organisational climate as perceived by arts teachers' is accepted.*

As shown in Table 4.37, the correlation 'r' score between job satisfaction and organisational climate is 0.112. Since the 'r' score of 0.112 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by arts teachers, there is no significant correlation between job satisfaction and organisational climate in arts degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between job satisfaction and organisational climate as perceived by arts teachers' is accepted.*

Table 4.38

Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram as perceived by science teachers

	Leadership behaviour	Organisational climate	Job satisfaction
Leadership behaviour	1		
Job satisfaction	0.345	1	1
Organisational climate	0.093	0.286	1

As depicted in Table 4.38, the correlation 'r' score between leadership behaviour and job satisfaction is 0.345, which indicates that there is a significant positive correlation between leadership behaviour and job satisfaction as perceived by science teachers of degree colleges in Mizoram. Since the 'r' score of 0.345 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by science teachers, there is a significant positive relationship between leadership behaviour and job satisfaction in science degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction as perceived by science teachers' is rejected.*

As shown in Table 4.38, the correlation 'r' score between leadership behaviour and organisational climate is 0.093, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by science teachers of degree colleges in Mizoram. Since the 'r' score of 0.093 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by science teachers, there is no significant linear correlation between leadership behaviour and organisational climate in science degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between leadership behaviour and organisational climate as perceived by science teachers*' is accepted.

As shown in Table 4.38, the correlation 'r' score between job satisfaction and organisational climate is 0.286, which indicates that there is a significant positive correlation between job satisfaction and organisational climate as perceived by science teachers of degree colleges in Mizoram. Since the 'r' score of 0.286 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by science teachers, there is a significant positive correlation between job satisfaction and organisational climate in science degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between job satisfaction and organisational climate as perceived by science teachers*' is rejected.

4.7.3: Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram in relation to their management of colleges

To attain objective 4.7.2, the following hypotheses were framed as:

1. *There is no significant relationship between leadership behaviour, job satisfaction and organisational climate as perceived by government college teachers.*

2. *There is no significant relationship between leadership behaviour, job satisfaction and organisational climate as perceived by private college teachers.*

Table 4.39

Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram as perceived by government degree college teachers

	Leadership behaviour	Organisational climate	Job satisfaction
Leadership behaviour	1		
Job satisfaction	0.023	1	
Organisational climate	0.001	0.020	1

As depicted in Table 4.39, the correlation 'r' score between leadership behaviour and job satisfaction is 0.023, which indicates that there is no significant correlation between leadership behaviour and job satisfaction as perceived by government degree teachers in Mizoram. Since the 'r' score of 0.023 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by government teachers, there is no significant correlation between leadership behaviour and job satisfaction in government degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction as perceived by government college teachers'* is accepted.

As shown in Table 4.39, the correlation 'r' score between leadership behaviour and organisational climate is 0.001, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by government teachers of degree colleges in Mizoram. Since the 'r' score of 0.001 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by government college teachers, there is no significant correlation between leadership behaviour and organisational climate in government degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate as perceived by government college teachers'* is accepted.

As shown in Table 4.39, the correlation 'r' score between job satisfaction and organisational climate is 0.020, which indicates that there is no significant correlation between job satisfaction and organisational climate as perceived by government teachers of degree colleges in Mizoram. Since the 'r' score of 0.020 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by government teachers, there is no significant correlation between job satisfaction and organisational climate in government degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between job satisfaction and organisational climate as perceived by government college teachers'* is accepted.

Table 4.40

Relationship between leadership behaviour, job satisfaction and organisational climate of degree colleges in Mizoram as perceived by private degree college teachers

	Leadership behaviour	Organisational climate	Job satisfaction
Leadership behaviour	1		
Job satisfaction	0.017	1	
Organisational climate	0.126	0.167	1

From above Table 4.40, it can be seen that the 'r' score of the correlation between leadership behavior and job satisfaction is 0.017, which means that there is no significant correlation between leadership behavior and job satisfaction as perceived by private degree teachers in Mizoram. Since the 'r' score of 0.017 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by private teachers, there is no significant correlation between leadership behavior and job satisfaction in private degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction as perceived by private college teachers'* is accepted.

As depicted in Table 4.40, the correlation 'r' score is 0.126, which means that there is a significant correlation between leadership behaviour and organisational climate as perceived by private teachers of degree colleges in Mizoram. Since the 'r' score of 0.126 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by private college teachers, there is a significant positive correlation between leadership behaviour and the organisational climate of degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behaviour and organisational climate as perceived by private college teachers'* is rejected.

As shown in Table 4.40, it can be seen that the correlation 'r' score is 0.167, which means that there is a significant correlation between job satisfaction and organisational climate as perceived by private teachers of degree colleges in Mizoram. Since the 'r' score of 0.167 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significance level), as perceived by private teachers, there is a significant positive correlation between job satisfaction and organisational climate in private degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between job satisfaction and organisational climate as perceived by private college teachers'* is rejected.

4.8: To suggest measures for better leadership behavior, job satisfaction and organisational climate of colleges in Mizoram.

The following measures are suggested for better leadership behavior in degree colleges in Mizoram:

1. The principal's personality should be both directive and supportive.
2. The success of the educational institutions and the performance of the teachers
3. could be enhanced if the principal had communicated effectively, distributed work equally, and included the teachers in the decision-making process.
4. The principal should increase the use of democratic or people-oriented and consideration leadership behaviour to improve the performance of teachers.

5. The principal should be responsible for establishing and maintaining a first-rate teaching-learning environment for the college's academic programs. They also need to assist the teachers in their pedagogical endeavours.

6. The principal should focus on creating environments that promote and support high levels of achievement. The principal should take proactive steps to ensure that the conditions within the school are favourable for students to succeed academically.

7. The college principal needs to be resourceful and creative to solve problems as they come up.

8. The principal, as a leader in the college, should uphold or establish a positive climate within the institution to improve teachers' job satisfaction by focusing more on human behaviour. More leadership behaviour than managerial behaviour is required by the principal.

9. The principal needs to have a thorough understanding of the college's teachers to establish a positive organisational climate. The factors that drive overall job satisfaction and create an environment that supports teachers' motivation must be prioritized.

The following measures are suggested for better job satisfaction of degree college teachers in Mizoram:

1. Increasing teachers' autonomy and recognizing their hard work are crucial for their job satisfaction.

2. Building a supportive, positive environment in the college should enrich the teachers and help to generate a sense of comradeship that, in turn, helps to retain teachers.

3. The availability of resources and strong leadership behaviours are essential for teachers' job satisfaction.

4. Providing security and adequate support from the principal and the employers enhances the teachers' job satisfaction.

5. Individual recognition, awareness, and interaction among teachers will increase their level of job satisfaction.

6. Teachers' job satisfaction can be raised by fostering a conducive work environment, attending to their psychological needs, and offering more individualized observations and feedback.

The following measures are suggested for better organisational climate of degree college teachers in Mizoram:

1. The college administration needs to pay particular attention to the organisational climate and leadership behaviour, as they are both significant and important organisational factors.

2. It is essential to create a conducive and transparent college organisational climate to raise teachers' job satisfaction and their sense of duties and responsibility.

3. A communication pattern that fosters creativity, innovation, and decision-making should be the prevailing organisational climate in college.

4. The teacher's efforts must be acknowledged impartially and without bias.

5. The college's principal may establish a supportive climate to improve the performance of the teachers. To accomplish the college's objectives, the principal must take the initiative and foster teamwork among the teachers.

6. It is necessary to have an impartial and efficient communication system. Every teacher ought to receive an induction.

7. A positive organisational climate is necessary to motivate teachers; a negative climate hinders the achievement of the college's objective.

8. Teachers have a crucial role to play in fostering a favourable organisational climate in colleges, as this will increase their responsibilities for the well-being of their students.

9. To enable teachers to meet institutional goals, teamwork and a broad mindset should be encouraged.

CHAPTER V

SUMMARY, MAJOR FINDINGS AND CONCLUSIONS

CHAPTER V

SUMMARY, MAJOR FINDINGS AND CONCLUSIONS

The present chapter has been written to provide the reader with a broad summary of the research findings, as the title suggests, as well as some recommendations and suggestions for further research. This chapter will have a significant impact on how degree college teachers and principals in Mizoram carry out their professional duties in an educational setting. The outcomes will also provide the Mizoram government with an excellent opportunity to implement policies into place that will support degree college teachers' and principals' professional advancement and grant them access to the best educational opportunities.

5.1: Summary of the Study

5.1.1 Introduction

The rapidly changing cultural, economic, philosophical, political, psycho-logical, social, scientific, and technical aspects of society are due to its dynamic nature. Any society's ability to develop depends on how active its educational system is. The evolution of society follows a dynamic, forward-looking, and demanding educational system, and vice versa. The teacher plays a crucial role in passing on knowledge, information, and experience from one generation to the next.

Every educational establishment has a distinct personality or environment of its own. The interaction between the principal and the instructors, among other interactions within the school system, greatly influences or determines the climate or atmosphere. The organisational climate of the school does have a significant impact on its overall quality. The management of an organisation must meet a variety of demands of the workers through actions such as resource allocation, reward and punishment, communication style, decision-making process, and leadership behaviour.

5.1.2   College Teachers

College teacher refers to the professor, associate professor, and assistant professor of degree colleges in Mizoram. A college is an institution of higher learning that offers bachelor's degrees in different streams like arts, science, commerce, computer science, home science, etc.

Teachers have a fundamental and crucial role to perform in the educational system. It is also said that a teacher's ability to instruct students effectively determines their performance. However, teachers have also had to deal with a variety of issues, such as low student performance, poor communication between students and colleagues, lack of leadership behaviours, job dissatisfaction, and unfavourable institutional conditions. These issues may hinder educational advancement.

The principal's behaviour toward the teachers may also affect their performance in negative and positive ways. As a result, the institution's leader needs to be aware of the rights of teachers and provide them with the consideration they need to sustain and grow a strong organisation.

5.1.3   Leadership Behaviour

Leadership behaviour refers to the traits and actions that define a person's effectiveness as a leader. The principal, as a college leader, has two important responsibilities: the administration of the college and the supervision of the personnel involved in the teaching-learning situation. The efficiency of the college greatly depends on the ability, skill, personality, and professional competence of the principal. The responsibilities of the principal have increased due to the expansion of scientific knowledge, technological development, and the demands of the nation.

5.1.4 Job Satisfaction

A person's sense of pleasure, happiness, and enjoyment at work is referred to as job satisfaction. Job satisfaction is a fundamental prerequisite for individual attendance and work with the organisation. Since it is vital to enhancing productivity, dedication to the organisation, ensuring physical and psychological health, and promoting individual morale.

To improve teacher effectiveness, the college's leader should provide a comfortable environment in which teachers can do their tasks well. Teachers' job satisfaction is essential for achieving goals; hence, giving teachers satisfaction is a vital responsibility of the principal.

5.1.5 Organisational Climate

The term 'organisational climate' describes how people feel about the internal atmosphere of a college, whether consciously or unconsciously. Despite being invisible, climate may be sensed and has the ability to influence organisational climate. Every educational institution has a unique climate or nature. The climate or environment in the college system is significantly influenced or determined by the interactions between the principal, teachers, and other personnel of the institution. The college's organisational climate has a direct impact on the performance, attitude, and commitment to work of its principal, and teachers, as well as on college administration, teacher job satisfaction, and student growth within the institution.

5.2 Relevance of the Study

According to their standards, researchers have studied organisational climate, teacher job satisfaction, and leadership behaviour in many institutions across the globe. Due to cultural, social, and educational disparities, the results may not always be consistent and dependable in our country, particularly in Mizoram. This study will provide exact information leading to a better understanding of the leadership behaviour of principals and the job satisfaction of college teachers in relation to the organisational climate of college teachers in Mizoram.

5.3: Statements of the Problem

To find out the leadership behaviour of degree colleges, job satisfaction of college teachers and organisational climate of degree colleges in Mizoram and their relationships with reference to the teacher's gender, streams of education and management of the colleges, The suggested study is presented as:

"Leadership Behaviour and Job Satisfaction of College Teachers of Mizoram in relation to Organisational Climate.

5.4: Objectives of the Study

1. To assess the leadership behaviour of College Teachers of Mizoram.
2. To find out the Job Satisfaction of College Teachers of Mizoram.
3. To identify the organisational climate of colleges in Mizoram.
4. To examine the relationship between Leadership behaviour of college teachers with organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

5. To examine the relationship between Job Satisfaction of College Teachers with respect to organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

6. To find out the relationship between Leadership behaviour and Job Satisfaction of College Teachers in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

7. To identify the relationship between Leadership behaviour, Job Satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:

    - Gender
    - Stream of education
    - Management of colleges

8. To suggest measures for better leadership behaviour, job satisfaction and organisational climate of colleges in Mizoram.

5.5: Hypotheses

On the basis of the research objectives the following hypotheses are formed:

1. There is no significant relationship between leadership behaviour of college teachers and organisational climate of colleges in Mizoram in relation to their:

    - Gender
    - Stream of education
    - Management of colleges

2. There is no significant relationship between job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:

    - Gender
    - Stream of education
    - Management of colleges

3. There is no significant relationship between leadership behaviour, job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:

    - Gender
    - Stream of education
    - Management of college

5.6: Tools used

Various research tools are necessary for data collection. Any research project's success is heavily reliant on the collection tools that are employed. The researcher chose and employed the following tools in the study:

1. Organisational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001)

2. Job Satisfaction Scale developed and standardized by Amar and Sharma (2006).

3. Leadership Behaviour Description Scale developed by the investigator

5.7: Procedure of Data Collection

Before collecting the data, the researcher obtained permission from the principals of the respective degree colleges in Mizoram to collect the required data. After the researcher got permission, she met the teacher and explained the purposes and importance of the research topic. The directions for the tool were directly given to the teachers, who were requested to answer truthfully. The researchers distributed 300 questionnaires, and out of these, 260 responses were returned to her. After examining the responses, 10 returned questionnaires were unreliable and incomplete, and these were eliminated from the sample of the study. Finally, the researcher included 250 responses to be used for the final analysis.

5.8: Method of the Study

For the above study, the descriptive survey method was used. The population of the study comprised all the teachers from 32 degree colleges in Mizoram. Out of these colleges, 10 colleges (5 government colleges offering arts and sciences and 5 private colleges) were selected for the population of the study. The sample for the study was selected randomly with a simple random sampling procedure and consisted of 250 teachers from the degree colleges in Mizoram.

5.9: Findings

The findings have previously been given in detail in the other chapters. However, the purpose of this chapter is to provide the reader with an in-depth summary of how the objectives were met. The findings are summarized as follows:

5.9.1: Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram.

The majority of the principals of degree colleges in Mizoram practice consideration leadership behaviour. As perceived by the teachers, the college principals of degree colleges were friendly, approachable, encouraging, and good listeners, building mutual trust, respect, and warmth. Meanwhile, some of the principals of degree colleges in Mizoram also practice initiation structure leadership behaviour.

Integrated leadership behaviour, consideration, and tolerance of freedom in leadership behaviour are the most common behaviours practiced by the principals of degree colleges in Mizoram. In the meantime, role assumptions' leadership behaviour is the least practiced by the principals of degree colleges in Mizoram.

5.9.2: Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to their gender.

The male teachers of degree colleges perceived that their principals practice consideration leadership behaviour more than initiation leadership behaviour. The principals of degree colleges practice more on the initiation of structure and role assumption under initiation leadership behaviour, as perceived by male teachers of degree colleges in Mizoram; their principals practice more on consideration, representation, and integration under consideration leadership behaviour.

The male teachers of degree colleges perceived their principals as friendly, approachable, encouraging, acting as representatives of the group, building mutual trust, being good listeners, and maintaining a closed organisation. The teachers also perceived that the principals actively exercise the leadership role and let the teacher know their role and what is expected of them. In the meantime, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

Female teachers of degree colleges in Mizoram perceived that their principal practices a combination of initiation and consideration of leadership behaviour. They thought their principals were the ideal college organisation leaders. In Mizoram, degree college principals place the greatest emphasis on integration, tolerance of freedom, and consideration of leadership behaviour. At the moment, Mizoram's degree college principals execute the least persuasive leadership behaviour.

5.9.3: Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to their streams of education.

The arts teachers perceived their principals practice consideration leadership behaviour more than initiation leadership behaviour. The principal of degree colleges in Mizoram also practices more on the initiation of structure under initiation leadership behaviour. As perceived by the teachers, their principals' practices focus more on integration, tolerance of freedom and consideration of leadership behaviour. Meanwhile, the principals of degree colleges in Mizoram practiced more on the initiation of structure under the initiation leadership behaviour dimensions.

Arts teachers perceived their principal as a people-oriented or democratic leader. They are friendly, encouraging, approachable, and good listeners, building mutual trust and maintaining a knitted-together organisation. In the meantime, teachers also feel that the principals are actively exercising their leadership role and letting the teachers know their role and what they expect from them.

Leadership behaviours of integration, consideration, tolerance of freedom, and initiation of structure are the most common behaviour of the principals of degree colleges in Mizoram. Meanwhile, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

The arts teachers perceived that their principals practiced consideration leadership behaviour more than initiation leadership behaviour. According to them, the principals were effective leaders and can be adjusted according to the situations that arise. They have performed as a task-oriented and people-oriented leader. The principals of degree colleges in Mizoram, as perceived by the science teachers, exhibit perfect leadership behaviour. Meanwhile, in the opinion of science teachers, the principals have the least practice in demanding reconciliation and persuasiveness.

5.9.4: Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to their management of colleges.

The arts teachers perceive their principals practice consideration leadership behaviour more than initiation leadership behaviour. In the meantime, some principals also practice more on the initiation structure of leadership behaviour. As perceived by the teachers, the principal practices highly on all the consideration structures of leadership behaviour, i.e., representation, tolerance of freedom, consideration, and integration, and upon the integration structure of leadership behaviour as well, the principals practice the initiation of structure regularly. Persuasive leadership behaviour was the least practiced by the principals.

Teachers who are working in the government colleges in Mizoram perceive their principals as friendly, encouraging, spare time for listening to their staff, generally available, supportive, and encouraging. They also feel that the colleges follow democratic and people-oriented patterns of organisation. In some cases, the principal also exercises and practices their leadership roles and lets them know what is expected of them.

The science teachers perceived their principals' exercises and practices as more considering of leadership behaviour than initiation leadership behaviour. In the meantime, the teacher perceives that the principals also exercise more of the initiation structure of leadership behaviour. The principals have also regularly practiced initiative leadership behaviour. Science teachers are satisfied with their jobs and with their principals; they are more motivated and have more expectations for their principals.

5.9.5: Major findings and conclusions on the comparison of the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to their gender, streams of education and management of colleges.

There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers. Male and female degree college teachers had the same opinions related to their principals, and there was no difference among them regarding gender. Moreover, from the findings, it can be said that male teachers perceive their principals better than female teachers.

There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by arts and science teachers. Arts and science teachers had the same opinions related to their principals.

There is no significant relationship between the leadership behaviour of the government and private degree colleges in Mizoram with respect to their maintenance. Meanwhile, private colleges have perceived their principals as better than government college principals.

5.9.6: Major findings and conclusions on the job satisfaction of degree colleges in Mizoram

Degree college teachers in Mizoram have moderate levels of job satisfaction.

5.9.7: Major findings and conclusions on the job satisfaction of degree colleges in Mizoram as perceived by the teachers in relation to their gender

Male and female teachers of degree colleges in Mizoram are satisfied with their jobs. A significant difference is found in their job satisfaction between male and female teachers in Mizoram degree colleges. Moreover, male teachers are more satisfied with their jobs than female teachers. Both of the teachers accept their place of posting and say that their working conditions are decent and satisfactory. The teachers feel their college's functioning is democratic and maintains good cooperation amongst the employees. Both of the teachers are satisfied with their salaries and allowances. The teachers accept that education is an important means for the growth and development of the community and the nation.

5.9.8: Major findings and conclusions on the job satisfaction of degree colleges in Mizoram as perceived by the teachers in relation to their streams of education

Both the arts and science teachers were satisfied with their jobs. Science teachers are more satisfied with their jobs than arts teachers at colleges in Mizoram. Science teachers describe higher means for satisfaction with job-concrete areas than arts college teachers. Both of the teachers accept their place of posting and believe that the working conditions are good enough that they are satisfied with them. Science teachers have a higher mean for satisfaction with their ability to acquire and apply knowledge and skills, and they share more of their interests and profession with their colleagues. Arts and science teachers of degree colleges in Mizoram were satisfied above average with the salaries and allowances they had received. The study also revealed that science teachers are to some extent more satisfied with their jobs than arts teachers.

5.9.9: Major findings and conclusions on the job satisfaction of degree colleges in Mizoram as perceived by the teachers in relation to their management of colleges

Both the teachers who are working in government and private colleges are satisfied with their jobs. Moreover, government-degree college teachers are more

satisfied with their jobs than private - degree college teachers in Mizoram. The teachers who are working in government and private degree colleges in Mizoram are satisfied in the field of job-concrete areas. Private-degree college teachers are more satisfied with their place of posting and working conditions based on their experiences in colleges. Both of the teachers who are working in government and private degree colleges were satisfied with their working conditions with others and the functioning of their jobs. Meanwhile, government-degree college teachers are more satisfied in the job-abstract area than private-degree college teachers.

Government-degree college teachers are satisfied with the salaries and allowances they receive. Meanwhile, private college teachers are moderately satisfied with their salaries and allowances and are not feeling secure for their future. Government degree college teachers are more satisfied than private college teachers in the areas of salary and allowances they receive. Both of the teachers have perceived their jobs as ways and means for the development of the community and the nation. They also accepted that their profession endeavours to make a better man.

5.9.10: Major findings and conclusions on the organisational climate of degree colleges in Mizoram

The degree college teachers of Mizoram perceived their college organisational climate as favourable, and they also accepted that they had received rewards and recognition according to their services, achievements, hard work, etc. The teachers also feel that the relationship between the teachers and the principal and among their colleagues is favourable. The communication channels are open between teachers and the principal and amongst the teachers. There was no differentiation between senior and junior teachers. All the teachers perceived that they have an open organisational climate, which makes them feel favourable.

5.9.11: Major findings and conclusions on the organisational climate of degree colleges in Mizoram as perceived by the teachers in relation to their gender

Male teachers perceived their organisational climate as favourable. The study also revealed that male teachers feel they have a close relationship with the principal and with each other. The institution has an open organisational climate; the duration of teacher services does not have an effect on the organisational climate of colleges. All the teachers, irrespective of their services, feel favourable about their climate and help each other when problems arise.

Female teachers perceived their college organisational climate as favourable. Female teachers accept that their organisational climate is open and that there is a close and friendly relationship between teachers and the principal. Among the female teachers, irrespective of their services, they shared information and problems and worked together for the development of their organisation. Female teachers feel free to do whatever they think is best for their colleagues. They helped each other whenever they needed it.

There is no significant difference between the organisational climates of degree colleges in Mizoram in relation to their gender. Male teachers feel their organisational climate is more favourable than that of female teachers at colleges in Mizoram.

5.9.12: Major findings and conclusions on the organisational climate of degree colleges in Mizoram as perceived by the teachers in relation to their streams of education

Arts teachers at Mizoram colleges accepted the organisational climate of their colleges as favourable. Among the arts teachers, there was no differentiation according to their duration of service or irrespective of their gender. They accepted that the institution recognized their hard work and received recognition for their new ideas and contributions to the institution. They also feel that the colleges have an open climate and a closed relationship among the teachers and with the principal himself/herself. Most of the teachers shared information and helped each other solve their problems. The results also show that the organisational climate of Mizoram colleges is well

organised, and most of the teachers also feel comfortable doing whatever they think is best for the institutions. Science teachers at Mizoram colleges accepted the organisational climate of their colleges as favourable.

There is no significant difference between the organisational climate of colleges in Mizoram in relation to their streams of education. Moreover, the arts teachers feel their organisational climate is more favourable than that of science teachers in degree colleges in Mizoram. It can also be said that in both streams (arts and science), teachers experience and perceive their college organisational climate as open and conducive.

5.9.13: Major findings and conclusions on the organisational climate of degree colleges in Mizoram as perceived by the teachers in relation to their management of colleges

The government degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable. The government colleges in Mizoram have an open organisational climate, and all the teachers also perceive a favourable and conducive organisational climate. The government college teachers accepted that there was good cooperation among the teachers and with the principal. The government colleges recognized the teachers' services, achievements, and hard work, and rewards were also provided to them. It can also be seen that teachers help each other with their jobs and try to solve the problems faced by the colleges. Private degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable.

There is no significant difference between the organisational climate of degree colleges in Mizoram in relation to their management of colleges. The government-degree college teachers feel their organisational climate is more favourable than that of private college teachers in Mizoram. It can also be said that in government and private colleges, teachers experience and perceive their college's organisational climate as open and conducive.

5.9.14: Major findings and conclusions on the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their gender

There is a significant positive relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram, as perceived by male teachers. The leadership behaviour of the college principals was affected by the organisational climate of the colleges, and in turn, the organisational climate of the degree colleges also influenced and affected the leadership behaviour of the colleges. As perceived by the female teachers, a significant difference is found between leadership behaviour and the organisational climate of degree colleges in Mizoram.

5.9.15: Major findings and conclusions on the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their streams of education

No significant relationship is found between leadership behaviour and organisational climate as perceived by arts teachers. Leadership behaviour does not influence or affect the organisational climate of the institution. In reverse, the organisational climate of degree colleges in Mizoram does not influence or affect principal leadership behaviour. As perceived by the teachers, the behavioral practices of their principals do not influence their working conditions.

No significant relationship is found between leadership behaviour and organisational climate, as perceived by science degree college teachers. As perceived by the science teachers, the behaviour that has been practiced by their principals does not influence or affect their college's working climate. The college's organisational climate will not be able to influence or affect the principal's leadership behaviour either. The science teachers were satisfied and content with their principals' leadership behaviour and their college's organisational climate.

5.9.16: Major findings and conclusions on the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their management of colleges

There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by government degree college teachers. As perceived by the government college teachers, their principals' leadership has not influenced and affected their college organisational climate, and their college organisational climate was also not affected or influenced by the behaviour as practiced by their principals.

There is a significant positive relationship between leadership behaviour and organisational climate in private degree colleges in Mizoram. As perceived by private degree colleges, their principal behaviour has been affected by the organisational climate that has existed. In the same way, the behaviour that has been practiced by the principal has also influenced and affected the working climate of the colleges and the teachers' satisfaction itself.

5.9.17: Major findings and conclusions on the relationship between job satisfaction and organisational climate of degree colleges in Mizoram in relation to their gender

Job satisfaction among male teachers is significantly correlated with the organisational climate of degree colleges in Mizoram. As perceived by male teachers, job satisfaction and the organisational climate of degree colleges in Mizoram are interrelated. The higher the job satisfaction, the higher the organisational climate of male teachers, or the lower the job satisfaction, the lower the organisational climate of the male teachers of degree colleges in Mizoram.

The job satisfaction of female teachers does not correlate with the organisational climate of degree colleges in Mizoram. Moreover, there is a slight relationship between job satisfaction and organisational climate as perceived by the female teachers.

So, it can be concluded that male teachers' job satisfaction is influenced by the organisational climate, and in turn, the organisational climate of the degree colleges in Mizoram has also influenced the job satisfaction of degree college teachers in Mizoram. So, female teachers' job satisfaction is not influenced by the organisational climate of degree colleges in Mizoram.

5.9.18: Major findings and conclusions on the relationship between job satisfaction and organisational climate of degree colleges in Mizoram in relation to their streams of education

No significant relations are found between job satisfaction among arts degree college teachers and the organisational climate of degree colleges in Mizoram. The job satisfaction of arts college teachers is not affected by the organisational climate of degree colleges, and it can also be said that the organisational climate of colleges does not influence the job satisfaction of arts teachers.

There is a significant positive correlation between the job satisfaction of science teachers and the organisational climate of degree colleges in Mizoram. As per the results, it can be said that if job satisfaction is higher, the organisational climate becomes higher, or if job satisfaction is lower, the organisational climate also becomes lower. An organisation that creates a good and conducive climate has to increase the degree of job satisfaction among its employees.

5.9.19: Major findings and conclusions on the relationship between job satisfaction and organisational climate of degree colleges in Mizoram in relation to their management of colleges

There is a significant positive relationship between government degree college teachers' job satisfaction and the organisational climate of degree colleges in Mizoram. In government degree colleges, teachers' job satisfaction is affected by the organisational climate of the colleges, which means that when the job satisfaction of teachers is high, the organisational climate also becomes high. The organisation that provides a decent and conducive climate must increase the level of teachers' job

satisfaction. Then, an organisation that provides an unacceptable and unfavourable climate can cause low job satisfaction for teachers.

There is no significant relationship between private-degree college teachers' job satisfaction and the organisational climate. As perceived by private degree colleges, organisational climate factors like interpersonal relations, organisational processes, clarity of roles, and altruistic behaviour do not affect and influence job satisfaction. Job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, etc. also do not influence and affect the organisational climate of the college.

5.9.20: Major findings and conclusions on the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their gender

There is a significant positive relationship between leadership behaviour and job satisfaction as perceived by male teachers. Male teachers' perceptions signify that effective and supportive principals tend to lead to increased teachers' job satisfaction. This study also revealed that principals play a very important role in teachers' job satisfaction. Teachers' job satisfaction and principals' leadership behaviour are the two important factors in creating a conducive working environment in colleges. According to the findings of the study, the principals of degree colleges in Mizoram have influenced the teachers' performances and their satisfaction.

No relationship is found between leadership behaviour and job satisfaction among female teachers. As perceived by the female teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. Female teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

5.9.21: Major findings and conclusions on the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their streams of education

A significant positive relationship is found between leadership behaviour and job satisfaction among arts teachers. The findings of the study indicate that effective and supportive principals tend to increase teachers' job satisfaction. The results of the study also show that the principals of colleges play an important role in the satisfaction of teachers in their jobs. It can also be said that the satisfaction of teachers increases when the principals' behavioural practices become healthier. So, the job satisfaction of teachers has to influence the working conditions and the student's learning outcomes; if it is so, the principals play a crucial role in the development of the whole academic setting.

There exists a significant positive relationship between leadership behaviour and the job satisfaction of science degree college teachers. As perceived by the science teachers, the behaviour that has been practiced and exercised by the principals has much influence and affects the satisfaction of the job. So, it can also be said that the principals of degree colleges in Mizoram, as perceived by science teachers, play a pivotal role in the satisfaction of teachers, and not only this, but they have also influenced students' achievement and the development of the institution. Meanwhile, the role practiced by the principals can cause many problems in relation to the teachers, the college climate, and the development of the college itself.

5.9.22: Major findings and conclusions on the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their management of colleges

No relationship is found between leadership behaviour and job satisfaction among government degree college teachers in Mizoram. As perceived by the government college teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that government college teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

No relationship is found between leadership behaviour and job satisfaction among private degree college teachers in Mizoram. As perceived by the private college teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that private college teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

5.10: Conclusion

Based on the three (3) variables of leadership behaviour, job satisfaction, and organisational climate of degree colleges in Mizoram, the following conclusions were drawn:

Leadership Behaviour

1. The male teachers of degree colleges perceived that their principals practice consideration leadership behaviour more than initiation leadership behaviour.

2. Female teachers of degree colleges in Mizoram perceived that their principal practices a combination of initiation and consideration of leadership behaviour.

3. The arts teachers perceive that their principals practice consideration leadership behaviour more than initiation leadership behaviour.

4. The arts teachers perceive that their principals practice consideration leadership behaviour more than initiation leadership behaviour.

5. The arts teachers perceive that their principals practice consideration leadership behaviour more than initiation leadership behaviour.

6. The science teachers perceived their principals' exercises and practices as more consideration of leadership behaviour than initiation leadership behaviour.

7. There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers.

8. There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by arts and science teachers.

9. There is no significant relationship between the leadership behaviour of the government and private degree colleges in Mizoram with respect to their maintenance.

Job Satisfaction

1. Degree college teachers in Mizoram have moderate levels of job satisfaction.

2. Male and female teachers of degree colleges in Mizoram are satisfied with their jobs.

3. A significant difference is found in their job satisfaction between male and female teachers in Mizoram degree colleges.

4. Both the arts and science teachers were satisfied with their jobs.

5. Both the teachers who are working in government and private colleges are satisfied with their jobs.

6. There is a significant difference between the job satisfaction of government and private college teachers in Mizoram.

Organisational climate

1. Degree college teachers in Mizoram perceived their college organisational climate as favourable.

2. Male and female teachers perceived their organisational climate as favourable.

3. There are no significant differences between the organisational climates of degree colleges in Mizoram in relation to their gender.

4. Arts and science teachers at Mizoram colleges accepted the organisational climate of their colleges as favourable.

5. There is no significant difference between the organisational climate of colleges in Mizoram in relation to their streams of education.

6. The government and private degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable.

7. There is no significant difference between the organisational climate of degree colleges in Mizoram in relation to their management of colleges.

Relationship between Leadership Behaviour and Job Satisfaction

1. There is a significant relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram, as perceived by male teachers.

2. As perceived by the female teachers, a significant difference is found between leadership behaviour and the organisational climate of degree colleges in Mizoram.

3. No significant relationship is found between leadership behaviour and organisational climate as perceived by arts teachers.

4. No significant relationship is found between leadership behaviour and organisational climate, as perceived by science degree college teachers.

5. There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by government degree college teachers.

6. There is a significant relationship between leadership behaviour and organisational climate in private degree colleges in Mizoram.

Relationship between Leadership behaviour and Organisational Climate

1. There is a significant relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram, as perceived by male teachers.

2. As perceived by the female teachers, a significant difference is found between leadership behaviour and the organisational climate of degree colleges in Mizoram.

3. No significant relationship is found between leadership behaviour and organisational climate as perceived by arts teachers.

4. No significant relationship is found between leadership behaviour and organisational climate, as perceived by science degree college teachers.

5. There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by government degree college teachers.

6. There is a significant relationship between leadership behaviour and organisational climate in private degree colleges in Mizoram.

Relationship between job satisfaction and organisational climate

1. Job satisfaction among male teachers is significantly correlated with the organisational climate of degree colleges in Mizoram.

2. The job satisfaction of female teachers does not correlate with the organisational climate of degree colleges in Mizoram.

3. No significant relationship was found between job satisfaction among arts degree college teachers and the organisational climate of degree colleges in Mizoram.

4. There is a significant correlation between the job satisfaction of science teachers and the organisational climate of degree colleges in Mizoram.

5. There is a significant relationship between government degree college teachers' job satisfaction and the organisational climate of degree colleges in Mizoram.

6. There is no significant relationship between private degree college teachers' job satisfaction and the organisational climate.

Relationship between Leadership behaviour, Job Satisfaction and Organisational Climate

1. There is a significant linear correlation between leadership behaviour, job satisfaction and organisational climate as perceived by male teachers in degree colleges in Mizoram.

2. No significant linear correlations were found between leadership behaviour, job satisfaction and organisational climate as perceived by female teachers in degree colleges in Mizoram.

3. There is a significant linear correlation between leadership behaviour and job satisfaction as perceived by arts degree college teachers in Mizoram.

4. No significant linear correlation is found between leadership behaviour and organisational climate, and then job satisfaction and organisational climate as perceived by arts degree college teachers in Mizoram.

5. A significant linear correlation is found between leadership behaviour and job satisfaction as perceived by science degree college teachers in Mizoram.

6. No significant linear correlation is found between leadership behaviour and the organisational climate of science degree colleges as perceived by science teachers.

7. There is a significant linear correlation between job satisfaction and the organisational climate of science degree colleges as perceived by the teachers.

8. No significant linear correlations were found between leadership behaviour, job satisfaction, and the organisational climate of government degree colleges in Mizoram.

9. No significant linear correlation is found between leadership behaviour and job satisfaction in private degree colleges in Mizoram.

10. A significant linear correlation is found between leadership behaviour and organisational climate in private degree colleges in Mizoram.

11. A significant linear correlation is found between job satisfaction and organisational climate in private degree colleges in Mizoram.

Suggestions for better leadership behaviour of degree colleges in Mizoram:

1. The principal's personality should be both directive and supportive.

2. The success of the educational institutions and the performance of the teachers could be enhanced if the principal had communicated effectively, distributed work equally, and included the teachers in the decision-making process.

3. The principal should increase the use of democratic or people-oriented and consideration leadership behaviour to improve the performance of teachers.

4. The principal should be responsible for establishing and maintaining a first-rate teaching-learning environment for the college's academic programs. They also need to assist the teachers in their pedagogical endeavours.

5. The principal should focus on creating environments that promote and support high levels of achievement. The principal should take proactive steps to ensure that the conditions within the school are favourable for students to succeed academically.

6. The college principal needs to be resourceful and creative in order to solve problems as they come up.

7. The principal, as a leader in the college, should uphold or establish a positive climate within the institution to improve teachers' job satisfaction by focusing more on human behaviour. More leadership behaviour than managerial behaviour is required by the principal.

8. The principal needs to have a thorough understanding of the college's teachers in order to establish a positive organisational climate. The factors that drive overall job satisfaction and create an environment that supports teachers' motivation must be prioritized.

To promote the conditions of the organisational climate of the colleges, consideration (democratic or people-oriented) leadership should be adopted. In order to increase the desirable organisational climate and observe the benefits of the process on the productivity of the workforce and the organisation, administrative officials and

organisational leaders should focus on all aspects of the organisational climate and work to improve all of the factors. The organisation's goals can be effectively and fundamentally attained through its leadership behaviour.

Positive interactions between a leader and their subordinates promote teamwork and communication as well as motivate them to achieve the objectives and goals set forth by the organisation, all of which increase satisfaction among the teachers. Based on the results, it can be concluded that leaders play a significant role in creating an organisational climate. As educational leaders, college principals have the ability to manage the workload, build positive relationships with colleagues, uphold the organisational values and morals of teachers, and allow them to be involved in decision-making in order to promote a positive organisational climate in the colleges. All of this, in addition to providing the proper communication system, helps teachers develop their competencies and skills.

Suggestions for better job satisfaction of degree college teachers in Mizoram:

1. Increasing teachers' autonomy and recognizing their hard work are crucial for their job satisfaction.
2. Building a supportive, positive environment in the college should enrich the teachers and help to generate a sense of comradeship that, in turn, helps to retain teachers.
3. The availability of resources and strong leadership behaviours are essential for teachers' job satisfaction.
4. Providing security and adequate support from the principal and the employers enhances the teachers' job satisfaction.
5. Individual recognition, awareness, and interaction among teachers will increase their level of job satisfaction.
6. Teachers' job satisfaction can be raised by fostering a conducive work environment, attending to their psychological needs, and offering more individualized observations and feedback.

Job satisfaction is a crucial concept that affects both organisational performance and the teachers' organisational climate. The significance of teachers' job satisfaction lies in their contribution to the field of organisational and instructional effectiveness studies, which in turn impact student accomplishment and learning. Educational institutions with employed content teachers are more productive and efficient than those with less satisfied or less content teachers.

Organisational climate and leadership behaviour can contribute to job satisfaction by establishing procedures that guarantee that work is both challenging and rewarded for achievement. In order to foster an environment at work that increases job satisfaction, leadership behaviour and organisational climate must include the following:

- Adaptable work schedule

- Training and additional chances for career advancement

- Possibilities to express one's creativity and talents.

- Possibilities to assume accountability and oversee one's own work

- A steady, safe workplace environment with job stability and security

- A setting where friendly coworkers and an approachable principal assist teachers and offer prompt feedback.

To create a thriving future community that will advance the country, the teaching community needs to be well-cared for in terms of pay, social recognition, infrastructure, and instructional facilities, as well as incentives and promotions. Generally speaking, it is considered that a satisfied employee consistently demonstrates commitment and sincerity toward his job and, consequently, toward his employer. They are prepared to take the initiative and accept reasonable risk to do their work and advance their organisation.

Suggestions for better organisational climate of degree college in Mizoram:

1. The college administration needs to pay particular attention to the organisational climate and leadership behaviour, as they are both significant and important organisational factors.

2. It is essential to create a conducive and transparent college organisational climate in order to raise teachers' job satisfaction and their sense of duty and responsibility.

3. A communication pattern that fosters creativity, innovation, and decision-making should be the prevailing organisational climate in college.

4. The teacher's efforts must be acknowledged impartially and without bias.

5. The college's principal may establish a supportive climate to improve the performance of the teachers. To accomplish the college's objectives, the principal must take the initiative and foster teamwork among the teachers.

6. An effective and unbiased system of communication must be developed. Every teacher should be inducted.

7. A positive organisational climate is necessary to motivate teachers; a negative climate hinders the achievement of the college's objective.

8. Teachers have a crucial role to play in fostering a favourable organisational climate in colleges, as this will increase their responsibilities for the well-being of their students.

9. To enable teachers to meet the institution's goals, teamwork and a broad mindset should be encouraged.

An organisation's atmosphere is crucial, as it greatly influences whether or not it is a healthy or happy place to work. It is possible to influence the teachers' work behaviors and attitudes by communicating and encouraging the college vision to them and earning their recognition of it.

The college needs a principal who, in their daily interactions with their subordinates, exhibits a variety of leadership behaviours and skills in order to organise, coordinate, and control its varied activities. The combination of these and numerous other similar factors form the internal climate of each college, explaining its distinctiveness and identifying the individuals who work in and are constantly impacted by the internal climate of the institution, also known as the organisational climate. A college's administration must meet the requirements of its teachers in several ways, including by allocating resources, offering incentives or punishments, establishing strong communication channels, making decisions, modeling leadership behavior, and more.

An institution's organisational climate is defined as its overall member perception and organisational character. It is a collection of shared emotions that are guided by a system of manners, norms, and standards. Every organisation, whether it is academic or professional, has a unique climate that influences how that organisation develops as a whole. The college's organisational climate is crucial since it affects the lives of the students. The growth of capable and dedicated educators is attributable to a positive workplace environment.

CONCLUSION

In the previous chapter, we analyzed and interpreted the data collected for this study, and several findings were made. The major finding in terms of leadership behaviour was the fact that the majority of degree college teachers in Mizoram perceived that the principals have the most practiced consideration and democratic behaviour of the leadership, and they were satisfied with their principals. This finding was consistent with the findings of the study conducted by Abid et al. (2017), which found that most of the teachers are satisfied with their leadership styles. Narad et al. (2020) also found that government and private school teachers had a similar perception of their leadership style. Mehrotra (2004), Sancar (2009), Pareira (2019), Tiwari (2021), and Sarwar (2022) also found no significant relationship between the leadership styles of principals in government and private schools; most of teachers are satisfied with their leadership behaviour; the majority of college principals practiced a democratic style of leadership at a high level; democratic leadership behaviour appear to be a leadership behaviour commonly adopted by all the school principals; teachers perceived that the principals display consideration behaviour, and in some school, the principals displayed both 'consideration' and 'initiation of structure.'

In terms of job satisfaction, several findings were made. The majority of the teachers in degree colleges in Mizoram are moderately satisfied with their jobs. These findings were consistent with the findings of the study conducted by Abdullah et al. (2009), Walter (2013), Bala Ranjan (2015), Barman and Battacharya (2017), Kumar (2017), Eswaran and Pavithra (2017), Bania (2020), Bona (2020), and Maiti (2020). They found that all teachers are generally satisfied with their jobs. The majority of teachers have an average level of job satisfaction. In the study of Mani and Shyam (2013), Meena and Agarwal (2014), Mahajan (2016), Senthilkumar and Kannapa (2016), and Bania (2020), they found that most of the teachers are averagely satisfied, whereas male teachers are more satisfied than female teachers. Treputtharat and Tayiam (2014) also found that school organisational climate affected the job satisfaction of teachers. Bala Ranjan (2015) also found that there is no significant difference in job satisfaction in terms of stream. Balyer and Ozcan (2017) found that job satisfaction is different among teachers with respect to gender. Kumar's (2020)

study also found that government teachers are more satisfied with their jobs than private teachers.

In terms of organisational climate, several findings were made. The majority of the teachers in degree colleges in Mizoram perceived their organisational climate as favourable. The findings were consistent with the findings of the study conducted by Shukla and Mishra (2007), Gul (2008), Raza (2010), Meena and Agarwal (2014), and Chetia and Bordoloi (2020). They found that the majority of colleges have an open and autonomous climate; most of the teachers perceived their organisational climate are favourable; no significant difference was found with respect to gender, whereas male teachers have a better organisational climate than female teachers, and no significant difference was found between the organisational climate of government and private schools.

Several findings in terms of the relationship between leadership behaviour and job satisfaction were consistent with the findings of the study conducted by Vrgovic & Pavlovic (2014), as they found that principal leadership styles influence teachers' job satisfaction. Asni and Mukhtar (2020) and Tsai (2011) also found that principal leadership behaviour has a positive effect on job satisfaction, and James and David (2020) also found that leadership behaviour has an influence on teachers' job satisfaction.

The several findings in terms of the relationship between leadership behaviour and organisational climate were consistent with the findings of the study conducted by Mehroka (2004). In his study, he found no significant relationship between the leadership styles of principals and the organisational climate in government as well as private schools. Tsai (2011) also found a significant correlation between leadership behaviour and organisational climate, and Shailly (2012) also found a significant relationship between the leadership styles of principals and organisational climate.

The several findings in terms of the relationship between leadership behaviour and organisational climate were consistent with the findings of the study conducted by Xiaofy and Qiwen (2007), Castro and Martins (2010), Esraghi et al. (2011), Jenitta and Saminathan (2013), Selamat (2013), Shahram et al. (2013), Sharma (2013),

Waruwu (2015), Ghavifekr and Pillai (2016), Hosh and Joshi (2017), Mishra and Vaidhya (2018), Okoli (2018), and Maiti (2019). They found that there is a correlation between organisational climate and job satisfaction.

It can be concluded that the leadership behaviour of degree college principals, the organisational climate of degree colleges, and the job satisfaction of degree college teachers were important factors for the effectiveness and development of degree colleges in Mizoram. Principal behaviour influences the conditions of the college's working climate and the job satisfaction of the teachers. The organisational climate of degree colleges in Mizoram also affected the principals' behaviour and teachers' job satisfaction itself. Teachers' satisfaction is crucial for their advancement and the student's achievement. If the teachers are not satisfied with their teaching profession, it is impossible to give their best before the students. Therefore, it is necessary to create and sufficiently increase the variables of leadership behaviour and organisational climate that influence teachers' job satisfaction in order to increase teachers' satisfaction. There should be significant progress among principals, teachers, students, non-teaching staff, the community, and the institutions themselves if the three critical variables - leadership behaviour, organisational climate, and job satisfaction - are positively correlated.

APPENDICES

APPENDIX – I

Please fill in the following informations :—

Name (Optional)..

Age... Sex...

Caste.. Religion.......................................

Education....................................... Designation..................................

Organisation..

Length of Service...

INSTRUCTIONS

Rate the situations and people working in your organisation by placing cross mark (x) on each of the following 22 dichotomous attributes. It may be noted that there are no right or wrong answers. The scale is being administered only to explore the general opinion of working people.

SCORING TABLE

Factors	I	II	III	IV	Total
Raw Scores					
Interpretation					

1. People help Others	7__6__5__4__3__2__1	People do not help each other	IV
2. Hardwork is not rewarded	1__2__3__4__5__6__7	Hardwork is rewarded.	I
3. People share pleasing relations	7__6__5__4__3__2__1	People do not share pleasing relations.	I
4. Performance is not rewarded	1__2__3__4__5__6__7	Performance is rewarded.	I
5. People are evaluated by the results they achieve	7__6__5__4__3__2__1	People are not evaluated by the results they achieve.	I
6. Constructive criticism is not encouraged	1__2__3__4__5__6__7	Constructive criticism is rewarded.	III
7. New ideas are encouraged	7__6__5__4__3__2__1	New ideas are not encouraged.	III
8. Roles are not clearly defined	1__2__3__4__5__6__7	Role are clearly defined.	III
9. Problems are shared	7__6__5__4__3__2__1	Problems are not shared.	III
10. Unfriendly Superior-Subordinate relations	1__2__3__4__5__6__7	Friendly superior subordinate relations.	I
11. Merit is rewarded	7__6__5__4__3__2__1	Merit is not rewarded.	I
12. People are neither encouraged nor supported for doing new tasks	1__2__3__4__5__6__7	People are encouraged and supported for doing new tasks.	I

| 13. | Individual as well as team development is encouraged. | 7__6__5__4__3__2__1 | Individual and team development is not encouraged. | II |

13. Individual as well as team development is encouraged. 7__6__5__4__3__2__1 Individual and team development is not encouraged. **II**

14. No performance appraisal based feedback. 1__2__3__4__5__6__7 Performance appraisal based feedback. **I**

15. Creative climate is allowed to sustain. 7__6__5__4__3__2__1 Creative climate is not allowed to sustain. **I**

16. No fun to work in this organisation. 1__2__3__4__5__6__7 Fun to work in this organisation. **II**

17. People affected by a problem are consulted before taking any decision. 7__6__5__4__3__2__1 People affected by a problem are not consulted before taking any decision. **II**

18. Communication is not open. 1__2__3__4__5__6__7 Open communication. **II**

19. Working with superiors is a learning experience. 7__6__5__4__3__2__1 Working with superiors is not a learning experience. **II**

20. Each others' ability is not trusted. 1__2__3__4__5__6__7 Each others' ability is trusted. **II**

21. Resources are made available. 7__6__5__4__3__2__1 Resources are not made available. **II**

22. Problems are not dealt with empathy. 1__2__3__4__5__6__7 Problems are dealt with empathy. **II**

APPENDIX – II

Consumable Booklet of

J S S-ss

(English Version)

T. M. Regd. No. 564838
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Dr. Amar Singh *(Patiala)*
Dr. T. R. Sharma *(Patiala)*

Please fill up the following information   Date [ ][ ][ ][ ][ ][ ][ ]

Name_____ Date of Birth_____

Father's Name _____ Sex : Male [ ]   Female [ ]

Qualification : Academic & Professional_____

Profession _____

Designation, if any _____

Number of years you have been in this job _____

Married [ ]   Unmarried [ ]   Divorce [ ]   Widower/Widow [ ]

If married, number of children you have been blessrd with Son [ ]   Daughter [ ]

If wife/husband also employed, her/his Profession & Designation _____

INSTRUCTIONS

Here are a few statements, dealing with your job, vis-a-vis yourself. Each statement has five alternatives. You are requested to select just one alternative, which candidly expresses your view and encircle the same. Usually the spontaneous choice is the most correct response. Therefore, you need not unnecessarily give a longer thought over any statement. Act spontaneously. Kindly make sure that you have dealt with all statements. Thanks. Be rest assured your responses will be kept confidential and not reflect in any way on your Job or personality.

SCORING TABLE

	Raw Score			z-Score	Grade	Level of Job-satisfaction
Page	2	3	4			
Score						
Total Score						

Scorer_____

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NATIONAL PSYCHOLOGICAL CORPORATION
4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Sr.No.	STATEMENTS	ALTERNATIVES					Score
1.	In the society in general, as a result of the job I hold, my social status is.......	Excellent ☐	Good ☐	Moderate ☐	Poor ☐	Very Poor ☐	
2.	With regard to economic advantages, like salary, allowances, etc., I rate my job as......	Extremely Satisfying ☐	Very Satisfying ☐	Moderately Satisfying ☐	Poorly Satisfying ☐	Not Satisfying ☐	
3.	The training, orientation and experiences that I have got while on job has improved my competence and efficiency as a man	Very Greatly ☐	Greatly ☐	Sufficiency ☐	Inade-quately ☐	Not at all ☐	
4.	Keeping individual factors like intelligence, capacity, dilligence, etc., in view, I genuinely feel that I am	Very superior to the job ☐	Superior to to the job ☐	Equal to the jog ☐	Less than the job ☐	Much less than the job ☐	
5.	With regard to post retirement benefits, like pension, gratuity, etc., I rate my job as	Highest grade ☐	Good grade ☐	Average grade ☐	Bad grade ☐	Very grade ☐	
6.	In / At my job the inbuilt programmes for recreations, entertainments, like picnics, outings, variety programmes etc. are there	In plenty ☐	In good measure ☐	Sufficient ☐	Poor ☐	Not at all ☐	
7.	As a result of the job that I hold, my social circle has widened to my	Very great advantage ☐	Great advantage ☐	Average advantage ☐	A little advantage ☐	No advantage at all ☐	
8.	Do you agree that your bosses and colleagues are cooperative, helpful and inspiring people for better and sincere work	Strongly agree ☐	Agree ☐	Poorly agree ☐	Slightly disagree ☐	Strongly disagree ☐	
9.	My job provides facilities like medical care, housing, subsidised rationing, travelling, etc.....	Very adequate ☐	Adequate ☐	Moderate ☐	Inadequate ☐	Not al all ☐	
10.	My job is competent for developing in me a desirable style of life, habits and attitudes......	To a very great extent ☐	To a great extent ☐	To a moderate extent ☐	To some extent ☐	Not at all ☐	

Total Score Page 2 ☐

Sr.No.	STATEMENTS	ALTERNATIVES					Score
11.	My job gives me time and opportunities to attend to my family	Very easily ☐	Easily ☐	Without difficulty ☐	With Some difficulty ☐	Not at all ☐	◯
12.	By virtue of the job that I hold, opportunities to get certain other positions, ex-officio, etc, are...........	Very Many ☐	Many ☐	Moderate ☐	Few ☐	Nil ☐	◯
13.	Places of posting in my job are irksome and inconvenient to me and my family.........	Very frequently ☐	Fre- quently ☐	Occa- sionally ☐	Rarely ☐	Never ☐	◯
14.	My job in its own way is trying to improve the quality of life, i.e., it endeavours to make a better man.	Very much true ☐	Very true ☐	True ☐	Untrue ☐	Very much untrue ☐	◯
15.	On the scale of democratic functioning, I rate my job as	Extremely demo- cratic ☐	Very demo- cratic ☐	Moderate demo- cratic ☐	Slightly demo- cratic ☐	Extremely Undemo- cratic ☐	◯
16.	Keeping employment requirements like qualification, training, etc. as equal, I rate my job in comparison with others as...........	Much higher ☐	Higher ☐	Equal ☐	Low ☐	Very low ☐	◯
17.	My job is so absorbing that even in the absence of overtime allowance, I am willing to work on sundays, holidays etc. and also at late hours.	Always ☐	Fre- quently ☐	Now and then ☐	Under compulsion ☐	Never ☐	◯
18.	In some emergency after me, my job has provisions to offer job to my children or family, ex gratia grants, etc.	In plenty ☐	In good measure ☐	Sufficient ☐	Poor ☐	No provision ☐	◯
19.	The working conditions like comfortable seatings, adequate temperature, humidity, hygienic and healthy environment of office/ work place are	Very satis- factory ☐	Satis factory ☐	Only slightly satisfactory ☐	Unsatis- factory ☐	No at all satisfactory ☐	◯
20.	My job is light enough to enable me to undertake side jobs in a	Big measure ☐	Good measure ☐	Quite a few ☐	Few ☐	Not at all ☐	◯

Total Score Page 3 ☐

Sr.No.	STATEMENTS	ALTERNATIVES					Score
21.	Malpractices like corruption, favouritism etc,are there in my job also ……….	In abundance ☐	Sufficiently ☐	Moderately ☐	Sightly ☐	Not at all ☐	
22.	Do you feel that some job or profession in some way adds to the economy and development of the nation ?	Strongly agree ☐	Agree ☐	Poorly agree ☐	Slightly disagree ☐	Strongly disagree ☐	
23.	If given a chance I shall put my children in the job that I am in.	Very strongly agree ☐	Strongly agree ☐	Moderately agree ☐	Rarely agree ☐	Never ☐	
24.	'Work is worship' was perhaps spoken about the job that hold ………..	Very right ☐	Quite right ☐	To some right ☐	Wrong ☐	Stupid saying ☐	
25.	Communication net work (both upward and downward) in my profession is ………..	Very adequate ☐	Sufficiently adequate ☐	Slightly adequate ☐	Inadequate ☐	Very inadequate ☐	
26.	Opportunities in my job for horrizontal and longitudinal mobility, like promotion, increased responsibilities are ………….	Very many ☐	Many ☐	Sufficient ☐	Few ☐	Not at all ☐	
27.	If given a chance, even if emoluments do not register enhancement, I will like to shift to some other job ………..	All at once ☐	Quickly ☐	Slowly ☐	Reluctantly ☐	Never ☐	
28.	How far do you agree that the heirarchy in your job leaves no scope for freedom, decision making, initiative etc., rather it produces boredom ……….	Strongly agree ☐	Agree ☐	So-so ☐	Slightly disagree ☐	Strongly disagree ☐	
29.	To my family, relatives and friends, my job appears to be ……..	Very pleasing ☐	Pleasing ☐	Okay ☐	Somewhat displeasing ☐	Displeasing ☐	
30.	All said and done, how satisfied are you with your job …….	Completely satisfied ☐	Very satisfied ☐	Moderaley satisfied ☐	Slightly satisfied ☐	Completely Dissatisfied ☐	

Total Score Page 4 [   ]

Leadership Behaviour Description Scale (LBDS)

Instructions

Here are a few statements, dealing with your job, vis-à-vis yourself. There are forty (40) short descriptive statement of ways in which Leaders (Principals) may behave. *Each statement has five alternatives: 1 (always), 2 (often), 3 (occasionally), 4 (seldom), and 5 (never)*. You are requested to select just one alternative, which candidly expresses your view and tick (✓) or encircle (○) the same. Usually the spontaneous choice is the most correct response. Therefore, you need not unnecessarily give a longer thought over any statement. Act spontaneously. Kindly make sure that you have dealt with all statements.

Please fill in the following information:-

Name (Optional)   : _____

Sex   : _____

Educational Qualification : _____

Designation   : _____

Department   : _____

Name of Institution   : _____

Marital Status   : _____

Teaching Experience   : _____

Stream   : Arts ☐   Science ☐   Commerce ☐   Others _____

No. of teachers (Dept. wise) : Male _____   Female _____

Management of the College : Government ☐   Private ☐

Leadership Behaviour Description Scale (LBDS)

(N.B: He/she stands for Principal of the college)

Sl. No.	STATEMENTS	ALTERNATIVES				
1.	He/she acts as the spokesman of the teachers.	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
2.	He/she publicize the activities of the teachers.	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
3.	He/she speaks as a representative of the teachers.	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
4.	He/she represents the teachers outside the institution	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
5.	He/she takes responsibilities when problems arise between the teachers inside the institution.	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
6.	He/she handle complex problem efficiently	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
7.	He/she got overwhelm by details	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
8.	He/she gets things all tangled up	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
9	He/she gets confused when too many demands are made of him/her.	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
10	He/she makes a distinction on the work of the teachers according to their races, sex, seniority, etc.	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
11	He/she makes dynamic talks to stimulate the teachers	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
12	He/she is convincing in his/her advices	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
13	He/she argue persuasively for his/her point of view	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
14	He/she is an inspiring talker (leader)	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
15	He/she speaks from a strong inner conviction	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
16	He/she encourages the use of uniform procedures	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
17	He/she tries out his/her ideas among the teachers	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐
18	He/she assigns teachers to particular tasks	*Always* ☐	*Often* ☐	*Occasionally* ☐	*Seldom* ☐	*Never* ☐

19	He/she maintains definite standard of performance	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
20	He/she asks the teachers to follow standard rules and regulations	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
21	He/she allows the teachers complete freedom in their work	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
22	He/she encourages initiatives among the teachers	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
23	He/she allows the teachers do their work on the way they think best	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
24	He/she is reluctant to allow the teachers any freedom of action	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
25	He/she trust the teachers to exercise good judgement	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
26	He/she is hesitant about talking initiative in the group	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
27	He/she fails to take necessary action	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
28	He/she lets some teachers take advantage of him/her	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
29	He/she is a leader of the group in name only	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
30	He/she criticizes poor work	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
31	He/she is friendly and approachable	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
32	He/she puts some suggestions made by the teachers into action	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
33	He/she treats all teachers as his/her equal	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
34	He/she willing to make changes	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
35	He/she acts without consulting the teachers	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
36	He/she keeps the group working together as a team	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
37	He/she settle conflicts when its occur among the teachers	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
38	He/she maintains a closely knit group together	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
39	He/she finds time to listen to teachers	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐
40	He/she shows concern for the well-being of others	Always ☐	Often ☐	Occasionally ☐	Seldom ☐	Never ☐

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TITLE OF THE THESIS	:	LEADERSHIP BEHAVIOUR AND JOB SATISFACTION OF COLLEGE TEACHERS OF MIZORAM IN RELATION TO ORGANISATIONAL CLIMATE

JOURNAL

A STUDY OF THE ORGANIZATIONAL CLIMATE OF COLLEGES IN MIZORAM

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Abstract: This study aimed to identify the organizational climate of degree colleges and the organizational climate of colleges in Mizoram as perceived by the teachers with respect to their gender, management and streams. The researcher selected the colleges that offer both arts and science streams and the colleges run by the government and private enterprises in Mizoram. The design of the study was a descriptive survey method. The population of the study consisted of all the teachers working in degree colleges in Mizoram. The sample of the study was selected through simple random sampling and comprised of 250 teachers from ten (10) government colleges and five (5) private colleges in Mizoram. To collect the data, the 'Organizational Climate Scale' developed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar was administered. The findings of the study revealed that (i) organizational climate of colleges in Mizoram is open and conducive, (ii) no significance differences were found with respect to their gender, stream of education, and maintenance of colleges, and (iii) the teachers of degree colleges in Mizoram perceived their organizational climate as favourable.
Keywords: organizational climate, teachers, management of colleges, streams and gender.

Introduction

Education is required for human development and progress. Teachers' abilities and professionalism are important in both teaching and learning. Aside from professors, students and the institutional climate are also involved in the teaching and learning process.

Organizations represent the most complex social structure known today because of their dynamic nature. Teachers are key players in educational organizations, and it is through their involvement and commitment that organizations become competitive. The relationship between the organizations and people is, however, independent in nature.

Members of the organization are those who are involved in the institution. Every educational institution has its own organizational climate. Every individual's behaviour and performance are influenced by the working climate. The organizational climate of the institution is the result of interactions between teachers, students and the principal. The organizational climate of the institution has a significant impact on teacher performance, emotion, dedication to work, school management, teacher job satisfaction, leadership behaviour of the institution, student performance, and institution development.

Review of Literature

The entire atmosphere of the workplace is referred to as organizational climate. It is the employer's aggregate perception of the work environment. The organization's 'mood' has a substantial impact on employee well-being, productivity, and job satisfaction. Giil, H. (2008) found no significant difference in respect of gender to their organizational climate. Raza, S.A. (2010) found that the majority of colleges had open and autonomous climates. Zahoor, Z. (2011), organizational climate is significantly difference in private and government schools. According to Vedavathi, B. (2017), significant differences are found in the organizational climate among different types of school. Sharma, P. (2018) found that types of school and locality significantly affect their organizational climate. According to Swargiary & Adhikary (2018), the organizational climate of government and private secondary schools is significantly different. Private schools are more conducive and congenial. Chetia & Bordoloi, (2020) found that most of the teachers perceived their organizational climate are favourable. Narad, et al (2020) found no significant different between the organizational climate of the government and private schools.

Statements of the Problem

The problem to be investigated in this study is 'A Study of the Organizational Climate of Colleges in Mizoram'

Objectives of the Study
The study was planned to find out the following objectives:
1. To find out the organizational climate of colleges in Mizoram.
2. To find out the organizational climate the degree college in Mizoram as perceived by the teachers in respect to gender, stream of education and management of colleges
3. To compare the organizational climate the degree college in Mizoram as perceived by the teachers in respect to gender, stream of education and management of colleges

Hypotheses
1. There is no significant difference between the organizational climates of colleges in Mizoram with respect to gender.
2. There is no significant difference between the organizational climates of colleges in Mizoram with respect to streams.
3. There is no significant difference between the organizational climates of colleges in Mizoram with respect to management.

Method of Study
For the above study, the descriptive survey method was used. The population of the study comprised all the teachers from 32 degree colleges in Mizoram. Out of these colleges, 10 colleges (5 government & 5 private colleges) were selected for the population of the study. The sample for the study was selected randomly with a simple random sampling procedure and consisted of 250 teachers from the degree colleges in Mizoram.

To find out the organizational climate of the degree colleges in Mizoram, the Organizational Climate Scale developed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (2001) was used. The reliability of the scale has been administered on a sample of 60 degree college teachers in Mizoram on first phrase. Then, after one month, it was again administered on the same sample in the second phrase. The test-retest method was used to test the reliability of the scale, and the test-retest reliability was found to be 0.75 after gap of one month between the two administrations. The tool is relevant enough for the study of leadership behaviour of degree colleges in Mizoram.

Procedure of Data Collection
Before collecting the data, the researcher obtained permissions from the principals of the respective degree colleges of Mizoram to collecting the required data. After the researcher got permission, she met the teacher and explained the purposes and importance of the research topic. The directions of the tool were clearly given to the teachers, who were requested them to answer truthfully. The researchers distributed 300 questionnaires, and out of these, 260 responses were returned to her. After examine the responses, 10 returned questionnaires are unreliable and incomplete, and these were eliminated from the sample of the study. Finally, the researcher included 250 responses to be used for the final analysis.

Results and Discussion
On the basis of the basis of the collected data, the results have been presented in the following tabular form according to the objectives of the study.

Objective 1. The first objective is to find out the organizational climate of colleges in Mizoram.
To determine the organizational climate of degree colleges in Mizoram as perceived teachers, the mean and standard deviation scores of 250 respondents on the four factors of organizational climate were computed.

Table 1
Organizational Climate of College teachers of Mizoram

Factors of Organizational Climate	Mean (N=250)	Standard Deviation (N=250)
Factor 1 : Results, Rewards and Interpersonal Relations	37.09	5.89
Factor 2 : Organizational Processes	32.32	6.20
Factor 3 : Clarity of Roles and Sharing of Information	16.63	2.87
Factor 4 : Altruistic Behaviour	5.50	1.53
Total Organizational Climate	91.06	15.52

The given table (1) reveals that the mean and S.D. of college teachers in factor 1, i.e., results, rewards and interpersonal relations of organizational climate, were 37.09 and 5.89. The findings revealed that the college teachers of Mizoram perceived their college organizational climate as favourable and they also accepted that they had received rewards and recognition according to their services, achievements, hard work, etc. The teachers also feel that the relationship between the teachers and the principal and amongst their colleagues is favourable. In factor 2, i.e., organizational process, the mean and S.D. were 32.32 and 6.2, respectively, which shows that the college teachers perceived their organizational climate as favourable. The findings revealed that the communication channels are open between teachers and the principal and amongst the teachers. There was no differentiation between senior and junior teachers.

In factor 3, i.e., clarity of roles and sharing of information, the mean and S.D. were 16.63 and 2.87, respectively, which shows that the college teachers perceived their organizational climate as favourable. They also feel that the duty that they have to fulfil is clearly defined, and when problems arise, they share and help each other. In factor 4, i.e., altruistic behaviour, the mean and S.D. were 5.50 and 1.53, respectively, which shows that teachers feel their organizational climate is favourable. It was also revealed that the teachers who work at the colleges in Mizoram help each other with their jobs.

The overall scores of the college teachers (mean = 91.06 and S.D. = 15.52) show that all the teachers perceived their college organizational climate as favourable. It also revealed that there was a close relationship between the principal and the teachers and amongst the teachers as well. All the teachers perceived that they have an open organizational climate, which makes them feel favourable.

2 : To find out the organizational climate of colleges in Mizoram
To find out the organizational climate of degree colleges in Mizoram, the following objectives are formulated:

2.1: *To find out the organizational climate of degree colleges in Mizoram as perceived by the teachers in relation to their gender, streams of education, and management of colleges*

2.2: *To compare the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to gender, streams of education, and management of colleges*

To determine the organizational climate of degree colleges in Mizoram as perceived by male and female teachers, the mean and standard deviation scores of 250 respondents on the four factors of organizational climate were computed.

Organizational climate of degree colleges as perceived by male teachers
To determine the organizational climate of degree colleges in Mizoram as perceived by male and female teachers, the mean and standard deviation scores of 118 male and 132 female respondents on the four factors of organizational climate were computed.

Table 2
Organizational climate of degree colleges as perceived by male female teachers

Factors of Organizational Climate	Mean		Standard Deviation	
	Male (N=118)	Female (N=132)	Male (N=118)	Female (N=132)
Factor 1 : Results, Rewards and Interpersonal Relations	37.07	37.11	5.63	6.14
Factor 2 : Organizational Processes	32.58	32.10	5.70	6.63
Factor 3 : Clarity of Roles and Sharing of Information	16.43	18.80	2.69	3.03
Factor 4 : Altruistic Behaviour	5.35	5.63	1.50	1.56
Total Organizational Climate	91.16	90.96	11.25	13.59

The above Table (2) showed that the mean score of the organizational climate of male teachers is 91.16 and the standard deviation is 11.25. This means that male teachers perceived their organizational climate as favourable. The study also revealed that male teachers feel they have a close relationship with the principal and with each other. The institution has an open organizational climate; the duration of teacher services does not have an effect on the organizational climate of colleges. All the teachers, irrespective of their services, feel favourable about their climate and help each other when problems arise.

The above table (2) shows that the mean score of the organizational climate of female teachers is 90.96 and the standard deviation is 13.59. This means that female teachers perceived their organizational climate as favourable. Female teachers accept that their organizational climate is open and that there is a close and friendly relationship between teachers and the principal. Among the female teachers, irrespective of their services, they shared any information and problems with each other and worked together for the development of their organization.

Organizational climate of degree colleges as perceived by arts teachers

To determine the organizational climate of colleges in Mizoram as perceived by arts and science teachers, the mean and standard deviation of 172 and 78 respondents among the college teachers were computed.

Table 3
Organizational climate of colleges as perceived by arts science teachers

Factors of Organizational Climate	Mean		Standard Deviation	
	Arts (N=172)	Science (N=172)	Arts (N=172)	Science (N=172)
Factor 1 : Results, Rewards and Interpersonal Relations	37.20	36.83	6.22	5.09
Factor 2 : Organizational Processes	32.87	31.18	6.77	4.48
Factor 3 : Clarity of Roles and Sharing of Information	16.74	16.37	3.04	2.46
Factor 4 : Altruistic Behaviour	5.56	5.35	1.54	2.52
Total Organizational Climate	91.86	89.81	13.62	9.59

The above Table 3 revealed that the mean and standard deviation in factors 1: 37.20 and 6.22, factor 2: 32.87 and 6.77, factor 3: 16.74 and 3.04, factor 4: 5.56 and 1.54, and the total organizational climate mean and standard deviation (91.86 and 13.62) fall under the normal range, which means that arts teachers at Mizoram colleges accepted the organizational climate of

their colleges as favourable. The finding shows that among the arts teachers, there was no differentiation according to their duration of service or irrespective of their gender. They accepted that the institution recognized their hard work and received recognition for their new ideas and contributions to the institution. They also feel that the colleges have an open climate and a closed relationship among the teachers and with the principal himself/herself. Most of the teachers shared information and helped each other solve their problems. The results also show that the organizational climate of Mizoram colleges is well organized, and most of the teachers also feel comfortable doing whatever they think is best for the institutions.

The above Table 3 revealed that the mean and standard deviation in factors 1: 36.83 and 5.09, factor 2: 31.18 and 4.48, factor 3: 16.37 and 2.46, factor 4: 5.35 and 1.52, and the total organizational climate mean and S.D. (89.81 and 9.59) fall under the normal range, which means that science teachers of Mizoram colleges accepted the organizational climate of their colleges as favourable.

Organizational climate of government and private college teachers in Mizoram.

To determine the organizational climate of colleges in Mizoram as perceived by government teachers, the mean scores and standard deviation of 170 and 80 respondents among the teachers were computed.

Table 4
Organizational climate of government and private colleges

Factors of Organizational Climate	Mean		Standard Deviation	
	Govt (N=170)	Private (N=80)	Govt (N=170)	Private (N=80)
Factor 1 : Results, Rewards and Interpersonal Relations	37.06	36.83	6.19	5,09
Factor 2 : Organizational Processes	32.66	31.18	6.19	4.48
Factor 3 : Clarity of Roles and Sharing of Information	16.65	16.37	3.02	2.46
Factor 4 : Altruistic Behaviour	5.31	5.35	1.56	1.52
Total Organizational Climate	91.57	89.81	13.33	9.59

The above Table 4 revealed that the mean and standard deviation in factors 1: 37.06 and 6.19, factor 2: 32.66 and 6.19, factor 3: 16.65 and 3.02, factor 4: 5.31 and 1.56, and the total organizational climate mean and standard deviation (91.57 and 13.33) fall under the normal range, which means that government degree college teachers in Mizoram accepted the organizational climate of their colleges as favourable. It can be said that the government colleges in Mizoram have an open organizational climate, and all the teachers also perceive a favourable and conducive organizational climate. From the findings, it can be seen that the government college teachers accepted that there was good cooperation among the teachers and with the principal. The government colleges recognized the teachers' services, achievements, and hard work, and rewards were also provided to them.

The above table 4 revealed that the mean and standard deviation in factors 1: 37.06 and 6.19, factor 2: 32.66 and 6.19, factor 3: 16.65 and 3.02, factor 4: 5.31 and 1.56, and the total organizational climate mean and standard deviation (91.57 and 13.33) fall under the normal range, which means that private degree college teachers in Mizoram accepted the organizational climate of their colleges as favourable.

3 : To compare the organizational climate of degree colleges with respect to their gender, streams of education and management of colleges.

In order to compare the organizational climate of colleges in Mizoram in relation to their gender, streams of education and management of colleges, the following hypothesis was formulated:

Hypothesis 1: There is no significant relationship between leadership behaviour of college teachers and organizational climate of colleges in Mizoram in relation to their:

- Gender
- Stream of education
- Management of college

To attain hypothesis 1, the following hypotheses was framed as:

Hypothesis 1.1: There is no significant difference between the organizational climates of degree colleges in Mizoram in relation to their gender.

Hypothesis 1.2: There is no significant difference between the organizational climate of degree colleges in Mizoram with respect to their streams of education.

Hypothesis 1.3: There is no significant difference between the organizational climate of degree colleges in Mizoram with respect to their management of college.

In order to compare the organizational climate of colleges in Mizoram with respect to their gender, the following hypothesis was formulated:

Hypothesis 1.1: There is no significant difference between the organizational climate of colleges in Mizoram in relation to their gender.

Table 5
Comparison of the Organizational climate of colleges in relation to their gender

Factors of Organizational Climate	Mean		Standard Deviation		t-value
	Male	Female	Male	Female	
Factor 1 : Results, Rewards and Interpersonal Relations	37.07	37.11	5.63	6.14	0.899
Factor 2 : Organizational Processes	32.58	32.10	5.70	6.63	
Factor 3 : Clarity of Roles and Sharing of Information	16.43	18.80	2.69	3.03	
Factor 4 : Altruistic Behaviour	5.35	5.63	1.50	1.56	
Total Organizational Climate	91.65	90.16	11.25	13.59	

As depicted in Table 5, the t-value of male and female teachers of colleges in Mizoram is lower as compared to the 0.05 level of significance. The t-value of 0.899 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). The findings show no significant difference in the organizational climate as perceived by male and female teachers of colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organizational climates of degree colleges in Mizoram in relation to their gender*' is accepted. It can also be revealed that the mean score of male teachers (91.65) is higher than the mean score of female teachers (90.96), which means that male teachers feel their organizational climate is more favourable than that of female teachers of colleges in Mizoram.

In order to compare the organizational climate of colleges in Mizoram in relation to streams of education, the following hypothesis were formulated:

Hypothesis 1.2: There is no significant difference between the organizational climate of colleges in Mizoram in relation to streams of education.

Table 6
Comparison of the Organizational climate of colleges with respect to stream

Factors of Organizational Climate	Mean		Standard Deviation		t-value
	Arts	Science	Arts	Science	
Factor 1 : Results, Rewards and Interpersonal Relations	37.20	36.83	6.22	5.09	0.73
Factor 2 : Organizational Processes	32.87	31.18	6.77	4.48	
Factor 3 : Clarity of Roles and Sharing of Information	16.74	16.37	3.04	2.46	
Factor 4 : Altruistic Behaviour	5.56	5.35	1.54	1.52	

Total Organizational Climate	91.86	89.81	13.62	9.59	

As depicted in Table 6, the t-value of arts and science teachers in colleges in Mizoram is lower as compared to the 0.05 level of significance. The t-value of 0.73 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). The findings of the study show no significant difference in the organizational climate as perceived by arts and science teachers in colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organizational climate of colleges in Mizoram in relation to their streams of education*' is accepted. It can also be revealed that the mean score of arts teachers (91.86) is higher than the mean score of science teachers (89.81), which means that arts teachers feel their organizational climate is more favourable than that of science teachers in degree colleges in Mizoram. It can also be said that in both streams (arts and science), teachers experienced and perceived their college organizational climate as open and conducive.

In order to compare the organizational climate of degree colleges in Mizoram with respect to their management of colleges, the following hypothesis was formulated:

Hypothesis 1.3: There is no significant difference between the organizational climate of degree colleges in Mizoram in relation to their management of colleges.

Table 7
Comparison of the Organizational climate of colleges with respect to management

Factors of Organizational Climate	Mean		Standard Deviation		t-value
	Govt.	Private	Govt.	Private	
Factor 1 : Results, Rewards and Interpersonal Relations	37.06	36.74	6.19	5.77	
Factor 2 : Organizational Processes	32.66	31.73	6.19	6.07	
Factor 3 : Clarity of Roles and Sharing of Information	16.65	16.59	3.02	2.54	0.58
Factor 4 : Altruistic Behaviour	5.31	5.89	1.56	1.41	
Total Organizational Climate	91.57	90.75	13.33	9.80	

As depicted in Table 7, the t-value of government and private colleges in Mizoram is lower as compared to the 0.05 level of significance. The t-value of 0.58 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). This shows that there is no significant difference in organizational climate between government and private colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organizational climate of degree colleges in Mizoram in relation to their management of colleges*' is accepted. It can also be revealed that the mean score of government college teachers (91.86) is higher than the mean score of private college teachers (89.81), which means that government degree college teachers feel their organizational climate is more favourable than that of private college teachers in Mizoram. It can also be said that in government and private colleges, teachers experienced and perceived their college's organizational climate as open and conducive.

Major findings of the study

1. The organizational climate of colleges in Mizoram is open and conducive for the teachers who are working on it. All the teachers perceived their college organizational climate as favourable.
2. Male and female teachers perceived their organizational climate as favourable. There is no significant difference between the organizational climate as perceived by male and female college teachers. Moreover, male teachers feel the organizational climate of colleges is more favourable than that of female teachers.
3. Arts and science college teachers feel their college organizational climate is favourable. No significant difference is found between arts and science teachers in colleges in Mizoram. Moreover, arts teacher perceived the organizational climate to be more favourable than that

of science teachers in Mizoram colleges.

4. The government and private colleges are favourable as perceived by the teachers. The finding revealed that there is no significant difference between the organizational climate of government and private colleges in Mizoram. However, government college teachers feel their colleges are more favourable than those of private colleges.

Conclusion

This study identifies the organizational climate of colleges in Mizoram and the organizational climate as perceived by the teachers with respect to gender, stream, and management on the four dimensions of organizational climate i.e., results, rewards and interpersonal relations, organizational process, clarity of roles and sharing of information, and altruistic behaviour. By comparing the organizational climate of colleges in Mizoram with respect to gender, stream and management, no significant difference is found on all the dimensions of organizational climate. The obtained findings of the present study are in conformity with the findings of Chetia and Bordoloi (2020), Giil (2008), and Raza (2010); there is no significant difference in respect of gender to their organizational climate. The majority of colleges had open and autonomous climates. The organizational climate is different in private and government schools. Private schools are more conducive and congenial. Most of the teachers perceived their organizational climate to be favorable. There is no significant difference between the organizational climate of the government and private schools.

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LEADERSHIP BEHAVIOUR OF COLLEGES TEACHERS IN MIZORAM

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Abstract
In every organization, the position and responsibilities of the leader are crucial. Since the principal is the institution's head, they have a significant responsibility to perform. In a working process, the principal's behaviour affects all the relevant college performances. The investigator conducted the present study to reveal a clear picture of the leadership behaviour of principals of degree colleges in Mizoram. The main objective of the study was to assess the leadership behaviour of degree colleges teachers in Mizoram. A descriptive survey method was used for the study. Out of 32 colleges, the investigator selected five (5) government and 5 private degree colleges that offer arts and science streams. 250 teachers were selected randomly as sample of the study. The Leadership Behaviour Description Scale developed by Stogdill was administered. The study revealed that the majority of the degree college principals of Mizoram practiced consideration leadership behaviour, male teachers and government college teachers perceived that their principals practiced consideration leadership behaviour; meanwhile, female and science college teachers perceived that the principals have practiced both of the leadership behaviour, i.e., initiation and consideration. Both government and private degree college teachers perceived that their principal practiced more on consideration leadership behaviour. The findings also revealed that no significant difference was found between the leadership behaviour of degree colleges in Mizoram with respect to their gender, streams of education, and management of colleges.

INTRODUCTION

Higher education is not just about acquiring knowledge and skills; it is also a valuable cultural and scientific asset that contributes to personal growth and drives economic, technological, and social progress. The role of the principal as a leader in higher education institutions in Mizoram is crucial for navigating technological advancements and meeting the evolving needs of the country. Leadership behavior that motivates colleagues, promotes cooperation, sets clear goals and fosters innovation is essential for achieving institutional goals. By embodying these qualities, principals can create an environment that nurtures personal development, facilitates knowledge exchange, and drives economic, technological and social change.

Leadership is a quality that can be both innate and acquired through knowledge and experiences. In the context of a higher educational institution, the role of a leader or principal holds great significance as it involves shaping the lives of aspiring individuals and preparing them for their future endeavors. When principals are people-oriented, teachers tend to be more satisfied with aspects such as school development, management, relationships with colleagues, and teamwork. On the other hand, principals who prioritize tasks over people tend to have a negative impact on teachers' satisfaction, particularly in areas such as communication, management, college development and safety (Vrgovic & Pavlovic, 2014). Teacher leadership has been studied with growing intensity for the past two decades (Lindahl, 2008; Little, 2003; York-Barr & Duke, 2004), a trend that has coincided with the increase in democratic ideals embedded in educational rhetoric (Lindahl, 2008; Little, 2003; York-Barr & Duke, 2004).

The principal as a school leader should maintain or create a healthy climate in school organization to enhance better job performance among teachers by dwelling more on human behaviour. Principal needs to demonstrate more leadership behaviour than managerial behaviour (Rani & Rani, 2014). The principal is responsible for managing all resources at school efficiently and effectively to advance the school, which will be transformed into a work climate that motivates teachers to continue to initiate and think creatively. The principal has a strategic position in relation to build a positive work climate in schools (Batlolona, 2018). According to Tsai (2011), 'when the leader encourages and

supports their subordinates in accomplishing their assigned missions, it enhances job satisfaction among the staff.'

Leadership behaviour plays a crucial role in determining the effectiveness of a leader. It encompasses the characteristics and behaviours that enable leaders to control, oversee and influence others to achieve desired objectives. A good leader can positively impact a college by creating a supportive working environment for teachers. On the other hand, poor leadership behaviour can lead to tension and division within an institution. Therefore, it is imperative for leaders to continuously develop their leadership skills to ensure success for themselves and those they lead.

Research on the leadership behaviour of different institutions has been conducted in different parts of the world according to their own standards. In many cases, according to the differences in culture, social background, and system of education, the findings may not be reliable and agreeable in our country, especially in Mizoram. This study will provide exact information leading to a better understanding of the leadership behaviour of principals in Mizoram.

The principals of degree colleges in Mizoram may not know what types of behaviour they have practiced. From this study, the researcher has expected to find out the factual principals' behaviour of the degree colleges in Mizoram. By understanding leadership behavior in higher education, it will be possible to identify best practices that can be applied to improve the effectiveness of leadership in colleges. The study will contribute to the existing body of knowledge on leadership and provide insights that can be used to improve leadership practices in higher education.

Statements of the Problem

The problem to be investigated in this study is 'A Study of Leadership Behaviour of Colleges teachers in Mizoram' This study aims to explore the leadership behaviour in higher education. The findings of this research will be useful in enhancing the quality of leadership in academic institutions, which is crucial for the success of college organizations.

Objectives

The study was planned to find out the following objectives: -
1. To assess the leadership behaviour of degree colleges teachers in Mizoram.
2. To find out the leadership behaviour of degree colleges in Mizoram as perceives by the teachers with respect to gender, streams and management of colleges.
3. To compare the leadership behaviour of degree colleges in Mizoram as perceives by the teachers with respect to gender, streams and management of colleges.

Hypotheses

Following are the hypotheses of the study: -
1. There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceives by the teachers with respect to gender.
2. There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceives by the teachers with respect to streams.
3. There is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceives by the teachers with respect to management of colleges.

Method of Study

For the above study, the descriptive survey method was used. The population of the study comprised all the teachers from 32 degree colleges in Mizoram. Out of these colleges, 10 colleges (5 government & 5 private colleges) were selected for the population of the study. The sample for the study was selected randomly with a simple random sampling procedure and consisted of 250 teachers from the degree colleges in Mizoram.

To assess the leadership behaviour of the degree colleges in Mizoram, the Leadership Behaviour Description Scaled revised by Ralph M. Stogdill was used. The reliability of the scale has been administered on a sample of 60 degree college teachers in Mizoram on first phrase. Then, after one month, it was again administered on the same sample in the second phrase. The test-retest method was used to test the reliability of the scale, and the test-retest reliability was found to be 0.75 after gap of one month between the two administrations. The tool is relevant enough for the study of leadership behaviour of degree colleges in Mizoram.

Procedure of Data Collection

      Before collecting the data, the researcher obtained permissions from the principals of the respective degree colleges of Mizoram to collecting the required data. After the researcher got permission, she met the teacher and explained the purposes and importance of the research topic. The directions of the tool were clearly given to the teachers, who were requested them to answer truthfully. The researchers distributed 300 questionnaires, and out of these, 260 responses were returned to her. After examine the responses, 10 returned questionnaires are unreliable and incomplete, and these were eliminated from the sample of the study. Finally, the researcher included 250 responses to be used for the final analysis.

Results and Discussion

Objective 1: The first objective is to assess the leadership behaviour of degree colleges teachers in Mizoram.

      The following table shows the leadership behaviour of degree colleges teachers in Mizoram as perceived by the teachers. Eight sub-scales of leadership behaviour were taken into consideration, i.e., representation, demand reconciliation, persuasiveness, initiation structure, tolerance of freedom, role assumption, consideration and integration. Leadership behaviours are described into two categories, i.e., the initiation structure and then the consideration structure.

Table 1
Over-all mean scores and standard deviation of degree college teachers towards Leadership Behaviour

Categories	Sub-scales/Dimensions	M	SD	Mean
Initiation structure	Demand reconciliation	18.52	3.00	18.67
	Persuasiveness	17.90	3.52	
	Initiation of structure	19.38	3.06	
	Role assumption	18.89	2.98	
Consideration structure	Representation	19.19	3.45	19.45
	Tolerance of freedom	19.48	3.00	
	Consideration	19.50	3.18	
	Integration	19.65	3.61	

      From the above Table 1, it can be seen that the mean score of initiation is 18.67 and the mean score of Consideration structure is 19.45. The results shown in Table 1 indicated that the majority of the principals of degree colleges in Mizoram practiced consideration leadership behaviour. As perceived by the teachers, the college principals of degree colleges were friendly, approachable, encouraging, good listeners, building mutual trust, respect, and warmth. Meanwhile, some of the principals of degree colleges in Mizoram also practice initiation structure leadership behaviour.

      As indicated in Table 1, the integrated leadership behaviour, consideration, and tolerance of freedom leadership behaviour (M=19.65, M=19.50, and M=19.48) are the most common behaviours practiced by the principals of degree colleges in Mizoram. In the meantime, role assumption leadership behaviour (M=2.98) is the least behaviour practiced by the principals of degree colleges teachers in Mizoram.

Objective 2: To find out the leadership behaviour of degree colleges teachers in Mizoram as perceived by the teachers in relation to their gender, streams and management of colleges.

The following Table 2 shows the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers.

<p style="text-align:center">Table – 2</p>

Over-all means and standard deviation of leadership behaviour with respects to gender

Categories of Leadership Behaviour	Dimensions	Mean		SD		Mean Male	Mean Female
		M	F	M	F		
Initiation structure	Demand reconciliation	18.25	18.77	2.78	3.17	18.75	19.39
	Persuasiveness	18.05	17.77	3.29	3.72		
	Initiation of structure	19.71	18.95	3.07	2.95		
	Role assumption	19.01	18.79	2.43	3.40		
Consideration structure	Representation	19.51	18.85	3.52	3.28	19.49	19.41
	Tolerance of freedom	19.39	19.55	2.79	3.19		
	Consideration	19.58	19.37	2.92	3.39		
	Integration	19.47	19.86	3.38	3.74		

From the above Table 2, it can be seen that the male teachers' mean score and standard deviation of initiation leadership behaviour are 18.75 and consideration structure leadership behaviour is 19.49. It can be said that male teachers of colleges perceived their principal as practicing consideration leadership behaviour more than initiation leadership behaviour. The study also reveals that the principals of degree colleges practices more on initiation of structure and role assumption leadership behaviour under initiation leadership behaviour perceived by male teachers of degree colleges in Mizoram, their principals practiced more on consideration (M=19.58), representation (M=19.51) and integration under consideration leadership behaviour and initiation of structure leadership behaviour.

The findings of the study revealed that, male teachers of degree colleges perceived their principal as friendly, approachable, encouraging, acting as representatives of the group, building mutual trust, being good listeners and maintaining a closed organization. The teachers also perceived that the principal actively exercises the leadership role and lets the teachers know his role and what is expected of them.

As indicated in Table 2, the leadership behaviour of consideration, representation, integration, and initiation of structure are the most common practices of degree college principals in Mizoram. In the meantime, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

As shown in Table 2, female teachers of degree colleges in Mizoram perceived that their principal practiced a combination of initiation and consideration of leadership behaviour. The mean score of initiation leadership behaviour is 19.39 and consideration leadership behaviour is 19.41. They perceived their principals as the perfect leaders for the college organization. The study also reveals that the principals' practices focus most on integration, tolerance of freedom, and consideration leadership behaviour. In the meantime, persuasive leadership behaviour is the least behaviour practiced by the principals of degree colleges in Mizoram.

<p style="text-align:center">Table – 3</p>

Over-all means and standard deviation of leadership behaviour with respect to streams (Arts & Science)

Categories of Leadership Behaviour	Sub-scales/Dimensions	Mean		SD		Mean Arts	Mean Science
		Arts	Science	Arts	Science		
Initiation structure	Demand reconciliation	18.44	18.68	3.16	2.62	18.55	19.03
	Persuasiveness	17.80	18.12	3.46	3.54		
	Initiation of structure	19.29	19.38	3.08	3.13		

	Role assumption	18.66	19.31	3.01	2.76		
Consideration structure	Representation	18.97	19.56	3.47	3.31	19.41	19.53
	Tolerance of freedom	19.51	19.40	3.04	2.92		
	Consideration	19.41	19.72	3.16	3.21		
	Integration	19.74	19.45	3.51	3.65		

From Table 3, it can be seen that the arts teachers of degree colleges in Mizoram have a mean score of 18.55 for initiation leadership behaviour and 19.41 for consideration leadership behaviour. It can be said that the arts teachers perceived their principals' practices consideration leadership behaviour more than initiation leadership behaviour. The study also reveals that the principal of degree colleges in Mizoram also practiced more on initiation of structure under initiation leadership behaviour. As perceived by the teachers, their principals' practices focus more on integration (M=19.74), tolerance of freedom (M=19.51), and consideration (M=19.41) under consideration leadership behaviour. Meanwhile, the principals of degree colleges in Mizoram practiced more on initiation of structure under initiation leadership behaviour (M=19.29).

From the findings of the study, it can be said that arts teachers perceived their principal as a people-oriented/democratic leader. They are friendly, encouraging, approachable, and good listeners, building mutual trust and maintaining a knitted-together organization. In the meantime, teachers also feel that the principals are actively exercising their leadership role and letting the teachers know their role and what they expect from them.

As indicated in Table 3, leadership behaviour of integration, consideration, tolerance of freedom and initiation of structure are the most common behaviour practices of the principals of degree colleges in Mizoram. Meanwhile, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

As shown in Table 3, it can also be seen that the science teachers of degree colleges in Mizoram have a mean score of 19.03 for initiation leadership behaviour and 19.53 for consideration leadership behaviour. This finding shows that science teachers have perceived the principals' practices in both of the leadership behaviour, i.e., initiation and consideration structure. According to them, the principals were effective leaders and can be adjusted according to the situations that arise. They have performed as task-oriented and people-oriented leaders. The principals of degree colleges in Mizoram, as perceived by the science teachers, exhibit perfect leadership behaviour. Meanwhile, in the opinion of science teachers, the principals have the least practiced on demand reconciliation (M=18.68) and persuasiveness (M=18.12).

Table – 4
Over-all means and standard deviation of leadership behaviour with respect to management of colleges

Categories of Leadership Behaviour	Dimensions/ Sub-scales	Mean		SD		Mean Govt.	Mean Private
		Govt.	Private	Govt.	Private		
Initiation structure	Demand reconciliation	18.30	18.99	2.92	3.12	18.59	18.86
	Persuasiveness	17.73	18.28	3.54	3.47		
	Initiation of structure	19.48	19.16	3.17	2.84		
	Role assumption	18.83	19.03	2.96	3.05		
Consideration structure	Representation	19.35	18.75	3.36	3.51	19.33	19.66
	Tolerance of freedom	19.16	20.14	3.12	2.64		

	Consideration	19.38	19.75	3.38	2.72		
	Integration	19.43	22.00	3.68	7.86		

As shown in Table 4, it can be seen that government degree college teachers in Mizoram have a mean score of 18.59 in initiation leadership behaviour and 19.33 in consideration leadership behaviour. The findings of the study revealed that the principals of government colleges in Mizoram were taken more into consideration. In the meantime, some principals also practiced more on the initiation structure of leadership behaviour. As perceived by the teachers, the principal practices highly on all the consideration structures of leadership behaviour, i.e., representation, tolerance of freedom, consideration and integration and upon the integration structure of leadership behaviour as well, the principals practiced the initiation of structure (M=19.48) regularly. From the results, persuasive leadership behaviour was the least practiced by the principals (M=17.73).

The findings of the study revealed that teachers who are working in the government colleges in Mizoram perceived their principals as friendly, encouraging, spares time for listening to their staff, being generally available, supportive, and encouraging. They also feel that the colleges follow democratic and people-oriented patterns of organization. In some cases, the principal also exercises and practices their leadership roles and lets them know what is expected of them

As depicted in Table 4, the mean score of the initiation structure of leadership behaviour of private college teachers is 18.86, and the consideration of leadership behaviour is 19.66. The result shows that the science teachers perceived their principals' exercises and practices as more consideration of leadership behaviour than initiation leadership behaviour. At the meantime, the teacher perceived that the principals also exercised more of the initiation structure of leadership behaviour. It can be seen from the mean scores of different dimensions of leadership behaviour that the principals have also regularly practiced initiative leadership behaviour. This means that science teachers are satisfied with their job and the principals; they are more motivated and have more expectations for their principal.

Objective 3: To compare the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to their gender, streams and management of colleges.

Table – 5
Comparison of leadership behaviour of degree colleges in Mizoram with respects to gender, streams and management of colleges.

	Gender		Streams		Maintenance of College	
	Male	*Female*	*Arts*	*Science*	*Govt.*	*Private*
Mean	152.36	150.77	151.26	150.91	151.39	153.9
S.D.	21.39	21.04	19.39	24.47	19.86	17.19
Z-score	0.588		0.54		1.04	

Hypothesis – 1

It is observed from Table 5 that the computed values of the mean and standard deviation of the leadership behaviour of the degree colleges in Mizoram as perceived by male and female teachers are 152.36 and 21.39, and 150.77 and 21.04, respectively. The Z-score is 0.588, which is smaller than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers. It can also be said that male and female teachers had the same opinions related to their principals, and there was no difference among them regarding gender. Moreover, from the findings, it can be said that male teachers perceived their principals as better than female teachers.

<u>*Hypothesis – 2*</u>

To test the null hypothesis, 'there is no significant difference between the leadership behaviour of arts and science degree colleges in Mizoram as perceived by the teachers,' the mean and standard deviation for arts teachers and science teachers are computed separately. As shown in Table 5, the computed values of the mean and standard deviation of the leadership behaviour of the degree colleges in Mizoram are 151.26 and 19.39, and 150.91 and 24.47, respectively. The Z-score is 0.54, which is less than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by arts and science teachers. It can also be said that arts and science teachers had the same opinions related to their principals.

<u>*Hypothesis – 3*</u>

To test the null hypothesis, 'there is no significant difference between the leadership behaviour of government and private degree colleges in Mizoram as perceived by the teachers,' the mean and standard deviation for government and private college teachers are computed separately. As shown in Table 5, the computed values of the mean and standard deviation of government and private college teachers are 151.39, 19.86, and 153.9, 17.19, respectively. The Z-score is 1.04, which is less than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by the teachers who are working at government and private colleges in Mizoram. It can also be said that government and private college teachers had the same opinion related to their principals. In the meantime, from the results, it can also be said that private college teachers perceived their principals as better than government college teachers (government M=151.39, private M=153.9).

<u>**Conclusion**</u>

The main objectives of the study were to assess the leadership behaviour of degree colleges teachers in Mizoram and to find out the leadership behaviour of degree colleges in Mizoram as perceived by the teachers with respect to gender, streams and management. The major findings of the study were presented in the following: –

1. The findings of the study revealed that the majority of the principals of degree colleges in Mizoram practiced a consideration leadership behaviour. Among the difference dimensions of leadership behaviour – integration, consideration, and tolerance of freedom are the most common behaviours practiced by the principals. Meanwhile, role assumption leadership behaviour was the least practiced by the principal.

2. The findings of the study also revealed that male teachers have perceived that their principals have practiced consideration behaviour more than initiation leaders' behaviour. Female teachers have perceived that their principal has practiced the combination of initiation and consideration leadership behaviour. As perceived them, principal practiced less persuasive leadership behaviour.

3. From the findings of the study, it can be seen that arts teachers have perceived that their principal has practiced more consideration behaviour. Among the different dimensions of leadership behaviour, persuasiveness was the least practiced by the principals.

4. The finding shows that the science teachers perceived that their principals practiced both of the leadership behaviours i.e., initiation and consideration.

5. The findings of the study revealed that both of the principal in government and private degree colleges in Mizoram have practiced more on the consideration leadership behaviour. In the meantime, the teachers also perceives that some of their principals also practices initiation leadership behaviour. Among the leadership behaviour dimensions, persuasiveness was the least practiced by their principals.

6. The result of the study revealed that there is no significant different in the leadership behaviour of degree colleges in Mizoram with respect to their gender. But male teachers have perceived their principals as better than female teachers.

7. The result of the study found no significant different between leadership behaviour of degree colleges in Mizoram with respect to their streams of management. The arts and science teachers of degree colleges in Mizoram had the same opinions related to their principals.

8. The findings of the study reveals that there is no significant relationship between leadership behaviour of government and private degree colleges in Mizoram with respect to their maintenance of colleges. Meanwhile, private colleges have perceived their principals as better than government college principals.

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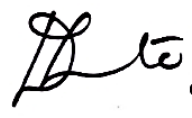
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ABSTRACT

LEADERSHIP BEHAVIOUR AND JOB SATISFACTION OF COLLEGE TEACHERS OF MIZORAM IN RELATION TO ORGANISATIONAL CLIMATE

AN ABSTRACT
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

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SCHOOL OF EDUCATION

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by

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Submitted

in partial fulfillment of the requirement

of the degree of Doctor of Philosophy in Education of

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INTRODUCTION

The principal is the leader of the College and manages and administers the institution. His tasks are to motivate the teachers and the students to achieve the goals of the institution. The principal is the organising body that maintains harmony and makes sure the entire institution develops in a balanced manner. The leadership of the principal is an acute factor in the success of any programme at the College. The principal, as a college leader, has two important responsibilities: the administration of the school and the supervision of the personnel involved in the teaching-learning situation. The efficiency of the College depends greatly on the ability, skill, personality, and professional competence of the principal. The responsibilities of the principal have increased due to the expansion of scientific knowledge, technological development, and the demands of the nation.

A person's emotion of joy, contentment, and happiness at work are referred to as job satisfaction. A person's overall attitude towards working in a position where they must communicate with coworkers and superiors, adhere to organisational rules and policies, and satisfy performance standards is known as job satisfaction. Teacher job satisfaction is a very important factor in the content of the institutions and students' achievements. If they are not satisfied with the organisational climate of the institution and the behaviour of the leader, they cannot create a positive classroom environment in which a teacher feels secure, challenged, rewarded, and successful at the current school in which they work (Amorosa, 2002).

Organisational climate can be defined as the work environment as experienced by the staff, internal and external conditions of the organisation, any materials that can affect and influence the staff, visible and invisible factors that can affect the staff's performance, and tangible and intangible elements that have an impact on the character and quality of teachers. Every educational establishment has a distinct personality or environment of its own. The interaction between the principal and the instructors, among other interactions within the school system, greatly influences or determines the climate or atmosphere.

The relationship between organisational climate and job satisfaction is crucial because it ensures that each employee, team member, and leader know, understand, and carry out work procedures in accordance with their responsibilities, rights, and obligations, as well as communication and authority. Several studies had been done on the relationship between organisational climate and job satisfaction many years ago. Most of the results of the study accepted the positive and significant relationship between organisational climate and job satisfaction.

A pleasant environment can be created, and the organisational climate can be shaped in large part by leadership behaviour. It is crucial to look into how leadership behaviour affects the climate of an organisation and its workforce. To create a conducive and successful educational institution, organisational climate and leadership behaviour are crucial factors. Most of the study has revealed that leadership behaviour has positive influences on the organisational climate.

RELEVANCE OF THE STUDY

The fundamental component of educational institutions is leadership. In the educational system of today, leadership is rapidly becoming more important. A college requires strong or capable administrators eager to promote a high degree of student accomplishment, satisfied teachers, and a productive organisational climate in their institutions. In general, it has been observed that leaders in the current climate are unsure about the leadership behaviour being used at their colleges and the extent to which their principal's style of leadership affects their job satisfaction. The diverse leadership behaviours and styles and how they connect to or impact the work satisfaction of teachers are unknown to the principal. Additionally, it has been observed that they are often clueless about the leadership styles that promote a positive organisational climate and job satisfaction.

Many studies have shown that there is a significant relationship between leadership behaviour and the organisational climate of an institution. Teachers are more satisfied with their jobs if the leader provides support, develops a positive climate in the school, maintains open communication with dignity, and treats

teachers with respect (Evans & Johnson, 1990). Other researchers also found that different leadership styles will create different working environments and that they have a direct influence on job satisfaction (Timothy & Ronald, 2004). However, several studies have discovered that there is no connection between leadership behaviour, job satisfaction, and organisational climate.

Numerous studies have indicated that the organisational climate of the institution has an impact on teachers' job satisfaction. However, further research also showed that there is no connection between the institutions' organisational environment and the teachers' job satisfaction. Hence, it is necessary to study the relationship between teachers' job satisfaction and the organisational climate of the colleges in Mizoram to reveal in-depth information about their institutions.

Prior research on job satisfaction has underlined the working climate as the main element, rather than the job itself, contributing to increased employee job satisfaction. The relationship to other phenomena, such as job performance, leadership behaviour, organisational climate, and the calibre of teamwork, must be the main focus. The organisational atmosphere of the college and teacher job satisfaction are significantly influenced by leadership behaviour. Every programme at the institution depends on the principal's leadership to succeed. It is important to examine the principal's leadership style in relation to the institutional climate of the colleges in Mizoram.

According to earlier research, a leader's behaviour affects the organisational climate and teachers' job satisfaction. The organisational climate of the institution has an impact on teachers' leadership behaviour as well as their level of job satisfaction. The study's factors are all highly important since they might have an impact on every area of the organisation, including students, students' parents, and other college staff. The principal's actions have an impact on how well the school performs and how the teachers work. A competent principal provides a creative working environment and a positive climate in the institutions (Hallinger & Heck, 1998).

The researcher believes that only through research work can the relationship between leadership behaviour and the organisational climate of Mizoram colleges be realized. Only through research can the relationship between the job satisfaction of college teachers and the organisational climate of colleges in Mizoram be revealed.

STATEMENT OF THE PROBLEM

To find out the leadership behaviour of degree colleges, job satisfaction of college teachers and organisational climate of degree colleges in Mizoram and their relationships with reference to the teacher's gender, streams of education and management of the colleges, the suggested study is presented as:

"Leadership Behaviour and Job Satisfaction of College Teachers of Mizoram in Relation to Organisational Climate.

OBJECTIVES

In order to gather the necessary data and shed light on the genuine situation of leadership behaviour, organisational environment, and job satisfaction of college teachers in Mizoram from a critical point of view, the following objectives were identified:

1. To assess the leadership behaviour of College Teachers of Mizoram.
2. To find out the Job Satisfaction of College Teachers of Mizoram.
3. To identify the organisational climate of colleges in Mizoram.
4. To examine the relationship between Leadership behaviour of college teachers with organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

5. To examine the relationship between Job Satisfaction of College Teachers with respect to organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

6. To find out the relationship between Leadership behaviour and Job Satisfaction of College Teachers in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

7. To identify the relationship between Leadership behaviour, Job Satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

8. To suggest measures for better leadership behaviour, job satisfaction and organisational climate of colleges in Mizoram.

HYPOTHESES

On the basis of the research objectives the following hypotheses are formed:

1. There is no significant relationship between leadership behaviour of college teachers and organisational climate of colleges in Mizoram in relation to their:
   - Gender
   - Stream of education
   - Management of colleges

2. There is no significant relationship between job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:

    - Gender
    - Stream of education
    - Management of colleges

3. There is no significant relationship between leadership behaviour, job satisfaction of college teachers and organisational climate of colleges in Mizoram in relation to their:

    - Gender
    - Stream of education
    - Management of college

REVIEW OF RELATED LITERATURE

The study has integrated a total of 98 reviews. There were 14 studies done on leadership behaviour, 26 studies done on job satisfaction, 16 studies done on organisational climate, 14 studies done on the relationship between leadership behaviour and job satisfaction, and 28 studies done on the relationship between job satisfaction and organisational climate. From 2004 to 2020 is the review period.

The studies of the related research showed that those teachers working in different types of institutions are satisfied with their jobs. Hence, female teachers are more satisfied with their jobs than male teachers. The organisational climate was different according to the types of institutions. The organisational climates of the institutions are related to the teachers' job satisfaction. The review also revealed that most of the teachers' job satisfaction was affected by and interrelated with the leadership behaviour of their institutions.

METHOD OF THE STUDY

The descriptive survey method was used in order to obtain pertinent and precise information concerning the leadership behaviour and job satisfaction of college teachers in relation to the organisational climate in Mizoram. The basic purpose of the descriptive survey method is to explain and interpret what already exists at present. Multistage random sampling will be used to select the sample for the study.

POPULATION

Since the study was focused on the arts and science college teachers in Mizoram, the population for this study comprised all degree colleges in Mizoram that are officially affiliated with Mizoram University.

Sample of the Study

For the present study, to find out the relationship between leadership behaviour and organisational climate; and job satisfaction and organisational climate as perceived by degree college teachers of Mizoram, 250 teachers were selected as a representative sample. The final sample size comprised 118 male and 132 female teachers offering Arts and Science, and government and private degree colleges in Mizoram. The sample was selected by using a multistage random sampling technique.

Tools of Data Collection

Various research tools are necessary for data collection. Any research project's success is heavily reliant on the collection tools that are employed. The researcher adopted and employed the following tools in the study:

1. Organisational Climate Scale (OCS) developed by Sanjoy Pathe, Sushama Chaudari, and Upinder Dhar (2001)

2. Job Satisfaction Scale developed and standardized by Amar and Sharma (2006).

3. Leadership Behaviour Description Scale developed by the investigator.

Procedure of Data Collection

Before collecting the data, the researcher obtained permission from the principals of the respective degree colleges in Mizoram to collect the required data. After the researcher got permission, she met the teacher and explained the purposes and importance of the research topic. The directions for the tool were directly given to the teachers, who were requested to answer truthfully. The researchers distributed 300 questionnaires, and out of these, 260 responses were returned to her. After examining the responses, 10 returned questionnaires were unreliable and incomplete, and these were eliminated from the sample of the study. Finally, the researcher included 250 responses to be used for the final analysis.

Table 1

Lists of sample Teachers (2022-2023)

Sl. No.	Name of College	Management	No. of Teachers		
			Male	Female	Total
1.	Pachhunga University College	Government	32	20	52
2.	Govt Lunglei College	Government	24	16	40
3.	Govt Champhai College	Government	04	15	19
4.	Govt Serchhip College	Government	13	12	25
5.	Govt Kolasib College	Government	18	16	34
6.	HATIM	Private	05	17	22
7.	Aizawl City College	Private	05	07	12
8.	Helen Lowry College	Private	08	10	18
9.	Mizoram Christian College	Private	07	12	19
10.	Faith College	Private	02	07	09
Total			**118**	**132**	**250**

Tabulation of Data

The data regarding leadership behaviour, job satisfaction of teachers, and the organisational climate of colleges were received with the help of a questionnaire. Only the usable raw data were tabulated after being evaluated based on the reason they were collected. In order to facilitate further research, the raw data gathered using questionnaires was sorted into columns and rows and then presented as statistical tables.

Data Analysis

The study is descriptive in nature. Descriptive statistics like mean and standard deviation as well as inferential statistics like the t-test, Pearson's correlation, regression, etc. were used to analyze the data.

Demographic profile of the sample

- 250 teachers from arts and science degree colleges are respondents in this study. Among 250 teachers, 172 were from the arts stream, i.e., 68%, and 78 were from science the stream, i.e., 31.2%.

- Out of 250 degree college teachers in Mizoram, 118 (47.25) were male teachers and 132 (52.85) were female teachers. Out of 118 male teachers, 73 teachers, i.e., 61.86%, are from the arts stream, and 45 teachers, i.e., 38.14%, are from the science stream. Whereas, out of 132 female teachers, 97 teachers, i.e., 73.48%, are from the arts stream, and 35 teachers, i.e., 26.52 %, are from the science stream.

- Out of 250-degree college teachers in Mizoram, 170 teachers were from the government degree college, i.e., 68%, and 80 teachers were from the private degree colleges

MAJOR FINDINGS AND CONCLUSIONS

1. **Major findings and conclusions on assessing the Leadership Behaviour of Degree College Teachers in Mizoram.**

The mean score of initiation is 18.67 and the mean score of consideration structure is 19.45. The results shown that the majority of the principals of degree colleges in Mizoram practiced considered leadership behaviour. As perceived by the teachers, the college principals of degree colleges were friendly, approachable, encouraging, good listeners, building mutual trust, respect, and warmth. Meanwhile, some of the principals of degree colleges in Mizoram also practiced initiation structure leadership behaviour.

The integrated leadership behaviour, consideration, and tolerance of freedom leadership behaviour (M=19.65, M=19.50, and M=19.48) are the most common behaviours practiced by the principals of degree colleges in Mizoram. In the meantime, role assumption leadership behaviour (M=2.98) is the least behaviour that practiced by the principals of degree colleges in Mizoram.

2. **Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to gender.**

- Male teachers' mean score and standard deviation of initiation leadership behaviour are 18.75 and consideration structure leadership behaviour is 19.49. It can be said that male teachers of colleges perceived their principal as practicing consideration leadership behaviour more than initiation leadership behaviour.

- The study also reveals that the principals of degree colleges practiced more on initiation of structure and role assumption leadership behaviour under initiation leadership behaviour perceived by male teachers of degree colleges in Mizoram; their principals practiced more on consideration (M = 19.58), representation (M = 19.51) and integration under consideration leadership behaviour and initiation of structure leadership behaviour.

- The findings of the study revealed that male teachers of degree colleges perceived their principal as friendly, approachable, encouraging, acting as representatives of the group, building mutual trust, being good listener, and maintaining a closed organisation.

- The leadership behaviour of consideration, representation, integration, and initiation of structure are the most common practices of degree college principals in Mizoram. In the meantime, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

- Female teachers of degree colleges in Mizoram perceived that their principal practiced a combination of initiation and consideration of leadership behaviour. The mean score of initiation leadership behaviour is 19.39 and consideration leadership behaviour is 19.41. They perceived their principals as the perfect leaders for the college organisation.

- The study also reveals that the principals' practices focus most on integration, tolerance of freedom, and consideration of leadership behaviour. In the meantime, persuasive leadership behaviour is the least practiced by the principals of degree colleges in Mizoram.

3. **Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to streams of education.**

- The arts teachers of degree colleges in Mizoram have a mean score of 18.55 for initiation leadership behaviour and 19.41 for consideration leadership behaviour. It can be said that the arts teachers perceived their principals' practices consideration of leadership behaviour more than initiation leadership behaviour.

- As perceived by the teachers, their principals' practices focus more on integration (M = 19.74), tolerance of freedom (M = 19.51), and consideration (M = 19.41) under consideration leadership behaviour. Meanwhile, the

principals of degree colleges in Mizoram practiced more on initiation of structure under initiation leadership behaviour (M = 19.29).

- From the findings of the study, it can be said that arts teachers perceived their principal as a people-oriented or democratic leader. They are friendly, encouraging, approachable, and good listeners, building mutual trust and maintaining a knitted-together organisation. In the meantime, teachers also feel that the principals are actively exercising their leadership role and letting the teachers know their role and what they expect from them.

- Leadership behaviour of integration, consideration, tolerance of freedom, and initiation of structure are the most common behaviour practices of the principals of degree colleges in Mizoram. Meanwhile, persuasive leadership behaviour was the least practiced by the principals of degree colleges in Mizoram.

- The science teachers of degree colleges in Mizoram have a mean score of 19.03 for initiation leadership behaviour and 19.53 for consideration leadership behaviour. This finding shows that science teachers have perceived the principals' practices in both of the leadership behaviour, i.e., initiation and consideration structure. According to them, the principals were effective leaders, and they can be adjusted according to the situations that arise.

- The principals of degree colleges in Mizoram, as perceived by the science teachers, exhibit perfect leadership behaviour. Meanwhile, in the opinion of science teachers, the principals have the least practiced demand reconciliation (M=18.68) and persuasiveness (M=18.12) leadership behaviour.

4. **Major findings and conclusions on the leadership behaviour of degree colleges in Mizoram as perceived by the teachers in relation to management of colleges.**

- Government degree college teachers in Mizoram have a mean score of 18.59 in initiation leadership behaviour and 19.33 in consideration leadership behaviour. The findings of the study revealed that the principals of government colleges in Mizoram were taken more into consideration. In the meantime, some principals also practiced more on the initiation structure of leadership behaviour.

- As perceived by the teachers, the principal practices highly on all the consideration structures of leadership behaviour, i.e., representation, tolerance of freedom, consideration and integration and upon the integration structure of leadership behaviour as well, the principals practiced the initiation of structure (M = 19.48) regularly. From the results, persuasive leadership behaviour was the least practiced by the principals (M = 17.73).

- The findings of the study reveal that teachers who are working in the government colleges in Mizoram perceived their principals as friendly, encouraging, spares time for listening to their staff, being generally available, supportive, and encouraging. They also feel that the colleges follow democratic and people-oriented patterns of organisation. In some cases, the principals also exercise and practice their leadership roles and let them know what is expected of them.

- The mean score of the initiation structure of leadership behaviour of private college teachers is 18.86, and the consideration of leadership behaviour is 19.66. The result shows that the science teachers perceived their principals' exercises and practices as more consideration of leadership behaviour than initiation leadership behaviour.

- In the meantime, the teacher perceived that the principals also exercised more of the initiation structure of leadership behaviour. It can be seen from the

mean scores of different dimensions of leadership behaviour that the principals have also regularly practiced initiative leadership behaviour. This means that science teachers are satisfied with their job and the principals; they are more motivated and have more expectations from their principal.

5. **Comparing the leadership behaviour of degree colleges in Mizoram as perceived by the teachers with respect to their gender, streams, and management of colleges.**

Hypothesis 1: There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the male and female teachers.

The computed values of the mean and standard deviation of the leadership behaviour of the degree colleges in Mizoram as perceived by male and female teachers are 152.36 and 21.39, and 150.77 and 21.04, respectively. The Z-score is 0.588, which is smaller than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that there is no significant difference between the leadership behaviour of degree colleges in Mizoram as perceived by male and female teachers. It can also be said that male and female teachers had the same opinions related to their principals, and there was no difference among them regarding gender. Moreover, from the findings, it can be said that male teachers perceived their principals as better than female teachers.

Hypothesis 2: There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the arts and science teachers.

The computed values of the mean and standard deviation of the leadership behaviour of the degree colleges in Mizoram are 151.26 and 19.39, and 150.91 and 24.47, respectively. The Z-score is 0.54, which is less than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that '*there is no significant difference between the leadership behaviour arts and science of degree colleges in Mizoram as perceived by the teachers.*' It can also be said that arts and science teachers had the same opinions related to their principals.

Hypothesis 3: There is no significant difference between leadership behaviour of degree colleges in Mizoram as perceived by the Arts and Science teachers.

The computed values of the mean and standard deviation of government and private college teachers are 151.39, 19.86, and 153.9, 17.19, respectively. The Z-score is 1.04, which is less than 1.96 (at the 0.05 level) and 2.58 (at the 0.01 level). Here, we can accept the null hypothesis at both levels. It can be concluded that '*there is no significant difference between the leadership behaviour of government and private degree colleges in Mizoram as perceived by the teachers*. It can also be said that government and private college teachers had the same opinion related to their principals. In the meantime, from the results, it can also be said that private college teachers perceived their principals as better than government college teachers (government M = 151.39, private M = 153.9).

6. **Major findings and conclusions on the job satisfaction of colleges in Mizoram**

   - The mean and standard deviation of degree college teachers' job satisfaction score are 71.69 and 11.19, respectively. This means that the college teachers have a moderate mean score on job satisfaction indexed scores. Therefore, degree college teachers in Mizoram have found a moderate level of job satisfaction.

7. **Major findings and conclusions on the job satisfaction of college teachers of Mizoram with respect to gender.**

   - The mean score of male teachers at degree colleges in Mizoram was 74.53; this shows that male teachers are above averagely satisfied. The mean score of female teachers at Mizoram degree colleges was 69.11; this also shows that female teachers are satisfied with their job. The finding reveals that the t-value of 0.0001 is lower than the criterion t-value at 0.01 and 0.05 levels of confidence for 214df. This means that there is a significant difference between male and female teachers in Mizoram degree colleges. It also revealed that male teachers are more satisfied than female teachers because

the mean score and standard deviation of male teachers (74.57 and 12.48) were higher than the mean score and standard deviation of female teachers (69.11 and 9.22).

- The mean score of satisfaction with excursion, place of posting, and working conditions (job-concrete) for male teachers is 15.05 and for female teachers is 14.97. This finding indicates that both of the teachers are satisfied with their jobs. It also revealed that both of the teachers accept their place of posting and that their working conditions are decent and satisfactory.

- The mean score of satisfaction with cooperation, democratic functioning, etc. (job abstract) for male teachers is 18.82 and for female teachers is 17.29. This finding indicates that both of the teachers are satisfied with their jobs, and it also revealed that the teachers feel their college functioning is democratic and maintains good cooperation amongst the employees.

- With respect to the mean score of satisfaction with intelligence and social circle (psycho-social), male teachers score 19.37 and female teachers score 17.98. This study shows that both of the teachers are satisfied with their jobs. It can be seen that male teachers describe a higher mean score in their ability to acquire and apply knowledge and skills and share more of their professions and interests with their colleagues than female teachers.

- The mean scores of satisfactions with salary and allowance (economic) for male teachers were 7.75, and female teachers' scores were 7.20. This means that both of the teachers are satisfied with their salaries and allowances. They are economically satisfied and feel satisfied with it.

- The mean score of satisfaction with quality of life and the national economy for male teachers was 12.57, and for female teachers it was 12. This means that in the area of community and national growth, both teachers are satisfied. The teachers accept that education is an important means for the growth and development of the community and the nation.

8. **Major findings and conclusions on the job satisfaction of college teachers of Mizoram with respect management of colleges.**

- The total mean score on job satisfaction of government college teachers is 73.31, and that of private college teachers is 67.46. The finding shows that both those who are working in government and private colleges are satisfied with their jobs. The finding reveals that the z-value of .0001 is lower than the criterion value at the 0.05 level of confidence for 164df. This means that there is a significant difference between the job satisfaction of government and private college teachers in Mizoram.

- It also revealed that government-degree college teachers are more satisfied than private-degree college teachers in Mizoram.

- The mean scores of satisfactions with excursion, place of posting, and working conditions (job concrete) for government college teachers are 14.91, and those for private college teachers are 15.11. The results of the study revealed that the teachers who are working in government and private degree colleges in Mizoram are satisfied in the field of job-concrete areas. It can also be said that private college teachers are more satisfied with their place of posting and working conditions based on their experiences in college.

- The mean scores of satisfactions with cooperation and democratic functioning (job abstract) for government college teachers are 18.60, and those for private college teachers are 16.88. This study revealed that both of the teachers who are working in government and private degree colleges were satisfied with their working conditions with others and the functioning of their job. Meanwhile, government-degree college teachers are more satisfied in the job-abstract area than private-degree college teachers.

- With respect to the mean scores of satisfactions with intelligence and social circle for government degree-college teachers, they are 19.07, and those for private college teachers are 17.93. This means that both of the teachers who are working in government and private colleges are satisfied in the area of

psycho-social. It can also be said that government college teachers are more satisfied in the areas of intelligence and social circle than private college teachers.

- The mean score of satisfaction with salary and allowances (economic) for government-college teachers is 8.2, and those for private college teachers are 5.9. It means that government degree college teachers are satisfied with the salaries and allowances they receive. Meanwhile, private college teachers are moderately satisfied with their salaries and allowances and are not feeling secured for their future. It can also be said that government-degree college teachers are more satisfied than private college teachers in the areas of salary and allowances they receive.

- The mean scores of satisfactions with quality of life and national growth for government college teachers are 12.68, and those for private college teachers are 11.65. This study reveals that both of the teachers were satisfied in the areas of community and national growth. It can also be said that both of the teachers have perceived their jobs as ways and means for the development of the community and the nation. They also accepted that their profession endeavours to make a better man.

9. **Major findings and conclusions on the job satisfaction of college teachers of Mizoram with respect to streams of education.**

- The mean score of job satisfaction of arts teachers is 69.04 with a standard deviation of 10.92, and the mean score of science teachers is 75.73 with a standard deviation of 10.92. This means that both of the teachers were satisfied with their jobs. It can also be said that science teachers are more satisfied with their jobs than arts teachers at colleges in Mizoram.

- The mean scores of satisfactions with excursion, place of posting, and working conditions (job-concrete) for arts college teachers are 14.55, and those for science teachers are 15.92. The finding reveals that both of the teachers are satisfied with their jobs at this level. This also means that science

teachers describe higher means for satisfaction with job-concrete areas than arts college teachers. It can also be said that both of the teachers accept their place of posting and that the working conditions are good enough that they are satisfied with them.

- The mean scores of satisfactions with cooperation and democratic functioning (job-abstract) for arts teachers are 17.45, and those for science teachers are 19.12. The finding shows that both of the teachers are satisfied in the area of job abstracts. It can also be said that science teachers have a higher mean for satisfaction with abstract statements than arts teachers. The finding also revealed that both of the teachers accepted that their colleges function in democratic ways and maintained good cooperation amongst the employees.

- With respect to the mean scores of satisfactions with intelligence and social circle (psycho-social) for arts teachers, they are 18.32, and those for science teachers are 19.44. The finding shows that both of the teachers are satisfied in the areas of psychosocial. It also revealed science teachers have a higher mean for satisfaction with their ability to acquire and apply knowledge and skills, and they shared more of their interests and profession with their colleagues.

- The mean scores of satisfactions with salary and allowances (economic) for arts teachers are 7.02, and those for science teachers are 8.41. The finding showed that arts and science teachers in colleges in Mizoram were satisfied above average with the salaries and allowances they had received. This study also revealed that science teachers are slightly more satisfied with their jobs than arts teachers.

10. **Major findings and conclusions on the organisational climate of colleges in Mizoram.**

- The mean and standard deviation of college teachers in factor 1, i.e., results, rewards, and interpersonal relations of organisational climate were 37.09 and 5.89. The findings revealed that the degree college teachers of Mizoram

perceived their college organisational climate as favourable, and they also accepted that they had received rewards and recognition according to their services, achievement, hard work, etc. The teachers also feel that the relationship between the teachers and the principal and amongst their colleagues is favourable.

- In factor 2, i.e., organisational process, the mean and standard deviation were 32.32 and 6.20, respectively, which shows that the college teachers perceived their organisational climate as favourable. The findings revealed that communication channels are open between teachers and the principal and amongst the teachers. There was no differentiation between senior and junior teachers.

- In factor 3, i.e., clarity of roles and sharing of information, the mean and standard deviation were 16.63 and 2.87, respectively, which shows that the college teachers perceived their organisational climate as favourable. They also feel that the duty that they have to fulfil is clearly defined, and when problems arise, they share and help each other.

- In factor 4, i.e., altruistic behaviour, the mean and standard deviation were 5.50 and 1.53, respectively, which shows that teachers feel their organisational climate is favourable. It was also revealed that the teachers who work at the college in Mizoram help each other with their jobs.

- The overall scores of the college teachers (mean = 91.06 and S.D. = 15.52) show that all the teachers perceived their college organisational climate as favourable. It also revealed that there was a close relationship between the principal and the teachers and amongst the teachers as well. All the teachers perceived that they have an open organisational climate, which makes them feel favourable.

11. Major findings and conclusions on the organisational climate of degree colleges as perceived by male teachers

- The mean score of the organisational climate of male teachers is 91.16 and the standard deviation is 11.25 (fall under the normal/favourable range). This means that male teachers perceived their organisational climate as favourable. The study also revealed that male teachers feel they have a close relationship with the principal and with each other. The institution has an open organisational climate; the duration of teacher services does not have an effect on the organisational climate of colleges. All the teachers, irrespective of their services, feel favourable about their climate and help each other when problems arise.

12. Major findings and conclusions on the organisational climate of degree colleges as perceived by female teachers

- The mean score of the organisational climate of female teachers is 90.96 and the standard deviation is 13.59 (fall under the normal/favourable range). This means that female teachers perceived their organisational climate as favourable. Female teachers accept that their organisational climate is open and that there is a close and friendly relationship between teachers and the principal. Among the female teachers, irrespective of their services, they shared any information and problems with each other and worked together for the development of their organisation. Female teachers feel free to do whatever they think is best for their colleges. They helped each other whenever they needed it.

13. Major findings and conclusions on the organisational climate of degree colleges as perceived by arts teachers

- The mean and standard deviation in factors 1: 37.20 and 6.22, factor 2: 32.87 and 6.77, factor 3: 16.74 and 3.04, factor 4: 5.56 and 1.54, and the total organisational climate mean and standard deviation (91.86 and 13.62) fall under the normal range, which means that arts teachers at Mizoram colleges accepted the organisational climate of their colleges as favourable.

- The finding shows that among the arts teachers, there was no differentiation according to their duration of service or irrespective of their gender. They accepted that the institution recognized their hard work and received recognition for their new ideas and contributions to the institution. They also feel that the colleges have an open climate and a closed relationship among the teachers and with the principal himself or herself. Most of the teachers shared information and helped each other solve their problems. The results also show that the organisational climate of Mizoram colleges is well organised, and most of the teachers also feel comfortable doing whatever they think is best for the institutions.

14. Major findings and conclusions on the organisational climate of degree colleges as perceived by science teachers

- The mean and standard deviation in factors 1: 36.83 and 5.09, factor 2: 31.18 and 4.48, factor 3: 16.37 and 2.46, factor 4: 5.35 and 1.52, and the total organisational climate mean and S.D. (89.81 and 9.59) fall under the normal/favourable range, which means that science teachers of Mizoram colleges accepted the organisational climate of their colleges as favourable.

15. Major findings and conclusions on the organisational climate of government college teachers in Mizoram.

- The mean and standard deviation in factors 1: 37.06 and 6.19, factor 2: 32.66 and 6.19, factor 3: 16.65 and 3.02, factor 4: 5.31 and 1.56, and the total organisational climate mean and standard deviation (91.57 and 13.33) fall under the normal range, which means that government degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable.

- It can be said that the government colleges in Mizoram have an open organisational climate, and all the teachers also perceive a favourable and conducive organisational climate. From the findings, it can be seen that the government college teachers accepted that there was good cooperation among the teachers and with the principal.

- The government colleges recognized the teachers' services, achievements, and hard work, and rewards were also provided to them. It can also be seen that teachers help each other with their jobs and try to solve the problems faced by the colleges.

16. **Major findings and conclusions on the organisational climate of private college in Mizoram.**

- The mean and standard deviation in factors 1: 37.06 and 6.19, factor 2: 32.66 and 6.19, factor 3: 16.65 and 3.02, factor 4: 5.31 and 1.56, and the total organisational climate mean and standard deviation (91.57 and 13.33) fall under the normal range, which means that private degree college teachers in Mizoram accepted the organisational climate of their colleges as favourable.

17. **Major findings and conclusions on the comparison of the organisational climate of degree colleges with respect to their gender, streams of education and management of colleges.**

- The Z-value of male and female teachers of colleges in Mizoram is lower as compared to the 0.05 level of significance. The Z-value of 0.899 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). The findings show that there is no significant difference in organisational climate as perceived by male and female teachers of colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organisational climates of degree colleges in Mizoram in relation to their gender*' is accepted. It can also be revealed that the mean score of male teachers (91.65) is higher than the mean score of female teachers (90.96), which means that male teachers feel their organisational climate is more favourable than that of female teachers of colleges in Mizoram.

- The Z-value of arts and science teachers in colleges in Mizoram is lower as compared to the 0.05 level of significance. The Z-value of 0.73 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). The findings of the study show that there is no significant difference in the organisational climate as perceived by arts and science teachers in colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organisational climate of colleges in Mizoram in relation to their streams of education*' is accepted. It can also be revealed that the mean score of arts teachers (91.86) is higher than the mean score of science teachers (89.81), which means that arts teachers feel their organisational climate is more favourable than that of science teachers in degree colleges in Mizoram. It can also be said that in both streams (arts and science), teachers experience and perceive their college organisational climate as open and conducive.

- The Z-value of government and private colleges in Mizoram is lower as compared to the 0.05 level of significance. The Z-value of 0.58 at 0.05 levels is found to be not significant (table value of 0.05 level is 1.98). This shows that there is no significant difference in organisational climate between government and private colleges in Mizoram. Therefore, the null hypothesis '*There is no significant difference between the organisational climate of degree colleges in Mizoram in relation to their management of colleges*' is accepted. It can also be revealed that the mean score of government college teachers (91.86) is higher than the mean score of private college teachers (89.81), which means that government degree college teachers feel their organisational climate is more favourable than that of private college teachers in Mizoram. It can also be said that in government and private colleges, teachers experience and perceive their college's organisational climate as open and conducive.

18. **Major findings and conclusions on the the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their gender.**

- The calculated mean and standard deviation of leadership behaviour as perceived by male teachers are 152.3 and 21.39, and the organisational climate of degree colleges in Mizoram is 91.16 and 11.25, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is 0.266. Since the 'r' score of 0.266 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by male teachers, there is a positive significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram as perceived by male teachers'* is rejected.

- It can be said that the leadership behaviour of the college principals was affected by the organisational climate of the colleges, and in turn, the organisational climate of the degree colleges also influenced and affected the leadership behaviors of colleges.

- The calculated mean and standard deviation of leadership behaviour as perceived by female teachers, which are 150.77 and 21.04, and the organisational climate, which is 90.96 and 13.59, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is 0.043. Since the 'r' score of 0.043 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance) as perceived by female teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and the organisational climate of degree colleges in Mizoram as perceived by female teachers'* is accepted.

19. Major findings and conclusions on the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their streams of education.

- The calculated mean and standard deviation of leadership behaviour as perceived by arts teachers are 151.26 and 19.39, and the organisational climate is 91.86 and 13.61, respectively. The calculated value of the correlation between leadership behaviour and organisational climate among arts college teachers is .099. Since the 'r' score of .099 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the arts teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram relating to arts teachers'* is accepted.

- It can be said that leadership behaviour does not influence or affect the organisational climate of the institution. In reverse, it can also be said that the organisational climate of degree colleges in Mizoram does not influence or affect the principal leadership behaviour. As perceived by the teachers, the behavioural practices of their principal do not influence their working conditions.

- The calculated mean and standard deviation of leadership behaviour as perceived by science teachers are 152.64 and 18.77, and organisational climate is 89.80 and 9.59, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is .081. Since the 'r' score of .081 is lower than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the science teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram relating to science teachers'* is accepted.

- It can be said that, as perceived by the science teachers, the behaviour that has been practiced by their principals does not influence or affect their college's working climate. The college's organisational climate will not be able to influence or affect the principal's leadership behaviour either. It can also be said that the science teachers were satisfied and content with their principals' leadership behaviour and their college's organisational climate.

20. **Major findings and conclusions on the relationship between leadership behaviour and organisational climate of degree colleges in Mizoram in relation to their management of colleges.**

- The calculated mean and standard deviation of the leadership behaviour of government degree colleges are 151.39 and 19.86, and the organisational climate is 91.57 and 13.33, respectively. The calculated value of the correlation between leadership behaviour and organisational climate in degree colleges in Mizoram is .001. Since the 'r' score of .001 is lower than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the government college teachers, there is no significant relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by government degree college teachers*' is accepted.

- It can also be said that, as perceived by the government college teachers, their principals' leadership has not influenced or affected their college organisational climate, and their college organisational climate was also not affected or influenced by the behaviour as practiced by their principals.

- The calculated mean and standard deviation of the leadership behaviour of private degree colleges in Mizoram are 153.9 and 17.19, and the organisational climate is 90.75 and 9.79, respectively. The calculated value of the correlation between leadership behaviour and organisational climate is

.126. Since the 'r' score of 0.126 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by private college teachers, there is a significant positive relationship between leadership behaviour and organisational climate of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and organisational climate in Mizoram as perceived by private degree college teachers'* is rejected.

- As perceived by private degree colleges, their principal behaviour has been affected by the organisational climate that has existed. In the same way, the behaviour that has been practiced by the principal has also influenced and affected the working climate of the colleges and the teachers' satisfaction itself.

21. **Major findings and conclusions on the relationship between job satisfaction of degree college teachers and the organisational climate of degree colleges in Mizoram in relation to their gender.**

The calculated mean of job satisfaction and organisational climate for male teachers is 91.16 and 90.96. The coefficient of correlation between job satisfaction and the organisational climate of male teachers is 0.218. Since the 'r' score of 0.218 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by male teachers, there is a significant positive relationship between job satisfaction and organisational climate of degree colleges in Mizoram. So, the hypothesis 'There is no significant relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to males' is rejected. It means that job satisfaction and the organisational climate of degree colleges in Mizoram are interrelated. The higher the job satisfaction, the higher the organisational climate of male teachers, or the lower the job satisfaction, the lower the organisational climate of the male teachers of degree colleges in Mizoram.

The calculated mean of job satisfaction and organisational climate for female teachers is 90.96 and 13.59, respectively. The coefficient of correlation between job satisfaction and the organisational climate of female teachers is 0.003. Since the 'r' score of 0.003 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by female college teachers, there is no significant relationship between job satisfaction and organisational climate of degree colleges in Mizoram. So, the hypothesis 'There is no significant relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to females' is accepted. It means that the job satisfaction of female teachers does not correlate with the organisational climate of degree colleges in Mizoram. So, job-dimensions such as job-intrinsic statements, job-abstract statements, and job-extrinsic statements like psycho-social, economic, and community/national growth are not much related to organisational climate dimensions like results, rewards and interpersonal relations, organisational processes, clarity of roles and sharing of information, and altruistic behaviour. Moreover, from the findings of the study, it can also be said that there is a slight relationship between job satisfaction and organisational climate as perceived by the female teachers.

So, it can be concluded that male teachers' job satisfaction is influenced by the organisational climate, and in turn, the organisational climate of the degree colleges in Mizoram has also influenced the job satisfaction of degree college teachers in Mizoram. So, female teachers' job satisfaction is not influenced by the organisational climate of degree colleges in Mizoram.

22. **Major findings and conclusions on the relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to their streams of education.**

- The calculated mean and standard deviation of job satisfaction of arts teachers are 91.86 and 13.62, and organisational climate is 69.04 and 10.92. The calculated value of the correlation between job satisfaction and organisational climate is 0.122. Since the 'r' score of 0.122 is smaller than the

critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by arts teachers, there is no significant relationship between job satisfaction and organisational climate of degree colleges in Mizoram. It means that no significant relationship is found between job satisfaction among arts degree college teachers and the organisational climate of degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between job satisfaction and the organisational climate of arts degree colleges in Mizoram*' is accepted.

- It can be said that the job satisfaction of arts college teachers is not affected by the organisational climate of degree colleges, and it can also be said that the organisational climate of colleges does not influence the job satisfaction of arts teachers.

- The calculated mean and standard deviation of science teachers are 75.73 and 10.83, and the organisational climate is 89.81 and 9.59. The calculated value of the correlation between job satisfaction of science teachers and organisational climate is 0.286. Since the 'r' score of 0.286 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by science college teachers, there is a significant positive relationship between job satisfaction and organisational climate of degree colleges in Mizoram. It means that there is a significant correlation between the job satisfaction of science teachers and the organisational climate of degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between job satisfaction and the organisational climate of science degree colleges in Mizoram*' is rejected.

- As per the results, it can be said that if the job satisfaction is higher, the organisational climate becomes higher, or if the job satisfaction is lower, the organisational climate also becomes lower.

- The job satisfaction of science teachers was affected by organisational climate factors like interpersonal relations, organisational processes of their colleges, clarity of roles, and altruistic behaviour amongst their colleagues.

- The organisational climate of degree colleges in Mizoram, as perceived by science teachers, is also affected and made more conducive by job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, social circle, salary, allowance, quality of life, and national economy.

- The organisation that created a good and conducive climate has to increase the degree of job satisfaction among its employees.

23. **Major findings and conclusions on the relationship between job satisfaction and the organisational climate of degree colleges in Mizoram in relation to their management of colleges.**

- The calculated mean and standard deviation of job satisfaction of government degree college teachers are 73.26 and 11.30, and organisational climate is 91.57 and 13.33. The calculated value of the correlation between job satisfaction and organisational climate is 0.019. Since the 'r' score of 0.019 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the government college teachers, there is no significant relationship between job satisfaction and organisational climate of degree colleges in Mizoram. This means that there is no significant relationship between teachers' job satisfaction and the organisational climate of degree colleges in Mizoram. So, the hypothesis '*There is no significant relationship between job satisfaction and the organisational climate of government degree colleges in Mizoram*' is accepted.

- In government degree colleges, teachers' job satisfaction is affected by the organisational climate of the colleges, which means that when the job satisfaction of teachers is high, the organisational climate also becomes high. So, the job satisfaction of government college teachers was affected and influenced by organisational climate factors like interpersonal relations, organisational processes, clarity of roles, and altruistic behaviours amongst colleagues.

- At the same time, the organisational climate, as perceived by the teachers, is also affected and influenced by job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, social circle, salary, and allowances. The organisation that provides a decent and conducive climate must increase the level of teachers' job satisfaction. Then, an organisation that provides an unacceptable and unfavourable climate can cause low job satisfaction for teachers.

- The calculated mean and standard deviation of job satisfaction of private degree college teachers, i.e., 67.46 and 10.60, and organisational climate, i.e., 90.75 and 9.80. The calculated value of the correlation between job satisfaction and organisational climate is 0.164. Since the 'r' score of 0.164 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by private college teachers, there is a significant positive relationship between job satisfaction and organisational climate of degree colleges in Mizoram. It means that there is a significant positive relationship between job satisfaction and organisational climate. So, the hypothesis '*There is no significant relationship between job satisfaction and the organisational climate of private degree colleges in Mizoram*' is rejected.

- As perceived by private degree colleges, organisational climate factors like interpersonal relations, organisational processes, clarity of roles, and altruistic behaviour do not affect or influence their job satisfaction. Job satisfaction factors like place of posting, working conditions, cooperation, democratic functioning, etc. also do not influence and affect the organisational climate of the college.

24. Major findings and conclusions on the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their gender.

- The calculated mean and standard deviation of leadership behaviour as perceived by male teachers are 152.35 and 21.39, and the job satisfaction is 74.56 and 12.48, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction is 0.397. Since the 'r' score of 0.397 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the male college teachers, there is a significant positive relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by male teachers*' is rejected.

- This study, as perceived by male teachers, signifies that effective and supportive principals tend to lead to increased teachers' job satisfaction. This study also revealed that principals play a very important role in teachers' job satisfaction.

- Teachers' job satisfaction and principals' leadership behaviour are the two important factors in creating a conducive working environment in colleges. According to the findings of the study, it can be seen that the principals of degree colleges in Mizoram have influenced the teachers' performances and their satisfaction.

- The calculated mean and standard deviation of leadership behaviour as perceived by female teachers are 150.77 and 21.04, and job satisfaction is 69.11 and 9.21, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction among female teachers is 0.017. Since the 'r' score of 0.017 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by female college teachers, there is no significant

positive relationship between leadership behaviour and job satisfaction. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by female teachers*' is accepted.

- It means that, as perceived by the female teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that female teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

25. **Major findings and conclusions on the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their streams of education.**

- The calculated mean and standard deviation of leadership behaviour as perceived by arts teachers are 152.25 and 19.39, and the job satisfaction is 69.04 and 10.92, respectively. The calculated value of the correlation between leadership behavior and job satisfaction is 0.239. Since the 'r' score of 0.239 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the arts college teachers, there is a significant positive relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. This means that a significant relationship is found between leadership behavior and job satisfaction among arts teachers. So, the null hypothesis '*There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by arts teachers*' is rejected.

- The findings of the study indicate that effective and supportive principals tend to increase teachers' job satisfaction. The results of the study also show that the principals of colleges play an important role in the satisfaction of teachers in their jobs.

- The calculated mean and standard deviation of leadership behaviour as perceived by science teachers are 152.64 and 18.77, and the job satisfaction is 75.73 and 10.83, respectively. The calculated value of the correlation between leadership behavior and job satisfaction is 0.357. Since the 'r' score of 0.357 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the science college teachers, there is a significant positive relationship between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by science teachers*' is rejected.

- It can be said that, as perceived by the science teachers, the behaviour that has been practiced and exercised by the principals has much influence and affects the satisfaction of the job. So, it can also be said that the principals of degree colleges in Mizoram, as perceived by science teachers, play a pivotal role in the satisfaction of teachers, and not only this, they have also influenced students' achievement and the development of the institution.

- If the teachers are not satisfied with their job, they are unable to offer their best. Meanwhile, the role as practiced by the principals can cause many problems in relation to the teachers, the college climate, and the development of the college itself.

26. **Major findings and conclusions on the relationship between leadership behaviour and job satisfaction of degree college teachers in Mizoram in relation to their management of colleges.**

- The calculated mean and standard deviation of leadership behaviour as perceived by government degree college teachers are 151.39 and 19.86, and job satisfaction is 73.26 and 11.25, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction among female teachers is 0.023. Since the 'r' score of 0.023 is lower than the critical value

given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the government college teachers, there is no significant correlation between leadership behaviour and job satisfaction of degree colleges in Mizoram. This result signifies that no relationship is found between leadership behaviour and job satisfaction among government-degree college teachers in Mizoram. So, the null hypothesis *'There is no significant relationship between leadership behavior and job satisfaction in degree colleges in Mizoram as perceived by government college teachers'* is accepted.

- It means that, as perceived by the government college teachers, the different types of behaviors that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that government college teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

- The calculated mean and standard deviation of leadership behaviour as perceived by private degree college teachers are 153.9 and 17.19, and job satisfaction is 67.46 and 10.60, respectively. The calculated value of the correlation between leadership behaviour and job satisfaction among female teachers is 0.016. Since the 'r' score of 0.016 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 level of significance), as perceived by the private college teachers, there is no significant correlation between leadership behaviour and job satisfaction of degree colleges in Mizoram. So, the null hypothesis '*There is no significant relationship between leadership behaviour and job satisfaction in degree colleges in Mizoram as perceived by private teachers*' is accepted.

- It means that, as perceived by the private college teachers, the different types of behaviours that have been practiced by their principal have not influenced and affected their satisfaction with the job. It can also be said that private college teachers are satisfied with their job if their principals have exercised and practiced any type of leadership behaviour.

27. Major findings and conclusions on the relationship between leadership behaviour, job satisfaction of college teachers and the organisational climate of colleges in Mizoram in relation to male teachers.

- The correlation 'r' score between leadership behaviour and job satisfaction is 0.397, which indicates that there is a moderate correlation between leadership behaviour and job satisfaction as perceived by male teachers of degree colleges in Mizoram. Since the 'r' score of 0.397 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by male teachers, there is a significant positive correlation between leadership behaviour and job satisfaction in degree colleges in Mizoram.

- The correlation 'r' score between leadership behaviour and organisational climate is 0.267, which indicates that there is a moderate correlation between leadership behaviour and organisational climate as perceived by male teachers of degree colleges in Mizoram. Since the 'r' score of 0.267 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by male teachers, there is a significant positive correlation between leadership behaviour and organisational climate in degree colleges in Mizoram.

- The correlation 'r' score between job satisfaction and organisational climate is 0.218, which indicates that there is a moderate correlation between job satisfaction and organisational climate as perceived by male teachers of degree colleges in Mizoram. Since the 'r' score of 0.267 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by male teachers, there is a significant positive correlation between job satisfaction and organisational climate in degree colleges in Mizoram.

28. Major findings and conclusions on the relationship between leadership behaviour, job satisfaction of college teachers and the organisational climate of colleges in Mizoram in relation to female teachers.

- The correlation 'r' score between leadership behaviour and job satisfaction is 0.018, which indicates that there is no significant correlation between leadership behaviour and job satisfaction as perceived by female teachers of degree colleges in Mizoram. Since the 'r' score of 0.018 is smaller than the critical value given in the Table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by female teachers, there is no significant correlation between leadership behaviour and job satisfaction in degree colleges in Mizoram.

- The correlation 'r' score between leadership behaviour and organisational climate is 0.042, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by female teachers of degree colleges in Mizoram. Since the 'r' score of 0.042 is smaller than the critical value given in the Table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by female teachers, there is no significant correlation between leadership behaviour and organisational climate in degree colleges in Mizoram.

- The correlation 'r' score between job satisfaction and organisational climate is 0.003, which indicates that there is no significant correlation between job satisfaction and organisational climate as perceived by female teachers of degree colleges in Mizoram. Since the 'r' score of 0.003 is smaller than the critical value given in the Table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by female teachers, there is no significant correlation between job satisfaction and organisational climate in degree colleges in Mizoram.

29. Major findings and conclusions on the relationship between leadership behaviour, job satisfaction of college teachers and the organisational climate of colleges in Mizoram with respect to arts teachers.

- The correlation 'r' score between leadership behaviour and job satisfaction is 0.239, which indicates that there is a moderate correlation between leadership behaviour and job satisfaction as perceived by arts teachers of degree colleges in Mizoram. Since the 'r' score of 0.239 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by arts teachers, there is a significant positive correlation between leadership behaviour and job satisfaction in arts degree colleges in Mizoram.

- The correlation 'r' score between leadership behaviour and organisational climate is 0.099, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by arts teachers of degree colleges in Mizoram. Since the 'r' score of 0.099 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by arts teachers, there is no significant correlation between leadership behaviour and organisational climate in arts degree colleges in Mizoram.

- The correlation 'r' score between job satisfaction and organisational climate is 0.112. Since the 'r' score of 0.112 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by arts teachers, there is no significant correlation between job satisfaction and organisational climate in arts degree colleges in Mizoram.

30. Major findings and conclusions on the relationship between leadership behaviour, job satisfaction of college teachers and the organisational climate of colleges in Mizoram with respect to science teachers.

- The correlation 'r' score between leadership behaviour and job satisfaction is 0.345, which indicates that there is a significant positive correlation between leadership behaviour and job satisfaction as perceived by science teachers of degree colleges in Mizoram. Since the 'r' score of 0.345 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by science teachers, there is a significant positive correlation between leadership behaviour and job satisfaction in science degree colleges in Mizoram.

- The correlation 'r' score between leadership behaviour and organisational climate is 0.093, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by science teachers of degree colleges in Mizoram. Since the 'r' score of 0.093 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by science teachers, there is no significant correlation between leadership behaviour and organisational climate in science degree colleges in Mizoram.

- The correlation 'r' score between job satisfaction and organisational climate is 0.286, which indicates that there is a significant positive correlation between job satisfaction and organisational climate as perceived by science teachers of degree colleges in Mizoram. Since the 'r' score of 0.286 is greater than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by science teachers, there is a significant positive correlation between job satisfaction and organisational climate in science degree colleges in Mizoram.

31. Major findings and conclusions on the relationship between leadership behaviour, job satisfaction of college teachers and the organisational climate of colleges in Mizoram with respect to government college teachers.

- The correlation 'r' score between leadership behaviour and job satisfaction is 0.023, which indicates that there is no significant correlation between leadership behaviour and job satisfaction as perceived by government degree teachers in Mizoram. Since the 'r' score of 0.023 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by government teachers, there is no significant correlation between leadership behaviour and job satisfaction in government degree colleges in Mizoram.

- The correlation 'r' score between leadership behaviour and organisational climate is 0.001, which indicates that there is no significant correlation between leadership behaviour and organisational climate as perceived by government teachers of degree colleges in Mizoram. Since the 'r' score of 0.001 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by government college teachers, there is no significant correlation between leadership behaviour and organisational climate in government degree colleges in Mizoram.

- The correlation 'r' score between job satisfaction and organisational climate is 0.020, which indicates that there is no significant correlation between job satisfaction and organisational climate as perceived by government teachers of degree colleges in Mizoram. Since the 'r' score of 0.020 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by government teachers, there is no significant correlation between job satisfaction and organisational climate in government degree colleges in Mizoram.

32. Major findings and conclusions on the relationship between leadership behaviour, job satisfaction of college teachers and the organisational climate of colleges in Mizoram with respect to private college teachers.

- The 'r' score of correlation between leadership behavior and job satisfaction is 0.017, which means that there is no significant correlation between leadership behavior and job satisfaction as perceived by private degree teachers in Mizoram. Since the 'r' score of 0.017 is smaller than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by private teachers, there is no significant correlation between leadership behavior and job satisfaction in private degree colleges in Mizoram.

- The correlation 'r' score is 0.126, which means that there is a significant correlation between leadership behaviour and organisational climate as perceived by private teachers of degree colleges in Mizoram. Since the 'r' score of 0.126 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by private college teachers, there is a significant correlation between leadership behaviour and the organisational climate of degree colleges in Mizoram.

- The correlation 'r' score is 0.167, which means that there is a significant correlation between job satisfaction and organisational climate as perceived by private teachers of degree colleges in Mizoram. Since the 'r' score of 0.167 is larger than the critical value given in the table (r = 0.125, n = 250), it can be concluded that (at the 0.05 significant level), as perceived by private teachers, there is a significant positive correlation between job satisfaction and organisational climate in private degree colleges in Mizoram.

32. Suggested measures for better leadership behavior in degree colleges in Mizoram.

1. The principal's personality should be both directive and supportive.

2. The success of the educational institutions and the performance of the teachers could be enhanced if the principal had communicated effectively, distributed work equally, and included the teachers in the decision-making process.

3. The principal should increase the use of democratic or people-oriented and consideration leadership behaviour to improve the performance of teachers.

4. The principal should be responsible for establishing and maintaining a first-rate teaching-learning environment for the college's academic programs. They also need to assist the teachers in their pedagogical endeavours.

5. The principal should focus on creating environments that promote and support high levels of achievement. The principal should take proactive steps to ensure that the conditions within the school are favourable for students to succeed academically.

6. The college principal needs to be resourceful and creative in order to solve problems as they come up.

7. The principal, as a leader in the college, should uphold or establish a positive climate within the institution to improve teachers' job satisfaction by focusing more on human behaviour. More leadership behaviour than managerial behaviour is required by the principal.

8. The principal needs to have a thorough understanding of the college's teachers in order to establish a positive organisational climate. The factors that drive overall job satisfaction and create an environment that supports teachers' motivation must be prioritized.

33. **Suggested measures for better job satisfaction of degree colleges teachers in Mizoram.**

1. Increasing teachers' autonomy and recognizing their hard work are crucial for their job satisfaction.

2. Building a supportive, positive environment in the college should enrich the teachers and help to generate a sense of comradeship that, in turn, helps to retain teachers.

3. The availability of resources and strong leadership behaviour are essential for teachers' job satisfaction.

4. Providing security and adequate support from the principal and the employers enhances the teachers' job satisfaction.

5. Individual recognition, awareness, and interaction among teachers will increase their level of job satisfaction.

6. Teachers' job satisfaction can be raised by fostering a conducive work environment, attending to their psychological needs, and offering more individualized observations and feedback.

34. **Suggested measures for better organisational climate of degree colleges teachers in Mizoram**

1. The college administration needs to pay particular attention to the organisational climate and leadership behaviour, as they are both significant and important organisational factors.

2. It is essential to create a conducive and transparent college organisational climate in order to raise teachers' job satisfaction and their sense of duties and responsibility.

3. A communication pattern that fosters creativity, innovation, and decision-making should be the prevailing organisational climate in college.

4. The teacher's efforts must be acknowledged impartially and without bias.

5. The college's principal may establish a supportive climate to improve the performance of the teachers. To accomplish the college's objectives, the principal must take the initiative and foster teamwork among the teachers.

6. It is necessary to have an impartial and efficient communication system. Every teacher ought to receive an induction.

7. A positive organisational climate is necessary to motivate teachers; a negative climate hinders the achievement of the college objective.

8. Teachers have a crucial role to play in fostering a favourable organisational climate in colleges, as this will increase their responsibilities for the well-being of their students.

9. To enable teachers to meet institutional goals, teamwork and a broad mindset should be encouraged.