

**JOB SATISFACTION AMONG COLLEGE TEACHERS IN
MIZORAM: A CASE STUDY OF SELECT COLLEGES**

Dissertation Submitted for the Award of the Degree of
MASTER OF PHILOSOPHY IN COMMERCE

By
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CERTIFICATE

This is to certify that the dissertation entitled “Job Satisfaction Among College Teachers in Mizoram: A case Study of Select Colleges” submitted to the Mizoram University for the award of the degree of Master of Philosophy in Commerce, is a record of research work carried out by Smt. Lalthanpuii Ralte under my supervision.

She has fulfilled all the requirement laid down in the M.Phil regulations of Mizoram University. The dissertation is the result of her investigation into the subject. Neither the dissertation as a whole nor any part of it was ever submitted to any other University for any research degree.

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DECLARATION

I, Lalthanpuii Ralte, do hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the dissertation 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 Master of Philosophy/Doctor of Philosophy in Department of Commerce

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ABBREVIATIONS

AICTE	All India Council for Technical Education
AIDS	Acquired Immune Deficiency Syndrome
ANO	Associate NCC Officers
BA	Bachelor of Arts
B.ed	Bachelor of Education
CGPA	Cumulative Grade Point Averages
DeitY	Department of Electronics and Information Technology
DoNER	Ministry of Development of North East Region
etc.	et cetera
EU	Evangelical Union
Govt.	Government
HATIM	Higher & Technical Institute of Mizoram
HIV	Human Immunodeficiency Syndrome
HRD	Human Resource Development
ICFAI	Institute of Chartered Financial Analyst of India
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University
IP	Income and Promotion
IPKF	Indian Peace Keeping Force
IQAC	Internal Quality Assurance Cell
IR	Interpersonal Relationship
IT	Information Technology
Ltd.	Limited
MCON	Mizoram College of Nursing
M.ed	Master of Education
MHTC	Mizoram Hindi Training College
MOU	Memorandum of Understanding
MPhil	Master of Philosophy
MPSC	Mizoram Public Service Commission
MSB	Mizoram Scholarship Board
MSCTE	Mizoram State Council for Technical Education
NAAC	National Accreditation and Assessment Council
NCC	National Cadet Corps
NEC	North East Council
NEHU	North –Eastern Hill University
NER	North Eastern Region
NERIST	North-East Regional Institute of Science and Technology
NET	National Eligibility Test
NIELIT	National Institute of Electronics and Information
NIT	National Institute of Technology
NLCPR	Non-Lapsable Central Pool of Resources
NSS	National Service Scheme
ODL	Open Distance Learning
PhD	Doctor of Philosophy

PMMS	Post Matric Merit Scholarship Scheme
PMS	Post Matric Scholarship Scheme
PWD	Public Works Department
QAC	Quality Assurance Cell
RIPANS	Regional Institute of Paramedical and Nursing Sciences
RTI	Right To Information
SC	Schedule Caste
SLET	State Eligibility Test
SLQACC	State Level Quality Assurance Coordination Committee
ST	Schedule Tribe
TDC	Three-Year-Degree Course
UESI	Union Evangelical Students of India
UGC	University Grand Commission
UPSC	Union Public Service Commission
WC	Working Conditions
WL	Workload
WLB	Work Life Balance

Chapter 1

INTRODUCTION

1.1 JOB SATISFACTION

The growth of any nation in different aspects of life greatly depend upon the quality of its people, which in turn builds upon how well the younger generation is shaped by parents, teachers, and education system as a whole. Students are one of the important assets of any society. According to Imran Khan (2012), “Well being of any society depends upon its intellectual assets in general and teaching faculties in particular. In achieving this goal, the role of the teachers is undoubtedly extremely valuable, because teachers are the source of inspiration and guidance in the crucial steps in academic life of the students”. Moreover, the Education Commission (1964-1966) has remarked that, “The destiny of India is now being shaped in her classroom”. It is truth that, “No people can rise above the level of its teachers”, as mentioned in the National Policy on Education, 1986. However, educational institutions are just ‘shells’ if there is no strive for imparting and nurturing development of the students. The factors which influence excellence in the field of education are the quality, competence and character of teachers apart from the infrastructure, cognitive and non-cognitive qualities of students and parental support (Khan, 2012).Numbers of researchers (Khan 1995, Perie & Baker 1997, Rasheed 2010) have concluded that job satisfaction may have a direct impact on the students learning ability as well as teaching efficiency.

According to Katoch (2012), college teachers are possibly the most important professionals for our nation’s future. Therefore, it is disturbing to find that many of today’s teachers in higher education are dissatisfied with their jobs.

Job satisfaction is good not only for the employees but for society as a whole. It increases productivity and classroom performance in the college. These aspects are important in higher education in India. The government of India is highly concerned to provide quality education at college level. But without job satisfaction among the college teachers, the objective of providing quality education would not be materialised. Therefore, job satisfaction is needed among college teachers to promote quality education.

Job satisfaction is defined as involving cognitive, affective, and evaluating reactions or attitudes and states. It is a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experiences. Job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important. It is generally recognised in the organisational behaviour field that the job satisfaction is the most important and frequently studied attitude. (Locke 1976). According to Luthans (2005), the term job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job, while a dissatisfied person holds negative feelings.

This study, therefore, explores job satisfaction of teachers which directly or indirectly affect their performance in the workplace and towards the society.

1.2 SIGNIFICANCE AND SCOPE OF THE STUDY

The study determines the factors impacting job satisfaction among college teachers in Mizoram. Job satisfaction are observed to have significant and direct impact on students' learning ability as well as teaching efficiency, and thus, the quality of instruction received by students may be influenced by the level of job

satisfaction. (Perie& Baker, 1997). Considering the possible correlation between teacher's job satisfaction and the quality of student's teaching, it is important to understand the factors that may affect job satisfaction.

All the government colleges in the State are under the aegis of Higher and Technical Education Department, Government of Mizoram. These colleges provide under-graduate courses to students from within and outside the state and are affiliated to the Mizoram University, which control all the academic affairs. Mizoram Public Service Commission (MPSC) makes all the appointments of college teachers to these colleges and the eligibility conditions as per University Grants Commission rules/requirement.

1.3 REVIEW OF LITERATURE

An intensive review of literature was undertaken to capture the findings and observations of major studies and views of several authors, experts and policy makers in the field of origin, growth and development of the level of job satisfaction. The literature review is divided into 3 categories viz. international, national and local reviews. Some important international research studies are reviewed hereunder:

In a study by Smilanky (1984), teachers were asked to rate themselves regarding various aspects of their work functioning. Data regarding these teachers were also collected from principals, other teachers, parents and students. Satisfaction as a teacher was related to internal factors (satisfaction in life in general and feelings of efficacy) while reported stress was related to external factors (principal and students rating).

Chase (1985) surveyed 2,223 teachers across 29 states of America to assess their attitudes on a number of aspects of their schools by using the Teacher Opinion Survey. The results showed that on the whole, teachers were pleased with their circumstances. They gave highest ratings to items classified as overall job satisfaction, next highest to student discipline, then curriculum and instruction. Lowest ratings went to school community relations, but even this was above the scale midpoint. Generally, teachers were more positive than negative about their teaching institution.

Emmert and Taher (1992) found out that though public sector professional's job characteristics can be consistent with the normative information from the job diagnostic survey, job satisfaction, work motivation and work involvement are lower than those of the blue-collar workers. Job characteristics do not explain variations in professionals' satisfaction, motivation and involvement; rather they can be explained by social satisfaction, fulfilment of employees' intrinsic needs (especially growth needs) and information from others on job performance.

St.Lifer (1994) reported that salaries and benefits are related to job satisfaction.

Moser (1997) concluded that absence of job satisfaction often leads to lethargy and reduced organisational commitment.

Jamal (1997) concluded that lack of job satisfaction is a major predictor of quitting a job.

Ting (1997), in his study observed that job characteristics such as salary, promotional opportunity, task clarity and significance, and skills utilisation, as

well as organisational characteristics such as commitment and relationship with supervisors and co-workers have significant effects on job satisfaction.

Castillo et.al. (1999) conducted a study which sought to determine Ohio agriculture teachers' overall level of job satisfaction. Specific factors of job satisfaction investigated were achievement, advancement, recognition, responsibility, and the work itself. Job dissatisfaction factors of interpersonal reactions, policy and administration, salary, supervision, and working conditions were also investigated. All the factors of job satisfaction except responsibility were significantly related to the overall job satisfaction level of female agriculture teachers. None of the factors were significantly related to the overall male teachers' job satisfaction. Moreover, all of the factors of job dissatisfaction were significantly related to the female teachers' job satisfaction. Again, none of the factors were related to the male agriculture teachers' job satisfaction. Overall, female and male teachers of Agriculture in Ohio are slightly satisfied with their jobs and do not differ significantly.

Oshagbemi (1999) investigated the effects of gender on the job satisfaction of UK academics. Overall, female academics at higher ranks were more satisfied with their jobs than male academics of comparable ranks.

McDonald and Makin (2000) analysed the differences in job satisfaction between military and ex-military personnel and examined the contribution of demographic, dispositional and organisational variables to those differences.

Koustelios (2001) suggested that Greek teachers were satisfied with the job itself and supervision, whereas they were not satisfied in the areas of pay and promotional opportunities. The results of his study showed that certain personal

characteristics (e.g. gender, age etc.) were significant predictors of different aspects of job satisfaction.

Gursel et. al. (2002) explored that Turkish head teachers have more job dissatisfaction and depersonalisation and less job satisfaction than their less experienced counterpart.

Abbasi (2003) made a comparative study among Primary School Teachers in Iran and India which reveals that more than 50% of teachers have medium level of satisfaction in both the countries. Iranian teachers have worst conditions than their Indian counterparts. Only 10% of them have high level of job satisfaction. Female teachers in both countries have more economic sufficiency and inter-personal co-operation than male teachers.

Crossman et al. (2003) studied the job satisfaction of secondary school teachers and found that teachers in privately managed schools exhibited high satisfaction level, while those in the foundation school exhibited low satisfaction level.

Kristin et al (2004) find out that there is an increase in overall job satisfaction before the age of 45 and goes on declining after the age of 45. Perceptions of management and problem resolution are thus also affected by the employee's age. The study reveals that relationship between job satisfaction and age can be explained by determining the effect of age and associated factors on employees' perception.

Greenberg et al (2006) observed that white collar personnel (managerial and professional people) tend to be more satisfied than blue collar personnel (physical labourers, factory workers). Older people are generally more satisfied

with their jobs than younger people. People who are more experienced on their jobs are more highly satisfied than those who are less experienced. Women and members of minority groups tend to be more dissatisfied with their jobs than men and members of majority groups.

Tasmin (2006) investigated the differences between the public and private sector bank employees in terms of their perceived job satisfaction and its related factors. The results showed that the public sector employees had higher job satisfaction than private sector employees.

Tsigilis et.al (2006) found that early educators in a public sector were more satisfied with the job itself and their immediate supervisor than their counterparts in the private sector. In particular, satisfaction from the nature of the job and working conditions negatively contributed to the predictors of public sector early educators' emotional exhaustion levels. On the other hand, increased levels of satisfaction from the nature of the job and immediate supervisor were associated with reduced private sector early educators' emotional exhaustion levels.

Dgoldblatt (2008) interested in the hypothesis whether female are more committed and satisfied as compared to males in his study. The study concluded that there exist positive and negative relationships between gender and job satisfaction as well as organisational commitment of employees in Kuwait.

Hussami (2008) studied on how job satisfaction depends on commitment, perceived supports, leadership and educational level. He found that organisation commitment, job stress and tension were identified as key factors and strong

reasons for nurses leaving their jobs. A leadership style or behaviour may influence the level of job satisfaction.

McNatt et al (2008) in their field study with employees found out that employees' job attitudes are increasingly important to organisation and organisational scholars due to the large amount of money spent on recruiting, training and benefits, and also due to employees' impact on organisational performance. Individuals who exercise control over potentially undesirable or threatening situations do not conjure up problems in their mind, and thus maintain more positive attitudes. Individuals with low self-efficacy likely view problem as unmanageable, dwelling on their own inadequacies and magnifying the severity of potential threats that rarely happen, thereby potentially distressing their effectiveness.

Ahsan et.al (2009) investigated into the relationship between job stress and job satisfaction among public university academicians from Klang valley area in Malaysia and found that there is a significant relationship between job stress and job satisfaction.

Ayan et.al (2010) found that teachers were satisfied with their jobs near to an intermediary level. It was also clear that more than half of the teachers have extroverted personalities. When the differences of points that teachers obtained in the job satisfaction scale used to evaluate their personality characteristics' were compared, it was found that their job satisfaction showed significant differences in terms of characteristics of liking, being ambitious in the social area and occupation.

Gilford (2011) in his study concluded that job satisfaction is associated with pay. Many people perceive that an employee is happier if he receives a higher pay. Female employees have generally higher satisfaction rating than the male employee. Having an assistant or a full time employment contributes to job satisfaction.

Babushe et al (2013) revealed that Human Resource Development (HRD) climate and its dimensions have very poor level in Amhara and Benishaghul-Gumuz region of Ethiopia. Besides, the computed F-values suggested that there is a significant, strong and positive correlation existing between HRD climate and job satisfaction. The HRD climate variables do have a significant and positive impact on the job satisfaction in the public sector. Thus, the executives have to realize that creating congenial HRD climate enhances job satisfaction, organisational performance and productivity within the bureau of public sector.

Apart from international works, a number of Indian research works on job satisfaction are reviewed hereunder:

Education Commission (1966) cautioned that dissatisfaction of individual, whatever may be the occupation in which he is engaged, results in professional stagnation and becomes harmful to the clientele. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is desperate if it occurs in the teaching profession.

Kakkar (1983) revealed that women employees of the four vocations i.e. teaching, clerical, mechanical and medical differed significantly in their job satisfaction; and the job satisfaction and occupational level of the employees were

positively related. Employees of different occupations were influenced differently by the different variables of vocational attitudes in their job satisfaction level. Job satisfaction of the employees was affected both by the type of job held by the employees as well as by the component of work values, and further, the job satisfaction of the employees was significantly influenced by the interactions of different independent variables of the study with other variables of the study, viz., positive relationships were found between job satisfaction and age, educational level, income, vocational attitude, and work-values.

Mistry (1985) concluded that the climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction. Job involvement was found to be significantly but negatively correlated with all the dimensions of job satisfaction whereas self-role distance was found to be significantly but negatively correlated with all the dimensions of job satisfaction.

Shobha (1986) revealed that, female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers, and non-agricultural family occupational background teachers were significantly higher in job satisfaction and professional honesty. The major factors of job-dissatisfaction, among primary teachers were inadequate salary, lack of physical facilities (space, equipment etc), problems in getting arrears and exploitation by officers.

Dixit (1986) made a comparative study of job satisfaction among Primary School Teachers and Secondary Schools Teachers in the area of Lucknow. It was found that in Hindi-medium schools, primary school teachers were more satisfied

than secondary school teachers, whereas the level of satisfaction between primary and secondary school teachers in English-medium school was the same. Female teachers were more satisfied both at the primary and secondary levels.

Padmanabhaiah (1986) found that the teachers in general were not satisfied with their job. Male and female teachers were not significantly different in the level of their overall job satisfaction and there was no positive significant difference between the teachers working in rural and urban areas in the level of job satisfaction. Further, it was also found that married and unmarried teachers were significantly different in their level of job satisfaction with only three factors, viz., policy matters, suitability and students.

Shanker (1987) study showed that both male and female teachers working in autonomous and controlled school climate were found more responsible and highly satisfied. And as compared to rural teachers, urban teachers were found more satisfied with their job.

Laxmi (1988) found that 65% and 26% of female and male teachers respectively were satisfied in their profession and teachers who were highly motivated were also highly satisfied.

Gonslaves (1989) found that the percentage of teachers who were satisfied with their job was less than 50% with respect to all types of the teachers. The teachers were not satisfied with their job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc. The teachers were quite satisfied in the areas of Education Policy, the teacher-administrator relationship, teachers' ethical values, time with them and teachers' service conditions.

S.Mary (1989) in her study reported that role conflict was found to negatively affect all the dimensions of values. Only one dimension, viz. social values was found to affect the total job satisfaction of high school women teachers. Women teachers who were moderate in their social dimension of value expressed significantly more total dissatisfaction than either the low or high groups of social dimension of value but the extreme groups did not differ. The interaction effect was significant in only one stray instance, viz. the role conflict and theoretical dimension of value on the interpersonal component of job satisfaction of high school women teachers.

Meenakshi (1991) found that non-schedule caste, urban and Hindi-speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers; trained postgraduate teachers, single-family and more experienced government school teachers were found to be more satisfied with their jobs; economic and political values were significantly related to job satisfaction; and caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

Satpal (1991) found that there was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control. Female teachers, urban school language teachers, and higher secondary level language teachers were more externally controlled and satisfied with their jobs than the rural and high school language teachers. And, there existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency; negative correlation between locus-of-control and teaching

competency; professional burnout variables and criterion measures of teaching competency.

Medalin (1992) clearly showed that the type of management appeared to be associated with teachers' job satisfaction. The government school teachers showed significantly more satisfaction and no significant differences were found in job satisfaction between male and female teachers; between teachers from different religious backgrounds, and between teachers with different lengths of experience. Educational qualifications appeared to be positively associated to job satisfaction, and teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

Rawat (1992) found that female government teachers had higher job satisfaction than the male aided school teachers. Sex, locality, type of organisation and grade of teachers very feebly affected their value pattern. Further study reveals that job expectation, job reality and job satisfaction showed strong positive relationship with humanistic creative knowledge, social and aesthetic values and negative relationship with political and economic values.

Bishay (1996) explored that motivation and job satisfaction correlated significantly with responsibility levels, gender, subject, age, years of teaching experience and activity. Overall motivation and job satisfaction levels are high to the teachers who work in a school with a selective student body. The study also further reveals that gratification of higher-order needs is most important for job satisfaction.

A study conducted by Ramakrishnaiah and Digumarti (1998) found out that the college teachers were satisfied with their job in general; and in particular,

they were satisfied with the job factors such as physical facilities, self esteem, fringe benefits, entertainment, prestige and courses, personal activities, and place of work; and dissatisfied with the job factors of academic policies and co-teachers. The service length, size of the family, attitude towards teaching, personality design, etc., have played their legitimate role in deciding the job satisfaction.

Gandharva (1999) revealed a significant association between job satisfaction and job involvement. Employees' age, job experience, and monthly income were significantly correlated with job as well as work involvement. Monthly income was the only factor which was correlated with Job satisfaction.

Okpara et al. (2004) found that female faculties were more satisfied with their work and co-workers, whereas their male colleagues were more than satisfied with their pay, promotions, supervision and overall job satisfaction.

Ayishabhi et.al (2005) found that relationship between teaching competence and job satisfaction is positive and significant and this relationship is not influenced by sex, locale, teaching experience and educational qualification.

Bakhshi et.al (2008) showed a significant difference in the case of job satisfaction among government and private college lecturers. Government and private college lecturers do not differ significantly on life satisfaction scores. A significant positive correlation between job-satisfaction and life satisfaction of overall sample was found. Positive correlation between these two variables has important implications for managers and supervisors.

Gilbreath (2008) in his intervention approach found out that organisations have an ethical duty to identify and address workplace psychosocial hazards such

as low job control, low social support, poor supervision etc., and creating healthier psychosocial environments should be incorporated as one of the organisations' primary goals. Career development and employee's well being promoted the effectiveness of the employing organisations. From an organisational perspective, to attract and retain the best employees, it is important to understand what people value and what their employers supply to them.

Gopalakrishnan (2008) made a study on "Job Satisfaction of Employees: A Micro Study" with reference to Medi Best Drugs Ltd. The findings showed that the management is highly enthusiastic in keeping employees satisfied. The employees are also committed and devoted in nature. On the overall view of the study, employees are certainly happy with the organisation and still want to be a part of the organisation and serve for the good prospect of the company.

Kamal and Sengupta (2008) undertook a research work on job satisfaction of Bank Officers in Uttar Pradesh. The study reveals that the success of the bank to a large extent depends upon the coordination, synchronisation and cooperation of the Bank Officers. Through this research study an attempt has been made not only to ascertain the degree of overall job satisfaction prevailing among the Bank Officers but also to elicit officer's views on the different factors contributing to their job satisfaction, in the light of current realities.

Ketharaj and Selvankumar (2009) explore job satisfaction of women workers in Fireworks Industries in Tamil Nadu. This study shows that job satisfaction is considered to be a sensitive aspect, but it is highly useful for every organisation. All organisations are interested in utilising this aspect effectively and efficiently for the purpose of achieving the organisational goals. Therefore, it

is highly necessary that these organisations should take proper care to satisfy the workers.

Koteswara Rao et al (2009) made a study on 'Organisational Culture and its Relationship with Job Satisfaction in Manufacturing and Information Technology Sector'. The study shows that organisational culture differs in terms of the mean scores of its dimensions which directly affect the levels of employees' job satisfaction between manufacturing and IT (Information Technology) sector. The study reveals that the level of job satisfaction among IT sector employees is higher compared to that of the manufacturing sector.

Robbins (2009) concluded that the most important thing managers can do to raise employee satisfaction is to focus on the intrinsic parts of the job, such as making the work challenging and interesting. Managers should realize that high pay alone is unlikely to create a satisfying work environment. Creating a satisfied work force is hardly a guarantee of successful organisational performance, but evidence strongly suggests that whatever managers can do to improve employees attitudes will likely result in heightened organisational effectiveness.

Gupta et al (2010) observed that motivated employees will put maximum efforts for achieving organisational goals. A good motivational system will create job satisfaction. There will be no reason for conflict and cordial relations among employer and employee and will create a healthy atmosphere. Motivation will act as a stimulant for improving the performance of employees.

Khan (2010) identifies that nearly everyone is influenced by the need for job security, promotion and approval of peers and/or leaders. Hence there are wide arrays of forces steering the direction of job satisfaction of college teachers.

Rasheed (2010) observed that factors of job satisfaction like job design, work environment, feedback, recognition, decision making, and participation are potential factors for satisfying teachers in higher education.

Shilpajainusms (2010) in his study reveals that various factors of organisational structure and culture have positive and negative impact on job satisfaction, job stress and employee motivation.

Solomon and Muhammad (2010) reveals that the teachers in the initial ages are less satisfied than the teachers in the age group of 45 years and above, and unmarried teachers are more satisfied as compared to married teachers.

Sowmya and Panchanatham (2010) explored the level of job satisfaction among faculty members. The study shows that variety of factors like quality of relationship with their supervisors, quality of physical environment where job is undertaken, and degree of fulfilment of expectations through the job influenced the level of job satisfaction in education sector.

Anitha, (2011) explored the level of job satisfaction of paper mill employees. The study shows that the organisation has lack of relationship between workers and supervisors. The organisations need to modify the reward system of the employees; and promotions must be given based on merit, educational qualification and experience; and if these factors are given little more care, the company can maintain good workers with high level of satisfaction, organisational commitment and involvement. This will in turn lead to effectiveness and efficiency in their work, which leads to increased productivity.

Nidhijs' (2011) study has shown that employee satisfaction helps the company to maintain standards and increase productivity by motivating the

employees. The study concludes that satisfied employees are more creative and innovative and bring positive changes in the organisation in the long run.

Singh and Dubey (2011) in their study on 'Role of stress and locus of control in job satisfaction among middle managers' examined that people who are found to be high on external locus of control tend to believe that they cannot influence their future outcomes. This can result in motivational, emotional and cognitive deficits, which in turn, stop the individual from reaching his or her full potential. All of this ultimately culminates as potential factors of dissatisfaction. On the other hand, people who are high on internal locus of control see the world through a more adaptive perspective and tend to believe that it is hard work and personal abilities that lead to positive outcomes.

Suryanarayana (2011) in his study stated that an effective and competent teacher will achieve the desired learning outcomes, provided he is satisfied in his profession. Maslow, Herzberg and others proposed the theories on job satisfaction. According to Maslow, 'a person's satisfaction is determined by the fulfilment of his five levels of need'. Herzberg's motivation hygiene theory assumes that two variables determine a person's satisfaction such as internal factor-like achievement, recognition and external factors such as salary and inter personal relations.

Katoch (2012) conducted a study on job satisfaction among college teachers in the state of Jammu & Kashmir. The research shows that female college teachers are more satisfied than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Khan (2012) stated that the teachers teaching in constituent/government colleges enjoy greater satisfaction in their teaching job than their private college's colleagues. Higher level of satisfaction is due to higher salary in comparison to affiliated/private college teachers.

Mehta (2012) made a study on 'Job Satisfaction among Teachers'. His study shows that Government school male teachers were found to be more satisfied with respect to various parameters including total job satisfaction. Male teachers showed differences in satisfaction with respect to 'off-the-job factors', whereas the female teachers differed with respect to 'on-the-job factors'.

Paul (2012) conducted a study on Impact of Age and Education on the level of Satisfaction and Motivation Among Employees of Emami Ltd., Guwahati, covering 50 employees of the company. He found that the employees in Emami Ltd. find their organisation a good place to work in, which in turn, signifies that the employees are happy and quite satisfied with their workplace. Most of the employees are satisfied and like their job, which is a good indicator for the organisation. Most of the employees (62%) get motivated to take extra work from their superiors. Qualification does not have any direct relation with employees' motivation to take extra work, as it is seen that employees who have only matriculated are the most enthused about work and they do not mind taking extra work, followed by the employees having only higher secondary education.

Prusty (2012) explored effect of job stress and job satisfaction among management college faculties. He pointed out that the university understands the needs of its employees and provide what is best for the employees. Constant appraisal programs and appreciation should be given to reinstate and motivate the

employees. Failure of the educational institutions in providing a healthy working environment would lead to many problems in the near future, especially in the employees' work performance in teaching students and administrative part of the management colleges.

Samanvitha (2012) made a study which has been carried out on the faculty members of Arts and Science colleges in Tamil Nadu, India as the target audience. This study confirms that strategic Emotional intelligence is a multidimensional concept consisting of understanding emotions and managing emotions. A positive relationship has been established between strategic Emotional Intelligence and Job Satisfaction. But the relationship is found to be weak which establishes that there are many factors that influence job satisfaction, and hence for strengthening the strategic Emotional Intelligence scores of the faculty members since it is found to affect the satisfaction at their jobs.

Sur et al (2012) made a study on Work Life Balance (WLB) which has been carried out to Professors of 18 colleges from North Hooghly district of West Bengal, an affiliation of University of Burdwan. Most of the college teachers opined that they want to achieve an ideal WLB that can enable them to perform better. Most important observation on job satisfaction of the college teachers are that most of the respondents opined that the infrastructure for study, teaching and research work is inadequate and a lot of improvement is required in this aspect to have a desirable WLB.

Vibhuti and Garg (2012) identify the various factors influencing job satisfaction of the respondents working in the colleges. They found that most of the respondents are moderately satisfied and management and top level should

adopt non partial behaviour during increments in salary and promotion as it is the major factor of satisfaction among teachers. The factor influencing their job satisfaction and also their personal factors rarely influence their satisfaction level.

Vibhuti Aggarwal et al (2012) tried to identify the various factors influencing job satisfaction of the respondents working in the colleges. The relationship between the personal factors of the respondents and their job satisfaction level has also been analyzed. It has been found that most of the respondents are moderately satisfied and management and top level should adopt non partial behaviour during increments in salary and promotion as it is the major factor of satisfaction among teachers. The factor influencing their job satisfaction and also their personal factors rarely influence their satisfaction level. A satisfied worker is an asset to the organization. With all this, it can be concluded that measures are needed to be taken to increase the job satisfaction level in order to achieve better performance.

Amit Kumar Gangal et al (2013) believes that the ultimate aim of any organization is to maximize the profit which directly depends on the employee's performance, and this performance comes out from an employee who is satisfied with the job. An employee's approach towards work directly depends on the job satisfaction; an employee who is satisfied with his job performs better and excels at what he does. It is therefore necessary for an organization to understand the mind-set of its employees and measure the job satisfaction of its employees, as job satisfaction is essential for productivity.

Some of the local research works on job satisfaction are reviewed hereunder:

Hmingthanga (1983) observed that the teachers feel bored and frustrated if they continue teaching in the same class or standard which needs a special consideration especially among the Primary School teachers. It is also found that teachers also accepted the supervisory and inspection practices followed by the State Education Department. However, the supervision can be made more effective if the supervisor can spend more time and have fruitful discussions of the academic and professional aspects with the teachers during the inspection. Also they should be in a position to give constructive suggestions in these matters.

Zadingliana (1985) revealed that majority of the schools do not have adequate equipments to carry on the work-education activities satisfactorily. Lack of adequate accommodation to carry on the programme purposefully and meaningfully was one of the hurdles in the work experience programme in Aizawl District.

Vanlawma (1987) made a study of job satisfaction and adjustment among High School teachers of Aizawl Town. Some of the important findings from the works are as follows:

- It is found that the difference on job satisfaction between male and female teachers is significant at the level of .05 and the female teachers were found to be more satisfied than male teachers.
- It was also found that the mean different on married and unmarried teachers was statistically significant at .05 level and the results indicated that married teachers were better satisfied than unmarried teachers

- Professional training of the teachers also has significant influence on job satisfaction scores at .01 level and the trained teachers were found to be better satisfied than the untrained.
- Teaching experience and subjects taught were not related to the level of job satisfaction.
- Age of teachers has significant affect on their job satisfaction at .05 level and teachers of 30 years of age and below were better satisfied than teachers above 30 years of age.

Lalzarmawii (2010) investigated that among 418 secondary school teachers in Mizoram, regarding overall job satisfaction level, it was identified that 22.97% of them are extremely satisfied, 44.02% are very satisfied, 19.14% satisfied, 10.77% were not satisfied and the rest 3.11% are identified as extremely dissatisfied. In respect of their gender, among the secondary school teachers in Mizoram, there is a significant difference in the job satisfaction between male and female teachers. The male teachers are found to be more satisfied than their counterparts. It was also found that there was no significant different found between the urban and rural secondary schools in Mizoram. With regard to the management, a significance different is found between the government and non-government secondary school teachers in Mizoram. It is found that the government secondary school teachers are more satisfied than their counterparts in the non-government secondary schools of Mizoram.

Laldingliani (2013) reveals that there is a significant relationship between job satisfaction and motivation. However, it may not be feasible to stress every sub-variables of job satisfaction to optimize motivation. Therefore, if the

management wishes to maximize motivation of the nurses, importance should be made to optimize their job autonomy and job-pay coherence. It is also found that there is a decline in job satisfaction with the years of service rendered by the nurses; the management may try to enhance their job satisfaction and motivation level by delegating more authority to match their jurisdiction.

From the above literatures reviewed, the prominence of job satisfaction in any field of work is important. The worker's satisfaction is at first relevant in any job and if the job brings satisfaction to the workers, he is willing to do anything in order to reach his organizational goals. But, the worker who is unsatisfied or uninterested in his own work may result in laziness and may even want to give up his own job. No effort has been made by the worker who is unsatisfied in his job.

The different personal status such as-age, gender, marital status, educational qualification, experience, the place where the work is situated, how the workers work had a great effect on the worker's level of satisfaction i.e. whether they are satisfied or not satisfied. Several experts regard salary, promotional opportunity, skills utilization and such organizational characteristics i.e. commitment and relationship with supervisors and co-workers are of great importance in order to measure job satisfaction; while others regard that white collar personnel (management, professional people) are better satisfied just because of their designation rather than the blue collar personnel.

Every work needs reliable facilities, security and protection especially for women workers. Challenging and interesting jobs are a few of the important things that keep every worker satisfied. Besides these, it is crucial to point out that good emotional system can also fasten the level of job satisfaction. While in some

work, the worker's qualifications are of no effect in their level of job satisfaction but their experiences are always important in every way.

In education sector, teachers who are unsatisfied in their job can even stop the development of the state. In some ways, while there are number of teachers who are satisfied in their own job, such job factors like-physical facilities, self-esteem, fringe, benefits, entertainment, prestige and courses, personal activities, place of work and academic policies can cause a number of difficulties which lead to various problems in the satisfactory level of the workers. What we call service length, family size, attitude towards teaching, personality design are also some important factors in order to measure the job satisfactory level.

Different demographic factors like age, gender, marital status, educational qualification, experience, designation, promotional opportunities and income level are the most important key to measure the level of job satisfaction. Workers' unsatisfactory level of job results in different workers having the same qualification or experience but getting different amount of income. In several countries there exist a high satisfaction level among female teachers while in others; the difference of that satisfaction level cannot be identified. In teaching children, young trained teachers having much experience are often satisfied in their job. The difference in age of the workers can also separate the satisfactory level. Teachers who are above 45 years of age practice the same level of work and less identify the interesting activities in job; they become disinterested which results to boredom in work. So, this shows that the satisfactory level of teachers below 45 years of age are much higher than the satisfactory level of teachers above 45 years.

1.4 THE PROBLEM

The quality of instructions received by students may be impacted by the level of job satisfaction a teacher experiences (Perie & Baker 1997). Considering the possible correlation between a teacher's job satisfaction and the quality of student instruction/teaching, it is important to understand the factors that may affect job satisfaction.

As already observed, most of the research in job satisfaction is related to management of industrial, banking and business organisation. The study of college teachers' job satisfaction is not many, and may be non-existent in the state of Mizoram. Hence, research attempt is needed in college teachers' job satisfaction, if there is an interest to provide quality education to students at the college level. This study hopes to contribute to that extent.

1.5 OBJECTIVES OF THE STUDY

1. To discern the level of job satisfaction of the college teachers with respect to demographic profile.
2. To know whether female college teachers are more satisfied than male college teacher.
3. To analyse the factors which impact the job satisfaction of the college teachers.

1.6 HYPOTHESES:

The following research hypotheses were tested and findings may be seen as follows:

H1. *There is a significant relationship between the designation of the college teachers and their level of job satisfaction.*

H2. *Female college teachers are more satisfied with their job than their male counterpart.*

H3. *There is a significant relationship between the income per annum and the level of satisfaction.*

1.7 RESEARCH DESIGN

The study is designed to examine the degree of job satisfaction among teachers working in Government Aizawl College (1975 estd.) and Government Hrangbana College (1980 estd.). Government Aizawl College being the oldest functioning college in Aizawl under Government of Mizoram and Government Hrangbana College represent the largest student population among the colleges in the State. The study covers all the regular teachers of the college as respondents, who were 108 teachers on rolls as on 31st March, 2014.

The study is based on primary as well as secondary data. Primary data is collected from the teacher respondents through structured questionnaire, covering all the teachers in the different departments of the two colleges. Questionnaire is derived from Minnesota Satisfaction Questionnaire 1967 revision developed by Vocational Psychology Research, University of Minnesota. The questionnaire is divided into 4 categories viz. Income and Promotion, Workload, Interpersonal Relationship and Working Conditions. Each category contains 10 questions in which the teachers were asked to answer 40 separate questions by using 5 point scale. These categories are summated into 4 indexes, namely, income and promotion or IP Index, workload or WL Index, interpersonal relationship or IR Index and working conditions or WC Index. Reliability check was made as a part of preliminary exercise and the cronbach α scored was arrived at .944, which is

well above the acceptable level (i.e. 0.6). Thus, our instrument and responses may be considered reliable. The survey was conducted during July – September, 2014.

In addition to primary data, Secondary data is collected from published and unpublished sources.

1.8 ANALYSIS OF DATA

The data collected are analysed to find out relationship, calculate effect sizes between variables and to identify whether there is any difference between groups. Measuring for satisfaction level, a standard scaling instrument is used.

1.9 LIMITATION OF THE STUDY

Constraints of time and seriousness of respondents may be a stated limitation of the study.

Chapter-2

HIGHER EDUCATION SCENARION IN MIZORAM

This chapter highlights higher education scenario in Mizoram, located in North East India with regard to policy framework, organisational set up, socio-economic indicators, college education, technical education, Mizoram Scholarship Board (MSB), University Grant Commission (UGC), progress and achievements to understand the true status of college teachers in Mizoram. The information for this chapter was collected from Higher and Technical Education Handbook 2010.

2.1 LIST OF INSTITUTIONS

In Mizoram, higher education- under graduate and above was initiated by the Government from the year 1960's. A constituent college, Pachhunga University College was set up in 1958 which is being the first college in Mizoram. The first Government College, Government Lunglei College was established in the year 1964 located in Lunglei. In 1971 and 1973, Government Champhai College and Government Serchhip Collage were also established. Government Aizawl College was set up in 1975, which is the first college in Aizawl, capital of Mizoram. From the year between 1958 and 1993, 22 under-graduate colleges have been set up in Mizoram.

The State now has one Central University, 'Mizoram University' established in 2002 which is regarded as the highest institution of education in Mizoram. At present 1 University, 22 under-graduate course institutions, 3 professional colleges, 2 technical institutions and other 7 institutions are registered under the Government of Mizoram. The following are the list of the

institutions registered under the Government of Mizoram with their status and year of establishment.

Table 2.1: List of Registered Institutions under Government of Mizoram

Registered Institutions		Status	Establishment
Mizoram University	Central University	Central University	2000
Lunglei College	General College	Government	1964
Champhai College	General College	Government	1971
Serchhip College	General College	Government	1973
Aizawl College	General College	Government	1975
Saiha College	General College	Government	1978
Kolasib College	General College	Government	1978
Hrangbana College	General College	Government	1980
Zirtiri Residential Science College	General College	Government	1980
Lawngtlai College	General College	Government	1980
Hnahthial College	General College	Government	1980
Mamit College	General College	Government	1983
J.Buana College	General College	Government	1983
Saitual College	General College	Government	1984
Khawzawl College	General College	Government	1985
Zawlnuam College	General College	Government	1986
Aizawl North College	General College	Government	1988
Aizawl West College	General College	Government	1990
T.Romana College	General College	Government	1992
Kamalanagar College	General College	Deficit	1992
J Thankima College	General College	Government	1993
Pachhunga University College	General College	Constituent College	1958
College of Teacher Education	Professional College	Government	1972
Mizoram Law College	Professional College	Deficit	1983
Mizoram Hindi Training College	Professional College	Government	1975

Mizoram Polytechnic Lunglei	Technical Institution	Government	1981
Women Polytechnic Aizawl	Technical Institution	Government	1998

2.1.1 Other Institutions:

1. Institute of Chartered Financial Analyst of India (ICFAI), a Private Management Business University.
2. National Institute of Electronics and Information Technology (NIELIT), under Department of Electronics and Information Technology (DeitY), Ministry of Communication and Information Technology, Government of India.
3. Regional Institute of Paramedical and Nursing Sciences (RIPANS), under Ministry of Health & Family Welfare.
4. Mizoram College of Nursing (MCON), under State Government.
5. Indira Gandhi National Open University (IGNOU), International University for Distance/Open University.
6. Madhurai Kamaraj University, International University for Distance/Open University.
7. Higher & Technical Institute of Mizoram, Lunglei (HATIM), sponsored and run by the Baptist Church of Mizoram.

The operation and job classification of all the institutions under the Government of Mizoram are looked after by the Department of Higher and Education. The Department of Higher & Technical Education was established on April, 1989. Higher education provides large human resources which play a

crucial role in the Socio-Economic development of the State. Degree Courses in Education are imparted for both in-service and pre-service students. Stipends and Book Grants are given to students of the institutions. The Department is also taking utmost care of students' welfare by establishing/running Collegiate Boys' & Girls' Hostel at Aizawl and Shillong.

The Department also looks after Technical Education in the State. There are 2 (two) Polytechnics in the State viz. Mizoram Polytechnic, Lunglei which imparts 3(three) years Diploma Course in Civil, Mechanical, Electrical and Computer Science Engineering; and Women Polytechnic, Aizawl, imparts Courses like Electronic & Telecommunication, Modern Office Practice, Beauty Culture & Cosmetology and Garment Technology. Entrance Examination for various Engineering and Medical & Allied courses for filling up of State Quota are conducted every year. This Department also looks after the students of North-East Regional Institute of Science and Technology (NERIST), Arunachal Pradesh. Stipends and Book Grants are also given to students of NERIST, Mizoram Polytechnic, Lunglei and Women Polytechnic, Aizawl from the state fund.

2.2 POLICY FRAMEWORKS

In order to upgrade the standards and to facilitate the functioning of Higher Education and Technical Education in Mizoram, the Department has taken up various schemes such as up gradation of Colleges as per University Grants Commission (UGC) Norms and modernization of Polytechnics as per All India Council for Technical Education (AICTE) Norms in staffing pattern, upgrading of Private Colleges into Deficit Grant-in-Aid status and provincialisation of Deficit

Colleges. To maintain uniformity of standards among the Colleges, financial assistance in the form of recurring and non-recurring grants is given to Colleges and Polytechnics.

For strengthening and modernization of technical education, the Mizoram State Council for Technical Education (MSCTE) started functioning in 1994 under Directorate of Higher & Technical Education to conduct all examinations of Polytechnics, Regional Institute of Paramedical and Nursing Science, and NIELIT including issue of Certificates and Mark sheets to the Pass-out students.

2.3 ORGANISATIONAL SET UP

The administrative head of the Department is the Secretary to the Government of Mizoram, Education & Human Resource Development, assisted by Joint Secretary, Deputy Secretary, Under Secretary and other supporting staff.

The Directorate is headed by the Director assisted by 3(three) Joint Directors dealing with different sections / wings. One Joint Director is in-charge of administration and establishment, the second one supervises Technical Education, and the third one supervises Scholarship Board. One Officer-in-charge also supervises Quality Assurance Cell in the Directorate to promote the quality of higher education in the state.

The Joint Directors are assisted by one Deputy. Director (Administration) and other Officers viz. one Superintendent who supervises all establishment matters, one Finance & Accounts Officer who takes over all in-charge of

Department's Accounts and one Examination Officer, one Training & Placement Officer who supervise all Technical Education matters.

The above mentioned Officers are assisted by a good number of supporting staff ranging from Group D to Assistant Grade in different sections of the Department. In college/institution, the Principal is the head of Office and take over all in-charge of the institutions and enjoy Drawing & Disbursing Officer-ship within his/her jurisdiction. The Principal is assisted by teaching and non-teaching staff.

2.4 SUBJECTS ALLOCATED TO THE DEPARTMENT

(Allocation of Business Rules, 1987)

The Department of Higher and Technical gives much effort and takes effective steps on the following important elements:-

- a) Matters relating to education at various (College) levels.
- b) Technical and Vocational education including Industrial training.
- c) Administration of Colleges including Government aided Institutions.
- d) National Scholarship.
- e) Administration of Educational Services.
- f) University Grants Commission.

2.5 SOCIO-ECONOMIC INDICATORS

The following points are the socio-economic indicators of the higher education:-

- a) Development of student potentials in various lines of subjects at the College level of education.
- b) Up-gradation of Private Colleges to Deficit Grant-in-Aid status and provincialisation of Deficit colleges.
- c) Implementation of University Grants Commission pay scales
- d) Adoption of University Grants Commission rules and All India Council for Technical Education rules.
- e) Implementation of Post Matric Scholarship Scheme (PMS)
- f) Promotion of quality benchmark to ensure quality assurance in the higher institutions.

2.6 QUALITY ASSURANCE CELL

For promotion of quality assurance in the institutions of Higher Education, Mizoram, the State Level Quality Assurance Coordination Committee (SLQACC) and the Quality Assurance Cell (QAC) were established on 03.12.2004; and started functioning on 07.02.2005. SLQACC, under the chairmanship of Minister, Higher & Technical Education; comprising 8 members, all from Higher Education Sector, is the policy making body in the State for quality promotional measures in higher education. Whereas QAC, under the chairmanship of the Director, Higher & Technical Education, having 5 members, is the operational administrative unit of the SLQACC. The

administrative work of the QAC is looked after by the Officer-in-Charge. It aims at assessment of quality of Colleges and accreditation. As per the National Accreditation and Assessment Council (NAAC) recommendation, Grade and Cumulative Grade Point Averages (CGPA) have been given to all the institutions registered under the Government of Mizoram.

2.7 COLLEGE EDUCATION

2.7.1 Creation and Filled up of posts for Lecturers.

There are as many as 80(eighty) posts of Lecturers lying vacant at various Govt. Colleges/ Institutions as below:-

a)	Govt. Colleges-	67
b)	Govt. Institutions	13
	Total	- 80

In spite of the repeated proposals in filling up of the above vacant posts, from 2009 till date, the Govt. of Mizoram is not in a position to fill them up on regular basis due to acute shortage of fund. However, the Government whilst taking into account the difficulties caused by shortage of regular Lecturers in various Colleges/ Institutions, as many as 46 (forty six) Contract Lecturers were appointed against regular vacancies and another 63 (sixty three). Contract Lecturers are also being engaged on special case where utmost necessity occurs in some Colleges/ Institutions.

2.7.2 Mode of recruitment to the post of Lecturers

2.7.2.1 Colleges

For recruitment to the post of Lecturers under Colleges, the qualification prescribed by the University Grants' Commission should be possessed by a candidate applying for such post, as mention below:-

Master's Degree in the relevant subject with at least 55% Marks and qualifying in National Eligibility Test (NET)/ State Eligibility Test (SET) or similar accredit test, relaxable upto 50% marks for Schedule Caste (SC)/ Schedule Tribe (ST). Candidates having Master of Philosophy (M. Phil) qualification are also qualified for the post of Lecturer in Under Graduate colleges.

2.7.2.2 Mizoram Hindi Training College

For recruitments of a person for appointment to the post of Lecturers at Mizoram Hindi Training College (MHTC), the following qualifications are required to be possessed:

Master's Degree in Hindi with 55% marks and Master of Education in Hindi with 55% marks relaxable upto 50% for SC/ST of Central Institute of Hindi, Agra and qualifying in NET/SET or similar accredited test.

2.7.2.3 College of Teacher Education

A candidate to be eligible for appointment to the post of Lecturer at the College of Teacher Education should possess the following qualification:-

Master's Degree in the relevant subject with at least 55% marks and qualifying in NET/SET or similar accredited test with Master of Education (M.Ed) failing which at least Bachelor of Education (B.Ed) with 55% marks, relaxable upto 50% marks for SC/ST.

2.7.2.4 Mizoram Polytechnic Lunglei & Women Polytechnic

Regarding appointment to the post of Lecturer at Mizoram Polytechnic, Lunglei and Women Polytechnic, Aizawl, a person has to fulfil the following qualification prescribed by the All India Council of Technical Education (AICTE):

First Class Master's Degree in appropriate branch for teaching post in Humanities & Science (There is no relaxation for SC/ST candidates)

2.7.3 Numbers of Lecturers

The number of lecturers from institutions under Government of Mizoram as on October 2010 is highlighted below:-

Table 2.2: Number of Lecturers

Sl.No.	Name of College/Institutions	No. of Teachers	No. of Contract Lecturer
1	Govt. Aizawl College	53	2
2	Govt. Aizawl North College	30	
3	Govt. Aizawl West College	36	
4	Govt. Champhai College	30	5
5	Govt. Hrangbana College	57	
6	Govt. Hnahthial College	18	
7	Govt. J.Buana College	24	

8	Govt. Johnson College	26	
9	Govt. J. Thankima College	28	
10	Govt. Kolasib College	35	14
11	Govt. Khawzawl College	16	
12	Govt. Lawngtlai College	29	
13	Lunglei Govt. College	31	20
14	Govt. Mamit College	15	
15	Govt. Saiha College	21	6
16	Govt. Serchhip College	24	14
17	Govt. Saitual College	25	
18	Govt. T. Romana College	34	
19	Govt. Zawlnuam College	18	
20	Govt. Zirtiri Residential Science College	42	6
21	College of Teacher Education	13	2
22	Mizoram Hindi Training College	5	2
23	Mizoram Polytechnic Lunglei	10	13
24	Women Polytechnic Aizawl	6	20
25	Mizoram Law College	4	
26	Kamalanagar College	31	
27	Pachhunga University College (Constituent College)	85	8
	Grand Total	746	112

2.7.4 Admission

Any person seeking admission to Degree Courses in the Colleges should meet the Principal of the concerned College with an application in the prescribed forms available in the college. Allotments of seats to the concerned subjects are done with the UGC prescribed Norms by the Principals after paying the required admission fee. 50% each of Admission Fee and Tuition Fee will be conceded for Disabled Person having Identity Card.

In the case of economically weaker families, where a student cannot pay all required fees at the time of admission, the Principal shall make special provision so that admission fees can be directly recovered from the student's scholarship money thereafter.

2.7.5 List of Colleges with subjects offer

Students have been offered the following subjects by the institutions:

Table2.3: List of Colleges with subjects offer

Serial	Name of College	Subjects Offer
1	Govt. Lunglei College	Mizo, English, Political Science, History, Education, Economics, Philosophy, Geography, Commerce, Physics, Botany, Mathematics, Chemistry, Zoology and Geology
2	Govt. Aizawl College	Mizo, English, Hindi, Political Science, History, Education, Economics, Sociology, Commerce
3	Govt. Serchhip College	Mizo, English, Political Science, History, Education, Economics, Geography, Physics, Botany, Mathematics, Chemistry, Zoology and Bachelor of Computer Application
4	Govt. Champhai College	Mizo, English, Political Science, History, Education, Geography, Physics, Botany, Mathematics, Chemistry, Zoology and Bachelor of Computer Application
5	Govt. Kolasib College	Mizo, English, Political Science, History, Education, Economics, Geography, Public Administration , Bachelor of Computer Application, Physics, Botany, Mathematics, Chemistry and Zoology
6	Govt. Saiha College	Mizo, English, Political Science, History, Education, Economics, Sociology, Physics, Botany, Mathematics, Chemistry and Zoology

7	Govt. Zirtiri Residential Science College	English, Home Science, Physics, Botany, Mathematics, Chemistry, Zoology, Electronics, Bio-Chemistry, BCA and Geology
8	Govt. Hrangbana College	Mizo, English, Political Science, History, Education, Economics, Geography, Psychology, PA and Commerce
9	Govt. Hnahthial College	Mizo, English, Political Science, History, Education and Economics
10	Govt. Lawngtlai College	Mizo, English, Political Science, History, Education, Economics, PA, Geography and Sociology
11	Govt. J. Buana College	Mizo, English, Political Science, History, Education, Economics, Geography and PA
12	Govt. Aizawl North College	Mizo, English, Political Science, History, Education, Economics and Geography
13	Govt. Saitual College	Mizo, English, Political Science, History, Education, Economics and Geography
14	Govt. Mamit College	Mizo, English, Political Science, History, Education and Economics
15	Govt. Zawlnuam College	Mizo, English, Political Science, History, Education and Economics
16	Govt. Khawzawl College	Mizo, English, Political Science, History, Education and Economics
17	Govt. Aizawl West College	Mizo, English, Political Science, History, Education, Economics, Psychology and PA
18	Govt. Johnson College	Mizo, English, Political Science, History, Education and Economics
19	Govt. J.Thankima College	Mizo, English, Political Science, History, Education and Economics
20	Govt. T.Romana College	Mizo, English, Political Science, History, Education, Economics, Sociology and PA
21	Kamalanagar College	Mizo, English, Hindi, Political Science, History, Education, Economics and PA
22	Mizoram Law College	Law
23	College of Teacher Education	Bachelor of Education
24	Mizoram Hindi Training College	Hindi Shikshan Parangat, Hindi Shikshan Praveen (BA) and Hindi Shikshak Diploma

2.7.6 Intake Capacity of Colleges/Institutions

The intake capacities of students given by the institutions are as follows:-

Table 2.4: Intake Capacity of Colleges/Institutions

Sl.No	Name of College	Intake capacity
1.	Govt. Aizawl College, Aizawl	1200
2	Govt. Zirtiri Residential Science College, Aizawl	500
3	Govt. Aizawl North College, Aizawl	528
4	Govt. Hrangbana College, Aizawl	1400
5	Govt. Aizawl West College, Aizawl	500
6	Govt. Johnson College, Aizawl	600
7	Govt. J.Thankima College, Aizawl	500
8	Govt. T.Romana College, Aizawl	600
9	Govt. Champhai College, Champhai	500
10.	Govt. Kolasib College, Kolasib	450
11.	Govt. Saiha College, Saiha	500
12.	Lunglei Govt. College, Lunglei	650
13.	Govt. Serchhip College, Serchhip	350
14.	Govt. Lawngtlai College, Lawngtlai	300
15.	Govt. J.Buana College, Lunglei	370
16.	Govt. Mamit College, Mamit	200
17.	Govt. Khawzawl College, Khawzawl	200
18.	Govt. Hnahthial College, Hnahthial	250
19.	Govt. Zawlnuam College, Zawlnuam	200
20.	Kamalanagar College, Chawngte	300
21.	Mizoram Law College, Aizawl	360
22.	Govt. Saitual College, Saitual	300
23.	College of Teacher Education	120
24	Mizoram Hindi Training College	140
25	Mizoram Polytechnic, Lunglei	360
26	Women Polytechnic, Aizawl	330

2.8 TECHNICAL EDUCATION:

As per the guideline of All India Council for Technical Education (AICTE), the Technical Cell/Section was set up in April 1994 under Directorate of Higher & Technical Education. As per the Govt.'s Notification vide No.B.12013/1/2004-EDN(TE)/84 Dt. 23.11.2009, the Technical wing is now functioning as a *separate and independent office establishment with separate budget allocation* with effect from 23.11.2009 and the Joint Director (Technical) is declared as Drawing & Disbursing Officer.

2.8.1 Functions of Technical Wing:

- a) Administration and Direction of Technical Education under Dept. of Higher & Technical Education, Govt. of Mizoram.
- b) Physical & Financial Planning, Execution and Control for Technical Education under Dept. of Higher & Technical Education, Govt. of Mizoram.
- c) Co-ordination and Management of Technical Institutions under Dept. of Higher & Technical Education and Institutions affiliated to Master and Science in Career and Technical Education (MSCTE).
- d) Curriculum Development and Conduct of all Examinations of Technical Institutions under Dept. of Higher & Technical Education and Vocational education programmes/Institutions affiliated to MSCTE in the state.
- e) Conduct of Mizoram Technical Entrance Test for selection of candidates for study of various Higher Technical Courses outside Mizoram viz. Medical, Veterinary, Horticulture, Agriculture, Fisheries etc and various

Engineering & Technology Courses (for both Degree and Diploma) and allotment of seats/placement at various Institutions as per Mizoram State Quota in various technical & other Professional courses

- f) Promotion of linkage of Technical Institutions with Public/Private/Service Sector Industries to have better achievement and excellence in students' in-plant Training/Industrial visit/Tour, Curriculum Development, passed-out student's training and placement to meet the needs of such organizations in the world of work and to bring development in technical knowledge and skill to the communities through various central/state projects/schemes.
- g) Awarding of Stipends/ Book Grant to all technical students studying diploma and higher technical courses in and outside the state.
- h) Promotion of technical education in Mizoram.

2.8.2 Other functions

- a) Planning and implementation, administer and monitoring of all activities in the field of Technical Education consistent with State and National Policies.
- b) Recommend to Government on the basis of proper need analysis for establishment of new Technical Institute.
- c) Consistent with the norms laid down by All India Council for Technical Education and other competent Authority.
- d) Prescribe and evaluate and revise curricula for Diploma and Certificate level Programmes.

- e) Conduct examinations and Issue of Mark-sheets and certificates to the pass-out students of Polytechnics, NIELIT, and RIPANS – Diploma Courses.
- f) Arrange Apprenticeship Training for the pass-out students of Polytechnics.

2.8.3 Placement of passed out students under Polytechnics

The Department is taking utmost care with regard to placement of passed out students under Polytechnics to Government undertaking corporations, Private Entrepreneurs/firms. Campus interview for placement has been conducted every year. Handsome remunerations have been awarded to the passed out students by the Company/Firm they employed.

2.9 MIZORAM SCHOLARSHIP BOARD

The Department takes up payment/award of Post Matric Scholarship, Minority Scholarship Scheme, and Post Matric Merit Scholarship to students of higher learning and other Incentive Cash Awards to successful candidates for various Competitive Examinations conducted by the Union Public Service Commission (UPSC) and Research Fellowship for Research Scholars through the Mizoram Scholarship Board (MSB).The proposal for up-gradation & establishment of MSB as a separate Office Establishment and “The Mizoram Centralization of Scholarship/Stipend/BG Rules,2010” have been approved by the Meeting of the Council of Ministers held on 2nd December,2009. Prior to this, the “Mizoram Overseas Scholarship Rules, 2009” was approved and accordingly notified in The Mizoram Gazette, VOL-XXXIX dt.19.2.2010.

2.9.1 Post Matric Scholarship for ST/SC

This Scheme has a 100% financial assistance sanctioned by the Ministry of Tribal Affairs, Govt. of India. This scheme is open to any ST/SC students residing in Mizoram for the courses from Class-XI to Ph.D. Students whose parent's/guardians annual income do not exceed Rs. 1, 45,000/- may apply for this scheme.

2.9.2 Post Matric Scholarship for Minority Communities (PMS)

The scheme is fully financed by the Ministry of Minority Affairs, Govt. of India. Under this scheme, limited seats are allotted to Mizoram State which is made on the basis of the density of population. Mizoram is allotted 3185 seats during 2009-10 viz. Christian - 2870, Muslim - 35, Buddhist - 280. This scheme is awarded to the students who have secured not less than 50% marks in the previous final examination and the annual income from all sources of those parents should not exceed Rs.2 lakh.

2.9.3 Merit-cum-Means Based Scholarship

This scheme is financed by the Ministry of Minority Affairs, Govt. of India. The scheme is for technical and professional courses among minority communities in Mizoram. Students who have got admission in recognized college/institution may apply this scheme. This scheme is awarded on the basis of Merit among the applicants and the annual income of those parents from all sources should not exceed Rs.2.50 lakh. Mizoram is allotted 122 seats during 2009-10 sessions.

2.9.4 Post Matric Merit Scholarship (PMMS)

This scheme is financed by the State Govt. It covers from Class XI to Post Graduate i.e. General/Technical/Professional courses. Award is given on the basis of merit with limited seats due to meagre allocation of fund to the Department. During 2009-10, a sum of Rs.12.42 lakh was allotted to the Department for 214 numbers of students.

2.9.5 Mizoram Research Fellowship

This scheme has been implemented since 1988. This is financed by the State Govt. Employed and unemployed scholars doing research work leading to Master of Philosophy, Doctorate Degree and Post Doctoral Degrees may apply the scheme. This scheme is instituted with a view to encourage talented students doing research work in various fields of studies. Only the bonafide permanent residents of Mizoram can apply for this scheme.

2.9.6 North-East Consultancy (NEC) Stipend/Book Grant

This is NEC funded stipend/book grant for students under Higher Professional Courses from Diploma/Degree to Ph.D.

2.9.7 Incentive Cash Award

This scheme is implemented for the students who have passed Civil Service (Preliminary & Main) Examination conducted by the Union Public Service Commission. Coaching fees may be reimbursed under this scheme.

2.9.7 Other Schemes

The department also implements various incentive schemes which are meant for reimbursement of expenditure on training, fees, and other charges such as 1) Commercial Pilot License Course 2) Fee reimbursement to children of Indian Peace Keeping Force (IPKF) action. Some incentive schemes are yet to be implemented shortly viz. 1) Central Scheme of top Class Education for ST 2) Free Coaching & Allied Courses 3) Special Scholarship for Hindi and Physically Handicapped students 4) Study Tour Scheme 5) Overseas Scholarship.

2.10 COLLEGIATE HOSTELS

The Department is looking after Collegiate Hostels within and outside the State. Hostel Superintendents attached to each hostels are being paid remuneration of Rs.2000/- per month. Some Govt. Colleges have Hostels for their own such as:-

- 1) Govt. Kolasib College
- 2) Govt. Champhai College
- 3) Govt. Serchhip College
- 4) Govt. Lunglei College
- 5) College of Teacher Education
- 6) Mizoram Hindi Training College
- 7) Women Polytechnic and
- 8) Mizoram Polytechnic, Lunglei.

Since many years back the Mizo students have been pursuing further studies in Shillong where the premier institutions in the North East for higher education are located. After Mizoram has its own Colleges and University the practice of the Mizo students to pursue higher studies at Shillong still continue for the sake of better facilities, environment and experiences. In the meantime, the students residing outside Aizawl City also pursue higher studies at Aizawl for the same reason. Following the above, Collegiate Hostels have been established for Boys & Girls by the Department within and outside the state as below:-

Boys Hostel - I, Shillong, Capacity – 32 boarders (rented @ Rs.28600/pm)

- a) Boys Hostel -II, Shillong, Capacity – 42 boarders (Dept. building)
- b) Girls Hostel, Shillong, Capacity - 60 boarders (rented @ Rs.54010/pm)
- c) Girls Hostel, Aizawl, Capacity – 40 boarders (rented @ Rs.30,000/pm)
- d) Boys Hostel, Aizawl, Capacity – 30 boarders (Dept. building)

2.11 RIGHT TO INFORMATION (RTI) ACT

The Right to Information Act 2005 has been implemented by the Department. Instruction for the RTI had been prepared and followed rules and regulations contained in the Act. The Nodal Officers look after the function and operation of the act within the department itself.

2.12 UNIVERSITY GRAND COMMISSION (UGC) GRANTS

All Colleges should have permanent affiliation under Section 2(f) and 12(b) of University Grants Commission Act, 1956. On fulfilment of the requisite norms, colleges may be able to receive grants in various categories of developmental purposes, academic modernization and other important purposes.

2.13 PROGRESS AND ACHIEVEMENTS

1. During 2009 – 2010, a sum of Rs. 1578.06 lakh was sanctioned by the Govt. of India as PMS for ST/ST and targeted 37134 numbers of ST/SC students. Under PMS/PMMS for Minority Communities, a sum of Rs. 325.36 lakh was sanctioned by the Ministry of Minority Affairs, Government of India and targeted 3781 numbers of Students. Under NEC (NER) Scheme, a sum of Rs.38.40 lakhs was sanctioned for 278 numbers of students during 2009-2010. Fund is being disbursed to students.
2. The project proposal for infrastructure development of 4 Colleges; viz. Govt. Saiha College, Govt. Lunglei College, Govt. Serchhip College and Govt. Zirtiri Residential Science College in Mizoram which amounted to 5.46 crores was approved by the Ministry of Development of North Eastern Region (DoNER), Govt. of India, and has already sanctioned Rs. 1.97 crore as 1st Installment on 22.09.2009. The construction work will be started on completion of formalities through the Public Works Department (PWD).
3. For setting up of new Polytechnics at Champhai, Kolasib, Lawngtlai and Mamit, a sum of Rs.12.30 crores each was approved by the Ministry of Human Resource Development, Govt. of India. Out of the above approved costs, a sum of

Rs.2 crores each as 1st installment was released during 2009-2010. Site clearance has been taken up and construction works will be started shortly through the State PWD.

4. For the construction of Mizoram Law College building at Aizawl, a sum of Rs.90.48 lakhs as 1st installment had been released by the Ministry of DoNER, Govt. of India, under Non-Lapsable Central Pool of Resources (NLCPR) on 3.3.2009 and tender being floated on September 2010, by the PWD.

5. For the construction of Post Matric Students Hostel at Aizawl, a sum of Rs.190.10 lakhs was approved by the Ministry of DoNER, Govt. of India on the basis of 90% grants and 10% Loan. Out of the approved cost a sum of Rs. 60.00 lakh was released as 1st instalment on 25.2.2010. The construction work will be started on completion of formalities through the PWD.

6. The National Institute of Technology (NIT) to be funded by the Govt. of India is now introduced in Aizawl, Mizoram. Memorandum of Understanding (MOU) has already been signed and classes for the first time are proposed to be started during 2010-2011 academic session in a rented building before allotment and construction of the permanent site/ Campus. Site selection is being taken up at Government level.

Chapter-3

AN ANALYSIS OF SELECTED GOVERNMENT COLLEGES

This chapter presents an overview of the selected colleges; viz., Govt. Aizawl College and Govt. Hrangbana College in terms of history; statement of mission, goals and objectives, infrastructure and co-curricular activities; rules and regulations, and a brief outline on students and teachers.

Job satisfaction is the extent to which one feels good about the job. It is in regard to one's feelings or state of mind regarding the nature of their work. In other words, job satisfaction implies doing a job one enjoys, doing it well with, enthusiasm and being happy with one's work. Everyone define job satisfaction as a fulfilment of one's expectation. It differs from person to person and institution to institution and even in the context of male and female. In simple term, when someone is satisfied with his job, that is called job satisfaction. Job satisfaction is a pleasurable positive emotional state, resulting from the appraisal of one's job or job experiences. It results from the perception that one's job fulfils or allows the fulfilment of one's important job values to the degree that these values are congruent with one's needs. (Locke, 1976).

In this global world, job satisfaction becomes an important issue. It is very crucial for the long-term growth of any educational system around the world. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance. Knowledge, skills and competencies occur when one feels satisfied in one's behaviour. Job satisfaction is such phenomenon which comes not only from the job, but also from one's personal, social, academic, administrative and economical condition. Therefore, satisfaction

is needed in the behaviour of a college teacher if he/she has to perform productive activities in the college. (Katoch, 2012)

People are interested to work in the institutions as well as in the services where they feel satisfied. Job dissatisfaction leads to reduced level of performance (Bretz & Thomas, 1992); it increases turnover and turnover intentions (Motowidlo, 1983) and also leads to absenteeism (Weiner, 1980). In reality, how far such job satisfaction is ensured in college teachers' jobs is an important issue in recent times.

When teachers are satisfied with their job, they can perform their responsibilities with more concentration and devotion (Khan 2012). For the same reason, undertook a study to identify the factors which impact the level of satisfaction of college teachers in Mizoram. To identify the degree of job satisfaction level of college teachers in Mizoram, two government colleges were selected which are located in Aizawl city i.e. Government Aizawl College being the oldest functioning Government College located in Aizawl city and Government Hrangbana College representing the largest student population among the colleges in the state.

3.1 PROFILE OF GOVERNMENT AIZAWL COLEGE

Government Aizawl College, initially a private Arts college catering to the needs of the public as the oldest functioning college in Aizawl under Government of Mizoram, was established in the year 1975, January 13th. Added to it were Commerce and Science Streams in the year 1986 and 1988 respectively. Science Streams was detached from the College in 2001 following the policy of the

Government of Mizoram to amalgamate Science stream in Zirtiri Residential Science College.

The College was first affiliated to the North-Eastern Hill University (NEHU), Shillong, Meghalaya, on July 15th, 1975, and later to the Mizoram University on July 2nd, 2001. The College was recognised by the University Grant Commission (UGC) in 1986 under Section 2f and 12B of UGC Act, 1956 and was taken over by the Government of Mizoram on 1st January, 1986. The College, awarded 'B+' in 2004, is now awarded 'B' in 2011 by the National Assessment and Accreditation Council (NAAC).

The college caters to 8 different subjects in Arts and 15 different Subjects in Commerce. The academic programmes include Computer Certificate Course of 3 months and 6 months duration. Indira Gandhi National Open University (IGNOU) Study Centre, UGC-Sponsored Coaching classes, Translation Proficiency Certificate Course, Certificate Course in Insurance, Remedial Coaching Classes, and National Institute of Electronics and Information Technology (NIELIT) Study Centre, Talent Development Programmes and a Health Centre. The College, which is centrally located and easily accessible to public in the picturesque city of Aizawl, provides a congenial atmosphere for serious study.

3.1.1 Mission

To impart higher education by providing suitable ground to achieve all-round development of the ability, talent and personality of the students and ensuring that they be good citizens.

3.1.2 Goals & Objectives

1. To help form good habits, to acquire knowledge and skill, and to develop healthy interests and attitudes.
2. To make sincere efforts to educate students with suitable education so as to carry out various activities required in a dynamic modern society.
3. To provide incentives to creative minds.
4. To prepare students for competitions at national and international levels.
5. To emphasize the importance of athletics in physical and mental health, and to encourage students to participate in sports activities.
6. To improve language skills.
7. To provide vocational and professional education for specific jobs or professions including self-employment.

3.1.3 Admission Procedure

A notification that admissions to the college are open shall be announced and advertised to the public whereby application forms are to be obtained from the college office. The duly filled-in application forms along with important documents must reach the college office on or before the stipulated date of submission mentioned. The criterion of admission rests solely on the college authority which may exercise its own terms and conditions to be duly notified to the applicants at the time of admission.

3.1.4 Merit Scholarship Sponsored by the College

3.1.4.1 For New Course Students

3.1.4.1.1 I, II, III, IV & V SEMESTER BA/B.Com.: Merit Scholarship of Rs 1000/- and Certificate to be awarded to Toppers of each class who secured at least a minimum aggregate marks of 60% in the End Semester Examination.

3.1.4.1.2 VI-SEMESTER BA/B.Com.: Merit Scholarship of Rs 3000/- and Certificate to be awarded to toppers in each Core subject in the University Final Examination, whether First or Second Class.

3.1.4.2 Individual Sponsorship Merit Scholarship

3.1.4.2 .1 R.Biaksanga Sports Award of Rs 2000/- each to the Best Boy and the Best Girl instituted from 2004-2005.

3.1.4.2.2 Dr.Lalthansangi Award of Rs 1000/- each to Champion Team in Major Games in University Inter-College Sports.

3.1.4.2.3 Zochungnunga Award of Rs 500/- each to the best Essayist, the best Debater and the best Poetry composer in the Annual College Week Competition instituted from 2005-2006.

3.1.4.2 .4 Dr. K.L.Pradhan Award of Rs 1000/- each to the Boy and the Girl who win the highest number of Gold Medals from the College in the Annual Mizoram University Sports instituted from 2005-2006.

3.1.4.2 .5 Rebecca Lalhmangaihi Hindi Award of Rs 1000/- to a student irrespective of his/her class securing the highest mark in Hindi (Core).

3.1.4.2 .6 Lalthansangi Fanai Award of Rs 1000/- each to Champion Team in Indoor Games in University Inter-College Sports.

3.1.4.2.7 Dr. H. Thansanga Meritous Award of Rs 5000/- to Topper in the University Final Examination.

3.1.5 Internal Quality Assurance Cell (IQAC)

Internal Quality Assurance Cell was established in 2001 with the objectives of ensuring continuous improvement in the entire operations of the College and to ensure stakeholders connected with higher education, namely parents, teachers, staff, would be employers, funding agencies and society in general, of its own quality and probity.

For the purpose of this internal quality assurance, the college were designed different cells, namely, Core Committee, Curricular Aspects Cell, Teaching-Learning and Evaluation Cell, Research, Consultancy and Extension Cell, Infrastructure & Learning Resources Cell, Students Support & Progression Cell, Governance & Leadership Cell, Learning Resources Cell, Innovation Practices Cell, Disciplinary Cell, Grievances Redressal Cell, Sexual Harassment Cell and Information & Communication Technology (ICT) Committee. All these cells and committees consist of Chairman, Co-ordinator and members who play an important role for the better improvement in the entire operations of the college.

3.1.6 Students' Union

A Students' Union body actively functions as students' self government in which all the students are active members. The Students' Union provides a forum for practising democratic governance of the student body. They work closely with the College authority to organise events like College week, awareness, raising campaigns and other essential programmes.

3.1.7 Co-curricular activities

3.1.7.1 National Service Scheme (NSS)

NSS Unit has a high profile and a long tradition in the field or service to the community and the college neighbourhood. Under the active supervisions of the Programme Officers, the NSS provides opportunities for students to take part in various useful activities. This enables the students to develop their overall personality through community service.

3.1.7.2 National Cadet Corps (NCC)

The NCC Unit of the College has even a longer tradition; it has produced many cadets, won a number of trophies, played a prominent role in all college functions. NCC aims to develop a sense of national spirit, discipline, patriotism and leadership qualities.

3.1.7.3 Adventure Club

The Adventure Club was formed by students and faculty for individuals who share a common interest in outdoor activities and excursions. Members of the club build friendships and exercise team skills by planning and participating in outdoor adventures, such as rock climbing and hiking. The Adventure Club aims to take adventure and thus enable them to face the challenges of a new era.

3.1.7.4 Red Ribbon Club

The vulnerability of the youth is increasing day by day. To reduce the rapid spread of Human Immunodeficiency Virus (HIV)/ Acquired Immune Deficiency Syndrome (AIDS) among the youths, the Red Ribbon Club plays a very important role in combating this issue. The Red Ribbon Club makes use of

Peer Educators for disseminating awareness among the students through various activities.

3.1.7.5 Literature Club

The Literature Club of the college has been started with the sole purpose to encourage the students to develop a taste for literature. The Club is involved in a variety of activities aimed at building up the confidence and grooming the talents of students in facing various interpersonal activities and competitions.

3.1.7.6 Consumers' Club

The Consumers' Club of Government Aizawl College was started on 3rd October 2006 with a view to imparting Consumers' awareness and protection amongst the students. It was set up in line with the policy of Government of India.

3.1.7.7 Evangelical Union (EU)

The College has an Evangelical Union to carry out the vision of the Union Evangelical Students of India (UESI). A regular prayer meeting is held every Wednesday and Friday day meetings and Thursday's meetings are conducted in English and the other days in Mizo.

3.1.8 Rules and Regulations

All the students of Govt. Aizawl College are expected to conform to the following Rules and Regulations:

- Honour the College Motto, "Labor Omnia Vincit".
- Proper respect must be shown to the Faculty and Staff of the Institution.
- Regular attendance (Min 75%) is an essential of Merit. Leave of Absence must be obtained within one week of joining.

- Ignorance of vital information's put on the Notice Board is not valid excuse for non-compliance.
- Negligence of personal decency is an offence to the institution and is liable to disciplinary actions.
- Smoking, chewing pan/tobacco and others intoxicating substance within the campus is prohibited.
- Abuse of any kind of drugs will invite instant action to the extent of dismissal from the College. Peddling of drugs is a crime and subject to legal action.
- Outsiders are not allowed beyond the administrative area.
- Attempt to exert influence over the College administration for personal benefit is an insult to the academic profession and may jeopardize the interested client.
- Partisan politics and propagation of their policies inside the campus is strictly prohibited.
- Students are advised to stay clear of the adjacent Boys' M.E. School during School hours.
- Fees once paid, is not refundable without sanction from competent authority.
- Participation in the extra-curricular programmes is compulsory for students.
- Periodical tests and assignments are essential aspect of evaluation, and may not be absconded without grave consequence.

- Regional and communal interest's deterrent to the country's democratic harmony must have no room in the campus.
- Mobile phones must be switched off in the classroom and Examination Hall.
- Ragging within the Campus is an offence to the institution and to humanity and is liable to disciplinary action to the extent of expulsion from the college.

3.1.9 Department-Wise Students Classification

The present study is conducted during an odd semester session which comprises I, III and V semester. Govt. Aizawl College has offered 9 core subject to the students and during 2014, an odd semester session was started in the month of June, 1278 students were enrolled in the college itself. Govt. Aizawl College has offered two main streams in terms of subject that is, Arts stream and Commerce stream. In art stream, the number of students in first semester is 409, third semester is 381, fifth semester contains 289 students and the total number of Arts student is 1079. The number of first semester in Commerce department is 68, third semester is 74 and fifth semester contains 57 students. The total number of Commerce student is 199.

The core-subject wise classification of student's enrolment as on June 2014 is highlighted as follows.

Table 3.1 Department-wise student's enrolment as on June 2014

Subject	I Semester	III Semester	V Semester	Total
English	42	55	32	129
Mizo	55	55	49	159
Hindi	28	9	7	44
History	61	54	36	151
Education	56	48	25	129
Sociology	61	54	53	168
Economics	46	51	31	128
Political Science	60	55	56	171
Commerce	68	74	57	199
Total	477	455	346	1278

3.1.10 Department-Wise Teacher Classification

A number of 53 teachers are engaged in Government Aizawl College, 65.7% are Associate Professors, the highest designation in the college level and 34.3 % are Assistant Professors. Among the teachers, 74.3 have Post Graduate degree which is the minimum qualification for the post of college teachers. 8.6 % and 17.1% of the teachers have M.Phil and Doctorate Degree respectively. In the case of gender classification among the teachers, 28.6% are female teachers while male teachers occupy 71.4 %. Generally, most of the teachers are between the ages of 50-60. The following table mentions the number of teachers enrolled in each department.

Table3.2: Department-wise number of Teachers as on 31st March 2014

Sl/No.	Department	No. of Teachers
1	English	8
2	Mizo	8
3	Hindi	1
4	History	9
5	Economics	5
6	Education	8
7	Political Science	7
8	Sociology	3
9	Commerce	4
Total		53

3.2 PROFILE OF GOVERNMENT HRANGBANA COLLEGE

Hrangbana College is located in the heart of Chanmari, Aizawl, the capital of Mizoram. It was established in July 1980 with a primary objective to open up doors to higher education for the youth especially to those living in rural areas.

The College is christened after the name of Mr.Hrangbana (Late), an education-minded and prominent Businessman who generously donated a sum of Rs 1 lakhs to start the college from scratch and to promote Commerce education in Mizoram.

In the year of its inception, the college offered only Arts streams comprising of six departments namely, English, Mizo, Political Science, History, Economics and Education subjects. In its onward march, it introduced Commerce in 1981, Geography in 1983, Public Administration (to be the first college in the State to offer this subject at an Under Graduate level) in 1994 and Psychology in 1999. It is noteworthy to mention that the college had taken bold steps in opening Commerce and became the pioneer institution for Commerce Education in Mizoram.

Affiliated to the NEHU till the year 2002, the College was one of the prominent members of the NEHU family. With two streams- Arts and Commerce and 10 Departments offering both General stream and Honours stream, good infrastructural facilities; students from different ethnic backgrounds, dedicated to the pursuit of knowledge's. Carefully nurtured by devoted academicians, administrators and well-endowed faculties, the college has acquired a distinct place of pride in the minds of the people of the state and has also won a prominent position on the academic map of the affiliating Mizoram University.

The college has secured Permanent Affiliation in 1995 and has been listed under 2(f) and 12(B) of the UGC Act on 23rd February, 1998. During the academic session of 2011-12, Semester System was introduced by the affiliating University by switching over from Three-Year-Degree Course (TDC).

The college was accredited 'B++' in 2006 and Re-accredited 'A' in 17th September, 2011 by National Assessment and Accreditation Council (NACC), Bangalore.

Govt. Hrangbana College, with such records, has been selected by the Government of Mizoram to start Community College in the state from the academic session 2013-14. Keeping pace with the fast- changing demand of the society and the students' populace, the College is trying its best to introduce new subjects and changes in existing curricula, notwithstanding its limitations as a Government Institution affiliated to the University.

3.2.1 Vision and Mission

The main vision is to provide holistic and quality education within the reach of all.

The mission was to mould the students to be intellectually competent, morally upright, socially committed, spiritually inspired and to be capable of building a more humane social order within the context of the nation's religious and cultural pluralities and diversities.

3.2.2 Goals and Objectives

Government Hrangbana College has the following objectives:-

1. To provide facility to the youth in pursuing higher education.
2. To achieve academic excellence with relevance to employability.
3. To equip the students to possess overall development in the field of education, co-curricular and extension activities.
4. To instill in the teachers unity in thought and action.

3.2.3 Rules and Regulations

All the students of Govt. Hrangbana College are expected to conform to the following Rules and Regulations:

- Regular attendance is insisted on all the students. Students shall be required to attend minimum 75% of Lectures/Tutorials in each subject/paper according to the University norms prevailing at present. A student shall not be allowed to appear the University Examination if he/she fails to satisfy norms mentioned above.
- Good discipline and proper manner shall be maintained inside the College Campus. Students committing the following misconducts in the College campus shall be punished as mentioned below:
 - a) Using or being intoxicated either with liquor or any kind of Drug: Shall be expelled or fined Rs 500/-

- b) Smoking in the College Campus: Strictly prohibited: Shall be fined Rs 200/-
- c) Throwing away waste paper, spitting on the wall/corridor: Shall be fine Rs 20/-
- d) All the students are expected to obey and respect the College authority i.e. Principal, Vice Principal, Professors and the Administrative Staffs of the College. Disobeying the College authorities shall render the students liable to disciplinary action.
- e) Students are not allowed to take part in anti-national or anti-government activities.
- f) Students are advised to take use of College Library, NCC, NSS and any other curricular activities. They automatically become members of the Students' Union which functions under the direction and supervision of the College authority.
- g) It is compulsory for every student to have at least one College T-Shirt and all the students are required to attire themselves every Monday and Thursday and other special occasions as notified by the College without wearing College T-Shirt on the days mentioned above will be fined Rs 50/- per day.

3.2.4 Admission Procedure

Students seeking admission to the college should pass the Higher Secondary Examination or its equivalent conducted by any recognised Board of the States or Central Government. For candidates passing with vocational courses, the equivalent may be decided by the college Principal.

Students seeking admission should apply in prescribed Application Form available from the college office on payment of Rs 70/- within the notified period along with important educational documents.

3.2.5 Conduct of Examination

University shall conduct all Ends-Semester Examination vide Executive Council resolution No EC: 27:5(2) adopted in its 27th Meeting held on 29th March 2011.

All practical Examination will be conducted by the concerned college. The concerned college will retain 75% of the Practical Examination fee and the rest 25% will be remitted to the University.

Each College shall have a Moderation Board/Committee to moderate the marks awarded to a candidate through Continuous Internal Assessment and Practical Examinations. The marks awarded in each semester (Continuous Internal Assessment and Practical Examination) shall be forwarded within one month of the completion of each end semester examination.

The question paper will contain- Very Short (Multiple choices), Short answer and Descriptive.

3.2.6 Classification of Successful Candidature

A candidate must secure a minimum of 40% of marks (in theory and practical paper separately) in each paper. The marks obtained by a student in all six semesters shall be taken into account while declaring the results. Grades shall be awarded on the basis of marks obtained in each semester. Cumulative grade shall be awarded on the basis of grades obtained in all semesters.

3.2.7 Ranking

Subject wise ranking shall be awarded. Top 10 candidates who pass all the examinations prescribed for each subject in the First Appearance alone in the final results are eligible for Ranking/Distinction as per existing Ordinance. Gold medal shall be awarded subject wise only those candidate who secure overall first class position.

3.2.8 Merit Scholarship

Merit scholarship is usually circulated to the students who have attained highest positions in their particular subject. Certain award given to the students are as follows:

3.2.8.1 Hrangbana Award

This award is given to the students who have passed their under-graduate examination in first class position. This award is meant for the students who have attained first class under Mizoram University and it contains Rs 1000 for each students.

3.2.8.2 R. Zatlai Award

This award is given to the Mizoram University under-graduate students who have attained gold medallist in their subjects. The award contains citation and the amount of Rs 10,000 which is usually circulated to gold medallist students from each department.

3.2.9 Registration and Migration

A student must register his/her name under the University at the time of first year administration.

A student migrating from other University/Board/ Institution and seeking admission under Mizoram University shall have to submit Migration Certificate issued by the University/Board/Institution last studied. However, Students who have passed under Mizoram Board of School Education need not submit the same.

Subject to approval of the Controller of Examination, Mizoram University, Change of Examination Centre may be permitted strictly on the merit of each case. A student shall not be allowed to change the Examination Centre to a College where his/her subjects are taught.

3.2.10 Internal Quality Assurance Cell (IQAC)

Internal Quality Assurance Cell (IQAC) was established in 2007 with the objectives of developing a system of conscious, consistent and catalytic improvement in the overall performance of the institutions. Different committees which are important for the development and better administration set up are also formed according to the IQAC guidelines.

3.2.11 Students' Union

The Students' Union plays an important role to look after the interests of students. Elected Students' Union Leaders and Ex-officio President i.e. Principal are responsible for the affairs of the Students' in the College. The Students Union bears all the responsibilities and help students in their problem.

3.2.12 Co-Curricular Activities

The following co-curricular activities are undertaken by the College to achieve qualitative education and to develop leadership quality.

3.2.12.1 National Service Scheme (NSS)

National Service Scheme was set up in the college with the objectives of identifying the needs and problems of the community and involves them in problem-solving and develops among themselves a sense of social and civic responsibilities. Programme Officers look after all the activities of NSS with the help of active participants of NSS Volunteers (Students). NSS is run by the students and Professor-in-charge.

3.2.12.2 National Cadet Corps (NCC)

The National Cadet Corps was established to develop character, comradeship, disciplines, leadership, secular outlook, spirit of adventure, and ideals of selfless service among the students. It also provide suitable environment to motivate the youth to take up a career in Armed Forces. The NCC Cadets participate in various NCC programmes under the supervision of Associate NCC Officers (ANO).

3.2.12.3 Adventure Club

The adventure club is organised for students who have enthusiasm in adventure. They are participating in climbing competitions, seminars and training. Caving, trekking and outdoor activities are also used to be participated in different parts of the states. Adventure club is run by the students and Professor-in-charge.

3.2.12.4 Students Evangelical Union (EU)

Evangelical Union was set up with a Motto “To serve the Lord Here and Now”. The main objectives are to transform students to impact the campuses and the nation as disciples of the Lord Jesus Christ. A regular prayer meeting is held

every week at Tawngtaina In, Golden Hall extension in the college campus. EU is looking after by the Students and Principal.

3.2.13 Facilities Offered

3.2.13.1 Library

The College has a well-designed spacious and airy library. It is located in the sixth and seventh floor of the college building. Today, it boasts of stocking over 25,000 books and periodicals, a spacious reading room, and a well furnished room for researchers. Internet and Reprography facilities are provided to the students. The college website has also been maintained by the library since 2006.

3.2.13.2 Golden Hall/ Auditorium

The College has an Auditorium with more than 800 seating capacity which is convenient for organising seminars, cultural programmes, conferences, training and other important functions.

3.2.13.3 Canteen

The College Canteen is located at the basement with well spacious and equipped materials. They provide refreshment services to the students and staffs of the College.

3.2.13.4 Student's Common Room

The College also has spacious Students' Common Room well-equipped with various indoor games materials where the students can spend their leisure.

3.2.13.5 First Aid Facilities: First aid facility is available in the campus; and medical help from local hospitals is arranged as and when necessary.

3.2.14 Other Facilities

3.2.14.1 Indira Gandhi National Open University (IGNOU) Study Centre

IGNOU, the National Resource Centre for Open and Distance Learning (ODL) offers a variety of courses in which students can pursue Under-Graduate and Post-Graduate studies. IGNOU also provides seamless access to sustainable and learner-centric quality education, skill upgradation and training to all-by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting integrated national development and global understanding.

3.2.14.2 Remedial Coaching Centre

The College provides Remedial Coaching classes outside the regular time table for the improvement of academic skills and linguistic proficiency of the students in various subjects. The coordinator administers the functions and operations of these coaching classes. The current coordinator is Mr. Lalhmingthanga (Asso. Professor), Head of Department, Department of Economics.

3.2.14.3 Coaching Class for Entry in Services

In order to prepare students belonging to SC/ST and minor communities to get gainful employment in Central and other services, coaching classes are opened for these groups. The coaching is oriented for particular examinations such as Central Services, State Public Services, and Bank Recruitment and other services. Mr. Lallungmuana (Asso. Professor), Head of Department, Department of Geography, acts as the coordinator and looks after the operations and functions of these coaching class.

3.2.14.4 Hostels

Women Hostel is available at Durtlang for 40 girls. At this time, Boys Hostel is under construction at Muthi and is expected to be completed during the 2014-15 session. Playground and Basketball court are also constructed at Muthi.

3.2.15 Department-Wise Students Classification

Govt. Hrangbana College has offered 10 core subject to the students and during the 2014 odd semester, which was started in the month of June, 1802 students are enrolled in the college itself. Hrangbana College has offered two main streams in terms of subject that is, Arts stream and Commerce stream. In art stream, the number of students in first semester is 655, third semester is 368, fifth semester contains 456 students and the total number of Arts student is 1479. The number of first semester students in Commerce department is 154, third semester is 88 and fifth semester contains 81 students. The total number of Commerce student is 323.

The core-subject wise classification of student's enrolment as on June 2014 is highlighted as follows:

Table 3.3: Department-wise Students enrolment as on June 2014

Subject	I Semester	III Semester	V Semester	Total
English	46	32	42	120
Mizo	77	37	71	185
History	84	54	64	202
Economics	58	32	40	130
Education	78	42	23	143
Psychology	42	32	34	108
Public Administration	91	48	64	203
Political Science	88	45	77	210
Geography	91	46	41	178
Commerce	154	88	81	323
Total	809	456	547	1802

3.2.16 Department-Wise Teacher Classification:

A number of 55 teaching staffs are engaged in Government Hrangbana College, 69.6% are Associate Professors, the highest designation in the college level and 30.4 % are Assistant Professors. Among the teachers, 80.4 have Post Graduate degree, which is the minimum qualification for the post of college teachers. 8.7 % and 10.9 % of the teachers have M.Phil and Doctorate Degree respectively. In case of gender classification among the teachers, 52.2 % are female teachers while male teachers occupy 47.8 %. Generally, most of the teachers are between the ages of 50-60 years. The following table mentions the number of teachers enrolled in each department.

Table 3.4: Department-wise number of Teachers as on 31st March 2014

Sl/No.	Department	No. of Teachers
1	English	5
2	Mizo	7
3	History	5
4	Economics	5
5	Education	6
6	Psychology	3
7	Public Administration	6
8	Political Science	5
9	Geography	6
10	Commerce	7
Total		55

Chapter-4

DATA ANALYSIS AND INTERPRETATION

In this chapter, the level of job satisfaction of teachers working in Govt. Aizawl College and Govt. Hrangbana College is examined. The study covers all the regular teachers of both the Colleges as respondents, who were 108 teachers on rolls as on 31st March, 2014. The data for the present study were collected through structured questionnaire which is derived from Minnesota Satisfaction Questionnaire 1967 revision developed by Vocational Psychology Research, University of Minnesota. The questionnaire is divided into 4 categories viz. Income and Promotion, Workload, Interpersonal Relationship and Working Conditions. The responses obtained from the subjects were scaled following the standard 5 point scale system. The analysis of the data was carried out with the help of suitable statistical tools.

The department-wise strength of teachers in the select government colleges are given in the Table 4.1:

Table 4.1: Department-wise number of Teachers as on 31st March, 2014

Sl.No	Department	No. of Teachers	
		Govt. Aizawl College	Govt. Hrangbana College
1	English	8	5
2	Mizo	8	7
3	Hindi	1	-
4	Political Science	7	5
5	History	9	5
6	Economics	5	5
7	Education	8	6
8	Geography	-	6
9	Public Administration	-	6
10	Psychology	-	3
11	Sociology	3	-
12	Commerce	4	7
Total		53	55

4.1 VARIABLE-WISE ANALYSIS AND INTERPRETATION

4.1.1 Income and Promotion

The table below shows the satisfactory level regarding the income and promotion of teaching staff in selected government colleges:

Table 4.2(a): Overall satisfaction level regarding the amount of pay for the work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	3	3
	%	0.0%	6.5%	3.7%
Slightly satisfied	N	2	1	3
	%	5.7%	2.2%	3.7%
Satisfied	N	11	20	31
	%	31.4%	43.5%	38.3%
Very satisfied	N	14	17	31
	%	40.0%	37.0%	38.3%
Extremely satisfied	N	8	5	13
	%	22.9%	10.9%	16.0%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

In the case of the amount of pay received for their work, it may be inferred that Govt. Hrangbana College teacher-respondents are shown to be more satisfied than their counterparts in Govt. Aizawl College. 40% of Govt. Aizawl College and 37% of Govt. Hrangbana College teacher-respondents are very satisfied. Only 3 teachers (6.5%) from Hrangbana College are found not being satisfied in this case.

Majority of the respondents i.e. more than 96% are satisfied in this regard, out of which 38.3% are satisfied and another 38.3% are very satisfied in contrast to only 3.7% who are not satisfied.

Table 4.2(b): Inter-College wise satisfaction level regarding amount of pay for the work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	3	3
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	2	1	3
	%	66.7%	33.3%	100.0%
Satisfied	N	11	20	31
	%	35.5%	64.5%	100.0%
Very satisfied	N	14	17	31
	%	45.2%	54.8%	100.0%
Extremely satisfied	N	8	5	13
	%	61.5%	38.5%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table 4.2(b) indicates the amount of pay for the work. In this regard majority of the respondents are satisfied while only three teachers from Hrangbana College are not satisfied. 61.5% of Government Aizawl College teachers and 38.5% of Hrangbana College are extremely satisfied. It is also found that 64.5 % of the respondents from Hrangbana College and 35.5% from Government Aizawl College are satisfied.

Table 4.3 (a): Overall satisfaction level regarding the chance to make money in comparison to my contemporaries

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	4	4
	%	0.0%	8.7%	4.9%
Slightly satisfied	N	4	4	8
	%	11.4%	8.7%	9.9%
Satisfied	N	16	21	37
	%	45.7%	45.7%	45.7%
Very satisfied	N	12	11	23
	%	34.3%	23.9%	28.4%
Extremely satisfied	N	3	6	9
	%	8.6%	13.0%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

With regard to the college-wise differences, all the teacher-respondents in Govt. Aizawl College are satisfied, while nearly 92% are satisfied in Govt. Hrangbana College. In both colleges, 45.7% were satisfied in this case, 34.3% of Govt. Aizawl College and 23.9% of Govt. Hrangbana College teacher-respondents are very satisfied. It is also found that only 8.7% teacher-respondents from Govt. Hrangbana College are not satisfied.

The above table also highlights the overall satisfaction level regarding ‘the chance to make money in comparison to their contemporaries’, 45.7% of the total teacher-respondents are satisfied, and 28.4% are very satisfied whereas only 4.9% are not satisfied in this case.

Table 4.3(b): Inter-College wise satisfaction level regarding the chance to make money in comparison to my contemporaries

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	4	4
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	4	4	8
	%	50.0%	50.0%	100.0%
Satisfied	N	16	21	37
	%	43.2%	56.8%	100.0%
Very satisfied	N	12	11	23
	%	52.2%	47.8%	100.0%
Extremely satisfied	N	3	6	9
	%	33.3%	66.7%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In the case of the chance to make as much money in comparison to their contemporaries, only four teachers from Govt Hrangbana College are not satisfied. 43.2% of Govt Aizawl College and 56.8% of Govt Hrangbana College are satisfied. The total of 33.3 % of Govt Aizawl College and 66.7% of Govt Hrangbana College are extremely satisfied.

Table 4.4(a): Overall satisfaction level regarding the amount of work done

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	2	2
	%	0.0%	4.3%	2.5%
Slightly satisfied	N	2	3	5
	%	5.7%	6.5%	6.2%
Satisfied	N	11	20	31
	%	31.4%	43.5%	38.3%
Very satisfied	N	15	17	32
	%	42.9%	37.0%	39.5%
Extremely satisfied	N	7	4	11
	%	20.0%	8.7%	13.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The present study shows that there is a small gap between the selected college's respondents as 31.4% Govt. Aizawl College respondents are satisfied in this statement as compared to 43.5% of the Govt. Hrangbana College counterparts. All the teacher-respondents in Govt. Aizawl College are satisfied in this regard while in Govt. Hrangbana College, nearly 97% are satisfied and only 4.3% are not satisfied.

The table suggests that among the total respondents, 97.5% of the teacher-respondents are satisfied with the statement whereas only 2.5% of them responded to the statement negatively.

Table 4.4(b): Inter-college wise satisfaction level regarding the amount of work done

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	2	2
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	2	3	5
	%	40.0%	60.0%	100.0%
Satisfied	N	11	20	31
	%	35.5%	64.5%	100.0%
Very satisfied	N	15	17	32
	%	46.9%	53.1%	100.0%
Extremely satisfied	N	7	4	11
	%	63.6%	36.4%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.4(b) represents the satisfactory level of the respondents regarding the amount of work done. Majority of the respondents' i.e. almost 64% from Govt Aizawl College and 36.4% of Govt Hrangbana College are extremely satisfied. Meanwhile two teachers from Government Hrangbana College are found not satisfied and all teachers-respondents from Government Aizawl College are found satisfied.

Table 4.5(a): Overall satisfaction level regarding comparison of pay with other workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	3	3
	%	0.0%	6.5%	3.7%
Slightly satisfied	N	4	4	8
	%	11.4%	8.7%	9.9%
Satisfied	N	12	17	29
	%	34.3%	37.0%	35.8%
Very satisfied	N	10	17	27
	%	28.6%	37.0%	33.3%
Extremely satisfied	N	9	5	14
	%	25.7%	10.9%	17.3%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

6.5% of Govt. Hrangbana College teacher-respondents are not satisfied in the above statement, 37% are nominally satisfied, another 37% are found very satisfied and 10.9% are extremely satisfied. In Govt. Aizawl College, all the teacher-respondents are satisfied in which, 11.4 % are slightly satisfied, 34.3% are satisfied, 28.6% are very satisfied and 25.7% are extremely satisfied.

More than three-fourth of the total respondents are satisfied with regard to the comparison of pay with other workers. It is also found that only 3.7% responded to the statement negatively, 9.9 % are slightly satisfied, 35.8% of the respondents are satisfied, 33.3% are very satisfied and 17.3% of the teacher-respondents are also extremely satisfied.

Table 4.5(b): Inter-college wise satisfaction level regarding comparison of pay with other workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	3	3
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	4	4	8
	%	50.0%	50.0%	100.0%
Satisfied	N	12	17	29
	%	41.4%	58.6%	100.0%
Very satisfied	N	10	17	27
	%	37.0%	63.0%	100.0%
Extremely satisfied	N	9	5	14
	%	64.3%	35.7%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table reveals that 50% of the respondents from Govt Aizawl College and Govt. Hrangbana College are slightly satisfied with regard to a comparison of their pay with other workers. While almost all the respondents are satisfied, three teachers are found not satisfied.

Table 4.6(a): Overall satisfaction level regarding comparison of pay with similar jobs in other colleges

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	4	4
	%	0.0%	8.7%	4.9%
Slightly satisfied	N	4	4	8
	%	11.4%	8.7%	9.9%
Satisfied	N	15	21	36
	%	42.9%	45.7%	44.4%
Very satisfied	N	6	14	20
	%	17.1%	30.4%	24.7%
Extremely satisfied	N	10	3	13
	%	28.6%	6.5%	16.0%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It is observed that 11.4% of Govt. Aizawl College and 8.7% of Govt. Hrangbana College's teacher-respondents are slightly satisfied, 42.9% of Govt. Aizawl College respondents are satisfied in this statement as compared to 45.7% of the Govt. Hrangbana College counterparts. It is also found that 8.7% of the teacher-respondents from Govt. Hrangbana College are not satisfied in this statement.

Among the total respondents, 4 teacher-respondents (4.9%) responded to the statement negatively whereas, 96 of the teacher-respondents are satisfied in which 9.9% responded as slightly satisfied, 44.4% are nominally satisfied and 24.7% and 16% are very satisfied and extremely satisfied respectively.

Table 4.6(b): Inter-college wise satisfaction level regarding comparison of pay with similar jobs in other colleges

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	4	4
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	4	4	8
	%	50.0%	50.0%	100.0%
Satisfied	N	15	21	36
	%	41.7%	58.3%	100.0%
Very satisfied	N	6	14	20
	%	30.0%	70.0%	100.0%
Extremely satisfied	N	10	3	13
	%	76.9%	23.1%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

This table indicates that the majority with 76.9% of the respondents from Govt. Aizawl College are extremely satisfied while comparing their pay with similar jobs in other colleges. Among the respondents from Govt. Hrangbana College 23.1% are found extremely satisfied. A. Half of the respondents from both the colleges were slightly satisfied and 4 teachers from Govt. Hrangbana College are not satisfied in this case.

Table 4.7(a): Overall satisfaction level regarding job security

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	3	4
	%	2.9%	6.5%	4.9%
Slightly satisfied	N	2	5	7
	%	5.7%	10.9%	8.6%
Satisfied	N	6	13	19
	%	17.1%	28.3%	23.5%
Very satisfied	N	13	17	30
	%	37.1%	37.0%	37.0%
Extremely satisfied	N	13	8	21
	%	37.1%	17.4%	25.9%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

From the table, very satisfied respondents are found to attain 37.1% from Govt. Aizawl College and 37% from Govt. Hrangbana College. The statement is negatively responded by 2.9% of the respondent from Govt. Aizawl College and 6.5% from Govt. Hrangbana College. With regard to college-wise differences, the overall satisfaction level regarding job security is very high. 97.1% of the teacher-respondents from Govt. Aizawl College and almost 94% from Govt. Hrangbana College are satisfied with the statement

Overall, 95% of the teacher-respondents are satisfied with the statement while only 4.9% of the respondents are not satisfied. Among the 95% satisfied teachers, 8.6% is found slightly satisfied, 23.5% are satisfied, 37% of the teacher-respondents are very satisfied and 21% are extremely satisfied.

Table 4.7(b): Inter-college wise satisfaction level regarding Job security

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	3	4
	%	25.0%	75.0%	100.0%
Slightly satisfied	N	2	5	7
	%	28.6%	71.4%	100.0%
Satisfied	N	6	13	19
	%	31.6%	68.4%	100.0%
Very satisfied	N	13	17	30
	%	43.3%	56.7%	100.0%
Extremely satisfied	N	13	8	21
	%	61.9%	38.1%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table shows the satisfactory level of the respondents regarding job security. 61.9% from the teachers of Govt. Aizawl College and 38.1% from Govt. Hrangbana College are extremely satisfied. It also shows that, 1 teacher from Govt. Aizawl College and 3 teachers from Govt. Hrangbana College are not satisfied with regard to job security.

Table.4.8 (a): Overall satisfaction level regarding the way job provides for a secure future

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	2	2
	%	0.0%	4.3%	2.5%
Slightly satisfied	N	3	5	8
	%	8.6%	10.9%	9.9%
Satisfied	N	9	13	22
	%	25.7%	28.3%	27.2%
Very satisfied	N	12	19	31
	%	34.3%	41.3%	38.3%
Extremely satisfied	N	11	7	18
	%	31.4%	15.2%	22.2%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The table shows 25.7% of the respondents from Govt. Aizawl College and 28.3% from Govt. Hrangbana College are satisfied with this concern. It is found that there is a wide gap between the responses from selected college's respondents, where 31.4% of Govt. Aizawl College's respondents were extremely satisfied while only 15.2% are extremely satisfied from their Govt. Hrangbana College counterpart. Meanwhile, only 4.3% of the teacher-respondents from Govt Hrangbana College responded to the statement negatively.

The responses indicates that, nearly 98% are satisfied in this regard in which, 9.9% are found slightly satisfied, 27.2% and 38.3% indicates satisfied and very satisfied and 22.2% are extremely satisfied respectively. It is also shows that only 2.5% are found not satisfied.

Table 4.8(b): Inter-college wise satisfaction level regarding the way job provides for a secure future

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	2	2
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	3	5	8
	%	37.5%	62.5%	100.0%
Satisfied	N	9	13	22
	%	40.9%	59.1%	100.0%
Very satisfied	N	12	19	31
	%	38.7%	61.3%	100.0%
Extremely satisfied	N	11	7	18
	%	61.1%	38.9%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.8(b) represents that almost all the respondents, except 2 from Govt. Hrangbana college are satisfied where 61.1% from Govt. Aizawl College and 38.9% from Govt. Hrangbana College are extremely satisfied. 13 respondents from Govt. Hrangbana College are satisfied.

Table4.9 (a): Overall satisfaction level regarding the way job provides for steady employment

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	2	2
	%	0.0%	4.3%	2.5%
Slightly satisfied	N	3	4	7
	%	8.6%	8.7%	8.6%
Satisfied	N	9	18	27
	%	25.7%	39.1%	33.3%
Very satisfied	N	16	19	35
	%	45.7%	41.3%	43.2%
Extremely satisfied	N	7	3	10
	%	20.0%	6.5%	12.3%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

With regard to the overall satisfaction level regarding the way job provides for steady employment, it is observed that in Govt. Aizawl College, all the teacher-respondents are satisfied where 8.6% are slightly satisfied, nearly 26% are satisfied, and almost 46% and 20% are very satisfied and extremely satisfied respectively. In Govt. Hrangbana College, nearly 96% i.e. 44 teacher-respondents were satisfied while only 2 teachers (4.3%) are responded negatively to the statement.

The table reveals that, among the total respondents, majority i.e. 79 teacher-respondents are satisfied in this statement in which 8.6% and 33.3% are slightly and satisfied respectively, 43.2% of the teacher-respondents are found very satisfied and 12.3% are extremely satisfied. It is also found that only 2 teacher-respondents (2.5%) are not satisfied.

Table 4.9(b): Inter-college wise satisfaction level regarding the way job provides for steady employment

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	2	2
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	3	4	7
	%	42.9%	57.1%	100.0%
Satisfied	N	9	18	27
	%	33.3%	66.7%	100.0%
Very satisfied	N	16	19	35
	%	45.7%	54.3%	100.0%
Extremely satisfied	N	7	3	10
	%	70.0%	30.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.9(b) shows the way job provides for steady employment. In this regard, 70% from Govt. Aizawl College are extremely satisfied while only 30 from Govt. Hrangbana College are extremely satisfied. 66.7% of the respondents from Govt. Hrangbana College and 33.3% from Govt. Aizawl College are satisfied. At the same time, two respondents from Govt. Hrangbana College are not satisfied with this statement.

Table.4.10 (a): Overall satisfaction level regarding opportunities for advancement on the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	4	5
	%	2.9%	8.7%	6.2%
Slightly satisfied	N	4	7	11
	%	11.4%	15.2%	13.6%
Satisfied	N	14	14	28
	%	40.0%	30.4%	34.6%
Very satisfied	N	11	17	28
	%	31.4%	37.0%	34.6%
Extremely satisfied	N	5	4	9
	%	14.3%	8.7%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

In view of college-wise differences, there is a small gap between the selected college's respondents as 97.1% Govt. Aizawl College respondents are while 91.3% from Govt. Hrangbana College are satisfied. It is also observed that only 2.9% from Govt. Aizawl College and 8.7 % from Govt. Hrangbana College are not satisfied with this statement.

The teacher-respondents are asked about the overall satisfaction level regarding opportunities for advancement on this job. In this case, 13.6% and 11.1% indicates the slightly satisfied and extremely satisfied teachers respectively, 34.6% of the teacher-respondents are satisfied and another 34.6% are very satisfied. It was also found that 6.2% of them are not satisfied.

Table 4.10(b): Inter-college wise satisfaction level regarding opportunities for advancement of the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	4	5
	%	20.0%	80.0%	100.0%
Slightly satisfied	N	4	7	11
	%	36.4%	63.6%	100.0%
Satisfied	N	14	14	28
	%	50.0%	50.0%	100.0%
Very satisfied	N	11	17	28
	%	39.3%	60.7%	100.0%
Extremely satisfied	N	5	4	9
	%	55.6%	44.4%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table reveals the satisfactory level regarding opportunities for advancement of the job. This study found that 4 teachers from Govt. Hrangbana College and 1 teacher from Govt. Aizawl College are not satisfied. 60.7% from Govt. Hrangbana College are very satisfied and 50% of the respondents from both the colleges are satisfied.

4.11(a): Overall satisfaction level regarding the way promotions are given out on this job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	2	2	4
	%	5.7%	4.3%	4.9%
Slightly satisfied	N	5	8	13
	%	14.3%	17.4%	16.0%
Satisfied	N	13	16	29
	%	37.1%	34.8%	35.8%
Very satisfied	N	10	18	28
	%	28.6%	39.1%	34.6%
Extremely satisfied	N	5	2	7
	%	14.3%	4.3%	8.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

In Govt. Aizawl College, 2 teacher-respondents negatively responded to the statement while 33 teachers responded to being satisfied. Here, 14.3% and 37.1% of them are slightly satisfied and nominally satisfied respectively, 28.6% are very satisfied and 14.3% are extremely satisfied. In Govt. Hrangbana College, 4.3% respondents were not satisfied with this regard while 98 teachers are satisfied. And among the satisfied responses, 17.4% are slightly satisfied and 34.8% are satisfied. It is also found that 39.1% are very satisfied and only 4.3% of the respondents answered the statement as extremely satisfied.

In the above table, we can see that among the total respondents, 35 teacher-respondents are very satisfied, 29 respondents are satisfied and 13 teacher-respondents are slightly satisfied while only 4.9% negatively responded to the statement.

Table 4.11(b): Inter-college wise satisfaction level regarding the way promotions are given out on this job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	2	2	4
	%	50.0%	50.0%	100.0%
Slightly satisfied	N	5	8	13
	%	38.5%	61.5%	100.0%
Satisfied	N	13	16	29
	%	44.8%	55.2%	100.0%
Very satisfied	N	10	18	28
	%	35.7%	64.3%	100.0%
Extremely satisfied	N	5	2	7
	%	71.4%	28.6%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

4 teacher's respondents from both the colleges are not satisfied in the way promotions are given on the job. 71.4% from Govt. Aizawl College are extremely satisfied, only 28.6% from Govt. Hrangbana College are found satisfied. Most of the respondents are satisfied in this area.

4.1.2 Workload

The following table shows the satisfactory level regarding the workload of teaching staff in selected government colleges:

Table 4.12(a): Overall satisfaction level regarding the routine in work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Satisfied	N	18	26	44
	%	51.4%	56.5%	54.3%
Very satisfied	N	11	17	28
	%	31.4%	37.0%	34.6%
Extremely satisfied	N	5	3	8
	%	14.3%	6.5%	9.9%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

There are no unsatisfied respondents in this statement. Satisfied respondents can be seen occupying the majority with 51.4% from Govt. Aizawl College and 56.5% from Govt. Hrangbana College followed by very satisfied respondents with 31.4% respondents from Govt. Aizawl College and 37% from Govt. Hrangbana College. There are no slightly satisfied respondents from Govt. Hrangbana College while 2.9% slightly satisfied respondents are found from Govt. Aizawl College.

Though, the overall satisfaction level is found very high, extremely satisfied respondents are found to occupy only 9.9%. This shows that most of the respondents are satisfied and very satisfied.

Table 4.12(b): Inter-college wise satisfaction level regarding routine in work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Satisfied	N	18	26	44
	%	40.9%	59.1%	100.0%
Very satisfied	N	11	17	28
	%	39.3%	60.7%	100.0%
Extremely satisfied	N	5	3	8
	%	62.5%	37.5%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

From the above table, it can be seen that, 62.5% of the respondents from Govt. Aizawl College and 37.5% from Govt. Hrangbana College are extremely satisfied regarding routine in work. However, 59.1% from Govt. Hrangbana and 40.9% from Govt. Aizawl College are nominally satisfied. Only 1 respondent from Govt. Aizawl College is slightly satisfied.

Table 4.13(a): Overall satisfaction level regarding responsibilities of the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Satisfied	N	17	24	41
	%	48.6%	52.2%	50.6%
Very satisfied	N	12	15	27
	%	34.3%	32.6%	33.3%
Extremely satisfied	N	5	7	12
	%	14.3%	15.2%	14.8%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above table shows that, there are 48.6% respondents from Govt. Aizawl College and 52.2% from Govt. Hrangbana College who are satisfied with

regard to responsibilities of the job. Slightly satisfied respondents were found only from Govt. Aizawl College with 2.9%.

In this case, there are no respondents who negatively responded to the statement. Half of the respondents were satisfied with 50.6% and from the other half, 33.3% of the respondents are very satisfied and 14.8% of the respondents are extremely satisfied.

Table 4.13(b): Inter-college wise satisfaction level regarding responsibilities of job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Satisfied	N	17	24	41
	%	41.5%	58.5%	100.0%
Very satisfied	N	12	15	27
	%	44.4%	55.6%	100.0%
Extremely satisfied	N	5	7	12
	%	41.7%	58.3%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Regarding responsibilities of job, no respondents are found unsatisfied. 58.3% from Govt. Hrangbana College and 41.7% from Govt. Aizawl College are extremely satisfied. Majority of the respondents (i.e. 24 respondents) from Govt. Hrangbana College are satisfied. Among the respondents from Govt. Aizawl College, only 1 teacher is found slightly satisfied while no respondents are found who are slightly satisfied from Govt. Hrangbana College.

Table 4.14(a): Overall satisfaction level regarding variety in work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	3	4	7
	%	8.6%	8.7%	8.6%
Satisfied	N	16	22	38
	%	45.7%	47.8%	46.9%
Very satisfied	N	12	15	27
	%	34.3%	32.6%	33.3%
Extremely satisfied	N	4	5	9
	%	11.4%	10.9%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

On account of the variety in work, respondents who are slightly satisfied are found 8.6% from Govt. Aizawl College and 8.7% from Govt. Hrangbana College. Satisfied respondents occupy by 45.7% and 47.8% from Govt. Hrangbana College and Govt. Aizawl College respectively. This is followed by very satisfied respondents with 34.3% from Govt. Aizawl College and 32.6% from Govt. Hrangbana College.

The least number of respondents are found slightly satisfied with 8.6%. There is no negative remark in this case.

Table 4.14(b): Inter-college wise satisfaction level regarding variety in work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	3	4	7
	%	42.9%	57.1%	100.0%
Satisfied	N	16	22	38
	%	42.1%	57.9%	100.0%
Very satisfied	N	12	15	27
	%	44.4%	55.6%	100.0%
Extremely satisfied	N	4	5	9
	%	44.4%	55.6%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table represents the satisfactory level of the respondents regarding variety in work. It is found that, most of the respondents are satisfied. Among them, 57.1% from Govt. Hrangbana College and 42.9% from Govt. Aizawl College were found slightly satisfied. It also shows that, 55.6% of the respondents from Govt. Hrangbana College and 44.4% from Govt. Aizawl College are extremely satisfied. Another 55.6% respondents from Govt. Hrangbana College are very satisfied regarding their variety of work.

Table 4.15 (a): Overall satisfaction level regarding being able to stay busy

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	6	8
	%	5.7%	13.0%	9.9%
Satisfied	N	17	23	40
	%	48.6%	50.0%	49.4%
Very satisfied	N	10	14	24
	%	28.6%	30.4%	29.6%
Extremely satisfied	N	6	3	9
	%	17.1%	6.5%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It can be noted that, in the above table there are no negative respondents. Among the positive responses, 5.7% and 13% from Govt. Aizawl College and Govt. Hrangbana College respectively are slightly satisfied. Nearly 49% from Govt. Aizawl College and half of the respondents from Govt. Hrangbana College were satisfied. It is also found that 17.1% of the respondents from Govt. Aizawl College are extremely satisfied while only 6.5% from Govt. Hrangbana College are extremely satisfied in this statement.

Overall, majority, with 49.4% of the respondents are satisfied where there are only 9.9% of the respondents who are found slightly satisfied.

Table 4.15(b): Inter-college wise satisfaction level regarding being able to stay busy

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	6	8
	%	25.0%	75.0%	100.0%
Satisfied	N	17	23	40
	%	42.5%	57.5%	100.0%
Very satisfied	N	10	14	24
	%	41.7%	58.3%	100.0%
Extremely satisfied	N	6	3	9
	%	66.7%	33.3%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table 4.15(b) reveals that, there are no respondent from the selected colleges who are not satisfied. 66.7% of the respondents from Govt. Aizawl College and 33.3% from Govt. Hrangbana College are found extremely satisfied. Only 25% of the respondents from Govt. Aizawl College are slightly satisfied while 75% from Govt. Hrangbana College are found slightly satisfied.

Table 4.16(a): Overall satisfaction level regarding freedom to use one's own judgement

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	5	5
	%	0.0%	10.9%	6.2%
Satisfied	N	15	22	37
	%	42.9%	47.8%	45.7%
Very satisfied	N	14	17	31
	%	40.0%	37.0%	38.3%
Extremely satisfied	N	6	2	8
	%	17.1%	4.3%	9.9%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

Only 10.9% of the teacher-respondents from Govt. Hrangbana College are found slightly satisfied. Almost 43% of the teacher respondents from Govt. Aizawl College and nearly 48% from Govt. Hrangbana College are found satisfied. It is also observed that 17.1% from Govt. Aizawl College and only 4.3% from Govt. Hrangbana College are extremely satisfied.

All the total respondents from the colleges are found satisfied, where 6.2% are slightly satisfied, nearly 46% and 38.3% are satisfied and very satisfied respectively and almost 10% are extremely satisfied.

Table 4.16(b): Inter-college wise satisfaction level regarding freedom to use one's own judgement

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	5	5
	%	0.0%	100.0%	100.0%
Satisfied	N	15	22	37
	%	40.5%	59.5%	100.0%
Very satisfied	N	14	17	31
	%	45.2%	54.8%	100.0%
Extremely satisfied	N	6	2	8
	%	75.0%	25.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table indicates that 75% of the respondents from Govt. Aizawl College and 25% from Govt. Hrangbana College are found extremely satisfied. 5 respondents from Govt. Hrangbana College are found slightly satisfied and no respondents are found from Govt. Aizawl College who are slightly satisfied.

Table 4.17(a): Overall satisfaction level regarding the development of efficiency for the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	9	9
	%	0.0%	19.6%	11.1%
Satisfied	N	16	20	36
	%	45.7%	43.5%	44.4%
Very satisfied	N	16	13	29
	%	45.7%	28.3%	35.8%
Extremely satisfied	N	3	4	7
	%	8.6%	8.7%	8.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It can be inferred that, there is a wide gap between the selected colleges regarding slightly satisfaction level where 19.6% of the teacher respondents of

Govt. Hrangbana College are slightly satisfied while there are no slightly satisfied respondents from Govt. Aizawl College. It is also observed that 45.7% of Govt. Aizawl College's respondents and only 28.3% of the teacher-respondents from Govt. Hrangbana College are very satisfied.

Overall, all the teacher-respondents were satisfied with this statement in which 44.4 % and 35.8% are satisfied and very satisfied respectively, and only 8.6% is found extremely satisfied.

Table 4.17(b): Inter-college wise satisfaction level regarding the development of efficiency for the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	9	9
	%	0.0%	100.0%	100.0%
Satisfied	N	16	20	36
	%	44.4%	55.6%	100.0%
Very satisfied	N	16	13	29
	%	55.2%	44.8%	100.0%
Extremely satisfied	N	3	4	7
	%	42.9%	57.1%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table shows that there is no negative remark in this statement.

Majority of the respondents from Govt. Hrangbana College are satisfied. No respondents from Govt. Aizawl College are found slightly satisfied while 9 respondents from Govt. Hrangbana College are found slightly satisfied. 57.1% of the respondents from Govt. Hrangbana College and 42.9% from Govt. Aizawl College are extremely satisfied in this regard.

Table 4.18(a): Overall satisfaction level regarding the chance to do what one does best.

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	6	8
	%	5.7%	13.0%	9.9%
Satisfied	N	15	26	41
	%	42.9%	56.5%	50.6%
Very satisfied	N	16	11	27
	%	45.7%	23.9%	33.3%
Extremely satisfied	N	2	3	5
	%	5.7%	6.5%	6.2%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It is observed from the above table that, there is not much difference between Govt. Aizawl College and Govt. Hrangbana College in the satisfactory level regarding this statement. More than half, i.e. 56.5% of the respondents from Govt. Hrangbana College are satisfied and 23.9% are also very satisfied. Nearly 43% of the respondents from Govt. Aizawl College were also found satisfied. Besides this, it also shows that, the least number, with 5.7% from Govt. Aizawl College are slightly satisfied and another 5.7% are extremely satisfied. And from Govt. Hrangbana College, 13% and only 6.5% of the respondents are slightly satisfied and extremely satisfied respectively.

Overall, satisfied respondents occupy the majority with more than half of the percentage i.e. 50.6%. Only 6.2% of the respondents are found extremely satisfied. 9.9% of the respondents are also found slightly satisfied. There are no teacher-respondents from the colleges who are not satisfied in this case.

Table 4.18(b): Inter-college wise satisfaction level regarding the chance to do what one does best

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	6	8
	%	25.0%	75.0%	100.0%
Satisfied	N	15	26	41
	%	36.6%	63.4%	100.0%
Very satisfied	N	16	11	27
	%	59.3%	40.7%	100.0%
Extremely satisfied	N	2	3	5
	%	40.0%	60.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.18(b) reveals that majority of the respondents from both the colleges are found satisfied.60% of the respondents from Govt. Hrangbana College and 40% from Govt. Aizawl College are found extremely satisfied. It also shows that there are 2 respondents from Govt. Aizawl College and 6 respondents from Govt. Hrangbana College who are found slightly satisfied and there are no negative remarks in this case.

Table 4.19(a): Overall satisfaction level regarding the chance to be responsible in planning the work

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	4	4
	%	0.0%	8.7%	4.9%
Satisfied	N	22	25	47
	%	62.9%	54.3%	58.0%
Very satisfied	N	9	11	20
	%	25.7%	23.9%	24.7%
Extremely satisfied	N	4	6	10
	%	11.4%	13.0%	12.3%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above table reveals that, the majority, with more than 62% from Govt. Aizawl College and 54.3% from Govt. Hrangbana College are satisfied. 23.9% and 13% from Govt. Hrangbana College are very satisfied and extremely satisfied respectively while there are no respondents to be found from Govt. Aizawl College who are slightly satisfied.

No respondents are found unsatisfied regarding their statement. It is also found that, almost 59% of the respondents are satisfied and 24.7 % are found very satisfied. Only 4.9% of the respondents are slightly satisfied.

Table 4.19(b): Inter-college wise satisfaction level regarding the chance to be responsible in planning work.

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	4	4
	%	0.0%	100.0%	100.0%
Satisfied	N	22	25	47
	%	46.8%	53.2%	100.0%
Very satisfied	N	9	11	20
	%	45.0%	55.0%	100.0%
Extremely satisfied	N	4	6	10
	%	40.0%	60.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Though there are no respondent to be found who are not satisfied regarding the statement. In the above table, 4 respondents from Govt. Hrangbana College are found slightly satisfied while there are no slightly satisfied respondents from Govt. Aizawl College. 6 respondents from Govt. Hrangbana College and 4 respondents from Govt. Aizawl College are found extremely satisfied.

Table 4.20(a): Overall satisfaction level regarding the ability to see the results of work done

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	3	3
	%	0.0%	6.5%	3.7%
Satisfied	N	17	20	37
	%	48.6%	43.5%	45.7%
Very satisfied	N	14	18	32
	%	40.0%	39.1%	39.5%
Extremely satisfied	N	4	5	9
	%	11.4%	10.9%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The responses indicate that, satisfied respondents can be seen occupying the majority with nearly 49% from Govt. Aizawl College and almost 44% from Govt. Hrangbana College. This is followed by very satisfied respondents with 40% respondents from Govt. Aizawl College and 39.1% from Govt. Hrangbana College. No slightly satisfied respondents are found in Govt. Aizawl College while 6.5% of respondents are found from Govt. Hrangbana College.

Overall, there are no unsatisfied respondents in this statement. Slightly satisfied and extremely satisfied respondents are found to occupy only 3.7% and 11.1% respectively. This shows that most of the respondents are satisfied and very satisfied.

Table 4.20(b): Inter-college wise satisfaction level regarding the ability to see the results of work done

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	0	3	3
	%	0.0%	100.0%	100.0%
Satisfied	N	17	20	37
	%	45.9%	54.1%	100.0%
Very satisfied	N	14	18	32
	%	43.8%	56.2%	100.0%
Extremely satisfied	N	4	5	9
	%	44.4%	55.6%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table reveals that, 20 (54.1%) respondents from Govt. Hrangbana College and 17(45.9%) from Govt. Aizawl College are found satisfied. Only 3 respondents from Govt. Hrangbana College are found slightly satisfied while no respondent is found in this regard from Govt. Aizawl College.

Table 4.21(a): Overall satisfaction level regarding the steadiness of the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	2.2%	1.2%
Slightly satisfied	N	1	1	2
	%	2.9%	2.2%	2.5%
Satisfied	N	14	19	33
	%	40.0%	41.3%	40.7%
Very satisfied	N	13	21	34
	%	37.1%	45.7%	42.0%
Extremely satisfied	N	7	4	11
	%	20.0%	8.7%	13.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

Only 2.2% of Govt. Hrangbana College’s teacher-respondents are not satisfied in the above statement. 2.2% and 41.3% of the respondents are slightly satisfied and nominally satisfied respectively. Majority comprising 45.7% are very satisfied and 10.9% are extremely satisfied. From Govt. Aizawl College, all the teacher-respondents are satisfied in this regard. 2.9 % of the respondents are slightly satisfied, majority i.e. 40% are satisfied, 37.1% are very satisfied and 20% are extremely satisfied.

98.8% of the respondents are satisfied in this regard and only 1.2% responded to the statement negatively, 2.5 % are slightly satisfied, 40.7% of the respondents are satisfied, 42% are very satisfied and 13.6% of the teacher respondents are extremely satisfied.

Table 4.21(b): Inter-college wise satisfaction level regarding the steadiness of the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	1	1	2
	%	50.0%	50.0%	100.0%
Satisfied	N	14	19	33
	%	42.4%	57.6%	100.0%
Very satisfied	N	13	21	34
	%	38.2%	61.8%	100.0%
Extremely satisfied	N	7	4	11
	%	63.6%	36.4%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table indicates that 1 respondent from Govt. Hrangbana College is not satisfied while all other respondents from both colleges are

satisfied. Among them, 63.6% of the respondents from Govt. Aizawl College and 36.4% from Govt. Hrangbana College are found extremely satisfied. Among all, only 2 respondents are found slightly satisfied.

4.1.3 Interpersonal Relationship

The following table shows the satisfactory level regarding the interpersonal relationship of teaching staff in selected government colleges:

Table 4.22(a): Overall satisfaction level regarding a spirit of cooperation among co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	3	0	3
	%	8.6%	0.0%	3.7%
Satisfied	N	9	14	23
	%	25.7%	30.4%	28.4%
Very satisfied	N	14	23	37
	%	40.0%	50.0%	45.7%
Extremely satisfied	N	9	9	18
	%	25.7%	19.6%	22.2%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It can be noted that, in the above table, all the respondents from both colleges are satisfied regarding the spirit of cooperation among workers. Among them, 25.7% and 19.6% of the respondents from Govt. Aizawl College and Govt. Hrangbana College respectively are slightly satisfied. 40% from Govt. Aizawl College and 50% from Govt. Hrangbana College are very satisfied. It is also found that 8.6% of the respondents from Govt. Aizawl College are slightly satisfied while no respondents are found who are slightly satisfied from Govt. Hrangbana College.

It can also be seen that, majority, with 45.7% of the respondents are very satisfied while there are only 3.7% of the respondents who are found slightly satisfied.

Table 4.22(b): Inter-college wise satisfaction level a regarding spirit of co-operation among co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	3	0	3
	%	100.0%	0.0%	100.0%
Satisfied	N	9	14	23
	%	39.1%	60.9%	100.0%
Very satisfied	N	14	23	37
	%	37.8%	62.2%	100.0%
Extremely satisfied	N	9	9	18
	%	50.0%	50.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.22(b) highlights the spirit of co-operation among co-workers. In this regard, there are no unsatisfied respondents. 39.1% of Govt. Aizawl college teachers and 60.9% of Govt. Hrangbana College teachers are satisfied. It is also found that half from the teachers in both the colleges are extremely satisfied.

Table 4.23(a): Overall satisfaction level regarding friendliness among co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	0	2
	%	5.7%	0.0%	2.5%
Satisfied	N	8	14	22
	%	22.9%	30.4%	27.2%
Very satisfied	N	17	26	43
	%	48.6%	56.5%	53.1%
Extremely satisfied	N	8	6	14
	%	22.9%	13.0%	17.3%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above table reveals that, majority of the respondents with 48.6% from Govt. Aizawl College and 56.5% from Govt. Hrangbana College are very satisfied in the case of friendliness among co-workers in their job. 22.9% from Govt. Aizawl College are satisfied and another 22.9% are very satisfied while there are no respondent to be found slightly satisfied from Govt. Hrangbana College.

No respondents are found unsatisfied regarding friendliness among co-workers. It is found that, 53.1% of the respondents are very satisfied and 17.7% are found extremely satisfied. Only 2.5% of the respondents are slightly satisfied.

Table 4.23(b): Inter-college wise satisfaction level regarding friendliness among co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	0	2
	%	100.0%	0.0%	100.0%
Satisfied	N	8	14	22
	%	36.4%	63.6%	100.0%
Very satisfied	N	17	26	43
	%	39.5%	60.5%	100.0%
Extremely satisfied	N	8	6	14
	%	57.1%	42.9%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In the case of friendliness among co-workers, the table 4.23(b) indicates that all of the respondents are satisfied in which only 2 teachers from Govt. Aizawl College are slightly satisfied. More than half i.e. 57.1% of Government Aizawl College teachers and 42.9% of Hrangbana College are extremely satisfied. A total of 63.6 % of the respondents from Govt. Hrangbana College and 36.4% from Government Aizawl College are satisfied.

Table 4.24(a): Overall satisfaction level regarding a chance to develop close friendship with co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Satisfied	N	13	18	31
	%	37.1%	39.1%	38.3%
Very satisfied	N	14	18	32
	%	40.0%	39.1%	39.5%
Extremely satisfied	N	7	10	17
	%	20.0%	21.7%	21.0%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above table shows that, there is no much difference between Govt. Aizawl College and Govt. Hrangbana College in the satisfactory level regarding a chance to develop close friendship with co-workers. 39.1% of the respondents from Govt. Hrangbana College are satisfied and another 39.1% are very satisfied. 40% of the respondents from Govt. Aizawl College are also found very satisfied. Besides this, it also shows that, only 2.9% of the respondents from Govt. Aizawl College are found slightly satisfied where no respondents are found slightly satisfied from Govt. Hrangbana College.

Very satisfied respondents occupied majority with 39.5% regarding this statement and 21% of the respondents are found extremely satisfied. Only 1.2% of the respondents are also found slightly satisfied while there are no unsatisfied respondents in this regard.

Table 4.24(b): Inter-college wise satisfaction level regarding a chance to develop close friendships with co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Satisfied	N	13	18	31
	%	41.9%	58.1%	100.0%
Very satisfied	N	14	18	32
	%	43.8%	56.2%	100.0%
Extremely satisfied	N	7	10	17
	%	41.2%	58.8%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.24(a) represents the satisfactory level of the respondents regarding the chance to develop close friendship with co-workers. No respondent are found not satisfied in this case. Majority of the respondents i.e. almost 42% from Govt Aizawl College and 59% from Govt Hrangbana College are extremely satisfied. Meanwhile 1 teacher from Government Aizawl College is found slightly satisfied and all the respondents from Government Hrangbana College are found satisfied.

Table 4.25(a): Overall satisfaction level regarding the congeniality between co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Slightly satisfied	N	2	2	4
	%	5.7%	4.3%	4.9%
Satisfied	N	11	14	25
	%	31.4%	30.4%	30.9%
Very satisfied	N	16	24	40
	%	45.7%	52.2%	49.4%
Extremely satisfied	N	5	6	11
	%	14.3%	13.0%	13.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above table indicates that very satisfied respondents are found to occupy 45.7% and 52.2% from Govt. Aizawl College and Govt. Hrangbana College respectively. In this case, it is found that 2.9% of the respondents from Govt. Aizawl College are not satisfied.

As the table shows, more than 90% of the respondents are found satisfied. Only 1.2% respondents are not satisfied regarding this. Majority, with 49.4% of the respondents are very satisfied.

Table 4.25(b): Inter-college wise satisfaction level regarding the congeniality between co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Slightly satisfied	N	2	2	4
	%	50.0%	50.0%	100.0%
Satisfied	N	11	14	25
	%	44.0%	56.0%	100.0%
Very satisfied	N	16	24	40
	%	40.0%	60.0%	100.0%
Extremely satisfied	N	5	6	11
	%	45.5%	54.5%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.25(b) indicates that half of the teachers from both the colleges are slightly satisfied. 44.0% of the teachers from Govt. Aizawl College and 56% of the teachers from Govt. Hrangbana College are also found satisfied. Meanwhile 1 teacher from Government Aizawl College is found not satisfied and all the respondents from Government Hrangbana College are found satisfied.

Table 4.26(a): Overall satisfaction level regarding the relationship between co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Slightly satisfied	N	2	1	3
	%	5.7%	2.2%	3.7%
Satisfied	N	13	21	34
	%	37.1%	45.7%	42.0%
Very satisfied	N	15	19	34
	%	42.9%	41.3%	42.0%
Extremely satisfied	N	4	5	9
	%	11.4%	10.9%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The least number of respondents, with 2.9% from Govt. Aizawl College are not satisfied with regard to the statement. The table demonstrates that, there is a small gap between the two selected colleges. 42.9% of the respondents from Govt. Aizawl College and 41.3% from Govt. Hrangbana College are very satisfied. Furthermore, extremely satisfied respondents are found to occupy 11.4% and 10.9% from Govt. Aizawl College and Govt. Hrangbana College respectively.

Overall satisfaction level is very high as it is almost 99%. Only 1.2% of the respondents are found not satisfied. Satisfied and very satisfied respondents occupied majority with 42% each.

Table 4.26(b): Inter-college wise satisfaction level regarding the relationship between co-workers

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Slightly satisfied	N	2	1	3
	%	66.7%	33.3%	100.0%
Satisfied	N	13	21	34
	%	38.2%	61.8%	100.0%
Very satisfied	N	15	19	34
	%	44.1%	55.9%	100.0%
Extremely satisfied	N	4	5	9
	%	44.4%	55.6%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The table shows that only 1 teacher from Govt. Aizawl College is found not satisfied in this case while 13 (38.2%) teachers from Govt. Aizawl College and 21 (61.8%) teachers from Govt. Hrangbana College are satisfied. 44.1 % of the respondents from Govt Aizawl College and 55.9% from Govt. Hrangbana College are also very satisfied and 9 teachers from the colleges are found extremely satisfied.

Table 4.27(a): Overall satisfaction level regarding personal relationship between Principal and staffs

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	0	2
	%	5.7%	0.0%	2.5%
Satisfied	N	10	18	28
	%	28.6%	39.1%	34.6%
Very satisfied	N	16	22	38
	%	45.7%	47.8%	46.9%
Extremely satisfied	N	7	6	13
	%	20.0%	13.0%	16.0%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

When the respondents are asked about the overall satisfaction level regarding the personal relationship between Principal and staffs, no difference between the selected colleges is found. All the teacher respondents from Govt. Aizawl College and Govt. Hrangbana College are marginally satisfied.

2.5% and 34.6% occupy the slightly and nominally satisfied respondents and 46.9% and 16% of them are found very satisfied and extremely satisfied.

Table 4.27(b): Inter-college wise satisfaction level regarding personal relationship between Principal and Staffs

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	0	2
	%	100.0%	0.0%	100.0%
Satisfied	N	10	18	28
	%	35.7%	64.3%	100.0%
Very satisfied	N	16	22	38
	%	42.1%	57.9%	100.0%
Extremely satisfied	N	7	6	13
	%	53.8%	46.2%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In the case of the personal relationship between Principal and staffs, the table 4.26(b) clearly depicts that majority of the respondents i.e. almost 53.8% of the respondents from Govt. Aizawl College and 46.2% from Govt. Hrangbana College are found extremely satisfied. Meanwhile, only 2 teachers from Govt. Aizawl College are slightly satisfied and no negative remark is found in this regard.

Table 4.28(a): Overall satisfaction level regarding the way Principal and staff understand each other

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Satisfied	N	10	23	33
	%	28.6%	50.0%	40.7%
Very satisfied	N	16	19	35
	%	45.7%	41.3%	43.2%
Extremely satisfied	N	8	4	12
	%	22.9%	8.7%	14.8%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It may be inferred that, there is a wide gap between the levels of satisfaction between the selected colleges where half of the teacher-respondents from Govt. Hrangbana College are satisfied as compared to only the 28.6% respondents from their Govt. Aizawl College counterparts. It is also observed that 22.9% of Govt. Aizawl College respondents and only 8.7% of the teacher-respondents from Govt. Hrangbana College are extremely satisfied.

Overall, all the teacher-respondents are satisfied with this statement where 40.7 % and 43.2% are satisfied and very satisfied respectively and only 1.2% is found slightly satisfied.

Table 4.28(b): Inter-college wise satisfaction level regarding the way Principal and staff understand each other

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Satisfied	N	10	23	33
	%	30.3%	69.7%	100.0%
Very satisfied	N	16	19	35
	%	45.7%	54.3%	100.0%
Extremely satisfied	N	8	4	12
	%	66.7%	33.3%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The table 4.28(b) highlights that all the teachers from both the colleges are satisfied in this case. 30.3% from Govt. Aizawl College and 69.7% from Govt. Hrangbana College are satisfied and almost 67% of the teachers from Govt. Aizawl College and 34% from Govt. Hrangbana College teachers are also found extremely satisfied. Only 1 teacher from Govt. Aizawl College is found slightly satisfied.

Table 4.29(a): Overall satisfaction level regarding the way Principal backs up/trains his/her teaching staffs

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	6	8
	%	5.7%	13.0%	9.9%
Satisfied	N	16	26	42
	%	45.7%	56.5%	51.9%
Very satisfied	N	13	11	24
	%	37.1%	23.9%	29.6%
Extremely satisfied	N	4	3	7
	%	11.4%	6.5%	8.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The table highlights that 11.4% of the teacher-respondents from Govt. Aizawl College and 6.5% from Govt. Hrangbana College are extremely satisfied. 56.5% from Govt. Hrangbana College are satisfied and 45.7% from Govt. Aizawl College are satisfied.

In this regard, all the 81 teacher-respondents are satisfied. The responses indicate that the way Principal backs up/trains his/her teaching staffs is an important factor for increasing the satisfaction level of the teaching faculty. More than half of the respondents indicate a satisfaction level.

Table 4.29(b): Inter-college wise satisfaction level regarding the way Principal backs up/trains his/her teaching staffs

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	6	8
	%	25.0%	75.0%	100.0%
Satisfied	N	16	26	42
	%	38.1%	61.9%	100.0%
Very satisfied	N	13	11	24
	%	54.2%	45.8%	100.0%
Extremely satisfied	N	4	3	7
	%	57.1%	42.9%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.29(b) represents the satisfactory level of the respondents regarding the way the Principal backs up/trains his/her teaching staffs. Majority of the respondents i.e. 57.1% from Govt Aizawl College and almost 43% from Govt Hrangbana College are extremely satisfied. Meanwhile, a total of 8 teachers from both the colleges are found slightly satisfied and all the respondents from the selected colleges are found satisfied

Table 4.30(a): Overall satisfaction level regarding the way appreciation is shown

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	4	3	7
	%	11.4%	6.5%	8.6%
Satisfied	N	14	26	40
	%	40.0%	56.5%	49.4%
Very satisfied	N	14	15	29
	%	40.0%	32.6%	35.8%
Extremely satisfied	N	3	2	5
	%	8.6%	4.3%	6.2%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above table indicates that from Govt. Aizawl College, 4 teachers (11.4%) are found slightly satisfied, 40% are satisfied and another 40% are very satisfied and only 8.3% are extremely satisfied. In Govt. Hrangbana College, more than half i.e. 56.5% are satisfied, 6.5% are slightly satisfied, 32.6% are very satisfied and only 4.3% are extremely satisfied.

Among the total respondents, there are no teachers who negatively responded to the statement while only 5 teachers (6.2%) and 7(8.6%) teachers are extremely satisfied and slightly satisfied respectively. It can also infer that almost half of the respondents i.e. 49.4% are satisfied and 35.8% are very satisfied.

Table 4.30(b): Inter-college wise satisfaction level regarding the way appreciation is shown

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	4	3	7
	%	57.1%	42.9%	100.0%
Satisfied	N	14	26	40
	%	35.0%	65.0%	100.0%
Very satisfied	N	14	15	29
	%	48.3%	51.7%	100.0%
Extremely satisfied	N	3	2	5
	%	60.0%	40.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In this case, the table 4.30(b) shows that from both the colleges, 7 teachers are slightly satisfied, while majority of the respondents i.e. 48.3% from Govt. Aizawl College and 51.7% from Govt. Hrangbana College are found very satisfied. Only 5 teachers from both the colleges are also found extremely satisfied.

Table 4.31(a): Overall satisfaction level regarding the chance to 'rub elbows' with important people

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	8	12	20
	%	22.9%	26.1%	24.7%
Satisfied	N	17	24	41
	%	48.6%	52.2%	50.6%
Very satisfied	N	6	8	14
	%	17.1%	17.4%	17.3%
Extremely satisfied	N	4	2	6
	%	11.4%	4.3%	7.4%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

In case of the college-wise difference, 48.6% of Govt. Aizawl College's teacher respondents were satisfied while more than half the respondents i.e. 52.2% from Govt. Hrangbana College are satisfied. 26.1% of the respondents from Govt. Hrangbana College are slightly satisfied which is more than 22.9% from their Govt. Aizawl College counterpart.

The responses indicate that, all the total respondents are satisfied with this statement where half of the respondents i.e. 50.6% are satisfied, 24.7% and 17.3% are slightly satisfied and very satisfied respectively. It may also be inferred only 6 teacher-respondents (7.4%) are observed to be extremely satisfied.

Table 4.31(b): Inter-college wise satisfaction level regarding the chance to 'rub elbows' with important people

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	8	12	20
	%	40.0%	60.0%	100.0%
Satisfied	N	17	24	41
	%	41.5%	58.5%	100.0%
Very satisfied	N	6	8	14
	%	42.9%	57.1%	100.0%
Extremely satisfied	N	4	2	6
	%	66.7%	33.3%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.31(b) represent the satisfactory level of the respondents regarding the chance to 'rub elbows' with important people. Majority of the respondents' i.e. almost 67% from Govt Aizawl College and 33.3% from Govt Hrangbana College are extremely satisfied. Meanwhile 8 teachers (40.0%) from Govt. Aizawl College and 12 teachers (60.0%) from Govt. Hrangbana College; a total of 20 teachers are slightly satisfied in this case.

4.1.4 Working Conditions:

The tables below show the satisfactory level in the case of the working condition of teaching staffs in selected government colleges:

Table 4.32(a): Overall satisfaction level regarding the physical working condition of the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Slightly satisfied	N	6	7	13
	%	17.1%	15.2%	16.0%
Satisfied	N	20	32	52
	%	57.1%	69.6%	64.2%
Very satisfied	N	6	6	12
	%	17.1%	13.0%	14.8%
Extremely satisfied	N	2	1	3
	%	5.7%	2.2%	3.7%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The table shows that more than half of the respondents i.e. 57.1% from Govt. Aizawl College are satisfied while in Govt. Hrangbana College; two-thirds of the respondents are satisfied. It may also be inferred that 6 teachers each from both the selected colleges are very satisfied. Only 5.7% from Govt. Aizawl College and 2.2% from Govt. Hrangbana College are extremely satisfied. There is only 1 teacher from Govt. Aizawl College who is dissatisfied with the statement.

The above table also exhibits the satisfaction level among college teachers regarding the physical working condition of the job which is very high i.e. almost 99%. Only 1.2% from among the total respondents negatively responded to the statement, 16% and 14% of the respondents is slightly satisfied and very satisfied

respectively. More than two-thirds of the total respondents are satisfied and it has also been inferred that only 3 teachers (3.7%) are found extremely satisfied.

Table 4.32(b): Inter-college wise satisfaction level regarding the physical working condition of the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Slightly satisfied	N	6	7	13
	%	46.2%	53.8%	100.0%
Satisfied	N	20	32	52
	%	38.5%	61.5%	100.0%
Very satisfied	N	6	6	12
	%	50.0%	50.0%	100.0%
Extremely satisfied	N	2	1	3
	%	66.7%	33.3%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In case of the physical working condition of the job, the table 4.32(b) clearly highlights that half of the respondents from both the colleges are found very satisfied. Majority of the respondents, i.e. 38.5% from Govt. Aizawl College and 61.5% from Govt. Hrangbana College are satisfied in this case. Meanwhile, one teacher from Govt. Aizawl College are found not satisfied and all other respondents teachers from Govt. Hrangbana College are found satisfied.

Table 4.33(a): Overall satisfaction level regarding conveniences provided at workplace

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	4	1	5
	%	11.4%	2.2%	6.2%
Slightly satisfied	N	8	11	19
	%	22.9%	23.9%	23.5%
Satisfied	N	21	22	43
	%	60.0%	47.8%	53.1%
Very satisfied	N	2	8	10
	%	5.7%	17.4%	12.3%
Extremely satisfied	N	0	4	4
	%	0.0%	8.7%	4.9%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

60% of the respondents from Govt. Aizawl College and 47.8% from Govt.

Hrangbana College are satisfied with regard to this statement. In the case of college-wise difference, the overall satisfaction level in this statement is very high. Nearly 87% of the teacher respondents from Govt. Aizawl College and almost 98% of the respondents from Govt. Hrangbana College are satisfied. Meanwhile, there are no respondents who are extremely satisfied from Govt. Aizawl College.

Only 5 respondents i.e. 6.2% are found unsatisfied regarding this case and it is found that, more than half i.e. 53.1% of the respondents are satisfied and 12.3% are found very satisfied. It is also inferred that only 4.9% of the respondents are extremely satisfied.

Table 4.33(b): Inter-college wise satisfaction level regarding conveniences provided at workplace

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	4	1	5
	%	80.0%	20.0%	100.0%
Slightly satisfied	N	8	11	19
	%	42.1%	57.9%	100.0%
Satisfied	N	21	22	43
	%	48.8%	51.2%	100.0%
Very satisfied	N	2	8	10
	%	20.0%	80.0%	100.0%
Extremely satisfied	N	0	4	4
	%	0.0%	100.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.33(b) represent the satisfactory level of the respondents regarding conveniences provided in the workplace. It was found that from both the colleges, 5 teachers are not satisfied at all in this case while the majority, 21 teachers (48.8%) from Govt. Aizawl College and 22 teachers (51.2%) from Govt. Hrangbana College are found satisfied. It is also found that 4 teachers from Government Hrangbana College are extremely satisfied.

Table 4.34(a): Overall satisfaction level regarding the pleasantness of the working conditions

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	9	4	13
	%	25.7%	8.7%	16.0%
Satisfied	N	18	28	46
	%	51.4%	60.9%	56.8%
Very satisfied	N	7	11	18
	%	20.0%	23.9%	22.2%
Extremely satisfied	N	1	3	4
	%	2.9%	6.5%	4.9%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

Only 8.7% of the teacher-respondents from Govt. Hrangbana College are found slightly satisfied, which is lower than 25.7% from Govt. Aizawl College. More than half i.e. 51.4% of the teacher-respondents from Govt. Aizawl College and 60.9% from Govt. Hrangbana College are found satisfied. It is also exhibited that only 2.9% from Govt. Aizawl College and 6.5% from Govt. Hrangbana College are extremely satisfied.

All the 81 respondents from both the colleges are found satisfied in which 16% were slightly satisfied; more than half, i.e. nearly 57% are satisfied and 22.2% are very satisfied. Only 4.9% are extremely satisfied.

Table 4.34(b): Inter-college wise satisfaction level regarding the pleasantness of the working conditions

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	9	4	13
	%	69.2%	30.8%	100.0%
Satisfied	N	18	28	46
	%	39.1%	60.9%	100.0%
Very satisfied	N	7	11	18
	%	38.9%	61.1%	100.0%
Extremely satisfied	N	1	3	4
	%	25.0%	75.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In case of the pleasantness of the working condition, the table 4.34(b) reveals that all the teacher-respondents are satisfied while only 4 of the teachers from both the colleges are found extremely satisfied. Majority of the respondents, i.e. 18 teachers (39.1%) from Govt. Aizawl College and 28 teachers (60.9%) from Govt. Hrangbana College; i.e. a total of 46 teachers are found satisfied.

Table 4.35(a): Overall satisfaction level regarding the physical work environment

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Slightly satisfied	N	11	13	24
	%	31.4%	28.3%	29.6%
Satisfied	N	19	22	41
	%	54.3%	47.8%	50.6%
Very satisfied	N	4	9	13
	%	11.4%	19.6%	16.0%
Extremely satisfied	N	0	2	2
	%	0.0%	4.3%	2.5%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

In case of the physical work environment, it may be inferred that Govt. Hrangbana College's teacher-respondents are shown to be more satisfied than their counterparts in Govt. Aizawl College. More than half, i.e. 54.3% from Govt. Aizawl College and nearly 48% from Govt. Hrangbana College are satisfied. Only 2.9 from Govt. Aizawl College are not satisfied in this case.

Majority of the respondents i.e. more than 98% are satisfied in this regard, out of which 50% are satisfied and 16% are very satisfied whereas only 1.2 % are not satisfied. Only 2.5% are extremely satisfied.

Table: 4.35(b): Inter-college wise satisfaction level regarding the physical work environment

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Slightly satisfied	N	11	13	24
	%	45.8%	54.2%	100.0%
Satisfied	N	19	22	41
	%	46.3%	53.7%	100.0%
Very satisfied	N	4	9	13
	%	30.8%	69.2%	100.0%
Extremely satisfied	N	0	2	2
	%	0.0%	100.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The table 4.35(b) highlights that only 2 teachers from Govt. Hrangbana College are found extremely satisfied in the case of the physical work environment the job. Only 1 teacher from Govt. Aizawl College is not satisfied. Majority of the respondents i.e. 46.3% from Govt. Aizawl College and 53.7% from Govt. Hrangbana College are also found satisfied.

Table 4.36(a): Overall satisfaction level regarding the chance to do things that are beneficial to other people

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	2.2%	1.2%
Slightly satisfied	N	1	2	3
	%	2.9%	4.3%	3.7%
Satisfied	N	22	28	50
	%	62.9%	60.9%	61.7%
Very satisfied	N	9	12	21
	%	25.7%	26.1%	25.9%
Extremely satisfied	N	3	3	6
	%	8.6%	6.5%	7.4%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

From the above table, it may be inferred that Govt. Aizawl College's teacher respondents are shown to be more satisfied than their counterparts in Govt. Hrangbana College. 62.9% from Govt. Aizawl College and 60.9% from Govt. Hrangbana College are satisfied. Only 1 teacher (2.2%) from Hrangbana College is not satisfied with this statement.

Majority of the respondents i.e. more than 98% are satisfied in this regard, out of which more than half of the respondents i.e. 61.7% are satisfied whereas only 1.2% is not satisfied.

Table 4.36(b): Inter-college wise satisfaction level regarding the chance to do things that are beneficial to other people

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	1	2	3
	%	33.3%	66.7%	100.0%
Satisfied	N	22	28	50
	%	44.0%	56.0%	100.0%
Very satisfied	N	9	12	21
	%	42.9%	57.1%	100.0%
Extremely satisfied	N	3	3	6
	%	50.0%	50.0%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The respondents were asked about if there are chances to do things that are beneficial to other people. In this case, table 4.36(b) depicts that half of the teachers from both the colleges were extremely satisfied. Meanwhile, one teacher from Govt. Hrangbana College is not satisfied. Majority of the respondents, i.e. 22 teachers (44%) from Govt. Aizawl College and 28 teachers (56%) from Govt. Hrangbana college are also found satisfied.

Table 4.37(a): Overall satisfaction level regarding the chance to do job fairly

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	2.2%	1.2%
Slightly satisfied	N	1	2	3
	%	2.9%	4.3%	3.7%
Satisfied	N	21	23	44
	%	60.0%	50.0%	54.3%
Very satisfied	N	9	15	24
	%	25.7%	32.6%	29.6%
Extremely satisfied	N	4	5	9
	%	11.4%	10.9%	11.1%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

In this statement, all the teacher respondents from Govt. Aizawl College are satisfied, while nearly 98% are satisfied from Govt. Hrangbana College. 60% from Govt. Aizawl College teacher respondents and half of the respondents from Govt. Hrangbana College are satisfied. It is also found that only 2.2% of the teacher respondents from Govt. Hrangbana College are not satisfied.

The above table also highlights the overall satisfaction level of the college teachers in which, 54.3% of the total teacher respondents are satisfied, and 29.6% are very satisfied whereas only 1.2% are not satisfied in this case.

Table 4.37(b): Inter-college wise satisfaction level regarding the chance to do the job fairly

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	1	2	3
	%	33.3%	66.7%	100.0%
Satisfied	N	21	23	44
	%	47.7%	52.3%	100.0%
Very satisfied	N	9	15	24
	%	37.5%	62.5%	100.0%
Extremely satisfied	N	4	5	9
	%	44.4%	55.6%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The table shows that majority of the respondents, i.e. almost 47% of the teacher from Govt. Aizawl College and 52.3 % from Govt. Hrangbana College were found satisfied. It is also found that, out of the total respondents, 37.5 % from Govt. Aizawl College and 62.5% from Govt. Hrangbana College are very satisfied, but only one teacher from Govt. Hrangbana College is not satisfied in this case.

Table 4.38(a): Overall satisfaction level regarding the ability to do things that do not go against conscience

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	3	4
	%	2.9%	6.5%	4.9%
Satisfied	N	19	22	41
	%	54.3%	47.8%	50.6%
Very satisfied	N	7	18	25
	%	20.0%	39.1%	30.9%
Extremely satisfied	N	8	3	11
	%	22.9%	6.5%	13.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

It is observed that only 2.9% of the teachers from Govt. Aizawl College and 6.5% from Govt. Hrangbana College are slightly satisfied. Majority i.e. more than 54% from Govt. Aizawl College are satisfied in this statement and 47.8% of the teachers from Govt. Hrangbana College are satisfied. It is also found that only 3 (6.5%) and 1 (2.9) teacher-respondents from Govt. Hrangbana College and Govt. Aizawl College respectively are slightly satisfied in this statement.

All the total respondents are found to be satisfied in this case. 4 teacher respondents (4.9%) responded to the statement as slightly satisfied. Nearly 51% of the teachers responded as satisfied, 30.9% are very satisfied and 13.6% are extremely satisfied.

Table 4.38(b): Inter-college wise satisfaction level regarding the ability to do things that do not go against conscience

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	3	4
	%	25.0%	75.0%	100.0%
Satisfied	N	19	22	41
	%	46.3%	53.7%	100.0%
Very satisfied	N	7	18	25
	%	28.0%	72.0%	100.0%
Extremely satisfied	N	8	3	11
	%	72.7%	27.3%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

Table 4.38(b) shows that out of the total respondents, 41 teachers from both the colleges, representing 19 teachers (46.3%) from Govt. Aizawl College and 22 teachers (53.7%) from Govt. Hrangbana were found satisfied in this case. 4 teachers from both the colleges are found slightly satisfied. Among the total respondents, 28 % from Govt. Aizawl College and 72% from Govt. Hrangbana College are also found very satisfied.

Table 4.39(a): Overall satisfaction level regarding the ability to do the job without feeling it is morally wrong

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	2.2%	1.2%
Slightly satisfied	N	2	3	5
	%	5.7%	6.5%	6.2%
Satisfied	N	18	23	41
	%	51.4%	50.0%	50.6%
Very satisfied	N	9	14	23
	%	25.7%	30.4%	28.4%
Extremely satisfied	N	6	5	11
	%	17.1%	10.9%	13.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

From the table, satisfied respondents were found to occupy 51.4% and 50% from Govt. Aizawl College and Govt. Hrangbana College respectively. The statement is negatively responded by 2.2% of the Govt. Hrangbana College's teacher respondents. With regard to college-wise differences, the overall satisfaction level regarding this statement is very high. All the teacher-respondents from Govt. Aizawl College and almost 99% from Govt. Hrangbana College are satisfied with the statement

Overall, nearly 99% of the teacher respondents are satisfied with the statement while only 1.2% of the respondents are not satisfied. Among the 99% satisfied teachers, 6.2% are found slightly satisfied, half of the respondents, i.e. 50.6% are satisfied, 28.4% and 13.6% are found very satisfied and extremely satisfied respectively.

Table 4.39(b): Inter-college wise satisfaction level regarding the ability to do the job without feeling it is morally wrong

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Not satisfied	N	0	1	1
	%	0.0%	100.0%	100.0%
Slightly satisfied	N	2	3	5
	%	40.0%	60.0%	100.0%
Satisfied	N	18	23	41
	%	43.9%	56.1%	100.0%
Very satisfied	N	9	14	23
	%	39.1%	60.9%	100.0%
Extremely satisfied	N	6	5	11
	%	54.5%	45.5%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In the case of the ability to do the job without it is morally wrong, only one teacher from Govt Hrangbana College is not satisfied. 43.9% of the teachers from Govt Aizawl College and 56.1% from Govt Hrangbana College are satisfied. 39.1% of the teachers from Govt Aizawl College and 60.9% from Govt Hrangbana College are very satisfied. 54.5% of the teachers from Govt Aizawl College and 45.5% from Govt Hrangbana College are extremely satisfied.

Table 4.40(a): Overall satisfaction level regarding the social position in community that goes with the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	2.9%	0.0%	1.2%
Satisfied	N	18	27	45
	%	51.4%	58.7%	55.6%
Very satisfied	N	10	14	24
	%	28.6%	30.4%	29.6%
Extremely satisfied	N	6	5	11
	%	17.1%	10.9%	13.6%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The table shows that more than half of the respondents from both the colleges, i.e. 51.4% from Govt. Aizawl College and nearly 59% from Govt. Hrangbana College are satisfied with this statement. It is also found that 28.6% from Govt. Aizawl College are very satisfied in this area as compared to the 30.4% from Govt. Hrangbana College. Only 2.9% of the teacher-respondents from Govt Aizawl College responded to the statement as slightly satisfied.

The responses indicate that, all the 81 respondents are satisfied in this regard, out of which, 1.2% are found slightly satisfied, more than 55% and 29.6% are satisfied and very satisfied respectively and 13.6 % are extremely satisfied.

Table 4.40(b): Inter-college wise satisfaction level regarding the social position in the community that goes with the job

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	1	0	1
	%	100.0%	0.0%	100.0%
Satisfied	N	18	27	45
	%	40.0%	60.0%	100.0%
Very satisfied	N	10	14	24
	%	41.7%	58.3%	100.0%
Extremely satisfied	N	6	5	11
	%	54.5%	45.5%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

In the case of the social position in the community that goes with the job, the table explained that majority of the respondents are satisfied and among the total respondents, 18 teachers (40%) from Govt. Aizawl College and 27 teachers (60%) from Govt. Hrangbana College are found satisfied. It is also found that 41.7% of the respondents from Govt. Aizawl College and 58.3 % from Govt. Hrangbana College are very satisfied in this regard.

Table 4.41(a): Overall satisfaction level regarding the chance to be of service to others

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	0	2
	%	5.7%	0.0%	2.5%
Satisfied	N	12	22	34
	%	34.3%	47.8%	42.0%
Very satisfied	N	14	15	29
	%	40.0%	32.6%	35.8%
Extremely satisfied	N	7	9	16
	%	20.0%	19.6%	19.8%
Total	N	35	46	81
	%	100.0%	100.0%	100.0%

The above study shows that In Govt. Aizawl College, all the teacher respondents are satisfied out of which 5.7% are slightly satisfied, nearly 35% are found satisfied, 40% and 20% are also very satisfied and extremely satisfied respectively. In Govt. Hrangbana College, all the teacher respondents are also satisfied out of which majority i.e. 47.8% of the teacher respondents are satisfied, 32.6% and 19.6% are very satisfied and extremely satisfied respectively.

The table reveals that, among the total respondents, the majority i.e. 42% of the teacher-respondents are satisfied in this concern, out of which 2.5% and 19.6% are slightly satisfied and extremely satisfied respectively and 35.8% of the teacher respondents are found very satisfied.

Table 4.41(b): Inter-college wise satisfaction level regarding the chance to be of service to others

		Name of College		Total
		Govt. Aizawl College	Govt. Hrangbana College	
Slightly satisfied	N	2	0	2
	%	100.0%	0.0%	100.0%
Satisfied	N	12	22	34
	%	35.3%	64.7%	100.0%
Very satisfied	N	14	15	29
	%	48.3%	51.7%	100.0%
Extremely satisfied	N	7	9	16
	%	43.8%	56.2%	100.0%
Total	N	35	46	81
	%	43.2%	56.8%	100.0%

The above table 4.41 (b) examines the chance to be of service to others. In this regard all of the respondents from both the colleges are satisfied. 35.3% of the teachers from Government Aizawl College and 64.7% from Govt. Hrangbana College are found satisfied. It is also found that 48.3 % of the respondents from Govt. Aizawl College and 51.7% from Govt. Hrangbana College are very satisfied in this case.

4.1.5 Analysis of College-wise satisfaction level

The following table highlights the level of job satisfaction among college teachers from the selected colleges with regard of Income and Promotion; Workload, Interpersonal Relationship, Working Conditions and the overall level of Job Satisfaction. Variables of Income and Promotion, Workload, Interpersonal Relationship and Working Conditions are summated into indexes, IP Index, WL index, IR index and WC index.

The college-wise satisfaction level on income and promotion of the teacher respondents may be seen in Table 4.42.

Table 4.42: College-wise satisfaction level on income and promotion.

			On Income and Promotion				Total
			Not satisfied	Slightly satisfied	Satisfied	Very satisfied	
Name of College	Govt. Aizawl College	N	0	2	17	16	35
		%	0.0%	5.7%	48.6%	45.7%	100.0%
	Govt. Hrangbana College	N	1	5	25	15	46
		%	2.2%	10.9%	54.3%	32.6%	100.0%
Total		N	1	7	42	31	81
		%	1.2%	8.6%	51.9%	38.3%	100.0%

Among the total respondents, the table observes that half of the respondents, i.e. 51.9% are satisfied with regard to income and promotion, and 38.3% are very satisfied whereas only 1.2% responded to the statement negatively.

Particularly, in Govt. Aizawl College, there are no respondents who are dissatisfied in this case. 5.7% are slightly satisfied, 48.6% are satisfied and 45.7% are very satisfied. In Govt. Hrangbana College, 10.9% are slightly satisfied, half of the respondents from this college (54.3%) are satisfied and 32.6% are very satisfied.

The college-wise satisfaction level on workload of the teacher-respondents may be seen in Table 4.43.

Table 4.43: College-wise satisfaction level on workload

			On Workload			Total
			Satisfied	Very satisfied	Extremely satisfied	
Name of College	Govt. Aizawl College	N	8	19	8	35
		%	22.9%	54.3%	22.9%	100.0%
	Govt. Hrangbana College	N	13	24	9	46
		%	28.3%	52.2%	19.6%	100.0%
Total		N	21	43	17	81
		%	25.9%	53.1%	21.0%	100.0%

The table suggests that 52.2 % of the teacher-respondents are very satisfied with the statement. With regard to the difference between the respondents from Govt. Aizawl College and Govt. Hrangbana College, the responses exhibit a similar pattern as 54.3% from the former and 52.2% from the latter are very satisfied with the statement. The college-wise satisfaction level on interpersonal relationship of the teacher-respondents may be seen in Table 4.44.

Table 4.44: College-wise satisfaction level on Interpersonal Relationship

			On Interpersonal Relationship			Total
			Satisfied	Very satisfied	Extremely satisfied	
Name of College	Govt. Aizawl College	N	11	10	14	35
		%	31.4%	28.6%	40%	100.0%
	Govt. Hrangbana College	N	15	22	9	46
		%	32.6%	47.8%	19.6%	100.0%
Total		N	26	32	23	81
		%	32.1%	39.5%	28.4%	100.0%

Particularly, from both colleges, there are no respondents who are dissatisfied in this case, 32.1% are nominally satisfied, 39.5% are very satisfied and 28.4% are extremely satisfied. In Govt. Aizawl College, majority, i.e. 40% are extremely satisfied, 31.4% and 28.6% are normally satisfied and very satisfied

respectively. In Govt. Hrangbana College, 32.6% are satisfied, 47.8% (54.3%) of the teacher-respondents are very satisfied and 19.6% are extremely satisfied.

The college-wise satisfaction level on working conditions of the teacher-respondents may be seen in Table 4.45.

Table 4.45: College-wise satisfaction level on working conditions

			On Working Conditions			Total
			Satisfied	Very satisfied	Extremely satisfied	
Name of College	Govt. Aizawl College	N	15	16	4	35
		%	42.9%	45.7%	11.4%	100.0%
	Govt. Hrangbana College	N	18	22	6	46
		%	39.1%	47.8%	13.0%	100.0%
Total		N	33	38	10	81
		%	40.7%	46.9%	12.3%	100.0%

Almost 41% of the teacher-respondents are satisfied regarding the level of working conditions. It is also found that 46.9% are very satisfied and 12.3% are extremely satisfied. In case of the difference between the respondents from Govt. Aizawl College and Govt. Hrangbana College, it can be observed that 45.7% from the former and 47.8% from the latter were slightly satisfied.

The college-wise satisfaction level on income and promotion of the teacher-respondents may be seen in Table 4.46.

Table 4.46: College-wise overall job satisfaction

			Job Satisfaction			Total
			Satisfied	Very satisfied	Extremely satisfied	
Name of College	Govt. Aizawl College	N	12	17	6	35
		%	34.3%	48.6%	17.1%	100.0%
	Govt. Hrangbana College	N	16	26	4	46
		%	34.8%	56.5%	8.7%	100.0%
Total		N	28	43	10	81
		%	34.6%	53.1%	12.3%	100.0%

The above table shows the college-wise overall job satisfaction level.

There is no negative response in this regard while 34.6% of the teacher respondents are satisfied with the statement. It is also found that 53.1% are very satisfied and 12.3 % are extremely satisfied.

4.1.6 Testing differences between designation groups with regard to 4 indexes

Kruskal Wallis H Test was administered to test whether there are any significant differences between the designation groups with regard the said indexes. From the analysis, it may be inferred that

- Designations of the respondents has no significant effect on respondents' level of satisfaction with regard to income and promotion, $\chi^2= 4.922, p = .178$
- Designations of the respondents has no significant effect on respondents' level of satisfaction with regard to Workload, $\chi^2= 4.796, p = .187$
- Designations of the respondents has a significant effect on respondents' level of satisfaction with regard to interpersonal

relationship in workplace, $\chi^2 = 9.171$, $p = .027$. However, this significant difference lies between the level of Assistant Professor Grade 1 and Associate Professor ($p = .045$)

- Designations of the respondents has no significant effect on respondents' level of satisfaction with regard to working conditions, $\chi^2 = 3.937$, $p = .268$

4.1.7 Testing differences between genders of the respondents with regard to 4 indexes

The IP, WL, IR and WC indexes are analyzed according to gender of the respondents. From the analysis, it may be inferred that

- There is no significant difference between male and female respondents with regard to income and promotion, $Z = -.354$, $p = .723$. Cohen's effect size calculation estimates $r = -.039$, indicating a very weak difference between the two groups.
- There is no significant difference between male and female respondents with regard to workload, $Z = -1.195$, $p = .232$. Cohen's effect size calculation estimates $r = -.133$, indicating a very weak difference between the two groups.
- There is no significant difference between male and female respondents with regard to interpersonal relationship, $Z = -.218$, $p = .828$. Cohen's effect size calculation estimates $r = -.024$, indicating a very weak difference between the two groups.
- There is no significant difference between male and female respondents with regard to working conditions, $Z = -.266$, $p = .790$.

Cohen's effect size calculation estimates $r=-.030$, indicating a very weak difference between the two groups.

It is interesting to note that the sum of ranks for female respondents is always $>$ than their male counterpart i.e. Z value is always negative. This shows that the levels of satisfaction in these 4 indexes are lower for male respondents.

4.1.8 Testing differences between colleges with regard to 4 indexes

The said indexes were analyzed between the two select colleges and the analysis inferred that

- There is no significant difference between the colleges with regard to income and promotion, $Z=-.211$, $p=.833$. Cohen's effect size calculation estimates $r=-.023$, indicating a very weak difference between the two groups.
- There is no significant difference between the colleges with regard to workload, $Z=-1.848$, $p=.065$. Cohen's effect size calculation estimates $r=-.205$, indicating a weak difference between the two groups.
- There is no significant difference between the colleges with regard to interpersonal relationship, $Z=-1.123$, $p=.261$. Cohen's effect size calculation estimates $r=-.125$, indicating a very weak difference between the two groups.
- There is no significant difference between the colleges with regard to working conditions, $Z=-.702$, $p=.483$. Cohen's effect size calculation

estimates $r = -.078$, indicating a very weak difference between the two groups.

Here, it is worth noting that even though there are no significant differences between teachers of the two colleges, Govt. Aizawl College seem to have lower level of satisfaction in the 4 indexes compared to Govt. Hrangbana College.

4.1.9 Testing significance differences between educational degrees of the respondents with regard to 4 indexes.

Kruskal Wallis H Test was administered to test whether there are any significant differences between educational degrees with regard to IP, WL, IR and WC indexes. The analysis shows that

- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to income and promotion, $\chi^2 = .732$, $p = .694$
- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to Workload, $\chi^2 = .321$, $p = .852$
- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to interpersonal relationship in workplace, $\chi^2 = .208$, $p = .901$.
- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to working conditions, $\chi^2 = .289$, $p = .866$

4.1.10 Testing differences between married or unmarried teachers with regard to 4 indexes

The IP, WL, IR and WC indexes are analyzed according to marital status of the respondents. From the analysis, it may be inferred that

- There is no significant difference between married or unmarried teachers with regard to income and promotion, $Z=-1.904$, $p=.057$. Cohen's effect size calculation estimates $r=-.216$, indicating a weak difference between the two groups.
- There is no significant difference between married or unmarried teachers with regard to workload, $Z= -1.948$, $p=.051$. Cohen's effect size calculation estimates $r=-.216$, indicating a weak difference between the two groups.
- There is no significant difference between married or unmarried teachers with regard to interpersonal relationship, $Z=-1.112$, $p=.266$. Cohen's effect size calculation estimates $r=-.124$, indicating a very weak difference between the two groups.
- There is no significant difference between married or unmarried teachers with regard to working conditions, $Z=-1.728$, $p=.084$. Cohen's effect size calculation estimates $r=-.192$, indicating a very weak difference between the two groups.

4.1.11 Relationship between years of service with regard to 4 indexes

Correlation analysis was administered using Spearman's ρ between years of service rendered by the respondents and levels of satisfaction in the 4 indexes. Table no 4.47 demonstrates the analysis

Table 4.47: Relationship between years of service with regard to 4 indexes

Years of services	On Income and Promotion	On Workload	On Interpersonal Relationship	On Working Conditions
Coefficient ρ	.417**	.313**	.328**	.162
Sig. (2-tailed)	.000	.004	.003	.148
Effect size	17.38%	9.80%	10.75%	2.62%

It may be inferred that years of services rendered is significantly related to the three indexes except in the case of working conditions (where $p > .05$). However, the effect size (% of variation in the indexes) of year of services is quite low in all of the cases.

4.1.12 Test of difference in Job Satisfaction among faculty in different departments of the 2 colleges

An attempt was made to arrive whether there is any significant difference in levels of job satisfaction among faculty in different departments of the two colleges.

The test of significance in Govt. Aizawl College yields the following result as shown in Table 4.48

Table 4.48: Test of difference in Job Satisfaction among faculty in different departments of Govt. Aizawl College

Statistic	Job Satisfaction
Chi-Square	15.330
Df	8
Asymp. Sig.	.053

From the table, the H Test suggests that there is no significant difference between the level of job satisfaction (since p value marginally $>$ than 0.05) among faculty in different department of the Govt. Aizawl College.

For Govt. Hrangbana College, the test yields results are shown in Table 4.49.

Table 4.49: Test of difference in Job Satisfaction among faculty in different departments of Govt. Hrangbana College

Statistic	Job Satisfaction
Chi-Square	11.110
Df	9
Asymp. Sig.	.268

From table 4.49, the analysis suggests that there is no significant difference between the level of job satisfaction between faculty in different department of the Govt. Hrangbana College (since p value > than 0.05).

4.2 HYPOTHESES:

The following research hypotheses were tested and findings may be seen as follows:

H1. There is a significant relationship between the designation of the college teachers and their level of job satisfaction.

Finding: ρ correlation analysis indicated that there is a significant positive relationship between designation of the college teachers and their overall job satisfaction index. In other words, job satisfaction level significantly increases with level of designation among the college teachers. Thus, H1 There is a significant relationship between the designation of the college teachers and their level of job satisfaction may be accepted. However, it may be noted that only 8.35% variation of job satisfaction index is explained by designations (coefficient=.289, effect size=8.35%, $p= 0.009$).

H2. Female college teachers are more satisfied with their job than their male counterpart.

Finding: The mean ranks of male and female with regard to job satisfaction suggests that female teachers are slightly more satisfied than their male counterpart. Their difference is thus shown to be insignificant as Mann-Whitney U-Test arrived at the asymptotic significance level > 0.05 . It may be inferred that even though female teachers are marginally more satisfied with their job, this difference is not significant. Thus, H2 Female college teachers are more satisfied with their job than their male counterpart may be rejected.

H3. There is a significant relationship between the income per annum and the level of satisfaction.

Finding: ρ correlation analysis shows that there is a significant positive relationship between level of income and overall job satisfaction. Thus, H3 There is a significant relationship between the income per annum and the level of satisfaction may be accepted. However, the coefficient so calculated signifies a weak relationship and only 8.94% variation in job satisfaction index is explained by level of income (coefficient=.299, effect size=8.94%, $p= 0.007$).

Chapter-5

FINDINGS AND SUGGESTIONS

The concluding chapter provides a summary of the research findings. This chapter is divided into 2 sections. Results of the study have been presented in section 5.1. Suggestions relating to the improvement of job satisfaction of college teachers in Mizoram and suggested areas for further research are offered in section 5.2 and 5.3

Chapter I provides an overview and design of the research including justification and reasons for the research topic, objectives of the research, hypotheses, review of literature, methodology and sources of data. Chapter II examined higher education scenario in Mizoram with regard to the policy framework, organisational set up, college education system, progress and achievements of Higher & Technical Education Department which enables to set up a stage to understand the status of college teachers. Chapter III provides a brief profiling of selected colleges for the present research. The chapter also analyses their administration and management process, vision and mission, goals and objectives of the institutions, department-wise student's enrolment as well as a brief profile of the college teachers.

Chapter IV represents data analysis and interpretation and attempts to give meaningful assumption to the collected raw data by using various statistical techniques so as to determine the intention of the respondents. This concluding chapter provides summary of the research findings and suggestions for improving job satisfaction as well as areas for further research. The questionnaire used in the survey is given in the *Annexure*.

5.1 FINDINGS

5.1.1 Findings with regard to overall satisfaction level of the respondents-

- In the case of the amount of pay earned for their work, it may be inferred that Govt. Hrangbana College's teacher-respondents are shown to be more satisfied than their counterparts in Govt. Aizawl College. 40% of Govt.

Aizawl College and 37% of Govt. Hrangbana College's teacher-respondents are very satisfied. Only 3 teachers (6.5%) from Hrangbana College is not satisfied in this case. Majority of the respondent's i.e. more than 96% are satisfied in this regard, out of which 38.3% were satisfied and another 38.3% are very satisfied in contrast to only the 3.7 % who are not satisfied.

- With regard to the inter-college-wise differences regarding the chance to make money in comparison to contemporaries, all the teacher-respondents in Govt. Aizawl College are satisfied, while nearly 92% are satisfied in Govt. Hrangbana College. 34.3% of Govt. Aizawl College and 23.9% of Govt. Hrangbana College's teacher-respondents were very satisfied. It is also found that only 8.7% teacher-respondents from Govt. Hrangbana College are not satisfied.
- There is a small gap between the selected college's respondents regarding the amount of work done in which 31.4% of Govt. Aizawl College's respondents are satisfied as compared to 43.5% of the Govt. Hrangbana College counterparts. All the respondents in Govt. Aizawl College are satisfied in this regard and in Govt. Hrangbana College, nearly 97% are satisfied and only 4.3% are not satisfied. It also suggests that among the total respondents, 97.5% of the teacher-respondents are satisfied with the statement while only 2.5% responded to the statement negatively.
- 6.5% of Govt. Hrangbana College's teachers are not satisfied with regard to the comparison of pay with other workers, 37% are satisfied and another 37% are found very satisfied and 10.9% are extremely satisfied. In Govt. Aizawl College, all the teacher-respondents are satisfied where, 11.4 % are slightly satisfied, 34.3% are satisfied, 28.6% are very satisfied and 25.7% are extremely satisfied. Among all, more than three-fourth of the total respondents are satisfied. It is also found that only 3.7% responded to the statement negatively, 9.9 % are slightly satisfied, 35.8% of the respondents are satisfied, 33.3% are very satisfied and 17.3% of the teacher-respondents are also extremely satisfied.
- It is observed that 11.4% of Govt. Aizawl College and 8.7% of Govt. Hrangbana College teacher-respondents are slightly satisfied with regard to

the comparison of pay with similar jobs in other colleges, 42.9% of Govt. Aizawl College's respondents are satisfied while in Govt. Hrangbana College, and 45.7% are satisfied. It is also found that 8.7% of the teacher-respondents from Govt. Hrangbana College are not satisfied in this area. Among the total respondents, 4 teacher-respondents (4.9%) responded to the statement negatively whereas, 96 teacher-respondents are satisfied in which 9.9% responded slightly satisfied, 44.4% are satisfied and 24.7% and 16% are very satisfied and extremely satisfied respectively.

- Regarding job security, very satisfied respondents are found to amount to 37.1% from Govt. Aizawl College and 37% from Govt. Hrangbana College. The statement is negatively responded by 2.9% from Govt. Aizawl College and 6.5% from Govt. Hrangbana College's respondents. In the case of the college-wise differences, 97.1% of the teacher-respondents from Govt. Aizawl College and almost 94% from Govt. Hrangbana College are satisfied in this field. Overall, 95% of the teacher-respondents are satisfied while only 4.9% of the respondents are not satisfied. Among the 95% satisfied teachers, 8.6% is found slightly satisfied, 23.5% are satisfied, and 37% and 21% are found very satisfied and extremely satisfied respectively.
- 25.7% of Govt. Aizawl College's respondents and 28.3% of Govt. Hrangbana College's respondents are satisfied regarding the way their job provides for a secure future. It is found that there is a wide gap between the selected college's respondents in this area where 31.4% of Govt. Aizawl College's respondents are extremely satisfied while only 15.2% of the respondents are satisfied in Govt. Hrangbana College. Meanwhile, only 4.3% of the teacher-respondents from Govt Hrangbana College responded to the statement negatively. Among the total respondents, the responses indicate that nearly 98% are satisfied with this regard in which, 9.9% are found slightly satisfied, 27.2% and 38.3% are satisfied and very satisfied respectively and 22.2% are extremely satisfied. It is also found that only 2.5% are found not satisfied.
- Regarding the way their job provides for steady employment, the present study shows that, in Govt. Aizawl College, all the teacher-respondents are satisfied in which 8.6% are slightly satisfied, nearly 26% are found satisfied,

almost 46% and 20% are very satisfied and extremely satisfied respectively. In Govt. Hrangbana College, nearly 96% i.e. 44 teacher-respondents were satisfied whereas only 2 teachers (4.3%) responded negatively in this regard. Among the total respondents, majority i.e. 79 teacher-respondents are satisfied in which 8.6% and 33.3% are slightly and marginally satisfied respectively, 43.2% of the teacher-respondents are found very satisfied and 12.3% are extremely satisfied. It is also found that only 2 teacher-respondents (2.5%) are not satisfied.

- The teacher-respondents were asked about the overall satisfaction level regarding opportunities for advancement on this job. 13.6% and 11.1% of them are slightly satisfied and extremely satisfied respectively, 34.6% of the teacher-respondents are satisfied and another 34.6% are very satisfied. It is also found that 6.2% are not satisfied. In view of college-wise differences, there is a small gap between the selected college's respondents as 97.1% Govt. Aizawl College's respondents are satisfied in this area as compared to the 91.3% of the Govt. Hrangbana College counterpart. It is also observed that only 2.9% of Govt. Aizawl College and 8.7 % of Govt. Hrangbana College's teacher-respondents are not satisfied in this statement.
- In Govt. Aizawl College, 2 teacher-respondents negatively responded to the statement regarding the way promotions are given out in this job while the other 33 teacher-respondents (94.3%) reply with a satisfied answer in which, 14.3% and 37.1% of the respondents are slightly satisfied and nominally satisfied respectively, 28.6% are very satisfied and 14.3% are extremely satisfied. In Govt. Hrangbana College, 4.3% (2) of the respondents are not satisfied in this regard while 98 teachers are satisfied in which 17.4% are slightly satisfied and 34.8% are satisfied. It is also found that 39.1% of the respondents are very satisfied and only 4.3% of the respondents answered the statement as extremely satisfied. We can see that among the total respondents, 35 teacher-respondents' reply as very satisfied, 29 respondents are satisfied and 13 teacher-respondents are slightly satisfied while only 4.9 % negatively responded to the statement.

- There are no unsatisfied respondents regarding routine in work. Satisfied respondents comprises of majority with 51.4% from Govt. Aizawl College and 56.5% from Govt. Hrangbana College followed by very satisfied respondents with 31.4% respondents from Govt. Aizawl College and 37% from Govt. Hrangbana College. No slightly satisfied respondent is found from Govt. Hrangbana College where only 2.9% of slightly satisfied respondents are noticed Govt. Aizawl College.
- There are 48.6% respondents from Govt. Aizawl College and 52.2% from Govt. Hrangbana College who are satisfied in the case of responsibilities of the job. Slightly satisfied respondents are found only from Govt. Aizawl College with 2.9%. Overall, there are no respondents who are negatively responded to the statement. Half of the respondents are satisfied i.e. 50.6% of the respondents, and from the other half, 33.3% of the respondents are very satisfied and 14.8% of the respondents are extremely satisfied.
- The influence of variety in work differentiates the respondents, where 8.6% of the respondents from Govt. Aizawl College are found to be slightly satisfied and 8.7% from Govt. Aizawl College. Satisfied respondents represent 45.7% and 47.8% from Govt. Hrangbana College and Govt. Aizawl College respectively. This is followed by very satisfied respondents with 34.3% from Govt. Aizawl College and 32.6% from Govt. Hrangbana College. The least number of respondents were found in the slightly satisfied category with 8.6%. There is also no negative remark in this case.
- It can be noted that, there are no negative respondents in the overall satisfaction level regarding being able to stay busy. Among them, 5.7% and 13% of the respondents from Govt. Aizawl College and Govt. Hrangbana College respectively are slightly satisfied. Nearly 49% from Govt. Aizawl College and half of the respondents from Govt. Hrangbana College are satisfied. It is also found that 17.1% of the respondents from Govt. Aizawl College are extremely satisfied whereas only 6.5% from Govt. Hrangbana College are extremely satisfied in this area. Overall, majority with 49.4% of the respondents are satisfied where there are only 9.9% of the respondents who are found to be slightly satisfied.

- Regarding freedom to use one's own judgement, only 10.9% of the teacher-respondents from Govt. Hrangbana College are found to be slightly satisfied. Almost 43% of the teacher-respondents from Govt. Aizawl College and nearly 48% of the respondents from Govt. Hrangbana College are found to be satisfied. It is also exhibited that 17.1% of the respondents from Govt. Aizawl College and only 4.3% from Govt. Hrangbana College are extremely satisfied. Among the respondents from both the colleges, the nominally satisfied respondents comprise of 6.2%, nearly 46% and 38.3% are satisfied and very satisfied respectively and almost 10% represent the respondents who are extremely satisfied.
- It may be inferred that, there is a wide gap between the slightly satisfactory levels of the selected colleges regarding the development of efficiency for the job, where 19.6% of the teacher-respondents from Govt. Hrangbana College are slightly satisfied whereas there are no respondents in this area from their Govt. Aizawl College counterpart. It is also observed that 45.7% of Govt. Aizawl College's respondents and only 28.3% of the teacher-respondents from Govt. Hrangbana College respond to the very satisfied category. Overall, all the teacher-respondents are satisfied with this area where 44.4 % and 35.8% of them represent the satisfied and very satisfied respectively and only 8.6% are found to be extremely satisfied.
- It is proved that, there is not much difference between Govt. Aizawl College and Govt. Hrangbana College in the satisfactory level regarding the chance to do what one does best. More than half, i.e. 56.5% of the respondents from Govt. Hrangbana College are satisfied and 23.9% indicates the very satisfied respondents. Nearly 43% of the respondents from Govt. Aizawl College are satisfied. Besides this, it also shows that, 5.7% of the respondents from Govt. Aizawl College are slightly satisfied and another 5.7% were extremely satisfied. 13% and only 6.5% of the respondents from Govt. Hrangbana College are slightly satisfied and extremely satisfied respectively. Overall, marginally satisfied respondents occupy the majority with more than half respondents i.e. 50.6% of the teacher in this statement. Only 6.2% of the respondents are found to be extremely satisfied. 9.9% of the respondents are

also found to be slightly satisfied. There are no teacher-respondents from the colleges who are not satisfied in this case.

- Majority with more than 62% of the respondents from Govt. Aizawl College and 54.3% of the respondents from Govt. Hrangbana College are satisfied regarding the chance to be responsible in planning work. 23.9% and 13% of the respondent from Govt. Hrangbana College are very satisfied and extremely satisfied respectively where there are no respondent to be found from Govt. Aizawl College who slightly satisfied. Among all, no respondents are found unsatisfied regarding the statement. It was also found that, almost 59% of the respondents were satisfied and 24.7 % were found very satisfied. Only 4.9% of the respondents were slightly satisfied.
- In the case of the overall satisfaction level regarding being able to see the results of the work done, the responses indicate that, satisfied respondents can be seen to occupy the majority with nearly 49% from Govt. Aizawl College and almost 44% from Govt. Hrangbana College, followed by very satisfied respondents with 40% respondents from Govt. Aizawl College and 39.1% from Govt. Hrangbana College. No slightly satisfied respondents are recorded from Govt. Aizawl College, while 6.5% respondents are found to be slightly satisfied from Govt. Hrangbana College. Overall, there are no unsatisfied respondents in this statement. Slightly satisfied and extremely satisfied respondents occupy only 3.7% and 11.1% respectively. This shows that most of the respondents are satisfied and very satisfied.
- Regarding how steady the job is, only 2.2% of Govt. Hrangbana College's teacher-respondents are not satisfied while 2.2% and 41.3% respondents are slightly satisfied and nominally satisfied respectively. Majority i.e. 45.7% are very satisfied and 10.9% are extremely satisfied. In Govt. Aizawl College, all the teacher-respondents are satisfied where, only 2.9% of the respondents are indicated as slightly satisfied, majority i.e. 40% of them are satisfied, 37.1% are very satisfied and 20% are extremely satisfied. Among the total 81 respondents, 98.8% are satisfied in this regard and only 1.2% responded to the statement negatively. 2.5 % of them are slightly satisfied, 40.7% of the

respondents are satisfied, 42% are very satisfied and 13.6% of the teacher-respondents are extremely satisfied.

- It can be noted that, all the respondents from both the colleges are satisfied regarding the spirit of cooperation among workers. Among them, 25.7% and 19.6% of the respondents from Govt. Aizawl College and Govt. Hrangbana College respectively are slightly satisfied. 40% from Govt. Aizawl College and 50% from Govt. Hrangbana College are very satisfied. Meanwhile it is found that only 8.6% of the respondents from Govt. Aizawl College are slightly satisfied where no respondents are found to be slightly satisfied from Govt. Hrangbana College. It can also be seen that, majority, occupying 45.7% of the total respondents are very satisfied where there are only 3.7% of the respondents who are found to be slightly satisfied.
- Majority, with 48.6% of the respondents from Govt. Aizawl College and 56.5% from Govt. Hrangbana College are very satisfied in the case of friendliness of co-workers in their job. 22.9% from Govt. Aizawl College are satisfied and another 22.9% are very satisfied where there are no respondent to be found slightly satisfied from Govt. Hrangbana College. Among all the respondents, no respondents are found to be unsatisfied and it is also found that, 53.1% of the respondents are very satisfied and 17.7 % of them are found extremely satisfied. Only 2.5% of the respondents are slightly satisfied.
- There is not much difference between Govt. Aizawl College and Govt. Hrangbana College in the satisfactory level regarding the chance to develop close friendship with co-workers. 39.1% of the respondents from Govt. Hrangbana College are satisfied and another 39.1% are very satisfied. 40% of the respondents from Govt. Aizawl College also found to be very satisfied. Besides this, it also shows that, only 2.9% of the respondents from Govt. Aizawl College are found to be slightly satisfied while no respondents are found to be slightly satisfied from Govt. Hrangbana College. Overall, very satisfied respondents occupied the majority, with a high 39.5% regarding the statement and 21% of the respondents are found to be extremely satisfied. Only 1.2% of the respondents are also found to be slightly satisfied while there are no unsatisfied respondents in this regard.

- Regarding the congeniality between co-workers, very satisfied respondents are found to occupy 45.7% and 52.2% from Govt. Aizawl College and Govt. Hrangbana College respectively. In this case, it is also found that 2.9% of the respondents from Govt. Aizawl College are not satisfied. Overall, more than 90% of the respondents are found to be satisfied. Only 1.2% of the respondents are not satisfied. Majority with 49.4% of the respondents are very satisfied.
- The least number of respondents with 2.9% from Govt. Aizawl College are not satisfied with regard to the relationship between co-workers. The present study also shows that, there is a small gap between the selected colleges. 42.9% of the respondents from Govt. Aizawl College and 41.3% from Govt. Hrangbana College are very satisfied. Not only this, extremely satisfied respondents are found to occupy 11.4% and 10.9% from Govt. Aizawl College and Govt. Hrangbana College respectively. Overall satisfaction level is very high as it is almost 99%. Only 1.2% of the respondents are found not satisfied.
- When the respondents are asked about overall satisfaction level regarding the personal relationship between Principal and staffs, there is no difference between the selected colleges in which all teacher-respondents from Govt. Aizawl College and Govt. Hrangbana College are marginally satisfied. Overall in this statement, 2.5% and 34.6% of the respondents indicate the slightly and marginally satisfied and 46.9% and 16% of the respondents are found to be very satisfied and extremely satisfied.
- Regarding the way the Principal and staffs understand each other, there is a wide gap between the satisfaction levels of the selected colleges where half of the teacher-respondents from Govt. Hrangbana College are satisfied as compared to the only 28.6% respondents from their Govt. Aizawl College counterpart. It is also observed that 22.9% of Govt. Aizawl College's respondents and only 8.7% of the teacher-respondents from Govt. Hrangbana College are extremely satisfied. Overall, the total teacher-respondents were marginally satisfied with this statement, in which 40.7 % and 43.2% of the

represents are satisfied and very satisfied respectively and only 1.2% is found to be slightly satisfied.

- 11.4% of the teacher-respondents from Govt. Aizawl College and 6.5% of Govt. Hrangbana College's respondents are extremely satisfied with regard to the way the Principal backs up/trains his/her teaching staffs. More than half i.e. 56.5% from Govt. Hrangbana College are satisfied as compared to the 45.7% from their Govt. Aizawl College counterpart. In this regard, all the 81 teacher-respondents are satisfied. The responses indicate that the way the Principal backs up/trains his/her teaching staffs is an important factor for increasing the satisfaction level of the teaching faculty. More than half of the respondents indicate marginal satisfaction level.
- In Govt. Aizawl College, 4 teachers (11.4%) are found slightly satisfied with regard to the way appreciation is shown. 40% of the respondents are satisfied and another 40% are very satisfied and 8.3% are extremely satisfied. In Govt. Hrangbana College, more than half i.e. 56.5% respond to the marginally satisfied level, 6.5% of the respondents a slightly satisfied response, 32.6% are very satisfied and only 4.3% are give extremely satisfied. Among the total respondents, there are no teachers who negatively respond to the statement while only 5 teachers (6.2%) and 7(8.6%) teacher-respondents represent the extremely satisfied and slightly satisfied category respectively. It is also inferred that almost half of the respondents i.e. 49.4% are satisfied, and 35.8% are very satisfied.
- In the case of the college-wise differences regarding the chance to 'rub elbows' with important people, 48.6% of Govt. Aizawl College's teacher-respondents are satisfied while more than half of the respondents from Govt. Hrangbana College i.e. 52.2% are satisfied. 26.1% from Govt. Hrangbana College respond as being slightly satisfied which is more than the 22.9% from the Govt. Aizawl College counterpart. The responses also indicate that, all the respondents are satisfied in which half of the respondents i.e. 50.6% are nominally satisfied, 24.7% and 17.3% are slightly satisfied and very satisfied respectively. It may also be inferred that only 6 teacher-respondents (7.4%) are observed to be extremely satisfied.

- The study also exhibit the satisfaction level of college teachers regarding the physical working condition of the job which is very high i.e. almost 99%. Only 1.2% from the total respondents negatively responded to the statement while 16% and 14% of them are slightly satisfied and very satisfied respectively. More than two-thirds of the total respondents are satisfied and it is also observed that only 3 teachers (3.7%) are found to be extremely satisfied. It also shows that more than half of the respondents i.e. 57.1% of the respondents from Govt. Aizawl College are satisfied while in Govt. Hrangbana College, two-thirds of the respondents is satisfied. It is also observed that 12 teachers from the selected colleges are very satisfied. Only 5.7% of the respondents from Govt. Aizawl College and 2.2% from Govt. Hrangbana College are extremely satisfied. There is only 1 teacher from Govt. Aizawl College who is dissatisfied in this field.
- 60% of Govt. Aizawl College and 47.8% of Govt. Hrangbana College's teacher-respondents are satisfied regarding conveniences provided at workplace. In the case of the college-wise differences, the overall satisfaction level in this statement is very high. Nearly 87% of the teacher-respondents from Govt. Aizawl College and almost 98% of the respondents from Govt. Hrangbana College are satisfied. Meanwhile, there are no respondents from Govt. Aizawl College who are extremely satisfied. Overall, only 5 respondents i.e. 6.2% are found unsatisfied in this case and it is found that, more than half i.e. 53.1% of the respondents are satisfied and 12.3% are found very satisfied. It is also inferred that only 4.9% of the respondents are extremely satisfied.
- Regarding the pleasantness of the working conditions, only 8.7% of the teacher-respondents from Govt. Hrangbana College are found to be slightly satisfied, which is lower than the 25.7% from the Govt. Aizawl College counterparts. More than half i.e. 51.4% of the teacher-respondents from Govt. Aizawl College and 60.9% from Govt. Hrangbana College are found satisfied. It is also observed that only 2.9% from Govt. Aizawl College and 6.5% from Govt. Hrangbana College are extremely satisfied. All the 81 respondents from both the colleges are found satisfied, where 16% are

slightly satisfied and more than half, i.e. nearly 57% and 22.2% are satisfied and very satisfied respectively, only 4.9% are extremely satisfied.

- In case of the physical work environment, it has been observed that Govt. Hrangbana College's teacher-respondents are showing a higher level of satisfaction than their counterpart in Govt. Aizawl College. More than half of the respondents, i.e. 54.3% from Govt. Aizawl College are satisfied and nearly 48% from Govt. Hrangbana College are satisfied. Only 2.9 from Govt. Aizawl College are not satisfied in this case. Overall, majority of the respondents i.e. more than 98% are satisfied in this regard, out of which 50% are satisfied, 16% are very satisfied, and only 2.5% represents extremely satisfied while only 1.2 % are not satisfied.
- Regarding the chance to do things that are beneficial to other people, Govt. Aizawl College teacher-respondents are observed to be more satisfied than their counterparts in Govt. Hrangbana College. 62.9% of the respondents from Govt. Aizawl College and 60.9% of Govt. Hrangbana College are satisfied. Only 1 teacher (2.2%) from Hrangbana College is not satisfied with this statement.
- Regarding the chance to do the job fairly, all the teacher-respondents in Govt. Aizawl College are satisfied, while nearly 98% from Govt. Hrangbana College are satisfied. More than two-thirds of the respondents i.e. 60% from Govt. Aizawl College and half of the respondents from Govt. Hrangbana College are satisfied. It is also found that only 2.2% of the teacher respondents from Govt. Hrangbana College are not satisfied. 54.3% of the total teacher-respondents are satisfied, and 29.6% are very satisfied while only 1.2% is not satisfied in this case.
- It has been observed that only 2.9% of the respondents from Govt. Aizawl College and 6.5% from Govt. Hrangbana College are slightly satisfied regarding the ability to do things that do not go against conscience. Majority i.e. more than 54% of the respondents from Govt. Aizawl College are satisfied in this statement and 47.8% from Govt. Hrangbana College are satisfied. It is also found that only 3 (6.5%) and 1 (2.9%) teacher-respondents respectively from Govt. Hrangbana College and Govt. Aizawl College are

slightly satisfied in this statement. All the total respondents are found to be marginally satisfied in this case. 4 teacher-respondents (4.9%) are slightly satisfied, nearly 51% are satisfied, 30.9% are very satisfied and 13.6% are extremely satisfied.

- With regard to the ability to do the job without feeling it is morally wrong, satisfied respondents are found to occupy 51.4% and 50% from Govt. Aizawl College and Govt. Hrangbana College respectively. The statement is negatively responded by 2.2% from Govt. Hrangbana College. With regard to the college-wise differences, the overall satisfaction level regarding this statement is very high. All the teacher-respondents from Govt. Aizawl College and almost 99% from Govt. Hrangbana College are satisfied with the statement. Overall, nearly 99% of the teacher-respondents are satisfied with the statement while only 1.2% of the respondents are not satisfied. Among the 99% of the satisfied teachers, 6.2% are slightly satisfied, half of the respondents, i.e. 50.6% are satisfied, 28.4% are very satisfied and 13.6% are extremely satisfied.
- More than half of the respondents from both the colleges, i.e. 51.4% of the teacher-respondents from Govt. Aizawl College and nearly 59% from Govt. Hrangbana College are satisfied with regard to the social position in the community that goes with the job. It is also found that 28.6% from Govt. Aizawl College respondents are very satisfied in this statement while 30.4% from Govt. Hrangbana College are satisfied. Meanwhile, only 2.9% of the teacher respondents from Govt Aizawl College responded to the statement slightly satisfied. The responses indicate that, all the total 81 respondents are satisfied where, 1.2% is slightly satisfied, more than 57% are satisfied and 29.6% are very satisfied and 13.6% are extremely satisfied.
- Regarding the chance to be of service to others, the study shows that in Govt. Aizawl College, all the teacher-respondents are satisfied, in which 5.7% are slightly satisfied, nearly 35% are found satisfied, almost 40% are very satisfied and 20% are extremely satisfied. In Govt. Hrangbana College, all the teacher-respondents are satisfied regarding this area, where majority i.e. 47.8% of the teacher-respondents are satisfied, 32.6% are very satisfied and

19.6% are extremely satisfied. Among the total respondents, the majority i.e. 42% of the teacher-respondents are satisfied in this statement, where 2.5% are slightly satisfied and 19.6% are extremely satisfied, 35.8% of the teacher-respondents are found to be very satisfied.

5.1.2 Findings with regard to Inter-College wise satisfaction level of the respondents-

- Regarding the amount of pay for the work, majority of the respondents are satisfied while only three teachers from Hrangbana College are not satisfied. 61.5% of Govt. Aizawl College teachers and 38.5% of Hrangbana College are extremely satisfied. It is also found that 64.5 % of the respondents from Govt. Hrangbana College and 35.5% from Govt. Aizawl College are marginally satisfied.
- In case of the chance to make as much money in comparison to their contemporaries, only four teachers from Govt Hrangbana College are not satisfied. 43.2% of Govt Aizawl College teachers and 56.8% of Govt Hrangbana College teachers are satisfied. A total of 33.3 % from Govt Aizawl College and 66.7% from Govt Hrangbana College are extremely satisfied.
- With regard to the amount of work done, majority of the respondents' i.e. almost 64% from Govt Aizawl College and 36.4% from Govt Hrangbana College are extremely satisfied. Meanwhile, 2 teachers from Govt. Hrangbana College are found not satisfied and all the respondents from Govt. Aizawl College are found satisfied.
- 50% of the respondents from Govt Aizawl College and Govt. Hrangbana College are slightly satisfied with regard to comparing their pay with other workers. While almost all the respondents felt satisfied, only 3 of the teachers are dissatisfied.
- Majority, i.e. 76.9% of the respondents from Govt. Aizawl College are extremely satisfied while comparing their pay with similar jobs in other colleges. Among the respondents from Govt. Hrangbana College, 23.1% are found extremely satisfied. Half of the respondents from both the colleges are

slightly satisfied and 4 teachers from Govt. Hrangbana College are not satisfied in this case.

- Regarding job security, 61.9% of the respondents from Govt. Aizawl College and 38.1% from Govt. Hrangbana College are extremely satisfied. It also shows that, a total of 4 respondents, i.e. 1 teacher from Govt. Aizawl College and 3 teachers from Govt. Hrangbana College are not satisfied.
- Almost all the respondents, except 2 from Govt. Hrangbana College are satisfied regarding the way the job provides for a secure future 61.1% from Govt. Aizawl College and 38.9% from Govt. Hrangbana College are extremely satisfied. A number of 13 respondents from Govt. Hrangbana College are satisfied.
- In case of the way the job provides for steady employment, 70% from Govt. Aizawl College are extremely satisfied while only 30 from Govt. Hrangbana College are extremely satisfied. 66.7% of the respondents from Govt. Hrangbana College and 33.3% from Govt. Aizawl College are satisfied. At the same time, two respondents from Govt. Hrangbana College are not satisfied in this statement.
- With regard to opportunities for advancement of the job, only 4 teachers from Govt. Hrangbana College and 1 teacher from Govt. Aizawl College are not satisfied. 60.7% from Govt. Hrangbana College are very satisfied and 50% of the respondents from both colleges are satisfied.
- 4 teachers' respondents from the selected colleges are not satisfied in the way of giving promotions on the job. Where 71.4% from Govt. Aizawl College are extremely satisfied, only 28.6% from Govt. Hrangbana College are found satisfied. Most of the respondents are marginally satisfied in this regard.
- 62.5% of the respondents from Govt. Aizawl College and 37.5% from Govt. Hrangbana College are extremely satisfied regarding routine in work. However, 59.1% from Govt. Hrangbana and 40.9% from Govt. Aizawl College are nominally satisfied. Only 1 respondent from Govt. Aizawl College is slightly satisfied.
- Regarding responsibilities of job, no respondents are found unsatisfied in this statement. 58.3% from Govt. Hrangbana College and 41.7% from Govt.

Aizawl College are extremely satisfied. Majority of the respondents (i.e. 24 respondents) from Govt. Hrangbana College are satisfied. Among the respondents from Govt. Aizawl College, only 1 teacher was found slightly satisfied while no respondent are found slightly satisfied from Govt. Hrangbana College.

- With regard to the variety in work, it is found that, most of the respondents are satisfied. Among them, 57.1% from Govt. Hrangbana College and 42.9% from Govt. Aizawl College are found slightly satisfied. It is also observed that, 55.6% of the respondents from Govt. Hrangbana College and 44.4% from Govt. Aizawl College are extremely satisfied.
- There are no respondents from the selected colleges who are not satisfied regarding being able to stay busy. 66.7% of the respondents from Govt. Aizawl College and 33.3% from Govt. Hrangbana College are found extremely satisfied. Only 25% of the respondents from Govt. Aizawl college are slightly satisfied while 75% from Govt. Hrangbana College are found slightly satisfied.
- 75% of the respondents from Govt. Aizawl College and 25% from Govt. Hrangbana College are found extremely satisfied regarding freedom to use one's own judgement. 5 respondents from Govt. Hrangbana College are found slightly satisfied and there are no slightly satisfied respondent from Govt. Aizawl College
- There is no negative remark regarding the development of efficiency for the job. Majority of the respondents from Govt. Hrangbana College are satisfied. No respondents from Govt. Aizawl college are found slightly satisfied while 9 respondents from Govt. Hrangbana College are found slightly satisfied. 57.1% of the respondents from Govt. Hrangbana College and 42.9% from Govt. Aizawl College are extremely satisfied in this regard.
- Regarding the chance to do things that one does best, majority of the respondents from both the colleges are found satisfied. 60% of the respondents from Govt. Hrangbana College and 40% from Govt. Aizawl College are found extremely satisfied. It is also observed that there are 2 respondents from Govt. Aizawl College and 6 respondents from Govt.

Hrangbana College who are found slightly satisfied and there is no negative remark in this case.

- There are no respondents found not satisfied regarding the chance to be responsible in planning work. 4 respondents from Govt. Hrangbana College are found slightly satisfied and there are no slightly satisfied respondents from Govt. Aizawl College regarding the statement. 6 respondents from Govt. Hrangbana College and 4 respondents from Govt. Aizawl College are found extremely satisfied.
- 20 (54.1%) respondents from Govt. Hrangbana College and 17(45.9%) from Govt. Aizawl College are found satisfied regarding being able to see the results of work done. Only 3 respondents from Govt. Hrangbana College are found slightly satisfied.
- Regarding how steady the job is, only 1 respondent from Govt. Hrangbana College is not satisfied while all other respondents are marginally satisfied. Among them, 63.6% of the respondents from Govt. Aizawl College and 36.4% from Govt. Hrangbana College are found extremely satisfied. Among all, 2 respondents are also found slightly satisfied.
- Regarding spirit of co-operation among co-workers, there are no unsatisfied respondents. 39.1% of the teachers from Govt. Aizawl College and 60.9% from Govt. Hrangbana College are satisfied. It is also found that half of the teachers in both the colleges are extremely satisfied.
- In case of the friendliness of co-workers, all the respondents are satisfied in which only 2 teachers from Govt. Aizawl College are slightly satisfied. More than half i.e. 57.1% from Government Aizawl College teachers and 42.9% from Hrangbana College are extremely satisfied. The total of 63.6 % respondents from Govt. Hrangbana College and 36.4% from Government Aizawl College are satisfied.
- With regard to the satisfactory level of the respondents in developing close friendship with co-workers, no respondent are found not satisfied in this case. Majority of the respondents i.e. almost 42% from Govt Aizawl College and 59% from Govt Hrangbana College are extremely satisfied. Meanwhile 1

teacher from Govt. Aizawl College is found slightly satisfied and all the respondents' from Govt. Hrangbana College are found satisfied.

- Half of the teachers from both the colleges are slightly satisfied regarding the congeniality between co-workers. 44.0% of the teachers from Govt. Aizawl College and 56% from Govt. Hrangbana College are also found satisfied. 1 teacher from Govt. Aizawl college is found not satisfied while all the respondents from Govt. Hrangbana College are found satisfied.
- In the case of the relationship between co-workers, only 1 teacher from Govt. Aizawl College is found not satisfied. 13 teachers (38.2%) from Govt. Aizawl College and 21 teachers (61.8%) from Govt. Hrangbana College are satisfied. 44.1 % from Govt Aizawl College and 55.9% from Govt. Hrangbana College is also very satisfied and only 9 teachers from the colleges are found extremely satisfied.
- In the case of personal relationship between Principal and staffs, majority of the respondents i.e. almost 53.8% of the respondents from Govt. Aizawl College and 46.2% from Govt. Hrangbana College are found extremely satisfied. Meanwhile, only 2 teachers from Govt. Aizawl College are slightly satisfied and no negative remark is found in this regard.
- When the respondents are asked about the inter-college wise satisfaction level regarding the way Principal and staffs understand each other, all the teachers from both the colleges are satisfied in this case. 30.3% from Govt. Aizawl College and 69.7% from Govt. Hrangbana College are satisfied and almost 67% teachers from Govt. Aizawl College and 34% from Govt. Hrangbana College are also found extremely satisfied. Only 1 teacher from Govt. Aizawl College is slightly satisfied.
- Regarding the way the Principal backs up/trains his/her teaching staffs. Majority of the respondents' i.e. more than half (57.1%) from Govt Aizawl College and 43% of Govt Hrangbana College are extremely satisfied. Meanwhile 8 teachers from both the college are found slightly satisfied and all the other respondents from the selected colleges are found satisfied
- From both the colleges, 7 teachers are slightly satisfied in the way of appreciation is shown. While majority of the respondent's i.e. 48.3% from

Govt. Aizawl College and 51.7% from Govt. Hrangbana College are found very satisfied. 5 teachers from both the colleges are also found extremely satisfied.

- Majority of the respondents' i.e. almost 67% from Govt Aizawl College and 33.3% from Govt Hrangbana College are extremely satisfied regarding the chance to 'rub elbows' with important people. Meanwhile 8 teachers (40.0%) from Govt. Aizawl College and 12 teachers (60.0%) from Govt. Hrangbana College are slightly satisfied in this case.
- In case of the physical working condition of the job, half of the respondents from both the colleges are found very satisfied. Majority of the respondents, i.e. 38.5% from Govt. Aizawl College and 61.5% from Govt. Hrangbana College are satisfied in this case. Meanwhile, one teacher from Govt. Aizawl College is found not satisfied while all respondents from Govt. Hrangbana College are found satisfied.
- Regarding the conveniences provided in the workplace, it is found from both the colleges that 5 teachers are not satisfied at all in this case while the majority, 21 teachers (48.8%) from Govt. Aizawl College and 22 teachers (51.2%) from Govt. Hrangbana College are found satisfied. It is also observed that 4 teachers from Govt. Hrangbana College are extremely satisfied.
- In case of the pleasantness of the working condition, all the teacher respondents are satisfied where 4 teachers from both the colleges are found extremely satisfied. Majority of the respondents, i.e. 18 teachers (39.1%) from Govt. Aizawl College and 28 teachers (60.9%) from Govt. Hrangbana College are found satisfied.
- Only 2 teachers from Govt. Hrangbana College are found extremely satisfied in the case of the physical work environment on the job. Only 1 teacher from Govt. Aizawl College is not satisfied. Majority of the respondents i.e. 46.3% from Govt. Aizawl College and 53.7% from Govt. Hrangbana College teachers are found satisfied.
- The respondents were asked whether there are chances to do things that are harmful to other people. In this case, table 4.36(b) depicts that half of the

teachers from both the colleges are extremely satisfied. Meanwhile, only 1 teacher from Govt. Hrangbana College is not satisfied. Majority of the respondents, i.e. 22 teachers (44%) from Govt. Aizawl College and 28 teachers (56%) from Govt. Hrangbana college are also found satisfied.

- The respondents were asked about inter-college wise satisfaction level regarding the chance to do the job fairly. Almost 47% of the teachers from Govt. Aizawl College and 52.3 % from Govt. Hrangbana College are found satisfied. It is also found that, out of the total respondents, 37.5 % from Govt. Aizawl College and 62.5% from Govt. Hrangbana College are very satisfied, but the only one teacher from Govt. Hrangbana College is not satisfied in this case.
- Out of the total respondents, 41 teachers from both the colleges, representing 19 teachers (46.3%) from Govt. Aizawl College and 22 teachers (53.7%) from Govt. Hrangbana are found satisfied regarding the ability to do things that do not go against conscience. 4 teachers from both the colleges is found slightly satisfied. Among the total respondents, 28% from Govt. Aizawl College and 72% from Govt. Hrangbana College are found very satisfied.
- In case of being able to do the job without it being morally wrong, only one teacher from Govt Hrangbana College is not satisfied. 43.9% from Govt Aizawl College and 56.1% from Govt Hrangbana College are satisfied. 54.5% from Govt Aizawl College and 45.5% from Govt Hrangbana College are extremely satisfied.
- In case of the social position in the community that goes with the job, the study finds that majority of the respondents are satisfied. Among the total respondents, 18 teachers (40%) from Govt. Aizawl College and 27 teachers (60%) from Govt. Hrangbana College are found satisfied. It is also found that 41.7% from Govt. Aizawl College and 58.3 % from Govt. Hrangbana College are very satisfied in this regard.
- Regarding the chance to be of service to others, all the respondents from both the colleges are satisfied. 35.3% of the respondents from Govt. Aizawl College and 64.7% from Govt. Hrangbana College are found satisfied. It is

also found that 48.3 % of the respondents from Govt. Aizawl College and 51.7% from Govt. Hrangbana College are very satisfied in this case.

- In the case of college-wise satisfaction level on income and promotion, half of the respondents, i.e. 51.9% are satisfied and 38.3% are very satisfied whereas only 1.2% responded to the statement negatively. Particularly, in Govt. Aizawl College, there are no respondents who are dissatisfied in this case. 5.7% are slightly satisfied, 48.6% are satisfied and 45.7% are very satisfied. In Govt. Hrangbana College, 10.9% are slightly satisfied, half of the respondents from this college (54.3%) are satisfied and 32.6% are very satisfied.
- Regarding college-wise satisfaction level on workload, 52.2 % of the teacher-respondents are very satisfied with the statement. With regard to the difference between the respondents from Govt. Aizawl College and Govt. Hrangbana College, the responses exhibit a similar pattern as 54.3% from the former and 52.2% from the latter are very satisfied with the statement.
- Particularly, from both colleges, there are no respondents who are dissatisfied in the case of college-wise satisfaction level on interpersonal relationship, 32.1% are nominally satisfied, 39.5% are very satisfied and 28.4% are extremely satisfied. In Govt. Aizawl College, majority, i.e. 40% are extremely satisfied, 31.4% and 28.6% are normally satisfied and very satisfied respectively. In Govt. Hrangbana College, 32.6% are satisfied, 47.8% of the teacher-respondents (54.3%) are very satisfied and 19.6% are extremely satisfied.
- Almost 41% of the teacher-respondents are satisfied regarding the college-wise satisfaction level on working conditions. It is also found that 46.9% are very satisfied and 12.3% are extremely satisfied. In case of the difference between the respondents from Govt. Aizawl College and Govt. Hrangbana College, it can be observed that 45.7% from the former and 47.8% from the latter were slightly satisfied.

- Regarding the college-wise overall job satisfaction level, there is no negative response while 34.6% of the teacher-respondents are satisfied. It is also found that 53.1% are very satisfied and 12.3% are extremely satisfied.

5.1.3 Findings with regard to designations of the respondents in relation to the 4 indexes (Income and Promotion, Workload, Interpersonal Relationship, Working Conditions)-

Kruskal Wallis H Test was administered to test whether there are any significant differences between the designation groups with regard to the said indexes. From the analysis, it may be inferred that

- A designation of the respondents has no significant effect on respondents' level of satisfaction with regard to income and promotion.
- A designation of the respondents has no significant effect on respondents' level of satisfaction with regard to Workload.
- A designation of the respondents has a significant effect on respondents' level of satisfaction with regard to interpersonal relationship in workplace.
- A designation of the respondents has no significant effect on respondents' level of satisfaction with regard to working conditions.

5.1.4 Findings with regard to genders of the respondents in relation to the 4 indexes (Income and Promotion, Workload, Interpersonal Relationship, Working Conditions)--

The IP, WL, IR and WC indexes are analyzed according to gender of the respondents. From the analysis, it may be inferred that

- There is no significant difference between male and female respondents with regard to income and promotion, indicating a very weak difference between the two groups.
- There is no significant difference between male and female respondents with regard to workload, indicating a very weak difference between the two groups.

- There is no significant difference between male and female respondents with regard to interpersonal relationship, indicating a very weak difference between the two groups.
- There is no significant difference between male and female respondents with regard to working conditions, indicating a very weak difference between the two groups.

5.1.5 Findings with regard to the colleges of respondents in relation to the 4 indexes (Income and Promotion, Workload, Interpersonal Relationship, Working Conditions)--

The said indexes were analyzed between the two select colleges and the analysis inferred that

- There is no significant difference between the colleges with regard to income and promotion, indicating a very weak difference between the two groups.
- There is no significant difference between the colleges with regard to workload, indicating a weak difference between the two groups.
- There is no significant difference between the colleges with regard to interpersonal relationship, indicating a very weak difference between the two groups.
- There is no significant difference between the colleges with regard to working conditions, indicating a very weak difference between the two groups.

5.1.6 Findings with regard to educational qualification of the respondents in relation to the 4 indexes (Income and Promotion, Workload, Interpersonal Relationship, Working Conditions)--

Kruskal Wallis H Test was administered to test whether there are any significant differences between educational degrees with regard to IP, WL, IR and WC indexes. The analysis shows that

- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to income and promotion.

- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to Workload.
- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to interpersonal relationship in workplace.
- Educational degree held by the respondents has no significant effect on respondents' level of satisfaction with regard to working conditions.

5.1.7 Findings with regard to marital status of the respondents in relation to the 4 indexes (Income and Promotion, Workload, Interpersonal Relationship, Working Conditions)--

The IP, WL, IR and WC indexes are analyzed according to marital status of the respondents. From the analysis, it may be inferred that

- There is no significant difference between married or unmarried teachers with regard to income and promotion, indicating a weak difference between the two groups.
- There is no significant difference between married or unmarried teachers with regard to workload, indicating a weak difference between the two groups.
- There is no significant difference between married or unmarried teachers with regard to interpersonal relationship, indicating a very weak difference between the two groups.
- There is no significant difference between married or unmarried teachers with regard to working conditions, indicating a very weak difference between the two groups.

5.1.8 Findings with regard to relationship between years of service and the 4 indexes (Income and Promotion, Workload, Interpersonal Relationship, Working Conditions)--

Correlation analysis was administered between years of service rendered by the respondents and levels of satisfaction in the 4 indexes. It may be inferred that years of services rendered is significantly related to the three indexes except

in the case of working conditions. However, the effect size of year of services is quite low in all of the cases.

5.1.9 Findings with regard to test of difference in job satisfaction among faculty in different departments of the 2 colleges-

An attempt was made to arrive whether there is any significant difference in levels of job satisfaction among faculty in different departments of the 2 colleges.

5.1.9.1 Test of difference in job satisfaction among faculty in different departments of Govt. Aizawl College-

Empirical analysis suggests that there is no significant difference between the levels of job satisfaction among faculty in different departments of Govt. Aizawl College.

5.1.9.2 Test of difference in job satisfaction among faculty in different departments of Govt. Hrangbana College-

The study shows that there is no significant difference between the levels of job satisfaction among faculty in different department of Govt. Hrangbana College.

5.1.10 Hypotheses-

H1. There is a significant relationship between the designation of the college teachers and their level of job satisfaction.

Finding: Correlation analysis indicated that there is a significant positive relationship between designation of the college teachers and their overall job satisfaction index. In other words, job satisfaction level significantly increases with level of designation among the college teachers. Thus, H1 There is a significant relationship between the designation of the college teachers and their level of job satisfaction may be accepted. However, it may be noted that only 8.35% variation of job satisfaction index is explained by designations.

H2. Female college teachers are more satisfied with their job than their male counterpart.

Finding: The mean ranks of male and female with regard to job satisfaction suggests that female teachers are slightly more satisfied than their male counterpart. Their difference is thus shown to be insignificant. Further, it

may be inferred that even though female teachers are marginally more satisfied with their job, this difference is not significant. Thus, H2 Female college teachers are more satisfied with their job than their male counterpart may be rejected.

H3. There is a significant relationship between the income per annum and the level of satisfaction.

Finding: Correlation analysis shows that there is a significant positive relationship between level of income and overall job satisfaction. Thus, H3 There is a significant relationship between the income per annum and the level of satisfaction may be accepted. However, the coefficient so calculated signifies a weak relationship and only 8.94% variation in job satisfaction index is explained by level of income.

5.2 SUGGESTIONS

Based on the findings, the following suggestions are made to the teachers working in Government College of Mizoram to improve their job satisfaction level.

- The study shows that years of services rendered is significantly related to the 3 indexes viz. Income and Promotion Index (IP Index), Workload Index (WL Index), Interpersonal Relationship Index (IR index) except in the case of Working Conditions Index (WC index). In addition, the effect size of years of service is found to be relatively low in all of the cases. Therefore, institutions may try to enhance the physical working conditions and amenities. Interaction with the respondents reveals that the teachers would want to have a respectable and comfortable workplace, common rooms and restrooms.
- Majority of the teacher-respondents are found to be satisfied in all the areas while, a small percentage of the respondents are not satisfied in certain areas. So, it may be necessary for the colleges to take essential policies in making the teachers more aware of the importance of their profession i.e. teaching.
- It was observed that many of the teachers engaged in the colleges are appointed not on a regular basis. They work as Guest Lecturers or Part-time lecturers. These non-permanent teachers take significant amount of

responsibilities in most of the colleges. The Govt. may take measures to provide these non permanent teachers with better facilities considering the level of responsibilities they hold in most colleges. Further, leaving much of the crucial tasks of teaching to non-permanent teachers may hamper the quality of education in these colleges.

- It was observed that numbers of teachers are available in the colleges only during their assigned teaching class hours beyond which they move out of the campus. The authority may enforce the UGC regulations in which, the teacher should be available for at least 5 hours daily in the college premise.
- The study shows that a number of Lecturer's posts are lying vacant at various Govt. Colleges/ Institutions. The Govt. of Mizoram has not filled up these vacant posts on a regular basis since 2009. The authority may take necessary steps for fill up these vacancies immediately by following proper selection methods to ensure quality erudite in higher education.

5.3 SUGGESTED AREAS FOR FURTHER RESEARCH

- The study focuses on job satisfaction of faculty members among selected colleges. There is a need to study other behavioural concerns like job stress, emotional labour, burnout factors and so on.
- This study will invite further research to explore, implement and evaluate interventions strategies for prevention of stress and enhancement of job satisfaction of faculty members in other levels of education like secondary and high schools.
- Stress coping mechanism at individual group and organisational level were not explored in the present study.
- Relationship studies between personality type frustration sensitivity physical exhaustion and job satisfaction is not studied in the present work.
- Determination of principle components explaining job satisfaction among college teachers may be an area of further research.
- Interstate comparative study between Mizoram and other state may also be taken up.

- Level of satisfaction among teachers of rural and urban area.
- Satisfaction level of the teachers and intensity of relationship.
- District-wise comparative study of job satisfaction among college teachers within Mizoram.
- Factors explaining job satisfaction among college teachers.
- Comparative analysis between college teachers and other government workers.
- Empirical Study on Job Satisfaction amongst College and University Teachers

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ANNEXTURE
QUESTIONNAIRE
On
**“Job Satisfaction Among College Teachers in Mizoram: A Case Study Of
Select Colleges”**

Dear Respondents/ Teachers

Kindly give your valuable information for the following questionnaire. The information which you provide will be useful only for academic purposes. It will not be disclosed to any other without your permission and will be maintained confidentially.

Lalthanpuii Ralte
M.Phil Scholar
Department of Commerce
Mizoram University

NAME OF THE COLLEGE:

DEPARTMENT:

1. GENERAL DEMOGRAPHIC INFORMATION:

1.1 Age: _____

1.2 Sex: Female/Male

1.3 Marital Status: Single/Married/Divorced

If married, No. of children: _____

1.4 Designation:

- Associate Professor
- Assistant Professor Grade I
- Assistant Professor Grade II
- Assistant Professor Grade III

1.5 Highest Educational Qualification: _____

1.6 Years of Service: _____

1.7 Take home Salary (Net Income):

- 25,000 and below
- 25,000-50,000
- 50,000-75,000
- 75,000-1, 00,000
- 1, 00,000 and above

Ask yourself: How **satisfied** am I with this aspect of my job?

1 means I am not **satisfied** (this aspect of my job is much poorer than I would like it to be).

2 means I am only **slightly satisfied** (this aspect of my job is not quite what I would like it to be).

3 means I am **satisfied** (this aspect of my job is what I would like it to be).

4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).

5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about...

For each statement
circle a number

I. INCOME AND PROMOTION:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The amount of pay for the work I do. | 1 | 2 | 3 | 4 | 5 |
| 2. The chance to make as much money as my friend. | 1 | 2 | 3 | 4 | 5 |
| 3. My pay and the amount of work I do. | 1 | 2 | 3 | 4 | 5 |
| 4. How my pay compares with that of other workers. | 1 | 2 | 3 | 4 | 5 |
| 5. How my pay compares with that for similar jobs in other colleges. | 1 | 2 | 3 | 4 | |
| 6. My job security. | 1 | 2 | 3 | 4 | 5 |
| 7. The way my job provides for a secure future. | 1 | 2 | 3 | 4 | 5 |
| 8. The way my job provides for steady employment. | 1 | 2 | 3 | 4 | 5 |
| 9. The opportunities for advancement on this job. | 1 | 2 | 3 | 4 | 5 |
| 10. The way promotions are given out on this job. | 1 | 2 | 3 | 4 | 5 |

II. WORK LOAD:

- | | | | | | |
|---|---|---|---|---|---|
| 1. The routine in my work. | 1 | 2 | 3 | 4 | 5 |
| 2. The responsibilities of my job. | 1 | 2 | 3 | 4 | 5 |
| 3. The variety in my work. | 1 | 2 | 3 | 4 | 5 |
| 4. Being able to stay busy. | 1 | 2 | 3 | 4 | 5 |
| 5. The freedom to use my own judgement. | 1 | 2 | 3 | 4 | 5 |
| 6. The chance to develop new and better ways to do the job. | 1 | 2 | 3 | 4 | 5 |
| 7. The chance to do the kind of work that I do best. | 1 | 2 | 3 | 4 | 5 |
| 8. The chance to be responsible for planning my work. | 1 | 2 | 3 | 4 | 5 |
| 9. Being able to see the results of work I do. | 1 | 2 | 3 | 4 | 5 |
| 10. How steady my job is. | 1 | 2 | 3 | 4 | 5 |

III. INTERPERSONAL RELATIONSHIP:

- | | | | | | |
|---|---|---|---|---|---|
| 1. The spirit of cooperation among my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 2. The friendliness of my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 3. The chance to develop close friendships with my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 4. The way my co-workers are easy to make friends with. | 1 | 2 | 3 | 4 | 5 |
| 5. The way my co-workers get along with each other. | 1 | 2 | 3 | 4 | 5 |
| 6. The personal relationship between our Principal and staffs. | 1 | 2 | 3 | 4 | 5 |
| 7. The way our Principal and I understand each other. | 1 | 2 | 3 | 4 | 5 |
| 8. The way our Principal backs up/trains his/her teaching staffs. | 1 | 2 | 3 | 4 | 5 |
| 9. The way they usually tell me when I do my job well. | 1 | 2 | 3 | 4 | 5 |
| 10. The chance to “rub elbows” with important people. | 1 | 2 | 3 | 4 | 5 |

IV. WORKING CONDITIONS:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The physical working condition of the job. | 1 | 2 | 3 | 4 | 5 |
| 2. The working conditions (lighting,canteen, toilets etc.) on the job. | 1 | 2 | 3 | 4 | 5 |
| 3. The pleasantness of the working conditions. | 1 | 2 | 3 | 4 | 5 |
| 4. The physical surroundings where I work. | 1 | 2 | 3 | 4 | 5 |
| 5. The chance to do things that don't harm other people. | 1 | 2 | 3 | 4 | 5 |
| 6. The chance to do the job without feeling I am cheating anyone. | 1 | 2 | 3 | 4 | 5 |
| 7. Being able to do things that don't go against my conscience. | 1 | 2 | 3 | 4 | 5 |
| 8. Being able to do the job without feeling it is morally wrong. | 1 | 2 | 3 | 4 | 5 |
| 9. The social position in the community that goes with the job. | 1 | 2 | 3 | 4 | 5 |
| 10. The chance to be of service to others. | 1 | 2 | 3 | 4 | 5 |