
**JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS: A CASE STUDY OF
AIZAWL**

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Abstract

This paper mainly focuses and emphasized on the work environment and its effects on teachers job satisfaction at Baptist Higher Secondary School (BHSS) Serkawn, Lunglei. The effect of personal characteristics and school characteristics on work values and job satisfaction were also investigated. The researcher found that while understanding good work environments the most important factors to concentrate are motivational factors, socio-economic factors, health factors, Job and personal security. Employees tend to give more when they are totally satisfied with their jobs. In my research I have used different theories and models to explain and correlate different factors and forces connected to work environment and job satisfaction.

Keywords: Job satisfaction, motivation, performance appraisal, emotions, cooperation

1. INTRODUCTION

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the education sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). As Kousteliou (2001), job satisfaction is a most interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied employees, it is the top priority of all organizations to attain the desired goals by increasing their satisfaction. Accordingly, Armstrong (2006) mentions that job satisfactions, as the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Zembylas, M., and Papanastasiou, E.(2006), observed teacher job satisfaction as a function of the superficial relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Hongying, (2008) also adds, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession.

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers Jyoti & Sharma, (2009). A high teacher morale, relevant subject knowledge, and

the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

Related to this, Majasan (1995) defined a teacher as, one who teaches, builds up, trains, instructs and guides them for healthy growth and steady adult life. His job goes beyond teaching into molding young lives, motivating students, guiding youth and general character training. Job satisfaction is generally affected by the discrepancy between reward expected and actually realized. Lesser the incongruity, the greater will be the reward and satisfaction. Education is imparted through numerous programmes and the teacher is the principal agency for implementing all such programmes in educational institutions. It is unavoidable for the teachers to take the advantages of the programmes to guide, motivate and inspire the students for a disciplined life and to include values among them which are consonance with India's cultural heritage and social objectives.

There is a common feeling that the teachers do not have satisfaction from their job. There seems to be a increasing discontent among the teachers towards their job as a result of which the standard of education is deteriorating. They are dissatisfied in spite of the diverse plans and programmes which have been implemented to improve their job satisfaction. It is possible to isolate the factors of dissatisfaction and efforts can be made either to change the dissatisfaction environments or to reduce their intensity so as to increase the craft power of the profession. There is no gainsaying that unless the teacher is satisfied with his profession, he cannot deliver effective teaching.

1.2 Education System in India

India is a developing country, which is known for its varied culture and tradition. While we use the word 'developing' it means there are new forward ideas and Changes coming up from India and also there are something lacking too compared to other countries. Being an Indian, it is the responsibility of each and every one of us to scrutinize this and contribute to the development of our country. This may result in finding many of the factors of development like technologies, industries, environmental needs, jobs and importantly Education.

Yes, education has become a must remedy for every country to help their existence and development economically. India is one among them, which concentrates more on extending education to the whole states within that it is being developed in to a hundred percent literacy rated nation. Still there are many hindrance faced by the government in making this venture successful.

1.3. Education System in Mizoram Education Structure

The office of school education for Mizoram was started in 1973. It became a separate Directorate of School Education in 1989 and is located at McDonald Hill, Zarkawt, Aizawl. The Department looks after elementary, secondary, higher Education, language development, adult education and Physical education within the state. The directorate Administers the entire state and divides into 4 (four) Education districts, namely (1) Chhimtuipui district, (2) Lunglei district, (3) Aizawl East district, and (4) Aizawl West district. The structure of education in the state, as presented in the figure is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is five years of primary and three years of middle school education for the age group of 6-11 and 11-14 years, respectively, followed by secondary and higher secondary education of two years each besides toe years of pre-primary education. The entry age in class 1 is 5+. Pre -primary

classes from age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional courses such as B.E., MBBS, elementary teacher training (ETT) etc., which are of different durations. A student can join the Industrial Training Institute (ITI) and polytechnic after high school. After higher secondary or the +2 stage, the first University degree takes three years to complete followed by Post Graduation course of two years. Students can also join Professional Courses like B.Ed., and B.E.L after completion of graduation and on Post-Graduation, a student may work for M.Phil/PhD degree.

1.4 Organization of the Study

Baptist Higher Secondary School, located at the foothill of a beautiful hillock called Serkawn, within the town of Lunglei, in south Mizoram, formerly known as Christian High School was started on 8th February, 1961 as an extension of the famous Mission School started in 1903 at Serkawn in south Mizoram. Rev. R.F. Tucker was the first principal in this school. And he retired after one year; Mr. K.L. Rokhuma was the second principal until he was pensioned in the year 1990. 3 out of 5 Chief Ministers of Mizoram, namely, Ch. Chunga, Brig. T. Sailo and Laldenga were the product of this Mission School, and many other famous politicians in Mizoram were hailed from this school.

The school is known for the strict discipline inculcated in the students, its priority for spiritual and moral development and co-curricular activities experienced by the students throughout the year. It is said that students educated in this school are known for their moral integrity, intellectual competency and leadership qualities. With the enrolment of around 1400 students from Nursery to Class XII, divided into two sections and both the sections under the care of one Vice Principal respectively — the Junior Section (Nursery to Class VIII) and Senior Section (Class XI to XII), it is one of the biggest schools in Mizoram.

The school has three hostels, one for Junior Section, the Girls' hostel and one for the boys. The overall administration is run by the Principal with the help of the two Vice Principals. True to its motto 'The Utmost for the Highest', BHSS occupies a central place in the field of Education in Mizoram and it keeps its standard of being the Pace Setter in the transformation and reformation of Mizo Society academically, intellectually, morally and spiritually. Now a day, this school has around 1500 students studying Nursery-Class XII. And now the Higher Secondary Section has run four streams — Arts, science, Commerce, Computer Technique and medical Laboratory Technique, the overall strength of the staff is around 80 in number.

1.4 Scope of the Study

Job satisfaction is one of the important factors that have strained attention of managers in the organization as well as academicians. Various studies have shown to find out the factors which determine job satisfaction and the way it influences productivity in the organization. So, it appears that besides nature of job environment, there are individual variables which provide an appropriate among individual variables, nature of the job, and the degree of job satisfaction which ultimately benefit all types of organizations and ensure peace and behavior within the same. The study focuses on job satisfaction of teachers of Baptist Higher Secondary School, Serkawn, Lunglei.

1.5 Objectives of the Study

- The main objective of the study was to determine factors affecting job satisfaction among the teachers of BHSS Serkawn, Lunglei.

The study sought to achieve the following specific objectives:

- To assess the effect of demographic factors on job satisfaction of teachers.
- To establish the effect of remuneration on job satisfaction among teachers of BHSS Serkawn, Lunglei.
- To analyze the satisfaction level of teachers work environment.
- To analyze the satisfaction level of teachers working conditions in BHSS Serkawn, Lunglei.

1.6. Significance of the Study

This study is important because it assessed the present conditions of the teachers in BHSS. The School Education Department may use the data as bases for policy-making and program planning for basic education schools which will promote work performance and job satisfaction of teachers and professional growth of administrators towards better education. The weak and strong points of the schools teachers will be identified thus providing baseline data to be utilized in the management and operation of the school. The results may further help the school administrators to review existing motivational policies and practices with a hope that they can enhance work performance and job satisfaction among the teachers. This will be the basis to plan programs for teacher development that will lead to the teacher's professional growth. It will also help them identify specific demographic characteristics of the teachers which could influence work performance and job satisfaction of teachers.

2. Literature Review

This chapter presents the literature review and a theoretical knowledge of the phenomenon of job satisfaction. The chapter is organized in two main sections. The first section presents the second section reviews the related literature on the phenomenon of job satisfaction. The theoretical framework of the study and it covers theories of motivation and job satisfaction.

Anderson (2001) defines job satisfaction as a pleasing or positive emotional state resulting from the appraisal of one's job or job experience. Anderson (2001) notes that the definition incorporates both cognition and affects thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2005) conforms to Anderson (2001) by outlining job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction grips positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

Job satisfaction is seen in terms of the divergence between what one expects and what one actually gets in the work environment. Hewstone and Stroebe (2001) define job satisfaction as an operative reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and

objectives in terms of reward considerations and fulfillment needs be met. If these needs are fulfilled, employees will be satisfied with the consequence of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity.

Saiyadain (2007) defines Job Satisfaction as the end state of feeling, the feeling that is practiced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similar, job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George, J.M. and Jones G.R 2008)

Darboe (2003) describe job satisfaction as the extent to which a staff member has promising or positive feelings about work or the work environment while Faragher, Cass and Copper (2005) further gives another dimension; by defining it as presence of the the positive emotional reaction and the attitudes individuals have towards their job.

Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004).

Similarly, Schmidt (2007) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004).

Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008).

There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about

their jobs (e.g., "Overall, I love my job") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage") (Mueller & Kim, 2008). Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas and Papanastasiou, 2004).

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006). It is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative

3. Research Methodology

The study used descriptive survey research design. And it is conducted to find out the level of job satisfaction of teachers in Baptist Higher Secondary School (BHSS) Serkawn., Total number of teachers in BHSS is 80 and the sample for the current study is considered 50 regular teachers whom questionnaires were distributed(N=50).The study made use of the survey questionnaire. There were two sets of questionnaires consisting of two parts. The first part was on the personal information of the respondents. The second part of the instrument is on the Job Satisfaction questionnaire.. The secondary data was collected from internet and official records. The data were collected on the basis of the organisational file, official records, newspapers, magazines, and website of the company.

4. Data Analysis and Interpretation

4.1.GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	46.0	46.0	46.0
	Female	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

Table: 4.1Gender.Source: Primary data.

Interpretation: The above data shows that gender of the respondents. 54% are female and 46% are male.

4.2.AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	23	46.0	46.0	46.0
	35-45	19	38.0	38.0	84.0
	Above 45	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table: 4.2 Age. Source: Primary data.

Interpretation: From the above graph we can see that most of the respondents of teachers are 25-35 age; they are 23 persons out of 50 respondents. And another 19 persons are between 35-45 years old and 8 respondents are above 45 ages of years.

4.3.Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	39	78.0	78.0	78.0
Single	11	22.0	22.0	100.0
Total	50	100.0	100.0	

Table: 4.3 Marital Status.Source: Primary data.

Interpretation: From the above data we can say that majority of the teachers working in BHSS are married, 78% of the respondents are married and 22% are single.

4.4.Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 years	6	12.0	12.0	12.0
5-10	16	32.0	32.0	44.0
10-20	24	48.0	48.0	92.0
More than 20 years	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Table: 4.4 Teaching Experience. Source: Primary data.

Interpretation: 6

persons of the respondents have less than 5 years teaching experience, 16 persons have 5-10 years, 24 persons have 10-20 years and 4 persons have more than 20 years teaching experience.

4.5.Employment Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Permanent Employment	24	48.0	48.0	48.0
Fixed Term Contract	26	52.0	52.0	100.0
Total	50	100.0	100.0	

Table: 4.5 Employment Status. Source: Primary data.

Interpretation: Out of 50 respondents, 52% of teachers are work for BHSS in a permanent basis, 48% of the respondents are work in fixed term contract.

4.6.Education Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's Degree	4	8.0	8.0	8.0
Master's Degree	46	92.0	92.0	100.0
Total	50	100.0	100.0	

Table: 3.6 Education Qualifications.Source: Primary data.

Interpretation: The above data shows that, majority of the teachers had earned Master’s Degree, 92% had master’s degree in their educational qualification only 8% had bachelor’s degree.

4.7.Monthly salary is sufficient to meet all important expenses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	40.0	40.0	40.0
	Neutral	11	22.0	22.0	62.0
	Agree	19	38.0	38.0	100.0
	Total	50	100.0	100.0	

Table: 3.7 Monthly salary is sufficient to meet all important expenses.Source: Primary data.

Interpretation: 19 persons of the respondents agreed their monthly salary is sufficient to meet all important expenses, 11 persons have a neutral think of their monthly salary and 20 persons of the respondents are dissatisfied of their monthly salary, they disagreed that their monthly salary is sufficient to meet all important expenses.

4.8.Timely payment of salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral	20	40.0	40.0	48.0
	Agree	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Table: 3.8 Timely payment of salary.Source: Primary data.

Interpretation: From the above table and graph we can see that, 26 persons of the respondents satisfied with timely payment of salary, 20 persons of the respondents are neutral and 4 persons of the respondents are disagree they are dissatisfied with timely payment of their salary.

4.9.Salary enhanced job commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	24	48.0	48.0	48.0
	Agree	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Table- 4.9 Enhanced salary Source: Primary data.

Interpretation: The above data shows that the teacher’s salary enhance job commitment, 52% of the respondents agreed that their salary enhanced job commitment and 48% of the respondents are neutral.

4.10.Underpaid in relation to efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	14	28.0	28.0	28.0
	Neutral	12	24.0		52.0
	Agree	24	48.0	48.0	100.0
	Total	50	100.0	100.0	

Table-4.10 Underpaid in relation to efforts, Source: Primary data.

Interpretation: From the above data we can see that, most of the respondents are dissatisfied in relation to their effort, 48% are agreed that they are underpaid in relation to efforts, 24% are neutral and 28% are disagreed that they are underpaid in relation to their efforts.

4.11.Feel comfortable with present level of responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	8.0	8.0	8.0
	Agree	42	84.0	84.0	92.0
	Strongly Agree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table: 3.11.Feel comfortable with present level of responsibility. Source: Primary data.

Interpretation: The above data shows that the teachers feel comfortable with their present level of responsibility in their job, 8% of the respondents strongly agreed to feel comfortable with their present level of responsibility, 84% are agreed and 8% of the respondents feels neutral with their present level of responsibility.

4.12.Cooperation Received from Workmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	6.0	6.0	6.0
	Agree	40	80.0	80.0	86.0
	Strongly Agree	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Table: 4.12.Cooperation Received from Workmates. Source: Primary data.

Interpretation: The above data shows that majority of the respondents are satisfied and happy to work with their workmates, 80% are agree and 14% are strongly agreed with the cooperation they received from their workmates and 6% of the respondents are neutral.

4.13. Recognition from Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	11	22.0	22.0	22.0
	Agree	39	78.0	78.0	100.0
	Total	50	100.0	100.0	

Table: 4.13. Recognition from Community. Source: Primary data.

Interpretation: From the above data we can see that, most of the respondents feel satisfied with the recognition they have in the community, 22% of the respondents are neutral and 78% of the respondents agreed that they feel satisfied with the recognition they have in the community.

4.14. School's Physical Working Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	16.0	16.0	16.0
	Neutral	12	24.0	24.0	40.0
	Agree	24	48.0	48.0	88.0
	Strongly Agree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Table: 4.14. School's Physical Working Environment. Source: Primary data.

Interpretation: The above data shows that, majority of the respondents are satisfied with the school's physical working environment .e.g. lighting, space, cleanliness etc, 12% of the respondents strongly agreed, 48% of the respondents are agreed and 24% of the respondents are neutral, but 16% of the respondents disagreed that they are satisfied with the school's physical working environment.

4.15. Respected of Individual Differences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	16.0	16.0	16.0
	Agree	42	84.0	84.0	100.0
	Total	50	100.0	100.0	

Table: 4.15. Respected of Individual Differences.; Source: Primary data.

Interpretation: The above table and graph shows that, majority of the people are agreed that individual differences are respected (e.g. gender, race, educational background, etc.) in their workplace, 16% of the respondents are neutral and 84% of the respondents are agreed that individual differences are respected (e.g. gender, race, educational background, etc.) in their workplace.

4.16. Protection of Regulation and Laws

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	16.0	16.0	16.0
	Neutral	16	32.0	32.0	48.0
	Agree	22	44.0	44.0	92.0
	Strongly Agree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table: 4.16. Protection of Regulation and Laws.;Source: Primary data.

Interpretation: The above data shows that, most of the teachers are satisfied with the regulations and laws that protect them from being fired or dismissed from their job e.g. employment contract, 8% of the respondents strongly agreed, 44% of the respondents are agreed and 32% of the respondents are neutral, but 16% of the respondents satisfied with the regulations and laws that protect them from being fired or dismissed from their job.

4.17. Availability of Training and Professional Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	32.0	32.0	32.0
	Neutral	26	52.0	52.0	84.0
	Agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table: 4.17. Availability of Training and Professional Development.;Source: Primary data.

Interpretation: The above data shows the teachers satisfaction level with opportunities for training and professional development available, 16% of the respondents agreed that they feel satisfied with opportunities for training and professional development available and 52% are neutral, but 32% are dissatisfied with availability of training and professional development.

4.18. Availability of Promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	40.0	40.0	40.0
	Neutral	8	16.0	16.0	56.0
	Agree	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

Table: 4.18. Availability of Promotion.;Source: Primary data.

Interpretation: The above data shows that, 44% are agreed that they are comfortable with the promotion opportunities available to them as a teacher and 16% are neutral, but 40% are dissatisfied with the promotion opportunities available to them as a teacher.

3.19.Support from School administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	16.0	16.0	16.0
	Neutral	12	24.0	24.0	40.0
	Agree	30	60.0	60.0	100.0
	Total	50	100.0	100.0	

Table: 4.19. Support from School administration.Source: Primary data.

Interpretation: The above data shows that, majority of the respondents are satisfied with support they get from school administrators, 60% of the respondents are agreed that they are satisfied with support they get from school administrators 24% are neutral and 16% are dissatisfied with support you get from school administrators.

4.20.Opportunity to use New Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	16	32.0	32.0	32.0
	Neutral	14	28.0	28.0	60.0
	Agree	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

Table: 4.20. Opportunity to use New Technology.Source: Primary data.

Interpretation: The above data shows that the satisfaction level of opportunity to use new technologies, 40% of the respondents agreed that they are satisfied opportunity to use new technologies, 28% are neutral and 32% are dissatisfied the opportunity to use new technologies.

4.21.Autonomy in Making Decisions of Daily Task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral	11	22.0	22.0	30.0
	Agree	35	70.0	70.0	100.0
	Total	50	100.0	100.0	

Table: 4.21. Autonomy in Making Decisions of Daily Task.Source: Primary data.Interpretation: The above data shows that, majority of the respondents are satisfied with autonomy they have in making decisions about their daily tasks, 70% are agreed that they are satisfied with autonomy they have in making decisions about their daily tasks and 22% are neutral, but 8% of the respondents are dissatisfied with autonomy they have in making decisions about their daily tasks.

4.22.Transferred to Another School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	50	100.0	100.0	100.0

Table: 4.22. Transferred to Another School.Source: Primary data.

Interpretation: The above table and graph shows that all the respondents would not like to transferred to another school.

5.SUMMARY OF FINDINGS

The major findings, drawn on the bases of the findings which are assumed to be useful to enhance the teachers' satisfaction in Baptist Higher Secondary Schools can be described as-

From the total population of 50 respondents 54% are female and 46% are male, and most of the respondents of teachers are the age of between 25-35 years. Majority of the teachers earned Master Degree and had a quit long teaching experience. And 78% of the respondents are married and 22% are single. 52% of teachers are work for BHSS in a permanent basis, 48% of the respondents are work in fixed term contract.

Most of the teachers are satisfied with timely payment of salary and agreed with salary enhanced job commitment, 40% of teachers agreed their monthly salary is sufficient to meet all important expenses, 22% are neutral and 38% are dissatisfied of their monthly salary. And most of the respondents are dissatisfied in relation to their effort, 48% are agreed that they are underpaid in relation to efforts, 24% are neutral and 28% are disagreed that they are underpaid in relation to their efforts.

Majority of the teachers are satisfied with their present level of responsibility, cooperation receives from their workmates, recognition they have in the community and respected of individual differences (e.g. gender, race, educational background, etc.) But some teachers are dissatisfied with the school's physical working environment. e.g. lighting, space, cleanliness etc, 12% of the respondents strongly agreed, 48% of the respondents are agreed and 24% of the respondents are neutral, but 16% of the respondents disagreed that they are satisfied with the school's physical working environment.

The study also finds out that, the higher percentage of teachers are satisfied of their working conditions but some of them are not feeling satisfied.

- ❖ 8% of the respondents strongly satisfied with the regulations and laws that protect them from being fired or dismissed from their job e.g. employment contract, 44% of the respondents are satisfied and 32% of the respondents are neutral, but 16% of the respondents dissatisfied.
- ❖ 16% of the respondents agreed that they feel satisfied with opportunities for training and professional development available and 52% are neutral, but 32% are dissatisfied.
- ❖ 44% are agreed that they are comfortable with the promotion opportunities available to them as a teacher and 16% are neutral, but 40% are dissatisfied.
- ❖ 60% of the respondents are agreed that they are satisfied with support they get from school administrators 24% are neutral and 16% are dissatisfied.
- ❖ 40% of the respondents agreed that they are satisfied opportunity to use new technologies, 28% are neutral and 32% are dissatisfied.
- ❖ 70% are agreed that they are satisfied with autonomy they have in making decisions about their daily tasks and 22% are neutral, but 8% of the respondents are dissatisfied.
- ❖ All the respondents would not like to transferred to another school.

6. CONCLUSION

Job satisfaction is the end feeling of a person after performing a task. To the extent that a person's job fulfill his dominant needs and in consistent with his expectations and values, the job will be satisfying. The feeling would be positive or negative depending upon whether need is satisfied. This study highlight factors affecting job satisfaction among the teachers of BHSS Serkawn, Lunglei. Teachers job satisfaction can effect demographic factors, remuneration they received, their work environment and their working conditions. Majority of the respondents are married with high educational qualification and good teaching experience, all respondents would not like to transfer to another school. Less satisfied employees are more likely to quit their jobs than more satisfied employees. It is generally assumed that satisfied employees are more productive. The overall conclusion is that, all the respondents would not like to transferred to another school, it means that the teachers are quite satisfied with their remuneration, working condition and work environment in Baptist Higher Secondary School Serkawn.

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