

Exploring the factors impact on teacher's job satisfaction in Western Province Sri Lanka

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Abstract- The study explores the job satisfaction of government school teachers with the objectives to study the factors that affected to the choice of their job satisfaction. The Population of the study involved the government school teachers in Sri Lanka and the target population of the study consisted of teachers in three districts namely Colombo, Gampaha and Kaluthara in Western Province The study was conducted among 450 teachers in three districts, including mainly teachers, principals and sectional heads.

A quantitative research approach was used. The study has been divided into ten internal and external factors to determine job satisfaction of teachers in three districts in Western Province Sri Lanka. The data collection was done from the survey and data has been analyzed by using statistical and regression analysis. The study concludes that the teachers in three districts in Western Province Sri Lanka has been significantly satisfied with their jobs. It also found that only few factors have positively influenced job satisfaction, especially, supervisor support, promotion and support from colleagues. On the other hand, the study found that recognition and rewards for work done had a negative impact on job satisfaction of teachers. This study has important implications for Policy makers at the national level. The authors determined that the selected factors, with few exceptions, behaved accordingly to what was expected.

Index Terms- Job satisfaction, Job Responsibilities, Motivation, Rewards

Introduction

High quality education is emphasized as the key tool for the development of young citizens with the competences. Several inputs contribute to the quality of education, which in turn determines the quality of children's learning outcomes. However, the success and failure in achieving quality education lies primarily on teachers. Nyakundi (2012) explains teacher motivation is the most important factor in the promotion of teaching and learning excellence.

The review of empirical studies on teacher motivation in low income countries indicate that teacher motivation and job satisfaction is low and decreasing. Further, Arachchi and Edirisinghe (2011) emphasize that, motivation and satisfaction of teachers are vital to play their role in schools effectively and teachers directly influence by facilitating more than four million students in Sri Lankan government schools. This should be taken seriously and an investigation into teachers' job satisfaction is therefore necessary to achieve the educational goals.

Research Problem

As a developing country, teachers are the key sources of knowledge and education in Sri Lanka. Therefore, the present study tries to explore the factors affecting job satisfaction of teachers in three districts in western Sri Lanka.

According to the findings of annual School Census 2017, the highest number of Science, Art and Commerce stream schools are in the Western Province. According to the preliminary findings of annual School Census 2017, 1.8% of students in Sri Lanka are studying in English medium and about 30% of them are in the Western Province. Western province has the highest student teacher ratio (38%). Students in the Western province are privileged to have very high students untrained teacher ratios.

Research Methodology

- **Materials**

The questionnaire of the present study was constructed with 5-point Likert scale and constructed based on ten parameters of job satisfaction identified during the literature review. This questionnaire also consisted of sections on demographic profile and general background of Job satisfaction among government School teachers in three districts in Western Sri Lanka

- **Experimental methods and Sampling techniques**

The study was conducted in three districts namely Colombo, Gampaha and Kaluthara in western Sri Lanka. Data collection was done using probability random sampling technique and sample size was 450 including mainly principals, sectional heads and teachers. Sample frame consist with 50 Principals,40 sectional heads and 360 teachers from total no of 71,249 teachers in three districts in western province Sri Lanka.

Description of data analysis

The collected survey responses from teachers, principals and sectional heads were coded in MS Excel and transferred to SPSS v21.0. Descriptive statistics was performed on the demographic profile and general background responses. However, to test the hypothesis, Correlation and Regression tests were performed on the Likert scale questions. The casual relationship between the dependent and independent variable was studied to determine the most influential factors leading to job satisfaction among teachers in three districts in western Sri Lanka. The level of significance for all the null hypotheses was tested at 95% .

Demographic Profile Table I shows that out of total teachers, principals and sectional heads surveyed, 40% are female and 60% were males. This shows a higher proportion of female teaching staff. Further, their age wise distribution analysis (Table I) was also studied. As seen from the graph, the maximum respondents are in the age group of 31-40 years that is 61.4% whereas minimum number of respondents belongs to the age group of 21-30 years that is 5.7%. Further, 23.3% and 8.4 % belong to age groups 41-50 years and more than 51 years respectively.

Table I. Descriptive Summary of Demographic Profile

Characteristics	Mean	Standard Deviation
Gender	1.4	0.49
Age	2,35	0.716
Marital Status	1.77	0.572
Qualification	2.6	0.788
Year of Experience	1.75	0.861
Designation	3.88	1.097

Inferential Analysis

Table II. Correlation Results for Factors Leading to Job Satisfaction

	Pearson's Correlation	Sig (2-tailed)
Working Hours	.766**	.000
Promotion	.756**	.000
Suggestions and Feedback	.011	.868
Job responsibilities	.877**	.000
Recognition and rewards	.763**	.000
Supervisor Supports	.908**	.000
Opportunities	.024	.732
Job Enrichments	.065	.343
Salary	.746**	.000
Colleagues Supports	.781**	.000

Correlation test (Table II) conducted to determine the extent of relationship between the antecedent factors and level of Job satisfaction showed, Promotion (.756), Job Responsibilities (.877), Supervisor Support (.908) and Salary (.746) are all statistically significant ($p = .000$) and positively correlated with job satisfaction. This means that as the salary increases, promotion increase, job responsibilities increase, job satisfaction level also increases. In a study conducted by Kula & Guler, (2014) also found that support from supervisors lead to increase in job satisfaction which is in agreement with our present correlation results wherein Supervisor Support ($p = 0.000$) has the highest Pearson correlation value of 0.908. Further, Regression analysis was also conducted, to determine the major predictor variables (antecedents) that significantly affected job satisfaction levels among teachers of in three districts in western Sri Lanka

Table III -Summary of Model, ANOVA and Regression coefficients for Regression of Factors Leading to Job Satisfaction

Model	Strandardized Coefficient (Beta)	t	Sig	R2	F	Model Significance
(Constant)		.094	.925	.869	133.611	.000

Working Hours	.109	1.339	.182			
Promotion	.089	1.928	.050			
Job Responsibilities	.052	.675	.500			
Recognition & rewards	-.223	-2.297	.023			
Supervisory Supports	.559	7.097	.000			
Salary	.113	1.409	.160			
Colleagues Supports	.327	3.499	.001			

From Table III, it can be analyzed that the adjusted R Square value of the model was found to be 0.869, which implies that 86.9% of the variation in the dependent variable was a direct result of the independent variables (antecedents of job satisfaction). Also, considering the ANOVA results, the F-value of 133.611 and a high significance of this model at $p = .000$, confirms that the null hypothesis can be rejected and the alternate hypothesis is accepted. Regression coefficient analysis (Table IV) was done to determine the significance of the predicted variable and how the independent variables (10 parameters) influenced overall job satisfaction of teachers in three districts in Western Sri Lanka. From the table, it can be seen that only few variables were significantly influencing job satisfaction among the three districts in Western Sri Lanka. When evaluation of the standard coefficients was done it was found that; “Supervisor Support” (.559) showed the highest influence towards job satisfaction in teachers owing to its high Standardized co-efficient values. This suggested that Support from supervisor is one factor that is mostly contributes to increasing job satisfaction three districts in Western Sri Lanka. Also, “Promotion” ($p=0.050$) was seen to be positively effecting job satisfaction. Thus as the chances of promotion increase, job satisfaction in the teachers also increases. The study conducted by Kosteas, (2011) stated that as the chances of interview increase, the job satisfaction also increases as is inferred in the present study also.. Besides this, “Colleague Support” was also seen to contribute to increasing job satisfaction with co-efficient value of .327 ($p = 0.001$). This shows that as the support from colleague increases, the job satisfaction also increases. The study conducted by James, (2011) also stated that support from colleagues increases the job satisfaction level in the three districts in Western Sri Lanka. Lastly, it can also be seen that the factor “Recognition and rewards” ($p=0.023$) showed negative coefficients of -.223. This suggests that there is an inverse relationship between these independent variables and the dependent variable reflecting that as the recognition and rewards increases, job satisfaction decreases in teachers. This could be due to the reason that as the rewards and recognition increase,

the pressure to perform increases even more. Chamorro-Premuzic, (2013) also stated that as reward increases, job satisfaction decreases and said that intrinsic goals like sheer curiosity, enjoyment, learning or challenges at work increase the job satisfaction. Consequently, the null hypothesis was rejected and the alternate hypothesis accepted that, several factor increase the job satisfaction in the three districts in Western Sri Lanka, namely, supervisor support, promotion and colleague support.

Result & Discussion

In the present study aimed to determine the level of satisfaction of teachers in the three districts in Western Sri Lanka, it was found that the teacher is satisfied with the job and a very small part of the sample stated that they were not satisfied with the job. This clearly suggests that the work environment for teachers in three districts in Western Sri Lanka was appropriate and stress free. Further, the respondents who reacted negatively might be facing difficulties due to the certain personal factors like family issues or lack of required qualification. Further the study was aimed to find the factors that lead to job satisfaction. It was found from the regression model that support from supervisor, chance of promotion and support from colleagues increase the job satisfaction in teachers of three districts in Western Sri Lanka. Support from supervisor and support from colleagues creates a friendly environment at the workplace which further reduces the job stress due to which quality of work life increases and leads to job satisfaction. Chances of promotion increase the feeling of belongingness at work place and employees also see their growth graph going up due to which they start feeling satisfied at work. Further it was found in the study that as the Recognition and rewards for work done increases, job satisfaction decreases, which could be because rewards and recognition increase the pressure to perform and increases the expectation of self and others. This pressure to meet expectations and give consistent or even better performance induces feeling of stress thereby decreasing job satisfaction Thus it can be asserted that the satisfaction level in the teachers in three districts in Western Sri Lanka can be increased by increasing support from supervisor, chance of promotion and support from colleagues.

The findings of the present study can be adopted by the teachers in three districts in Western Sri Lanka to increase job satisfaction in the teachers, thus reducing the attrition rate and creating a stable environment in the school. This will create a reliable and stable study environment for students which will be ultimately beneficial for the growth and development of the school and the country.

Conclusions

The study concludes that the teachers in three districts in Western Sri Lanka has been significantly satisfied with their jobs. It also found that only few factors have positively influenced job satisfaction, especially, supervisor support, promotion and support from colleagues. On the other hand, the study found that recognition and rewards

for work done had a negative impact on job satisfaction of teachers. This study has important implications for higher education management in the development of job satisfaction of teachers in three districts in Western Sri Lanka. The authors determined that the selected factors, with few exceptions, behaved accordingly to what was expected.

Recommendations

This study investigated the job satisfaction of teachers in three districts in Western Sri Lanka. Most of the teachers selected teaching profession with their own choice. But, all of them not satisfied in their job. Some of them want to go to any other job. However, their self-concepts as teachers are seemed to be high. As teachers expressed their expectations to improve their job satisfaction, it is recommended that awareness should be raised among parents and other stakeholders to respect and recognize the status and importance of teachers in education. Further, Teachers should be provided with appropriate training and professional development opportunities.

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