

Factors Affecting the Professional Satisfaction of School Teachers in Sri Lanka

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ABSTRACT

The teacher is the principal inventor of the education system. This is because the basic foundation for producing the human resources required for a country is laid by the teacher. Therefore, the teacher needs to create an environment in which he can carry out his career in a more satisfying context. When the teacher is satisfied, the students who learn from him benefit from it. However, there are problems with the teacher's service due to factors such as criticism of human resources in Sri Lanka, high marks in exam failures, and over-emphasis on extra classes. Therefore, the main objective of this research paper was to study the level of professional satisfaction of teachers in government schools in Sri Lanka and the factors influencing it. The literature review also revealed that there were problems with teachers' professional satisfaction. The study was aimed at identifying the level of professional satisfaction of teachers, identifying specific factors affecting professional satisfaction, and making recommendations for enhancing professional satisfaction. The survey methodology of the quantitative research approach was used for the study. It was decided that the method would be more appropriate as it was an opinion poll. Although the total population of government school teachers working in Sri Lanka was limited to the public school teachers in the Kandy District as the sample selectable population. Accordingly, out of 15 randomly selected teachers in 15 schools in the Kandy District, 233 teachers were selected for random sampling. A questionnaire prepared using the Likert scale was used to collect the data online. The data obtained from it were analyzed according to the quantitative methodology. According to the data analysis, 34.76% of the respondents said that the overall sample was professionally satisfied and 37.76% said they were dissatisfied. Thus, a small number of respondents said they were not satisfied. It is also noteworthy that the response was moderate at 27.46%. Testing the level of professional satisfaction according to the variables revealed that the satisfaction level of female teachers was higher than that of male teachers. Professional satisfaction levels were also found to be higher for teachers in 1AB schools, for graduate teachers in terms of educational qualifications, and teachers less than 30 years of age. Factors influencing career satisfaction were also assessed. Accordingly, occupational safety, career development opportunities, training, and development were the top gainers. Also, promotions, salaries, and credit facilities were seen as the minimum attainment factors. Thus the following conclusions could be drawn. There was no significant change in teachers' professional satisfaction

that different variations in occupational satisfaction could be observed depending on the background factors of teachers, and financial factors did not have such an impact on occupational satisfaction. Recommendations were made to provide continuous training opportunities, increase special focus on occupational safety, and involve teachers in the decision-making and management process by adopting a participatory management style in school. It can be pointed out that the service that a school can do to maintain a high level of professional satisfaction for the teacher. It is important to note that the benefits of developing a school teacher's satisfaction will be felt by students and ultimately the entire education system.

Keywords - School Teacher, Professional, Satisfaction, Satisfaction Level, Factors Affecting Satisfaction

INTRODUCTION

The teacher is the professional who plays the most important role in this universe. This is well illustrated by the fact that many countries in the world offer professional status to the teacher. Another reason why the work of the teacher is unique is that working with a group of live people provides the basic foundation for creating future citizens. Being by the teacher. Therefore, it is essential to create an environment where the teacher can perform his / her duties more satisfactorily. When a person is satisfied with his job, the service he receives is highly efficient and productive. It is important to look at the factors that influence a teacher's career satisfaction, especially as it directly affects students' academic achievement.

PROBLEM STATEMENT

Occupational satisfaction positively affects a person's personality and social development. Human resource management also points out that there is a link between professional satisfaction and employee performance. A professional is also a person with a positive attitude towards their profession. The attractiveness of male teachers in the teaching profession in Sri Lanka is minimal. It can be pointed out that the reason may be the problem related to professional satisfaction. A satisfied employee speeds up his work and achieves the desired goal in an independent and minimizing manner. Also engages in the profession with passion and dedication to the service.

However, at a time when Sri Lanka's economic development is in a slump, the professional satisfaction of teachers can be cited as one factor. The vast majority of school leavers do not contribute to economic development.

Kuria (2011) points out that higher satisfaction can be achieved by providing employees with the security of a new profession. Teachers in Sri Lanka, through their letter of appointment, have created occupational security by stating that the teaching profession is permanent and has a pension. Teacher satisfaction is very important for the progress of a school. This is because the teacher has the greatest influence on the performance of the students. But Mitchell et al (2001) pointed out that employee satisfaction is neglected by many organizations. In Sri Lanka, too, there is little focus on enhancing the professional satisfaction of school teachers. Instead, the supervisors focus more on completing the syllabus and exam results. Young (2006) points out that a lack of employee satisfaction is seen in employees leaving their careers. Satisfaction with this profession may have contributed to the emergence of a high-profile deputy in the teaching profession in Sri Lanka as well. Mello (2007) pointed out that employee satisfaction

affects client satisfaction. The majority of school children in Sri Lanka have low school attendance in grades 10, 11, 12, and 13. The main reason given is that they do not get adequate service from the teacher to attend extra classes even on school days and the study provided by the schools is not sufficient to create employee satisfaction. Bara & Greenberg (2003) pointed out that shortcomings in working for employee satisfaction can lead to poor employee performance. There is also a current lack of recognition in the teaching profession. Therefore, it is clear that it also contributes to the satisfaction of the teacher. An example of this is the fact that Boggie (2005) points out that recognition of the profession leads to job satisfaction. Numerous studies have also shown that promotions in service affect job satisfaction. (Pergamit & Veum 1999, Ellickson & Logsdon, 2002, Peterson, 2003) Non-formal promotion of teachers in Sri Lanka "and no drastic change in pay scale also affect employee satisfaction.

Attitudes also affect the professional satisfaction of teachers. The reason for this is that the teacher's attitude depends on the teacher's attitude towards the services provided to the student. In addition, factors such as the work environment "salary" and the acceptance of "incentives" of working conditions also affect teacher satisfaction. The internal and external monitoring process that takes place in schools also contributes to the satisfaction of teachers. Many teachers point out that there is no proper supervision and do not express satisfaction with the supervision that is taking place. In this context, it is timely to study the factors that affect the professional satisfaction of a teacher.

Significance of the study

The professional satisfaction of the employees of an organization is an important factor. Sen (2008) noted that professional satisfaction is a combination of psychological, sociological, and environmental leaders. Sumanasena et al (2020) also point out that professional satisfaction depends on both internal and external factors. Professional satisfaction is very important because the teacher works with live people. By discovering the factors that contribute to satisfaction, the teacher will be able to increase his / her satisfaction with the factors that affect his / her satisfaction. It is also important for the school board, including the principal, to identify factors that affect employee satisfaction. Accordingly, managers will be able to change the leadership and management styles to be followed to maintain a high level of employee satisfaction. Students will also find it helpful to identify leaders that affect a teacher's professional satisfaction. The effectiveness of the teacher-learning-teaching process is that it is productive because the results come directly to the students. It is also important to identify factors that affect teachers' professional satisfaction with school-community relationships. Zymbylas & Papanastaion (2006) It Increases Parents 'Recognition of Teachers as Teachers' Professional Satisfaction Affects Student Performance. This will enable a better relationship between the school and the community.

When there is professional satisfaction in the teachers, there is a good interpersonal relationship between the other teachers in the school. It also shows an increase in factors such as teamwork and collaboration within the organization. Therefore, the teacher can identify the factors that are satisfying and positively promote them according to these revelations. Discovering factors related to the professional satisfaction of school teachers as a whole will benefit not only the teaching profession but also other professions and services.

REVIEW OF LITERATURE

Employee satisfaction is linked to motivation. Therefore, theories related to motivation can be used as the theoretical basis for this study, which aims to uncover factors that affect the professional satisfaction of school teachers. Economists believe that since man is an economic and social entity, economic benefits can be achieved by motivating him. Elton Mayo believes that motivation is conflicting with satisfying the socio-economic needs of the employee. Maslow's (1943) Theory of Needs has also shown that personal satisfaction can be achieved by fulfilling the needs of the individual. Accordingly, by fulfilling these needs of the teacher as well, the Principal Management Board will be able to increase their professional satisfaction.

The causes of satisfaction and dissatisfaction have been pointed out by Herzberg's (1923) Two Factors theory. The theory goes on to say that these factors have a positive and negative effect on a person's satisfaction. It states that satisfactory attainment, acceptance, the nature of the job, the promotion of responsibility, and the growth of the person lead. Herzberg (1923) further points out that professional satisfaction can be achieved by removing the dissatisfaction of a person who is dissatisfied with it and introducing satisfactory factors instead. For teachers, too, adopting this methodology will enable them to maintain a high level of professional satisfaction. In this study of factors affecting teacher career satisfaction, the above-mentioned need theory and dual theory can be taken as the main theoretical basis. In addition, the ERG theory was presented by Alderfer (1969), McClelland's (1917) Theory of Three Needs, and Vroom's (1932) Theory of Expectations. Theories such as Adams' (1963) Theory of Justice, Skinner (1904) Theory of Reinforcement, McGregor (1906) XY Theory can also be studied as the theoretical background for achieving the objectives of this study.

Theoretical bases, as well as empirical inquiry, provide a very important background in research. It aims to investigate research findings made in the field related to the research problem. In a study of factors influencing job entry and retention, Mayer & Smith (2003) found that job promotion methods have an impact. People quit their jobs when they are not satisfied with the job. A study by Johnson (2004) found that a lack of high job prospects, financial factors as well as lack of career development opportunities lead to lower job satisfaction.

The abundance of professional development opportunities for employees is the factor that affects professional satisfaction. Wright et al (2005) believe that the existence of such professional development opportunities is important for the development of the individual as well as the organization. Yamamoto (2006), and Ongori & Agolla (2009) have also pointed out that there are opportunities for career development that allow for movement within the profession. Their studies further reveal that limited space for professional mobility within an organization leads to career dissatisfaction. Taylor (2004) pointed out that job satisfaction and increased learning opportunities are key factors for employee satisfaction. Providing learning opportunities for the teacher can also increase their satisfaction. However, despite the opportunities for learning in Sri Lanka, government sponsorship is limited. At present, the government provides half of the tuition fee for the Post Graduate Diploma in Education. For other courses, only study leave is granted.

Lee-Kelley et al's (2009) idea are to stay in the company when employees are satisfied. It has been pointed out that institutional factors, as well as personal factors, contribute to staying within the organization. The majority of teachers in Sri Lanka are women. The number of male

teachers is at a minimum. The reason for this can be stated as male teachers are not satisfied in the teaching profession. The shortage of male teachers in the education system is now becoming a major problem.

Having satisfied employees in an organization is a human resource for that organization. This is because satisfied employees protect the company's property, study vision, mission, and ethics. Shahzad et al, (2010) This will enable us to move forward by following the traditions of the organization. Since a school deals with human resources, having such satisfied teachers will enhance the progress and popularity of the school. Research by Ongori (2008) has also revealed that there is a workforce that is committed to employee satisfaction. He goes on to say that theory and praise are important for satisfaction. Research by Sutherland (2004) on factors affecting occupational satisfaction has shown that corporate policy and human resource management strategies contribute to occupational satisfaction.

Research by Perera & Weerakkodi (2016) found a positive link between professional satisfaction and professional efficiency. It can be mentioned that by maintaining a high level of professional satisfaction among the school teachers, not only the examination results but also the overall efficiency of the school can be brought to a significant level among the schools in the area. It can be pointed out that streamlining the evaluation of performance in schools, maintaining a good interpersonal relationship between teachers and principals, and motivating individuals can enhance professional satisfaction.

Research conducted by Raja et al (2013) on Employee Satisfaction has also revealed that factors such as supervision, problem-solving actions, pay, performance, and working with assistants contribute to employee satisfaction. A similar study was conducted by Sumanasena et al. (2020). Their findings show that family problems have contributed to teachers' professional satisfaction. In addition, factors such as the nature of the work, acceptance, responsibilities, and the maturity of the teacher have shown a positive relationship to professional satisfaction. Factors such as school policy, administration, supervision, interpersonal relationships, and occupational safety have been identified as having a negative impact.

Wijesinghe (2019) identified factors such as age, length of service, salary, grade, level of education, financial benefits, service, distance from home to school, professional development, staffing, employment opportunities, and recognition, as well as factors that affect teacher service satisfaction. Arnold (2005) also points out that attitudes towards pay, the nature of the job, the relationship between the boss and the assistants, job expectations, and other factors in the job all contribute to job satisfaction. Kuruppuarachchi and others(2012) have stated that there is a positive link between organizational commitment and professional satisfaction.

METHODOLOGY

The study methodology used the survey methodology of the Quantitative Research Approach to find factors affecting the professional satisfaction of school teachers. The main reason for using the survey was the ability to collect data from a large number of people at once. The survey was implemented based on three main objectives:

- i. To identify the level of professional satisfaction of school teachers
- ii. To discover factors affecting the professional satisfaction of school teachers
- iii. To propose actions that can be taken to increase professional satisfaction

The total population of this research is all teachers working in schools in Sri Lanka. Out of these, the teachers working in the schools in the Kandy district were defined as the target population and the sample was selected. According to the random sampling technique, 15 schools and 233 teachers will be selected from the schools in the Kandy district. Table 1 shows how the selected sample is scattered according to the school.

Table 1: Dispersal of sample by school type

School Type	No of Schools	No of Teachers
1 AB	3	64
1C	4	73
Type 2	4	48
Type 3	4	48
Total	15	233

A questionnaire was presented under the online methodology for collecting data related to the study. The sample mentioned in Table 1 above was prepared according to the number of respondents to the questionnaire. Qui-square test and percentage method were used for data analysis. The study was restricted to Sinhala medium schools in the Kandy district and only the questionnaire was used as a tool in data collection.

DATA ANALYSIS AND INTERPRETATION

In the questionnaire presented to the teachers, the action was taken to identify their level of satisfaction based on the factors that affect satisfaction based on the factors identified in the literature review. The effect on the satisfaction of those factors was also reduced from the most influential factor to the least influential factor. In addition, the body type test revealed whether there was a relationship between occupational satisfaction in terms of gender, school type, age, and level of education and factors. The scattering according to sample gender, age, and level of education is shown in Table 2.

Table 2: Scattering of the sample according to background factors

background factors	No
Gender	
Female	176
Male	57
Educational Qualifications	
Post Graduate Degree	48
Degree	72
Diploma	56
Training	24
Non Training	33
Age	
<50	46
41 - 50	43
31-40	66
>30	78

The following scale was used to determine the professional satisfaction of teachers:

1. Very dissatisfied
2. Dissatisfied
3. Neutral
4. Satisfied
5. Very satisfied

On the above scale, 81 (34.76%) of the total teachers responded as satisfied, 88 (37.76%) as dissatisfied, and 64 (27.46%) as moderate. From the above data, it is clear that a small percentage is more satisfied than dissatisfied. The reasons for such an unsatisfactory response were the lack of recognition of the minimum wage for teachers in Sri Lanka and the increase in political influence. Responses to this satisfaction were analyzed by school type, gender, educational qualifications, and age. Those data are presented in the following account.

Table 3: Level of satisfaction by school type

Type of School	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
1 AB	14	6.00	22	9.14	10	4.29	10	4.29	8	3.43
1C	9	3.86	12	5.15	16	6.86	27	11.58	9	3.86
Type 2	8	3.43	14	6.00	2	0.85	18	7.72	6	2.57
Type 3	5	2.14	12	5.15	5	2.14	22	9.44	4	1.71
Total	36	15.45	60	25.75	33	14.16	77	33.04	27	11.58

It is clear from Table 3 that only very small percentages are very satisfied. It is 11.58% overall. It is also noteworthy that the most unsatisfactory level is around 15.45%.

According to the type of school, 15.14% of the 1AB school teachers are dissatisfied and 7.72% are satisfied. He may have reacted to such dissatisfaction with overwork, overcrowding, and having to increase externals. Looking at the percentage scattering in the table above, it can be seen that the responses vary according to the type of school.

The scattering of satisfaction according to gender is shown in Table 4.

Table 4: Scattering of Satisfaction by Gender

Gender.	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Female	13	5.57	36	15.45	58	24.89	53	22.74	16	6.26
Male	18	7.72	14	6.00	6	2.57	11	4.72	8	3.43
Total	31	13.30	50	21.45	64	27.46	64	27.46	24	10.30

Satisfaction Responses Examining the scattering pattern, 37.76% of the samples responded with satisfaction and 34.75% with dissatisfaction. Satisfaction responses were significantly lower in males (8.15%) than in females (29.60%). Accordingly, women are more satisfied with the teaching profession.

School teachers have people with different educational qualifications. The level of professional satisfaction was also checked according to their educational qualifications. Those responses are shown in Table 5.

Table 5: Professional satisfaction level according to educational qualifications

Educational Qualifications	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Post Graduate Degree	5	2.14	15	6.43	12	5.15	8	3.43	8	3.43
Degree	10	4.29	24	10.30	8	3.43	22	9.44	8	3.43
Diploma	6	2.57	18	7.72	10	4.29	16	6.86	6	2.57
Trained	2	0.85	6	2.57	3	1.28	9	3.86	4	1.71
Un -Trained	3	1.28	6	2.57	8	3.43	13	5.57	3	1.28
Total	26	11.15	69	29.61	41	17.59	68	29.18	29	12.44

There is a slight difference between satisfaction and dissatisfaction in terms of educational qualifications. Examination of the data in Table 5 shows that the dissatisfaction of undergraduate and postgraduate teachers with the teaching profession is high.

The level of professional satisfaction with the age of the teachers was examined. The responses received from the teachers are given in Table 6.

Table 6: Levels of occupational satisfaction scattered by age.

Age Level Year	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
<51	9	3.6	8	3.43	8	3.43	15	6.43	6	2.57
41-50	9	3.86	10	4.29	7	3.00	12	5.15	5	2.14
31-40	3	1.28	9	3.86	10	4.29	36	15.45	8	3.43
>30	15	6.43	24	10.30	10	4.29	20	8.58	9	3.86
Total	36	15.45	51	21.88	35	15.02	83	35.62	28	12.01

According to the age of the teachers, the overall dissatisfaction level was 37.33%. Also, the percentage of respondents who were satisfied was 47.63%. Thus, it is clear that the level of teacher satisfaction has increased with age. The highest response (9.00%) of teachers over the age of 50 was for professional satisfaction. But Table 6 shows that the majority of respondents (16.73%) under the age of 30 are dissatisfied.

Thus, it can be said that new teachers are less satisfied with the teaching profession.

Also, a Qui Squire test was conducted to determine if there was a correlation between school type, gender, age, and level of professional satisfaction with educational qualifications.

Table 7: Relationship between career satisfaction level and variables

Variables	Qui Squire Value	df	P	Conclusion
The relationship between gender and occupational satisfaction	4.652	5	.013	There is no differences
The relationship between school type and career satisfaction	15.512	15	.614	There is a differences
The relationship between age and career satisfaction	56.254	15	.426	There is a differences
The relationship between educational qualifications and career satisfaction	10.629	5	.003	There is no differences

The data analysis obtained in examining the relationship between selected variables and occupational satisfaction is illustrated in Table 7. Accordingly, it was found that there was no significant relationship between gender and occupational satisfaction between educational qualifications and occupational satisfaction. Both men and women have similar views on professional satisfaction. It is also clear from the above data analysis that there is no clear difference in the level of professional satisfaction among teachers even though they are employed with different educational qualifications.

It is also clear that there is a difference in the level of professional satisfaction depending on the type of school. This difference can be seen between 1AB schools and Type 2 and 3 type schools. The age-wise analysis also revealed differences in satisfaction levels between younger teachers and older teachers. It was further clarified that there are different differences among teachers regarding professional satisfaction.

The next objective of the study was to identify factors affecting the professional satisfaction of teachers. For this purpose, 15 factors identified according to the literature review were presented and action was taken to reveal the priority of the teachers. Table 8 shows the responses received from teachers for the selected factors.

Table 8. Responses to factors that affect teacher satisfaction

Factors	1		2		3		4		5		Rank
	N	%	N	%	N	%	N	%	N	%	
Occupational safety	12	5.15	18	7.72	18	7.2	70	30.04	115	49.35	1
Career development opportunities	12	5.15	26	11.15	20	8.58	73	31.33	102	43.77	2
Training and development	10	4.29	36	15.45	22	9.44	65	27.89	100	42.91	3
Interpersonal relationships	06	2.57	30	12.87	30	12.87	69	29.61	98	42.06	4
Investigation of grievances	14	6.00	20	8.58	36	15.45	68	29.18	95	40.77	5
Participate in decision making	21	9.01	32	13.73	24	10.30	66	28.32	90	38.62	6
Vocational recognition	17	7.29	46	19.74	26	11.15	57	24.46	87	37.33	7
Giving responsibilities	22	9.44	62	26.60	27	11.58	54	23.17	68	29.18	8
Motivation Techniques	17	7.29	67	28.75	31	13.30	56	24.03	62	26.60	9
Communication Techniques	24	10.30	68	29.18	29	12.44	52	22.31	60	25.75	10
Family security	28	12.01	63	27.03	34	14.59	50	21.45	58	24.89	11
Welfare facilities	27	11.58	74	31.75	26	11.15	50	21.45	56	24.03	12
Promotions	31	13.30	78	33.47	28	12.01	50	21.45	46	19.74	13
Salary	24	10.30	89	38.19	26	11.15	48	20.60	46	19.74	14
Loan facilities	42	18.02	94	40.34	26	11.15	39	16.73	32	13.73	15

The data analysis of Table 8 shows the factors that affect teacher satisfaction, ranging from the highest satisfaction level to the lowest satisfaction factor, respectively. Accordingly, the highest satisfaction levels are classified and presented in Table 9.

Table 9: Factor classification by satisfaction level

High level	Intermediate level	Low level
Occupational safety	Participate in decision making	Family security
Career development opportunities	Vocational recognition	Welfare facilities
Training and development	Giving responsibilities	Promotions
Interpersonal relationships	Motivation Techniques	Salary
Grievance Investigation	Communication Techniques	Loan facilities

Although it is assumed that the wage factor for professional satisfaction will have a high impact, it is clear from Table 9 that teachers' responses are negative. Women, in particular, enter the teaching profession based on paid leave, being able to work at a school close to home, and having extra freedom. Occupational safety, professional development opportunities, and training and development can be identified as factors that have a high impact on the teaching

profession in the school and society. Responses to the above factors also varied according to the teacher's gender, school type, age, and educational qualifications.

CONCLUSIONS AND SUGGESTIONS

The investigation into the factors affecting the professional satisfaction of teachers was carried out with two main objectives. That is, recognizing the level of professional satisfaction. Data analysis led to several key conclusions. There was no difference in the level of professional satisfaction with the gender and educational qualifications of the teachers.

When inquiring about the factors that affect occupational satisfaction, it can be concluded that the factors associated with the profession are more influential. It was also found that the impact on financial factors is minimal. Research findings such as Ellickson & Logsdon, (2002), Lee-Kelly et al (2009), and Taylor (2004) also show that occupational factors influence occupational satisfaction more than financial factors. According to a study by Arnold, (2005) wages are a contributing factor to professional satisfaction. But this study concluded that the effect of that factor was minimal.

It can also be concluded that the professional satisfaction of school teachers affects their efficiency. It can also be pointed out that commitment comes from working with satisfaction. The result is the ability to reach a high level of student performance. It can also be concluded that the school management process is easier when the professional satisfaction of the teacher is high. This can be due to the good interpersonal relationships among the teachers and the good communication process.

Several recommendations can also be made to maintain a high level of professional satisfaction for teachers.

- Ensuring the occupational safety of the teacher both inside and outside the school can minimize the impact on parents and the school community.
- Awareness of career development opportunities and training opportunities available to teachers should be directed to it. Here, various training courses for teachers can be started at the state level. Actions should be taken such as granting teachers leave to attend, tuition fees, and evaluating the training received during promotions.
- The opportunities for teachers to receive training should be increased by streamlining school-based teacher training at the school level as well. It is important to launch vacation programs as well as teacher attitudes development programs.
- Participate in the school and adopt a management style as well as assign them certain management responsibilities.
- At present, the access of male teachers to the teaching profession seems to be minimal. This may be due to the low level of professional satisfaction of men. To attract male teachers, measures can be taken to increase the recognition of the profession and provide more facilities.

The teacher is the primary factor that forms the basis of all professions. Therefore, it is necessary to maintain a high level of professional satisfaction among teachers. This will be very useful to create a workforce with knowledge, attitudes, and skills for other professions. It can also be said that the role of the teacher is very important to produce the positive attitudes of the citizens of that time and to create the right people for future leadership.

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