

Examination of Job Satisfaction of Graduate Teachers in Secondary Schools

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Abstract: Teachers who play an important role in developing knowledge, attitudes and skills of youth can be considered as the pillars of nation in any country. The effect of teacher's job satisfaction is directly interrelated with the quality and productivity of the job and it is responsible for the organizational and emotional feelings of the teachers which leads to a worker-friendly atmosphere. The objective of this study was to examine the job satisfaction of the graduate teachers working in the secondary schools in North Central Province. Seven hundred secondary school graduate teachers were taken from both Anuradhapura and Polonnaruwa districts as the sample of the research. While the random sampling method was used to select the sample, used a questionnaire as the tool to collect data. SPSS 21 version has been used to analyze the collected data. Applied One Way ANOVA to compare job satisfaction according to service experience period and the nature of first degree qualification. Research findings showed that the secondary school teachers were satisfied slightly with student relationship and their promotion but not satisfied on salary. There was a significant difference in job satisfaction between the service experience and the degree program they had followed: Education, Aesthetic, Art, Commerce, Science and Mathematics. Finally, it can be concluded that it is important to implement measures to increase the job satisfaction of the graduate teachers by the relevant authorities to reap the maximum harvest from the education as expect by the

government, educational administrators and principals.

Keywords: secondary school, graduate teachers, job satisfaction

Introduction

The teacher has a great responsibility to stabilize students' national goals and common skills. In order to carry out this procedure, they should have a sound knowledge in syllabus and the teaching and learning process. It is also mandatory to seek the support and the guidance of the relevant educational authorities. The teacher has a great responsibility to overcome this problem. Above all, the teacher needs physical and mental fitness. Rajkatoch (2012) states that if the teacher has a fair administration system, a study area, a promotion process, an evaluation process and a satisfactory salary, they will do their best. Morgan (1986) states that employees are the people who want to lead a healthy life and stay energetic. The teacher is that kind of employee. He wants to live an overall healthy life. He prefers to be energetic at his school. Therefore, it is important to know whether the teachers are satisfied with the schools.

The teacher is a valuable human resource. Nyamubi (2016) notes that the teacher is the heart of the classroom. It is true that the teacher is the backbone of the education system. A satisfied teacher can provide a high value education to the society. It can produce future leaders and a valuable generation. The teacher is the key to change in schools and

resources. Jothi and Sharma (2009) reveal that highly trained teachers can provide better education. Moreover, Bolin (2008) noted that quality learning and teaching procedures rely on high teaching behavior, subject-related knowledge, and expert teaching skills. Teacher satisfaction leads to a quality teaching and learning process.

The present system of education gives priority to the graduate teacher. The reason is that secondary education depends on the teaching of graduate teachers. Olulub (2008) notes that teachers play a major role in educating secondary students. Therefore, they should be highly concerned about their job satisfaction. Witt (2007) suggests that workplace productivity and quality depend on such factors. Education providers and the Ministry of Education should be able to identify the gap between the satisfaction and dissatisfaction of professionals and take steps to make their workplace satisfactory. Sacco (2002) states that the quality of teaching and learning practices and teacher sustainability also influence the development of a satisfactory education system. This statement can be corroborated by Christodolidis and Papiano (2007). They say that the education system cannot be developed with dissatisfied teachers.

Teachers can avoid dissatisfaction and enhance their satisfaction with teaching. They can look for factors to improve their job satisfaction and it helps them to target their job satisfaction. This study may be useful for those interested in making suggestions to make the teaching profession more satisfactory. Satisfaction and dissatisfaction depend on the workplace. Others, including Baderhorst (2008), say that if the teacher is not satisfied with their profession, it can lead to their absence, their aggressive behavior, and their resignation. This can lead to negative education. Pinder (2008) further states that teachers who are dissatisfied with their profession can expect only negative emotions,

frustrations, anger, dissatisfaction, and unproductive outcomes.

Dissatisfaction affects the teacher, the workplace, and the education system. The Principal who is the Education Manager and Administrative Officer of the school can eliminate dissatisfaction and create a satisfactory workplace. Satisfaction and effectiveness are influenced by a quality teaching and learning process. Job satisfaction directly affects teachers' physical and mental fitness. Peltzer (2009) and others in South African studies have shown that job stress, job dissatisfaction and depression can be adversely affected by high blood pressure, gastrointestinal injury, asthma, and stress. Misuse of tobacco and alcohol can also be a side effect. Au & Ho (2006) reveals that teachers with low job satisfaction tend to suffer from anxiety, repentance, and stress, whereas teachers with high job satisfaction do not suffer from stress. The main objective of this study was to examine the job satisfaction of graduate teachers working in secondary schools in the North Central Province. The following null hypotheses are examined for this study.

Objectives

The present study intends to achieve the following objectives:

To explore the job satisfaction of secondary school graduate teachers

To compare the level of job satisfaction of service experience of secondary school graduate teachers.

To compare the level of job satisfaction of the nature of first degree qualification of secondary school graduate teachers.

Null Hypotheses

Ho1: There is no significant difference between the job satisfaction and service experience of secondary school graduate teachers.

Ho2: There is no significant difference between the job satisfaction level and the nature of first degree qualification of secondary school graduate teachers.

Methodology

The study used survey research design. This study involved in the population of teachers in Sri Lanka. The target population was teachers in two districts namely Anuradhapura and Polonnaruwa in the North Central Sri Lanka. A total of 700 teachers including 450 from Anuradhapura District, 250 from Polonnaruwa district selected for this study. Table 1 shows the number of graduate teachers who joined the repository depending on the length of service and the nature of the first degree. According to table 1, the service experience period was divided into four sections and seven graduates were involved depending on the nature of the degree.

Table 1 The scattering nature of the graduate teachers involved in the sample

Variable		Number	Percentage
Service Period	1 - 10	300	42.9%
	11 - 20	343	49.0%
	21 - 30	49	7.0%
	More than 31	8	1.1%

Nature of first degree	B.A.	377	53.9%
	B. Ed.	47	6.7%
	B.A. (Aesthetic)	68	9.7%
	B.Com.	73	10.4%
	B.Sc. (Science)	95	13.6%
	B.Sc. (Maths)	40	5.7%

Researcher designed a survey questionnaire to collect data from graduate teachers. The quantitative data from the questionnaire survey was analyzed using through software 'Statistical Package for Social Sciences' (SPSS) version-21. One Way ANOVA was applied for the examination of job satisfaction level of service experience and nature of first degree Qualification.

Results

Ho1: There is no significant difference between the job satisfaction level and service experience of secondary school graduate teachers.

Result of ANOVA that was implemented with the purpose of testing whether there are meaningful impact of service experience on job satisfaction are given in table 2

Table 2 The ANOVA results by service experience

Variables	Source of Variables	Sum of Squares	df	Mean Square	F	Sig.
Salary	Between Groups	13.321	3	4.440	25.038	.000*
	Within Groups	123.436	696	.177		
	Total	136.758	699			
Leave	Between Groups	2.599	3	.866	8.018	.000*
	Within Groups	75.199	696	.108		
	Total	77.797	699			
Seminar	Between Groups	1.999	3	.666	4.635	.003*
	Within Groups	100.030	696	.144		
	Total	102.029	699			
Promotion	Between Groups	2.200	3	.733	4.050	.007*

	Within Groups	126.059	696	.181		
	Total	128.259	699			
	Between Groups	8.551	3	2.850	9.356	.000*
Principal Leadership	Within Groups	212.046	696	.305		
	Total	220.597	699			
	Between Groups	.473	3	.158	1.517	.209
Internal Supervision	Within Groups	72.421	696	.104		
	Total	72.894	699			
	Between Groups	.929	3	.310	2.114	.097
External Supervision	Within Groups	101.921	696	.146		
	Total	102.849	699			
	Between Groups	2.417	3	.806	4.879	.002*
Parents Inter. Rel.	Within Groups	114.916	696	.165		
	Total	117.333	699			
	Between Groups	2.193	3	.731	4.408	.004*
Student Inter. Rel.	Within Groups	115.402	696	.166		
	Total	117.594	699			
	Between Groups	1.183	3	.394	1.112	.344
Staff Inter. Rel.	Within Groups	246.915	696	.355		
	Total	248.099	699			
	Between Groups	.289	3	.096	2.674	.046*
Totally Satisfaction	Within Groups	25.074	696	.036		
	Total	25.363	699			

Note. *p < .05

According to table 2, there is a significant difference between the job satisfaction level and service experience of secondary school graduate teachers. Hence, the null hypothesis, "There is no significant difference of job satisfaction between the job satisfaction level and service experience of secondary school graduate teachers" is rejected and alternate hypothesis accepted. As well as there is a meaningful difference between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Parents Interpersonal relationship and Student Interpersonal relationship variables. But there is no

difference between averages in terms of Internal Supervision, External Supervision and Staff Interpersonal relationship variables.

Ho2: There is no significant difference between the job satisfaction level and nature of first degree qualification of secondary school graduate teachers.

Result of ANOVA that was implemented with the purpose of testing to find whether there are meaningful impacts of Nature of first degree Qualification on job satisfaction are given in table 3.

Table 3 The ANOVA results by Nature of first degree Qualification

Variables	Source of Variables	Sum of Squares	df	Mean Square	F	Sig.
Salary	Between Groups	9.701	5	1.940	10.597	.000*
	Within Groups	127.057	694	.183		
	Total	136.758	699			
Leave	Between Groups	13.484	5	2.697	29.100	.000*
	Within Groups	64.314	694	.093		
	Total	77.797	699			
Seminar	Between Groups	2.711	5	.542	3.789	.002*
	Within Groups	99.318	694	.143		
	Total	102.029	699			
Promotion	Between Groups	15.862	5	3.172	19.589	.000*
	Within Groups	112.397	694	.162		
	Total	128.259	699			
Principal Leadership	Between Groups	16.074	5	3.215	10.909	.000*
	Within Groups	204.523	694	.295		
	Total	220.597	699			
Internal Supervision	Between Groups	11.050	5	2.210	24.799	.000*
	Within Groups	61.845	694	.089		
	Total	72.894	699			
External Supervision	Between Groups	13.045	5	2.609	20.162	.000*
	Within Groups	89.804	694	.129		
	Total	102.849	699			
Parents Inter. Rel.	Between Groups	15.242	5	3.048	20.722	.000*
	Within Groups	102.091	694	.147		
	Total	117.333	699			
Student Inter. Rel.	Between Groups	35.221	5	7.044	59.349	.000*
	Within Groups	82.373	694	.119		

	Total	117.594	699			
Staff Inter. Rel.	Between Groups	28.234	5	5.647	17.824	.000*
	Within Groups	219.864	694	.317		
	Total	248.099	699			
Totally Satisfaction	Between Groups	4.009	5	.802	26.057	.000*
	Within Groups	21.354	694	.031		
	Total	25.363	699			

Note. * $p < .05$

According to table 2, there is a difference between the job satisfaction level and nature of first degree qualification of secondary school graduate teachers. Hence, the null hypothesis, “There is no significant difference of job satisfaction between the job satisfaction level and nature of first degree qualification of secondary school graduate teachers” is rejected and alternate hypothesis is accepted. As well as there is a meaningful difference between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Internal Supervision, External Supervision, Parents Interpersonal relationship, Student Interpersonal relationship and Staff Interpersonal relationship variables.

Discussion

Service experience has impact on job satisfaction of secondary school graduate teachers. It means that job satisfaction of graduate teachers did increase or decrease with the service experience. Confirming these findings, Mertler (2002), who studied the job satisfaction of middle- and high-school teachers in the United States, pointed out that job satisfaction was lower in mid-service than in early hired teachers. Crossman and Harris (2006), who conducted a study of secondary school teachers' job satisfaction in United Kingdom, further confirmed that there is a relationship between work experience and job satisfaction. But a study of teacher job satisfaction in South Carolina, USA, by Tillman

and Tillman (2008) showed that there was no correlation between work experience and job satisfaction. The same idea was confirmed by a Nigerian study by Akiri and Ogborugbo (2009). As well as there is meaningful difference between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Parents Interpersonal relationship and Student Interpersonal relationship variables. It means that graduate teachers work with different job satisfaction levels with their service experience between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Parents Interpersonal relationship and Student Interpersonal relationship variables. However there is no difference between averages of Internal Supervision, External Supervision and Staff Interpersonal relationship variables.

Nature of first degree qualification has impact on job satisfaction of secondary school of teachers. It means that job satisfaction of graduate teachers did increase or decrease with the nature of first degree qualification. These results also verify the study conducted by Turner (2007) who did a research on urban middle school teachers in state of Carolina, United States, It verifies the results of Badenhorst et al. (2008) research study on the job satisfaction of Urban Secondary school teachers in Namibia. Ting (1997) and Panditharathne (2013) concluded that the level of education of teachers does not affect

job satisfaction. But their study by Akiri and Ogborugbo (2009) found that there was a negative relationship between education level and job satisfaction. But Akhtar and Ali (2009) stated that job satisfaction is proportional to the level of education. As well as there is a meaningful difference between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Internal Supervision, External Supervision, Parents Interpersonal relationship, Student Interpersonal relationship and Staff Interpersonal relationship variables. It means that graduate teachers working with their qualification of nature of first degree did show any significant difference in their job satisfaction.

Conclusion

This study was conducted to examine and compare variables of job satisfaction in secondary school graduate teachers in North Central Province. The findings of this research show that there is a difference between the job satisfaction level of service experience and the nature of first degree qualification of secondary school graduate teachers. When considering each variable, there is a meaningful difference between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Parents Interpersonal relationship and Student Interpersonal relationship variables on service experience. As well as there is a meaningful difference between averages in terms of Salary, Leave, Seminar, Promotion, Principal Leadership, Internal Supervision, External Supervision, Parents Interpersonal relationship, Student Interpersonal relationship and Staff Interpersonal relationship variables on the nature of first degree qualification. But there is no difference between averages in terms of Internal Supervision, External Supervision and Staff Interpersonal relationship variables on service experience.

To continue the teaching learning process in a better way the school practices on teachers' job satisfaction should be improved. Job

satisfaction of teachers can raise the quality of education and raise the socio - economic, political and educational quality of Sri Lanka. Therefore the following recommendations are forwarded to school principals, education officers and to the government government.

- The government should provide a sufficient salary to retain the graduates who enter the teaching profession.
- Educational administrators should make teacher promotions on time.
- Teacher trainee programs should be organized and implemented in a productive manner.
- Programs should be implemented to improve the parents and staff interpersonal relationship with the principal.

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