

JOB SATISFACTION OF GRADUATE TEACHERS IN SECONDARY SCHOOLS OF NORTH CENTRAL PROVINCE

Author's Name: Mr. W.A.M.G.P.K. Wanasinghe¹, Dr. W.M.S. Wanasinghe²

Affiliation: ¹Lecturer, Pulathisipura National College of Education, Polonnaruwa, Sri Lanka

² Senior Lecturer, HOD, Secondary & Tertiary Department, Education Faculty, The Open University - Nawala, Sri Lanka.

E-Mail: pkwanasinghe@gmail.com

DOI No. – 08.2020-25662434

Abstract

Education is one of the broad indicators of development. One of the primary objectives of education is to produce skilled human resources that can overcome developmental barriers. The role of the teacher in achieving that objective cannot be underestimated. Teachers who play an important role in developing knowledge, attitudes and skills of youth can be considered as the pillars of nation. 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 aim of this study is to explore the nature of job satisfaction of the graduate teachers who work at secondary schools of North Central Province. The sample of the study which selected randomly consists 700 graduate teachers who work at IAB and IC secondary schools in Anuradhapura and Polonnaruwa districts in the North central Province. Further, quantitative data was collected using a questionnaire selecting randomly. 'Statistical Package for Social Sciences' (SPSS) 21 version has been used to analyze the collected data. Mean score of ten variables were calculated and t-test were also applied in comparison of job satisfaction according to the gender and school type. 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 national school & the provincial school graduate teachers No significant difference was found between male & female teachers relevant to job satisfaction. And also there was no difference in job satisfaction between IC school & IAB school graduate teachers. Finally, it can be concluded that it is important to implement measures to increase the job satisfaction of the graduate teachers by the relevant authority to reap the maximum harvest from the education as expect by the government, educational administrators and principals.

Keywords: secondary school, graduate teachers, job satisfaction, north central province

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 an 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 are 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.

Education is one of the broad indicators of development. One of the primary objectives of education is to produce skilled human resources that can overcome developmental barriers. The role of the teacher in achieving that objective cannot be underestimated. According to Kamalgoda (2013), the teacher is a person who eradicates the darkness of life, enlightens the world, enriches the world, enables the world to develop, has the necessary life, the necessary life, and radiates in man. It is important that the teacher who educates the society is satisfied with the achievement of the development goals. Scott (2004) says high-level, satisfied employees are more productive in their time, effort and work. If the teacher is also satisfied, the development goals will be achieved.

It is the teacher who has the utmost responsibility in the process of achieving the national objectives and common skills that have been built with the aim of making the society a productive person. The teacher is a valuable asset in the school. Nyamubi (2016) states that teachers are the heart of the classroom. The above statement makes it clear that the teacher can be said to be the backbone of the education system. High quality education can be ensured by teachers being satisfied with their job. It can build the future leaders the country needs and take the nation forward. As well as teachers play their role in satisfaction and commitment. Teachers can make a greater contribution to students, parents and the entire community.

The purpose of any educational system is to prepare capable citizens who will assist in the political, social and economic development of the country. When the various components of the education system are good, relevant goals can be achieved. Satisfaction among the various components of the education system strengthens the teacher's effectiveness and productivity. The teacher is satisfied and is committed to teaching. If teachers are not satisfied with their jobs, their morality is diminished and the power supply of the talented is undermined, says Naylor (1999). According to Luthans (1998), working in a friendly environment is easier for them to work. When the opposite happens, tasks can be difficult to perform. When needs are not met, a person can be affected emotionally, morally, and economically. Government administrators and principals must understand the style and the support for the development of teachers in order to maintain the effectiveness of the school. 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 secondary school graduate teachers based on gender.

To compare the level of job satisfaction of secondary school graduate teachers based on the school type.

Null Hypotheses

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

Ho2: There is no significant difference between the job satisfaction level of 1AB and 1C secondary school graduate teachers.

Ho3: There is no significant difference between the job satisfaction level of National and Provincial secondary school graduate teachers.

METHODOLOGY

This research study was conducted in the districts of Anuradhapura and Polonnaruwa in the North Central Province in Sri Lanka. All the male and female, 1AB and 1C, National and Provincial School type in secondary school teachers of District Anuradhapura and Polonnaruwa are taken into consideration for this study. There are 4439 male and female secondary school teachers in both districts is the population of the study. For this research a sample of 700 secondary school graduate teachers of the District Anuradhapura and Polonnaruwa are taken randomly.

Table 1 shows the number of graduate teachers who joined the repository depending gender and school type.

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

| Variable | | Number | Percentage |
|-------------|------------|--------|------------|
| Gender | Male | 223 | 31.9% |
| | Female | 477 | 68.1% |
| School type | 1 AB | 385 | 55.0% |
| | 1 C | 315 | 45.0% |
| | National | 175 | 25.0% |
| | Provincial | 525 | 75.0% |

Satisfaction Questionnaire short form of ten items with five point likert type format along with the data sheet was used for collection of data from the respondents. Data was analyzed through software ‘Statistical Package for Social Sciences’ (SPSS) version-21, as well as the rating terms and their interpretation. As the lowest possible score on the five-point scale was 1 and the highest was 5, the total range was 5-1=4. The length of each of the five categories was thus calculated as 4/5=0.8, giving equivalent mean values for the five categories of 1.00 to 1.80, 1.81-2.60 and so on. This gives each of the items on all of the rating scales an equal weight. Mean scores, standard deviation were calculated and independent sample t-test was applied for the comparison of job satisfaction level of gender and School type.

RESULTS AND DISCUSSION

Ho1. There is no significant difference between the job satisfaction of male and female secondary school graduate teachers.

Table 2 The Independent t-test results by Gender

| Variables | Gender | N | Mean | S. D. | t-test for Equality of Means | | |
|----------------------|--------|-----|--------|--------|------------------------------|-----|-----------------|
| | | | | | t | df | Sig. (2-tailed) |
| Salary | Female | 477 | 2.4053 | .45394 | 2.115 | 698 | .035 |
| | Male | 223 | 2.3296 | .41265 | | | |
| Leave | Female | 477 | 2.8323 | .34325 | 1.204 | 698 | .229 |
| | Male | 223 | 2.7997 | .31159 | | | |
| Seminar | Female | 477 | 2.9972 | .38149 | 4.278 | 698 | .000 |
| | Male | 223 | 2.8662 | .36851 | | | |
| Promotion | Female | 477 | 3.4513 | .45502 | -2.346 | 698 | .019 |
| | Male | 223 | 3.5325 | .35957 | | | |
| Principal Leadership | Female | 477 | 3.3078 | .62780 | -1.068 | 698 | .286 |
| | Male | 223 | 3.3565 | .38338 | | | |
| Internal Supervision | Female | 477 | 3.1775 | .32545 | -3.905 | 698 | .000 |
| | Male | 223 | 3.2788 | .30697 | | | |
| External Supervision | Female | 477 | 2.9004 | .35212 | 1.629 | 698 | .104 |
| | Male | 223 | 2.8498 | .44235 | | | |
| Parents Inter. Rel. | Female | 477 | 3.3753 | .41080 | 2.155 | 698 | .031 |
| | Male | 223 | 3.3038 | .40397 | | | |
| Student Inter. Rel. | Female | 477 | 3.6751 | .41760 | -1.976 | 698 | .049 |
| | Male | 223 | 3.7407 | .39096 | | | |
| Staff Inter. Rel. | Female | 477 | 3.2987 | .66390 | .011 | 698 | .991 |
| | Male | 223 | 3.2982 | .41533 | | | |

Note. *p < .05

Table 2 demonstrates that some of the variables (Leave, Principal Leadership, External Supervision, Staff Interpersonal Relationship) did not show any significant difference with respect to gender. However, a meaningful difference exists in the t value in terms of Salary, Seminar, Promotion, Internal Supervision, Parent Interpersonal Relationship and Student Interpersonal Relationship. On Salary, Seminar and Parents Interpersonal Relationship on factors female teachers show higher job satisfaction than males. So, it is said that female teachers were more satisfied in Salary, Seminar and Parents Interpersonal Relationship aspects as compared with male teachers. Also, Male teachers show higher job satisfaction than females on factors such as Internal Supervision and Students Interpersonal Relationship. So, it is said that male teachers were more satisfied in Internal Supervision and Students Interpersonal Relationship aspects as compared with female teachers. Prior research evidences are in favour of women satisfaction than males (Bogler, 2001; Kim, 2005; Ladebo, 2005; Jyoti & Sharma, 2006; Akhtar & Ali, 2009). But Crossman & Harris (2006); Menon & Anastasia (2011); Ariffin, et al. (2013); Panditharatne (2013); Maskan (2014); Ghavifekr & Pillai (2016); Bayraktar & Guney (2016) found that gender did not have a significant effect on job satisfaction. This finding also supports the study of Koustelios (2001); Mahmood et al. (2011); Iqbal & Akhtar, (2014); Mocheche et al (2017) due to social aspirations, social acceptance, human relations and terms of service more satisfy at work by females more than male.

Ho2: There is no significant difference between the job satisfaction level of 1AB and 1C secondary school graduate teachers.

Table 3 The Independent t-test results by School type (1AB & 1C)

| Variables | School type | N | Mean | S. D. | t-test for Equality of Means | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|-------------|-----|--------|--------|------------------------------|-----|-----------------|----------------------|----|-----|--------|--------|--------|-----|------|-----|-----|--------|--------|----------------------|----|-----|--------|--------|--------|-----|------|-----|-----|--------|--------|----------------------|----|-----|--------|--------|--------|-----|------|-----|-----|--------|--------|----------------------|----|-----|--------|--------|--------|-----|------|-----|-----|--------|--------|----------------------|----|-----|--------|--------|--------|-----|------|-----|-----|--------|--------|----------------------|----|-----|--------|--------|--------|-----|------|-----|-----|--------|--------|---------------------|----|-----|--------|--------|-------|-----|------|-----|-----|--------|--------|---------------------|----|-----|--------|--------|-------|-----|------|-----|-----|--------|--------|-------------------|----|-----|--------|--------|-------|-----|------|
| | | | | | t | df | Sig. (2-tailed) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Salary | 1C | 385 | 2.3420 | .43493 | -2.603 | 698 | .009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 2.4291 | .44723 | | | | Leave | 1C | 385 | 2.8411 | .34518 | 1.687 | 698 | .092 | 1AB | 315 | 2.7984 | .31787 | Seminar | 1C | 385 | 2.9675 | .38868 | .923 | 698 | .356 | 1AB | 315 | 2.9407 | .37388 | Promotion | 1C | 385 | 3.5474 | .44068 | 4.875 | 698 | .000 | 1AB | 315 | 3.3913 | .39690 | Principal Leadership | 1C | 385 | 3.3385 | .63417 | .791 | 698 | .429 | 1AB | 315 | 3.3048 | .45834 | Internal Supervision | 1C | 385 | 3.2797 | .26735 | 6.516 | 698 | .000 | 1AB | 315 | 3.1243 | .36253 | External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | 1AB | 315 | 3.0222 | .31818 | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 |
| Leave | 1C | 385 | 2.8411 | .34518 | 1.687 | 698 | .092 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 2.7984 | .31787 | | | | Seminar | 1C | 385 | 2.9675 | .38868 | .923 | 698 | .356 | 1AB | 315 | 2.9407 | .37388 | Promotion | 1C | 385 | 3.5474 | .44068 | 4.875 | 698 | .000 | 1AB | 315 | 3.3913 | .39690 | Principal Leadership | 1C | 385 | 3.3385 | .63417 | .791 | 698 | .429 | 1AB | 315 | 3.3048 | .45834 | Internal Supervision | 1C | 385 | 3.2797 | .26735 | 6.516 | 698 | .000 | 1AB | 315 | 3.1243 | .36253 | External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | 1AB | 315 | 3.0222 | .31818 | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | |
| Seminar | 1C | 385 | 2.9675 | .38868 | .923 | 698 | .356 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 2.9407 | .37388 | | | | Promotion | 1C | 385 | 3.5474 | .44068 | 4.875 | 698 | .000 | 1AB | 315 | 3.3913 | .39690 | Principal Leadership | 1C | 385 | 3.3385 | .63417 | .791 | 698 | .429 | 1AB | 315 | 3.3048 | .45834 | Internal Supervision | 1C | 385 | 3.2797 | .26735 | 6.516 | 698 | .000 | 1AB | 315 | 3.1243 | .36253 | External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | 1AB | 315 | 3.0222 | .31818 | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | |
| Promotion | 1C | 385 | 3.5474 | .44068 | 4.875 | 698 | .000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.3913 | .39690 | | | | Principal Leadership | 1C | 385 | 3.3385 | .63417 | .791 | 698 | .429 | 1AB | 315 | 3.3048 | .45834 | Internal Supervision | 1C | 385 | 3.2797 | .26735 | 6.516 | 698 | .000 | 1AB | 315 | 3.1243 | .36253 | External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | 1AB | 315 | 3.0222 | .31818 | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Principal Leadership | 1C | 385 | 3.3385 | .63417 | .791 | 698 | .429 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.3048 | .45834 | | | | Internal Supervision | 1C | 385 | 3.2797 | .26735 | 6.516 | 698 | .000 | 1AB | 315 | 3.1243 | .36253 | External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | 1AB | 315 | 3.0222 | .31818 | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Internal Supervision | 1C | 385 | 3.2797 | .26735 | 6.516 | 698 | .000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.1243 | .36253 | | | | External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | 1AB | 315 | 3.0222 | .31818 | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| External Supervision | 1C | 385 | 2.7714 | .39582 | -9.095 | 698 | .000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.0222 | .31818 | | | | Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | 1AB | 315 | 3.3325 | .43017 | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parents Inter. Rel. | 1C | 385 | 3.3688 | .39198 | 1.166 | 698 | .244 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.3325 | .43017 | | | | Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | 1AB | 315 | 3.6373 | .40841 | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Inter. Rel. | 1C | 385 | 3.7439 | .40585 | 3.449 | 698 | .001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.6373 | .40841 | | | | Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff Inter. Rel. | 1C | 385 | 3.3844 | .62130 | 4.266 | 698 | .000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1AB | 315 | 3.1937 | .54587 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Note. *p < .05

According to table 3, t value is not significant with the following variable (Leave, Seminar, Principal Leadership, Parents Interpersonal relationship). The job satisfaction level of 1AB graduate teachers with mean value and 1C graduate teachers with mean is nearly same. However, there is meaningful difference exists in the t value in terms of Salary, Promotion, Internal Supervision, External Supervision, Students Interpersonal Relationship and Staff Interpersonal Relationship. On Salary and External Supervision factors 1AB graduate teachers show higher job satisfaction than 1C graduate teachers. So, it is said that 1AB graduate teachers were more satisfied in Salary and External supervision aspects as compared with 1C teachers. As well as On Promotion, Internal Supervision, Students Interpersonal Relationship and Staff Interpersonal Relationship on factors 1C teachers show higher job satisfaction than 1AB. So, it is said that 1C graduate teachers were more satisfied in Promotion, Internal Supervision, Students Interpersonal Relationship and Staff Interpersonal Relationship aspects as compared with 1AB graduate teachers.

Ho3: There is no significant difference between the job satisfaction level of National and Provincial secondary school graduate teachers.

Table 4 The Independent t-test results by School type (National & Provincial)

| Variables | School type | N | Mean | S. D. | t-test for Equality of Means | | |
|----------------------|-------------|-----|--------|--------|------------------------------|-----|-----------------|
| | | | | | t | df | Sig. (2-tailed) |
| Salary | National | 175 | 2.4876 | .48870 | 3.709 | 698 | .000 |
| | Provinci | 525 | 2.3457 | .42028 | | | |
| Leave | National | 175 | 2.8705 | .23445 | 2.230 | 698 | .026 |
| | Provinci | 525 | 2.8057 | .35940 | | | |
| Seminar | National | 175 | 2.9724 | .42251 | .676 | 698 | .500 |
| | Provinci | 525 | 2.9498 | .36784 | | | |
| Promotion | National | 175 | 3.5486 | .35628 | 2.557 | 698 | .011 |
| | Provinci | 525 | 3.4533 | .44760 | | | |
| Principal Leadership | National | 175 | 3.4162 | .40585 | 2.535 | 698 | .011 |
| | Provinci | 525 | 3.2924 | .60204 | | | |
| Internal Supervision | National | 175 | 3.2581 | .33556 | 2.293 | 698 | .022 |
| | Provinci | 525 | 3.1937 | .31730 | | | |
| External Supervision | National | 175 | 3.0000 | .29578 | 4.676 | 698 | .000 |
| | Provinci | 525 | 2.8457 | .40158 | | | |
| Parents Inter. Rel. | National | 175 | 3.3357 | .45146 | -.626 | 698 | .532 |
| | Provinci | 525 | 3.3581 | .39511 | | | |
| Student Inter. Rel. | National | 175 | 3.7429 | .33091 | 1.749 | 698 | .081 |
| | Provinci | 525 | 3.6803 | .43252 | | | |
| Staff Inter. Rel. | National | 175 | 3.2929 | .43254 | -.146 | 698 | .884 |
| | Provinci | 525 | 3.3005 | .64135 | | | |

Note. *p < .05

According to table 4, there is no meaningful difference between averages in terms of Seminar, parents interpersonal relationship, students interpersonal relationship and staff interpersonal relationship variables. However, salary, leave, promotion, principal leadership, internal supervision and external supervision show a significant difference. On salary, leave, promotion,

principal leadership, internal supervision and external supervision variables, National school graduate teachers show higher job satisfaction than Provincial school graduate teachers. So, it is said that national school graduate teachers were more satisfied in salary, leave, promotion, principal leadership, internal supervision and external supervision aspects as compared with provincial school teachers.

School type has impact on job satisfaction of secondary school of graduate teachers. It means that job satisfaction of graduate teachers did increase or decrease with the School type. Crossman & Harris (2006); Matsuoka (2015); Nyamubi (2016) and Sener & Ozan (2017) revealed that the place of work, the nature of the location, and the school structure all affect a teacher's job satisfaction. But Ranawaka (2006) has revealed that the workplace does not affect job satisfaction. Hughey & Murphy (1984); Ruhl-Smith (1991); Arnold et al (1998); Tasnim (2006); Weerasinghe (2007) and Chamundeswari (2013) have revealed that urban teachers are more likely to be satisfied with a job because facilities are higher for an urban school teacher than a rural school teacher. It means that graduate teachers have shown a significant difference in their job satisfaction depending on the type of school.

CONCLUSION / RECOMMENDATIONS

This study was conducted to examine and compare variable of job satisfaction in secondary school graduate teachers in North Central Province. The finding of this research show that the secondary school teachers were satisfied slightly with student relationship and their promotion but not satisfied on salary. There is no any significant difference variable of Leave, Principal Leadership, External Supervision, Staff Interpersonal Relationship with respect to gender. However, there is a meaningful difference variable of Salary, Seminar, Promotion, Internal Supervision, Parent Interpersonal Relationship and Student Interpersonal Relationship. According to result this study, no significant difference was found between male & female teachers relevant to job satisfaction. But female teachers were more satisfied in Salary, Seminar and Parents Interpersonal Relationship aspects as compared with male teachers. As well as male teachers were more satisfied in Internal Supervision and Students Interpersonal Relationship aspects as compared with female teachers. On the other hand, there was no difference in job satisfaction between 1C school & 1AB school graduate teachers. Whether 1AB graduate teachers were more satisfied in Salary and External supervision aspects as compared with 1C teachers. But 1C graduate teachers were more satisfied in Promotion, Internal Supervision, Students Interpersonal Relationship and Staff Interpersonal Relationship aspects as compared with 1AB graduate teachers. When analyzing data, national school graduate teachers were more satisfied in salary, leave, promotion, principal leadership, internal supervision and external supervision aspects as compared with provincial school teachers. To continue the teaching learning process in a better way the school practices on teachers' job satisfaction should be improved. When satisfying 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 government.

- The government should provide a sufficient salary to retain the graduates who enter the teaching profession.
- The government and educational administrators should be given equal facilities to all school.
- Educational administrators should make teacher promotions on time.
- Internal and External supervision must be conducted systematically to standardize the

system.

- 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.

REFERENCES

1. Akhtar, Z. & Ali, N. (2009). *Job status, gender and level of education as determinants of job satisfaction of senior secondary school teachers*. Indian Journal of Social Science Researches, 6(1):56-59.
2. Akiri, A.A. & Ogborugbo, N.M. (2009). *Analytic examination of teachers' career satisfaction in public secondary schools*. Studies on Home and Community Science, 3(1):51-55.
3. Ariffin, A.H, Hashim, H. Sueb, O. (2013), *Identifying Teachers' Job Satisfaction*, from. https://www.researchgate.net/publication/282062708_IdentifyingTeachers'_Job_Satisfaction
4. Au, W.T. & Ho, C.L. (2006). *Teaching satisfaction scale: measuring job satisfaction of teachers*. Educational and Psychological Measurement, 66(1):172-185.
5. Badenhorst, G., George, E. & Louw, D. (2008). *Job satisfaction among urban secondary school teachers in Namibia*. South African Journal of Education, 28:135-154.
6. Bolin, F. (2007). *A study of teacher job satisfaction and factors that influence it*. Chinese Educational Society, 40(5):47-64.
7. Bayraktar, H.V. & Güney, B. (2016), *Examination of Job Satisfaction of the Medical Vocational High School Teachers*, Journal of Education and Training Studies Vol. 4, No. 4; April 2016.
8. Chamundeswari, D. (2013), *Job Satisfaction and Performance of School Teachers*, International Journal of Academic Research in Business and Social Sciences.
9. Christodoulidis, T. & Papaioannou, A. (2007). *A measure of teachers' achievement goals*. Educational Psychology, 27(3):349-361.
10. Crossman, A. and Harris, P. (2006) *Job Satisfaction of Secondary School Teachers*. Educational Management Administration and Leadership, 34, 29-46.
11. Ghavifekr. Simin, Pillai. Nova Shelila, (2016), *The Relationship Between School's Organizational Climate and Teacher's Job Satisfaction: Malaysia Experience*, Asia Pacific Educational Review, v17, p87-106, from. <https://eric.ed.gov/?q=teacher+job+satisfaction+&id=EJ1092068.html>.
12. Haughey, M. L., & Murphy, P. J. (1984). *Are rural teachers satisfied with the quality of their work life*. Education, 104. 56-66.
13. Iqbal, A. & Akhtar, S. (2014), *Job Satisfaction of Secondary School Teachers*, Abasyn Journal of Social Sciences Vol. 5 No. 1.
14. Jyoti, J. & Sharma, RD. (2006). *Job satisfaction among school teachers*. IIMB Management Review, 18(4):349-363.
15. Kamalgoda, J. (2003). *The Reality of Current Education*, Nugegoda: Author Publication.
16. Kim, Y.H. (2000). *The 21st century's vision of the Korean teaching profession: issues and policy plans*. Asia-Pacific Journal of Teacher Education and Development, 3(1):35-54.
17. Koustelios, A.D. (2001). *Personal characteristics and job satisfaction of Greek teachers*. The International Journal of Educational Management, 15(7):354-358.

18. Ladebo, O.J. (2005). *Effects of work-related attitudes on the intention to leave the profession: an examination of school teachers in Nigeria*. Educational Management Administration and Leadership, 33(3):355-369.
19. Luthans, F. (1998). *Organisational behavior* (8th ed.). India: McGraw-Hill.
20. Mertler, C.A. (2002). *Job satisfaction and perception of motivation among middle and high school teachers*. American Secondary Education, 31(1):43-53.
21. Maskan, A. Kadir, (2014), *Job satisfaction Levels of Secondary schools Physics, Chemistry & Biology Teachers*, Education Research & Reviews v9 n22 p1173-1181, from. <https://eric.ed.gov/?q=job+satisfaction+levels+of&id=EJ104752.html>.
22. Matsuoka, Ryoji - (2015), *School Socioeconomic Context& Teacher Job Satisfaction in Japanese Compulsory Education*, Educational Studies in Japan International Yearbook, from. <https://eric.ed.gov/?q=teacher+job+satisfaction+&id=EJ1064136.html>.
23. Menon, M. F. & Anastasia, A. (2011), *Job Satisfaction among Secondary School Teachers: The Role of Gender & Experience School Leadership & Management*, v31 n5 p435-450, Retrieved from: <https://eric.ed.gov/?q=job+satisfaction+among+secondary+school+teachers&id=EJ948115.html>.
24. Mocheche, E.K., Bosire, & Raburu, P. (2017) *Influence of Gender on Job Satisfaction of Secondary School Teachers in Kenya*, International Journal of Advanced and Multidisciplinary Social Science 2017, 3(2): 40-48, DOI: 10.5923/j.jamss.20170302.02
25. Morgan, M. (1986). *Images of Organization*. California: Sage Publications.
26. Naylor, J. (1999). *Management*. Harlow: Prentice hall.
27. Nyamubi, G.J. (2016), *Determinants of Secondary School Teachers' Job Satisfaction in Tanzania*, Hindawi Education Research International.
28. Olulube, N.P. (2006) *Teacher Job Satisfaction and Motivation for School Effectiveness: An Assessment*, Article in Essays in Education from. <https://www.researchgate.net/publication/229824348>
29. Panditharathna, D.A.P. (2013), *An Investigative Study on the Factors Affecting the Job Satisfaction of Secondary School Teachers in the Kandy District*, Unpublished Master of Philosophy (Education) Thesis, Peradeniya: University of Peradeniya.
30. Peltzer, K., Shisana, O., Van Wyk., B., Zuma, K. & Zungu-Dirwayi, N. (2009). *Job stress, job satisfaction and stress-related illnesses among South African educators*. *Stress and Health*, 25:247-257.
31. Pinder, C.C. (2008). *Work motivation in organizational behavior*. (2nd ed.). New York: Psychology Press.
32. Rajkotach, O.M. (2012), *Job satisfaction among college teachers: A study on Government Colleges in Jammu (J&K)* Asian Journal of Research in Social Science & Humanities, Vil. 2, issue. 4,pp. 164-180.
33. Ranawaka, U.N. (2006), *An Investigative study of the Nature of job satisfaction of public school teachers*, Unpublished Master of Education Dissertation. Colombo, University of Colombo.
34. Ruhl-Smith, C. D. (1991). *Teacher attitudes toward students: Implications for job satisfaction in a sample of elementary teachers from suburban schools*. Unpublished doctoral dissertation. Oxford, OH: Miami University.
35. Scott, W. R. (2004). *Institutional theory: Contributing to a theoretical research program*. In K.G.
36. Seco, G.M.S. (2002). *Teacher satisfaction: some practical implications for teacher*

- professional development models*. Paper presented at the European Conference on Educational Research, University of Lisbon, Portugal.
37. Smith, & M. A. Hitt, (Eds.), *Great minds in management: The process of theory development* (pp. 460-484). Oxford: Oxford University Press.
 38. Sener, G. & Ozan, M.B. (2017), *Investigation of Job Satisfaction Levels of School Administrators and Teachers*, European Journal of Education Studies, Volume 3, Issue 3, 2017.
 39. Tasnim, S. (2006). *Job satisfaction among female teachers: A study on primary schools in Bangladesh*. Unpublished M. Phil. dissertation, University of Bergen, Norway.
 40. Tillman, WR. & Tillman, CJ. (2008). *And you thought it was the apple: a study of job satisfaction among teachers*. Academy of Educational Leadership Journal, 12(3):1-19.
 41. Ting, Y. (1997). *Determinants of job satisfaction of federal government employees*. Public Personnel Management, 26(3):313-334.
 42. Turner, HC. (2007). *Predictors of teachers' job satisfaction in urban middle schools*. Doctoral dissertation. North Carolina, USA: University of North Carolina.
 43. Weerasinghe, W. (2007). *A study on the professional development needs of teachers working in non-preferred and most non-preferred schools in Sri Lanka*, Unpublished M. Phil. dissertation, Colombo, University of Colombo.
 44. Witte, D. H. (2007). *Testing Karasek's learning and strain hypotheses on young workers in their job*. Works & Stress. 21 (2): 131 – 141. from. <http://dox.doi.org/10.1080/02678370701405866>