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An Examination of Job Satisfaction of Graduate Teachers in Secondary Schools in Sri Lanka

W.A.M.G.P.K. Wanasinghe*

Pulathisipura National College of Education, Polonnaruwa, Sri Lanka

*Correspondence: pkwanasinghe@gmail.com

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සංක්ෂිප්තය

ඕනෑම රටක ජාතියේ කුළුණු ලෙස හඳුන්වන ගුරුවරුන්, සිසුන්ගේ දැනුම, ආකල්ප හා කුසලතා සංවර්ධනය කිරීමේ දී වැදගත් කාර්යභාරයක් ඉටු කරනු ලබයි. ගුරුවරයාගේ රැකියා තෘප්තියේ බලපෑම රැකියාවේ ගුණාත්මකභාවය හා ඵලදායිතාව සමඟ සෘජුවම සම්බන්ධ වන අතර එය සේවක හිතකාමී වාතාවරණයක් කරා ගෙන යන ගුරුවරුන්ගේ සංවිධානාත්මක හා චිත්චේතීය හැඟීම් සඳහා බලපානු ලබයි. උතුරු මැද පළාතේ ද්විතීයික පාසල්වල සේවය කරන උපාධිධාරී ගුරුවරුන්ගේ රැකියා තෘප්තිය පරීක්ෂා කිරීම මෙම අධ්‍යයනයේ අරමුණ විය. පර්යේෂණයේ නියැදිය ලෙස අනුරාධපුර සහ පොළොන්නරුව යන දිස්ත්‍රික්ක දෙකෙන් ද්විතීයික පාසල්වල සේවය කරන උපාධිධාරී ගුරුවරුන් හත් සියයක් තෝරා ගන්නා ලදී. අහඹු නියැදි ක්‍රමය භාවිත කරමින් නියැදිය තෝරා ගත් අතර දත්ත රැස් කිරීමේ උපකරණය ලෙස ප්‍රශ්නාවලියක් යොදා ගන්නා ලදී. සමාජ විද්‍යාව සඳහා සංඛ්‍යානමය මෘදුකාංගය (SPSS) භාවිත කරමින් මධ්‍යයන්‍ය ලකුණු ගණනය කරමින් ස්ත්‍රී පුරුෂභාවය සහ පාසල් වර්ගය අනුව රැකියා තෘප්තියේ ස්වභාවය ස්වාධීන නියැදි පරීක්ෂාව (Independent Sample T-Test) අනුව සිදු කළ අතර සේවා පළපුරුද්ද සහ සේවා අත්දැකීම් අනුව රැකියා තෘප්තියේ ස්වභාවය ඒක සාධක විචලනා විශ්ලේෂණය (One Way ANOVA) අනුව සිදු කරන ලදී. දත්ත විශ්ලේෂණය අනුව ගුරු සිසු අන්තර් පුද්ගල සම්බන්ධතාව සහ උසස්වීම් සම්බන්ධයෙන් උපාධිධාරී ගුරුවරුන් තරමක් සැහීමට පත්වන නමුත් ඔවුන්ට ලැබෙන වැටුප සම්බන්ධයෙන් සැහීමකට පත් නොවන බව අනාවරණය විය. එමෙන් ම ජාතික පාසල් සහ පළාත් පාසල් උපාධිධාරී ගුරුවරුන් අතර රැකියා තෘප්තියේ සැලකිය යුතු වෙනසක් තිබුණි. නමුත් රැකියා තෘප්තිය සම්බන්ධයෙන් පිරිමි

සහ කාන්තා උපාධිධාරී ගුරුවරුන් අතර සැලකිය යුතු මට්ටමේ වෙනසක් දක්නට නො ලැබුණු අතර එය IC සහ IAB පාසල් අනුව ද තහවුරු විය. සේවා පලපුරුද්ද අනුව සහ ඔවුන් හැදෑරූ අධ්‍යාපනවේදී, සෞන්දර්ය, කලා, වාණිජ, විද්‍යාව සහ ගණිතය යන උපාධියේ ස්වභාවය අනුව රැකියා තෘප්තිය සම්බන්ධයෙන් සැලකිය යුතු වෙනසක් පවතින බව ද අනාවරණය විය. අවසාන වශයෙන් රජය, අධ්‍යාපන පරිපාලකයින් සහ විදුහල්පතිවරුන් අපේක්ෂා කරන පරිදි අධ්‍යාපනයෙන් උපරිම ඵල නෙලා ගැනීමට උපාධිධාරී ගුරුවරුන්ගේ රැකියා තෘප්තිය ඉහළ නැංවීමට අදාළ ක්‍රියාමාර්ග අනුගමනය කිරීම වැදගත් බව නිගමනය කළ හැකිය.

මූලාස පද: ද්විතීයික පාසල්, උපාධිධාරී ගුරුවරු, රැකියා තෘප්තිය, උතුරු මැද පළාත

1. 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 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.

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 dis-satisfaction 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 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 objectives and null hypotheses are examined for this study.

2. 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.

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

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

2. 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.
- Ho4:** There is no significant difference between the job satisfaction and service experience of secondary school graduate teachers.
- Ho5:** There is no significant difference between the job satisfaction level and the nature of first degree qualification of secondary school graduate teachers.

3. Methodology

The study used a quantitative approach with survey method. 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 province of Sri Lanka. A total of 700 teachers including 450 from Anuradhapura District, 250 from Polonnaruwa district were selected randomly for this study. Meanwhile the data for this study was gathered by using a set of questionnaire. 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 t-test and One Way ANOVA were applied for the comparison of job satisfaction level of gender, School type, service experience period and nature of first degree Qualification. Table 1 shows the number of graduate teachers who joined the repository depending on the gender, the school type, 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 six graduates were involved depending on the nature of first degree Qualification.

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 C	385	55%
	1AB	315	45%
	Provincial	525	75%
	National	175	25%
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%

4. RESULTS

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

Table 2
The t-test results by Gender

Variables	Gender	N	Mean	S. D.	t-test for Equality of Means		
					t	df	S i g . (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 & Akthar, (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 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
	1AB	315	3.1937	.54587			

Note. *p < .05

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

Table 4
The 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		698	.000
	Provinci	525	2.3457	.42028			
Leave	National	175	2.8705	.23445		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		698	.011
	Provinci	525	3.4533	.44760			
Principal Leadership	National	175	3.4162	.40585		698	.011
	Provinci	525	3.2924	.60204			
Internal Supervision	National	175	3.2581	.33556		698	.022
	Provinci	525	3.1937	.31730			
External Supervision	National	175	3.0000	.29578		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		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 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.

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.

Ho4: There is no significant difference between the job satisfaction level of service experience 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 5.

Table 5
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			
Principal Leadership	Between Groups	8.551	3	2.850	9.356	.000*
	Within Groups	212.046	696	.305		
	Total	220.597	699			
Internal Supervision	Between Groups	.473	3	.158	1.517	.209
	Within Groups	72.421	696	.104		
	Total	72.894	699			
External Supervision	Between Groups	.929	3	.310	2.114	.097
	Within Groups	101.921	696	.146		
	Total	102.849	699			

Parents Inter. Rel.	Between Groups	2.417	3	.806	4.879	.002*
	Within Groups	114.916	696	.165		
	Total	117.333	699			
Student Inter. Rel.	Between Groups	2.193	3	.731	4.408	.004*
	Within Groups	115.402	696	.166		
	Total	117.594	699			
Staff Inter. Rel.	Between Groups	1.183	3	.394	1.112	.344
	Within Groups	246.915	696	.355		
	Total	248.099	699			
Totally Satisfaction	Between Groups	.289	3	.096	2.674	.046*
	Within Groups	25.074	696	.036		
	Total	25.363	699			

Note. *p < .05

According to table 5, there is a difference between the job satisfaction level of service experience secondary school graduate teachers. Hence, the null hypothesis, “There is no significant difference of job satisfaction between the job satisfaction level of service experience 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, 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.

. Service experience has an 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.

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

Result of ANOVA that was implemented with the purpose of testing whether there are meaningful impact of nature of first degree qualification on job satisfaction are given in table 6.

Table 6
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 Su- pervision	Between Groups	11.050	5	2.210	24.799	.000*
	Within Groups	61.845	694	.089		
	Total	72.894	699			
External Su- pervision	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 Satis- faction	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 6, there is a difference between the job satisfaction level of the nature of the 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 of the nature of first degree qualification 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.

Nature of the first degree qualification has an impact on the job satisfaction of secondary school 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.

5. Conclusions

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 the first degree qualification of secondary school graduate teachers. 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 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 the results of this study, no significant difference was found between male and female teachers relevant to job satisfaction. But female teachers were more satisfied in Salary, Seminar and Parents Interpersonal Relationship aspects as compared to male teachers. As well as male teachers were more satisfied in Internal Supervision and Students Interpersonal Relationship aspects as compared to 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 it was understood that, national school graduate teachers were more satisfied about salary, leave, promotion, principal leadership, internal supervision and external supervision aspects as compared with provincial school 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. Also, 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.

- 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.

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