

Exploring workplace dynamics: the impact of organizational factors on teachers' job satisfaction in Colombo, Sri Lanka

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Abstract

The objective of this study is to assess the job satisfaction of teachers from Colombo, Sri Lanka. Purposive random sampling techniques was used to collect data from 225 teachers, in 20 provincial government administered schools. The structured questionnaire consisted in 30 questions, being prepared and analyzed using the SPSS program. The questions were categorized into job satisfaction on nature of work, working conditions, payment, training and development, self-esteem, job autonomy, promotion, interpersonal relations and educational policy, administration and leadership. The results revealed that overall job satisfaction was reported by more than 60% of the respondents. The mean values revealed by the factors according to ranks referred to the following variables: interpersonal relations, job autonomy, self-esteem, nature of work, working conditions, promotion, training and development, educational policy, administration and leadership and, finally, payment. Interestingly, the result clearly shows that payment is the least contributing factor to the job satisfaction.

Keywords: job satisfaction, Sri Lanka, Colombo, educational area

Rezumat

Scopul acestui studiu a fost de a evalua satisfacția profesională a profesorilor din Colombo, Sri Lanka. Au fost utilizate tehnici de eșantionare aleatorie intenționată pentru a colecta date de la 225 de profesori, din 20 de școli administrate de guvernul provincial. Chestionarul structurat, format din 30 de întrebări, a fost pregătit și analizat folosind programul SPSS. Întrebările au fost structurate pe categorii privind satisfacția legată de natura muncii, condițiile de lucru, salariul, formarea și dezvoltarea, stima de sine, autonomia în muncă, promovarea, relațiile interpersonale și politica educațională, administrarea și leadershipul. Rezultatele au arătat că peste 60% din respondenți au raportat satisfacție profesională generală. Valorile medii relevate de factori în funcție de ranguri s-au referit la următoarele variabile: relații interpersonale, autonomie în muncă, stimă de sine, natura muncii, condiții de lucru, promovare, formare și dezvoltare, politică educațională, administrare și leadership și, în cele din urmă, salariul. În mod interesant, rezultatele evidențiază faptul că salariul are contribuția cea mai mică la satisfacția profesională.

Cuvinte-cheie: satisfacție profesională, Sri Lanka, Colombo, zonă educațională

Received
19.02.2024
Accepted
08.04.2024

Explorarea dinamicii la locul de muncă: impactul factorilor organizaționali asupra satisfacției profesionale a profesorilor din Colombo, Sri Lanka

Suggested citation for this article: Cader ZM, Marikar FMM, Musthafa MM. Exploring workplace dynamics: the impact of organizational factors on teachers' job satisfaction in Colombo, Sri Lanka. *Polibioscience*. 2024;76(1):34-41

Introduction

In recent education reform and restructuring, one focus has been on developing ways to improve staff commitment to schools in general and to the initiatives undertaken, and the processes of implementation, in particular (Joyce & Calhoon, 1998; Lieberman & Grolnick, 1996)^[1,2]. Darling-Hammond (1995) emphasized that traditionally rigid, bureaucratically administered schools have not succeeded in implementing change in education reform, whereas schools using collective or collaborative problem-solving strategies based on an underlying sense of commitment have succeeded^[3]. Without commitment, substantive change becomes problematic, if not impossible, to make in a manner that will address more than just superficial issues (Senge, 1990)^[4].

The relevance of job satisfaction and motivation is crucial to the long-term growth of any educational system around

the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Pitak & Sheldon, 2003)^[5]. The aforementioned factors are closely linked to efficacy and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999)^[6]. In addition, needs satisfaction and motivation to work are essential in the lives of teachers, because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly struggles for

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Joseph Murphy



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Handbook of Research on Teacher Education and Professional Development Martin, Christie, Polly, Drew, 2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference source for academics professionals students practitioners and researchers **Findings from the Condition of Education** ,1994 **The Condition of Education** ,2002 Includes a section called Program and plans which describes the Center s activities for the current fiscal year and the projected activities for the succeeding fiscal year

Teachers Learning in Communities Michal Zellermayer, Elaine Munthe, Malka Gorodetsky, Frances O'Connell Rust, Lily Orland-Barak, 2007-01-01 Teachers Learning in Communities is about teacher educators by those brave enough to make their professional learning public The authors reveal the complexities of their participation in school university partnerships and their relationships with teachers Here practice informs theory greatly expanding our knowledge and understanding of these important communities Ann Lieberman Senior Scholar at the Carnegie Foundation for the Advancement of Teaching Teachers Learning in Communities is full of exciting success stories about rare and exotic teacher education episodes played out on the marg ISPsy 2023 Taufik Taufik, Elli Nur Hayati, Tri Na'imah, 2024-02-05 This proceeding is the outcome of an international seminar organized by the Faculty of Psychology Universitas Muhammadiyah Purwokerto in 2023 This international seminar was called ISPsy 6th with the theme Religiosity and Cultural Diversity for Strengthening Mental Well Being From this seminar it is hoped that preventive curative and even rehabilitative programs targeting holistic aspects of mental well being will be present providing benefits to the wider community Manuscripts accepted for ISPsy 6th 2023 amounted to 62% of the total articles collected This seminar featured several topics including Clinical Psychology Organizational Industrial Psychology Educational Psychology Social Psychology Developmental Psychology Psychometrics Islamic Studies Related to Human Behavior Social Science Education and Neuroscience The keynote speech was delivered by Prof Dr Muhadjir Effendy M A P as the Coordinating Ministry for Human Development and Cultural Affairs Speakers at this international seminar included Dr Hanan Dover as the Vice President of the International Association of Muslim Psychologists IAMP Dr Rania Awaad M D as the Director of the Stanford Muslim Mental Health Islamic Psychology Lab Dr Nor Akmar Nordin as a lecturer in the Department of Psychology School of Human Resource Development and Psychology Faculty of Social Sciences and Humanities Universiti Teknologi Malaysia and Retno Dwiyanti M Si Ph D as a lecturer at the Faculty of Psychology Universitas Muhammadiyah Purwokerto This proceeding was able to proceed smoothly thanks to the

support and good communication from all parties involved We express our gratitude to all parties involved especially the organizing committee and the call for paper team of the International Seminar of the Faculty of Psychology Muhammadiyah University of Purwokerto who have worked hard We also want to thank our partners and all authors who submitted manuscripts for the ISPsy 6th 2023 international seminar proceedings Additionally we would like to thank EAI for facilitating the publication of these proceedings

Public and Private Schools Susan P. Choy, National Center for Education Statistics, 1997 Because private schools are often perceived to be more successful in teaching students many reform proposals for public schools have looked to the private sector for models to emulate This booklet contains national data that compare public and private schools along a number of important dimensions The discussion begins with an examination of two fundamental differences between public and private schools their sources of support and the role of choice in determining where students go to school Next is a description of the characteristics of teachers and students and how they differ in the public and private sectors Following that is a comparison of selected aspects of the organization and management of public and private schools including school and class size and who makes policy decisions for the school and classroom Next the varying circumstances under which teaching and learning take place in public and private schools the school climate are examined The final sections describe differences in academic programs and support services Although there is much variation within each sector aggregate data show that public school students present their schools with greater challenges than do their private school counterparts Overall teachers in public schools are more likely than their private school counterparts to have certain attributes that are thought to contribute to effective teaching Public school teachers earn more and receive more benefits Despite poorer pay private school teachers as a group are more satisfied than public school teachers with their jobs Finally private school students take more advanced courses than do public high school students Eight figures and 16 tables are included Contains 25 references LMI

[The Sage Handbook of Sociology of Education](#) Mark Berends, Barbara Schneider, Stephen Lamb, 2023-12-06 The Sage Handbook of Sociology of Education is an international and comprehensive groundbreaking text that serves as a touchstone for researchers and scholars interested in exploring the intricate relationships between education and society Leading sociologists from five different continents examine major topics in sociology from a global perspective This timely thought provoking Handbook features contributions from leading and emerging sociology scholars who provide their own cultural and historical perspectives on diverse yet universal topics these include educational policy social stratification and cross national research 39 Chapters delve into the pressing issues faced by our global society such as the effects of residential mobility on educational outcomes gender and ethnic inequalities and the impact of COVID 19 on early childhood education Readers will gain a multifaceted view of the contours of educational inequality from various international perspectives and focusing on country differences as well as recommendations for expanding the practices programs and policies that could reduce the rising tide of inequities especially

for populations most at risk This Handbook offers rich diverse perspectives on the interplay between education social inequality and human rights around the world making it an invaluable resource for students researchers and practitioners across a range of fields including sociology education and social policy PART 1 Education and Persistent Inequality PART 2 Social Family Contexts PART 3 Schools Educational Policy PART 4 Neighborhoods Community PART 5 Education Innovation in a Global Context

Jsl Vol 6-N5 JOURNAL OF SCHOOL LEADERSHIP,1996-09-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

21st Century Education: A Reference Handbook Thomas L Good,2008-10-01 21st Century Education A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics issues questions and debates facing educators today This comprehensive and authoritative two volume work provides undergraduate education majors with insight into the rich array of issues inherent in education issues informing debates that involve all Americans Key Features Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs preparation for GREs and research into directions to take in pursuing a graduate degree or career Offers more detailed information than encyclopedia entries but not as much jargon detail or density as journal articles or research handbook chapters Explores educational policy and reform teacher education and certification educational administration curriculum and instruction Offers a reader friendly common format Theory Methods Applications Comparison Future Directions Summary References and Further Readings 21st Century Education A Reference Handbook is designed to prepare teachers professors and administrators for their future careers informing the debates and preparing them to address the questions and meet the challenges of education today

Handbook of Teacher Education Tony Townsend,Richard Bates,2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching ICET and the Australian Teacher Education Association ATEA jointly agreed to co sponsor a World Assembly of Teacher Educators in Melbourne in July 2003 hosted by Monash University The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved Tony Townsend had been secretary and on the national board of the South Pacific Association for Teacher Education SPATE which later became ATEA and had previously managed a SPATE conference in Frankston Australia in the 1980s He is currently the President of ICET and now works at Florida Atlantic University Richard Bates has been a long time board member of ATEA and is currently President of

that organization He is also a Board member of ICET The International Council on Education for Teaching ICET was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education Since that time ICET has developed into an international association of practitioners of teacher education policy and decision makers in education government and business dedicated to global development through education ICET is a Non Governmental Organization NGO and participates in NGO meetings and other UNESCO sponsored conferences around the world *Inventory of*

Research National Institute on Student Achievement, Curriculum, and Assessment (U.S.),1998 Contains descriptions of all our studies funded through the Field Initiated Studies Program FIS and the Institute's four National Research Centers Preliminary

The Demoralization of Teachers Dan Wang,2013-05-16 The educational system in China is marked by its dramatic inequality between rural and urban schools The challenges facing rural schools are usually understood as disadvantages in funding facilities and staffing which consequently result in undesirable student performance in general This book however penetrates these phenomena on the surface and brings forth a much deeper moral crisis in rural education a crisis that is entrenched in the complicated interlocking of formal and informal institutions within and beyond the school The Demoralization of Teachers describes the work and workplace in a rural school from the perspective of teachers who were working there It faithfully depicts the lamentable state of teachers work morale in the school and little by little as if a detective story reveals the reasons for the teachers demoralization by vivid narratives The book demonstrates the profound impact on the meanings of teaching exerted by the state curriculum reform the formal and informal norms and regulations in the school and the erosion of moral integrity in the state bureaucracy and the society at large The crisis in the rural school stops to be a rural or educational problem in nature but mirrors the societal wide transformation in political economy as well as in ideology in the current reform China The sheer complexity of the moral crisis in this ethnography calls for renewed efforts to identify and investigate the educational problems in rural China from fresh theoretical perspectives that situate rural education in broader historical and social contexts and processes Teachers' Professional Lives Ivor F.

Goodson,2002-11-01 This text provides a discussion of the meaning of teacher professionalism and how it can be improved

Sociology of Education Stephen J. Ball,2000 Covering the key points of dispute and areas of controversy within the field this outstanding collection includes papers from the leading writers and presents a sophisticated and versatile toolbox of ideas for theory building and research Connecting Teacher Leadership and School Improvement Joseph

Murphy,2005-01-25 Increase student learning by developing teacher leaders Research over the years has consistently identified leadership as a critical component of school change and as initiatives to reform the educational system have emerged one significant line of work emphasizes teachers assuming greater leadership roles within their organizations Connecting Teacher Leadership and School Improvement is the first book to synthesize theoretical empirical and practice

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Computer Assisted Learning M.R. Kibby,J.R. Hartley,2014-05-23 This volume contains a selection of the best papers from the Computer Assisted Learning 1993 symposium The theme of the proceedings CAL into the mainstream reflects the growing realization over the past few years that technology has a central role to play in supporting the changes which are taking place in educational provision and practice **Resources in Education** ,1999-04 Physical Education, Curriculum And Culture Richard Tinning,2006-05-23 This collection of studies addresses contemporary issues and problems in the physical education curriculum The editors stress that physical education is a part of social life and is therefore a key site for the production of cultural mores values and symbols Small Shifts, Meaningful Improvement P. Ann Byrd,Alesha Daughtrey,Jonathan Eckert,Lori Nazareno,2023-09-15 Meaningful improvement in schools and districts is just small shifts away How can administrators and teachers work together in ways that lead to significant and sustained improvement over time How can schools accomplish this goal without adding to the work of overstretched educators This practical guide answers these questions with recommendations for small practical powerful shifts that educators can make to their daily practice In Small Shifts Meaningful Improvement P Ann Byrd Alesha Daughtrey Jonathan Eckert and Lori Nazareno define collective leadership a set of practices through which teachers and administrators work together to improve teaching learning and innovation They explore the seven conditions of collective leadership and their corresponding shifts that when effectively implemented make a difference Adapting not adopting a shared vision and strategy Building co ownership not buy in through supportive administration Mindfully aligning resources and capacity Developing supportive social norms and working relationships to build culture and continuity Growing shared influence authentically and organically Creating an orientation toward improvement and Structuring an intentional work design to support sustainability The authors share stories of real schools and districts that have implemented the shifts and provide useful tools that educators can use as they begin their own efforts Both informative and inspiring Small Shifts Meaningful Improvement supports leadership work that will advance how administrators and teachers collaborate learn together generate solutions to longstanding challenges and make those solutions stick over time Whole-Faculty Study Groups Carlene U. Murphy,Dale W. Lick,2005 This third

edition from Murphy and Lick is a superb resource and a must read for all educators involved in the improvement of education. It should be in the hands of individuals from the state department of education to the classroom teacher for it speaks to all layers of the system and to the role that each person must play to assure successful learning for all students. From the Foreword by Shirley Hord, Scholar Emerita, Southwest Educational Development Laboratory: Planning is an important thing. What Whole Faculty Study Groups has done for us is to ensure that we never forget that implementation is the only thing. Jack Ernst, Superintendent, Springfield Public Schools, Springfield, MO: One of the most successful and exciting approaches to staff development, school reform, and systemic change in education today. Used by hundreds of schools and school districts across the country, the Whole Faculty Study Group (WFSG) System is a student-driven, holistic process for facilitating major staff development and schoolwide change. While providing a step-by-step methodology for the development and implementation of successful WFSGs, this newest edition of Murphy and Lick's groundbreaking bestseller incorporates the most current theoretical concepts on change, the latest refinements to change management procedures, and a wealth of new experiences from more than two thousand individual study groups. Other significant revisions to this edition include: Three additional chapters: the research foundation for WFSGs, how to recognize and understand school culture, and fourteen key findings. A reorganization of chapters to make the book even more reader-friendly. New material on timely topics such as learning communities and learning teams. An increased focus on assessment of student results. Updated sets of resources and illustrations in the appendix. WFSGs are a proven way to successfully reform, improve, and transition schools to meet tomorrow's needs. Filled with real-world examples and illustrative cases, this book provides both the practical knowledge and the theoretical foundation necessary to negotiate the societal, organizational, and cultural barriers affecting education. This new edition is essential for administrators, teachers, and staff in K-12 schools, as well as district-level administrators, teachers of education, and anyone interested in increasing student learning.

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