

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

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

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Introduction

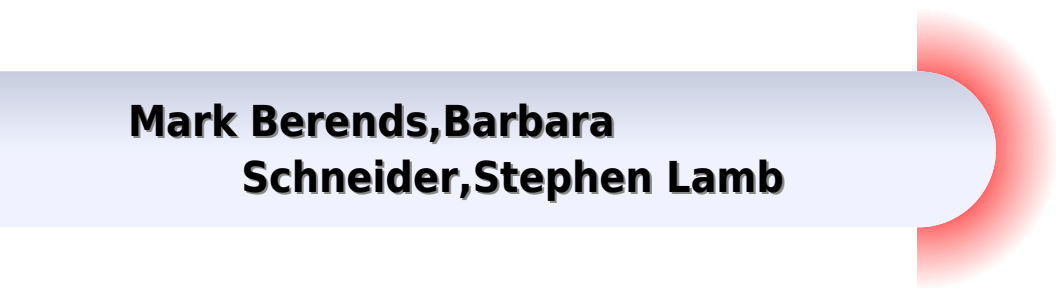
In recent education reform and restructuring, one focus has been on developing ways to improve staff commitment to schools in general and to the initiatives undertaken, and the processes of implementation, in particular (Joyce & Calhoon, 1998; Lieberman & Grolnick, 1996)^[1,2]. Darling-Hammond (1995) 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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**Mark Berends, Barbara
Schneider, Stephen Lamb**



Teachers Workplace The Organizational Context Of Schooling:

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

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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

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