

A HIGH QUALITY OF EDUCATION GROWS FROM SEEDS OF CONTENTMENT: FACTORS DETERMINING TEACHERS (DI) SATISFACTION

Navaneethakrishnan Kengatharan¹

ABSTRACT

Albeit the concept of job satisfaction is well entrenched in business and management research studies, there is a vacuum and piecemeal approach into educational settings. The factors determining job satisfaction of teachers are inclined to country-culture specific nature, thereby responding to the acknowledgement of the need by unearthing teachers' perception of job satisfaction from a neglected cultural perspective. Anchored in philosophical assumptions, this research adopted the interpretivist-inductive approach. Using a purposive sampling technique, a total of twenty-three informants were chosen from the teaching profession and the required data were garnered from semi-structured interviews. This study revealed the factors determining teachers' job satisfaction, viz., economic conditions, relationship with principals and colleagues, students' behaviour, loosen policy towards students' discipline, responsibility of parents, salary, teaching facilities, working environment, teachers training, teacher transferring policy, school holidays, familiarity with teaching, promotion policy, educational policies and status in society and those subsumed into tripartite form: cultural factors, economic factors, and national factors. This study unequivocally contributed to the frontiers of teachers' job satisfaction literature and flagged up several avenues for future research.

Keywords: Teachers' Job satisfaction, educational settings, country-cultural specific factors

1. INTRODUCTION

Education is crucially important for the economic development and sustainability of a country (Little & Green, 2009) and the extant literature on teaching and teacher education flagged up an intriguing interest in the motivational aspect of teachers (Korthagen & Evelein, 2016). In Sri Lanka, the prevailing national education system called "a scheme for free education" was promulgated by Dr C.W.W. Kannangara, the first Minister of Education in the State Council of Ceylon, with a view to facilitating an equal educational opportunity for all children from all levels of society regardless of any discrimination. The administration of the educational sectors in Sri Lanka is governed by the national and provincial policies, regulations and the laws. Apropos of assessment of students' performance, but for school-based assessment, the students' performance at the national level has been assessed at three phases: Grade 5 Scholarship Examination; General Certificate of Education / Ordinary Level (GCE/OL) examination at Grade 11; and General Certificate of Education /Advanced Level (GCE/AL) examination at Grade 13. The students' performance generally is the outcome of teachers' satisfaction and rigorous pedagogy (e.g., Ma & MacMillan, 1999).

¹Senior Lecture, Department of Human Resource Management, University of Jaffna, Sri Lanka