

ANALYZING THE IMPACT OF INTRINSIC JOB SATISFACTION OF GOVERNMENT SCHOOL TEACHERS SPECIAL REFERENCE TO KALMUNAI EDUCATIONAL ZONE, SRI LANKA

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ABSTRACT

The main purpose of this research study is to investigate the relationship between intrinsic job satisfaction factors such as: Ability Utilization, Achievement, Advancement, Creativity and Moral Values and demographic factors: Gender, Ethnicity, Age, Civil Status, Educational qualifications and Years of Experience of government school teachers working at Kalmunai zone, Ampara district in Sri Lanka. For this research study twelve government schools were selected randomly from Kalmunai educational zone. In order to collect required data for the study, the Minnesota Satisfaction Questionnaire (MSQ) standard method was used.

Reliability Analysis, Principal component Analysis, t-test and One-way ANOVA were used to analyze the data. This research study suggested that there is no significant difference was found in the intrinsic satisfaction between male & female teachers and married & unmarried teachers. Age and Years of experiences didn't explore the intrinsic satisfaction difference in teachers. But, the teacher's educational qualifications significantly impact on intrinsic job satisfactions.

Key Words: *Job Satisfaction, Government Schools, Intrinsic Factor, Kalmunai Zone.*

Introduction

A study of job satisfaction is a major research activity throughout world in all walks of organizational life including education. More of the work is done in business and industry, however, a reasonable number of studies have also been conducted in the field of education throughout the world. Every individual needs job to fulfill basic needs. It shares in strengthening the financial basis for individuals' life style. Therefore the job satisfaction is a most interesting field for many researchers to study work attitude in workers (Koustelios, 2001).

Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their job satisfaction (Chambers, 1999). It is also important due to its significance with the physical and mental wellbeing of workers. It is closely related to behaviors, such as productivity, absenteeism and turnover. Besides its humanitarian value it makes the economic basis to get maximum financial remuneration.

When teachers are satisfied with their job they can perform responsibilities with more concentration and devotion (Rajkatoch 2012).

In this research study the demographic factors of government school teachers in Kalmunai zone in Sri Lanka is compared with their intrinsic job

satisfaction. For this purpose MSQ standard questionnaire was administered to government school teachers in Kalmunai zone to collect data. Questionnaire is prepared with five point likert - scaling system (1-Highly not satisfied, 2-Not satisfied, 3-Satisfied, 4-Very satisfied and 5-Extremely satisfied). The questionnaire was divided into two sections. Part-A consisting questions relating to personal characteristics of the respondents known as demographic factors, part-B consisting questions relating to job satisfactions.

Intrinsic job satisfaction can be measured through the variables: Ability utilization, Achievement, Advancement, Creativity and Moral values. Each variable consists 5 sub-questions to measure the main variable.

The study comprised 64 government schools in Kalmunai zone in Ampara district Sri Lanka. Twelve Schools were randomly selected as sample to achieve the goal of this research study. There are 635 government school teachers of which 271 males and 364 female teachers working in the selected schools. Out of 635 teachers 170 (27%) teachers were randomly selected from twelve schools to collect data for this research of which 73 male and 97 female teachers and also equal number of educational qualification (G.C.E.(A/L), Diploma & Degree) teachers.

To achieve the goal of this research study this research paper is composed into five sections. Section 2 derives the literature review; section 3 gives research methodology; section 4 describes data analysis and discussions. And in the last section conclusions and recommendations are given.

Literature Review

With respect to the two-factor theory of job satisfaction both components, intrinsic and extrinsic, are essential for dentists but the presence of intrinsic motivating factors like the opportunity to use abilities has most positive

impact on job satisfaction according to Goetz (2012).

Herzberg (1959) two-factor theory (also known as motivator-hygiene theory) attempts to explain satisfaction and motivation in the workplace. Motivating factors are those aspects of the job that make people want to perform and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out.

Herzberg (1959) revealed that intrinsic factors are related to job satisfaction, in other words when people felt satisfied and happy at work the conditions present were directly affecting their inner feelings and self esteem, further intrinsic elements of the job are related to the actual content of work, such as achievement, recognition, the work itself, responsibilities and advancement. These were referred to as 'Motivational' factors and are significant elements in job satisfaction.

Sitizawaiah and Zahari (2006) highlighted that the significant influence of age, experience and marital status on job satisfaction. Further, environmental factors, especially the surroundings, context dependence and the building's function also had a significant impact on job satisfaction.

According to Sharma and Jeevan (2006) the degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. Secondary level teachers are more satisfied than primary level teachers. Contrary to expectation, private school teachers are more satisfied than government school teachers despite the poor pay package, due to the congenial atmosphere in the private schools. Female teachers are more satisfied due to the nature of the job and the socio-cultural value of the profession. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is

associated with teacher effectiveness, which ultimately affects student achievement.

Satisfaction has been generally viewed as function of worker's rewards and expectations by many researchers. That is why workers who possess better rewarding jobs have higher satisfaction than with little intrinsic and extrinsic values (Kalleberg, 1977).

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs (Andre Bishay, 1996).

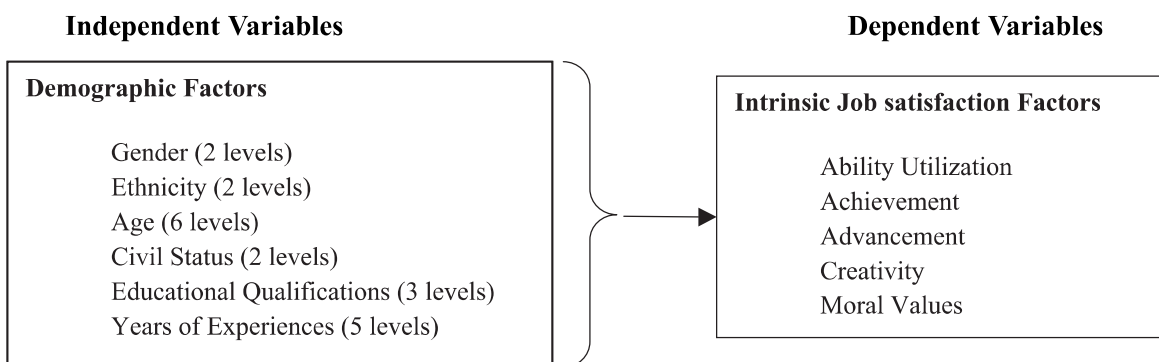
Research Methodology

Objective of the Research Study

This research study intends to achieve the following objectives:

1. To Study the relationship between demographic factor Gender and the intrinsic job satisfaction of government schools in Kalmunai zone, Sri Lanka.
2. To Study the relationship between demographic factor Ethnicity and the intrinsic job satisfaction of government schools in Kalmunai zone, Sri Lanka.
3. To Study the relationship between demographic factor Age and the intrinsic job satisfaction of government schools in Kalmunai zone, Sri Lanka.
4. To Study the relationship between demographic factor Civil Status and the intrinsic job satisfaction of government schools in Kalmunai zone, Sri Lanka.
5. To Study the relationship between demographic factor Educational Qualifications and the intrinsic job satisfaction of government schools in Kalmunai zone, Sri Lanka.
6. To Study the relationship between demographic factor years of Experiences and the intrinsic job satisfaction of government schools in Kalmunai zone, Sri Lanka.

Theoretical Frame work



Data Analysis and Discussion

Frequency Distribution Analysis for Demography Factors

The frequency distribution table for demography factors is given in Table 4.1.

Reliability Analysis

Before applying statistical tests and analyses, testing of the reliability of the scale is very much important as it shows the extent to which a scale

produces consistent result if measurements are made respectively. This is done by determining the association in between scores obtained from different administrations of the scales. If the association is high, the scale yields consistent result, thus is reliable. Cronbach's alpha is most widely used method to check the consistency of variables. It may be mentioned its value varies from 0 to 1. But satisfactory value is required to be more than 0.6 for the scale to be reliable (Hair et al., 2008). The cronbach's alpha estimated values for intrinsic job satisfaction factors are

Table 4.1: Frequency distribution table for demography factors

Demographic Factors	Groups	Frequency	Percentage (%)
Gender	Male	73	42.9
	Female	97	57.1
Ethnicity	Muslim	135	79.4
	Tamil	35	20.6
Age	Below30	15	8.8
	30-35	51	30.0
	35-40	32	18.8
	40-45	24	14.1
	45-50	26	15.3
	Above50	22	12.9
Civil status	Unmarried	18	10.6
	Married	152	89.4
Educational Qualifications	A/L	57	33.5
	Diploma	57	33.5
	Degree	56	32.9
Years of Experiences	Below5 years	14	8.2
	5-10 years	74	43.5
	10-15 years	22	12.9
	15-20 years	11	6.5
	Above 20 years	49	28.8

Source: Survey data

given in table 4.2. As the cronbach’s alpha values in this research study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability.

(Jahufer, 2005). Accordingly, the reduced variables were contained the following percentage of information: Ability Utilization, Achievement, Advancement, Creativity and

Table 4.2: Cronbach’s Alpha Values for Intrinsic Job Satisfaction Factors.

No	Details of Variables	Cronbach’s Alpha	No. of indicators
1	Ability Utilization	0.906	5
2	Achievement	0.909	5
3	Advancement	0.812	5
4	Creativity	0.880	5
5	Moral Values	0.874	5

Principle Component Analysis (PCA)

The PCA is very useful analysis to reduce the large number of correlated variables into uncorrelated variables. Further first one or two principal components are enough to explain the total variation of the original variables. In this study, intrinsic job satisfaction measured by above 5 factors. Each factor has 5 indicators or sub variables. These sub variables were reduced as one variable using principal component analysis that contains large amount of information. Generally the reduced variables are containing more than 70% of information is acceptable to explain the original variables

Moral values explained by 73.5%, 74.1%, 73.3%, 81.4% and 83.4% of original information respectively.

t-Test for Two Levels Demographic Factor Variables: Gender, Ethnicity and Civil Status

Results of independent sample test that was implemented with the purpose of testing whether there is meaning full differences between male & female, Muslim & Tamil and unmarried & married teachers in terms of intrinsic job satisfaction and the results are given in Table 4.3.

Table 4.3: The Independent Sample t-Test Results for Gender, Ethnicity and Civil Status Variables

t-Test Results									
Demographic Factors	Group	N	Mean	SD	df	t-value	Sig.p	95%Confidence Interval	
								Lower	Upper
Gender	Male	73	4.9980	1.3453	168	1.52	0.130	-0.097	0.744
	Female	97	4.6742	1.3969					
Ethnicity	Muslim	135	4.6864	1.3198	168	-2.387	0.018*	-1.126	-0.1066
	Tamil	35	5.3028	1.5151					
Civil Status	Unmarried	18	4.6348	1.0829	168	-0.579	0.563	-0.880	0.481
	Married	152	4.8344	1.4129					

From the above table 4.3 the probability values are: $P = 0.130$, $P = 0.018$ and $P = 0.563$ for variables Gender, Ethnicity and Civil Status respectively. Since intrinsic job satisfaction is statistically not significant at 5% level for variables Gender (Male & Female) as well as Civil Status (Unmarried & Married) these mean male & female and unmarried & married teacher's intrinsic job satisfaction not different. Whereas, intrinsic job satisfaction is statistically significant at 5% level for Ethnicity variable (Muslim and Tamil), this means Muslim & Tamil teacher's intrinsic job satisfaction are different. Moreover, according to the mean value, Tamil teacher's intrinsic job satisfaction is higher than Muslim teacher's.

ANOVA Test for More Than Two Levels Demographic Factors: Age, Educational Qualification and Years of Experience

Results of ANOVA that was implemented with the purpose of testing whether there are meaning full differences between teachers' Age,

Educational Qualifications, and Years of Experience in terms of intrinsic job satisfaction. The ANOVA results are given in Table 4.4.

According to the table 4.4, the probability values for variables age and years of experiences on intrinsic job satisfaction of teachers are 0.412 and 0.354 respectively. And the P-values are more than 0.05 this indicates that there is no significant impact of variables age and years of experience on the intrinsic job satisfaction of teachers that is, each categories of variables age and years of experience have same level intrinsic job satisfaction. However, the probability value for Educational Qualification is $P=0.019$ this indicates that there is a significant impact of teacher's Educational Qualifications on the intrinsic job satisfaction of government school teachers at 5% significance level. That is the teacher's educational qualification categories have different levels of intrinsic satisfaction. Hence, multiple mean comparison test was carried out and the results are shown in Table 4.5.

Table 4.4: ANOVA results by Age, Educational Qualifications and Years of Experiences

ANOVA Tables					
Demographic Factors	Source of Variations	Df	Mean Square	F	Sig.p
Age	Between Groups	4	1.895	0.995	0.412
	Within Groups	165	1.906		
	Total	169			
Educational Qualifications	Between Groups	2	7.460	4.057	0.019 *
	Within Groups	167	1.839		
	Total	169			
Years of Experiences	Between Groups	5	2.118	1.115	0.354
	Within Groups	164	1.899		
	Total	169			

Table 4.5: Multiple Comparisons results for Variable Educational Qualification

(I) Edu. Qua.	(J) Edu. Qua.	Mean Difference (I-J)	Std. Error	Sig.
G.C.E. (A/L)	Diploma	-.0529295	.2540117	.976
	Degree	-.6551133	.2551431	.030
Diploma	G.C.E. (A/L)	.0529295	.2540117	.976
	Degree	-.6021838	.2551431	.051
Degree	G.C.E. (A/L)	.6551133	.2551431	.030
	Diploma	.6021838	.2551431	.051

From the multiple comparisons results in above table 4.5, it can be concluded that G.C.E.(A/L) & Degree, Diploma & Degree are significant at 10% level. According to Tukey mean comparison test G.C.E. (A/L) qualification teacher’s intrinsic job satisfaction is different from Degree qualification teacher’s and also Diploma qualification teacher’s intrinsic job satisfaction is different from Degree qualification teacher’s. Further, Degree level teachers were more job satisfied than the G.C.E. (A/L) and Diploma level teachers.

Correlation among Intrinsic Job Satisfaction Variables

Correlation among intrinsic job satisfaction variables are given in table 4.6. According to the correlation probability values there is a positive correlation among intrinsic job satisfaction variables at 1% significance level. This is confirmed that intrinsic job satisfaction variables measure the teacher’s job satisfaction.

Table 4.5: Correlation among intrinsic job satisfaction variables

	Ability Utilization	Achievement	Advancement	Creativity
Achievement	0.707 (0.000)			
Advancement	0.496 (0.000)	0.628 (0.000)		
Creativity	0.655 (0.000)	0.759 (0.000)	0.689 (0.000)	
Moral Values	0.517 (0.000)	0.501 (0.000)	0.365 (0.000)	0.486 (0.000)

Conclusions

This study examines the personal characteristics demographic factors of teachers how related with their intrinsic job satisfaction. Results of the study indicated that gender does not have significant impact on intrinsic satisfaction. The male & female teachers have same level of intrinsic satisfaction and civil status does not have significant impact on intrinsic satisfaction. The unmarried and married teachers have same level of intrinsic satisfaction. But, ethnicity has the significant impact on intrinsic job satisfaction. That is, Tamil teachers have more intrinsic satisfaction than Muslim teachers. Each categories of age have same level of intrinsic job satisfaction and each category of years of experiences also have same level of intrinsic job satisfaction. But, the teacher's educational qualification categories have different levels of intrinsic satisfaction.

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