

**JOB SATISFACTION OF SCHOOL PRINCIPALS IN COLOMBO  
DISTRICT SRI LANKA**

**K.D.GEETHA SENANI ALWIS**

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DISTRICT SRI LANKA**

*K.D. Geetha Alwis*

.....  
Miss. K.D. Geetha Senani Alwis  
Candidate

*A. Leksansern*

.....  
Lect. Arisara Leksansern, Ed. D.  
Major-advisor

*Naranan*

.....  
Assoc. Prof. Naranan Suriyamanee, Ed. D.  
Co-advisor

*Patreeya Kitcharoen*

.....  
Lect. Patreeya Kitcharoen, Ph. D.  
Co-advisor

*Rungsum Tungtrongchitr*

.....  
Assoc. Prof. Rungsum Tungtrongchitr,  
Ph.D. (Trop. Med.)  
Acting Dean  
Faculty of Graduate Studies  
Mahidol University


*Naranan*

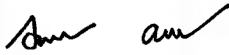
.....  
Assoc. Prof. Naranan Suriyamanee, Ed. D.  
Program Director  
Master of Education Program in  
Educational Management  
Faculty of Social Sciences and Humanities  
Mahidol University

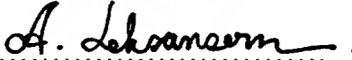
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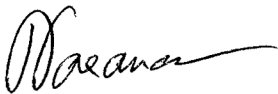
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for the degree of Master of Education (Educational Management)

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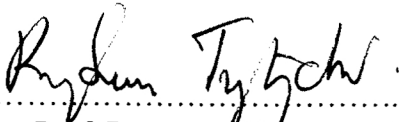
  
.....  
Miss. K.D. Geetha Senani Alwis  
Candidate


  
.....  
Lect. Suwanna Nakwiboonwong, Ed. D.  
Chair

  
.....  
Lect. Arisara Leksansern, Ed. D.  
Member

  
.....  
Assoc. Prof. Naranan Suriyamane, Ed. D.  
Member

  
.....  
Lect. Patreeya Kitcharoen, Ph. D.  
Member

  
.....  
Assoc. Prof. Rungsum Tungtrongchitr,  
Ph.D. (Trop. Med.)  
Acting Dean  
Faculty of Graduate Studies  
Mahidol University

  
.....  
Assoc. Prof. Somboon Sirisunhirun, Ph.D.  
Acting Dean  
Faculty of Social Sciences and Humanities  
Mahidol University

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K.D.Geetha Senani Alwis

**JOB SATISFACTION OF SCHOOL PRINCIPALS IN COLOMBO DISTRICT SRI LANKA****K.D.GEETHA SENANI ALWIS 5238057 SHEM/M****M.Ed. (EDUCATIONAL MANAGEMENT)****THESIS ADVISORY COMMITTEE: ARISARA LEKSANSERN, Ed. D.,  
NARANAN SURIYAMANEE, Ed. D., PATREEYA KITCHAROEN, Ph.D.****ABSTRACT**

Job satisfaction of school principals has become increasingly urgent in an educational context because they are dealing with the future of the community or society in which they operate. To enhance the education system, we must examine the factors that influence the job satisfaction of school principals. The purpose of this study was to examine job satisfaction of school principals in the Colombo district, Sri Lanka, by examining how their personal and organizational factors affect the job satisfaction factors of hygiene (relationship between superiors, peers, and subordinates, policy and administrative work, working conditions and salary) and motivation (recognition, advancement, achievement and responsibility). The research sample was 201 school principals in the Colombo District. Both descriptive statistical analyses (frequency, percentage, mean, and standard deviation) and inferential statistical analyses (t-test and one-way ANOVA) were used to analyze the data. The significant differences were tested by using a post hoc test with Least Significant Difference. The hypotheses were tested using a confidence level of 0.05.

Findings indicated that the job satisfaction of school principals in the Colombo district, Sri Lanka was at a high level. Out of the eight factors analyzed, six (relationship between superiors, peers, and subordinates, working conditions, recognition, advancement, achievement and responsibility) were found to be at a high level of satisfaction and two (policy and administrative work, and salary) were at a moderate level of satisfaction. When job satisfaction was examined from the influence of personal and organizational factors, there was a statistically significant difference based on education level and school type.

It is recommended that the concerned authorities should decisively reform their management and organize a number of training programs to professionally develop the school principals. Further, a qualitative study should be carried out to gain a better understanding regarding job satisfaction of school principals.

**KEY WORDS: JOB SATISFACTION/ SCHOOL PRINCIPALS**

101 pages

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## LIST OF ABBREVIATIONS

ANOVA	Analysis of variance
GCE (A/L)	General Certificate of Education Advanced Level
GCE (O/L)	General Certificate of Education Ordinary Level
L.S.D.	Least Significant Difference
MOE	Ministry Of Education
N.I.E.	National Institute of Education
S.D	Standard Deviation

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background and significance of study**

The importance of job satisfaction has become increasingly urgent in the educational context, because both principals and teachers are dealing with the future of the community or society in which they operate. Johnson and Holdaway (1994) mentioned the importance of researching job satisfaction within the educational context with special emphasis on school principals. He pointed out three main reasons for this. First, negative phenomena such as absenteeism and principals' turnover were associated with low levels of satisfaction. Second, there was a strong association between job satisfaction and the overall quality of life in society. Third, new challenges such as modernization, the revaluation of technology and increases in accountability impose a great deal of pressure upon school principals and draw attention to the need for more concern over job satisfaction.

The role of the principal is very crucial to the success of the school. The principal is the key factor in the survival of any school effectiveness. He is a manager of direct line action having control with teachers needing resources and action, with students in the learning environment, with the outside agencies and administration.

The school principal is likely to be the key change agent to ensure that such changes are introduced and sustained. Michael Fullan (2001) had described the key role of school based administrators in such educational change. He suggested that the school principal was responsible for identifying the expectations placed on the school, ensuring that ministry and school district guideline were being met, and for developing the overall teaching skills of the staff.

Jehl and Kirst (1992) defined the challenges and new responsibilities of the principal in promoting school-linked services. The school principal must assume new roles and utilize new skills to implement a school-linked service effort. It was likely that the principal's school leadership training did not emphasize collaborative leadership and shared decision making with other community agencies. These skills, however, are essential for the establishment of school-linked services.

First, the principal must be an active participant in developing whatever is to happen on or near the site, sharing information about the children and the community, connecting the planning group to parents and teachers, and providing a 'reality check' for planners who may not be well connected to the day-to-day working of school and community.

Second, the principal must serve as an advocate for an expanded school role in working with families and other agencies, making the case with his or her peers, communities, and school staff. Teachers especially need encouragement and assistance from the principal to expand their agenda to work more actively with families while maintaining their primary focus on academic success.

Third, the principal must reorganize and link teachers and other staff members on campus with staffs from other community health and social services agencies. Sometimes the strength of a major collaboration can be broken by a lack of interpersonal communication and understanding among these staffs.

Fourth, the principal must act as an 'enabler,' promoting the involvement of other staff and community members in planning and monitoring a school-linked service effort.

Good communication skills, good problem solving skills, excellent leadership skills are another positive trait principals should possess. In addition, a principal should enjoy what they do on a daily basis. One who likes their job will arguably do a better job. Therefore; it is the duty of the government to look after the

needs of the principals who play such an important role in the education system. It has to be admitted that several matters such as their recruitment, promotions, transfers and such other matters relating to their careers have been sadly overlooked or neglected.

Job satisfaction of the school principals was not in the hand of themselves. So, top management must take serious steps for the satisfaction and development of the employees.

Many researchers have addressed the importance of investigating job satisfaction amongst employees of a variety of organizations. However, the most valuable contribution was likely to be the one made by Spector (1997). He identified three reasons to justify the importance of job satisfaction. First, human values were essential in orienting the organization by respecting and treating their staff fairly, which in turn would reflect positively on their emotions and wellbeing. Second, the behavior of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction was crucial in identifying the areas in need of improvement.

Numerous researches on job satisfaction have been done all over the world, but there were few researches done in Sri Lanka as this is a sensitive issue. Therefore the researcher viewed that there was a great need to have a study about the job satisfaction of school principals in Colombo district Sri Lanka. The findings of the study are aimed to help the Ministry of Education to understand the overall job satisfaction of the school principals. Then it might enable the Ministry of Education to make appropriate policy decisions and implement effectively to increase the school principals' job satisfaction.

## **1.2 Research questions**

1.2.1 What was the level of job satisfaction of the school principals in Colombo district Sri Lanka?

1.2.2 What were the significant differences of the school principals' job satisfaction in Colombo district Sri Lanka by their personal and organizational factors?

## **1.3 Research objectives**

The following objectives were decided.

1.3.1 To determine the level of job satisfaction of the school principals in Colombo district Sri Lanka.

1.3.2 To compare job satisfaction of the school principals by their personal and organizational factors.

## **1.4 Research hypotheses**

The researcher assumed that there were significant differences on job satisfaction of the school principals, based on the personal factors and organizational factors. Specifically, researcher decides the hypotheses for this study as follows.

1.4.1 Job satisfaction of the school principals in Colombo district in Sri Lanka had statistically significant differences by their personal factors such as age, gender, marital status, education level and year of experience.

1.4.2 Job satisfaction of the school principals in Colombo district in Sri Lanka had statistically significant differences by their school types, school size and school setting.

## **1.5 Scope of the study**

This study has tended to examine the level of job satisfaction of the school principals in Colombo district in Sri Lanka by following the eight facets of job satisfaction developed by Frederick Herzberg's two factor theory such as relationship between superiors, peers and subordinates, recognition, advancement, responsibility, achievement, working conditions, policy and administrative work and salary and its relation with personal factors and school organizational factors that affect the principals job satisfaction. This study was carried out in school principals in Colombo district in Sri Lanka with the total number of 409 school principals. (School censuses data, 2007)

The primary purpose of this study was to assess the job satisfaction level of school principals in Colombo District Sri Lanka .To understand the phenomenon and to identify the variables of job satisfaction of school principals clearly, the researcher had reviewed a few prominent motivation theories [as in chapter two] .The Herzberg's Two Factor theory, Maslow's Hierachy of Needs Theory, ERG theory of Alderfer, McClelland's Acquired Needs Theory, Equity Theory of Adam and Vrooms Expectancy Theory; that all shed light on factors affecting principals' job satisfaction. Furthermore, the researcher had reviewed some findings of studies done by various researches that support the motivation theories above.

## **1.6 Research Contributions**

It was expected that the findings and recommendations of this study would bring the benefits for education planners, policy makers, educators and ministry of education, Sri Lanka in putting forward suitable human resources policies and enhancing their management skills.

It was anticipated that the results of this study would

1.6.1 Contribute to a larger body of literature on principal job satisfaction.

1.6.2 Guideline to establish a foundation for the study of principal job satisfaction.

1.6.3 Assist school principals, state and local policy makers, state and local boards of education, and job satisfaction superintendents in identifying strategies for making decisions which affect school principals.

1.6.4 Assist principals who completed the survey in clarifying their attitudes about their jobs.

## 1.7 Definition of Terms

**School Principal** is an individual who directs and monitors the academic and nonacademic activities within a school environment. The principal is the individual who plans and implements the daily routines within an educational setting.

**Personal Factors** mean the age, gender, marital status, education level, and year of experience related to the principal's job satisfaction.

**Age** is defined as the total years of age of an individual calculated from the year of birth up to the present time.

**Gender** refers to the sex of an individual, including male and female.

**Marital status** is defined as the marital position of an individual such as single, married, separated, and widow.

**Education level** means the highest educational qualification obtained by an individual. It was classified in to four groups such as below bachelor's degree, bachelor's degree, master's degree and other.

**Year of experience** refers to the number of years of service as a principal in education sector.

**Organizational factors** refer to the factors like school type, school size and school setting.

**School type** means the four types of schools namely; 1AB schools with GCE (Advanced Level) science and mathematics classes, 1C schools with GCE (Advanced Level) art and commerce classes, Type 2 schools with classes up to grade 11 (GCE O/L) and Type 3 elementary schools with classes up to grade 8 or primary schools with classes up to Grade 5.

**School size** refers to the number of students' enrolment in the school. The researcher in this study has grouped the schools into five sizes such as below 200, 200 to 500, 501 to 1,000, 1,001 to 2,500 and over 2,500.

**School setting** refers to the geographical location of school; namely urban (school located in town or city), suburban (school lying immediately outside a city or town) and rural (located away from the main road)

**Job satisfaction** refers to the pleasure derived from a job well done, from knowing that what you do is appreciated, valuable to someone.

**Relationship between superiors, peers, and subordinates** refers to the ability to manage one's relationship with superiors. It is a key quality required for good professional performance and career advancement. Superiors are the most reliable with trivial differences between peers and subordinates when the numbers of raters and items are held constant; and peers are the most reliable, followed by subordinates, followed by superiors, under conditions commonly encountered in practice.

**Policy and administrative work** refers to a formal statement of principles established by the board of education to provide guidance to the administration.

**Working conditions** refer to the safety, health and welfare of people engaged in work or employment.

**Salary** refers to a term used to describe compensation of management personnel for services rendered. Based on an agreed upon amount rather than by hourly wage.

**Recognition** refers to getting and admiration, praise, congratulation, courage and others that show the respect to individual's capability when work accomplishment.

**Advancement** refers to the progression of individual's position in higher level, getting the development of knowledge, capability, and skills in their job.

**Achievement** refers to the capability of individual to finish their work and get good success.

**Responsibility** refers to something for which one is responsible, a duty, obligation or burden.

## 1.8 Conceptual framework

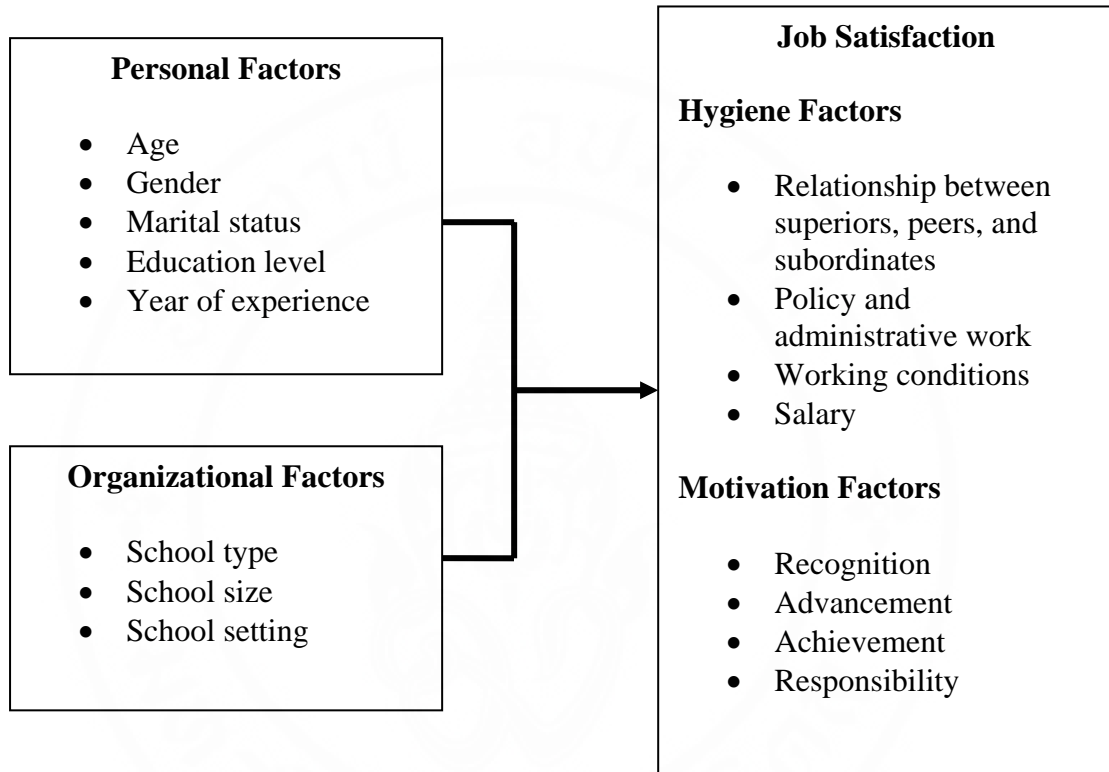


Figure 1.1 Conceptual Framework

## **CHAPTER II**

### **LITERATURE REVIEW**

Drawing from the conceptual framework, the related concepts theories on principals' job satisfaction were reviewed. The primary sources of literature for this study were the related books and journal articles from the university library and the leading academic journals and scholarly literature retrieved from online. Besides, a search of the World Wide Web yielded several other articles related to the topic. The researcher also used a few secondary sources quoting others work from the primary sources. The chapter on literature review was presented in the following sequence for the readers' convenience.

#### 2.1 Background study

##### 2.1.1 The country and people

##### 2.1.2 The education system in Sri Lanka

##### 2.1.3 Colombo District

#### 2.2 Concepts and definitions of Job Satisfaction

#### 2.3 The importance of Job Satisfaction

#### 2.4 Theories of job satisfaction.

#### 2.5 Measuring job satisfaction.

#### 2.6 Related researches on personal factors organizational factors and job satisfaction

## 2.1 Background study

### 2.1.1 The country and people



**Figure 2.1 Map of Sri Lanka**

Source: <http://geology.com/world/sri-lanka-map.gif>

Sri Lanka officially the Democratic Socialist Republic of Sri Lanka known as Ceylon before 1972 and as Taprobane in ancient times, is an island country in South Asia, located about 31 kilometers off the southern coast of India. It is home to around twenty million people.

Because of its location in the path of major sea routes, Sri Lanka is a strategic naval link between West Asia and South East Asia. It has been a center of Buddhist religion and culture from ancient times. The Sinhalese community forms the majority of the population; Tamils, who are concentrated in the north and east of the island, form the largest ethnic minority. Other communities include Moors, Burghers, Kaffirs and the Malays.

Famous for the production and export of tea, coffee, coconuts and rubber, Sri Lanka boasts a progressive and modern industrial economy and the highest per capita income in South Asia. The natural beauty of Sri Lanka's tropical forests, beaches and landscape, as well as its rich cultural heritage, make it a world famous tourist destination.

After over two thousand years of rule by local kingdoms, parts of Sri Lanka were colonized by Portugal and the Netherlands beginning in the 16th century, before control of the entire country was ceded to the British Empire in 1815. During World War II, Sri Lanka served as an important base for Allied forces in the fight against the Japanese Empire. A nationalist political movement arose in the country in the early 20th century with the aim of obtaining political independence, which was eventually granted by the British after peaceful negotiations in 1948.

(Source: [http://en.wikipedia.org/wiki/Sri\\_Lanka](http://en.wikipedia.org/wiki/Sri_Lanka))

Sri Lanka gained independence from the British who ruled the country for 150 years, in 1948. After independence a democratically elected Westminster model type of Government governed the country. In 1972 it became a Republic and in 1978 an Executive Presidency model was adopted. At the centre, there is the legislature, the Parliament and the Executive President, but the power of government is substantially devolved to the elected Provincial Councils. There are nine Provincial Councils functioning under the existing set up.

Sri Lanka traditionally follows a nonaligned foreign policy but has been seeking closer relations with the United States since December 2001. It participates in multilateral diplomacy, particularly at the United Nations, where it seeks to promote sovereignty, independence, and development in the developing world. Sri Lanka was a founding member of the Non-Aligned Movement (NAM). It also is a member of the Commonwealth, the South Asian Association for Regional Cooperation (SAARC), the World Bank, International Monetary Fund, Asian Development Bank, and the Colombo Plan. Sri Lanka continues its active participation in the NAM, while also stressing the importance it places on regionalism by playing a strong role in SAARC.

### **2.1.2 The education system in Sri Lanka**

In the ancient society, education was associated with Buddhist temples. At a time when printing was not known knowledge was transmitted through generations, verbally and was memorized by pupils. Later, texts were written on Ola leaf and these manuscripts were collected in libraries of Buddhist Temples. There were seats of learning, which, can be compared to present day universities, which were run by Buddhist Clergy where subject like Religion Philosophy and Literature were taught. These institutions were called Privenas (Buddhist Monastic Colleges), which were primarily intended to teach clergy, but gave the opportunity for male lay students also to receive education. There were many literacy works written during this period which show a high quality of literary excellence.

During 443 years of direct European dominance (1505 – 1948), have been deprived the indigenous educational establishments of most of their traditional sources of revenue. The Europeans discovered that the establishment of schools greatly assisted in the work of civil government and trade. For this reason they have established an education system. A standard system of schools was begun by the British based on the recommendations of the Colebrooke Commission in 1836; this is regarded as the beginning of the modern schooling system in the island. Col. Henry steel Olcott who roused the Buddhist of the island to a sense of their rights and obligations. The result was the establishment of the Buddhist theosophical society in

1886 for the purpose of establishing Buddhist schools, assisted with grants from government.

Sri Lanka gained independence from the British who ruled the country for 150 years, in 1948. After independence a democratically elected Westminster model type of Government governed the country. Demand for Education has grown up rapidly as education played a vital role in social mobility in Sri Lanka since independence, with the introduction of free education up to tertiary level, changing over to mother tongue as the medium of instruction and establishment of a wide network of schools (90% of which are mixed schools) The free education is further strengthened by giving free textbooks and uniform materials to every student in schools leading to less disparities. These changes have provided equal opportunities for every citizen of Sri Lanka to enter the formal education system. The gender disparities in education too have been reduced simultaneously.

Most schools in Sri Lanka provide education from grades 1 to 13 in the same institution. Students sit for the GCE Ordinary Level Examination (O/Levels) in grade 11 and the GCE Advanced Level Examination (A/levels) in grade 13, conducted by the Department of Examinations. These schools are modeled on British colleges. A majority of them are public, but a number of private schools do exist. While most reputed National and Private Schools centered on large cities are usually single-sex institutions, rural provincial schools tend to be coeducational.

In recent decades, a large number of international schools have been established across the nation. In these schools General Certificate of Secondary Education, International Baccalaureate and Cambridge International Examinations are popular education programs.

(Quoted from [http://en.wikipedia.org/wiki/Education\\_in\\_Sri\\_Lanka](http://en.wikipedia.org/wiki/Education_in_Sri_Lanka))

The Sri Lankan education system has five main stages. These consist of primary (grades 1-5), followed by junior secondary (grades 6-9), the GCE O/L cycle

(grades 10-11), the GCE A/L cycle (grades 12-13) and higher education. The first four stages, from Grades 1-13, comprise the general education sector. The compulsory basic education cycle, grades 1-9 (ages 6-14), is the combination of the primary and junior secondary education cycles. The senior secondary education cycle is the combination of the GCE O/L and GCE A/L cycles. There are three public examinations: (a) the Grade 5 scholarship, which mainly allows talented children to be allocated to prestigious schools and provides scholarships to some children; (b) the General Certificate of Education Ordinary Level (GCE O/L), at grade 11, which serves both to certify that a student has successfully completed general education up to grade 11 and to select students to proceed to the next stage of general education; and (c) the General Certificate of Education Advanced Level (GCE A/L), at grade 13, which certifies that a student has successfully completed general education and selects students to proceed to higher education.

Schools are classified into four types namely; Type 1AB schools with GCE (Advance Level) science and mathematics classes, Type 1C schools with GCE (Advance Level) art and commerce classes, Type 2 schools with classes up to year 11 (GCE O/L), Type 3 elementary schools with classes up to year 8 and primary schools with classes up to year 5.

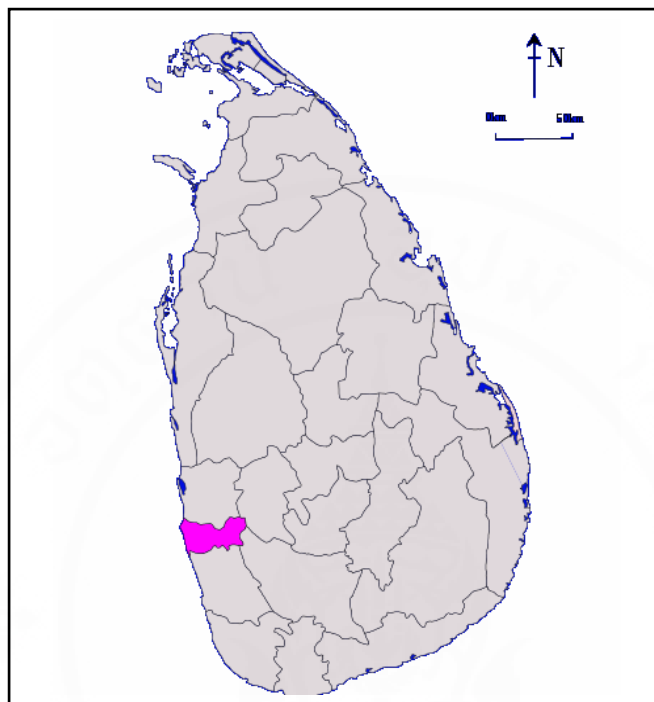
Education ministry of the central government is responsible for laying down national policy on education, Monitoring of the maintenance of standards in educational institutions, formulating the national curriculum and training the provincial trainers through the National Institute of Education, Management of specified schools, teacher education, Public examinations. After the 13<sup>th</sup> amendment, the government has established a three tier structure for managing the provincial education system. These are;

- Provincial ministry of education: In each of nine provinces, this ministry operates under the provincial minister of education, who assisted by the provincial secretary. The provincial ministry of education is responsible for issuing policy within its purview.

- Provincial department of education: Headed by the provincial director of education, this department is responsible for planning, implementation, management and direction of all education programs in the province. It also manages provincial schools.
- Zonal Education office: For administration purpose, each province is divided to several Educational Zones, headed by a zonal director of education. Each zone has approximately 100 to 150 schools.
- Divisional Education office: Headed by a divisional officer, the functions of the divisional office are mainly general supervision of schools, collecting information and other equipment and materials to schools and assisting in school supervision.

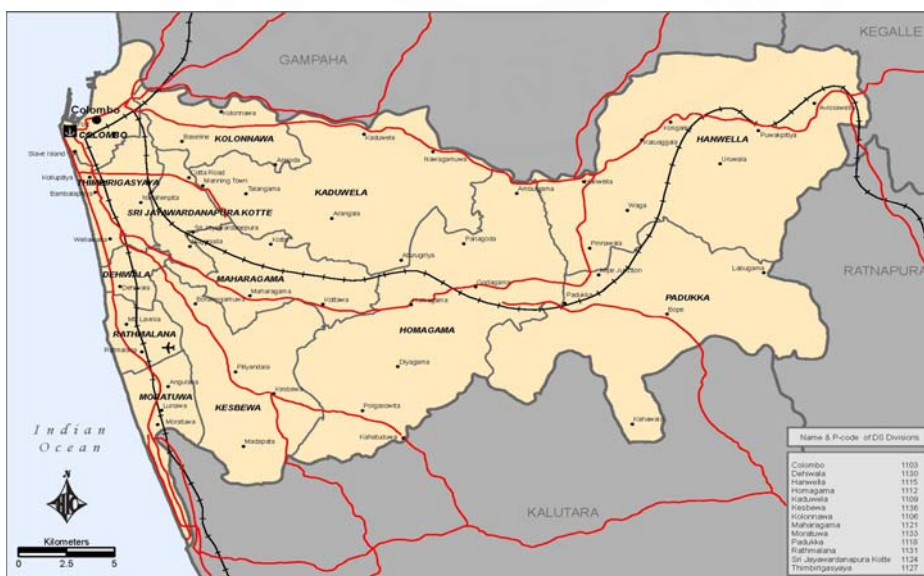
In the present education system of Sri Lanka, Most of the schools are maintained by the government as a part of the free education. There were 9,829 government schools, with the establishment of the provincial council system in the 1980s the central government handed control of the most of the schools to the provincial councils. Then most of schools referred as “provincial schools” come under the purview of the provincial authorities. However, a handful of schools denoted as “national schools” are directly managed by the line ministry of education. National Schools come under the direct control of the Ministry of Education therefore has direct funding from the ministry. Most of these schools where established during the colonial period and therefore are established institutions. These few are referred to as famous schools or elite schools since they have a rich history and well maintained facilities than the average public school. This is mainly due to the support of its alumni. In resent years newer schools and several central colleges have been upgraded to national schools from time to time. Thereby making the total number of national schools are 323. Provincial Schools consists of the vast majority of schools in Sri Lanka. Funded and controlled by the provincial councils many suffer from poor facilities and a shortage of teachers.

### 2.1.3 Colombo District



**Figure 2.2 Map of Colombo District**

Source: [http://en.wikipedia.org/wiki/File:Colombo\\_district.svg](http://en.wikipedia.org/wiki/File:Colombo_district.svg)



**Figure 2.3 Map of Colombo District**

Source: [http://en.wikipedia.org/wiki/Districts\\_of\\_Sri\\_Lanka](http://en.wikipedia.org/wiki/Districts_of_Sri_Lanka)

Colombo District is the smallest district in Sri Lanka with an area of 642 km<sup>2</sup>. It is located in the Western Province, on the western coast of the island. Sri Lanka's commercial capital, Colombo and the political capital, Sri Jayewardenepura Kotte are located in this district. It has a population of 2,235,000 (2001 census) and has the highest population density of all Sri Lankan districts (3,500 inhabitants/km<sup>2</sup>).

## **2.2 Concepts and definitions of Job Satisfaction**

Job satisfaction did not have only one description. It has been defined in several ways by many authors and researchers.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2002) defined that job satisfaction as an attitude but pointed out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Al-Owaidi (2001) pointed out that there was a diversity of interpretations of the term of job satisfaction and that there was no universal comprehensive definition. This fact was confirmed by the work of Oplatka and Mimon (2008), who state that there was no universal definition of the term job satisfaction that can be agreed upon.

Locke (1969) defined total job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values". He also claimed that job satisfaction was a function of what an explained job satisfaction in terms of the difference between what people thought they should receive and what they perceived that they actually did receive.

Schultz (1982) defined job satisfaction as “the psychological disposition of people toward their work and this involves a collection of numerous attitudes or feelings” Lofquist and Dawis (1991) defined satisfaction as “an individual’s positive affective evaluation of the target environment; result of an individual’s requirements being fulfilled by the target environment; a pleasant affective state; the individual’s appraisal of the extent to which his or her requirements are fulfilled by the environment”.

Smith, Kendall, and Hulin (1969) defined job satisfaction as “the feelings the worker has about his job”. These feelings were based on the individual’s perceptions of the differences between what was expected as a fair return and what was actually experienced.

According to Blum and Naylor (1968), job satisfaction can be defined as the stance taken concerning the job as a result of the salary, inspection, working conditions, promotion opportunities, and recognition of skills, evaluation of the job, social relations at work and the work environment. Gilmer (1971) pointed out that all emotional, logical and behavioral tendencies of the individual in relation to their work result in the person taking a negative or positive stance towards that job.

Job satisfaction was defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). This definition suggested job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "facets" or "dimensions" of satisfaction. Examination of these facet conditions is often useful for a more careful examination of employee satisfaction with critical job factors. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits."

Job satisfaction had been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an affective reaction to one’s job; and an

attitude towards one's job. Weiss (2002) had argued that job satisfaction was an attitude but points out that researcher should clearly distinguish the objects of cognitive evaluation which were affected (emotion), beliefs and behaviors. This definition suggested that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Job satisfaction was a commonly studied variable in industry, business and education. It has been described as an individual attitude of how well individual expectations at work correspond to outcomes (McKenna, 2000). Therefore, what makes a job satisfying or unsatisfying depends not only on the nature of the job itself, but also on the expectations that a person has of what his/her job should provide. Job satisfaction is a complex phenomenon with many affecting components. Different theories present differing conceptualizations of job satisfaction that can be categorized as 'content' or 'process' theories (Campbell et al., 1970). Herzberg's (1966) two factor theory of motivator-hygiene and Maslow's (1970) hierarchy of needs exemplify content theories with both attempting to identify needs or values to be realized so that an individual was satisfied at work. In Herzberg's (1966) motivator-hygiene theory, job satisfaction was regarded as the result of the interaction of intrinsic factors such as autonomy, advancement, recognition and responsibility with extrinsic factors such as administration, fringe benefits, working hours, conditions and salary. Intrinsic factors relating to the doing of a job with the possibility of achieving professional growth which indicates success in performance to an individual were named 'motivators' and identified as job 'satisfiers'. Extrinsic factors, which were not associated with the job itself but with the conditions that surround the job, were named 'hygiene' factors and were job 'dissatisfiers'. Herzberg's motivation-hygiene theory had dominated the study of the nature of job satisfaction and had formed the basis for the development of job satisfaction assessment.

Maslow's (1970) hierarchy of needs theory in which human needs form a five-level hierarchy (i.e. from physiological needs to safety, belongingness and love, esteem and finally to self-actualization) proposed that individuals are motivated to try to meet their lowest unfulfilled need in the hierarchy. If a need that has previously

been met is threatened, the individual returns to that level before attempting to proceed to the ultimate goal of self-actualization.

Therefore, the work environment in which employees were most satisfied would be one that corresponds to their position on the need hierarchy. Based on Maslow's theory, job satisfaction has been approached by some researchers from the perspective of need fulfillment. However, this approach has become less popular with increasing emphasis on cognitive processes rather than on underlying needs so that the attitudinal perspective has become predominant in the study of job satisfaction (Spector, 1997).

Yoder, et al. (1958) defined job satisfaction as a satisfaction to work and willingness to do that job until it is accomplished to the objectives of the organization. The workers also satisfy to work whom they get benefit both material and mental that can satisfy their basic needs.

Strauss & Sayles (1960) said that job satisfaction means the satisfactory feeling to work and has a will to work until the goal of the organization is reached. People will be pleased with their jobs only when those jobs can give benefit both material and mental matters that can satisfy their basic needs.

According to Secord & Backman (1964) satisfaction to work arose from the need of personal in the organization. Some are pleased with the accomplishment of work, some from the nature of work but some from the co-worker.

Applewhite (1965) defined job satisfaction as happiness obtained from physical environment of the work, happiness to work with co-workers, good attitude to work and income satisfaction.

Good (1973) defines job satisfaction as the result of interest and attitude of someone towards work and its environment at work that should in a satisfaction level.

Davis (1974) defines satisfaction as the attitude towards work that he will be pleased or not in the result of success or failure to the aim which has been proposed.

Crossman and Harris (2006) classified the factors that might affect job satisfaction into three general categories. These were: 1) environmental factors such as the work itself and the environment, 2) psychological factors such as personality, behavior, and attitudes, and 3) demographic factors such as gender. One of the most significant factors affecting job satisfaction, especially in the educational context, was the work itself, which was highly associated with the characteristics of the structure of the educational organization. The organizational structure could play a significant role in this regard, depending on whether the structure was highly centralized or decentralized. What determines the degree of centralization or decentralization was the extent of decision-making participation and the autonomy which the employee had. The differentiation between the two structures was identified by Lambert et al. (2006). Where the employees work in a highly centralized and formalized organization, they tended to be dissatisfied and uncommitted (Organ and Greene, 1982) and most likely the opposite was the case in a decentralized organization.

The study of Alroyali (2001) who found out that relationships with colleagues were considered by head teachers as a source of satisfaction while promotion was a source of dissatisfaction, Alagbari (2003) who found out that the satisfying factors were salary, achievement, relationships with teachers, compatibility between qualifications, experience and work, social status and job security, while the cooperation of parents, school buildings, the availability of tools, equipment and school utilities were seen as dissatisfies, Almutairi (2005) who pointed out that the main source of satisfaction is the relationships with teachers and who regarded incentives and salaries as a source of dissatisfaction. Only the study by Alonazi (2002) considered the secondary school head teacher and concluded by identifying responsibilities, recognition, appreciation, relationships with colleagues as sources of satisfaction and promotion as a source of dissatisfaction.

In short, job satisfaction is the fact of being satisfied with the job a person has as well as feeling successful and happy as a consequence. Job satisfaction is a multidimensional concept. Job characteristics, organization and management, salary, working conditions, co-workers, promotion opportunities and inspection, which are regarded as external factors are included in the job satisfaction concept as well as internal factors such as the expectations that individuals have of their jobs.

In conclusion job satisfaction means feeling or attitude of someone to factors relates to their work. They can be positive or negative depending on whether the factors can response to the need of individual in terms of physical , mental, social and accomplishment or not.

### **2.3 The importance of Job Satisfaction**

For the organization, job satisfaction of its workers means a work force that is motivated and committed to high quality performance. Increased productivity the quantity and quality of output per hour worked seems to be a byproduct of improved quality of working life. It is important to note that the literature on the relationship between job satisfaction and productivity is neither conclusive nor consistent. However, studies dating back to Herzberg et al, (1957) showed at least low correlation between high morale and high productivity, and it does seem logical that more satisfied workers will tend to add more value to an organization. Unhappy employees, who are motivated by fear of job loss, will not give 100 percent of their effort for very long. Though fear is a powerful motivator, it is also a temporary one, and as soon as the threat is lifted performance will decline.

Various factors influenced job satisfaction, and our understanding of the significance of these stems in part from Frederick Herzberg. He called elements such as remuneration, working relationships, status, and job security "hygiene factors" because they concern the context in which somebody works. Hygiene factors do not

in themselves promote job satisfaction, but serve primarily to prevent job dissatisfaction. Motivators contribute to job satisfaction and include achievement, recognition, the work itself, responsibility, advancement, and growth. An absence of job satisfaction can lead to poor motivation, stress, absenteeism, and high labor turnover.

Frequently, work underlies self-esteem and identity while unemployment lowers self-worth and produces anxiety. At the same time, monotonous jobs can erode a worker's initiative and enthusiasm and can lead to absenteeism and unnecessary turnover. Job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem, and self-development. To the worker, job satisfaction brings a pleasurable emotional state that often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal.

Numerous authors wrote about job satisfaction in aspect of attitude and feeling of employees concerning their jobs. However, the extension of definitions was explained by Sparrow (1994) suggested that the concept of job satisfaction refers to an effective response of the worker on his job and also mentions that satisfaction results when a worker's on-the-job experience relates to his own values and needs.

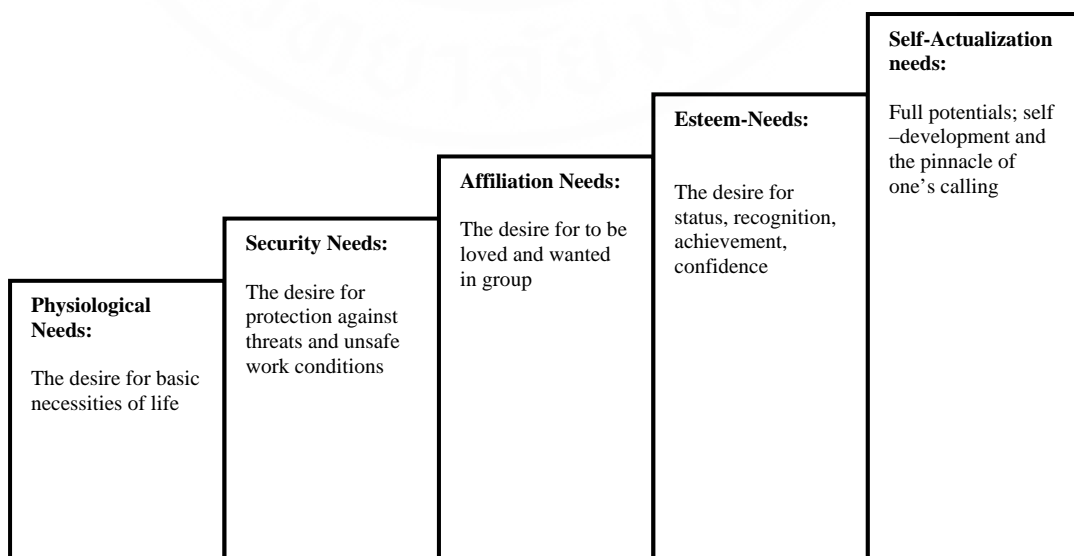
Job satisfaction was the perception that one's job can enable a person, who takes charge of that job, to fulfill the important job values. (Wagner and Jollenbeck, 1992) Many researchers have addressed the importance of investigating job satisfaction amongst employees of a variety of organizations. However, the most valuable contribution is like justify the importance of job satisfaction. First, human values are essential in orienting the organization by respecting and treating their staff fairly, which in turn will reflect positively on their emotions and wellbeing. Second, the behavior of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction is crucial in identifying the areas in need of improvement. Similarly, the importance of job satisfaction has become increasingly urgent in the educational context, because both head teachers and teachers are dealing with the future of the community or society in which they

operate. Johnson and Holdaway (1994: cited in Alzaidi A.M., 2008) mentioned the importance of researching job satisfaction within the educational context with special emphasis on school head teachers. They pointed out three main reasons for this. First, negative phenomena such as absenteeism and head teacher turnover are associated with low levels of satisfaction. Second, there is a strong association between job satisfaction and the overall quality of life in society. Third, new challenges such as modernization, the revaluation of technology and increases in accountability impose a great deal of pressure upon head teachers and draw attention to the need for more concern over job satisfaction to be the one made by Spector (1997). He identified three reasons to justify the importance of job satisfaction. First, human values are essential in orienting the organization by respecting and treating their staff fairly, which in turn will reflect positively on their emotions and wellbeing. Second, the behavior of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction is crucial in identifying the areas in need of improvement. Similarly, the importance of job satisfaction has become increasingly urgent in the educational context, because both head teachers and teachers are dealing with the future of the community or society in which they operate. Johnson and Holdaway (1994: cited in Alzaidi A.M. 2008) mentioned the importance of researching job satisfaction within the educational context with special emphasis on school head teachers. They pointed out three main reasons for this. First, negative phenomena such as absenteeism and head teacher turnover are associated with low levels of satisfaction. Second, there is a strong association between job satisfaction and the overall quality of life in society. Third, new challenges such as modernization, the revaluation of technology and increases in accountability impose a great deal of pressure upon head teachers and draw attention to the need for more concern over job satisfaction.

## 2.4 Theories of job satisfaction

### Maslow's hierarchy of needs theory

Abraham Maslow (1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.



**Figure 2.4 Maslow's Hierarchy of Needs**

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy although many continue to find the hierarchy model very attractive (Naylor, 1999: cited in Ololube, P.N, 2006)

### **Frederick Herzberg's two factor theory (also known as Motivator Hygiene Theory)**

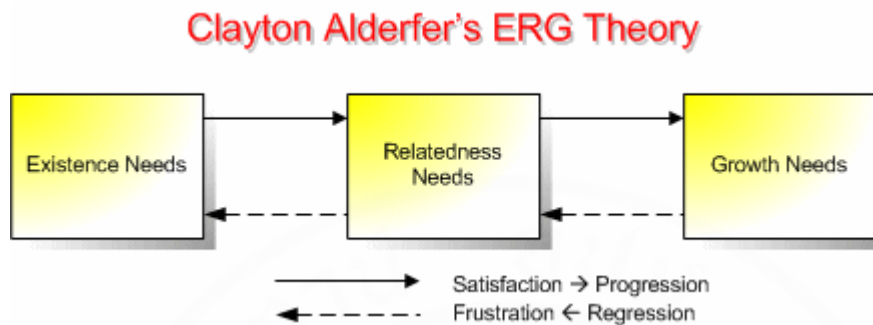
Herzberg et al. (1959) offers another framework for understanding the motivational implications of work environments.

In his two-factor theory, Herzberg identifies two sets of factors that impact motivation in the workplace:

- **Hygiene factors** include salary, job security, working conditions, organizational policies, and technical quality of supervision. Although these factors do not motivate employees, they can cause dissatisfaction if they are missing. Something as simple as adding music to the office place or implementing a no-smoking policy can make people less dissatisfied with these aspects of their work. However, these improvements in hygiene factors do not necessarily increase satisfaction.
- **Satisfiers or motivators** include such things as responsibility, achievement, growth opportunities, and feelings of recognition, and are the key to job satisfaction and motivation. For example, managers can find out what people really do in their jobs and make improvements, thus increasing job satisfaction and performance.

Following Herzberg's two-factor theory, managers need to ensure that hygiene factors are adequate and then build satisfiers into jobs.

## Alderfer's ERG theory (1969)



**Figure 2.5 Alderfer's ERG theory**

Source: [http://www.envisionsoftware.com/articles/ERG\\_Theory.html](http://www.envisionsoftware.com/articles/ERG_Theory.html)

Clayton Alderfer's (1969) **ERG (Existence, Relatedness, and Growth) theory** is built upon Maslow's hierarchy of needs theory. To begin his theory, Alderfer collapses Maslow's five levels of needs into three categories.

- **Existence needs** are desires for physiological and material well-being. (In terms of Maslow's model, existence needs include physiological and safety needs)
- **Relatedness needs** are desires for satisfying interpersonal relationships. (In terms of Maslow's model, relatedness correspondence to social needs)
- **Growth needs** are desires for continued psychological growth and development. (In terms of Maslow's model, growth needs include esteem and self-realization needs)

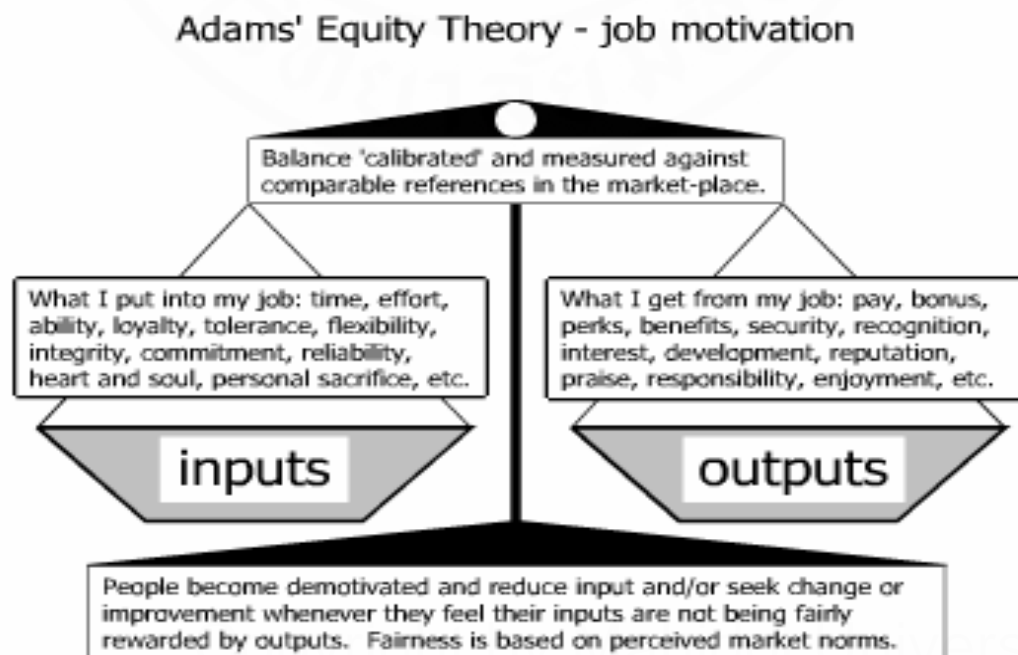
This approach proposes that unsatisfied needs motivate behavior, and that as lower level needs are satisfied, they become less important. Higher level needs, though, become more important as they are satisfied, and if these needs are not met, a person may move down the hierarchy, which Alderfer calls the frustration-regression principle. What he means by this term is that an already satisfied lower level need can become reactivated and influence behavior when a higher level need cannot be

satisfied. As a result, managers should provide opportunities for workers to capitalize on the importance of higher level needs.

### Equity Theory – J. Stacy Adam's (1965)

Adam's Equity Theory (1965) means that employees would become demotivated if their perceived input was greater than the output from the company. Motivation could be expressed in many ways. Inputs were typically: Effort, Loyalty, Hard work, Commitment, Skill , Ability, Adaptability, Flexibility, Tolerance, Determination, Enthusiasm, Trust in manager and superiors, Support of colleagues and peers, Personal sacrifice, etc .

Obviously if one wanted a motivated team, the output from the company must be in balance. Outputs were both tangible such as salary, benefits and expenses, and intangible such as Recognition, Reputation, Responsibility, Sense of achievement, Praise and thanks, Stimulus, Sense of advancement or growth.



**Figure 2.6 Adam's Equity Theory (1965)**

Source: <http://www.businessballs.com/adamsequitytheory.htm>

## **McClelland's acquired needs theory (1961)**

David McClelland's (1961) acquired needs theory recognized that everyone prioritizes needs differently. He also believed that individuals are not born with these needs, but that they were actually learned through life experiences. McClelland identifies three specific needs:

- **Need for achievement** is the drive to excel.
- **Need for power** is the desire to cause others to behave in a way that they would not have behaved otherwise.
- **Need for affiliation** is the desire for friendly, close interpersonal relationships and conflict avoidance.

McClelland (1961) associated each need with a distinct set of work preferences, and managers can help tailor the environment to meet these needs.

High achievers differentiated themselves from others by their desires to do things better. These individuals were strongly motivated by job situations with personal responsibility, feedback, and an intermediate degree of risk. In addition, high achievers often exhibited the following behaviors:

- Seek personal responsibility for finding solutions to problems
- Want rapid feedback on their performances so that they can tell easily whether they are improving or not
- Set moderately challenging goals and perform best when they perceive their probability of success as 50-50

An individual with a high need of power was likely to follow a path of continued promotion over time. Individuals with a high need of power often demonstrated the following behaviors:

- Enjoy being in charge
- Want to influence others
- Prefer to be placed into competitive and status-oriented situations
- Tend to be more concerned with prestige and gaining influence over others than with effective performance

People with the need of affiliation seek companionship, social approval, and satisfying interpersonal relationships. People needing affiliation display the following behaviors:

- Take a special interest in work that provides companionship and social approval
- Strive for friendship
- Prefer cooperative situations rather than competitive ones
- Desire relationships involving a high degree of mutual understanding
- May not make the best managers because their desire for social approval and friendship may complicate managerial decision making

Interestingly enough, a high need to achieve does not necessarily lead to being a good manager, especially in large organizations. People with high achievement needs are usually interested in how well they do personally and not in influencing others to do well. On the other hand, the best managers are high in their needs for power and low in their needs for affiliation.

(Retrieved from:

[http://www.cliffsnotes.com/study\\_guide/Motivation-Theories-Individual-Needs.topicArticleId-8944,articleId-8908.html](http://www.cliffsnotes.com/study_guide/Motivation-Theories-Individual-Needs.topicArticleId-8944,articleId-8908.html) )

### **Expectancy Theory - Victor Vroom (1964)**

Expectancy theory was about choice. It explained the processes that an individual undergoes to make choices. In organizational behavior study, expectancy theory is a motivation theory first proposed by Victor Vroom of the Yale School of Management.

Expectancy theory predicted that employees in an organization will be motivated when they believe that:

- putting in more effort will yield better job performance
- better job performance will lead to organizational rewards, such as an increase in salary or benefits

- these predicted organizational rewards are valued by the employee in question

Emphasizes self interest in the alignment of rewards with employee's wants, emphasizes the connections among expected behaviors, rewards and organizational goals.

Vroom's theory (1964) assumed that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Edward Lawler and Lyman Porter (1968), Vroom (1964) suggested that the relationship between people's behavior at work and their goals was not as simple as was first imagined by other scientists. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities.

Victor H. Vroom introduces three variables within the expectancy theory which are valence (V), expectancy (E) and instrumentality (I). The three elements are important behind choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy), performance-outcome expectancy (P>O expectancy).

E>P expectancy: Our assessment of the probability our efforts will lead to the required performance level.

P>O expectancy: Our assessment of the probability our successful performance will lead to certain outcomes.

Vroom's model is based on three concepts:

1. **Valence** - Strength of an individual's preference for a particular outcome.

For the valence to be positive, the person must prefer attaining the outcome to not attaining it.

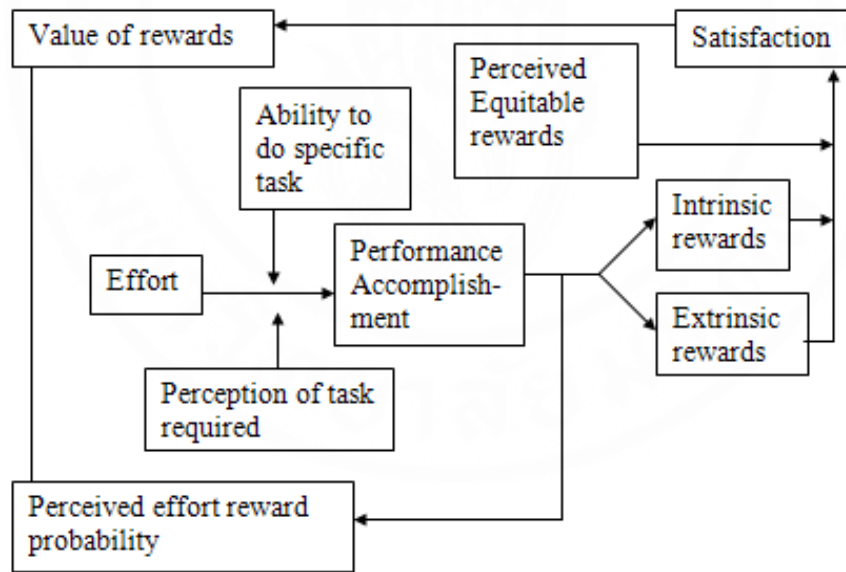
2. **Instrumentality** – Means of the first level outcome in obtaining the desired second level outcome; the degree to which a first level outcome will lead to the second level outcome.

3. **Expectancy** - Probability or strength of belief that a particular action will lead to a particular first level outcome.

Vroom says the product of these variables is the motivation.

In order to enhance the performance-outcome tie managers should use systems that tie rewards very closely to performance. In order to improve the effort-performance tie, managers should engage in training to improve their capabilities and improve their belief that added effort will in fact lead to better performance.

### The Porter - Lawler Extension of Expectancy Theory (1968)



**Figure 2.7 Porter - Lawler Extension of Expectancy Theory (1968)**

Source: <http://workforcedevelopmentblog.com/>

The Porter-Lawler (1968) expectancy model was a model of work motivation. It was an extension of an earlier expectancy model developed by Victor Vroom (1964). Consistent with the Vroom expectancy model, the Porter-Lawler model proposed that employee motivation depends upon (1) the degree to which employees value certain rewards and (2) employees' belief that their efforts will result

in their receiving these rewards. Unlike the Vroom model, however, the Porter-Lawler model suggested that individuals' abilities and role perceptions moderate the relationship between effort and performance. Furthermore, the Porter-Lawler model emphasized that employees' perception of the fairness of rewards affected the relationship between rewards they received and satisfaction with their work. The Porter-Lawler expectancy model was one of the better known models of work motivation and had generated a considerable amount of research and debate.

### **Edwin A. Locke's Range of Affect Theory (1976)**

This was arguably the most famous job satisfaction model. The main premise of this theory was that satisfaction is determined by a discrepancy between what one wanted in a job and what one had in a job. Further, the theory stated that how much one valued a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations were/weren't met. When a person values a particular facet of a job, his satisfaction was more greatly impacted both positively (when expectations were met) and negatively (when expectations were not met), compared to one who didn't value that facet. To illustrate, if Employee A valued autonomy in the workplace and Employee B was indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also stated that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker valued that facet.

(Retrieved from: [http://en.wikipedia.org/wiki/Job\\_satisfaction](http://en.wikipedia.org/wiki/Job_satisfaction))

## **2.5 Measuring job satisfaction**

There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert scale,

(1981) (named after Rensis Likert,). Other less common methods of for gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklists, and forced choice answers. This data is typically collected using an Enterprise Feedback Management (EFM) system.

Retrieved from: [http://en.wikipedia.org/wiki/Rensis\\_Likert](http://en.wikipedia.org/wiki/Rensis_Likert)

The Job Descriptive Index (JDI), created by Smith, Kendall, & Hulin (1969), was a specific questionnaire of job satisfaction that has been widely used. It measured one's satisfaction in five facets: pay, promotions and promotion opportunities, coworkers, supervision, and the work itself. The scale was simple, participants answer either yes, no, or can not decide (indicated by '?') in response to whether given statements accurately describe one's job.

The Job in General Index was an overall measurement of job satisfaction. It is an improvement to the Job Descriptive Index because the JDI focuses too much on individual facets and not enough on work satisfaction in general.

Other job satisfaction questionnaires include: the Minnesota Satisfaction Questionnaire (MSQ), the Job Satisfaction Survey (JSS), and the Faces Scale. The MSQ measures job satisfaction in 20 facets and has a long form with 100 questions (five items from each facet) and a short form with 20 questions (one item from each facet). The JSS is a 36 item questionnaire that measures nine facets of job satisfaction. Finally, the Faces Scale of job satisfaction, one of the first scales used widely, measured overall job satisfaction with just one item which participants respond to by choosing a face.

The majority of the studies which investigated the job satisfaction of head teachers were quantitatively driven, since the use of questionnaires is less time-consuming compared with a qualitative approach. In addition, the majority of the studies of job satisfaction within the different disciplines were quantitative in nature. However, the reviewed studies either used well-known standard measurements such

as the Minnesota Satisfaction Questionnaire (M.S.Q) for instance in the studies of Alonazi (2002) and James (2004) or the Job Descriptive Index (J.D.I) such as in the study of Yaseen (1990) developed their own questionnaires for the purpose of their study as represented by the studies of Alagbari (2003) and Almutairi (2005). In the case of using the M.S.Q or the J.D.I, they were most likely irrelevant in the educational context in spite of their high degree of reliability. This casts doubts on their applicability since the duties and responsibilities in the educational context are different from those in a business context.

## **2.6 Related researches on personal factors organizational factors and job satisfaction**

Numerous researches have been done to analyze various facets of job satisfaction in an organization or in a country as well.

### **2.6.1 Personal Factors**

Demographic variables have been examined in a number of studies to determine their effects on the overall level of job satisfaction as well as satisfaction with various aspects of the job experienced by workers in various positions.

#### **1. Age**

The general findings reported by Herzberg et al, (1957) on the relationship between job satisfaction and age show that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. These results were substantiated in a recent study by Kacmar and Ferris (1989). Their study resulted in a U-shaped curvilinear association between age and job satisfaction for the factors measured on the Job Descriptive Index (Smith, Kendall, & Hulin, 1969). These included satisfaction with pay, promotions, supervision, and coworker.

Buitendach and De Witte (2005) differentiated between the dimensions of the factors which might affect job satisfaction by classifying them into two categories - extrinsic factors including promotion, co-workers, supervision and recognition, and intrinsic factors including personality, education, age and marital status. However, Dodd-McCue and Wright (1996) stated that the predictor variables of job satisfaction are most likely to overlap and that the lack the clarification of organizational and job characteristics are causal factors.

The studies have shown that age plays an important role in determining one's job satisfaction. Reiner and Zhao (1999, cited in Swe-Khaing, 2003) examined two sources of job satisfaction: demographic characteristics such as age, race, gender and educational level; and work environment characteristics such as skill variety, task identity, task significance, autonomy and feedback.

Rashed (2001) conducted a study about the effect of personal characteristics on job satisfaction among 153 full time male manager selected from three different oil companies in Kuwait. The results indicated that there were significant differences found with regard to age, years of experiences, rank and educational level.

One important consideration as the work force grows older is 'why' job satisfaction varies with age. Herzberg et al, (1957) suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow older because the extrinsic rewards of work tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels of administration are usually not open to young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence, and these feelings contribute to a greater level of job satisfaction.

## 2. Gender

One view of job satisfaction holds that women are satisfied with jobs in which they can interact with others in a supportive and cooperative way, even though the jobs may be only minimally demanding and challenging. The basis for this view was that women were socialized into values, attitudes, and behaviors that were communal in nature; whereas men's socialization reflected a genetic values and behaviors. A communal orientation involved a concern for others, selflessness, and a desire to be at one with others, whereas a genetic orientation is manifested in self-assertion, self-expansion, and the urge to master (Bakan, 1966; Eagly, 1987).

Gruneberg (1979) concluded that female workers were less concerned with career aspects and more concerned with social aspects of the job. There seemed to be some inconsistencies in satisfaction differences of males and females as reported in studies completed by Vaughn-Wiles (1987).

The general consensus concerning gender differences in job satisfaction was that there was little practical significance between the two sexes. Hulin (1964) indicated the differences in job satisfaction by sex are negligible when the factors of pay, tenure, and education are controlled statistically.

Ramayah, et al. (2001, Cited in Alzaidi.2008) mention, Nash (1985 Cited in Alzaidi. 2008) stated in his findings that factors that influence job satisfaction differ from men to women in terms of importance of ranks. Generally, men rank security first, followed by advancement, type of work, company, pay, co-worker, supervision, benefits, and duration of work and then working condition. Whereas women rank type of work first followed by company, security, co-workers, advancement, supervision, pay, working condition, duration of work and then benefits.

Khan (1991: Cited in Alzaidi. 2008) research showed that gender differences were found to be significant in explaining some of the variance produced on administrators' job satisfaction in Pakistan.

Raisani (1998: Cited in Alzaidi. 2008) found that gender of the respondent was negatively related to teacher satisfaction with colleagues, responsibility and work itself, indicating that female teachers were more satisfied with colleagues, responsibility and work itself than their male counterparts.

Newby, (1999) indicated that both male and female principals were satisfied with their position as middle school principals; however, females were more satisfied than males. Similar conclusions were also reported by Fansher and Buxton (1984). In his research Newby also showed that female principals were significantly more satisfied with “Activity” and “Variety” facets of job satisfaction than male principals.

Ali et al. (2004: Cited in Alzaidi. 2008) in his gender based study on doctors found that female doctors showed significantly greater degree of satisfaction than male doctors. Bender and Heywood (2004) also had the same conclusions.

### **3. Marital status**

Siripak (2006) studied overall job satisfaction of Mahidol University’s academic staff in 2005. The author also discussed the possible differences between levels of job satisfaction in relation to age, gender marital status and education level. There was a significance difference between age, marital status education level, academic position, income, duration of work, position and the level of job satisfaction.

### **4. Education level**

The relationship between education and job satisfaction was distinctly non-linear (Quinn et al, 1974). The assumption was that the higher one’s educational level, the greater are one’s chances of securing a desired and presumably satisfying job; however, there was not a direct correlation between an incremental increase in education and an incremental increase in job satisfaction.

A study by Gordon (1975) indicated that satisfaction with the work itself did not vary in its relationship to the amount of formal education. Instead, the data collected revealed that the more highly educated members of the work force were less satisfied with the prevalent way the organization was being managed than were the less educated. One explanation for the lower satisfaction of better educated individuals might be that they were more aware of what constituted effective and ineffective management techniques.

## **5. Year of experience**

Findings from the study of elementary principals in Virginia appear to indicate that principals who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than did principals who had five or fewer years of experience (Ward, 1977). A comparative study of new and experienced principals' job satisfaction found the overall mean score for the inexperienced principals to be 12.64 and the overall mean for experienced principals to be 11.93. A T-test analysis indicated no significant difference between these mean scores ( $p=.01$ ). Results further indicated that new and experienced principals were generally satisfied with their jobs in terms of authority and expectations. New principals were somewhat more satisfied that the job gave them the opportunity to do their best. The level of satisfaction for both groups fell between "somewhat dissatisfied" and "somewhat satisfied" on the question of whether working conditions enabled principals to be effective (Bogotch and Reidlinger, 1991).

### **2.6.2 Organizational Factors**

#### **School type, School size and School setting**

One of the controversies surrounding school size was that school size affects the quality of interpersonal relationships one experiences in the school setting. Specifically, Barker (1986) summarized one of the advantages of small schools was that relationships between students, teachers, administrators, and school board

members tend to be closer. In as much as the factor interpersonal relations is identified by Herzberg and the authors of the MSQ as being a measure of satisfaction, school size needs to be examined for a possible influence on principal job satisfaction.

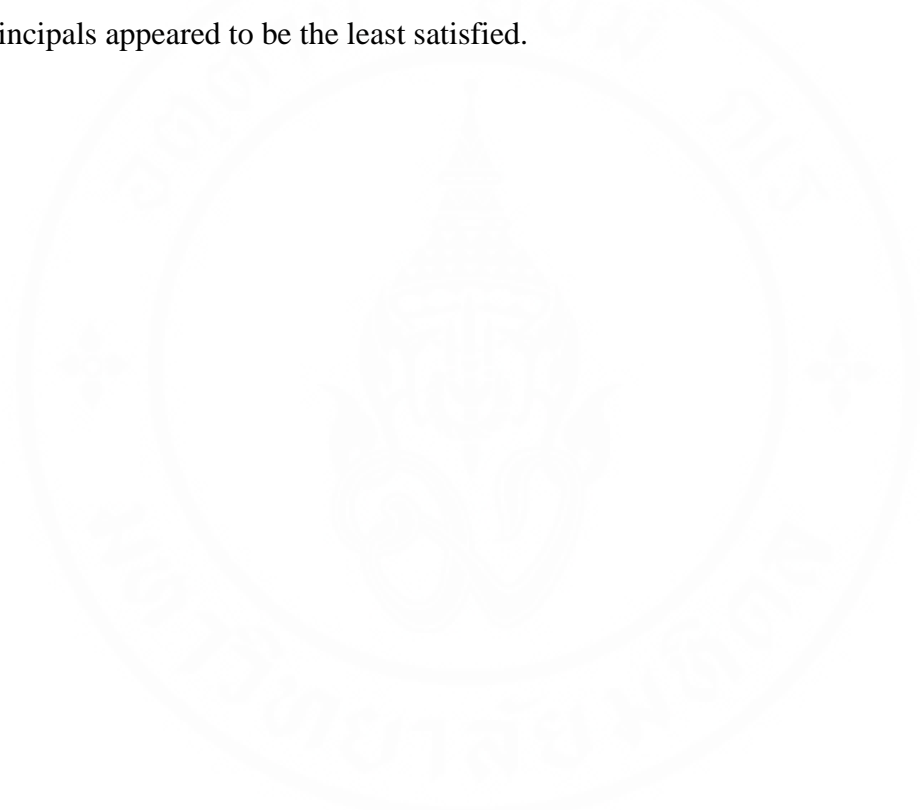
School size was one of the three variables having a greater predictor of overall satisfaction for secondary female principals in the United States as measured by the JDI. Larger school enrollment shared by the other variables accounted for 0.13091268 percent of the variation in job satisfaction of these principals (Fansher and Buxton, 1984). Additionally school size was one of three determinants of job satisfaction in the sub-area promotion. The three variables together had an R-Square of 0.16996600 and accounted for this percent of variation in the sub-area promotion (Fansher and Buxton, 1984). Sparkes and McIntire (1987) reported evidence to support the notion that organizational factors are an important determinant of job satisfaction. After surveying 416 principals in Newfoundland and Labrador, they stated that principals of small schools in small communities have both physical and psychological needs that are not being met. They also stated that principals in smaller schools reported lower levels of overall and facet satisfaction. Their findings suggest that there are external or organizational factors that greatly influence the principal's job satisfaction.

Finley (1991: Cited in Alzaidi., 2008) noted significant difference between school location and overall job satisfaction of high school principals in Tennessee. The Scheffe post-hoc test showed that principals whose schools were located in urban/inner city or urban/suburban locations scored significantly higher than principals whose schools were located in rural locations ( $F=5.52$ ;  $p<.05$ ).

A striking dissimilarity between the suburban and urban principal satisfaction was observed by Derlin and Schneider (1994: Cited in Alzaidi, 2008). Specifically, the factor pay was the least heavily weighted item in the third factor of the suburban principal model and was negatively weighted (-.50). In contrast, pay was the most heavily weighted item in the first factor for urban principals (.74). This

discrepancy in factor location and weighting indicated that personal compensation is perceived differently in different educational setting.

Newby (1999) in her research indicated that principals in rural, suburban, and urban schools of Virginia were satisfied with their jobs. Suburban principals, however, appeared to be more satisfied than urban and rural principals, and rural principals appeared to be the least satisfied.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

For this research, the researcher studied about job satisfaction of school principals in Colombo district Sri Lanka. This was a survey research using questionnaires to collect data. The researcher translated the questionnaire in to Sinhalese language for better understanding of the questions for school principals.

This chapter presented the systematic procedures for this research project as follows.

#### 3.1 Population and the sample

##### 3.1.1 Target population

##### 3.1.2 Selecting the sample

#### 3.2 Research tools

#### 3.3 Quality of the Research Tools

#### 3.4 Data collection

#### 3.5 Statistics and Data Analysis

### **3.1 Population and the sample**

#### **3.1.1 Target population**

Target population was school principals in Colombo district. According to data of school census 2007, there were 409 school principals in Colombo district which cover types of schools: 68 were type 1 AB, 80 were type 1 C, 194 were type 2 and 67 were type 3.

The formula for estimating the sample size and a table for determining the sample size (see appendix A) based on confidence level needed from a given population was provided by Krejcie and Morgan (1970).

$$S = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

Where

S = required sample size

N = the given population size

P = population proportion that for table construction has been assumed to be .50, as this magnitude yields the maximum possible sample size required

d = the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportion p about the population proportion P - the value for d being .05 in the calculations for entries in the table, a quantity equal to

$$\pm 1.96 \sigma_p$$

$X^2$  = table value of chi square for one degree of freedom relative to the desired level of confidence, which was 3.841 for the .95 confidence level represented by entries in the table

### 3.1.2 Selecting the sample

The total population of this study was 409 school principals in Colombo district. Therefore according to the table the sample size used in this study was 201 school principals. After determining the total sample size of the respondents, the number of sample was determined by using proportional probability procedure. After this, the schools were selected by using simple random sampling. All principals of the sample schools were the respondents of the study as shown in Table 3.2.

**Table 3.1 Number of sample schools and sample principals (Colombo District)**

<b>Education Zone</b>	<b>School Type</b>	<b>No. of Principal</b>	<b>%</b>	<b>No. of Sample</b>
Sri Jaya'pura	1 AB	19	5	9
	1 C	21	5	10
	Type 2	38	9	19
	Type 3	15	4	7
Piliyandala	1 AB	16	4	8
	1 C	16	4	8
	Type 2	45	11	22
	Type 3	18	4	9
Homagama	1 AB	4	1	2
	1 C	14	3	7
	Type 2	54	13	27
	Type 3	23	6	11
Colombo	1 AB	29	7	14
	1 C	29	7	14
	Type 2	57	14	28
	Type 3	11	3	6
<b>Total</b>		<b>409</b>	<b>100</b>	<b>201</b>

### 3.2 Research Tools

The tools used in this survey research were composed of questionnaire and measuring model constructed from the study in document, concepts and related researches. The questionnaire was divided into 3 sections as follows:

**Section 1:** The general information includes age, gender, marital status, education level and year of experience.

**Section 2:** The school's profile includes school type, school size and school setting.

**Section 3:** The job satisfaction includes 1) relationship between superiors, peers, and subordinates 2) policy and administrative work 3) working conditions 4) salary 5) recognition 6) advancement 7) achievement and 8) responsibility

### **The construction of questionnaire to measure job satisfaction**

As for the questionnaire about the job satisfaction, the researcher constructs it from reviewing the related researches and adjusting them for the appropriate and easy use in this study. The questions reflect the quality of the job satisfaction in general. The constructed questionnaire covers the job satisfaction in 8 facets as follows:

1. Relationship between superiors, peers, and subordinates
2. Policy and administrative work
3. Working conditions
4. Salary
5. Recognition
6. Advancement
7. Achievement
8. Responsibility

### **The classification of satisfaction**

The satisfaction was classified into 5 interval scales by using the Likert's Scale and the scoring criteria were as follows:

**Table 3.2 Satisfaction level and scoring criteria**

<b>Satisfaction level</b>	<b>Score</b>
Highest	5
High	4
Moderate	3
Low	2
Lowest	1

The level of satisfaction was considered from the score of the answers and was classified into 5 levels according to the Best's criteria (1977) as follows:

Lowest satisfaction	means the score was in between 1.00 – 1.80
Low satisfaction	means the score was in between 1.81 – 2.60
Moderate satisfaction	means the score was in between 2.61 – 3.40
High satisfaction	means the score was in between 3.41 – 4.20
Highest satisfaction	means the score was in between 4.21 – 5.00

### **3.3 Quality of the Research Tools**

When finishing the questionnaire construction, the questionnaire was tested for the quality according to the following procedures:

1. Checking the content validity of questionnaire through the review from the thesis advisors and the improvement of questions to have the content as in the conceptual framework.

2. Checking the reliability by testing the reviewed and improved questionnaire with the 30 school principals had qualification similar to that of the samples. Then the result was analyzed to search for the confident value by using the formula of Cronbach's alpha coefficient and received the confident value in the correlation coefficient information equal to 0.96.

3. The questionnaire has been improved by asking the thesis advisors to check the appropriateness and the content coverage again, and then it is used with the actual samples.

### **3.4 Data Collection**

The researcher collected data with the aid of questionnaire through the following procedures:

1. The researcher personally collected data with the aid of the constructed questionnaire. After the collection in each time, the researcher checked the correctness of information in all questionnaires. If the information was not completed, the researcher collected the addition data immediately.

2. All questionnaires were organized, encoded and input for data processing with computer.

### **3.5 Statistics and Data Analysis**

The following statistics were used in data analysis:

1. Descriptive statistics used in presenting information received from the study in order to describe the personal factors and organizational factors of samples by using frequency, percentage, mean, and standard deviation.

2. Analysis statistics by using t-test and one-way ANOVA to study the job satisfaction of school principals in Colombo District Sri Lanka.

3. The significant differences were tested by post hoc test with LSD (Least Significant Difference).

## **CHAPTER IV**

### **RESULTS**

The purposes of this study were to determine the level of job satisfaction of the school principals in Colombo district Sri Lanka and to compare job satisfaction of the school principals by their personal and organizational factors. The data collection was done by using questionnaires. A total number of 201 questionnaires were collected in this study. The researcher analyzed the data collected by using both the descriptive and inferential statistics. The results were presented as follows.

- 4.1 Personal factors and organizational factors of the sample.
- 4.2 Job satisfaction of the school principals in Colombo district.
- 4.3 Comparison on the differences between personal factors and organizational factors with their effects on the level of job satisfaction in Colombo district Sri Lanka.

#### **4.1 Personal factors and organizational factors of the sample**

The personal data of the respondents were presented in Table 4.1 below and analyzed by descriptive statistics such as frequency, percentage mean and standard deviation. Out of 201 respondents, the maximum age was 60 and the minimum age was 35 years with the mean score of 52.31 ( $\bar{x}=52.31$ ) and standard deviation of 5.42. A total of 35.32% of the respondents fell between the ages of 50 and less than 50 years old, 64.68% respondents fell between ages of more than 50 years.

The sample comprised more of male respondents with 56.72% and 43.28% female respondents. Majority of them 85.07% were married, 14.93% were single, separated and widowed.

Most of the respondents got the qualification of bachelor's degree forming 56.72% and followed by 15% of the sample with master's degree

qualification. The rest was below bachelor's degree with 28.36%. Corresponding to Colombo district school principals, more than half of the respondents 59.70% have 1 to 8 years of service. The respondents who have 9 to 16 years of service comprised 24.38% and more than 16 years service comprised 15.92% of the respondents.

**Table 4.1 Frequency and percentage of the personal factors of the sample**

(n=201)

Personal factors	Frequency (n)	Percentage (%)
<b>Age</b>		
50 and less than 50	71	35.32
More than 50	130	64.68
$\bar{x} = 52.31$ , S.D.= 5.42, Max= 60, Min= 35		
<b>Gender</b>		
Male	114	56.72
Female	87	43.28
<b>Marital status</b>		
Married	171	85.07
Single/Separated/Widow	30	14.93
<b>Education level</b>		
Below bachelor's degree	57	28.36
Bachelor's degree	114	56.72
Master's degree	30	15.00
<b>Year of experience</b>		
1-8 years	120	59.70
9-16 years	49	24.38
more than 16 years	32	15.92

The table 4.2 indicated that 16.42% respondents worked in 1 AB schools, 19.40% respondents worked in 1C schools, 47.76% respondents worked in Type 2 schools and 16.42% respondents worked in Type 3 schools.

With regard to the school size of the respondents, 21.89% worked in schools of below 200 students, 32.84% worked in schools in the range of 200 to 500 students, 17.9 % worked in schools in the range of 501 to 1000 students, 17.91% worked in schools in the range of 1001 to 2500 students and 9.45% worked in schools over 2500 students.

The results showed that 58.71%, that is more than half of the respondents were worked in urban area schools, 25.37% respondents worked in suburban area schools and 15.92% respondents were worked in rural area schools.

**Table 4.2 Frequency and percentage of the organizational factors of the sample (n=201)**

<b>Organizational factors</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>School type</b>		
1 AB	33	16.42
1C	39	19.40
Type 2	96	47.76
Type 3	33	16.42
<b>School size</b>		
Below 200	44	21.89
200 to 500	66	32.84
501 to 1000	36	17.91
1,001 to 2,500	36	17.91
Over 2,500	19	9.45
<b>School setting</b>		
Urban area	118	58.71
Suburban area	51	25.37
Rural area	32	15.92

## 4.2 Job Satisfaction of the school principals in Colombo district Sri Lanka

The table 4.3 summarized the job satisfaction level of the samples on eight facets: Relationship between superiors, peers, and subordinates ( $\bar{x}=3.83$ ), Policy and administrative work ( $\bar{x}=3.35$ ), Working conditions ( $\bar{x}=3.64$ ), Salary ( $\bar{x}=2.92$ ), Recognition ( $\bar{x}=3.75$ ), Advancement ( $\bar{x}=3.56$ ), Achievement ( $\bar{x}=3.61$ ) and Responsibility ( $\bar{x}=3.72$ ). The findings indicated the overall job satisfaction of the samples was at a high satisfaction level with an average mean of 3.46 and standard deviation 0.401. Out of eight facets Policy and administrative work and Salary facets were at moderate satisfaction level and the other facets were at high satisfaction level. The least satisfaction facet was salary with the mean score of 2.92 and the most satisfaction facet was Relationship between superiors, peers, and subordinates with the mean score of 3.83.

The level of satisfaction was considered from the score of the answers and was classified into 5 levels according to the Best's criteria (1977) as follows: 1.00 – 1.80 = Least satisfaction; 1.81 – 2.60 = Lowest satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction. It was used to measure the level of satisfaction specified in all the tables below.

**Table 4.3 Summary of the Job satisfaction level of the school principals in Colombo district Sri Lanka**

**(n=201)**

<b>Job satisfaction</b>	$\bar{x}$	<b>S.D</b>	<b>Satisfaction Level</b>
1. Relationship between superiors, peers, and subordinates	3.83	.468	High
2. Policy and administrative work	3.35	.482	Moderate
3. Working conditions	3.64	.603	High
4. Salary	2.92	.545	Moderate
5. Recognition	3.75	.576	High
6. Advancement	3.56	.944	High
7. Achievement	3.61	.434	High
8. Responsibility	3.72	.530	High
<b>Average</b>	<b>3.46</b>	<b>.401</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.4 showed the frequency statistics of six items and the level of satisfaction on relationship between superiors, peers, and subordinates. The results showed that the total Job satisfaction level on relationship between superiors, peers, and subordinates was at high satisfaction level with a mean score of 3.83. The item “Your colleagues and your subordinates are helping together” topped the list with  $\bar{x} = 4.11$  while item “You are supported in educational quality development from your superiors” bottomed the list with  $\bar{x} = 3.32$ .

**Table 4.4 Job satisfaction level on relationship between superiors, peers, and subordinates****(n=201)**

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	Superiors give practical advice on performance	3.38	0.747	Moderate
2.	You are supported in educational quality development from your superiors	3.32	0.707	Moderate
3.	Your subordinates well collaborate in practice.	3.99	0.648	High
4.	Pleasant and friendly work atmosphere between you and your subordinates	4.09	0.668	High
5.	Your colleagues and your subordinates are enthusiastic to collaborate	4.08	0.651	High
6.	Your colleagues and your subordinates are helping together	4.11	0.736	High
<b>Average</b>		<b>3.83</b>	<b>0.468</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.5 depicted the frequency statistics of six items and the level of satisfaction on policy and administrative work. The results showed that the Job satisfaction level on policy and administrative work was at medium satisfaction level with a mean score of 3.35. The item “Action plan is prepared before actual performance” had the highest mean score 3.84 while item “You are satisfied of annual staff’s appointment and relocate” had the lowest mean score 2.76.

**Table 4.5 Job satisfaction level on policy and administrative work****(n=201)**

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	Action plan is prepared before actual performance	3.84	0.598	High
2.	Your supervisor is capable of giving command.	3.45	0.699	High
3.	You are satisfied with educational policy of education zone	3.24	0.718	Moderate
4.	You are satisfied with the administration of education zone	3.40	0.708	Moderate
5.	You are satisfied of annual staff's appointment and relocate	2.76	0.791	Moderate
6.	Educational reform encourages teaches to take part in decision making with school administrators	3.42	0.682	High
<b>Average</b>		<b>3.35</b>	<b>0.482</b>	<b>Moderate</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.6 indicated the frequency statistics of seven items and the level of satisfaction on working conditions. The findings showed that the Job satisfaction level on working conditions was at high satisfaction level with a mean score of 3.64. The item “Proper ration of staff to work” had the highest mean score 3.93 while item “School is developed in accordance with Sri Lanka educational reform” had the lowest mean score 3.28.

**Table 4.6 Job satisfaction level on working conditions****(n=201)**

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	School provides standard items, materials, tools, utensils in the workplace	3.64	.715	High
2.	School provides handbook, regulation, discipline and mandate to facilitate the performance	3.66	.653	High
3.	School is developed in accordance with Sri Lanka educational reform	3.28	.626	Moderate
4.	Proper ration of staff to work	3.93	2.908	High
5.	School environmental facilitates performances	3.51	.633	High
6.	Positive work atmosphere	3.51	.633	High
7.	You are capable of perform well	3.92	.627	High
<b>Average</b>		<b>3.64</b>	<b>.603</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.7 indicated the frequency statistics of four items and the level of satisfaction on salary. The results showed that the Job satisfaction level on salary was at medium satisfaction level with a mean score of 2.92. The item “Concern on feat and achievement of the performance” had the highest mean score 3.17 while item “You are paid with appropriate wage level for the amount of work” had the lowest mean score 2.67.

**Table 4.7 Job satisfaction level on salary****(n=201)**

<b>No</b>	<b>Statement</b>	$\bar{x}$	<b>S.D</b>	<b>Satisfaction Level</b>
1.	You are paid with appropriate wage level for the amount of work	2.67	.826	Moderate
2.	Supervisors have a fair and reasonable justice in staffs' promotion and salary advancement	3.02	.761	Moderate
3.	Concern on feat and achievement of the performance	3.17	.778	Moderate
4.	Current salary account is suitable for staffs' responsibilities in school	2.82	.498	Moderate
<b>Average</b>		<b>2.92</b>	<b>.545</b>	<b>Moderate</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.8 depicted the frequency statistics of eight items and the level of satisfaction on recognition. The results showed that the Job satisfaction level on recognition was at high satisfaction level with a mean score of 3.75. The item “You are trusted by your supervisor” had the highest mean score 3.89 while item “Your performance has been recognized by your colleagues” had the lowest mean score 3.46.

**Table 4.8 Job satisfaction level on recognition**

(n=201)

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	You are trusted by your supervisor	3.89	.722	High
2.	Your supervisor gives a compliment on your performance	3.69	.846	High
3.	Community is satisfied with your performance	4.02	2.209	High
4.	Community well collaborates with your work	3.87	.737	High
5.	Community supports for educational resources	3.54	.806	High
6.	Your work has been recognized from students' parents	3.62	.753	High
7.	Your performance has been recognized by your colleagues.	3.46	.728	High
8.	You are admired by school teachers	3.88	.645	High
<b>Average</b>		<b>3.75</b>	<b>.576</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.9 displayed the frequency statistics of five items and the level of satisfaction on advancement. The results showed that the Job satisfaction level on advancement was at high satisfaction level with a mean score of 3.56. The item “You feel honoured to be selected as a school principal” had the highest mean score 4.36 while item “You have opportunities to be promoted in accordance with your competence.” had the lowest mean score 3.11.

**Table 4.9 Job satisfaction level on advancement****(n=201)**

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	You feel honoured to be selected as a school principal	4.36	3.534	Highest
2.	You have opportunities to be promoted in accordance with your competence.	3.11	2.339	Moderate
3.	You have opportunity to attend a workshop, seminar to enhance your skills and broaden your experiences.	3.19	.779	Moderate
4.	Job designs of your position have been improved regularly	3.37	.710	Moderate
5.	You play a role in educational staff's performance evaluation.	3.76	.610	High
<b>Average</b>		<b>3.56</b>	<b>.944</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.10 showed the frequency statistics of eight items and the level of satisfaction on achievement. The results showed that the Job satisfaction level on achievement was at high satisfaction level with a mean score of 3.61. The item “You are capable of completing tasks” had the highest mean score 3.90 while item “Your current performance is corresponded your qualification.” had the lowest mean score 3.37.

**Table 4.10 Job satisfaction level on achievement**

(n=201)

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	Your current performance is corresponded your qualification	3.37	.659	Moderate
2.	Your current responsibilities are dynamic and challenging	3.67	.688	High
3.	You are capable of completing tasks	3.90	.595	High
4.	You have freedom in decision making	3.68	.780	High
5.	You are proud of your achievement	3.78	.710	High
6.	You are able to perform well all the time	3.40	.649	Moderate
7.	You are satisfied with students accomplishment	3.42	.667	High
8.	You are satisfied with your performance	3.68	.714	High
<b>Average</b>		<b>3.61</b>	<b>.434</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

Table 4.11 indicated the frequency statistics of six items and the level of satisfaction on responsibility. The findings showed that the Job satisfaction level on responsibility was at high satisfaction level with a mean score of 3.72. The item “You have the chance to be responsible for the work of others” had the highest mean score 3.98 while item “You have the chance to be responsible for the work of others” had the lowest mean score 3.56

**Table 4.11 Job satisfaction level on responsibility**

(n=201)

No	Statement	$\bar{x}$	S.D	Satisfaction Level
1.	You have the chance to be responsible for planning your work	3.56	.698	High
2.	You have the chance to make decisions on your own	3.60	.736	High
3.	You have the chance to be responsible for the work of others	3.98	.628	High
4.	You have the freedom to use your own judgment	3.59	.710	High
5.	Your colleagues support to share your responsibilities	3.81	.746	High
6.	You are satisfied with your responsibilities	3.81	.827	High
<b>Average</b>		<b>3.72</b>	<b>.530</b>	<b>High</b>

Note: 1.00 – 1.80 = Lowest satisfaction; 1.81 – 2.60 = Low satisfaction; 2.61 – 3.40 = Moderate satisfaction; 3.41 – 4.20 = High satisfaction; 4.21 – 5.00 = Highest satisfaction

### 4.3 Comparison on the differences between personal factors and organizational factors with their effects on job satisfaction

Job satisfaction of school principals in Colombo district Sri Lanka was classified by the factors effecting job satisfaction in terms of personal factors such as age, gender, marital status, education level, year of experience and organizational factors such as school types, school size, and school setting.

### 4.3.1 Job satisfaction based on age

**Table 4.12 Difference in age and job satisfaction**

(n=201)

Age	n	Mean	S.D	t	p-value
50 and less than 50	71	3.61	.361	.818	.414
more than 50	130	3.57	.407		

\* Statistical significance level of 0.05

Table 4.12 above illustrates that the job satisfaction of school principals by their age. The findings confirmed that there was no statistically significant difference on the job satisfaction by age.

### 4.3.2 Job satisfaction based on gender

**Table 4.13 Difference in gender and job satisfaction**

(n=201)

Gender	n	Mean	S.D	t	p-value
Male	114	3.57	.394	-.780	.472
Female	87	3.61	.388		

\* Statistical significance level of 0.05

Table 4.13 above illustrates that the job satisfaction of school principals by their gender. The findings confirmed that there was no statistically significant difference on the job satisfaction by gender.

### 4.3.3 Job satisfaction based on marital status

**Table 4.14 Difference in marital status and job satisfaction**

(n=201)

<b>Marital status</b>	<b>n</b>	<b>Mean</b>	<b>S.D</b>	<b>t</b>	<b>p-value</b>
Single/Separated/Widow	30	3.49	.326	-1.493	.137
Married	171	3.60	.400		

\* Statistical significance level of 0.05

Table 4.14 above illustrates that the job satisfaction of school principals by their gender. The findings confirmed that there was no statistically significant difference on the job satisfaction by marital status.

### 4.3.4 Job satisfaction based on education level

**Table 4.15 Difference in education level and job satisfaction**

(n=201)

<b>Educational level</b>	<b>n</b>	<b>Mean</b>	<b>S.D</b>	<b>F</b>	<b>p-value</b>
Below bachelor's degree	57	3.48	.404	3.125	.046*
Bachelor's degree	114	3.62	.372		
Master's degree	30	3.64	.413		

\* Statistical significance level of 0.05

Table 4.15 above illustrates that the job satisfaction of school principals by their education level. The findings confirmed that there was statistically significant difference on the job satisfaction by education level.

The significant difference was shown by paired test with LSD (Least Significant Difference) as follows:

**Table 4.16 Comparison test showing the difference between education level (n=201)**

Education level	$\bar{x}$	Education level		
		Below bachelor's degree	Bachelor's degree	Master's degree
Below bachelor's degree	3.48		*	
Bachelor's degree	3.62	*		
Master's degree	3.64			

\*The mean difference is significant at the .05 level

Different only below bachelor's degree and bachelor's degree by bachelors have satisfaction more than below bachelors.

#### 4.3.5 Job satisfaction based on year of experience

**Table 4.17 Difference in year of experience and job satisfaction (n=201)**

Year of experience	n	Mean	S.D	F	p-value
1-8 yrs	119	3.58	.383	.775	.462
9-16 yrs	51	3.55	.373		
more than 16 years	31	3.66	.451		

\* Statistical significance level of 0.05

Table 4.17 above illustrates that the job satisfaction of school principals by their year of experience. The findings confirmed that there was no statistically significant difference on the job satisfaction by their year of experience.

### 4.3.6 Job satisfaction based on school type

**Table 4.18 Difference in school type and job satisfaction**

(n=201)

School type	n	Mean	S.D	F	p-value
1 AB	33	3.78	.441	10.010	.000*
1C	39	3.65	.357		
Type 2	96	3.44	.347		
Type 3	33	3.72	.356		

\* Statistical significance level of 0.05

Table 4.18 above illustrates that the job satisfaction of school principals by their school type. The findings confirmed that there was statistically significant difference on the job satisfaction by their school type.

The significant difference was shown by paired test with LSD (Least Significant Deviation) as follows:

**Table 4.19 Comparison test showing the difference between school type**

(n=201)

School type	$\bar{x}$	School type			
		1 AB	1C	Type 2	Type 3
1 AB	3.78			*	
1C	3.65			*	
Type 2	3.44	*	*		*
Type 3	3.72			*	

\*The mean difference is significant at the .05 level

Type 2 different from the others by type 2 has satisfaction less than the others.

### 4.3.7 Job satisfaction based on school size

**Table 4.20 Difference in school size and job satisfaction**

(n=201)

School size	n	Mean	S.D	F	p-value
Below 200	44	3.57	.379	1.840	.123
200 to 500	66	3.54	.391		
501 to 1,000	36	3.52	.285		
1,001 to 2,500	36	3.72	.433		
Over 2,500	19	3.65	.472		

\* Statistical significance level of 0.05

Table 4.20 above illustrates that the job satisfaction of school principals by their school size. The findings confirmed that there was no statistically significant difference on the job satisfaction by their school size.

### 4.3.8 Job satisfaction based on school setting

**Table 4.21 Difference in school setting and job satisfaction**

(n=201)

School setting	n	Mean	S.D	F	p-value
Urban area	118	3.60	.432	1.083	.340
Suburban area	51	3.61	.322		
Rural area	32	3.49	.326		

\* Statistical significance level of 0.05

Table 4.21 above illustrates that the job satisfaction of school principals by their school setting. The findings confirmed that there was no statistically significant difference on the job satisfaction by their school setting.

## **CHAPTER V**

### **DISCUSSION**

The purposes of this study were to investigate the job satisfaction of school principals in Colombo district Sri Lanka and to compare job satisfaction of school principals according to their personal and organizational factors.

The research results could be discussed as follows:

5.1 General profile of the sample.

5.2 Job satisfaction of school principals in Colombo district Sri Lanka.

5.3 Compare the job satisfaction of the school principals in Colombo district based on personal and organizational factors.

#### **5.1 General profile of the sample**

The research results about **age** showed that out of 201 respondents, 35.32 percent of the respondents were 50 and less than 50 years, while the number of respondents more than 50 years was 64.68 percent. According to the results nearly 2/3 of school principals of Colombo district were more than 50 years. The main reason for large number of principals more than 50 years could be because of the recruitment policy of school principals in Sri Lanka. Principals were recruited according to their service or by a competitive examination. However there were many political appointees too. Another reason could be Colombo district being in an urban area, most of the young principals must not have got the chance to work in an urban area. Another reason could be lack of interest in joining the principal service in young age because of its' many responsibilities.

In examining the results of **gender**, it was found that 56.72 percent school principals were male and 43.28 percent were female. The reason could be for more number of male principals, most of the females normally could not handle high responsibilities because they already had many responsibilities as a wife and a mother. According to Sri Lankan culture, most women give their priority to their homes.

According to the **marital status** 85.07 percent were married and 14.93 percent were single/separated/widow. This was in accordance with the Sri Lankan culture of tradition in marriage.

With regard to the **education level** of the sample more than half of the respondents is 56.72 percent held bachelor's degree and 15 percent have master's degree. The reason could be higher education level may be an advantage to obtain promotions as well as salary increments. Therefore most of the principals and teachers wanted to gain more educational qualifications.

As indicated by the research findings, 59.70 percent of school principals having 1-8 **year of experience** 24.38 percent of the principals having 9-16 years experience and 15.92 percent of principals had more than 16 years experience as a school principal. The findings indicated that year of experience as a principal varied from 1 year to more than 16 years. More than half of the respondents have less than 8 year of experience. It could be implied that majority of school principals were less experienced. In Sri Lanka, a teacher should have at least 10 year of service if he/she does not have a degree, to sit for the competitive exam of recruiting principal service. But there is another examination to recruit educational administrators called Sri Lanka Educational Administrative Service (open and limited) examination. By this examination only limited numbers of candidates were selected. Therefore most of the principals have very few years of experience.

The research findings in **school type** showed that nearly half of the respondents (47.76 percent) were working in the type 2 schools. 1 AB and Type 3 schools bottomed the list with only 16.42 percent. Out of four types of schools, number of type 2 schools in Colombo district is higher than the other type of schools. Therefore higher proportion of respondents is come from type 2 schools.

With regard to the results of **school size**, 32.84 percent respondents were working in schools, in the range of 200 to 500 students. Only 9.45 percent were working in schools over 2500 students. This is because majority of schools in Colombo district have students in the range of 200 to 500 and few schools have over 2500 students.

As indicated by the research findings of **school setting**, more than half of the respondents were working schools in urban area. (58.71 percent) Because the capital of Sri Lanka is in Colombo district it is the most popular district. Population density is very high and almost all the areas in this district are urban or suburban. However very few rural areas are also included.

## **5.2 Job satisfaction of school principals in Colombo district Sri Lanka.**

Out of the eight dependent variables of job satisfaction, school principals in Colombo district Sri Lanka has high satisfaction level with relationship between superiors, peers, and subordinates followed by recognition, than the responsibility, than working conditions, than achievement than the advancement. On comparison of mean score, six facets fell under the high satisfaction level and the rest two facets fell under the moderate satisfaction level. However, there is not much of difference in the mean score.

Therefore the findings of the overall job satisfaction of the principals in Colombo district Sri Lanka have high satisfaction level.

The results indicated that the school principals in Colombo district Sri Lanka have high satisfaction with the relationship between superiors, peers, and subordinates. The reason for this may be the help of the colleagues and the subordinates and the friendly work atmosphere between the principal and the subordinates. However this facet revealed that the statements “Superiors give practical advice on performance” and “You are supported in educational quality development from your superiors” have moderate satisfaction level. The reason could be more than 50% of principals have 1 -8 years of experiences as a principal. Therefore majority of principals expect more support and advice from their superiors.

Policy and administrative work of principals in Colombo district Sri Lanka was found to be moderate satisfaction level. The reason for the resentment could be tabulated from the research findings that the principals were not satisfied with the educational policy and the administration of the education zone. More over the principals were not satisfied with the annual staff’s appointment and relocate. This indicates that majority of principals were not satisfied with the administrative procedure of the zonal education offices. It seems to be principals are expected more and effective support from the zonal education office. Provincial Department of Education, Provincial Ministry of Education and Ministry of Education should put attention and consideration on this matter. To overcome this situation Zonal Education Offices should re-organize their administrative procedure in an effective way. By establishing a proper and impartial annual transfer policy, better and effective school inspection procedure and fulfilling the training needs of principals’ and teachers’ would help to satisfy principals’ job satisfaction.

The satisfaction level of working conditions was in a high satisfaction level. This may be due to their proper ration of staff to work and their capability

to perform well. Baron (1991) views that the employees derive satisfaction from the surrounding which are not dangerous or comfortable. Most employees also value a location close to home, new buildings, cleanliness and adequate tools. This indicates that the principals in Colombo district Sri Lanka work in a surrounding that is not dangerous or uncomfortable. They work closer to home and had adequate facilities for the profession. However according to the findings principals have moderate satisfaction on develop the schools according to Sri Lanka educational reforms. This may be due to lack of knowledge of principals about educational reforms. To improve the quality of education, reform in the education sector is necessary. Toward Education, affirm that education is a priority sector and should play an important role in fulfilling the country's development goals. The principals as well as teachers should be trained about this because more than 50% of principals have 1 -8 years of experiences.

The satisfaction level of salary is in a moderate satisfaction level and ranks the least mean score in research findings. It is a clear indicator that the recent salary of the government has no impact on the principals. It supports the study of Organ (1982) and Locke (1969) who feel that though the money is not a determinant factor of job satisfaction but money or income does make things worthwhile. Herzberg (1966) states that in order to prevent the worker from dissatisfaction, some of the hygiene factors need to be looked at like that of salary as it prevents the worker from job dissatisfaction and top of it the hygiene factor address the lower needs. The probable reason could be that the principals are not satisfied with the salary and the workload with many responsibilities they have to shoulder.

The results showed that job satisfaction level on recognition is in a high satisfaction level. This may be due to community support, compliments on performance, admiration by supervisors, teachers, parents and students.

The satisfaction level on advancement was in a high satisfaction level. This may be due to principals' high satisfaction on the feeling of honor to be selected as a school principal and the role in educational staff's performance evaluation. However the principals have moderate satisfaction on their opportunities to be promoted in accordance with their competence. This seems to be they are not satisfied with their current promotion procedure. The principals have moderate satisfaction on their opportunities to attend workshops, seminars to enhance their skills and broaden their experiences. Administrators should take this in to consideration because more than 50% of the respondents in this study have 1 to 8 years of experience. They need proper training to enhance their skills and to broaden their experiences.

The satisfaction level on achievement was in a high satisfaction level. This may be due to dynamic and challenging responsibilities of principals' and their freedom in decision making. More over principals have high satisfaction in their performance. However they had moderate satisfaction on "You are able to perform well all the time" and "Your current performance is corresponded your qualification".

### **5.3 Compare the job satisfaction of the school principals in Colombo district based on personal and organizational factors.**

#### **5.3.1 Difference of age and job satisfaction.**

Data collected for this study showed that all age groups were having a high satisfaction level being a school principal. The findings confirmed that there was no statistically significant difference on the job satisfaction by age. According to the findings of other researchers (Fansher & Buxton, 1984; Finley, 1991; and Schonwetter, 1993) who found that the oldest worker were the most satisfied.

Herzberg (1957) suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow older because the extrinsic rewards of work tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels of administration are usually not open to young men and women. Another factor contributing to the age job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence, and these feelings contribute to a greater level of job satisfaction. However in this research the all principals regardless of age were having a high satisfaction level being a school principal.

### **5.3.2 Difference of gender and job satisfaction.**

The results indicated that the job satisfaction of school principals was at a high satisfaction level for both male and female. The findings confirmed that there was no statistically significant difference on the job satisfaction by gender. This indicated that both male and female principals were satisfied with their position as school principals.

This finding was different to the results of some previous studies. Ololube (2006) found that females had higher satisfaction in their jobs than their male counterparts.

However the finding supported the study carried out by Siripak (2006) about job satisfaction in Mahidol University, Thailand. The reason could be due to the fact that both genders were likely to bear equal opportunities in educational field. More over this may be due to the non discrimination gender policy of the Sri Lankan government.

### **5.3.3 Difference of marital status and job satisfaction.**

The research findings confirmed that there was no statistically significant difference on the job satisfaction by marital status. This means that

the marital status does not have any impact on the level of job satisfaction. The findings supported the study carried out by Dorji (2007).

However the findings were contradict to the results of some previous studies of several researches. Siripak (2006) found that there was a positive relationship between job satisfaction and marital status.

#### **5.3.4 Difference of education level and job satisfaction.**

The research findings revealed that there was statistically significant difference on the job satisfaction by education level. Although all were satisfied, some were more satisfied than others. Those with master's degrees and bachelors degrees obtained a higher mean than those with below bachelor's degrees.

These findings were similar to findings reported in the existing small body of literature which report that the most highly educated employees were the most satisfied because they had secured desirable positions (Quinn et al, 1974).

But the findings were contradict to the results of some previous studies of Siripak (2006) and Dorji (2007). They found that level of education more or less affected job satisfaction of the respondents. The two researches revealed that the respondents who obtained higher educational level were less satisfied with their jobs. Higher level of education could be differentiate as the achievement as of a persons life. Herzberg was found that achievement was a motivator of job satisfaction. According to the results of these researches didn't support Herzberg's two factor theory, which stated that people having higher educational level would enjoy more for the intrinsic values, so tended to have more satisfaction in their jobs. Further more it might be due to cultural differences between developed and developing countries.

### **5.3.5 Difference of year of experience and job satisfaction.**

The respondents' mean scores according to their year of experience were between 3.55 (S.D = 0.373) and 3.66 (S.D = 0.451) indicating that regardless of experience, these principals were having a high satisfaction with their positions. The research findings confirmed that there was no statistically significant difference on the job satisfaction by year of experience.

It is important to note that satisfaction declined after 9-16 years experience and then increased after more than 16 years of experience. These findings were congruent with those reported by Cytrynbaum and Crites (1988), whose explanation for the drop related to the presence of barriers encountered on the job. Moreover, their explanation for the resurgence of satisfaction was based upon the confidence and success that were achieved over the course of the subjects' careers.

### **5.3.6 Difference of school type and job satisfaction.**

The respondents' mean scores according to their school type were between 3.44 (S.D = 0.347) and 3.78 (S.D = 0.441) indicating that regardless of school type, these principals were having a high satisfaction with their positions. The research findings revealed that there was statistically significant difference on the job satisfaction by school type. It is important to note that 1AB school principals were highly satisfied and Type 2 school principals were the least satisfied.

Findings reported in the research study of Aturupane H. (2009) state the performance in learning outcomes by type of schools. The trend improvement in the mean cognitive achievement scores in Mathematics and English were analyzed in terms of the distribution of performance, by type of school.

Type 1AB schools are large and prosperous schools which have classes from grades 1-13, and offer the full primary, junior secondary and senior

secondary school curriculum. Type 1C schools are large schools which run from grades 1-13, and offer the full school curriculum except science for the GCE A/L. Type 2 schools run from grades 1-11, and offer the school curriculum up to the GCE O/L. Type 3 schools are usually primary schools, running from grades 1-5, although a few type 3 schools offer classes from grades 1-8.

The research revealed that among the different classes of schools, students in type 1AB schools perform best. Pupils in type 1C and type 3 schools come next, with very small differences in performance among them. Students in type 2 schools lag behind the children in other type of schools. Therefore performance in learning outcomes might be the feelings contribute to a greater level of job satisfaction according to the type of school.

### **5.3.7 Difference of school size and job satisfaction.**

Principals in the school size categories obtained means between 3.52 (S.D = 0.285) and 3.72 (S.D = 0.433) meaning that principals located in the various school sizes were having a high satisfaction with their positions. The results showed that there was no statistically significant difference on the job satisfaction by school size.

But the findings were dissimilar to the results of some previous studies of Finley (1991) and Sparkes and McIntire (1987). They reached the conclusion larger the school, the greater the job satisfaction level, a positive linear association occurred between school size and satisfaction.

### **5.3.8 Difference of school setting and job satisfaction.**

Principals in rural, suburban, and urban schools scored between 3.49 (S.D = 0.326) and 3.61 (S.D = 0.322) indicating that principals located in these areas of Colombo district were having a high satisfaction on their jobs. The findings confirmed that there was no statistically significant difference on the job satisfaction by school setting.

But the findings were dissimilar to the results of some previous studies. Finley (1991) reached the conclusion about secondary principals in Tennessee where rural principals tended to be the least satisfied group.



## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

The researcher summarized the research findings and presented it in this chapter as follows.

6.1 Conclusions

6.2 Recommendations

#### **6.1 Conclusions**

The primary purposes for this study were to assess the job satisfaction of school principals in Colombo District Sri Lanka by their personal and organizational factors. The researcher intended to identify the possible statistically significant differences on job satisfaction by personal factors (age, gender, marital status, education level and year of experience) and by organizational factors (school type, school size and school setting). Considering this purposes, the findings revealed that school principals had high satisfaction on their positions. The mean satisfaction score of 3.46 on a scale of 1.00 (Lowest satisfaction) to 5.00 (Highest satisfaction) was the finding that supports this conclusion.

In this research, studied population was all the school principals in Colombo District with the sample size of 201. Questionnaires were used to collect data and both descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (t-test, one-way ANOVA) post hoc test with LSD (Least Significant Difference) was used to investigate the significant differences on job satisfaction.

### **6.1.1 Personal factors of the sample**

More than half of the respondents, 64.68% were more than 50 years old and 56.72% respondents were male. Most of them were married (85.07%). Majority of them were holding bachelors degree (56.72%) or master's degree (15%).

### **6.1.2 Job Satisfaction of school principals in Colombo district**

The research results revealed that the job satisfaction was at a high satisfaction level by using the job satisfaction survey questionnaire. Comparing eight facets of job satisfaction according to the theory of Herzberg, obtained the following results.

1. **Relationship between superiors, peers, and subordinates** facet had the highest level of satisfaction compared with all other aspects in the high satisfaction range with  $\bar{x} = 3.83$

2. **Salary** facet had the lowest level of satisfaction compared with all other aspects in the moderate satisfaction range with  $\bar{x} = 2.92$

3. **Policy and administrative work** and **salary** facets were in a moderate satisfaction level and all the other six facets were in a high satisfaction level.

### **6.1.3 Comparison of the job satisfaction by their personal factors**

The results of this study showed that the job satisfaction of school principals had statistically significant differences with regard to their education level. Principals with bachelor's degrees and masters' degrees appeared to be significantly more satisfied with their job than principals with below bachelor's degrees.

Regarding the other personal factors age, gender, marital status and year of experience there is no statistically significant differences on job satisfaction.

### **6.1.4 Comparison of the job satisfaction by their organizational factors**

The research findings showed that job satisfaction of school principals had statistically significant differences identified with regard to their school type. Generally, principals from 1 AB schools exhibited higher job satisfaction than other type school principals.

There was no statistically significant difference between urban, suburban and rural area principals job satisfaction.

## **6.2 Recommendations**

### **6.2.1 Recommendations based on the results of the study.**

It was hoped that Ministry of Education in Sri Lanka, Provincial Departments, Zonal Education offices, policy makers and school principals will use these recommendations to initiate actions that will enhance the job satisfaction of school principals in Sri Lanka.

Even though the research findings showed that the job satisfaction of school principals in Colombo district was in a high satisfaction level, there were some aspects like policy and administrative work and salary were in a moderate satisfaction level which means that the principals in general were not very happy in these aspects. Therefore the following suggestions were hoped to enhance the level of job satisfaction in the future.

➤The findings in policy and administrative work facet revealed that the statement “You are satisfied of annual staff’s appointment and relocate” had the lowest mean score compared with other 6 statements’ mean scores and had a moderate satisfaction level. Thus it was strongly suggested that the concerned authorities should take necessary actions to establish a proper and impartial annual transfer policy. The same facet revealed that the statement “You are satisfied with educational policy of education zone” had moderate satisfaction level. Therefore it was needed to take necessary actions to make an effective educational policy in the education zone. Moreover the statement “You are satisfied with the administration of education zone” had moderate satisfaction level. Therefore it was needed to take necessary actions to make an effective administrative structure in zonal education offices. An effective school monitoring and evaluation system, better school inspection procedure would

help to increase level of job satisfaction. The concerned authorities should begin a decisive reform in their management in order to offer more job satisfaction.

Even though the job satisfaction level was high in advancement facet the following statements in this facet showed moderate satisfaction level. “You have opportunities to be promoted in accordance with your competence.”, “You have opportunity to attend a workshop, seminar to enhance your skills and broaden your experiences.”, “Job designs of your position have been improved regularly”. According to the results of this study 59.7% of principals were newly recruited and having less than 8 years experience as a principal. Therefore the following suggestions are hoped to enhance the level of job satisfaction in the future.

➤ Principals of schools should be professionally developed by in-service and pre-service courses on education leadership to improve the capacity to meet the management and leadership tasks to perform the new role school based management which empowers the school.

➤ Well planned and effective strategies should be established while training programs should be provided in order to extend these principal’s personnel strength, creative talents and to remedy their weaknesses. They were the academic development and the school community relationships. Various methods of development programs such as quality control, in-service training, career development planning, and personnel appraisal methods, peer assisted leadership and continuing education should be utilized to increase the effectiveness of the school principals. Moreover, the programs of development had to be realized as ongoing, continuous process.

On the basis of the responses to this study, it appeared that school principals in Colombo District Sri Lanka, were satisfied with their positions. Ministry of Education and education authorities should put forth effort to either maintain this level of satisfaction or increase to a higher level in order to promote positive perceptions for this important position.

➤ Satisfaction level for recognition can be improved by acknowledging principals who successfully attained a school goal. Recognition should include public statements and awards, as well as private statements of praise and congratulations.

➤ The satisfaction level for advancement can be improved by encouraging qualified principals to apply for principal positions in higher standard or more competitive schools.

Salary ranked the lowest in the hierarchy for respondents in this study. Ministry of Education and education authorities needed to be assuring that principal salaries were competitive across the state. Also, increasing pay needs to be considered in order to attract a qualified pool of applicants to replace principals who will be retiring in the next 10 years. According to the ages of respondents in this study, 64.68% of the principals were more than 50 years which means that many principals will be retiring soon. There is a shortage of qualified principal applicants due to dissatisfaction with principal compensation. Therefore, if salary is not increased, education authorities will have difficulty in replacing qualified principals who are approaching retirement.

For principals in this study, the greatest source of job satisfaction comes from the statement “You feel honoured to be selected as a school principal”. It was the highest satisfaction statement out of all the statements with the mean score of 4.36. Therefore education authorities should put forth effort to maintain this satisfaction.

### **6.2.2 Recommendations for further research**

The research findings showed that the overall job satisfaction of the principals in Colombo district Sri Lanka was ranked in high satisfaction level. However the satisfaction of policy and administrative work and salary were in a medium satisfaction level. Therefore the researcher proposed topics concerning principals’ job satisfaction that could be built upon the research topic as follows.

1. A study of principals' job satisfaction should be conducted yearly to have a better understanding on their satisfaction on job. The findings from such a study would compare principal satisfaction and help to determine the impact of the new standards on principal satisfaction.

2. A comparative study of 1 AB, 1C, Type 2 and Type 3 principals' job satisfaction should be conducted to determine if one group is more or less satisfied than the other.

3. A study of principal job satisfaction should be done using either the interview technique or an open-ended survey instrument. This method would allow respondents the opportunity to express ideas that maybe more closely related to the day-to-day tasks of the principal.

4. It is important to conduct a research on the relationship between the principals' job satisfaction and students' achievement.

5. It is interesting to conduct a research on principals' job satisfaction and teachers' performance.

6. The qualitative approach should be applied to conduct research in this area for better understanding.

7. As job satisfaction was considered as an important issue in Educational Management, it was recommended that future research should explore this issue among academic staff rather than principal group.

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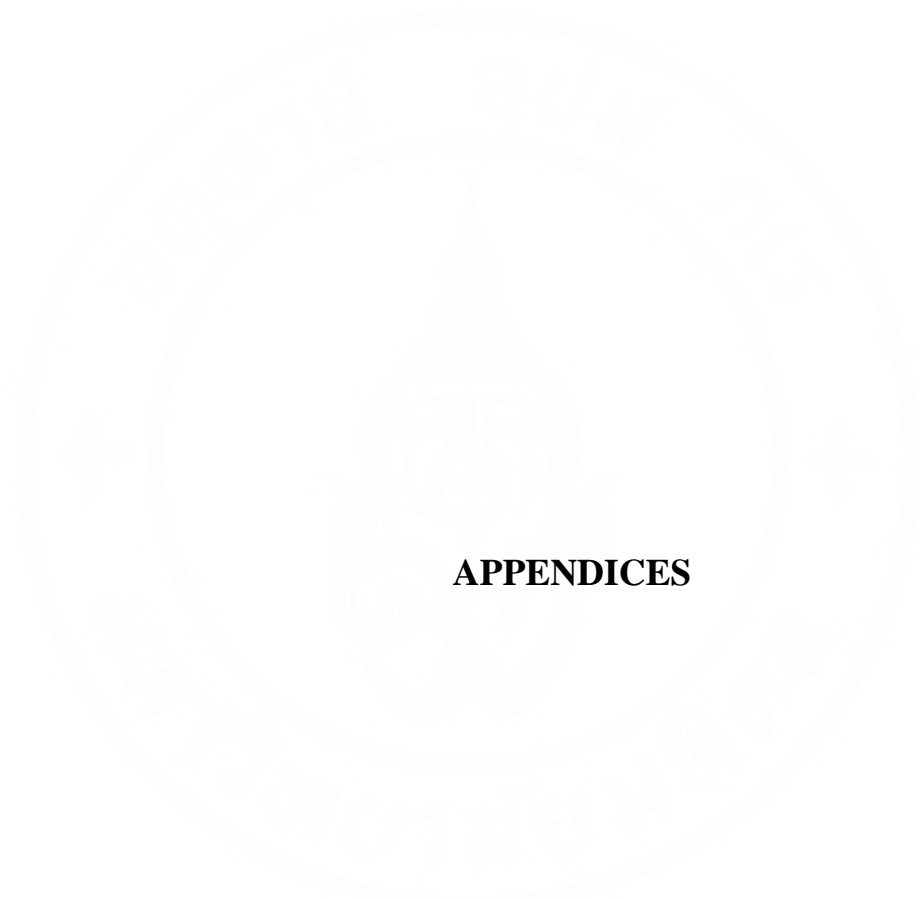
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**APPENDICES**

## APPENDIX A

**Table for determining the sample size**

<b>Population Size</b>	<b>Sample Size</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Population Size</b>	<b>Sample Size</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

The above table shows for determining needed size  $S$  of a randomly chosen sample from a given finite population of  $N$  cases such that the sample proportion  $p$  will be within  $\pm .05$  of the population proportion  $p$  with a 95 percent level of confidence.



**APPENDIX B**  
**RESEARCH QUESTIONNAIRE**

**Factors Affecting the Job Satisfaction of School Principals in  
Colombo District Sri Lanka**

**Section 1: General Information**

**Instruction: please place a check  $\surd$  in the square  that matches your answer or  
fill out the correct answers**

1. Gender

- Male  Female

2. Age..... years

3. Marital status

- Single  
 Married  
 Separated  
 Widow

4. Highest education level attained

- Below bachelor's degree  
 Bachelor's degree  
 Master's degree

Other (please

specify).....

5. How long you have been in School Principal ..... years

**Section 2: School's Profile**

**Instruction: please place a check  $\checkmark$  in the square  that matches your answer.**

## 1. Type of school

- 1 AB
- 1 C
- Type 2
- Type 3

## 2. School Size

- Below 200 students
- In the range of 200 to 500 students
- In the range of 501 to 1,000 students
- In the range of 1,001 to 2,500 students
- Over 2,500 students

## 3. Setting of the school

- Urban area
- Suburban area
- Rural area

**Section 3 Job Satisfaction**

**Instruction: please place a check  $\checkmark$  in the square  $\square$  that matches your most satisfactory and correct answers.**

No.	Statement	Job Satisfaction				
		Highest	High	Moderate	Low	Lowest
<b>Relationship between superiors, peers, and subordinates</b>						
1.	Superiors give practical advice on performance					
2.	You are supported in educational quality development from your superiors					
3.	Your subordinates well collaborate in practice.					
4.	Pleasant and friendly work atmosphere between you and your subordinates					
5.	Your colleagues and your subordinates are enthusiastic to collaborate					
6.	Your colleagues and your subordinates are helping together					
<b>Policy and administrative work</b>						
7.	Action plan is prepared before actual performance					
8.	Your supervisor is capable of giving command.					

No.	Statement	Job Satisfaction				
		Highest	High	Moderate	Low	Lowest
9.	You are satisfied with educational policy of education zone					
10.	You are satisfied with the administration of education zone					
11.	You are satisfied of annual staff's appointment and relocate					
12.	Educational reform encourages teaches to take part in decision making with school administrators					
<b>Working conditions</b>						
13.	School provides standard items, materials, tools, utensils in the workplace					
14.	School provides handbook, regulation, discipline and mandate to facilitate the performance					
15.	School is developed in accordance with Sri Lanka educational reform					
16.	Proper ration of staff to work					
17.	School environmental facilitates performances					
18.	Positive work atmosphere					

No.	Statement	Job Satisfaction				
		Highest	High	Moderate	Low	Lowest
19.	You are capable of perform well					
<b>Salary</b>						
20.	You are paid with appropriate wage level for the amount of work					
21.	Supervisors have a fair and reasonable justice in staffs' promotion and salary advancement					
22.	Concern on feat and achievement of the performance					
23.	Current salary account is suitable for staffs' responsibilities in school					
<b>Recognition</b>						
24.	You are trusted by your supervisor					
25.	Your supervisor gives a compliment on your performance					
26.	Community is satisfied with your performance					
27.	Community well collaborates with your work					
28.	Community supports for educational resources					

No.	Statement	Job Satisfaction				
		Highest	High	Moderate	Low	Lowest
29.	Your work has been recognized from students' parents					
30.	Your performance has been recognized by your colleagues.					
31.	You are admired by school teachers					
<b>Advancement</b>						
32.	You feel honoured to be selected as a school principle					
33.	You have opportunities to be promoted in accordance with your competence.					
34.	You have opportunity to attend a workshop, seminar to enhance your skills and broaden your experiences.					
35.	Job designs of your position have been improved regularly					
36.	You play a role in educational staff's performance evaluation.					

No.	Statement	Job Satisfaction				
		Highest	High	Moderate	Low	Lowest
<b>Achievement</b>						
37.	Your current performance is corresponded your qualification					
38.	Your current responsibilities are dynamic and challenging					
39.	You are capable of completing tasks					
40.	You have freedom in decision making					
41.	You are proud of your achievement					
42.	You are able to perform well all the time					
43.	You are satisfied with students accomplishment					
44.	You are satisfied with your performance					
<b>Responsibility</b>						
45.	You have the chance to be responsible for planning your work					
46.	You have the chance to make decisions on your own					
47.	You have the chance to be responsible for the work of others					

No.	Statement	Job Satisfaction				
		Highest	High	Moderate	Low	Lowest
48	You have the freedom to use your own judgment					
49	Your colleagues support to share your responsibilities					
50	You are satisfied with your responsibilities					

**Thank you very much for your kind cooperation.**

## **BIOGRAPHY**

**NAME** Miss. K.D.Geetha Senani Alwis

**DATE OF BIRTH** 13<sup>th</sup> December 1967

**PLACE OF BIRTH** Padukka, Sri Lanka

**INSTITUTIONS ATTENDED** University of Colombo, Sri Lanka  
Bachelor of Science (1991-1994)  
Open University of Sri Lanka  
1999: Post Graduate Diploma in  
Education  
2006: Master of Education  
Mahidol University, Thailand,  
Master of Education in Educational  
Management (2009 to 2010)

**SCHOLARSHIP** Education Sector Development Grants  
(ESDG) World Bank

**POSITION & OFFICE** Assistant Director of Education (Planning),  
Zonal Education Office, Horana,  
Sri Lanka.

**HOME ADDRESS** No. 60, Angamuwa, Padukka,  
Sri Lanka.  
Tel. +94112858168  
E-mail : geethaalwis@hotmail.com