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IDENTIFYING THE LEVELOF PROFESSIONAL SATISFACTION OF GRADUATE TEACHERS IN SRI LANKA

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Abstract
The teacher has a special place in the teaching and learning process. The role of the teacher is not only to activate the curriculum but also to develop the personality of the student and to maintain contact with the community. For the role of the teacher to be successful, it is very important that the teacher works with satisfaction. It can be seen that Shangri-Lanka has failed to recruit suitable persons for the teaching profession and to retain persons who will enter the teaching profession. Therefore, it can be pointed out as a urgent need to study the professional satisfaction of teachers. It can be said that if the teachers are not satisfied with their job, it directly affects the students' hard work. Therefore, the objectives of this study are to look at the job satisfaction level of graduate teachers working in Sri Lanka. For that primary purpose, the study used the research methodology of the quantitative research approach as the research layout in this study. In the Kandy District of the Central Province, 20 1AB schools and 30 1C schools were selected and 700 teachers working there were selected as a sample by simple random sampling. A quiz for teachers, 20 randomly selected teachers from the teacher sample and an interview schedule were used to collect data. The data were analyzed according to the median and Kyrgyz test under quantitative methodology. It was found that 63.0% of the graduate teachers are satisfied with the teaching profession. It was also revealed that the professional satisfaction of the graduate teachers was at a high level as the median value of the overall response was 3.43. It was clear that teachers received a satisfactory 74.2% response rate compared to teachers.
Analysis of teachers' level of satisfaction with the teaching profession has shown that there is a distinct difference between responses to each variable, such as gender, age, length of service, and the nature of the degree. Based on the above conclusions, it was recommended that it is essential to increase the level of professional satisfaction of both amateur and novice teachers. As the quality of the education system as a whole directly contributes to the economic development of a country, it can be said that it is the responsibility of the education authorities as well as the government to maintain the high level of professional satisfaction of teachers.

Keywords: Graduate Teachers, Career, Satisfaction, Quality,

INTRODUCTION

The teacher has a special place in the teaching and learning process. The role of the teacher is not only to activate the curriculum but also to develop the personality of the student and to maintain contact with the community. For the role of the teacher to be successful, it is very important that the teacher works with satisfaction. When teachers are satisfied with their jobs, they fulfill their responsibilities with greater focus and commitment, according to (1). Thus, it is clear that the professional satisfaction of the teachers is important in fulfilling the expectations of the organization by working diligently and efficiently in the workplace. The above statement from (2) confirms the idea that employees with a high level of professional satisfaction will have a higher level of efficiency in their time, work and work.maintain his or her role satisfactorily due to factors such as teaching challenges and school facilities.

(3) On the teaching profession states that Sri Lanka has failed to recruit and retain suitable persons for the teaching profession, indicating that there is no dissatisfaction among the teaching profession. (4) States that the teacher has not been able to maintain his or her role satisfactorily due to factors such as globalization, challenges in the development of communication centers, and facilities in schools. (5) States that teacher satisfaction with professions

iJETRM
International Journal of Engineering Technology Research & Management

affects school performance, and the (6) also points out that professional satisfaction directly affects teachers' performance. Therefore, it can be pointed out as a urgent need to study the professional satisfaction of teachers. (7) Also noted that if teachers are not satisfied with their jobs, it directly affects students' hard work. The objective of this study is to look at the job satisfaction level of graduate teachers working in Sri Lanka.

REVIEW OF LITERATURE

Motivation can be cited as a key factor influencing career satisfaction. It is important to work in a way that motivates the teacher, especially since the role of the teacher is to deal with the student and the student. Career satisfaction and motivation are also linked, according to the (8).

There are many different theories about motivation. The hierarchical theory of requirements put forward by (9) can also be applied to teacher satisfaction at professional motivation, and professional satisfaction will increase when teachers' needs are met systematically, from basic needs to complex needs. In addition to this study, theories such as (10) Two factors Theory, ERG Theory presented by (11), (12) XY Theory etc. can also be used in a practical way to increase teachers' professional satisfaction.

A study by (13) found that the factors that affect teacher job satisfaction are not the same, but there are similarities between the basics they contain. A study of the reasons why secondary teachers in Malawi choose teaching as a profession found that salary has contributed to increased professional satisfaction. His has been confirmed by studies conducted by (14) (15), and (16).

(17), (18), (19) , (20) and (21) Studies have shown that not only the salary but also the extra benefits related to the job have contributed to the professional satisfaction of the teachers (22), (23), (24) and (25) Studies have shown that the administrative efficiency of the school also contributes to the satisfaction of the teaching profession. Studies conducted by (26) (27) and (28) have also confirmed that the level of work assigned to teachers determines the level of professional satisfaction.

In view of the above studies, various factors such as salary, additional benefits, administrative efficiency, work ethic as well as interpersonal relationships, internal personality traits, acceptance, promotion, firm gender, age and experience may have influenced the determination of the level of professional satisfaction of teachers.

METHODOLOGY

The study aimed at identifying the level of professional satisfaction of graduate teachers in Sri Lanka. Graduate teachers working in schools in Sri Lanka are populated in this study. According to the School Census Report of Sri Lanka (2018) there are 106756 graduate teachers in 10194 schools. Out of these, 20 1AB schools and 30 1C schools in the Kandy District of the Central Province were selected and 700 teachers working there were selected as a sample by simple random sampling. A questionnaire for teachers was also used to collect data and 20 teachers randomly selected from the teacher sample were also used for interviews. Data were analyzed according to the median and Chi- Square test under quantitative methodology.

DATA ANALYSIS AND DISCUSSION

In the questionnaire, which was tailored to the level of professional satisfaction of graduate teachers, your satisfaction with the teaching profession as a teacher was asked? There, the most satisfying, the satisfying, the Moderate, the unsatisfying, the most unsatisfying. Table 1 show the feedback received from the sample.

Table 1 Satisfaction with the teaching profession as a teacher.

Responses	No	Percentages	Level of Satisfaction and Mediation

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International Journal of Engineering Technology Research & Management

			percentages		
most unsatisfying	68	9.7			
unsatisfying	131	18.7	unsatisfying	28.4	
Moderate	60	8.6	Moderate	8.6	
satisfying	309	44.1			3.43
most satisfying	132	18.9	satisfying	63.0	
Total	700	100		100	

According to Table 1, it was found that 63.0% of the graduate teachers are satisfied with the teaching profession. It was revealed that the professional satisfaction of the graduate teachers is at a high level as the median value of the overall response is 3.43. When asked about this, a science graduate teacher at a 1C school said that she is proud of the teaching profession when she sees her educated children in high-paying jobs. Also, a commerce teacher at a 1AB school said that he is satisfied that teaching children is considered a pinnacle. It was clear that the teachers were happy with the performance of the students. It was also the idea of the teachers that they would engage in the teaching profession as a social service. Teachers' satisfaction was then examined to see if there was a difference in gender, age, time, and degree type. Examination of whether there was a satisfactory level of change in the teaching profession according to gender revealed those 477 teachers and 223 teachers were involved in the sample. The sample response on occupational satisfaction in terms of gender is illustrated by Table 2.

Table 2 Professional satisfaction level in terms of gender

	most unsatisfying	unsatisfying	Moderate	satisfying	most satisfying	Mediation
	No of responses and Percentages					
Female	40 (8.6)	60 (1206)	22(4.6)	253(53.0)	101(21.2)	3.65
	101(21.2)			354(74.2)		
male	21(12.1)	71(31.8)	38(17.0)	56(25.1)	31(13.9)	2.96
	98(44.0)			87(39.0)		
Chi-Square Value				X^2 = 90.545	Fd=4	P=.000

According to the data in Table 2, 74.2% of the respondents said that the teachers were more satisfied than the teachers. Most of the teachers' feedback is that they are not satisfied. It was 44.0%. Also, teachers have a higher median value in terms of gender than teachers. Thus, it is clear that teachers have a high level of satisfaction in the teaching profession. It can be said that teachers have a higher level of satisfaction due to having more leisure time, enjoying teaching and facilitating household chores. The fact that more women are entering the teaching profession also confirms that there is a greater interest in the teaching profession among teachers.
Next, it was asked whether there was a difference in the level of professional satisfaction based on the criteria of teachers' age, service and degree. The median value of the feedback obtained and the value of the Chi-Square test are presented in Table 3.

Table 03 - Level of professional satisfaction according to the age, Service and type of the degree of the teachers

Age	median	Chi-Square	Service	median	Chi-Square Value	Type of Degree	median	Chi-Square

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International Journal of Engineering Technology Research & Management

		Value						Value
21-30	3.00	$x^{2=}$239.38	1-10	3.61		B.Ed.	3.78	
31-40	3.79	fd=12	11-20	3.24	$x^{2=}$105.37	Commerce	3.72	$x^{2=}$258.84
41-50	2.85	P=.000	21-30	3.44	fd=12	Aesthetic	3.69	fd=20
51-60	4.46		31 jeä	5.0	P=.000	Arts	3.58	P=.000
						Maths	3.55	
						Sciences	2.24	

It was clear that age affects the level of teacher satisfaction in terms of Chi-Square value (p = .000). Satisfaction is still high when the time is nearing retirement, with a median score of 4.46. This may be due to the inability to transfer to another profession, the maturity of experience, and the satisfaction of seeing students who have learned from themselves at a higher level in society. An analysis of service period also shows that teachers with more than 31 years of service have a higher level of satisfaction. The median is seen at 5. 00. Also, the value of the Chi-Square value (p = .000). confirms that there is a significant difference between the levels of professional satisfaction with the length of service.

It was also inquired whether the nature of the degree affects the level of satisfaction of the teaching profession. According to the Teachers' Degree-Based Responses, the Bachelor of Education Graduate (median 3.78) is the highest satisfaction and the Science Graduate (median 2.24) is the lowest level of satisfaction in the teaching profession. It was also revealed that there is a significant difference between the level of professional satisfaction of teachers depending on the nature of the degree according to the Chi-Square value (p = .000). It can be said that the graduates in education are highly satisfied as they are specially trained for the teaching profession. However, it is clear from the above data that science and mathematics graduates are not satisfied with their teaching career as they have higher paying employment opportunities in other fields. Analysis of the level of teacher satisfaction with the teaching profession has shown that there is a significant difference between each variable, such as gender, age, length of service, and degree.

CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this research paper was to investigate the level of professional satisfaction of teachers. Accordingly, it can be concluded that teachers as a whole are working with satisfaction about the profession. According to the analysis of specific variables, it can be concluded that the level of teacher satisfaction is higher due to the higher median value of teachers than that of teachers. Professional satisfaction level is higher in teachers over 50 years of age. This may be due to the imminence of retirement and the inability to transfer to another profession, as well as the psychological pleasure of seeing one's students at the top of society. It was concluded that the level of professional satisfaction of teachers increases with age as well as service hours. Also, according to the analysis of the degree level of satisfaction of the teachers, it can be concluded that the level of satisfaction of the degree teachers in education is higher than other degree teachers. It was also found that the above conclusions were confirmed by the research findings of the literature.

Based on the above conclusions, it is essential to increase the level of professional satisfaction of both amateur and novice teachers. Being dissatisfied in the beginning can have an impact on a student's achievements. As a proposal for this, in addition to imparting professional knowledge in the vocational education programs of apprentice degree teachers, special programs should be activated to develop attitudes towards the teaching profession. Promotions in the teaching service should be based on the qualifications obtained, especially through vocational training programs. Also, in recruiting for services such as teacher advisor, principal, education administrative service, priority should be given to the highest educational qualifications instead of service time. Professional satisfaction level can be enhanced by evaluating the relevant teachers for the achievements achieved during their tenure in the teaching profession. Professional satisfaction levels can also be enhanced by providing incentives and travel expenses for additional work done by teachers like other public servants. Another proposal could be to increase the salaries of

iJETRM
International Journal of Engineering Technology Research & Management

teachers, taking into account the specificity of their work. This will further enhance the attractiveness of male teachers for the teaching profession. As the quality of the education system as a whole directly contributes to the economic development of a country, it can be said that it is the responsibility of the education authorities as well as the government to maintain the high level of professional satisfaction of teachers.

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