

THE IMPACT OF SELF-EFFICACY ON JOB SATISFACTION AMONG GOVERNMENT SCHOOL TEACHERS IN SRI LANKA (WITH SPECIAL REFERENCE TO KALUTARA DISTRICT).

ISSN: 2772 128X (Online)

ISSN: 2792 1492 (Print)

 **SLJESIM**

VOLUME 2 ISSUE 2

December 2023

sljesim@sab.ac.lk

www.sab.ac.lk/sljesim

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Received: 14 October 2023 Revised: 25 October 2024 Accepted: 29 October 2024

How to Cite this Article Dion B.L.D.N.M. and Rathnayake, R.M.L (2023). *The impact of self-efficacy on job satisfaction among government school teachers in Sri Lanka (with special reference to Kalutara district).. Sri Lanka Journal of Economics, Statistics, and Information Management, 2(2), 75-92*

Abstract

The role of teachers is very important for the success of students' education. Additionally, it's essential to focus on their job satisfaction. Here, teachers gain confidence in self-efficacy to develop new methods for conducting more effective teaching and rooting for each other's improvement. Teachers' job satisfaction and self-efficacy are essential to achieving better student performance. This study's main objective is to investigate the impact of self-efficacy on job satisfaction among government school teachers in Sri Lanka. A structured questionnaire was distributed to 371 government school teachers in the Kalutara area selected via a multistage cluster sampling technique. This study used a quantitative approach. The data was analysed using Factor Analysis and Binary Logistic Regression with the support of SPSS. The Norwegian Teacher Self-Efficacy Scale was applied to evaluate teachers' self-efficacy. The results imply that females were more satisfied with their jobs than males. The age range of 36- 45 years respondents recorded the highest percentage of satisfaction. And the majority of the teachers were married. Binary logistic regression has found that keeping discipline was a significant factor in teacher's job satisfaction. However, other components, namely Instruction, adapting education to individual students' needs, coping with changes and challenges, and cooperating with colleagues and parents, did not significantly impact teacher's job satisfaction. The finding of the study suggests to give training sessions to control classroom dynamics and maintain discipline for the teachers. Furthermore, the government should pay more attention to those programs.

keywords: Binary Logistic Regression, Government School Teachers, Job Satisfaction, Self-efficacy, Teacher Self-efficacy.

INTRODUCTION

For a sustainable economic process in any economy in the world, a country must have an education system full of knowledge and skills. Sri Lanka's education system has changed significantly development over the years with a focus on enhancing access and quality of education. To this purpose, government schools play a very important role in providing education to a substantial proportion of Sri Lanka's population. However, like many other education systems around the world, Sri Lanka's education system faces challenges in terms of infrastructure development, teacher retention, and resource allocation. Kalutara district in the Western Province of Sri Lanka is a microcosm of these difficulties. Government initiatives to improve classroom infrastructure and prepare teachers have not eliminated the problems of high-class sizes, scarce resources, and socioeconomic inequality. These difficulties may affect teachers' well-being, such as job satisfaction. Also, the teaching profession has become extremely challenging as effective teachers are essential, and high performance is expected from teachers in a highly demanding educational system (Gkolia et al., 2014). Because of this, the teacher's job satisfaction is a major issue. Job satisfaction among teachers affects overall classroom effectiveness. A person's feelings of fulfilment at work and their motivation to work consist of various psychological, physical, and environmental variables that contribute to job satisfaction (Pooja, 2019). Satisfied teachers also aim to establish a conducive learning environment for their students. According to Albert Bandura's self-efficacy theories, a person's views about their capacity to finish tasks have an impact on their motivation, conduct, and overall well-being. Confidence in the ability to meet students' needs and produce desired learning outcomes. In other words, teacher self-efficacy refers to the teacher's ability to effectively perform professional tasks such as assessing student learning. Teachers who have high levels of self-efficacy are usually more resilient, motivated, and engaged with their duties. High self-efficacy improves confidence and behavior, influencing the school environment and achieving organizational goals (Svr Babu et al., 2022). Also, teachers' self-efficacy can be a variable that can influence their job satisfaction.

School teachers have to contribute a lot to this activity to be effective. Furthermore, the government is concentrating more on enhancing the standards of education at every level in Sri Lanka. However, academic performance in various examinations in Sri Lanka is unsatisfactory. The main examinations in Sri Lanka include the General Certificate of Education (Ordinary level), and the General Certificate of Education (Advanced Level). The table below demonstrates evidence of vicious fluctuations in educational attainment for success in the most important test in Sri Lanka's education system, the G.C.E A-level examination.

Table 1: Percentage of A-level students who received 3A's and failed in all subjects

Year	2017	2018	2019	2020	2021	2022
Obtained 3A's	3.62	2.25	3.12	2.90	3.95	4.05

Failed in all subjects	8.21	8.34	8.91	8.64	9.71	9.79
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Source: Department of Examination (Sri Lanka), 2022

From 2017 to 2022, the percentage of students who obtained 3A's and failed the A-level examination is shown in Table 1. The percentage of failing all appears to be far larger than the percentage of A for all. Furthermore, when all applicants in the province were evaluated in 2022, Western Province saw 9.50% of students fail all subjects (Department of Examination, 2022). Also, 39619 were eligible for university entrance from Western Province, of which 8438 were eligible for university entrance from Kalutara district.

Also, the performance of the G.C.E. O Level Examination, which is another major exam, can be stated as follows.

Table 2: Percentages of those who passed the G.C.E. Ordinary Level Examination with 9A's and failed in all subjects (showed for 6 or more subjects)

Year	2015	2016	2017	2018	2019	2020	2021	2022
9A passes	2.23	2.87	3.36	3.13	3.34	3.78	3.49	4.22
Failed in all subjects (6 or more subjects)	3.18	3.11	2.46	2	2.29	1.87	2.11	2.22

Source: Department of Examination (Sri Lanka), 2022

From 2015 to 2022, the percentage of students who received 9A's and failed the G.C.E. O-level examination is shown in Table 2. Here the percentage of failure in all subjects is higher in 2022 than in 2021. Considering the Kalutara district, the percentage of failed in all subjects in educational zones Kalutara, Horana, and Matugama is 2.39%, 2.30%, and 2.13% respectively. Thus, the effect of the teaching process can be indicated as a cause of the decrease in the results of O Levels and A Levels. Improving educational performance has a strong connection to the teachers' job satisfaction. If teachers are dissatisfied with their profession, it can directly or indirectly affect students. According to the examination results above, certain problems in the teaching process can significantly impact such a result. The students will suffer if the teacher does not carry out his teaching process properly. To get a fruitful teaching process from the teacher, they must have a strong interest in their work. Therefore, being concerned about teachers' job satisfaction is very important. Also, a teacher has learning objectives to improve students' learning. That is, a teacher should also have self-efficacy. Self-efficacy will also affect teachers' job satisfaction. These facts show that there is a problem of job satisfaction among school teachers. Accordingly, this study attempts to study how self-efficacy affects job satisfaction among government school teachers in Kalutara District, Sri Lanka.

LITERATURE REVIEW

Self-efficacy

The Social-cognitive theory of learning states that behavioral, environmental, and cognitive factors influence a person's self-efficacy (Nabavi & Bijandi, 2012). According to Flammer, 2015, the capacity for major influence an individual exerts is known as self-efficacy. Bandura (1977) identified self-efficacy as a fundamental factor that creates behavior to achieve performance. Self-efficacy theory focuses on a person's perception of their abilities rather than their actual abilities. Bandura (1994) explained perceived self-efficacy as the belief in a person's capacity to achieve a specific level of performance and influence life occasions. Beliefs in someone's ability to effect change influence a person's feelings, motivations, and behaviors. Such opinions have different implications due to four main processes. They consist of cognitive, emotional, motivational, and selection processes. Self-efficacy is a mediator between past performance improvements and future performance (Lane, 2004). Furthermore, self-efficacy beliefs are developed using four key types of information: performance skills, variable experiences, persuasive words, and physiological circumstances (Bandura, 1977). Given that they offer the most reliable indication of an individual's capacity to finish a task, performance accomplishments, according to Bandura (1977) are the best source of performance information. The belief that one can plan and carry out the essential steps to bring about the desired outcomes is known as self-efficacy (Artino, 2012). In many cases, theories of motivation and learning rely heavily on self-efficacy, also known as task-specific self-efficacy. Moreover, the idea of self-efficacy has been used by educational researchers over the past 34 years to predict and explain a wide range of human activities, from academic performance to athletic ability (Artino, 2012).

Teacher's Self-efficacy

The concept of teacher self-efficacy has historically been seen from two different perspectives: Bandura's (1977) social cognitive theory and Rotter's (1966) locus of control theory (Zee & Koomen, 2016). Rotter (1966) explained that someone's relationship with the environment influences his or her locus of control. People develop wide opinions about the level to which they have internal control over certain areas of their lives and the degree to which they lack it (external control) as an outcome of this interaction (Rotter, 1966). According to Rotter (1966), teachers with a strong sense of internal control also had a strong sense of self-efficacy because they thought that teaching could influence student behavior and outcomes (Skaalvik & Skaalvik, 2007). On the other hand, Bandura claimed that thinking education could improve a student did not imply belief in one's ability to educate effectively, highlighting the distinction between outcome expectancies and self-efficacy (Zee & Koomen, 2016). Today, Bandura's self-efficacy hypothesis is widely accepted in teacher self-efficacy research. Gibbs (2003) stated that a teacher's self-efficacy is a strong predictor of whether and how a teacher will act. The belief that one can personally influence one's actions, thoughts, and emotions is known as self-efficacy. With this belief, effective educators approach their teaching intending to make a

positive impact on the lives of their students. One important determinant of a teacher's effectiveness is their self-awareness. Strong self-efficacy beliefs are associated with higher job satisfaction, greater commitment, and other positive outcomes (Trentham et al., 1985) and less absenteeism (McDonald & Siegall, 1992).

Garvis & Pendergast (2011) defined teacher self-efficacy refers to the belief in a teacher's capacity to execute a teaching task effectively. The idea of someone's ability to cope with all the responsibilities and difficulties that come with being a teacher is called teacher self-efficacy. Also known as educators' self-confidence about their ability to carry out their jobs as professionals, including helping students learn. Furthermore, educators with high levels of self-efficacy feel good about their work and have more confidence in their abilities to teach. In addition, a teacher's level of self-efficacy is related to the way they behave and the performance standards set by the school where they work. Because educators have a part to play in achieving organizational objectives within the school setting (Svr Babu et al., 2022). As Bandura (1977) points out, the effect of teacher effectiveness on education is important. A teacher's ability to influence the behavior and learning of motivated and unmotivated students in desired ways is a measure of their effectiveness. Also, teachers' self-efficacy is not only a powerful predictor of their abilities, but it also influences student behavior and achievement. Researchers suggest that self-efficacy affects both students' motivation and teachers' methods (Skaalvik & Skaalvik, 2007).

A teacher's teaching style and persistence in the face of difficulties in the classroom affect teacher self-efficacy in at least four different ways (Gibbs,2003). It can be classified as behavioral, cognitive, emotional, or culture-based (Gibbs, 2003).

The belief an educator has in their capacity to handle various instructional settings is termed “**behavioral self-efficacy**”.

A teacher's trust in their capacity to control their thoughts during particular instructional scenarios is known as “**cognitive self-efficacy**”.

The term “**emotional self-efficacy**” describes a teacher's confidence in their capacity to control their feelings during various educational settings.

When a teacher believes they can act in a manner that is suitable for their culture in a specific teaching context, this is referred to as “**cultural self-efficacy**”. There is little research on this concept (Gibbs, 2003).

Emin Türkoğlu et al. (2017) stated that “student engagement”, “instructional strategies”, and “classroom management” were the dimensions of the teacher’s self-efficacy scale. Researchers have explored the topic of teacher self-efficacy in numerous ways (Skaalvik & Skaalvik, 2007). The Norwegian Teacher Self-Efficacy Scale is used to measure Teacher Self-efficacy (Kengatharan, 2020; Khezerlou, 2013). Skaalvik & Skaalvik (2007) first developed the Norwegian Teacher Self-Efficacy Scale with six subscales (“Instruction”, “Motivating Students”, “Adapting Education to Individual Students’ Needs”, “Cooperating with Colleagues and

Parents”, “Keeping Discipline”, and “Coping with Changes and Challenges”) from 24 items. Also, Skaalvik & Skaalvik (2007) noted that since the “Teacher Efficacy Scale” (Tschannen-Moran & Woolfolk Hoy, 2001) is a popular measure of teacher self-efficacy, it may be useful to compare the “Norwegian Teacher Self-Efficacy Scale” to it. The teacher efficacy scale has three subscales: “classroom management”, “instructional strategies”, and “student engagement”. Although these subscales are not identical to those in the Norwegian Teacher Self-Efficacy Scale, they are comparable to “keeping discipline”, “instructions”, and “motivating students”. The four Norwegian Teacher Self-Efficacy Scale subscales, “Adapting Education to the Needs of Individual Students”, “Dealing with Change and Challenges”, and “Collaborating with Colleagues and Parents” are not represented as independent subscales in teachers' sense of efficacy.

Job Satisfaction

Svr Babu et al. (2022) they have defined job satisfaction as a complex and comprehensive idea that varies according to individuals. In general, motivation and job satisfaction are related, although it's not very clear exactly. Motivation and satisfaction are two different things. Mainly, job satisfaction is a mental or attitudinal condition. The degree to which a person reports being satisfied with both the internal and external components of their work is regarded as job satisfaction. According to Spector E. Paul (1997), people's feelings regarding their employment, and many different aspects of them are often referred to as job satisfaction. It is the degree to which people are happy or unhappy with the work they have done. Job satisfaction, as commonly measured, is an attitudinal variable. Everything someone senses about their hard work is considered their extent of job satisfaction. A person's comparison of expected, deserved, or desired outcomes with actual outcomes leads to this personal response to a work (Rao & Karumuri, 2019). Furthermore, the complete satisfaction or dissatisfaction of an individual with his work is called job satisfaction. This is a practical or effective response to various aspects of one's work. This refers to a person's overall mindset and perspective on their work (Omah & Obiekwe, 2019). An individual's overall evaluation of their employment, which is impacted by things like turnover, performance, and unproductive work habits, can also be pointed to as job satisfaction. It is connected to characteristics like locus of control, self-efficacy, and self-esteem and is a central variable in organizational theories.

Research focuses on global levels of job satisfaction, suggesting that job satisfaction is a precursor to desired behavior and a potential cause of counterproductive behavior. It is also strongly related to self-reported behaviors directed toward the organization (Meier & Spector, 2015). According to Aziri (2011), one of the key factors influencing how successful and efficient commercial businesses are might be work satisfaction. Furthermore, a clear indication of the significance of job satisfaction in today's firms is the new management style, which places an emphasis on treating employees as human beings with needs, wants, and personal desires. The principle behind work satisfaction analysis is as follows: a happy employee is a satisfied employee, and a successful employee is a happy employee.

According to Aziri (2011), the significance of job satisfaction becomes even more apparent when one considers the detrimental effects of job discontent, which include a decline in loyalty, a rise in absenteeism, and an increase in accidents. In 1997, Spector E. Paul identified the most popular instruments for work satisfaction. The following factors that contribute to job satisfaction were enumerated by him: compensation, opportunities for personal growth and advancement, recognition, security and supervision, co-workers, appreciation, communication, fringe advantages, job circumstances, and the scope of the position and the company. He also thought that the method mentioned above had lost popularity due to an increased emphasis on cognitive processes rather than fundamental requirements and that the viewpoint of attitude had become dominant in the research on work satisfaction. The choice to quit one's current work is additionally greatly affected by other considerations, such as anticipation of alternative opportunities for employment and prolonging tenure with the business. Therefore, total productivity is higher in businesses with happier workers (Svr Babu et al., 2022).

There are relevant theories in the study of job satisfaction, so Worlu & Chidozie (2012) have proposed Herzberg's two-factor theory as a more acceptable alternative to Maslow's theory for the study of job satisfaction. The duality of motivation and hygienic factors, or intrinsic and extrinsic influences, is central to the two-factor theory. Motivating factors are internal to the work, according to Herzberg, whereas hygiene factors are external. Hygiene factors so function to reduce workplace unhappiness, while motivational ones simply serve to enhance and raise job satisfaction (Herzberg et al., 1959).

Teacher's Job Satisfaction

Teacher job satisfaction was defined by Nimo Appiah-Agyekum et al. (2013) as the emotions and opinions of a teacher about the enjoyment and satisfaction of teaching. Lawler et al. (1973) suggest that the concept of teacher contentment is contingent upon an imagined alignment among the teacher's professional goals and their recognized abilities, as well as their feelings toward their job as an educator. According to De Nobile & McCormick (2008), job satisfaction in schools is an important phenomenon. He also states that staff commitment, morale, and turnover will affect low job satisfaction and dissatisfaction and this is especially important for the teaching profession. He also points out that schools and school systems are interested in maintaining high levels of job satisfaction because this helps maintain relative stability in the educational environment and ensures that the primary goal of education is not hindered by student learning. Job satisfaction manifests itself in the leadership and administration of educational institutions, especially in the teaching profession. Here, positive inputs generate desirable results and demonstrate competent management and leadership by prioritizing individual well-being. Thus, teachers may be highly motivated to act in a praiseworthy manner. Also, many factors can influence teachers' job satisfaction, but they all revolve around work climate, procedural or organizational flow, management and leadership, and compensation and benefits (Lumanug & Dimla, 2021).

Self-efficacy and personal stress have a considerable impact on work satisfaction among high school teachers, according to a study by Svr Babu et al. (2022). When it comes to work happiness, teachers who have high self-efficacy also have high levels of stress. Here, the study does not consider other factors such as personality, well-being, or personal values. It suggests that unaided public school teacher unions should be encouraged to ensure proper wages, working conditions, and welfare. Another study by Okoye & Okike (2021) stated a link between self-efficacy, attitudes toward job performance, and satisfaction among technical and vocational educators in tertiary institutions in Northeast Nigeria. According to Pooja (2019), a positive correlation between job satisfaction and occupational self-efficacy among government and private school teachers, with significant gender differences, but no significant differences in occupational self-efficacy. And also, Kengatharan (2020) investigated the effect of teacher self-efficacy on job satisfaction by using the theory of planned behaviors and social cognitive theory. Job satisfaction is used as a dependent variable and teacher self-efficacy is used as the independent variable. The results emphasized that “adapting education to individual students’ needs, motivating students, and keeping discipline” had positively and significantly affected teacher job satisfaction. Also, “cooperating with colleagues and parents, instruction, and coping with changes and challenges” were not significant factors for teacher job satisfaction. Karabiyik & Korumaz (2014) found a positive relationship between teachers' self-efficacy perception and job satisfaction, increasing with higher self-efficacy. However, no significant differences were found based on gender, age, science branch, working institution, or school level. Viel-Ruma et al. (2010) and You et al. (2017) pointed out that Self-efficacy significantly impacts job satisfaction. Teachers with high levels of self-efficacy communicate effectively in the workplace, leading to job satisfaction (Caprara et al., 2006). According to Akomolade & Ogunmakin (2014), self-efficacy, job stress, and emotional intelligence all combine to predict job happiness. Furthermore, this study revealed that self-efficacy was not as important as emotional intelligence and occupational stress did not predict job satisfaction. They also state in their study that self-efficacy is an effective predictor of job satisfaction. Based on Osuji et al. (2022) findings, the study concluded that teachers' marital status and salaries contribute less to teachers' job performance in secondary schools in Rivers State. Furthermore, Islam & Akter (2019) study of the Impact of Demographic Factors on Job Satisfaction found that gender, marital status, or position did not affect job satisfaction. It was also shown that experience and age had a beneficial impact on work satisfaction.

The literature reviews assist the researcher in determining that the topic in question is rarely explored in the Sri Lankan context. There has been very little study done on the impact of self-efficacy on job satisfaction among teachers in Sri Lanka, even though several studies have been done on this topic among teachers in other parts of the world. The amount of research conducted using government school teachers is also minimal. As another research gap, the Teacher Efficacy Scale has been used in most research, while the Norwegian Teacher Self-Efficacy Scale has been used in the least research.

The conceptual framework for this investigation is shown in Figure 1.

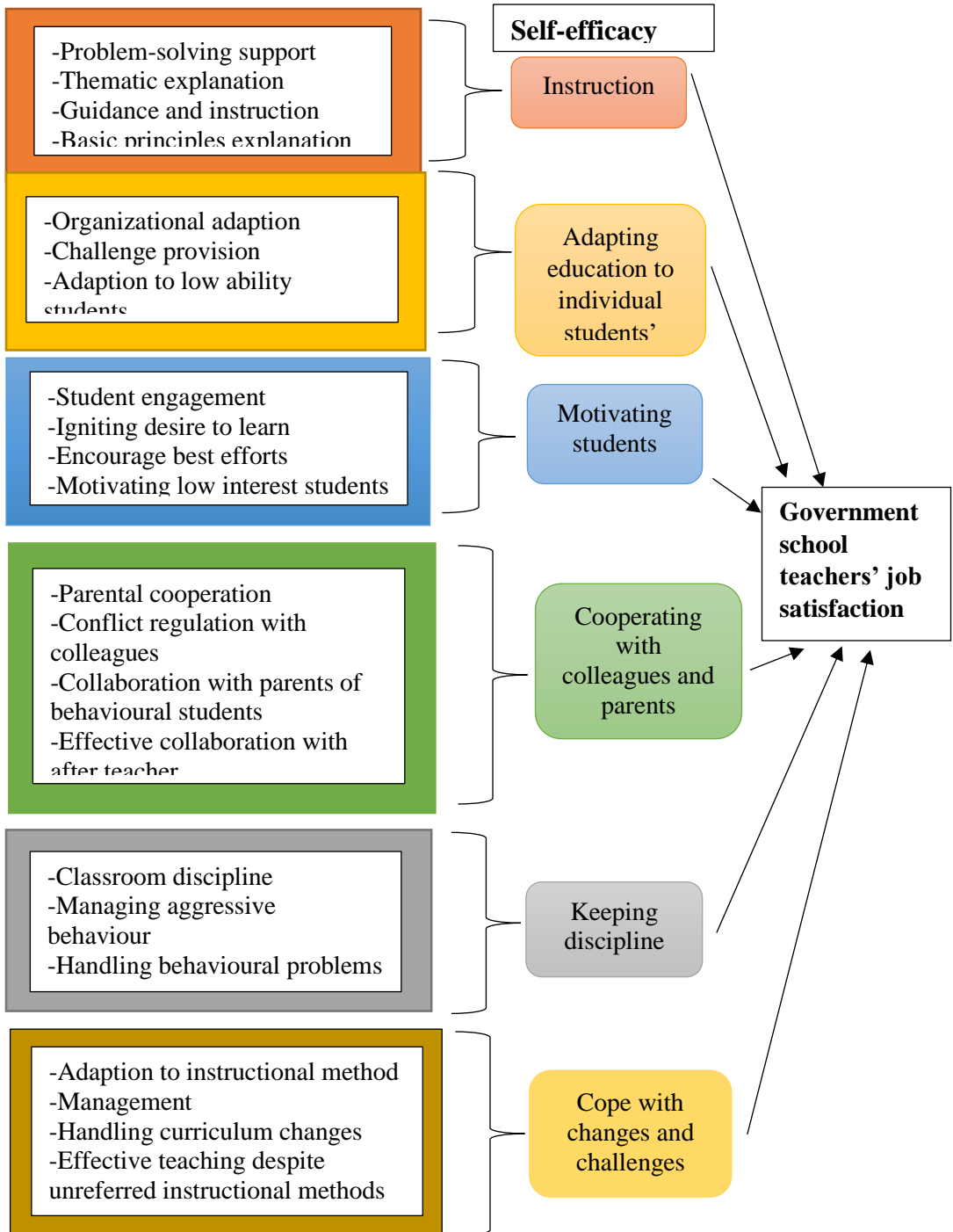


Figure 1: Conceptual Framework
Source: Developed by author(2024)

Considering the conceptual framework, the researcher proposed the following research analysis hypothesis.

H1: There is a significant impact of receiving instruction on job satisfaction among government teachers in Kalutara District.

H2: There is a significant impact of adapting education to individual students' needs on job satisfaction among government teachers in Kalutara District.

H3: There is a significant impact of motivating students on job satisfaction among government teachers in Kalutara District.

H4: There is a significant impact of keeping discipline on job satisfaction among government teachers in Kalutara District.

H5: There is a significant impact of cooperating with colleagues and parents on job satisfaction among government teachers in Kalutara District.

H6: There is a significant impact of coping with changes and challenges on job satisfaction among government teachers in Kalutara District.

MATERIALS AND METHODS

A quantitative research approach was used in this study to achieve the research objectives. The population implemented in the research was all government school teachers in the Kalutara district of Sri Lanka in 2022. The Western Provincial Education Department reports that 10,686 teachers worked in government schools in the Kalutara district overall. Based on Krejcie and Morgan's Table, the sample size of 371 was determined. A sample of teachers from Sri Lankan government schools was chosen using a multi-stage cluster sampling method. Out of 25 districts, Kalutara district was chosen at random for the first stage. Kalutara District has three educational zones: Horana, Kalutara, and Matugama. From that, the Kalutara Education Zone was randomly selected in the second stage. The researcher randomly selected the district and education zone by lottery method to create the sample. Type 1 AB, Type 1 C, Type 2, and Type 3 are the four categories into which government schools in Sri Lanka fall within the current educational framework. At this stage, the sample size is to represent all school types without cluster selection. Ten government schools are randomly selected to represent all types of government schools. After that, the number of teachers admitted from each school has been taken proportionately. The number of teachers allocated to each school was selected using the random number table method.

There were primary and secondary data sources in the study. A structured questionnaire was used by the researcher to get primary data from the sampled respondents. Part A, Part B, and Part C were the three components of the questionnaire. Part A consists of demographic variables to gather information and represent the sample population. Section B included one question to measure job satisfaction (dependent variable) among the respondents, "I am satisfied with my career". For this statement, a binary nominal scale was employed, where 1 denoted

"Yes" and 0 denoted "No". The Norwegian Teacher Self-Efficacy Scale, including 24 items, was used in Part C of the questionnaire to assess teachers' self-efficacy (an independent variable). "Instruction", "Motivating students", "Keeping discipline", "Adapting education to individual students' needs", "Cooperating with colleagues and parents", and "Coping with changes and challenges" are all aspects of teacher self-efficacy. There are four items for each of those dimensions, and as there are a total of 24 items, 24 questions have also been produced. The twenty-four questions were to be answered on a 7-point Likert scale ranging from "not at all certain" to "absolutely certain". For example, "I believe that discipline can be maintained in any school class or group of students" and "I am sure that all the students in the class are able to work hard with their schoolwork" are the statements for the variables, Maintaining discipline and, Motivating Students respectively.

IBM SPSS (Statistical Package for Social Sciences) was used to evaluate the gathered data. The primary method of data analysis employed was Binary Logistic Regression. In addition, factor analysis and descriptive statistics were also used in data analysis.

RESULTS AND DISCUSSION

Table 3: Descriptive Statistics

Variable	Category	Proportion (%)
Gender	Male	19.14
	Female	80.86
Age	Below 25 years	6.47
	25 years – 35 years	25.61
	36 years – 45 years	31.26
	46 years – 55 years	23.45
	Above 55 years	13.21
Marital Status	Married	82.75
	Unmarried	17.25
Educational Qualifications	Diploma	27.22
	Bachelor's Degree	47.98
	Master's Degree	11.59
	Other	13.21

Source: Sample Survey, 2024

Descriptive results from the study are shown in Table 3. Those between the ages of 36 and 45 represented the majority of the sample, which included a greater percentage of female participants. According to the statistics, almost 82.75 percent of the teachers were married. Furthermore, considering the educational qualifications of teachers, the category's highest percentage was recorded for the Bachelor's Degree, and the lowest proportion was reported for the Master's Degree.

Sample distribution

The researcher obtained a binary outcome using the two outcomes of satisfied and unsatisfied.



Figure 2: Sample distribution by Teachers’ Job Satisfaction
 Source: Sample Survey,2024

Figure 2 shows that dissatisfied teachers were recorded as 33.42 percent of the selected respondents. And out of the total respondents, 66.58 percent were satisfied. Therefore, the majority of respondents were satisfied.

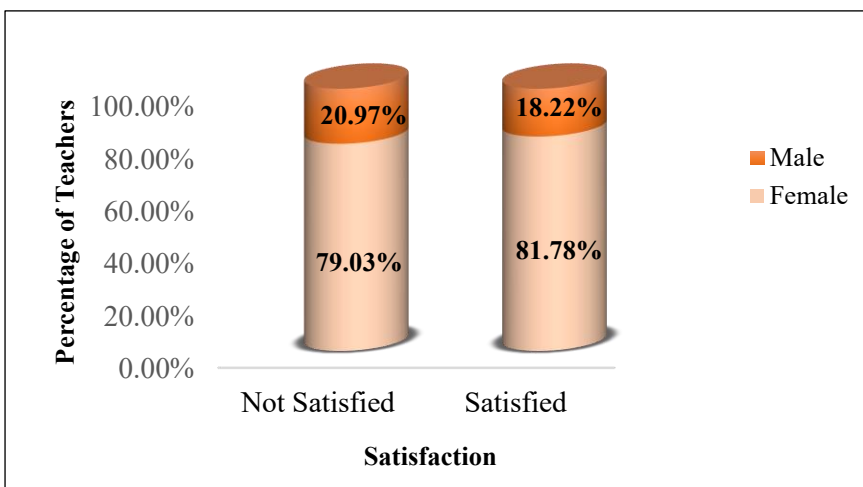


Figure 3: Sample distribution by Job Satisfaction Based on Gender
 Source: Sample Survey,2024

Figure 3 represents the gender distribution of satisfied teachers and dissatisfied teachers. As per the obtained proportion, 79.03 percent of dissatisfied teachers were females and 20.97 percent were males. Consequently, among the dissatisfied teachers, female representation was higher. Out of the satisfied teachers, male and female teachers were 18.22 percent and 81.78 percent respectively. However, the majority of both satisfied and dissatisfied teachers were females.

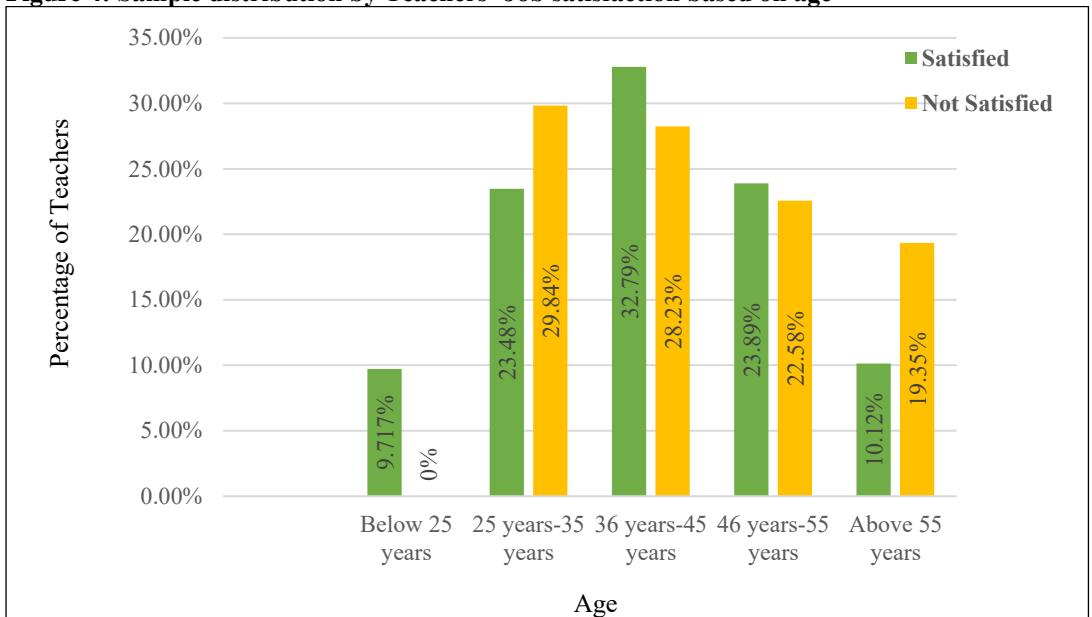
Table 4: Sample distribution by Job satisfaction based on educational qualification

Educational Qualification	Satisfaction	
	Not Satisfied	Satisfied
Diploma	24.19%	28.74%
Bachelor's Degree	42.74%	50.61%
Master's Degree	16.94%	8.91%
Other	16.13%	11.74%

Source: Sample Survey,2024

As stated in Table 4, the majority of both satisfied and dissatisfied teachers had Bachelor's degrees which is 50.61 percent and 42.74 percent respectively. In the Master's degree and others, the percentage of dissatisfied teachers exceeded the percentage of satisfied teachers. Also, a larger percentage of satisfied teachers than unsatisfied teachers was found in the Bachelor's degree and diploma.

Figure 4: Sample distribution by Teachers' Job satisfaction based on age



Source: Sample Survey,2024

By age group, figure 4 displays the percentage of teachers who feel satisfied with and dissatisfied with their job. Age groups 36–45 and 46–55 had greater percentages of satisfaction (32.79%, 23.89%) than dissatisfaction whereas age groups below 25, 25–35, and above 55 had lower percentages of satisfaction (9.717%, 23.48%, 10.12%) than dissatisfaction. The age group of 25–35 had the highest percentage of dissatisfaction (29.84%), while the age group of 36–45 had the highest percentage of satisfaction (32.79%).

To decrease 24 variables to fewer elements, factor analysis was employed. There must be a correlation between the variables in order to do a principal component factor analysis. The majority of these 24 variables are significantly correlated,

according to the Bartlett test. The appropriateness of principal component factor analysis for the gathered data was assessed using the Kaiser-Meyer-Olkin (KMO) test.

Table 5 shows a critical part of the principal component factor analysis results.

Table 5: Eigenvalues of Principal Component Factor Analysis

Component	Total	% of Variance	Cumulative %
1	12.832	53.465	53.465
2	2.335	9.730	63.195
3	1.466	6.110	69.305
4	1.110	4.625	73.930
5	.863	3.595	77.526
6	.649	2.703	80.228
7	.583	2.428	82.656
8	.504	2.099	84.755
9	.398	1.659	86.414
10	.368	1.533	87.948
11	.354	1.475	89.422
12	.333	1.388	90.811
13	.298	1.240	92.051
14	.272	1.134	93.185
15	.249	1.036	94.221
16	.220	.918	95.139
17	.204	.850	95.989
18	.194	.807	96.796
19	.179	.745	97.541
20	.175	.731	98.272
21	.165	.688	98.960
22	.146	.607	99.567
23	.104	.433	100.000
24	-5.090E-17	-2.121E-16	100.000

Source: Sample Survey, 2024

There were only four values greater than one, based on Table 5's consideration of the eigenvalues. To find the number of elements to extract, it is generally recommended to choose components with values larger than unity. It was only 73.930 percent, though, and it could not even approach 80 percent after considering the cumulative variation described by the first four components. When the first five factors were considered collectively, the cumulative variance came out to be 77.526 percent, which is quite near to 80 percent. To generate new variables, the following component was also taken into consideration. As a result, five variables were derived for these components.

Table 6: Factor Loadings of extracted five factors

Components	Factor 1 loadings	Factor 2 loadings	Factor 3 loadings	Factor 4 loadings	Factor 5 loadings
Adaption to instructional method	0.355	0.715	0.111	0.226	0.201

Management	0.259	0.854	0.059	0.16	0.122
Handling curriculum changes	0.213	0.76	0.283	0.268	0.14
Effective teaching despite unrefereed instructional methods	0.15	0.697	0.367	0.209	0.249
Parental cooperation	0.184	0.211	0.113	0.21	0.823
Conflict regulation with colleagues	0.231	0.169	0.196	0.279	0.823
Collaboration with parents of behavioural students	0.18	0.238	0.202	0.517	0.586
Effective collaboration with after-teacher	0.201	0.323	0.209	0.468	0.617
Classroom discipline	0.111	0.153	0.279	0.768	0.334
Managing aggressive behaviour	0.149	0.117	0.225	0.839	0.21
Handling behavioural problems	0.181	0.292	0.077	0.765	0.271
Fostering politeness and respect	0.147	0.395	0.214	0.614	0.084
Problem-solving support	0.8	0.184	0.258	0.048	0.202
Thematic explanation	0.804	0.221	0.137	0.089	0.198
Guidance and instruction	0.799	0.218	0.262	0.21	0.117
Basic principles explanation	0.83	0.223	0.322	0.181	0.126
Organizational adaption	0.346	0.203	0.702	0.192	0.154
Challenge provision	0.456	0.257	0.609	0.237	0.085
Adaption to low-ability students	0.379	0.122	0.736	0.202	0.176
Differentiated classroom tasks	0.375	0.284	0.74	0.22	0.117
Student engagement	0.83	0.223	0.322	0.181	0.126
Igniting the desire to learn	0.285	0.531	0.455	0.157	0.23
Encourage best efforts	0.162	0.466	0.541	0.293	0.252
Motivating low-interest students	0.178	0.593	0.499	0.198	0.227

Source: Sample Survey,2024

Factor loadings obtained using varimax rotation with Kaiser normalization are shown in Table 6. The components of each factor were identified using factor loadings and the factors were labeled by looking at the components.

Factor 1 measures Problem-solving support, Thematic explanation, Guidance and instruction, Basic principles explanation, and Student engagement. Therefore factor 1 can be labeled as “**Instruction factor**”. Factor 2 measures Adaption to instructional methods, Management, Handling curriculum changes, Effective teaching despite unrefereed instructional methods, igniting desire to learn, and Motivating low-interest

students. Therefore factor 2 can be labeled as **“Cope with changes and challenges factor”**. Factor 3 measures Organizational adaption, Challenge provision, Adaption to low-ability students, differentiated classroom tasks and Encourage best efforts. Therefore, it can be labeled as **“Adapting education to individual students’ needs factor”**. Factor 4 measures Classroom discipline, managing aggressive behaviour, handling behavioural problems, and Fostering politeness and respect. Therefore, it can be labeled as a **“Keeping discipline factor”**. Factor 5 measures Parental cooperation, Conflict regulation with colleagues, Collaboration with parents of behavioural students, and Effective collaboration with after-teachers. It can be labeled as the **“Cooperating with colleagues and parents’ factor”**.

Cronbach's alpha was used to evaluate the reliability of each factor. The reliability alphas for “instructions, coping with changes and challenges, adapting education to the needs of individual students, keeping discipline, and cooperating with colleagues and parents” were 0.945, 0.918, 0.906, 0.879, and 0.905, respectively. As each of those values was greater than 0.8, it was confirmed that the factors were reliable.

It is very important to find any relationship between the explanatory factors and the dependent variable before fitting the binary logistic regression model. There must be a relationship between each independent variable selected for the model and the dependent variable. The relationship between continuous explanatory factors and the dependent variable is investigated using ANOVA.

Model analysis

The Best-Fitted Binary Logistic Regression Model

$$\text{Logit } P(x): \beta_0 + \beta_1 \text{ Keeping discipline}$$

Table 7: Best Fitted Model

Variables in the Equation						
Parameter	B	S.E.	Wald	df	Sig.	Exp(B)
Keeping discipline	.430	.105	16.909	1	.000	1.537
Constant	-1.509	.537	7.887	1	.005	.221

Source: Sample Survey, 2024

Logit P(x): -1.509 + 0.430 Keeping discipline

According to the binary logistic regression model, the variable keeping discipline was significant. If keeping discipline is increased by one unit, then the job satisfaction of teachers will be increased by 25.37 percent when all other factors are kept constant. In Kengatharan (2020) study, keeping discipline was found to be a significant factor that significantly affected teacher job satisfaction.

CONCLUSION

Descriptive statistics for teachers' main characteristics revealed crucial information about the sample distribution structure. This provided a comprehensive picture of the sample by age, marital status, gender, and education level. In the sample, women represented the majority (80.86%) of teachers. Regarding age, the 36-45 years age group was found to have the highest proportion (31.26%). In terms of their educational background, 47.98% of the teachers in the sample had a bachelor's degree and the majority of them were married (82.75%). Of all respondents, 66.58 percent of teachers said they were satisfied with their jobs.

It was revealed by the binary logistic regression model that, teachers' job satisfaction identified that the variable, keeping discipline affected job satisfaction among government school teachers in Kalutara district. The factor "keeping discipline" is a major influencing factor in the binary logistic regression model for the job satisfaction of teachers. According to the results of the study, if the keeping discipline is increased by one unit, then the job satisfaction of teachers is increased by 25.37 percent while all other factors are kept constant. The ability to maintain order and discipline is included as one dimension of teacher self-efficacy. When students make noise in school, it disturbs the teaching activities in the classroom. Here, maintaining discipline is very important. All students must act properly and show respect for their teachers. Teachers are also required to regulate even the most aggressive pupils, enforce the classroom rules for kids with behavioral issues, and maintain discipline in all classes and groups of students. It is important to be able to do this. According to Hosmer and Lemeshow's goodness-of-fit test, the model well suited the study's data, as evidenced by the p-value of 0.063, which was larger than 0.05.

Overall, the study provides recommendations for teachers, government, and policymakers. Teachers should be given training sessions on effective ways to control classroom dynamics, maintain discipline, and develop effective connections with students, enhancing their skills. The government should provide accurate and uniform regulations on standards of conduct and disciplinary processes in schools. In schools, a program can be implemented that recognizes excellent student behavior and provides rewards such as certificates and praise. It can create an encouraging learning atmosphere for both educators and learners. Also, the government should pay more attention to programs to educate teachers on how to deal with students. Further, schools should provide an opportunity for a meeting between teachers and parents at least once in three months to discuss the behavior of students.

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