

FACTORS AFFECTING JOB SATISFACTION OF PRIVATE SCHOOL TEACHERS – AN EMPIRICAL STUDY ON PRIVATE SCHOOLS IN DEMATAGODA AND KOLONNAWA

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Abstract

Many studies of job satisfaction have been conducted in developed countries, but few in developing ones, including Sri Lanka, particularly in the field of education. Over the past years, it is evident that teachers working in private schools are enjoying inferior benefits and working conditions compared to government teachers, resulting in lower job satisfaction levels. As teachers play a crucial role in the learning process, the present study was designed to comprehend the factors affecting job satisfaction of private school teachers using four key aspects of job satisfaction advanced through literature. Using simple random sampling method, 196 respondents were selected from a population of 402 teachers in Dematagoda and Kolonnawa areas of Colombo District for the questionnaire survey. The results of descriptive analysis denoted a moderate level of job satisfaction of teachers while mean values of independent variables remained low. Correlation results indicated a significant and strong positive association between the independent variables and job satisfaction of private school teachers. Regression results revealed that the model is good fit and that independent variables together statistically significantly explain the variance in teachers' job satisfaction. However, results show that salary and co- worker relationship have positive impact on job satisfaction of teachers while school resources with working condition and advancement and promotions have no significant impact job satisfaction. This study will shed light on the current knowledge on factors significant to the satisfaction of private school teachers and provide a road map for private school administrators on what aspects to focus more when designing policies in relation to their teaching staff.

Key words: Job satisfaction, Salary, Co- workers, School resources and working conditions, Advancement and promotion opportunities.

Introduction

Job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitude towards the job indicates job satisfaction. Negative and unfavorable attitude towards the job indicates job dissatisfaction. Mitra (2018) stated that satisfaction refers to inner containment or happiness for the person engaged in any job.

Today, education is considered very important, not only as an individual right but also as a key factor in social and national development. Therefore, it has become one of the most

vital areas of investment in any society since it boosts the productivity of a nation. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Overall education system of Sri Lanka is playing a major role in human life and culture of the country. The schools are contributing as the major component of education system because the government constitution provides for education as a fundamental human right of the Sri Lankan nation. As a developing country, teachers are the key source of knowledge and education in Sri Lanka (Mangaleswarasharma,2017).

Teachers' job satisfaction is influenced by both intrinsic and extrinsic factors. Intrinsic satisfaction originates from the job itself. Extrinsic factors are associated with external factors related to teachers' satisfaction. Colombo page news reported (2018) the children who receive the education from private schools accounts for a significant proportion of Sri Lankan nationals. So, a quality education which suits the needs of the country should be ensured and standardizing private schools is an essential step to achieve this. This emphasizes the importance of regulating the private schools. In such an initiative, significant attention should be given to teaching staff as they are the life blood of any school. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomenon in every sector especially in the teaching profession.

According to the annual report of Central Bank of Sri Lanka (CBSL) (2019), totally there are 11,082 schools functioning in Sri Lanka. There are 10,168 government schools offering free education in Sri Lanka, as well as 118 recognized private and special schools, many of which are fee-based international schools. Totally 4,351,324 are school students and 257,845 teachers are there in Sri Lanka. 4,150,007 students and 243,240 teachers are coming under government sector. 136,515 students and 7523 teachers are listed under private and special school category as reported in CBSL report.

There has been a considerable increase in the number of private schools in Sri Lanka, due to the emergence of the upper-middle class during the colonial era. These private schools follow the local curriculum set up by the Ministry of Education in the local language mediums of Sinhala, Tamil or English. Many of the private schools have access to newer facilities than state run schools. Currently there are 49 Private schools in Western province and 30 in Colombo district. There are around 104,562 students and 5002 teachers in private schools of Western province. There are 68, 828 students and 3451 teachers in private schools to Colombo district according to school census report of Ministry of Education, Sri Lanka (2019).

Consequently, the demand for private education is rising. In recent years several "international" schools have sprung up that do not come under the purview of the Ministry of Education nor the Department of Examinations. There is an absence of a desirable state regulatory mechanism to monitor the academic offerings and standards of these schools. International schools in Sri Lanka are not restricted to the expatriate community, anyone with the ability and willingness to pay can join these schools. Starting in the late 1980s these schools have no regulation or control by the Ministry of Education as it comes under the Board of Investment (BOI) due to this the standard of education varies greatly between schools. The

schools are mainly for the children of the expatriate community, charge high tuition fees and can therefore provide good facilities and high standards.

Research problem and objectives

This level of job satisfaction has become a central focus to many of those involved with management of private schools in the field of education in Sri Lanka. Preliminary interviews were conducted with ten teachers working in private schools in Colombo District. The teachers stated that they often think to quit the job and shift to alternative jobs because they have been treated unfair by the school officials, high stress, compensation, and benefits are low in private schools, the position in work is not matching with their qualifications, cannot raise the voice against under any circumstance in the workplace, etc. They used to compare their jobs with government schools' teachers and perceives an inequity. This has led to feeling of dissatisfaction and intension to quit from the present organization they are employed in. These statements indicates that there is a problem in satisfaction level among private school teachers which has not been addressed so far.

Job satisfaction of teachers is not only important for teachers, but also has a significant impact on students and schools (Susmitha & Raghavaya, 2018). The Morning News (Online) reports that over the last decade, private schools are sprouting like mushrooms in Sri Lanka. But apart from a few leading international schools, the quality of education of some of the private schools is now in question along with the lack of proper infrastructure facilities, academic resources, and teachers. However, the biggest issue regarding private schools is the lack of a regulatory mechanism that ensures the standards of these schools are maintained. (The Morning News, 2019)

Teachers' job dissatisfaction in private schools can affect the provisions of quality education service negatively. This can lead to poor performance of students, and this could affect future education system of private schools if the problem is not solved immediately. Therefore, this study aims to investigate factors affecting teacher's job satisfaction of private schools, particularly in selected areas of Colombo district in order to find ways of improving teacher's job satisfaction to enhance the quality of private education system and to reduce the turnover rate.

More specifically, this study attempts to first identify the present level of job satisfaction among private school teachers in Colombo district. Second, to understand the possible factors that can affect job satisfaction level of private school teachers. Moreover, the study explores as to what extent each of the identified factors affect job satisfaction level of private school teachers and uncover the most influential factor which affect the job satisfaction level of private school teachers.

Literature Review

Next section of this paper is devoted to bringing together findings of different studies conducted on job satisfaction and factors affecting.

Job satisfaction

The word 'satisfaction', derived from the Latin words 'satis' (enough) and 'facere' (do or make) (Oliver, 2010). Hoppock (1935) defined job satisfaction as any combination of physical or psychological factors and/or environmental circumstances that may cause a person to be satisfied with his or her job. It is a feeling of happiness or pleasure because a person has achieved something or obtained what she/he wanted (Longman Modern English Dictionary). There have been many attempts to define the specific term 'job satisfaction' over the last few decades (Giese & Cote, 2000; Okaro, Eze, & Ohagwu, 2010). One of the most cited definitions is the definition proposed by Locke (1976); "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience".

Job satisfaction is considered as one of the most frequently studied constructs in social science research (Spector, 1997; Dormann & Zapf, 2001). It includes the attitudinal values and variables that affect the feelings a person holds regarding satisfaction towards his or her job, essentially, how much people like their jobs (Spector, 1997). The perceived importance of job satisfaction to the success of organizations has led to it becoming the most widely studied variable in organizational behavior research (Spector, 1997).

Employers are very keen on the job satisfaction of their employees because of the belief that satisfaction is linked to employee productivity (Gruneberg, 1976). Indeed, researchers including Etzioni (1975), Likert (1961), and McGregor (1960) have stated that satisfied workers are productive workers. Gruneberg (1960) claimed that job satisfaction is under the limelight because of "the belief that increasing job satisfaction will increase productivity and hence the profitability of organizations."

Job satisfaction is a complex and subjective concept to define and quantify. It has been studied since the early twentieth century and, through the years, the term and its implications have been defined and redefined (Cuicallahan, 2012). Studies on job satisfaction began in the early 1900's where research were initially being carried out by psychologists with industry workers. Known as one of the first researchers to study job satisfaction, Hoppock's Job Satisfaction (1935) was the first publication on job satisfaction and surveying methods. This work led the path for additional research conducted by such scholars as Maslow (1954), Herzberg (1959), Adams (1963), Vroom (1964), Sergiovanni (1967), Locke (1969), Lortie (1975), Hackman and Oldman (1976), Bullock (1984) and Spector (1997). These theorists argued that job satisfaction consists of specific job factors and the employees' perception of these factors.

Factors affecting job satisfaction

Job satisfaction is in view to one's feelings or state-of-mind regarding the nature of their work. It can be influenced by various factors (Susmitha & Raghavaya, 2018). Shabbir and Wei (2015) revealed that intrinsic job satisfaction factors affect feelings of self-fulfillment and enjoyment that employees gain from their jobs directly, while extrinsic job satisfaction

factors refer to factors outside the job itself and are usually administered by someone other than the individual concerned.

As one of the key factors cited within job satisfaction literature, Nutsuklo (2015) defines salary as, at the end of the day it is the salary that matters to the worker. If the salary is not satisfactory, it can lead to dissatisfaction. According to her, salary has significant impact on job satisfaction. Job satisfaction increases with the level of increase in salary. Similarly, greater levels of satisfaction with salary are related to greater levels of teacher satisfaction as well (Sentovich, 2004; Zaheer et al, 2015). Results of a study by Ekabu (2019) concluded that the pay and allowances together with other incentives given to teachers were inadequate and not comparable to what other professionals earn. Hence, this has created a major source of dissatisfaction and turnover intentions. Even though poor salary is cited one of the major causes of job dissatisfaction and reason for wanting to quit their job (Ofili, Usiholo & Oronsaye, 2009), Goodlad (as cited in Cui-Callahan (2012), proposed that money was not the primary reason teachers enter the teaching profession. However, it must be noted that Goodlad added that pay was the second ranked most common reason for teachers to leave the profession.

Relationships with co-workers including supervisors need to be mutual and cordial to promote productivity in any organization. Supervision refers to manner in which the leadership of an organization oversees the activities of the subordinates within an organization (Nutsuklo, 2015). Sentovich (2004) suggests that increased levels of cooperative environment and collegiality are associated with greater levels of teacher satisfaction when holding other variables constant. According to Drago and others (1992), for most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Zaheer et al, 2015).

According to De Troyer (2000) working condition means comfortable proper work and office spaces, temperature, lighting, ventilation, etc. Some previous studies have revealed that low job-satisfaction levels can be mainly imputed to the physical working conditions as cited in Zaheer et al., (2015). They said further, if the physical working condition is good then the employees will perform better. The relationship between School climate and job satisfaction of teachers also positive (Ul haq & Hasnai, 2014). International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995).

Organizational behaviour literature suggests opportunities for advancement as an intrinsic factor that could affect how an individual perceives his or her job. According to Nutsuklo (2015) Advancement refers to opportunity for employees to get promoted to the next level of the job in an organization. When considering the context of teaching, as professional development activities and opportunities increase, the level of teacher satisfaction also tends to increase (Sentovich, 2004). A study by Nigama et al., (2018) on job satisfaction among school teachers in India suggested towards achieving job satisfaction are self-developmental

opportunities, short term courses, seminars, workshops, high appreciation and rewards for commendable work are some of the ways in which job satisfaction can be improved. Naidoo (2019) highlighted that the major areas of potential job dissatisfaction at the school are related to relationships with management, as well as the inability of respondents to take advantage of avenues for skills development within the schools. Hence, teachers should be provided with appropriate training and professional development opportunities (Mangaleswarasharma, 2017).

Methodology

This study was based on positivistic research philosophy, adopted a deductive approach and objective in nature. A survey strategy was used to match the underlying philosophical background and conducted as a cross-sectional study. After an extensive survey into the extant literature, below conceptual framework was derived upon which the hypotheses of the study were developed. Four of mostly quoted factors of job satisfaction, namely salary, co-worker relationship, school resources and working condition, advancement and promotion were identified as independent variables and job satisfaction as the dependent variable.

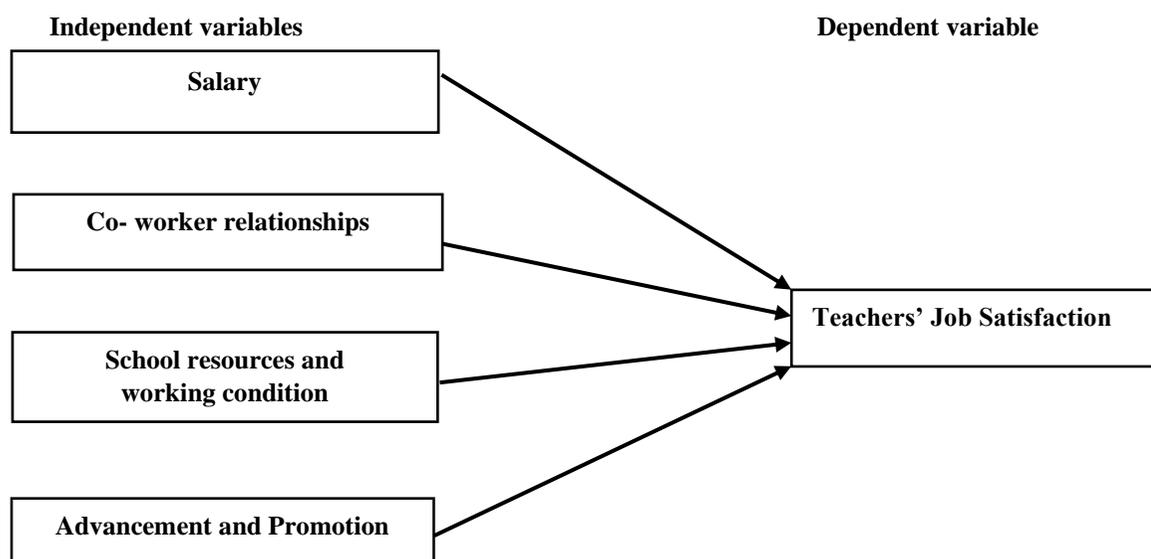


Figure 3.1: Conceptualization framework
Source: Author constructed

Maslow’s Hierarchy of Needs Theory, Herzberg’s Two factor theory and Organizational Support Theory (OST) underpin the conceptual framework of this study. The two needs theories discuss about the basic needs of individuals subject to different categorizations. According to the work of Maslow, needs can be categorized into five distinct categories which can be organized as a hierarchy of prepotency. Herzberg (1959) suggested two types of

intrinsic and extrinsic factors that act as satisfiers or dissatisfiers for an individual in workplace. When these two theories formulate the foundation of the independent variables of this study, OST supports the hypothesized relationships depicted in conceptual framework. OST proposes that the employees form a general perception on the level of support, degree of caring they receive by their organization, i.e., Perceived Organizational Support (Eisenberger, Huntington, Hutchison and Sowa, 1986). This provides a valuable avenue to understand the organization-employee relationship from an employee perspective and to comprehend how these perceptions have strong associations with behavioural and attitudinal variables such as job satisfaction and organizational commitment (Kurtessis, Eisenberger, Ford, Buffardi, Stewart and Adis, 2015).

When considering positive work attitudes such as job satisfaction, extrinsic motivators like monetary rewards play a major role. It is one of the main ways to satisfy basic physiological needs, thus refrain employees from being dissatisfied. According to Nutsuklo (2015), monetary rewards can have a significant impact on how much contented an employee is about his or her job. Hence, it can be proposed that:

H1: There is a significant positive impact of salary on private school teachers' job satisfaction.

As emphasized by OST, fulfillment of socio-emotional needs such as approval, support, self-esteem at workplace leads to self enhancement of an individual which in turn results in positive attitudes towards work. When sense of community is present within an organization, such social needs can be realized. Accordingly, as Naidoo (2019) stated, having friendly and helpful colleagues contributes towards job contentment among employees. This state of relationships between co-workers in an organization, including those between supervisors and subordinates, could be a significant pointer of job satisfaction or dissatisfaction (Veldman et al., 2013). Considering these facts supporting a link between coworker support and job performance, we propose that:

H2: There is a significant positive impact of co-worker relationships on private school teachers' job satisfaction.

Shabbir and Wei (2015) suggest that for a teacher to attain full satisfaction in their school there must be adequate facilities, proper instructional materials, sound security measures, fair contract conditions, and a functional school community. This can be considered as one aspect of perceived organizational support to conduct their activities as teachers on one hand and as a part of motivational factors that keep teachers from dissatisfaction on the other. Accordingly, we argue that:

H3: There is a significant positive impact of school resources and working conditions on private school teachers' job satisfaction

According to Herzberg's Two factor theory, opportunities for advancement is considered as one of the motivating factors which leads to job satisfaction. It is again ranked in the top in Needs Hierarchy as one of the ultimate intrinsic needs of an individual. Advancement opportunities are given when performance of employees and considered as valuable by the

organization, thus can be explained as a means of supporting positive contributions made. Hence, under the arguments in OST, we suggest that:

H4: There is a significant positive impact of advancement and promotion opportunities on private school teachers' job satisfaction.

Research design

The population of the present study is private school teachers in Colombo, specifically Dematagoda and Kolonnawa areas of Colombo district, Western province. Many private schools are in these areas compared to other areas in Colombo. Out of a study population of 402 teachers employed at the seven private schools operating in Dematagoda and Kolonnawa, sample of 196 was selected based on the Krejcie & Morgan (1970) table for sample size for a given population size. 200 questionnaires were distributed and received valid 143 responses with a response rate of 71.5%. Sample elements were selected based on simple random sampling technique. Questionnaires were administered online pertaining to the practical issues due to the pandemic.

Pre-validated questionnaire items were used in this study such as work of Zaheer et al. (2015) for salary and co-worker relationship), Toropova et al. (2019) for Advancement and promotion opportunities, job satisfaction) and both Zaheer et al. (2015) and Toropova et al. (2019) for school resources and working conditions). Due to certain modifications done to the terminology of the questionnaire items, the instrument was subjected to reliability test. Internal consistency reliability of the instrument was ensured with Cronbach Alpha values for each variable well above 0.70 (Saunders et al, 2016).

Table 3.1 Cronbach Alpha values of the variables

Variable	Cronbach's alpha	No. of items
Job satisfaction (JS)	.898	6
Salary (SAL)	.896	5
Co-worker relationship (CWR)	.867	6
School resources and working condition(SRWC)	.907	7
Advancement and promotion (ADPR)	.841	4

Source: Survey data 2021

Results and discussions

Sample Profile

From total 143 respondents, 74.8 % of respondents were female while 25.2 % constituted with male participants. The majority of the respondents (51.7%) were in the age group of 20 to 25 and around 48.3% of respondents were unmarried.

Regarding educational qualifications, findings were surprisingly diverse. Almost (37.1%) teachers have obtained diploma in their field, while the second largest group (surprisingly large at 25.9%) was made up of G.C.E A/L completed students. The third largest group is Degree holders, and it represents 20.3% from the total sample. A few (11.9%) had degrees with professional qualification and the smallest proportion of respondents (4.9%) had completed O/ L. Among the respondents, only 18.9% of proportion has a tenure more than 5 years in their respective schools. The sample consists of a more or less equal (between 23% - 28%) proportions of Language, Science, Mathematics and other subjects

Descriptive and Correlation Analysis

Table 4.1: Mean, Standard Deviation and Correlation statistics

	Mean	SD	SAL	CWR	SRWC	ADPR	JS
SAL	2.38	.952	1				
CWR	2.63	.835	.701**	1			
SRWC	2.50	.852	.651**	.831**	1		
ADPR	2.59	.902	.707**	.778**	.775**	1	
JS	3.58	.917	.622**	.675**	.590**	.622**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Notes: *p<0.05, **p<0.01, N=143

Source- Survey data 2021

Focusing on teachers’ job satisfaction, mean value and standard deviation is 3.58 and 0.917 respectively. Job satisfaction shows the highest mean value among all the variables. This indicates that teachers were agreeing on the fact that, they experience moderate level of job satisfaction at work. The second most concerned factor was relationship with co-workers. It shows 2.63 and 0.835 mean value and Std. Deviation respectively. This indicates that teachers were not in agreement that they have good relationship with co- workers. As per table 4.1 advancement and promotion opportunities indicates a mean value and Std. Deviation of 2.59 and 0.902 respectively where mean value implies the teachers were less satisfied with advancement and promotion opportunities available at present. Teachers’ satisfaction level with school resources and working condition is having a mean value and Std. Deviation of 2.50 and 0.852 respectively. This shows that the teachers were not much agreeing that they have good school resources and working condition. Finally, the mean value and Std. Deviation for salary is 2.38 and 0.952 respectively. This indicates that teachers were not agreeing on the fact that they have good salary system at their workplace.

Correlation analysis was conducted in order to test the strength of the relationship between the dependent and independent variables. According to table 4.1, all independent variables share a strong positive and statistically significant relationship with job satisfaction. Correlation between salary and job satisfaction is 0.622 (p<0.05), school resources and working condition and job satisfaction share a correlation of 0.590 (p<0.05) and advancement with promotion opportunities and job satisfaction share correlation of 0.622 (p<0.05).

Correlation between co- worker relationship at schools and job satisfaction indicates the strongest significant relationship among other combinations (0.675, $p < 0.05$).

Regression Analysis

To understand the collective effect of all the independent variables on job satisfaction and to identify the variables which can predict the behaviour of job satisfaction of teachers, a regression analysis was carried out.

Table 4.2 Regression results statistics

	Job Satisfaction
F	35.457*
Adjusted R ² (Percent)	.493
Individual beta coefficients	
Salary	.240*
Co- worker relationship	.446*
School resources & Working condition	- .028
Advancement & Promotion	.153

Notes: * $p < 0.05$

Source: Survey Data (2021)

The significant F-ratio ($F_{4, 138} = 35.457$) reflects that the overall model is accepted as a good fit for the data. R square value reported as 0.507 which indicates that 50.7 percent of the total variation of teacher’s job satisfaction can be explained by the independent variables.

According to coefficient of the independent variables, salary and relationship with co-workers have a significant value less than 0.05, indicating that these independent variables add a significant contribution in predicting teachers’ job satisfaction. However, school resources with working condition and advancement with promotion opportunities were not proved significant. This denotes that latter two independent variables do not add a significant contribution in predicting teacher’s job satisfaction.

Based on the regression results following conclusions were reached for the developed hypothetical relationships.

Table 4.3 Summary of hypotheses testing

Hypothesis	Variable	Accepted/ Rejected	Criteria for validation
H ₁	Salary	Accepted	P value is $0.006 < 0.05$
H ₂	Co- worker relationship	Accepted	P value is $0.001 < 0.05$
H ₃	School resources & working condition	Rejected	P value is $0.167 > 0.05$
H ₄	Advancement & promotion	Rejected	P value is $0.820 > 0.05$

Source: Author constructed

This study aimed at identifying the factors affecting job satisfaction of private school teachers and explore the most influencing factor for teachers' job satisfaction. Results suggested that salary is one of the major factors which influences the level of job satisfaction of private school teachers in Dematagoda and Kolonnawa areas. This supports the previous findings of the factors affecting job satisfaction among teachers of some selected senior high schools in ACCRA by Nutsuklo (2015). Sentovich (2004) and Zaheer et al. (2015) found that job satisfaction increases with the level of increase in salary. Their study on job satisfaction among teachers who works in teaching hospitals in Nigeria found a low level of job satisfaction of the teachers due to poor salary in private schools (teaching hospitals). Studies conducted by Ul haq & Hasnai, (2014) and Mchia (2013) supports the argument with similar findings. As per Mangaleswarasharma (2017), a salary increment accompanied with respect and recognition leads to motivate school teachers and to increase their job satisfaction in a study on teacher motivation and job satisfaction in three districts in northern Sri Lanka.

The study of by Amaka (2013) stated that adequate salaries, regular, promotion and provision of staff development programme for teachers by the government will greatly enhance their level of job satisfaction. Corroborating for this fact, Demaki (2012) pointed out that money does not only meet material needs of workers but also gives them psychological satisfaction. Salaries for the teaching profession should be professionally competitive and market sensitive in an effort to attract and sustain quality teachers to remain in the field of education. (Cui-Callahan, 2012). Most of the past studies shows that the salary is the major contribution related to job satisfaction of employees. These studies give further support to the findings of the current study.

The results of this study lead to the conclusion that co-worker relationships is the most important factor in predicting teachers' job satisfaction. This finding is in line with several other studies as well. A study on factors affecting job satisfaction at a private school in Pietermaritzburg by Naidoo, (2019) found having friendly and helpful colleagues also contributes towards job contentment among employees. According to Veldman et al. (2013), relationships between co-workers in an organization, including those between supervisors and subordinates is a significant pointer of job satisfaction or dissatisfaction. All these past studies shows that the relationship with co- workers is also a major contribution related to job satisfaction of employees. This is an interesting finding, especially with the recent developments in the field of job satisfaction tapping the spiritual aspects of human beings. Sense of community at workplace has been identified as one of the major spiritual dimensions creating a happy and contented workplace by many scholars (Ashmos & Duchon, 2000). Hence, the findings of the present study also stress the fact that teachers are also eager to have such familial relationships at workplace where they spend a quality amount of time of the day.

This study also carries some contrasting findings too. Firstly, the analysis reports that there is no significant impact of school resources and working condition on job satisfaction. This finding is contrasting from the past studies related to job satisfaction. Some previous studies have revealed that low job-satisfaction levels can be mainly imputed to the physical working conditions as cited in (Zaheer et al., 2015). Ul haq & Hasnai (2014) found the relationship between School climate and job satisfaction of teachers is positive while findings

of the study by Toropova et al. (2020) asserts the same. Mchia (2013) suggested that the most dominated employer factor was poor and difficult working condition which is not attractive and a main factor for the teacher's turnover. Working conditions should be regularly addressed to accommodate the capacity building and skills development of staff (Naidoo, 2019). Naz (2017) reported working conditions have a positive effect on job satisfaction. Susmitha & Raghavaya (2018) found when teachers are not satisfied with their working conditions; they are more likely to change schools or to leave the profession together. All these previous studies were contrasting from the finding of this study. This controversial finding may be attributed to the difference in research context.

Sentovich (2004) and Naidoo (2019) stated that professional development activities and opportunities increase, the level of teacher satisfaction also tends to increase. All the related past studies found the advancement and promotion opportunities have positive impact on level of job satisfaction. But the finding of this study is different, claiming there is no significant impact. Opportunities for advancement is one such fact which falls under the motivational factors in Herzberg's Two factor theory also it is placed at the high levels of Hierarchy of needs theory. Previous research suggests that the significance of such intrinsic motivators may influenced by the context. According to Nirju (2014) as cited in Baroudi, Tamim & Hojeij (2022), factors influencing job satisfaction in developing countries are mostly related to extrinsic factors rather than intrinsic motivators. The insignificance of the only intrinsic factor available in the present study could be explained in line with their argument as the study has taken place in the context of a developing country and in an industry where availability of satisfactory basic working conditions has been subjected to criticisms.

Conclusion

Even though job satisfaction is a concept under the limelight of many scholars worldwide, there is a dearth in the presence of related studies in private education sector. Present study aims at contributing to fill this gap by identifying the prominent factors affecting the private school teachers' job satisfaction. Findings of the study partially in line with previous studies and partially controversial given the extant literature. Our intention of introducing a rather spiritual dimension to the study was achieved beyond expectations as teachers found the same factor as most influential in predating their job satisfaction among other material and psychological independent variables. Hence this study directs the school administration to look for more factors that can intrinsically satisfy the teachers rather than solely focusing on material and monetary motives. As there is a dearth of studies in this sector in Sri Lanka it is of high importance to research further considering the thousands of students of the nation who is pursuing their education in private schools. Whatever the effective initiative taken for the satisfaction of the teachers will reflect in the better performance of the students who will be shouldering the nation's development in future.

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