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### Gender and Job Satisfaction: A Study among School Teachers in North and East Part of Sri Lanka

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#### ABSTRACT

The importance of job satisfaction among teachers is significant to both the students and the teachers, but teacher's satisfaction with their work is frequently ignored. This study aims to find out the influence of gender on job satisfaction. Also, this study attempted to examine the impact of each dimension of job satisfaction on overall satisfaction, and compare these impact between male and female teachers. This study was conducted with 328 teachers from government schools in North and East Part of Sri Lanka. Four hypotheses were developed and tested using appropriate statistical tools. The findings of this study indicated that females (M= 3.94) are highly satisfied than males (M= 3.61). Also, there is a significant difference in satisfaction with the work content, and received financial benefits between male and female. Further, multi-group analysis (MGA) indicated that while the content of the work and received financial benefits were the significant predictors, promotion and supervisor support were not significant predictors for both male and female teachers. The predictor variables taken into this study, explain reasonable variance in the overall satisfaction of male (47%) and female (52%) teachers. This paper discusses the practical and theoretical contribution at the end of this manuscript.

**Keywords:** Satisfaction, teachers, working, supervision, work-group.

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## 1. Introduction

Job satisfaction is a positive or congenial emotional state resulting from an individual's evaluation of his/her own job or experience (Locke, 1976). The positive consequences of job satisfaction, such as commitment, high work performance, employee well-being, engagement, and retention, have been well recorded in the literature. Job satisfaction of employees in all kind of organizations has become a center of attraction among research scholars and practitioners, and organizations are more concern in developing strategies and policies to develop and maintain highly satisfied employees.

While the teaching profession has been well-recognized teachers satisfaction with their work environment is frequently ignored (Bascia & Rottmann, 2011; Liang & Akiba, 2017). Teachers' job satisfaction is significant to both the students and the teachers (Toropova et al., 2020). Satisfied teaches are less vulnerable to stress and burnout, and they experience the right level of well-being (Skaalvik & Skaalvik, 2011). Further, it is essential to note that students who are learning from satisfied teachers feel good and get better learning support from them (Kunter et al., 2013; Spilt, Koomen, & Thijs, 2011). What is more, satisfied teachers are more committed to their job and intend to stay with their organization (Blömeke et al., 2017).

Personal characteristics and environmental factors influence job satisfaction (Toropova et al., 2020). Concerning the personal characteristics that influence job satisfaction, especially the gender of the person can be an essential variable. However, previous studies on this issue produced inconsistent results (Toropova et al., 2020). While Crossman & Harris (2006) found that there are no significant differences in satisfaction between male and female, Poppleton & Riseborough (1990) found that females are more satisfied with the teaching profession. Such a large degree of inconsistencies can be attributed to the context of the study, where the perception of gender role is different. In many Asian countries, including Sri Lanka, we can find the characteristics of collectivistic cultures, such as high power distance, paternalistic workplace communication. Traditional gender role ideology still dominates in such countries. According to traditional gender role ideology, male and female are expected to play a different role: women expected to perform homemaking role and men are expected to perform the role of breadwinners (Kite, 1996; Kulik, 2004).

According to Scandura & Lankua (1997), the influence of gender role on employees' attitudes and behavior are significant and deserve further careful studies. Notably, in the North and East part of Sri Lanka, where traditional gender role ideology still dominates, it is necessary to identify the influence of gender on job satisfaction. Therefore, the main objective of this study is to find out the influence of gender on job satisfaction. The literature highlights various factors that contribute to overall satisfaction of employees in business organizations, generally identified factors are: working condition, content of the work, perceived financial benefits, promotion, work-group support, and supervisor support. But, it is unclear to what extent these factors/dimensions contribute overall satisfaction of teachers. Therefore, this study attempts to examine the influence of each dimension of job satisfaction on overall job satisfaction of teachers, and

compare these influence between male and female teachers. By identifying the gender differences in satisfaction in a new context, this study adds value to the literature in gender and satisfaction. Also, by examining the contribution of working condition, content of the work, perceived financial benefits, promotion, work-group support, and supervisor support on overall job satisfaction help administrators to enhance the job satisfaction of school teachers.

## 2. Literature review and Hypotheses

Job satisfaction is undoubtedly the most widely studied attitude in management and organizational behavior research (McShan, 2005). In reviewing the behaviour, it becomes apparent that job satisfaction can be defined in many ways. Job satisfaction represents a person's evaluation of his/her job and work context (Weiss, 2002). According to Ganzach (1998), job satisfaction is "the attitude of greatest interest in his/her job".

Hoppock (1935) reviewed 32 studies on job satisfaction conducted before 1933 and observed that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say "I am satisfied with my job". One can describe teachers' job satisfaction as the feelings teachers have towards the job or the state of mind as a result of the extent to which the teachers met their expectations (Evans, 1997). Job satisfaction is a collection of attitudes about specific facets (dimensions) of the job (Locke, 1976). The number of factors has been identified as the contributors of overall satisfaction; generally identified factors are: Working condition (WC), Content of the work (WI), Perceived financial benefits (PA), Promotion (PR), Work-group support (WG), and Supervisor support (SP) (Mullins, 1996; Brown et al., 1998). Employees can be satisfied with some dimensions of the job while simultaneously dissatisfied with others. Nevertheless, it is still unclear to what extent these factors/dimensions contribute overall satisfaction of teachers, particularly in Sri Lankan context where traditional gender role ideology still dominates.

There are a few studies conducted in Sri Lankan context to identify the gender differences in employees' attitudes and conflict handling styles. Robinson (2006) found that there is an association between conflict-handling styles and gender. This study disclosed that males and females did not differ significantly in terms of using integration, yielding and compromising styles; however, females were more inclined to avoid conflict and males tend to be more dominant (forcing) in conflict handling. Another study conducted among bank employees found that the positive relationship between satisfaction moderated by gender: the relationship between satisfaction and commitment was weak for female employees, while this relationship was stronger for male employees (Robinson, 2010).

Many researchers examined the relationship between job satisfaction and gender, and the findings were contradictory. In fact, from the 1950s to date, the findings related to gender differences in job satisfaction have been inconsistent (Toropova et al., 2020, Hickson & Oshagbemi, 1999). While some studies have

found men to be more satisfied than women (Forgionne & Peters, 1982; Hulin & Smith 1964) some other studies have found women to be more satisfied than men (Clark et al., 1996; Poppleton & Riseborough, 1990; Ward and Sloane, 1998). At the same time, most of the studies conducted in this area reported that there were no significant differences in job satisfaction between the two genders (Crossman & Harris, 2006; Oshagbemi, 2003). Witty and Nye (1992) and Rashed (2006) reported that no conclusive evidence concerning the levels of satisfaction among men and women. A large degree of inconsistency in the findings can be attributed to the socio-cultural factors involved in teachers' perceptions of job satisfaction (Poppleton & Riseborouwoman, 1990). Based on the above review, the research has developed the following hypotheses.

H1: There are significant differences in overall job satisfaction between male and female teachers

H2: There are significant differences in dimensions of job satisfaction (working condition, content of the work, perceived financial benefits, promotion, work-group support, and supervisor support) between male and female teachers

H3: Each dimension of job satisfaction has a significant impact on overall job satisfaction of male

H4: Each dimension of the job has a significant impact on overall job satisfaction of female

To test the above hypothesis, descriptive analysis t-test and multiple regression analysis for all respondents and Multi-Group Analysis (MGA) between male and female were performed.

### **3. Method**

#### **Sample and procedures**

Data were collected from 1AB school teachers in Northern and Eastern Province of Sri Lanka using a convenience sampling method. The population of the study was 13,090 (Annual school census of Sri Lanka, 2018). The researcher decided to invite five hundred teachers (Male 250, female 250) using a convenient sampling method. The researcher used his personal and professional network to issue the survey instrument. To maintain confidentiality, researchers avoided collecting personal information that helps to recognize the particular respondent, and each questionnaire accompanied by a letter assuring confidentiality. Also stamped envelope with researcher's address was provided with the questionnaires. Respondents were advised to return the completed questionnaire to the researcher without mentioning their name and address. After several reminders, only 342 responses were received. Fourteen incomplete questioners were removed from the set. Ultimately the study was conducted with 328 (Male 156, female 172) responses. Table 1 provides descriptive information for the respondents' profile.

**Table 1: Respondents Profile**

Profile variables		Total	Female (156)		Male (172)	
Marital status	Single	61	33	21.2%	28	16.3%
	Married	267	123	78.8%	144	83.7%
Age	Below 30	85	30	19.2%	55	32.0%
	between 30 to 45	221	112	71.8%	109	63.4%
	Above 45	22	14	9.0%	8	4.7%
Experience	Less than 10 years	86	51	32.7%	35	20.3%
	between 10 and 20 years	183	77	49.4%	106	61.6%
	More than 20 years	59	28	17.9%	31	18.0%
Edu Qual	Non-degree holders	80	36	23.1%	44	25.6%
	Degree holders	214	106	67.9%	108	62.8%
	Master's degree holders	34	14	9.0%	20	11.6%

The male and female sample was almost the same with age group experience and marital status. The majority of teachers were between 30-45 years old (female 71.8%, Male 63.4%) and married (male 78.8%, female 83.7). Most of the teachers (female 49.4%, Male 61.6%) hold ten to 20 years of experience.

### Data cleaning

The statistical analysis was conducted after assessing the accuracy of the data; no values away from the minimum and maximum values, means standard deviations and correlations seemed to be reasonable. Further, the researcher checked questionnaire non-responsive rate, item non-response rate, distribution of data and outliers and the deviations were appropriately treated.

### Variables and measures

In this study, the researcher measured respondents' profile variables, the score for overall job satisfaction, and score for respondent's satisfaction with each dimension perceived financial benefits, work content, promotion, working condition, supervisor support and work-group support/relationship.

Teacher's overall job satisfaction was assessed with six items scale (Toropova et al., 2020). The internal consistency of the scale was acceptable (Cronbach's alpha = 0.87) in the previous study (Toropova et al., 2020) and the current study. Items included in the study were: a) "I am content with my profession as a teacher", b) "I am satisfied with being a teacher in this school", c) I am enthusiastic about my job, d) My work inspires me, e) "I am proud of the work I do", and f) "I am going to continue teaching as long as I can". Respondents were asked to report their agreement with 7-point (1= *strongly disagree*, 7= *strongly agree*) Likert type scale. The higher values indicate higher levels of job satisfaction. The six facets/dimensions of job satisfaction (Working condition, Work-group, Supervision Work itself, Pay, and Promotion) have been

assessed with 12 items (two items each). Respondents asked to indicate their agreement or disagreement regarding each item on a seven-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*).

## 4. Data Analysis

### Reliability and validity

The reliability and validity were assessed with widely accepted measures. The items loading were more remarkable than its expected value of 0.7 (Hair et al. (2011) (see Figure 1). Cronbach's alpha (CrA) for each construct were more generous than the threshold value of 0.7 except two constructs: working condition and work-group (see table 2). However, the composite reliability (CR) values for each construct was above the threshold value of .7 (Table 2) which confirms the reliability of the construct (Hair et al., 2013).

**Table 2: Cronbach's Alpha \, Composite Reliability \ and Average Variance Extracted.**

<b>Constructs</b>	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
Pay (PA)	0.804	0.910	0.834
Promotion (Pr)	0.733	0.882	0.789
Overall Satisfaction (SAT)	0.887	0.917	0.689
Supervisor (SP)	0.771	0.897	0.814
Working condition (WC)	0.633	0.840	0.725
Work Group (WG)	0.539	0.813	0.684
Work itself (WI)	0.745	0.886	0.796

Convergent validity was assessed based on the average variance extracted (AVE). AVE of all constructs was more generous than the expected value of .5 (Table 2), indicating adequate convergent validity (Hair et al., 2011). The discriminant validity was assessed through Fornell & Larcker (1981) criteria and assessment of loading and cross-loading. The square root of AVE is greater than inter-construct correlations (Fornell & Larcker, 1981) (see Table 3). Each indicator's loadings to the specific construct are significantly higher than the loading to any other construct (Hair et al., 2011) (see Table 4). These are the evidence for the existence of discriminant validity among the measurement model as a whole (Hair et al., 201; 2017).

**Table 3: Fornell-Larcker criterion analysis for checking discriminant validity**

	PA	Pr	SAT	SP	WC	WG	WI
Pay (PA)	<b>0.913</b>						
Promotion (Pr)	0.403	<b>0.888</b>					
Satisfaction(SAT)	0.469	0.260	<b>0.830</b>				
Supervisor (SP)	0.448	0.313	0.465	<b>0.902</b>			
Working condition (WC)	0.205	0.078	0.320	0.295	<b>0.851</b>		
Workgroup (WG)	0.198	0.390	0.281	0.233	0.084	<b>0.827</b>	
Work cotent/itself (WI)	0.288	0.283	0.468	0.372	0.158	0.114	<b>0.892</b>

Note. Bold diagonal figures are the square root of AVE

**Table 4: Loading and cross-loading**

	Pay	Promotion	Satisfaction	Supervisor	Work Condi.	Work Group	Work Content
Pa_1	0.933	0.341	0.471	0.454	0.167	0.157	0.317
Pa_2	0.894	0.404	0.378	0.355	0.213	0.211	0.196
Pr_1	0.379	0.899	0.242	0.299	0.029	0.395	0.213
Pr_2	0.335	0.877	0.220	0.255	0.114	0.293	0.294
Sat_1	0.416	0.255	0.818	0.370	0.269	0.175	0.386
Sat_2	0.363	0.249	0.884	0.419	0.258	0.212	0.445
Sat_3	0.356	0.150	0.842	0.404	0.330	0.202	0.376
Sat_4	0.324	0.144	0.792	0.356	0.286	0.305	0.350
Sat_5	0.483	0.277	0.811	0.378	0.190	0.275	0.381
Su_1	0.394	0.208	0.433	0.909	0.298	0.167	0.390
Su_2	0.415	0.362	0.405	0.895	0.232	0.256	0.276
Wc_1	0.178	-0.112	0.212	0.262	0.786	0.014	0.078
Wc_2	0.176	0.186	0.319	0.250	0.912	0.111	0.175
Wg_1	0.257	0.267	0.233	0.226	0.086	0.827	0.096
Wg_2	0.070	0.378	0.233	0.160	0.052	0.827	0.092
Wi_1	0.247	0.240	0.451	0.295	0.150	0.057	0.911
Wi_2	0.269	0.269	0.379	0.376	0.131	0.155	0.872

Correlations between the variables involved in this study appeared to be reasonable (See Table 5). The reasonable correlation values imply that constructs were independent and suitable for path model analysis.

**Table 5: Correlation between the variables**

	<b>AWC</b>	<b>AWI</b>	<b>APA</b>	<b>APR</b>	<b>APWG</b>	<b>ASUP</b>
AWI	.147**					
APA	.208**	.286**				
APR	.040	.285**	.405**			
APWG	.070	.118	.192**	.393**		
ASUP	.299**	.374**	.446**	.314**	.231**	
Ave_SAT	.311**	.464**	.466**	.258**	.281**	.465**

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

\* Correlation is significant at the 0.05 level (2-tailed).

Note: the correlation values is shown in this table calculated based on average score of each construct using SPSS.

### Hypotheses testing

After assessing the reliability and validity of the measures and the measurement model, the proposed hypotheses were tested using appropriate statistical tools such as independent sample t-test, multiple regression, and Multi-Group Analysis (MGA)

The researcher employed the t-test to assess the first two (H1 and H2) hypotheses and the results are tabulated in Table 6. The independent sample t-test results clearly show that females (M= 3.94) are highly satisfied than males (M= 3.61), and this difference is significant at a 0.05 significance level. Out of the six dimensions of job satisfaction, there are significant differences in overall job satisfaction between male and female only for two dimensions: work content and pay (Received monetary benefits, including salary). Results indicate that there are significant differences in satisfaction with the work content and pay between male and female, and these differences are significant at 0.05 significance level. Female teachers are highly satisfied with the work content and the pay they received compare to male teachers.

**Table 6: t-test for gender group of employees on the variable of overall job satisfaction- facets of the job**

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>P-value</b>	<b>significant</b>
Overall Satisfaction (SAT)	Male	172	3.61	.033	Sig
	Female	156	3.94		
Working condition (WC)	Male	172	4.45	.497	Not sig
	Female	156	4.59		
Content of the work (WI)	Male	172	3.27	.000	sig
	Female	156	4.18		
Perceived financial benefits (PA)	Male	172	4.74	.016	sig
	Female	156	5.17		
Promotion	Male	172	4.92	.310	Not sig



<b>(PR)</b>	Female	156	4.74	
Work-group support	Male	172	4.95	Not sig
<b>(WG)</b>	Female	156	4.81	.410
Supervisor support	Male	172	4.53	Not sig
<b>(SP)</b>	Female	156	4.79	.103

Therefore, the first hypothesis (H1) that propose “there are significant differences in overall job satisfaction between males and females” has been supported. The second hypothesis (H2) that propose “there are significant differences satisfaction in each dimension of the job between male and female is partially supported.

The researcher performed a multivariate analysis to identify the impact of each facet/dimension of job satisfaction on overall satisfaction. Figure 1 shows the impact of each facet of job satisfaction on overall job satisfaction. Items loading, the path coefficient of each path and the variance explained by independent variables on the dependent variable ( $R^2$ ) are shown in the model (figure-1) and table 7. The results are shown in the model, and the table was derived from the total sample (male & female).

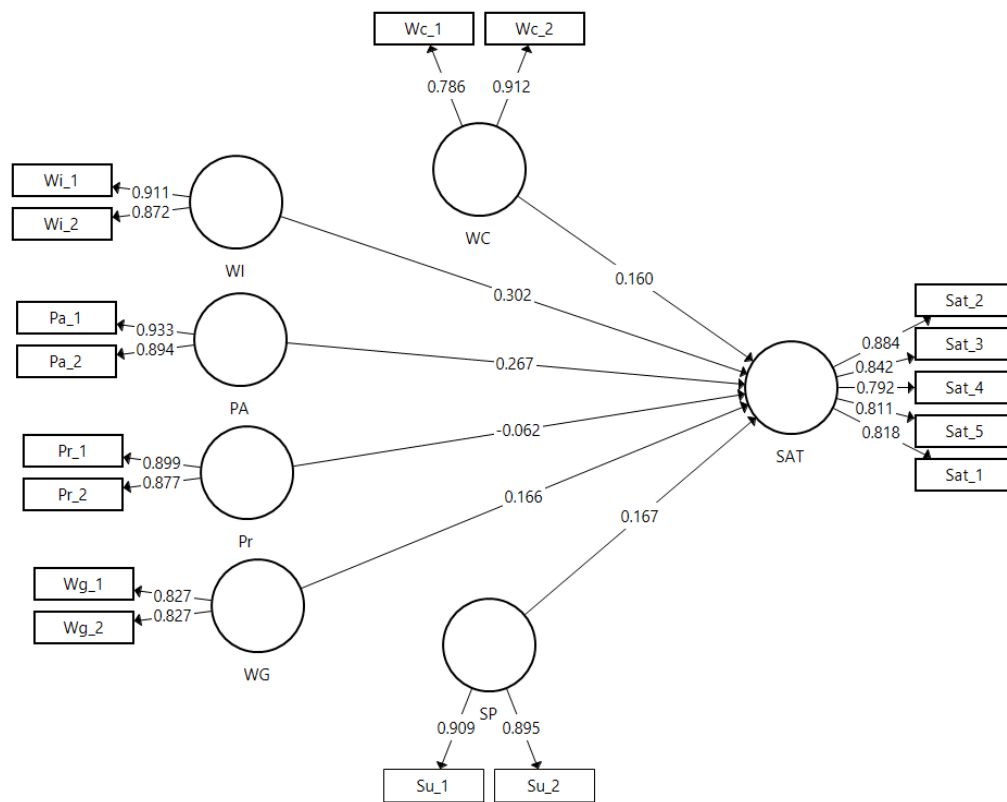


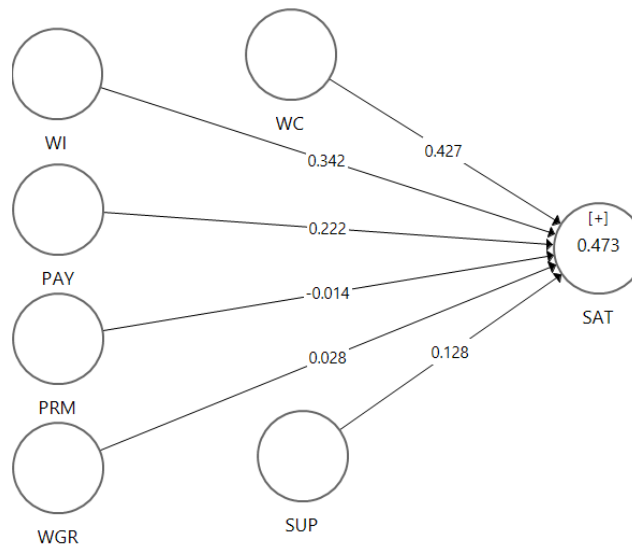
Figure 1: Items, its loading and path coefficient

The results of the structural model analysis show that all the dimensions of job satisfaction have a significant influence on overall job satisfaction except promotion. Further, the results indicate that work contents have more impact on overall job satisfaction, followed by pay. Supervisor support, working condition and work-group has almost the same impact on overall satisfaction.

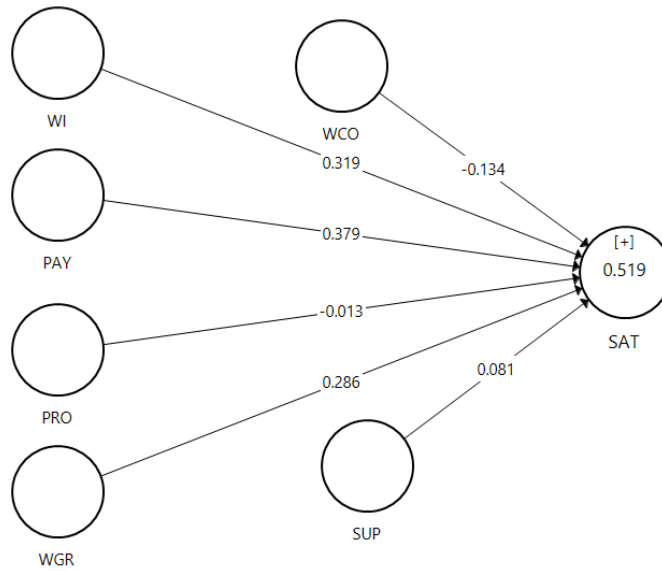
**Table 7: Path Coefficient, T-Values and P-Values**

Paths	Path		
	Coefficient	T Statistics	P Values
Perceived financial benefits (PA) -> SAT	0.26	5.36	0.00
Promotion (PR) -> SAT	-0.06	1.27	0.20
Supervisor support (SP) -> SAT	0.16	3.06	0.00
Working condition (WC) -> SAT	0.16	3.31	0.00
Workgroup support (WG) -> SAT	0.16	3.78	0.00
Content of the work (WI) -> SAT	0.30	6.59	0.00

To identify the impact of each facet of job satisfaction on overall satisfaction a separate model for male and female was performed (MGA Multi-Group Analysis) and the results are shown in figure 2, figure 3 and Table 8.



**Figure 2: Path coefficient for each facet of the job and R<sup>2</sup> for male**



**Figure 3: Path coefficient for each facet of the job and R<sup>2</sup> for male**

The MGA results are shown in Table 8, which shows the path coefficients, the p-value of the structural model for male and females. Considering the impact of each facet of job on overall job satisfaction for male, three facets (working conditions, work content, and pay) have significant influence. Unexpectedly work-group, supervisor support and promotion have no impact on overall job satisfaction. Taking into consideration of female, three facets of job satisfaction (pay, work-group support, and content of the work) has a significant influence on overall job satisfaction. Unexpectedly promotion working condition and supervisor support were not the significant predictors of overall job satisfaction for females.

**Table 8: Path coefficient differences and its' significant**

	Male			Female		
	Path	p-v	Sig.	Path	pv.	Sig.
Perceived financial benefits -> SAT	0.22	0.00	Yes	0.37	0.00	Yes
Promotion -> SAT	-0.01	0.87	No	-0.01	0.90	No
Supervisor support -> SAT	0.12	0.08	No	0.08	0.29	No
Working condition -> SAT	0.42	0.00	Yes	-0.134	0.05	No
Workgroup support -> SAT	0.02	0.63	No	0.28	0.00	Yes
Content of the work -> SAT	0.34	0.00	Yes	0.31	0.00	Yes

Content of the work and received financial benefits were the significant predictors for both male and female teachers, while promotion and supervisor support were not significant predictors for both male and female

teachers. Considering the working condition, comparatively, it is a strong predictor of male overall job satisfaction; however, it is an insignificant predictor of overall job satisfaction of females.

Considering the variance explained ( $R^2$ ), for total respondents, it was .43 that is the six facets of job satisfaction can explain 43% of the variance in overall satisfaction. Nevertheless, when the researcher run the model for male and female separately, the  $R^2$  for male and female teachers were 0.47 and 0.52, respectively. It is important to note that predictor variables taken into this study explain less than 52% of the variance on the overall satisfaction of male and female teachers.

## 5. Conclusion and Discussion

The results indicated that females ( $M= 3.94$ ) are highly satisfied than males ( $M= 3.61$ ). Out of the six facets of job satisfaction, there are significant differences in overall job satisfaction between male and female for two facets: work content and pay. Female teachers are highly satisfied with the work content and their perceived financial benefits compare to male teachers.

Person-job fit model suggests that people who fit with their job are more likely to be satisfied with their job. In the teaching, profession teachers are working with children, enjoying short working hours, and more holydays. Further, teaching is a profession that requires less career-oriented people (Gligorović, 2014); therefore, teaching may be a fantastic work for females, and thus female teachers are more satisfied with their overall work, and the nature of the work than male teachers. The finding of the present study consistent with the previous finding (Gligorović, 2014 Ward and Sloane, 1998; Clark et al., 1996).

Satisfaction is related to expectation also. People who get what they expected or more than expected were satisfied than those who get less than what they expected. One of the reasons for the different level of satisfaction reported in the previous studies is the expectations of male and female regarding the work (Campbell, 1976). The present study was conducted in the cultural setting (North and East Province), where women are expected to shoulder more household-related responsibilities than men. Further, men are expected to be breadwinners of the family through the facts remain that women earn as much as men earn. Therefore, it is evident that men are expecting higher monetary rewards than women expecting. That is why females are more satisfied with pay compare with men even though they get equal pay for their work.

Further, the results of the multivariate analysis indicated that for male teachers, three facets (working conditions, work content, and pay) have a significant influence on overall job satisfaction. Unexpectedly work-group, supervisor support and promotion have no impact on overall job satisfaction. Further, analysis on female respondents, indicated that three facets of job satisfaction (pay, work-group support, and content of the work) has a significant influence on overall job satisfaction. Content of the work received financial benefits were the significant predictors for both male and female teachers. Promotion and supervisor support were not significant predictors for both male and female teachers. Further, it is interesting to note

that though the working condition is a strong predictor of male's overall job satisfaction, it is an insignificant predictor of overall job satisfaction of females.

The literature highlights that working condition, content of the work, perceived financial benefits (pay), promotion, work-group support, and supervisor support are the significant contributors of overall satisfaction of employees in business organizations. However, this study found that the said six predictor variables explain less than 52% (*male*= 47%, *female* = 52%) of the variance on the overall satisfaction of teachers. The other factors contribute 48% of the variance in explaining teachers' overall satisfaction.

### **Contribution of the study**

This study contributes to both practice and literature. By comparing the male-female teachers' satisfaction and investigating the influence of the facets of job satisfaction on overall job satisfaction in a different cultural context, it extends the existing literature. Further, by developing a separate model for satisfaction for male and female teachers this study, deepens the understanding of job satisfaction and its predictors of both males and females. This study found that the predictors of job satisfaction were not the same for male and female teachers. Thus it signifies the importance of considering the gender differences in further research on teachers' satisfaction.

This study contributes to the school management by identifying the facets that significantly influence overall job satisfaction of male and female teachers. As the content of the work and financial benefits are the significant predictor of overall job satisfaction of both males and female teachers, school management and policymakers are encouraged to improve them. Teachers are receiving reasonable financial benefits compared to other employees in the government sector, but compared to the private sector organization, teachers' salary is meagre. As teachers' satisfaction is related to students' learning and development which can influence the knowledge capital of the country relative parties should give priority to take necessary actions to enhance teachers' satisfaction.

By allocating the subjects to the interest of the teacher, they can be satisfied with the subjects they teach. Consequently, it increases the overall satisfaction. As the work-group is a significant predictor of overall satisfaction of female, school management should be very vigilant when creating and managing the female work-group. Individual's characteristics, such as age (generation gap) personality differences, need to be considered when creating a work-group. Further, managers should be aware of each stage of the group development (Huckman, 1965, 1977) and do the needful in each stage to better manage the work-group.

### **Limitations and avenue for further research**

There were some limitations to this study. First, the population of the study is 13,090 teachers, but the study was conducted with only 328 respondents. Because of the various constraints, the researcher was unable to increase the number of samples. However, 328 is an adequate sample to generalize the findings to a homogeneous population where this study was conducted. Second, since this study's data were collected

from only two provinces out of nine provinces of Sri Lanka, the study needs to be replicated in other provinces to generalize the findings to the Sri Lankan teachers. The final limitation is that the survey was self-report and cross-sectional that can be vulnerable to common method bias. To minimize common method bias at the survey design stage, and the analysis stage researchers have performed Harman's one-factor test to detect the common method bias and found that there is no evidence for a substantial amount of common method variance. However, Harman's one-factor test has some limitations in detecting the common method bias (Podsakoff et al., 2003).

The current study found that the said six predictor variables explain only less than 52% of the variance in the overall satisfaction of teachers. Therefore, further studies need to be done to identify the specific factors that contribute to the overall satisfaction of teachers. Further, research in a different cultural setting is encouraged to validate this model. Further research can be conducted to identify the moderating effect of teachers' characteristics such as self-efficacy, emotional intelligence on the relationship between predictors of job satisfaction and job satisfaction.

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