



Kuram ve Uygulamada Eğitim Yönetimi
Educational Administration: Theory and Practice
2023, Cilt 29, Sayı 3, ss: 238-256
2023, Volume 29, Issue 3, pp: 238-256
www.kuey.net



Teacher Job Satisfaction: Do Human Resource Management Practices Matter? Evidence from Secondary Level Education

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<p>Article History</p> <p>Article Submission 24 September 2022</p> <p>Revised Submission 03 January 2023</p> <p>Article Accepted 01 March 2023</p>	<p>Abstract</p> <p>Teacher job satisfaction is a continuing academic and research exploration over many decades owing to its insidious effect on the quality of teaching and learning in education. This study aims to investigate the effect of human resource management practices on teacher job satisfaction. Data were collected through a self-administered questionnaire with a sample of 392 secondary school teachers in Northern Province, Sri Lanka. The study adopted a survey research strategy with a cross-sectional time horizon. The results of the study disclosed that training, development, and education (TDE), promotion, health and safety, and teacher relationships are significantly positively related to teacher job satisfaction. Nonetheless, recruitment and selection, performance appraisal, compensation and reward, benefits, motivation, and transfer were not significantly related to teacher job satisfaction. Of those determining HRM practices, TDE is the most influential factor, followed by teacher-relationship, health and safety, and promotion. Gender, civil status, and school location were not found to be related to teacher job satisfaction. The present study advances the understanding of human resource management practices in the educational setting from a divergent cultural vantage point. Further, the study provides many useful practical implications for educational administrators, practitioners, and policymakers.</p> <p>Keywords: Teacher Job Satisfaction; Educational Management; Secondary School Teachers; Human Resource Management Practices</p>
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Introduction

Education is the crucial factor stimulating the sustainable development of a country (John & Agaba, 2010; Little & Green, 2009). Teachers are the backbone of education and are responsible for teaching and learning (Brezicha, Ikoma, Park, & LeTendre, 2020; *Education and Training Reform Act 2006* (Vic)). The school holds a primary place in education (Ministry of Education of Sri Lanka, 2020) where teachers perform the vital role of directing students toward education (Chamundeswari, 2013). Consequently, the productivity of schools is said to be contingent on the quality of teachers (National Education Commission, 2003). The term job satisfaction is coined by the combination of two terms: job and satisfaction. Job refers to performance in a profession, while satisfaction is a reflection of performance and the working environment (Mitra, 2018). Job satisfaction refers to the attitude and feelings of an employee about his or her job (Armstrong, 2006). It portrays how a teacher feels about reporting to work each day (Taylor & Tashakkori, 1995). Therefore, teacher job satisfaction is essential for both students and teachers (Toropova, Myrberg, & Johansson, 2020; E. M. Skaalvik & S. Skaalvik, 2017; Lumsden, 1998). Earlier studies maintain that teacher job satisfaction causes many positive outcomes, such as a better life for a teacher, his/her dedication, motivation, performance, organizational behavior, student welfare, and school welfare (Pervaiz, Ali, & Asif, 2019; E. M. Skaalvik & S. Skaalvik, 2017; Abdullah, Uli, & Parasuraman, 2009).

Education management is the implementation of educational activities via the efficient utilization of resources in order to attain educational goals (Hidayat & Machali, 2018). It is the process of ensuring quality education via the quality management of physical and human resources (Ministry of Education of Sri Lanka, 2014). It implies the optimum use of major inputs such as physical, financial, and information resources (Akpan, Ekpiken, & Okon, 2012). Human resources are crucial factors for attaining firm performance (Kengatharan, 2021). Human Resource Management in education is the management of teacher resources and is a functional unit of the education management system (National Education Commission of Sri Lanka, 2014; National Committee for Formulating a New Education Act for General Education, 2009). Human Resource Management is a primary factor that enables an organization to face the challenges it encounters. In addition, it helps extend and improve the performance of an organization. Human Resource Management exerts a considerable influence on the job satisfaction, retention of employees, dedication, and honesty of employees (Absar, Azim, Balasundaram, & Akhter, 2010; Edgar & Greare, 2005; Rahman, 2013).

The management structure of Sri Lankan schools was first established during colonization in 1869 under the name “Department of Public Instruction” and it functioned under the department of education. Later in 1912, it was reformed to “Department of Education.” Continuous expansions in education and the introduction of the free education system added to the workload of education management. Centralized management practices were subject to challenges. Against this backdrop, regional education offices were established in 1961 under the Assistant Director of Education. This was the first step in Sri Lankan education management’s shift from centralized management to regional management. Moreover, all the schools were taken over by the government (National Education Commission of Sri Lanka, 2014).

Later, the central department of education was affiliated with the Ministry of Education. The Secretary of education performed the duties of the director of the education department. Regional education departments were promoted as departments of education. Regional assistant directors of education were promoted as directors of education and vested with the powers of organizational head. The assistant department of education was administered by the chief education officer. School-level inspectors were restructured as circuit education officers. This was expanded in accordance with the number of electoral divisions. During the 1980s, a cluster education system was introduced in education management and the Circuit Education system was demolished. Later, with the inception of the provincial council in 1987, new practices were implemented in education management (National Education Commission of Sri Lanka, 2014).

By the 13th amendment, provincial councils were established, and all the provincial schools, except the national schools, were managed by them. The Provincial Department of Education was established under the task force of the Provincial Ministry of Education. The Provincial

Department of Education was governed by the Provincial Director of Education while Zonal Education Offices were managed by the Zonal Directors of Education. Moreover, Divisional Education Offices were constructed resembling block education system and since then education and administration functions have been performed (National Education Commission, 2014).

Currently, there are 9792 provincial council schools and 373 schools that function under the principals and power of the central ministry of education. Moreover, 97 Zonal Education Offices, 322 Divisional Education Offices, In-service Staff Advisors of the Sri Lanka Education Administrative Service, Accountants, Administrative Officers, Management Assistants, and minor employees are recruited to schools, divisional education offices, and zonal education offices according to vacancies. Hence, education management practice is being carried out with the aid of these officers and the physical and financial resources that are allocated according to the need (National Education Commission, 2014).

As can be seen in Figure 1, the Provincial Ministry of Education in each province has been supervised by a Provincial Minister of Education, who is assisted by a Provincial Secretary of Education. The Provincial Department of Education manages the schools under the Provincial Director of Education. For the facilitation of administration, each province has been divided into several educational zones headed by a Zonal Director of Education who is responsible for carrying out multiple administrative duties as well as the supervision of schools (approximately 100 to 150 schools in each zone). Further, the National Institute of Education, National Evaluation and Testing System, National Education Commission, and Education Publications Department function as parts of Sri Lankan School Management (Ministry of Education of Sri Lanka, 2012).

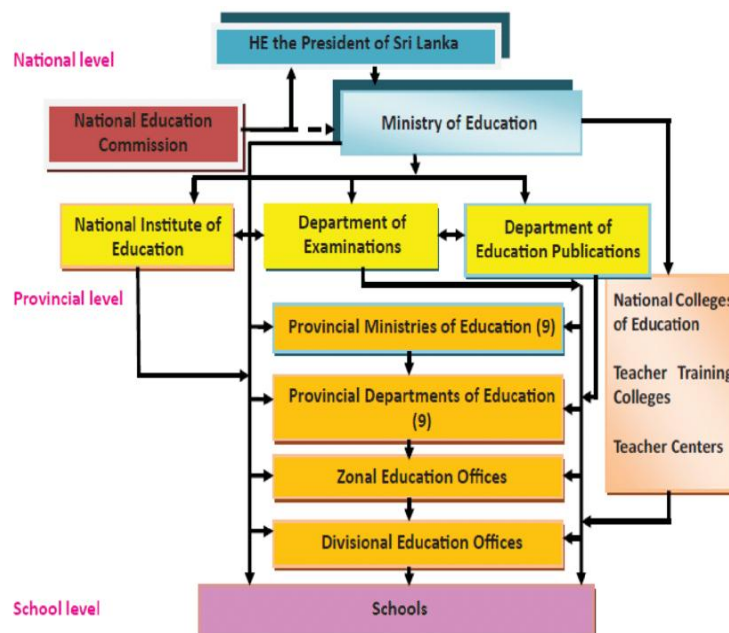


Figure 1. Education Administrative Structure in Sri Lanka

School Development Society was established in 1993 in adherence to the Act of the School Development Society. In 1995, it was observed that school management practices were empowered so as to represent teachers, parents, and well-wishers under the leadership of principal. Accordingly, School Based Management (SBM) was introduced in 1997 via a new educational reformation. Later SBM was reformed with the aid of the World Bank and Education Sector Development Framework, and the programme was implemented for a period of 5 years from 2011 to 2016. Later, the programme for School Improvement was introduced as per Circular No. 2007/5. Notably, School Development Committee was constructed in schools as well (National Education Commission of Sri Lanka, 2014).

Research Background

Challenges are encountered in managing teachers efficiently and effectively in the education sector. Education is a strong base for the development of students and society (Jasinth, 2021; Kengatharan, 2012). A teacher is a prominent agent who provides education to students. One of the major indicators of better management is job satisfaction. The concept of job satisfaction is not a new phenomenon; for instance, over six decades ago, psychologists discussed the job satisfaction of employees (Vroom, 1990). Job satisfaction contributes to the efficiency of both the employee and the organization. Theoretically, the job satisfaction of teachers has been closely intertwined with their professional success as well as the success of education (Poipoi, 2010). Unlike the employees of other organizations, teachers function under various managerial circumstances, and higher work pressure (Klassen & Chiu, 2010).

On the basis of educational literature reviews, job satisfaction gains prominence (De Nobile & McCormick, 2008; Spector, 1997). Job satisfaction exerts multiple educational impacts on students (Oshagbemi, 2003). Research on job satisfaction is prominent and significant in social science (Arnold, Silvester, Cooper, Robertson, & Patterson, 2016) and teacher job satisfaction has been researched for the past six decades (Klassen & Chiu, 2010). Albeit a plethora of studies have been undertaken to identify the factors determining job satisfaction, research studies are still inconclusive, and teachers are not satisfied with their teaching profession (Brezicha et al., 2020; Vandenberg, 2002).

Earlier research studies submit that human resource management practices improve teachers' efficiency (Hashmi, 2014). When job satisfaction is ensured, teachers succeed in their ventures (E. M. Skaalvik & S. Skaalvik, 2017). A healthy interaction between teachers and human resource management ensures better performance in education and school, and it also enhances the achievement level of school (Shoeb, Ahmad, & Iftikhar, 2017). This study focuses on the effect of human resource management practices on job satisfaction.

In developing countries, the teaching profession is full of pressure, workload, complexities, and ambiguities (Kalpana, 2017). Recent research studies confirm that teacher job satisfaction has influenced principals, students, teachers, and society at large (Brezicha et al., 2020). Nonetheless, research on teachers' job satisfaction is less common in developing countries (Pervaiz et al., 2019; Nguni, Slegers, & Denessen, 2006). Renowned researchers have pinpointed that teachers are not satisfied with their profession in most schools (Anari, 2012).

Abundant studies have been conducted in a Western cultural environment on aspects of teacher job satisfaction such as salary, volunteering, opportunities for promotions, supervision, working conditions, and colleagues (Abdullah et al., 2009). However, there is a paucity of research studies that have been conducted in this light in developing countries (Kengatharan, 2020; Pervaiz et al., 2019; Abdullah et al., 2009; Hean & Garrett, 2001).

Therefore, the present study aims at investigating the impact of human resource management practices on teacher job satisfaction in a developing country, Sri Lanka.

Literature Review

Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievements of one's job values (Locke, 1969). This definition has been used in most of the recent research (Limpanitgul, Jirotmontree, Robson, & Boonchoo, 2013). It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). It indicates the extent to which an employee likes or dislikes his/her job (Spector, 1997).

Recent research findings have revealed that job satisfaction is related to productivity, motivation, absence, late coming, physical and mental health, and satisfaction in life (Kengatharan, 2020; Absar et al., 2010; Edgar & Greare, 2005; Rahman, 2013). Earlier studies found that salary for the job, responsibilities, category of work, opportunities for promotion, volunteering, colleagues, well-being, work pressure, restraints, and working conditions are related to job satisfaction (Jeffrey & Vincent, 2013). According to (Hackman & Oldham, 1975;

Smith, Kendall, & Hulin, 1969), aspects such as freedom of work, significance of work, supervision, laws and working conditions in school, knowledge and skills related to work, feedback for work, support from parents, opportunities for promotion, school-community interaction, salary for work, interaction with other teachers, work pressure, and workload are related to teacher job satisfaction.

Although a plethora of studies on teacher job satisfaction has been conducted in developed countries (I. F. Fuzia & M. A. Y. Fuzib, 2019; Mwansa & Kapena, 2021; Khattak & Anus, 2020; Mitra, 2018; Knigama, Selvabaskar, Surulivel, & Joice, 2018; Toropova et al., 2019; Shrestha, 2018; Jahan & Ahmed, 2018 ; Pan & Qiwen, 2014; Nyangarika, 2020; Arif , Nadeem, & Naeem 2020; W. A. M. G. P. K. Wanasinghe & W. M. S. Wanasinghe, 2021; Sumanasena, Nawastheen, & Jayawardena, 2020; Kanojan & Sivalogathasan, 2017; Mangaleswarasharma, 2017; Ranasinghe & Kottawatta, 2016; Ketheeswaran, 2018; Robinson, 2020; Kengatharan, 2020), only a limited number of studies focused on the relationship between human resource management practices and teacher job satisfaction (Mwansa & Kapena, 2021; Sumanasena et al., 2020; Ranasinghe & Kottawattu, 2016; Jayatilake, 2016; Balasooriya, 2004; Raju, 2017; National Educational Commission, 2014; Secondary Education Sector Improvement Program: Report and Recommendation of the President, 2020; Jayawardena & Kappagoda, 2020; Kengatharan, 2021).

Notwithstanding, most of the studies have looked at the general nature of human resource management practices and others focused on the individual components of human resource management practices: Health and Safety (Jošanov-Vrgović & Pavlović, 2014; Madero, 2019); teachers' benefits (Alawattagama, 2020; Jahan & Ahmed, 2018; Pervaiz & Asif, 2019; Kengatharan, 2020; Ketheeswaran, 2018); Transfer (Omebe, 2014; National Educational Commission, 2014, 2016; Kengatharan, 2020); Training, Development, and Education (Alawattagama, 2020; Pan & Qiwen, 2014; Shrestha, 2019; Khattak & Anus, 2020; Mwansa & Kapena, 2021; I. F. Fuzia & M. A. Y. Fuzib, 2019; Balasooriya, 2012; Jayawardena & Kappagoda, 2020; National Educational Commission, 2014, 2016a, 2016b); recruitment and selection (Sahito & Vaisanen, 2019; Troeger, 2022; National Educational Commission, 2016; Balasooriya, 2012; National Educational Commission, 2014, 201); motivation (Candidus & Phyllis, 2018; Arif et al., 2020; Khattak & Anus, 2020; Pervaiz et al., 2019; Ketheeswaran, 2018; Sumanasena et al., 2020; Kanojan & Sivalogathasan, 2017; Mangaleswarasharma, 2017); performance appraisal (Arif et al., 2020; I. F. Fuzia & M. A. Y. Fuzib, 2019; World Bank, 2011); compensation and rewards (Sahito & Vaisanen, 2019; Alawattagama, 2020; Pan & Qiwen, 2019; Troeger, 2021; Shrestha, 2019; W. A. M. G. P. K. Wanasinghe & W. M. S. Wanasinghe, 2021; Sumanasena et al., 2020; Subaideena & Irshadb, 2021; Kengatharan, 2020; Aturupane, Savchenko, Shojo, & Larsen, 2014); Promotion (Sahito & Vaisanen, 2019; Pan & Qiwen, 2019; Balasooriya, 2012; W. A. M. G. P. K. Wanasinghe & W. M. S. Wanasinghe, 2021; Subaideena & Irshadb, 2021); and relationship of teachers (Sahito, 2019; Subaideena & Irshadb, 2021; Kengatharan, 2020).

Taken together with previous studies, there are conflicting findings on the relationship between human resource management practices and teacher job satisfaction. Moreover, the relationship between them has not been well documented in developing countries, and the nature and extent of the effect are still in a vacuum. Therefore, the present study fills the gaps by answering the research question: to what extent do individual and combined facets of human resource management practices affect teacher job satisfaction? Thus, it can be hypothesized:

H1: There is a positive relationship between recruitment and selection practices and teacher job satisfaction.

H2: There is a positive relationship between training, development, education practices, and teacher job satisfaction.

H3: There is a positive relationship between performance appraisal practices and teacher job satisfaction.

H4: There is a positive relationship between compensation and reward practices and teacher job satisfaction.

H5: There is a positive relationship between promotion practices and teacher job satisfaction.

H6: There is a positive relationship between health, and safety practices and teacher job

satisfaction.

H7: There is a positive relationship between teacher benefit practices and teacher job satisfaction.

H8: There is a positive relationship between motivational practices and teacher job satisfaction.

H9: There is a positive relationships between transfer practices and teacher job satisfaction.

H10: There is a positive relationship between teacher relationship and teacher job satisfaction.

Methodology

Participants

For this study, data were collected from secondary-level teachers in Northern Province, Sri Lanka. According to the statistical report (2020) of the ministry of education, 249494 teachers are working in 10155 schools in 95 education zones. Of them, 17384 teachers are working in 546 secondary level schools in 13 education zones in Northern Province. The study adopted a survey research strategy with a deductive (quantitative) approach. A sample of 392 teachers was chosen using a random sampling technique. Out of them, 36.6% are males (n=146) and 63.4% are females (n=246). Of the participants, 79.8% (n=310) are married and the remaining 20.2% (n=82) are unmarried. Moreover, 47.1% (n=189) hold a national diploma in education while 43.1% (n=173) possess G.C.E. A/L qualification only.

Instruments

The measures used to gauge the variables are summarized in Table 1. The reliability of the measures was examined based on Cronbach's Alpha (internal consistency). The values exceeded the minimum required value of 0.7 implying the strong reliability of the measure (Table 1).

Table 1. Details of the measures used

Factors	Sources	No of questions	Cronbach's Alpha
Teacher job satisfaction	Ho and Au (2006)	09	0.871
Recruitment and selection	Demo, Neiva, Nunes and Rozzett (2012)	08	0.871
Training, development, and education	Demo et al. (2012)	11	0.947
Performance appraisal	Demo et al. (2012)	08	0.942
Compensation and reward	Demo et al. (2012)	08	0.780
Promotion	Mostafa, Gould-Williams and Bottomley (2015)	07	0.895
Teacher health and safety	Edgar and Geare (2005)	06	0.876
Teacher benefits	Hong et al. (1995)	08	0.847
Motivation	Wiley (1997)	10	0.919
Teacher relationship	Raziq and Maulabakhsh (2015)	10	0.824
Transfer	Author-anchored in the literature review	06	0.920

Data analysis

The collected data were analyzed with the aid of Statistical Package for the Social Sciences (SPSS Version 26.0). Descriptive statistics (Mean, Standard Deviation) was used to measure job satisfaction levels. The association between the independent variables and the dependent was assessed using Pearson correlation analysis. The impact of the independent variable on the dependent variable was evaluated using a Multiple Regression Analysis.

Results

As a caveat, factor analysis was performed to ensure the data reflect the factor structure. Assessing the suitability of the data for employing factor analysis is of paramount importance, depending on the strength of the inter-correlations among the variables, largely measured by the Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy, Bartlett's test of sphericity, and the inspection of correlation coefficients. The value of KMO is 0.931 as presented in Table 2 exceeding the threshold of .60 indicating that the data are appropriate for employing factor analysis. As can be seen in Table 2, the significance associated with Bartlett's Test of Sphericity is .000 which is less than 0.05 indicating that all pairwise correlations are not equal to zero in the R matrix. Thus, the correlation matrix has significant correlations among at least some of the variables, that is, the R-matrix is not an identity matrix; therefore, there are some relationships between the variables, and the dipso factor analysis is appropriate for the dataset.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx. Chi-Square	3001.480
	df	91
	Sig.	.000

The results of the factor loading using varimax with the Kaiser normalization rotation (KNR) are shown in Table 3.

Table 3. The Factor Loading of the Variables with Varimax Rotation

Items	1	2	3	4	5	6	7	8	9	10	11
TDE 2	.660										
TDE 5	.657										
TDE 3	.629										
TDE 7	.620										
TDE 6	.608										
TDE 4	.601										
TDE 8	.592										
TDE 11	.580										
TDE 1	.568										
TDE 9	.563										
TDE 10	.535										
JS 8		.847									
JS 7		.827									
JS 3		.728									
JS 1		.726									
JS 9		.686									
JS 6		.623									
JS 5		.600									
JS 2		.592									
JS 4		.569									
PA 4			-.734								
PA 1			-.727								

Items	1	2	3	4	5	6	7	8	9	10	11
PA 8			-.704								
PA 2			-.666								
PA 3			-.634								
PA 6			-.621								
PA 5			-.771								
PA 7			-.775								
RS 5				.868							
RS 7				.771							
RS 4				.713							
RS 8				.642							
RS 6				.632							
RS 3				.868							
RS 1				.613							
RS 2				.604							
TR 7					-.850						
TR 8					-.815						
TR 2					-.754						
TR 5					-.729						
TR 6					-.700						
TR 10					-.689						
TR 9					-.557						
TR 4					-.550						
TR 3					-.532						
TR 1					-.501						
B 3						.741					
B 1						.740					
B 2.						.715					
B 5						.677					
B 6						.615					
B 4						.601					
B 7						.567					
B 8						.511					
HS 3							-.656				
HS 2							-.533				
HS 1							-.530				
HS 6							-.523				
HS 4							-.510				
HS 5							-.508				
T 4								-.844			
T 3								-.840			
T 1								-.798			
T 5								-.780			
T 2								.747			
T 6								-.692			
P 3									-.764		
P 4									-.719		
P 1									-.711		
P 2									-.628		
P 7									-.572		
P 5									-.554		
P 6									-.546		
CR 1										.813	
CR 3										.801	
CR 4										.798	
CR 5										.788	
CR 2										.701	
CR 6										.699	

Items	1	2	3	4	5	6	7	8	9	10	11
CR 8										.678	
CR 7										.666	
M 4											.899
M 5											.823
M 1											.779
M 6											.789
M 9											.723
M 10											.698
M 2											.645
M 3											.589
M 8											.545
M 7											.521
Note: RS-Recruitment and Selection, TDE-Training, Development, and Education, PA-Performance Appraisal, AR-Compensation and Reward, P-Promotion, HS-Health and Safety, B-Benefits, M-Motivation, T-Transfer, TR-Teacher Relationship											

As can be seen in Table 3, the factor loading satisfy the minimum requirement. Statistical experts suggest that if a factor has four or more loading greater than 0.6, the sample size would not be problematic, but if the factor has 10 or more loading greater than 0.40, the sample size greater than 150 should be sufficient. However, the minimum sample size should be at least 300 cases if factor loading are fewer. In our results, the minimum factor loading is (0.508) for factor 7 and therefore, the factor loading are acceptable.

Table 4. Mean, Standard Deviation, Internal Reliability (Alpha), and Correlation Matrix

Variable	M	SD	Alpha	G	C.S	S.L.	JS	RS	TDE	PA	CR	P	HS	B	M	T	TR
G	1.63	.483		--	.021	-.010	.066	.125*	.129*	.097	.120*	.055	.019	.094	.094	.172*	.134*
C. S.	1.80	.404			---	-.187*	-.041	.025	.020	.006	-.010	-.023	.062	.005	.005	.029	-.187
S.L.	1.38	.487				---	-.007	.018	-.091	-.039	-.044	.016	-.103*	-.056	-.025	-.050	-.001
JS	4.3588	.66802	0.871				---	.359**	.549**	.429**	.337**	.366**	.456**	.370**	.456**	.283**	.435**
RS	3.8147	.77381	0.871					---	.560**	.481**	.447**	.455**	.393**	.437**	.519**	.447**	.498**
TDE	3.8662	.87533	0.947						---	.783**	.589**	.682**	.738**	.602**	.711**	.496**	.667**
PA	4.0338	.88455	0.942							---	.561**	.648**	.611**	.492**	.587**	.433**	.568**
CR	3.1378	.77355	0.780								---	.661**	.575**	.613**	.682**	.563**	.551**
P	3.5251	.96209	0.895									---	.643**	.666**	.701**	.513**	.623**
HS	3.6105	.97619	0.876										---	.614**	.729**	.478**	.599**
B	3.6885	.78433	0.847											---	.726**	.506**	.620**
M	3.3811	.90602	0.919												---	.610**	.745**
T	3.0455	.96389	0.824													---	.577**
TR	3.7801	.80574	0.920														

Note:

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

G-Gender, C.S.-Civil Status, S.L.-School Location, JS-Job Satisfaction, RS-Recruitment and Selection, TDE-Training, Development, and Education, PA-Performance Appraisal, CR-Compensation and Reward, P-Promotion, HS-Health and Safety, B-Benefits, M-Motivation, T-Transfer, TR-Teacher Relationship

The correlations between variables have been presented in Table 4, teacher job satisfaction is significantly positively associated with human resource management practices: Recruitment and Selection ($r=.359$, $p<0.01$), Training, Development, and Education ($r=.549$, $p<0.01$), Performance Appraisal ($r=.429$, $p<0.01$), Compensation and Reward ($r=.337$, $p<0.01$), Promotion ($r=.366$, $p<0.01$), Health and Safety ($r=.456$, $p<0.01$), Benefits ($r=.370$, $p<0.01$), Motivation ($r=.459$, $p<0.01$), Transfer ($r=.283$, $p<0.01$), and Teacher Relationship ($r=.435$, $p<0.01$). Nonetheless, gender, civil status, and school location were not significantly associated with teacher job satisfaction.

To test the hypotheses, a series of multiple regression analyses was performed. The results of the analysis are shown in Table 5. Two models were generated: (1) the relationship between teacher job satisfaction and control variables (gender, civil status, and school location); (2) the relationship between teacher job satisfaction and human resource management practices with control variables.

Table 5. The Results of the Regression Analysis with Controlled Variables

Model	Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Model 1	(Constant)	4.270	.243		17.599	.000
	GENDER	.152	.074	.114	2.054	.041
	CIVIL STATUS	-.039	.089	-.025	-.438	.662
	SCHOOL LOCATION	-.054	.075	-.041	-.721	.471
Model 2	(Constant)	2.522	.271		9.308	.000
	GENDER	.042	.064	.031	.653	.514
	CIVIL STATUS	-.076	.076	-.048	-.997	.320
	SCHOOL LOCATION	.019	.065	.014	.289	.773
	RS	.056	.049	.066	1.130	.259
	TDE	.314	.073	.412	4.305	.000
	PA	-.040	.057	-.055	-.715	.475
	CR	-.001	.062	-.001	-.014	.989
	P	.105	.052	.155	2.030	.043
	HS	.106	.052	.155	2.047	.041
	B	.043	.059	.051	.723	.470
	M	.028	.067	.039	.419	.675
	T	-.039	.042	-.059	-.942	.347
	TR	.123	.062	.149	1.983	.048

Note: RS-Recruitment and Selection, TDE-Training, Development, and Education, PA-Performance Appraisal, CR-Compensation and Reward, P-Promotion, HS-Health and Safety, B-Benefits, M-Motivation, T-Transfer, TR-Teacher Relationship

In Model 1, gender, civil status, and school location were not significantly related to teacher job satisfaction. In Model 2, the coefficient value for Recruitment and Selection is 0.056 ($p=0.259$, $t=1.130$). Therefore, H1 predicted that a positive relationship between recruitment and selection practices and teacher job satisfaction was not supported. However, H2 surmised that a positive relationship between Training, Development, and Education and teacher job satisfaction was supported: ($B=0.314$, $p=0.000$, $t=4.305$). The relationship between teacher job satisfaction and performance appraisal was not confirmed and thus, H3 was rejected ($B=-.040$, $p=0.475$, $t=-.715$).

Similarly, H4, the relationship between Compensation and Reward and teacher job satisfaction, was not supported ($B=-.001$, $p=0.989$, $t=-.014$). The hypothesis (H5) predicted that a positive relationship between Promotion and teacher job satisfaction was supported: $B=-.105$, $p=0.043$, $t=-2.030$. The relationship between Health and Safety practice and teacher job satisfaction was confirmed ($B=0.106$, $p=0.041$, $t=2.047$). Thus, H6 was supported. The results further support a positive relationship between benefits and teacher job satisfaction ($B=0.043$, $p=.470$, $t=0.723$) and consequently H7 was supported. The relationship between motivation and teacher job satisfaction ($B=0.028$, $p=0.675$, $t=0.419$) and transfer and teacher job satisfaction ($B=-.039$, $p=0.347$, $t=-.942$) were not supported. Thus, H8 and H9 were rejected. The H10 predicted that Teacher Relationship and teacher job satisfaction was supported: ($B=.123$, $p=.048$, $t=1.983$).

Discussion

The current study shows that teacher job satisfaction in Secondary Level Education in Northern Province is high ($M=4.36$). The finding is in line with the study of (Jahan & Ahmed, 2018) where the majority of teachers are moderately satisfied with their jobs. Our finding is in contradiction with other studies which claim that teachers are unsatisfied and are interested in other professions. Some seminal studies warrant the need for professional development, training, salary increment, acknowledgment, and motivation to improve job satisfaction (Mangaleswarasharma, 2017). A negative trend prevails among Sri Lankan teachers regarding their job satisfaction (Fernando, 2015). According to Abirami and Lajintha (2021), 34% of teachers are satisfied with their job, while 65% are neutral. The remaining 1% of them are unsatisfied. The study conducted by Kanojan and Sivalogathan (2017) pinpointed the relationship between job satisfaction and job skills. Our study resembles this in showcasing the relationship between job satisfaction and human resource management practices. Robinson (2020) study shows that female teachers are more satisfied with their jobs than males.

Our study did not provide any strong evidence to confirm the relationship between gender, civil status, and school location. Jahufer and Sorjoon (2014) found that gender, professional experience, and marital status (married-single) showed equal levels of job satisfaction, whereas educational qualifications showed various levels. (Msuya, 2016) revealed that there is no uniformity in the job satisfaction level of secondary-level teachers in government schools, while some other studies found that socioeconomic factors and population contribute immensely to job satisfaction.

The results revealed that training, development, education, promotion, health and safety, and teacher relationship are significantly positively related to teacher job satisfaction. The findings of this study accord with previous research that found positive effects: training and job satisfaction (Mondejar & Asio, 2022; Adesola, Oyeniyi & Adeyemi, 2013; Fuzi & Salleh, 2017; Hanaysha & Tahir, 2016; Uddin, Rahman, Abdul, Dato'Mansor, & Reaz, 2019); and promotion and job satisfaction (Ch'ng & Chong, 2010; Pan & Qiwen, 2014). I. F. Fuzia and M. A. Y. Fuzib (2019) reported that training and performance appraisal influenced teacher job satisfaction. Another study confirmed that training and development are the strongest contributors to job satisfaction (Mwansa & Sumbye, 2021). In general, Mwansa and Kapena (2021) found that human resource management practices had a positive connection with job satisfaction. Teachers, in general, were satisfied with human resource management practices (I. F. Fuzia & M. A. Y. Fuzib, 2019).

On the other hand, recruitment and selection, performance appraisal, compensation and reward, benefits, motivation, and transfer were not found to be related to teacher job satisfaction. Nonetheless, earlier studies confirm that recruitment is significantly positively related to teacher job satisfaction (Hauret, Martin, Omrani, & Williams, 2022) and a positive significant relationship between selection and teacher job satisfaction (Mondejar & Asio, 2022; Mugizi & Bakkabulindi, 2018). The non-significant relationship may be due to the government's general policies of recruitment and sections, which are not stimulating for hunting the best. Previous studies conclude that teachers are dissatisfied with their service due to lower compensation in Sri Lanka (Fernando, 2015). Similarly, (Achchuthan, Jasingha, & Umanakenan, 2014) findings revealed that there is a significant mean difference in pay satisfaction among family size, subjects for teaching, educational qualification, and working experience. (Usman, Akbar, & Ramzan, 2013) confirmed

that the salary of the teachers was.

The current study advances the existing literature in many ways. Previous studies have only considered a few human resource management practices and teacher job satisfaction. The present study is vast in scope because it investigates a large number of dominant human resource practices in a single study. The study confirms that only a few HRM practices are significantly related to teacher job satisfaction, viz. Training, Development, and Education, promotion, Health and Safety practice and teacher relationship. The findings reflect the views of teachers in a developing country. Therefore, the study has made a geographical contribution in general. Besides these theoretical contributions, the study has also offered many useful practical implications. Educational administrators, practitioners, and policymakers should design better policies for augmenting HRM practices such as Training, Development, and Education, promotion, Health and Safety practice and teacher relationship, for promoting teacher job satisfaction. Although other HRM practices are not related to teacher job satisfaction, earlier studies confirm the existence of the relationship (Wanasinghe & Wanasinghe, 2021; Subaideena & Irshadb, 2021; Sumanasena et al., 2020). Therefore, educational administration should think about revising non-significant HRM practices.

Conclusion

In conclusion, this study focused on the relationship between human resource management practices on teacher job satisfaction among secondary school teachers in the Northern Province of Sri Lanka. Data were garnered from 392 secondary school teachers using a self-reported questionnaire. As a caveat, the reliability of the measures was confirmed. The present study confirms a significant positive relationship between training, development, and education, promotion, health and safety, teacher relationship and teacher job satisfaction. Nonetheless, recruitment and selection, performance appraisal, compensation and reward, benefits, motivation, and transfer were not significantly related to teacher job satisfaction.

Although the study advances the extant literature and offers many insightful practical implications, certain limitations need to be acknowledged. The study relies on only a single source of data collection methods. Therefore, there is a portent of the existence of social desirability bias. Future studies should consider multisource methods. Another potential limitation is due to the study's design. The study has been undertaken at a single point in time. Therefore, there is caution in arriving at a firm conclusion. Since the results of the study were not in agreement with earlier studies, there is a compelling need for replicating the study in a similar context. Future studies should also consider the consequences of teacher job satisfaction.

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