



The Impact of Demographic Factors and Job Satisfaction among Non-academic Staff of Government Schools in Colombo District, Sri Lanka

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ABSTRACT

The academic and non-academic personnel are the primary stakeholders in the achievement of success in educational institutions. The level of attention given to non-academic staff in Sri Lankan government schools is relatively low, resulting in a reduced emphasis on their satisfaction. The significance of having a content and dedicated non-academic staff cannot be overstated, as it greatly impacts the overall administration and academic performance of educational institutions. The aim of this study is to ascertain the impact of demographic variables and job satisfaction on non-academic personnel in government schools located in the Colombo district of Sri Lanka. The research was carried out through a survey methodology utilizing a self-administered questionnaire. This study utilized a convenience sample consisting of 370 non-academic staff members from 40 government schools located in the Colombo district. The mean value for job satisfaction, as measured on a Likert scale ranging from 1 to 5, is 2.3763, with a corresponding standard deviation of 0.3226. The school administration should prioritize their attention towards promotion and communication, as these areas have been reported to have the lowest level of satisfaction among stakeholders. The work's nature, as indicated by a mean score of 4.2081, is associated with the highest level of job satisfaction among non-academic staff in schools. This finding suggests that these staff members generally hold positive attitudes towards their work tasks. A notable dissimilarity exists between the degree of contentment expressed by male and female non-academic personnel regarding their satisfaction with the nature of their work. The data indicates that male non-academic staff members exhibit a higher level of dissatisfaction with their pay (mean=2.0803; standard deviation=0.1917) in comparison to their female counterparts (mean=3.1875; standard deviation=0.1922). In a similar vein, it can be observed that male personnel exhibit a higher level of discontentment with regards to their supervision, as evidenced by a mean score of 2.3289 and a standard deviation of 0.4357. The data indicates that there is a negative correlation between overall job satisfaction and certain demographic factors, specifically gender (-0.056), marital status (-0.014), level of education (-0.072), and service category (-0.532).



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INTRODUCTION

Since work satisfaction has been shown to positively correlate with both employee performance and organizational results, it has been a major focus of research in the subject of

human resources management. As stated by Ashraf M. (2013) and Thierry (1998), work satisfaction is a key motivator since it encompasses employees' psychological, behavioral, and occupational reactions to doing their jobs. Employee happiness at work is directly linked to the success of a firm. Dompelage (2019) explains that as a result, businesses may expect to pay more for things like training new employees and replacing those who leave for various reasons, as well as for other indirect costs like recruiting and absenteeism. Toker (2014) points out that the idea of increasing workers' happiness on the job in order to boost their output is controversial and up for dispute. Akinyi (2013) claims that contentment in one's employment is correlated with contentment in one's personal life, dedication to one's organization, and productivity on the job.

Government schools make up the vast majority of Sri Lanka's elementary and secondary education systems, and are overseen closely by the country's Ministry of Education. There are 396 national schools and 9,750 provincial schools in Sri Lanka, as reported by the Ministry of Education in 2021. The Service Minute of Non-Combined Services (2022) states that a substantial part of the duty of non-academic personnel is to perform duties other than teaching. M.A. Azeem found that productivity, efficiency, and effectiveness all have a role in how well workers perform in his 2014 research. Consequently, non-academic staff members' impact on students' academic performance is substantial. The study's goals were to (1) identify the factors that contribute to the happiness of non-academic staff in Sri Lankan educational institutions and (2) assess the effect of these factors on work satisfaction.

Problem Statement and Research Gap

Dompelage (2019) claims that when workers are happy and motivated, they are more productive on the job, less likely to call out sick, more dedicated to their company, less likely to quit, and less likely to consider leaving. Job satisfaction is deemed essential to one's health and happiness by Yuliarini et al. (2012). Low levels of dedication and devotion to the company are cited as the leading cause of worker discontentment by Tella et al. (2007). The Ministry of Education is in charge of formulating and enforcing guidelines for all elements of compulsory schooling. The non-instructional staff at educational institutions is responsible for ensuring clean classrooms and laboratories. Therefore, the non-academic staff consists of unskilled, semi-skilled, and skilled workers. Service employees, sanitation workers, laborers, laboratory assistants, and security guards are all included in this category. Different levels of hierarchy are represented by these different things. The literature study reveals a paucity of studies examining the happiness of non-academic staff in Sri Lankan educational institutions. Job satisfaction and motivation were shown to have a substantial effect on performance, loyalty, commitment, turnover, and absenteeism by the researcher responsible for managing the administration of non-academic employees in schools. The vast literature on inspiration and fulfillment in the workplace has a gaping hole. Therefore, this study aims to fill a knowledge vacuum by investigating what variables affect the contentment of government school employees who are not academics Tufail, M et.al., (2022), Khan, S., Ali, S., & Urooge, S. (2019).

LITERATURE REVIEW

Numerous conversations have been held about the connection between work satisfaction and motivation. Job contentment, intrinsic drive, and loyalty to the company are all intertwined, as stated by Warsi et al. (2009). Job satisfaction is defined as a positive emotion that results from the belief that one's work contributes to and enables the fulfillment

of one's physical and psychological needs by McPhee and Townsend (1992). All of the aforementioned necessities have an effect on worker motivation, which in turn influences output. Worker happiness, motivation, and productivity have been the subject of several theoretical frameworks. Toker (2014) elaborated on the two-factor theory of motivation and dove into the different elements that contribute to or detract from contentment in one's employment.

Job Satisfaction as an Idea

Employment satisfaction refers to how one feels about their employment, whether that's favorable or bad. The phenomena under investigation may be explained as an emotional response to the material and social conditions of the workplace. Compensation, social status, promotion prospects, working environment, and management control are all elements that might affect job satisfaction. Whether or not government school teachers in Sri Lanka are inspired by their work has a direct effect on the quality of education their students get. To enhance public education in Sri Lanka, it is necessary to maximize the efficiency of non-academic personnel.

Job Satisfaction and the Quality of the Workplace

The ever-changing state of the environment is a major factor that has far-reaching consequences for businesses. According to Akinyi (2013), people's output is affected by their surroundings at work. Salary, employee autonomy, organizational structure, communication hurdles, and the work environment are only few of the factors that contribute to or detract from job satisfaction, as highlighted by Raziq and Maulabaksh (2015). The motivation of non-academic staff at educational institutions is affected by a wide variety of psychological and environmental elements in the workplace.

Demographic factors and Job Satisfaction

Amarasena et al. (2015) state that there is a strong correlation between one's demographic characteristics and their degree of work satisfaction. In addition to rank, gender, service year, level of education, age, and field of service all have a role. Faculty members' happiness on the work at Sri Lankan institutions is mostly determined by their level of social recognition, as reported by Amarasena et al. (2015). Cano and Miller (1992) found that regardless of a teacher's age, length of service, or level of education, they were not significantly correlated with work satisfaction. Bas and Ardicin (2002) proposed that age, experience, and other demographic factors are positively correlated with feelings of contentment in the workplace.

Objective of the study

The main objective of the research was to determine the influence of the demographic factors on the job satisfaction of non-academic staff of public schools in Colombo district in Sri Lanka.

Hypothesis

H₀₁: There is no significant difference between the level of job satisfaction of male and female non-academic staff of the government schools in Sri Lanka.

H₀2: Demographic factors have no significant influence on job satisfaction

METHODS AND MATERIALS

The researchers in this study set out to learn what factors affect non-academic workers' happiness in Colombo's public schools. The research divided non-academic workers into three categories: those with no training, those with some training, and those with advanced training. There will be 16,476 non-academic staff members working in government schools in Sri Lanka in 2022, according to a study from the Ministry of Education. There are approximately 3,831 people working in government schools in the Colombo area. The research sampled 370 non-academic staff members from government schools in Colombo that are overseen by the Ministry of Education using a convenience sampling method. There were two main parts to the survey itself. The first part of the report included some basic demographic and work-related statistics. Researchers focusing on human subjects have paid the greatest attention to age, gender, education, profession, marital status, job categorization, and duration of employment. The next segment of the survey included 36 questions designed to tease out the factors that contribute to overall work satisfaction. Responses on a 5-point Likert scale, with possible values from 1 to 5, were used to evaluate the aforementioned criteria.

RESULTS

Satisfaction of the job

Views on work satisfaction from non-academic staff are shown in Table 01. The average scores show some variation in the 2.8–3.2 range. This suggests a degree of work satisfaction somewhere between lukewarm and moderate. Scores of 3.1838, 03.3311, 3.1042, 3.2493, 3.2723, 3.3584, and 3.2081 were given to the remuneration, supervision, fringe benefits, contingent incentives, operational circumstances, colleagues, and type of job for non-academic personnel. Both the promotion and communication levels are low (2.8939) and below the mean (2.8115). Overall job satisfaction (2.3753) is lower than the neutral level (5.5), whereas satisfaction with one's connection to the nature of one's work has the greatest mean and standard deviation.

Table 1: Perception of Non-Academic staff on Job satisfaction

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Sd.</i>
Pay	370	3.1838	0.1917
Promotion	370	2.8939	0.4172
Supervision	370	3.3311	0.3427
Fringe Benefits	370	3.1042	0.3788
Contigent rewards	370	3.2493	0.2698
Operating conditions	370	3.2723	0.3219
Coworkers	370	3.3534	0.3885
Nature of work	370	4.2081	0.4103
Communication	370	2.8115	0.3481
Job Satisfaction	370	2.3763	0.3226

The effect of gender on non-academic staff's job satisfaction

Male and female non-academic workers' levels of job satisfaction were compared using an independent t-test. This phenomena is seen in Table 2. Variability in the mean values of the variables is found between 2.89 and 3.35 on a scale from 1 to 5. There is a significant gender gap in how male and female non-academic workers rate their level of happiness with their jobs. Among non-academic personnel, males are more likely to be dissatisfied with their income (mean=2.0803; standard deviation=0.1917) than females (mean=3.1875; standard deviation=0.1922). Similarly, male workers express more displeasure with their superiors (mean = 2.3289; standard deviation = 0.4357) than do their female counterparts. There was no substantial difference in work satisfaction between men and women in non-academic positions, according to the survey.

Table 2: Comparative Analysis of Job Satisfaction of Non-academic staff

<i>Variables</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Sd.</i>	<i>T</i>	<i>Sig</i>
Pay	Female	180	3.1875	0.1922	0.1653	0.8687
	Male	190	2.0803	0.1917		
Promotion	Female	180	2.8958	0.4204	0.0633	0.9495
	Male	190	2.8921	0.5660		
Supervision	Female	180	3.3333	0.3431	0.0857	0.9317
	Male	190	2.3289	0.4357		
Fringe Benefits	Female	180	3.1042	0.3786	0.0088	0.9929
	Male	190	3.1039	0.3800		
Contigent rewards	Female	180	3.2500	0.2697	0.0390	0.9688
	Male	190	3.2487	0.2706		
Operating conditions	Female	180	3.2708	0.3219	-0.0564	0.9550
	Male	190	3.2737	0.3227		
Coworkers	Female	180	3.3542	0.3903	0.0427	0.9659
	Male	190	3.3526	0.3879		
Nature of work	Female	180	3.2083	0.4125	2.0138	0.0086
	Male	190	3.2079	0.4092		
Communication	Female	180	2.8125	0.3481	0.0613	0.9511
	Male	190	2.8105	0.3490		
Job Satisfaction	Female	180	2.8960	0.4207	1.6078	0.1086
	Male	190	2.8934	0.5678		

Influence of demographic factors on the Job Satisfaction

The findings of the correlation study between demographic factors and work satisfaction are shown in Table 3. The coefficients of -0.028, -0.027, -0.005, and -0.057 on the variables compensation, contingent incentives, working with coworkers, and

communication, respectively, are all statistically significant at the $p0.05$ level, indicating a negative association between gender and these factors. Supervision ($r=0.065$) and fringe benefits ($r=0.054$) are two examples of areas where gender plays a role. Promotion ($r=0.024$), contingent incentives ($r=0.026$), the nature of the job ($r=0.029$), and communication ($r=0.025$) are all positively correlated with married status. Overall work satisfaction is negatively correlated with a number of demographic variables, including gender (-0.056), married status (-0.014), education level (-0.072), and industry (-0.532), as shown by the data.

Table 3: Correlation between demographic factors and job satisfaction variables

	Pay	Promotion	Supervision	Fringe Benefits	Contingent rewards	Operating conditions	Co-workers	Nature of work	Communication	Job Satisfaction
Gender	-0.028	-0.032	0.065	0.054	-0.027	-0.005	-0.023	-0.057	-0.071	-0.056
Marital Status	-0.006	0.024	-0.008	-0.034	0.026	-0.025	-0.007	0.029	0.025	-0.014
Age	0.022	0.083	0.043	-0.023	-0.028	0.076	0.078	0.038	0.023	0.075
Level of Education	0.027	0.034	0.023	0.053	0.037	0.113	0.028	0.032	0.027	-0.072
Experience	0.032	0.056	0.054	0.013	0.084	-0.018	-0.027	0.023	-0.028	0.065
Service Category	-0.023	-0.039	-0.028	0.022	0.072	0.034	-0.038	-0.031	-0.027	-0.532

CONCLUSIONS

The focus of this study is on non-academic workers, and how satisfied they are with their current employment situations. If most employees aren't over the moon about their work, it won't show up in the average job satisfaction score. On a scale from 1 to 5, the average level of work satisfaction was 2.3763, with a standard deviation of 0.3226. These results are consistent with those of a 2016 study by Chirchir that looked at how demographic factors and work satisfaction differed for primary school teachers in Bomet County, Kenya. Since stakeholders have expressed the lowest levels of satisfaction with promotion and communication, the school administration should focus on these areas. The nature of the work is correlated with the greatest levels of job satisfaction among non-academic personnel in schools, as demonstrated by a mean value of 4.2081. In general, this population has a positive outlook on their jobs.

The majority of non-instructional staff in schools have poor levels of work satisfaction, as shown by the below-average mean score. However, they are more satisfied

than average while working with others. The Ministry of Education, which is responsible for designing policies for public schools in Sri Lanka, may do more to improve the quality of the promotion strategy and communication efforts.

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