

# THE RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION AND TEACHERS' TEACHING PERFORMANCE IN THREE BASIC HIGH SCHOOLS IN MYITKYINA, KACHIN STATE, MYANMAR

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**Abstract:** The purpose of the study was to study the relationship between teachers' job satisfaction and teachers' teaching performance in three high schools in Myitkyina, Kachin State. The research objectives were (1) to identify the levels of teachers' job satisfaction in selected high schools (2) to identify the levels of teachers' job performance in selected high schools and (3) to determine a relationship between Job satisfaction and performance of teachers in selected high schools. There were two set of questionnaire: teachers' job satisfaction questionnaire and teachers' teaching performance questionnaire. 76.67% of the questionnaires were returned. Valid questionnaires were analyzed by frequency, percentage, mean, standard deviation and Pearson product-moment correlation coefficient. The research finding for objective 1: the level of teachers' job satisfaction was "high" in motivation factor and "Moderate" in hygiene factors. However, the overall teachers' job satisfaction levels were "high". The research finding for objective 2: The level of teachers' teaching performance was "usually". The research finding for objective 3: there was no significant relationship between teachers' job satisfaction and teachers' teaching performance. Discussion and Recommendation were provided by the researcher.

**Keywords:** Job Satisfaction, Teaching Performance, Myanmar

## Introduction

Schools are one of the primary places where children's behavior and future educational achievement is formed. Teachers are the people who educate the children of society who will become the leaders of the country. Teachers are haulers of either constructive or unconstructive manners toward students. If the teachers feel joy or anger, it will be spread among students because the attitudes of the teacher get transmittable. Thus, teachers are responsible for the social behavior in the classroom. Consequently,

teachers can enrich a young generation of children for the better society to live in.

In Myanmar culture teachers are held as one of the "five gems", the teacher is regarded to be the same respect as the Buddha, the scriptures, the monks and parents. They are traditionally regarded as community leaders in rural as well as urban communities (Tin, 2004). Moreover, since Myanmar education is centralization, teachers are becoming more responsible for the students' academic knowledge and future careers. They are the ones who guide and teach the students practically in the classrooms. Hence, according to the existing education system in Myanmar, whether they will succeed in his/her students' life and professional life or not is totally depending on teachers as they are the key players of the educational welfare of our country (Lwin, 2008). Therefore, teachers are very significant role for parents totally rely on teachers for their child's education progress.

Myanmar educational reform movement was beginning from 1997. Ministry of education is promoting on every education sector and held several seminars. These seminars are held every year in May and attended by administrators, teachers, and education specialist ((M.O.E), Access to and Quality of education in Myanmar, Education for all, 2012). Teachers are questionably the most important group of professionals for our nation's future. School leaders must never forget that teaching is the real business of schools, and they must always hold close their hearts what it means to be a teacher (Pellicer, 1999). Therefore, it is important to find that what factors move teachers to dissatisfy and satisfy with their jobs.

As a citizen of Myanmar, the researcher would like to take this opportunity to study the satisfaction of teachers and the relationship between satisfaction and performance. No attempt has been made prior to this to see if they have any dissatisfaction. If we can and will consider which rewards (intrinsic and extrinsic) determine job satisfaction of an employee. In addition it will investigate in most satisfying events of an employee on the job.

## Objectives

1. The purpose of this study was to identify the levels of teachers' job satisfaction in selected high schools.
2. The purpose of this study was to identify the levels of teachers' job performance in selected high schools.

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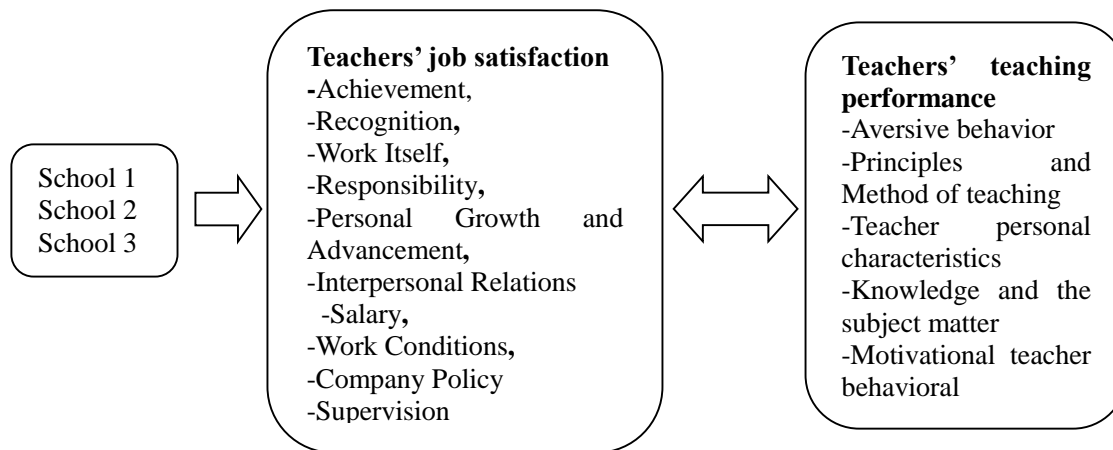
3. The purpose of this study was to determine a relationship between Job satisfaction and performance of teachers in selected high schools.

### Literature Review

Herzberg's motivation-hygiene theory, also known as

and Teachers' Teaching Performance and Job Satisfaction in Eleven Catholic Primary Schools in Thailand."

### Conceptual Framework



**Figure 1: Conceptual Framework of This Study**

the two-factor theory, has received well-known attention as having a practical approach toward motivating employees. In 1959, Herzberg published his analysis of the feelings of 203 engineers and accountants from over nine companies in the United States. These professionals were asked to describe experiences in which they felt either extremely bad or extraordinarily good about their jobs and to rate their feelings on these experiences. Responses about good feelings are generally related to job content (motivators), whereas responses about bad feelings are associated with the job context (hygiene factor). Motivators involve factors built into the work itself, achievement, recognition, responsibility, advancement and personal growth. Hygiene factors are extrinsic to the job, such as relationships with peers and supervisor, salary, supervision, company policy, work conditions and supervision (Lunenburg & Ornstein, 2008).

Performances are very much depending on perception, values and attitudes. There appear to be so many variables influencing the job performance that is almost impossible to make sense of them. Performance is defined as a function of individual ability and skill and effort in a given situation. Porter and Lawler (1969) suggested that satisfaction will affect a worker's effort, arguing that increased satisfaction from performance possibility helps to increase expectations of performance leading to rewards (Lunenburg & Ornstein, 2008). In this study, the teaching performance of the respondents were determined with the teacher Behavior Inventory (Tang (1974)) used by the researcher Brother Visith Srivichairat in his research "Relationship Between Principal Related Variables

### Method/Procedure

The research is designed as a quantitative research and used questionnaires consist of two parts; part 1: Teachers' job satisfaction part 2: and teachers' job performance. The researcher used means to identify the teachers' job satisfaction and teachers' teaching performance, and Pearson Correlation- R to identify the relationship between teachers' job satisfaction and teachers' teaching performance. So the researcher applied both survey method and descriptive – inferential statistics to accomplish the research objectives.

This study was conducted in selected basic High Schools. The researcher will select three high schools out of ten high schools in. They are;

1. Basic Education High School
2. Basic Education High School
3. Basic Education High School

In these three schools, there is between 40 teachers in each school. The participants will be only teachers who are teaching in both primary and secondary teachers. The school principals and other school staff are not included in this study. The schools are selected by these criteria: famous high schools, almost all students pass the matriculation exam (national exam) and most students pass with high marks in the exam in these schools, parents' believe that good teachers are teaching in these schools, good disciplines, safe and clean school environment and good principals. All teachers in the population will be used as the subjects for data collection.

The researcher used questionnaire for this research. In this research self-reported and self-

evaluation questions were designed for the questionnaire. The questionnaire was translated into the Burmese language. The questionnaire had three parts. The second part was self-report teachers' job satisfaction and the third was self-evaluation teachers' teaching performance. The questionnaires described as below:

#### *Part 1: Personal Information Questionnaire*

This first part was a researcher-constructed questionnaire which consisted of categorized questions to collect information about the selected personal information; demographic background data of the teachers. The structure of the questionnaires of the personal information was as follow: 1) Gender, 2) Marital status, 3) Age, 4) Education Level, 5) Monthly salary, 6) teaching experiences and 7) years of teaching in the same school.

#### *Part 2 Teachers' job satisfaction*

There were 33 questions in teachers' job satisfaction questionnaire. These questions were adapted from the researchers; Brother Visith Srivichairat 1990, the relationship between principal related variables and teachers' teaching performance and job satisfaction in eleven catholic primary schools in Thailand. All together there were 33 questions in the questionnaire. In the job satisfaction parts the questions are as follows:

#### *Part 3 Teachers' teaching performance*

In job performance part 10 questions in the teachers'

##### Motivator factors

1. Achievement
2. Recognition
3. Work Itself
4. Responsibility
5. Advancement
6. Personal Growth

##### Hygiene factors

7. Relationship with peers and supervisors
8. Work conditions
9. Salary
10. Company policy and Supervision

job performance questionnaire.

Aversive behavior is question number 24 , Principals and method of teaching is from 25,26,27, Teacher personal characteristics is from 28,29, Knowledge of the subject matter 30,31 and Motivational behavior is for question number 32 and 33.

Five rating scales will be used in this questionnaire and the levels are:

##### Teachers' satisfaction

- 5 indicate Strongly Agree
- 4 indicate Agree
- 3 indicate Neutral

2 indicate Disagree

1 indicate Strongly Disagree

##### Teacher's Teaching Performance

5 indicate Always

4 indicate Usually

3 indicate Sometime

2 indicate Rarely

1 indicate Never

To identify teachers' job satisfaction and teachers' teaching performance, the scores were interpreted as shown below:

4.50 – 5.00	Strongly Agree and Always
3.50 – 4.49	Agree and Usually
2.50 – 3.49	Neutral and sometime
1.50 – 2.49	Disagree and Rarely
1.00 – 1.49	Strongly Disagree and Never

#### **Findings/Results**

1). The mean scale for achievement factor was 3.85. Teachers were high satisfied with the sense of achievement, accomplishment that they received from their job. The mean scale for recognition factor was 4.10. Teachers were highly satisfied with the recognition, respects, appreciation they gained from their co-worker, administrators and the parents. The mean scale for work itself factor was 3.87. The interpretation was that teachers were also highly satisfied with the nature of work, the feeling and the sense of pride they obtained from their work. The mean scale for responsibility factor is 3.88. Teachers were high satisfaction on responsibilities of their job. They

question no 1-2

question no 3-4

question no 5-6

question no 7-8

question no 9-10

question no 11-12

question no 13-16

question no 17-18

question no 19-20 items

question no 21-23 items

were highly interested in their job and had high personal commitment upon their job. The mean scale for personal growth and achievement factor is 3.30. Teachers had moderate level of satisfaction the level of promotion they reached and chances for salary increased. The total mean for the motivation factors was 3.82 which were interpreted as "High". Under the hygiene factors, interpersonal Relations factor got mean scale 3.60 which was interpreted as high. The mean scale for salary factor was 2.71. Teachers revealed that the level of satisfaction upon on salary factor was moderate. The mean scale for working

condition is 3.17 which mean teacher had moderate level of satisfaction on this factor. Supervision factor got mean scale 3.72. Teachers stated they had high satisfaction on administers' teaching competence and delegation of the tasks. Company Policy factor got mean scale 3.25. Teachers had moderate satisfaction level farness of promotions policies and authority in schools. The total mean scale for hygiene factors was 3.23 which were interpreted as "Moderate". The overall totals mean scale for both hygiene and motivation factors were 3.54 which fell under the description of "High".

2). The mean scale for aversive behavior was 3.44. Teachers rated themselves sometime in this behavior. The mean scale for principles and method of teaching was 3.87 which were interpreted as usually. Teachers usually encourage students to ask questions and adjust way of teaching according to students learning abilities. Moreover, teachers usually present in the interesting ways. The mean scale for teacher personal characteristics was 3.95. Teachers presented themselves usually in this principles and method of teaching. Teachers usually made available for their students and acknowledge students. The mean scale for the area of knowledge and the subject matters was 3.16. The interpretation for the area of knowledge and the subject matters was "Sometime". Thus, teachers sometime give satisfaction answers to students' questions and talk about things which were clearly related to the lessons. The mean scale for motivational teacher behavioral was 4.01. The interpretation for motivational teacher behavior was usually. Teachers usually encourage their students to work harder.

3). The research finding of the hypothesis testing in table 4.4 has shown that Pearson Correlation  $r$  is .161Sig is .125, which is bigger than .05. So, it reject hypothesis. Therefore, there is no significant relationship between teachers' job satisfaction and teachers' teaching performance in selected high schools.

### Discussion

Based on the research problems, questions and finding of the objective 1 of this study, it can be concluded that the teachers were highly satisfied with their teaching responsibilities. Based on the research problems, questions and finding of the objective 2 of this study, it can be concluded that teachers rated themselves "high" which they were usually practiced in motivational

teacher behavior and teacher personal characteristics. The research finding of the objective 3 had shown that there is no significant relation between teachers' job satisfaction and teachers' teaching performance. Teachers are highly satisfied with their job and well perform in their job. They have passion and commitment for their job though they had moderate satisfaction in some.

The teachers were satisfied with high level. Moreover, teachers have passion for their work even though they had moderate level of satisfaction with some factors; they performed very well in teaching. Teachers are much respected in Myanmar. However, the level of teachers' job satisfaction could further be enhanced if there would be improvement in the clarity of procedures, rules and regulations in the organization, the level of promotions they had reached in their job and the chances for the salary increase. The research finding of the hypothesis testing in table 4.4 has shown that Pearson Correlation  $r$  is .161Sig is .125, which is bigger than .05. So, it reject hypothesis. Therefore, there is no significant relationship between teachers' job satisfaction and teachers' teaching performance in selected high schools.

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