YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME

A STUDY ON TEACHERS' RESILIENCE AND JOB SATISFACTION IN SUBURBAN (CASE STUDY; SHWE PYI THAR TOWNSHIP)

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MDevS - 25 (17th BATCH)

SEPTEMBER, 2024

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(CASE STUDY; SHWE PYI THAR TOWNSHIP)

A thesis submitted in partial fulfillment of the requirements for the Master of Development Studies (MDevS) Degree

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SEPTEMBER, 2024

YANGON UNIVERSITY OF ECONOMICS
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MASTER OF DEVELOPMENT STUDIES PROGRAMME

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ABSTRACT

The study aims to investigate the correlation between teachers' resilience and job satisfaction in Basic Education High Schools from Shwe Pyi Thar Township, Yangon Region. Quantitative research method was employed in this study. 170 teachers from public and private schools participated and questionnaire was used as an instrument in this study. The levels of teachers' resilience and job satisfaction were moderately high in both types of school. There was significant difference in teachers' resilience and job satisfaction in terms of school type, gender, age, teaching services and teaching position. There was a positive correlation between teachers' resilience and job satisfaction in both types of schools. The correlation between teachers' resilience and job satisfaction is higher than in private schools than in public schools.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all those who have contributed to the completion of this thesis on the study of a study of teachers' resilience and job satisfaction in suburban.

First of all, I would like to express my sincere thanks to Professor Dr. Tin Tin Htwe, Rector of the Yangon University of Economics.

Secondly, I would like to express my heart-felt thanks to Professor Dr. Cho Cho Thein, Pro. Rector of the Yangon University of Economics, as well as Professor Dr. Khin Thida Nyein, Pro. Rector of Yangon University of Economics, for their support and for the opportunity to study the Executive Master of Development Studies program.

I would like to express my heart-felt thanks and appreciation to Professor Dr. Naw Htee Mue Loo Htoo, Program Director, Department Head, Department of Economics, Yangon University of Economics, for her overall management and support from day one to date.

I am extremely grateful to Professor Dr. Yin Myo Oo, Programme Director and Professor, Department of Economics, Yangon University of Economics, for their respective support and in-depth comments that make this study progress.

I would like to express my deepest gratitude and appreciation to my supervisor, my thesis supervisor Dr. Zin Zin Shwe, Professor, Department of Economics, the Yangon University of Economics, for her insights, precious advice, suggestions and careful examination to this research throughout the journey. Thank you for everything, I feel privileged to have learned with you so much about theoretical and applied thinking, academic writing and timely advice to accomplish this research.

Furthermore, I am also profoundly grateful to teachers from Basic Education High Schools in Shwe Pyi Thar Township, Yangon Region for their active participation in this research.

Last but not least, I would never be able to complete this journey without love and encouragement of my beloved one and family. Therefore, I would like to thank my family members for their warmth, love, encouragement, motivation, kindness, understanding and patience.

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LIST of Abbreviation

MOE	=	Ministry of Education
STR	=	Student Teacher Ratio
NESP	=	National Education Strategic Plan
NGO	=	Non-Government Organization
UNESCO	=	United Nation Education Science Culture Organization
SDG	=	Sustainable Development Goals
KG	=	Kindergarten

CHAPTER I
INTRODUCTION

1.1 Rationale of the Study

The policymakers in Myanmar adopted the United Nation's Sustainable Development Goal 4 (SDG 4) to address the educational challenges and issues in the country and ensure the implementation of equitable and inclusive quality education. This was done as part of the planning and implementation of Myanmar's National Education Strategic Plan (NESP) for the period 2016-2020. High-quality education plays a crucial role in promoting and maintaining the stability of societies in terms of its social, economic, and political aspects. Myanmar state school instructors are currently trapped in the midst of the political instability. As educators, they play a crucial role in ensuring high-quality education and development in Myanmar. However, they are currently hindered by a lack of resources and capability to address the problem. Presumably originating from these issues, educators have diminished motivation, lack of responsibility for students' academic progress, and compromised social and emotional welfare. Consequently, studying the correlation between teachers' resilience and job happiness can provide valuable insights for creating specific interventions.

The examination of teachers' resilience and job satisfaction holds significance for multiple reasons. First and foremost, the teaching profession is renowned for its demanding nature, typically accompanied by elevated levels of stress caused by variables such as substantial workloads, difficulties in managing classrooms, and the pressure to satisfy educational benchmarks. Gaining insight into the methods by which teachers cultivate and sustain resilience in the midst of these difficulties can offer valuable knowledge on effective approaches to enhance their general state of mental and emotional health and contentment with their profession.

Furthermore, educators have a pivotal part in moulding the future by instructing the upcoming cohort. Teachers who experience job satisfaction and demonstrate

resilience in the face of challenges are more likely to be effective educators. Enhanced job satisfaction can result in heightened motivation, enhanced job performance, and eventually, improved student results. The study aimed to determine the extent of job satisfaction and resilience among teachers as these factors have an impact not only on the instructors individually but also on the educational institution as a whole. Through the identification of the elements that contribute to resilience and job satisfaction, educational institutions can establish and enforce policies and procedures that foster a favourable work climate, mitigate burnout, and improve teacher retention. As a result, the purpose of this research was to ascertain whether or not there is a connection between the degrees of resilience and the level of job satisfaction experienced by educators working in a suburban area.

The connection between teachers' work happiness and their performance and the results for their students is strong. There is a correlation between teachers who are more content with their professions and higher levels of motivation and engagement, which in turn has a good influence on the efficacy of their teaching and, therefore, the learning experiences of their pupils.

Shwe Pyi Thar Township, being a suburban area, might present unique challenges such as lower access to resources, larger class sizes, and social or economic difficulties. Studying these specific challenges will help in tailoring strategies that are effective in such contexts, ensuring teachers can cope better with the stresses that come from working in suburban schools.

Findings from the study can help policymakers allocate resources more effectively to schools in suburban areas. This could include training programs focused on building resilience or improving job satisfaction, and interventions targeted at reducing burnout and turnover among teachers. Identifying factors that contribute to teachers' resilience can lead to strategies for retaining qualified and motivated teachers, which is essential for maintaining educational quality over time, particularly in growing suburban regions like Shwe Pyi Thar. This study has the potential to make a significant contribution to the field of education, both locally in Yangon and more broadly across similar suburban settings in Myanmar.

1.2 Objectives of the Study

The main objective of the study is to examine the teachers' resilience and job satisfaction in suburban.

This study was guided by the following specific objectives;

1. To describe teachers' perception on resilience and job satisfaction in public schools and private schools
2. To examine whether teacher's resilience is related to their job satisfaction or not
3. To examine whether there are differences in resilience and job satisfaction between teachers in public and private schools based on gender, age, qualifications and teaching experience.

1.3 Method of Study

The method used in this research is a descriptive survey. To accomplish the goals, primary and secondary data are both employed. Quantitative techniques required the completion of a questionnaire survey. Information on teachers' work satisfaction and resilience is part of the primary data gathering process. Likert scales and demographic inquiries may be used to create questions. Using a systematic sampling approach, the questionnaires were sent to all senior instructors in six Basic Education High Schools (public and private) in Shwe Pyi Thar Township, Yangon Region, after obtaining approval from the Township Education Officer. The gathered data and information were examined for comprehensive statistical analysis, which includes descriptive statistics and correlation analyses, by applying the proper input into SPSS. Secondary data was gathered from related documents, pertinent books, articles, journals, research papers, and websites on the internet.

1.4 Scope and Limitations of the Study

This research only aims to investigate the connection between teachers' work happiness and their degree of resilience. Only the job satisfaction and resilience of teachers in Shwe Pyi Thar Township, Yangon Region, are the subject of this research. In Shwe Pyi Thar Township, Yangon Region, there are ten public and ten private high schools. The research will focus on one hundred and seventy instructors from three public and three private high schools..

1.5 Organization of the Study

The study is divided into five chapters. The study's introduction, justification, goals, methodology, boundaries, and structure are all included in Chapter I. The literature reviews in Chapter II include theoretical analysis, conceptual frameworks, conceptual definitions, and empirical investigations. An overview of Myanmar's basic education system is given in Chapter III. The presentation and interpretation of data, together with a discussion of the results, are the main foci of Chapter IV. Chapter V includes a summary, recommendations, and conclusions of the research.

CHAPTER II
LITERATURE REVIEW

2.1 Teachers' Resilience

The term "resilience" is derived from developmental psychology. Resilience is the capacity to overcome challenges, unpredictability, and/or disputes. The phrase "resilience" is widely recognised as the capacity to recover or rebound, irrespective of the obstacles faced. The phrase refers to the capacity to handle challenging circumstances in a constructive manner and to adjust well to changes (Luthans, Youssef & Avolio, 2007). Resilience essentially refers to the capacity to effectively adjust and respond positively to substantial hardship. Hence, the phrase can be further elucidated as the determination and strategy individuals employ in order to accomplish a specific objective (Masten & Reed, 2002).

The capacity of a person to successfully react to and flourish in the face of both negative and positive stressful conditions is referred to as resilience (Luthar, Cicchetti, & Becker, 2000; Luthans, Norman, Avolio, & Avey, 2008). Resilience is a trait that may be developed via practice and training. It has been shown by research that resilience may lessen the negative effects of adversity by making use of both internal and external stimuli. According to Wietmarschen et al. (2014), its primary role is to facilitate the maintenance of an individual's physical and mental state, as well as to improve their capacity to perform effectively over a prolonged period of time. A definition of psychological resilience is provided by Tugade and Fredrickson (2004), who state that it is the ability to recover and adapt to stressful conditions and unpleasant emotional experiences. In contrast, Connor and Davidson (2003) had previously conceptualized resilience as a multifaceted trait that changes across diverse situations, cultural origins, time, age, and gender. They made this distinction in their earlier work.

In the definitions that have been presented so far, resilience is seen as a dynamic process that is subject to modification. The resilience of both internal and external resources is included. The physiological, psychological, energetic, cognitive, and gastrointestinal characteristics that make up internal resources are among those that are

included. In contrast, social support and training are examples of what are referred to as external resources (Wietmarschen et al. for 2014). According to Meredith, Sherbourne, and Gaillot (2011), resilience is often defined as a good occurrence that is related with human growth and positive transformation after a traumatic event. (Meredith et al., 2011; Paul & Garg, 2012) Research has shown that resilience is a very successful method for overcoming bad situations, as well as dealing with and regulating change. Luthans, Youssef-Morgan, and Rawski (2011) define resilience as "both a process and a behavioral characteristic that strengthens human resources and protects against the adverse impacts of stresses." Resilience may be regarded that way because it is both a process and a behavioral characteristic. According to this, the capacity to recover and adapt is maintained by the interactions that take place between a person and the environment in which they find themselves. The flip side of the coin is that this phenomenon is considered to be a malleable trait that is deeply rooted in the outward manifestation of a person's personality.

Resilience can be defined as the capacity to effectively adjust and thrive in the presence of challenging circumstances and difficulties (Wu et al., 2013). Dandiilidou & Platsidou (2018) concur, but they also emphasise that teacher resilience encompasses the capacity to uphold positive qualities in the face of various obstacles, pressures, and expectations inherent in their profession. Another interpretation encompasses the teacher's capacity to "sustain adaptive functioning" following the experience of challenging circumstances (Papatraianou & Le Cornu, 2014). Gu and Day (2013) discovered that resilience encompasses more than just a teacher's ability to recover quickly. It also involves the capability to maintain balance and a strong feeling of dedication and control in the daily environments where teachers work.

Resilience can elucidate the reasons for instructors' ability to continue and flourish despite the daily pressures and obstacles that come with classroom teaching. Conversely, certain researchers adopt a more expansive perspective on the concept. Yonezawa et al. (2011) examine the relationship between several factors while defining resilience as a dynamic concept that arises from the interaction between individuals' strengths and self-efficacy and the social surroundings in which they reside and work. Mansfield et al. (2012) concur that resilience is a dynamic phenomenon that arises from the interplay between an individual and their environment. It is manifested through an individual's reaction to challenging circumstances. The various interpretations of resilience centre around the influence of both individual and contextual elements,

highlighting the intricate nature of this concept and the resulting uncertainty (Mansfield et al., 2012). The diverse range of definitions suggests that resilience is a volatile concept, as it can be influenced and affected by numerous elements that contribute to its development and sustainability (Gu & Day, 2013).

According to Price et al. (2012), other personal characteristics such as self-efficacy, sense of humor, motivation level, adaptability, and moral purpose may be used to differentiate resilient instructors from non-resilient teachers. One way to do this is by comparing the two groups. In spite of the fact that the study recognizes the inherent characteristics of teachers that play a role in their capacity to recover from difficulties, it also admits the significance of extrinsic factors that contribute to the enhancement of teachers' resilience. The presence of external factors, such as effective new-teacher mentor programs (Sumsion, 2003), aid from peer teachers or colleagues (Le Cornu, 2009), and competent campus leadership (Fantilli & McDougall, 2009), has been shown to be beneficial to the development of resilient educators. Teachers are constantly confronted with challenging situations, such as dealing with difficult students, juggling an excessive amount of work, overcoming challenges in terms of team cooperation, and encountering a lack of support from school administration.

However, the way in which they react to those events distinguishes resilient teachers from others. Thus, the crucial step in mitigating the impact of job discontent could be to identify and recruit instructors who demonstrate the four adult personal resilience traits outlined by Taormina (2015). Campus leaders should endeavour to recruit teachers who possess unwavering determination and resilience to persevere even in the face of overwhelming workloads. Leaders should recruit teachers who possess the resilience to tolerate challenging student behaviour. Leaders should recruit educators who possess the ability to readily adjust to ongoing fluctuations in teaching assignments and workload.

Leaders should prioritise the recruitment of teachers who possess the ability to resiliently recover from setbacks throughout the day. Teacher retention will improve if leaders have recruited resilient teachers who possess the ability to endure the pressures of the work. Prior studies have revealed multiple elements that impact the resilience of teachers. Research has shown that maintaining positive relationships with colleagues can enhance a teacher's resilience and capacity to handle challenges in a difficult work environment. Greenfield (2015) provides evidence for this claim through their study on the topic of resilience among primary school teachers in Greece.

According to the findings of this research, the existence of resources such as support from colleagues, leadership, family, and friends, as well as good relationships between instructors and students, are among the environmental factors that contribute to the development of resilience in educators. It is said by Riziqi (2017) that one may acquire resilience by receiving help from institutions, having a social network that is supportive, and having a favorable psychological disposition. According to the findings of Webb (2018), the capacity of teachers to persevere in difficult working conditions was assisted by their interpersonal ties with both their colleagues and their students.

Additional study was carried out by Yonezewa, Jones, and Robb-Singer (2011), and the findings showed that professional development had a good influence on both the resilience and retention of teachers. There are a number of factors that contribute to the development of resilience among teachers, as stated by Richards, Levesque - Bristol, Templins, and Graber (2016). These factors include inclusive decision making, sufficient time to complete tasks, access to appropriate equipment and materials, and opportunities for professional development. The references that were stated before are pertinent to the study that is now being conducted, which investigates the benefits of resilience in educators. The benefits of resilience in the classroom have been fully shown in studies conducted all around the world. In previous research, it was shown that resilient educators have a high level of tenacity, which enables them to successfully manage their personal needs while simultaneously catering to the needs of their students (Gloria, Faulk, & Steinhardt, 2013).

2.2 Taormina's Theory of Adult Personal Resilience

The idea of adult personal resilience proposed by Taormina (2015) is a relatively new hypothesis that is founded on the principles of positive psychology. Specifically, this concept focuses on the characteristics of a person that give them the ability to successfully avoid problems and deal with the obstacles that life presents. The phrase "adult personal resilience" refers to a multifaceted notion that incorporates an individual's resolve as well as their ability to endure, adapt to, and recover from difficult situations. According to Taormina (2015), this requires them to possess four essential qualities: determination, endurance, adaptability, and recuperability.

Determination: The term "physiological needs" was coined by Taormina and Gao (2013), and it refers to the vital chemicals, nutrients, or internal and external situations that are necessary for the organism to exist. In the lack of these essentials for an

extended period of time, one may experience mental strain or even loss of physical life. Therefore, those who had their psychological and physiological needs met displayed better resolution or had the "determination and steadfastness to persist and achieve," which suggests "an intentional or cognitive aspect of personal resilience" (Taormina, 2015). "An intentional or cognitive aspect of personal resilience" In addition, Taormina (2015) found that these people have the capability to bounce back from disappointment or failure, displaying the ability to physically and emotionally recover from different sorts of injuries, setbacks, or obstacles in order to resume their usual condition.

Endurance: It is the capacity of an individual to endure and persevere through challenging or unfavourable circumstances without surrendering or giving up, as described by Taormina (2015). Individuals with perseverance demonstrated a higher level of organisation and concentration in their pursuit of a goal, regardless of the obstacles they encountered. Ultimately, concern and unease were employed to justify flexibility.

Adaptability: It refers to the ability to be flexible and resourceful, and to effectively handle challenging situations and adapt to changing circumstances (Taormina, 2015). Adaptability is seen as a cognitive trait since individuals possess the capacity to modify their cognition or conduct in response to stressful circumstances. Wei and Taormina (2014) employed the concepts of concern and anxiety, positing that individuals are more inclined to effectively cope with challenges due to their tendency to generate problem-solving strategies as a result of their worry. This, in turn, fosters determination and resilience.

Recuperability: It typically encompasses both physical and cognitive aspects and is the attribute that is commonly linked to resilience by most individuals. Recuperability refers to the capacity of individuals to bounce back and recover from challenging circumstances or setbacks. Conscientiousness is an important independent variable that is used to explain personal resilience. It refers to the qualities of being careful, reliable, diligent, and organised in individuals (Wei & Taormina, 2014). Individuals that demonstrate consciousness possess qualities of resoluteness and resilience, which encompass self-control and relentless effort (Wei & Taormina, 2014).

2.3 Teacher Job Satisfaction

A group of scholars is credited with coining the term "job satisfaction." Employment satisfaction refers to the experience of either enjoying and feeling fulfilled

at a workplace or feeling sad and dissatisfied. It is influenced by the potential for rewards that come with the employment (Churchill, Ford & Walker, 1974). Job satisfaction, as defined by Duxbury, Armstrong, Drew, and Henly (1984), refers to the emotional response that arises from an individual's personal evaluation of their job and work environment. employment satisfaction encompasses various factors such as employees' compensation, working environment, chances for advancement, overall workplace atmosphere, and their expectations related to their employment, as stated by Buluc and Demir (2015).

Job satisfaction is a teacher's overall assessment of their impact on students and the school (Yavuz, 2018). Administration, coworkers, working environment, compensation, duties, job type, job security, and appreciation affect it (Ghavifekr & Pillai, 2016). A favorable work environment, enough training, a good salary, collaborative coworkers, and competent supervisors may boost teacher job satisfaction (Das & Choudhury, 2014). Das and Choudhury (2014) evaluated secondary school teachers' work satisfaction. Das and Choudhury (2014) suggest that appropriate resources and an effective teaching-learning environment increase the number and satisfaction of high-quality instructors.

Job satisfaction affects a teacher's life and that of their pupils. This is because teacher work satisfaction strongly affects student performance and advancement (Hutabarat, 2015). Teacher job happiness is often overlooked, while instructors' influence on student performance is well known.

Teacher job satisfaction has several key effects. Reducing stress and burnout improves teachers' well-being (Kyriacou & Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). Research also shows that children with happy instructors are happier (Collie, Shapka, & Perry, 2012; Spilt, Koomen, & Thijs, 2011). According to De Nobile and McCormick (2008), Dinham and Scott (2000), Singh and Billingsley (1996), and Spector (1997), empirical educational research has focused on job satisfaction. Heller et al. (1993) that schools emphasize teacher job satisfaction (p. 75). It is sad that many instructors are unsatisfied, even while others like teaching. According to Zigarelli (1996), school performance depends on recruiting skilled teachers, teacher morale and satisfaction, school culture, and principal autonomy.

Judge, Thoresen, Bono, & Patton (2001) say employment satisfaction boosts performance. Lambert et al. (2002) discovered that work satisfaction is linked to good behaviors including rehabilitative support and excellent performance. Thus, happy

workers are more creative (Al-Hussami, 2008). Additionally, contented workers are more loyal to their company (Al-Hussami, 2008; Noordin & Jusoff, 2009).

Perrachione et al. (2008) emphasize teachers' work satisfaction's impact on retention, attrition, and absenteeism. Numerous studies (Bogler, 2002; De Nobile & McCormick, 2008; Roos & Eden, 2008; Shann, 1998) show that teachers' work satisfaction strongly affects their retention. Academics should study teachers' work satisfaction for human resources development and advancement, according to DeStefano (2002). This method may assist schools and administrators retain students. Thus, understanding teachers' happiness requires evaluating the factors that influence their decisions to quit or remain.

According to Houchins, Shippen, and Jolivette (2006), pleased instructors are more likely to judge their retention rates favorably. Job satisfaction makes teachers more likely to stay, according to Monyatsi (2012). A lack of work satisfaction is a strong indicator of leaving a school (Popoola, 2009). Job satisfaction strongly affects teachers' commitment, absenteeism, and turnover (De Nobile & McCormick, 2008; Monyatsi, 2012; Shann, 1998). Employment satisfaction also affects educator performance. Shann (1998) claims that pleased teachers perform better, however Abdullah et al. (2009) argue that unsatisfied teachers may not attain their full potential.

Akhtar et al. (2010) found a link between work satisfaction, performance, teacher involvement, devotion, and motivation. Job satisfaction inspires teachers to work well, boosting education, according to Ostroff (1992). Hurren (2006) believes work happiness is important in education because happy instructors are more willing and passionate.

2.4 Motivation-Hygiene Theory

Herzberg's proposed theory is referred to as the Motivation-Hygiene Theory.This study is grounded in Herzberg's (1959) motivation-hygiene theory. Polite (2020) asserts that job satisfaction can be attained by enhancing satisfiers and reducing dissatisfiers, as attitudes towards work may influence success or failure (Osemeke & Adeboyega, 2017). Hur (2018) and Polite (2020) assert that employee motivation at work is enhanced by a sense of achievement, recognition, and accountability. Herzberg concluded that job satisfaction and discontent are related yet distinct constructs. He acknowledged that his prior comprehension of satisfaction and motivation was

inadequate, and suggested that motivation and hygiene factors ought to be addressed independently (Herzberg, 1966, 1982; Polite, 2020).

Herzberg et al. (1957) and Polite (2020) demonstrate that the determinants of job satisfaction are separate from those of job dissatisfaction. Herzberg identifies motivator and hygienic factors as the principal sources of motivation. Employees are motivated by factors such as career advancement, the characteristics of the work, and opportunities for personal growth. Dissatisfaction among employees arises from hygiene factors, including interpersonal relationships, working conditions, and supervision. To improve workplace satisfaction, management must address both motivational and hygienic factors. Herzberg (1959) posits that the combination of hygiene and incentive factors can lead to several outcomes.

1. Optimal hygiene, when paired with strong motivation, creates an ideal environment marked by highly motivated personnel and minimal grievances.
2. Despite maintaining high hygiene standards, employee motivation remains low, leading to few complaints but a noticeable absence of enthusiasm. The occupation is viewed as a method for income generation.
3. Insufficient cleanliness, combined with strong motivation, leads to employees who are driven yet express numerous grievances regarding the inadequate sanitary conditions. The job may be engaging and demanding; however, the remuneration and working conditions are inadequate.
4. Inadequate hygiene coupled with diminished motivation may lead to a highly unfavourable outcome: dissatisfied employees who frequently articulate their complaints.

The most recent analysis of job satisfaction was conducted by Wang, Pollock, and Hauseman (2018). Job satisfaction is characterised as an individual's psychological response to their work environment, as articulated by Wang, Pollock, and Hauseman (2018). Job satisfaction, according to Spector (1997), denotes the degree to which individuals feel positive (satisfaction) or negative (dissatisfaction) emotions regarding their employment.

Achievement, According to Herzberg (1959), denotes the successful completion of a task or the recognition of its final result. McClelland (as cited in Polite, 2020) identified three essential characteristics of high achievers: 1) An inclination to take responsibility for addressing workplace challenges; 2) A propensity for calculated risk-taking and

demonstrating leadership attributes; 3) A significant desire for acknowledgement and appreciation of their achievements.

Growth and Advancement: According to Herzberg (1993), advancement is a factor that is applied solely in the context of a change in an employee's status or position. The probability of an employee obtaining a promotion is anticipated to affect their job satisfaction levels (Moorhead & Gryphon, 2013; Polite, 2020). Ronnins, as noted by Abdu and Nzilano (2018) and Polite (2020), argues that promotions contribute to personal development, heightened accountability, and enhanced social status. Drafke and Kossen (as cited in Abdu & Nzilano, 2018 and Polite, 2020) propose that individuals experience job satisfaction when they perceive opportunities for career advancement and personal development within their current workplace. Career progression is a critical component of professional development for employees. The absence of a promotion negatively impacts job satisfaction, while an employee's aspiration for career advancement and elevated status may drive them to pursue a promotion within the organisation. Promotions can be utilised by management as a strategic method to improve employee engagement and job satisfaction (Hettiarachchi, 2014; Polite, 2020).

Recognition, as articulated by Caligiuri et al. (2010) and Nelson (2005), denotes the acknowledgement, admiration, or approval of an individual's positive achievements or actions. Gostick and Elton (2007) defined acknowledgement as the act of praising or sending a personal letter to recognise achievements, encompassing even minor gestures that are meaningful for employees. Employee appreciation acts as a catalyst for improving performance and increasing job satisfaction (Herzberg, 1959). Individuals across all organisational levels seek recognition for their accomplishments in the workplace (Kadtong, et al., 2017). Recognition may originate from various sources, including superiors, colleagues, coworkers, or the general public. Nyamubi (2017) found that teachers reported satisfaction with their profession when they felt that community members acknowledged and valued their contributions to education. Kessler and Snodgrass (2014) propose that administrators can improve the overall quality of the school environment by effectively communicating and recognising the significant contributions of teachers to the school community (as noted in Polite, 2020).

Responsibility: The task and its achievement can influence job satisfaction (Herzberg, 1959). Gkolia, Belias, and Koustelios (2014) argue that teachers with job satisfaction demonstrate increased competence and a robust confidence in their capacity to manage,

organise, and successfully execute their responsibilities. Greenburg and Baron (as cited in Abdu & Nzilano, 2018 and Polite, 2020) contend that employment allows individuals to take on specific responsibilities, thereby enhancing their commitment to their roles.

Work Itself: Teachers indicated a preference for tailored professional development opportunities that take into account their unique needs and prior experiences. The comments suggest that the teacher's satisfaction is linked to intellectual stimulation and opportunities for career advancement. Herzberg (1959) indicated that interviewees viewed responsibility as a series of events leading to their ownership of work. Kadtong et al. (2017), as referenced by Polite (2020), indicate that an employee develops a sense of accountability for their work when granted the autonomy to perform tasks they consider their own.

Administration and policies: Employers can alleviate employee dissatisfaction with regulations and governance by ensuring that policies are fair and unbiased for all parties involved. The segment of the organisation responsible for policy and administration significantly influences the school's culture. Polite (2020), as cited by Kadtong et al. (2017), indicates that employees may feel annoyance towards organisational policies that are unclear, unnecessary, or not uniformly applicable to all staff members.

Interpersonal relationships: The extent of technical support provided among coworkers is referred to as interpersonal connections (Kadtong et al., 2017). Interpersonal relationships significantly influence job satisfaction within the workplace. The job satisfaction of teachers is influenced by their employment stability and the quality of their relationships with colleagues, as indicated by a survey conducted by Saiti and Papadopoulos (2015) and cited by Polite (2020). Kadtong et al. (2017) assert that comprehending the cooperative relationships among colleagues is essential, as it can greatly influence an individual's job satisfaction levels.

Compensation and Salary: The compensation level received by teachers for their professional duties may influence their perception of the school environment. The financial compensation of educators significantly influences their job satisfaction (Nyamubi, 2017). Nyamubi (2017) posits that a teacher's satisfaction with their salary correlates with an increased sense of responsibility. Lawler (cited in Hettiarachchi, 2014 and Polite, 2020) posits that the establishment of a fair and equitable remuneration structure can enhance job satisfaction. Furthermore, the provision of bonuses and annual wage increments may enhance job satisfaction.

Supervision: Supervision refers to the supervisor's ability to provide both technical and behavioural support (Kadtong, Unos, Antok, & Midzid, 2017). Supervision entails an analysis of the fundamental concept of management and the influence that administrators exert on teachers' job satisfaction within the classroom (Herzberg, 1959). Ensuring teacher work satisfaction is a critical objective for human resource management and requires the school principal's focused attention, as it has direct and indirect effects on the school organisation (Mukhtar, Ali, & Rusmini, 2017; Polite, 2020). Herzberg et al. (1959) assert that supervisory control is an external factor that significantly influences job satisfaction among employees in the workplace.

Working Condition: The working environment significantly influences employee job satisfaction (Moorhead & Gryphon, 2013). Kukiqi (2017) asserts that a congenial and supportive work environment is essential for job satisfaction. Furthermore, Nyamubi (2017) asserts that teachers require a supportive work environment to perform their professional duties effectively within the school setting. Thuita and Oiye (2018) report that Polite (2020) found a correlation between optimal working environments and increased employee productivity and motivation.

2.5 The Relationship Between Job Satisfaction and Resilience

According to Henderson and Milestein (2003) and Udechuku (2008), job satisfaction is workers' emotional reaction to their occupations and its many components, while resilience is their capacity to endure work demands and stress. Several US and Australian nurse studies have shown a link between work satisfaction and resilience (Brown, Wey, & Foland, 2018). Varshney and Varshney (2017) examined resilience and construction manager job satisfaction in Saudi Arabia. Their results support earlier studies suggesting resilient workers understand circumstances better, which boosts job satisfaction. Self-efficacy, coping style, education, and job-related stress affect employee resilience, according to further study (Ren, Zhou, Luo, Haung & Zeng, 2018).

Job stress and organisational variables affect job satisfaction (Iqbal & Waseem, 2012). Personal qualities also affect work satisfaction, according to Robbins, Judge, Millet, and Boyle (2013). Similar resilience findings were reported by Gupta, Sood, and Bakshi (2012). Terera and Ngirande (2014) demonstrated that work satisfaction and resilience techniques may promote employee retention in South Africa. The research found a robust link between work happiness and employee resilience.

Maintaining employee job satisfaction throughout organizational transformation has several benefits.

It's connected to lower turnover and higher organizational commitment, which only occur when workers are happy. Many variables affect work happiness, according to a thorough study. However, this research examines these ideas from the viewpoint of rural high school teachers.

2.6 Review of Previous Studies

Koustelios, Karabatzaki, & Kousteliou, 2004 studied in Greece and found that teachers at public schools expressed satisfaction with their employment and the level of supervision they received. However, they expressed dissatisfaction with their income and the lack of promotional chances available to them. Furthermore, a study conducted in Greece revealed a correlation between autonomy and various aspects of the profession, including supervision and the educational organisation as a whole.

These two characteristics have been given significant attention in recent decades in research on the well-being of teachers, which are considered to be among the most important societal issues (Carmeli et al., 2009). Research consistently identifies personal, social, and environmental elements that interact to enhance resilience, leading to positive outcomes such as commitment, work satisfaction, wellbeing, and engagement. The subsequent protective factors encompass these intersections.

Employee resilience and work satisfaction were positively correlated by Rahmawati (2013). Job satisfaction increased with resilience. Job performance, devotion, and enjoyment are all affected by resilience.

Richards et al. (2016) showed that resilient teachers can overcome burnout and that better teacher resilience reduces teacher burnout. Teacher resilience is also thought to improve recruitment, retention, training, and professional progress. Teacher resilience also reduces organizational change-related stress, turnover, and unpleasantness, according to studies.

Kašpárková et al. (2018) found a robust link between work satisfaction and resilience, indicating that employment happiness is vital for resilience. They concluded that resilient people had better work satisfaction and engagement. Teachers spend most of their time in classrooms.

Derakhshan et al., 2021 found that teachers with better work satisfaction and resilience pursue more employment possibilities and succeed more. Higher personal objectives and greater mental wellness distinguish them. Job satisfaction and resilience may also improve teachers' well-being, productivity, and stress resistance.

According to Kyaw, H. H., & Thein, W. W. (2021), professors at selected Mandalay universities had moderate autonomy, work satisfaction, and burnout, although it seldom occurred. This research found a correlation between autonomy, work satisfaction, and burnout among Mandalay university instructors. The findings demonstrated that teacher autonomy improves work satisfaction and that a lack of perceived teacher autonomy might contribute to burnout. Thus, focusing on autonomy as a key predictor of work satisfaction and burnout is beneficial. Increasing perceived autonomy boosts teacher work satisfaction. Additionally, it will lessen teacher burnout. Thus, knowing the link between autonomy, job happiness, and burnout helps politicians, decision-makers, and administrators create a pleasant workplace.

According to Hmue, T., Sone, P., & Aung, M. K. (2023), it was found that the psychological resilience of rural school teachers was significantly higher than suburb school teachers. Rural school teachers are encountered adversity and risk than others. But they overcome and become resiliency because they were found to have good school climate and good intimate relationships among their colleagues, students and parents. They got social support, looked for opportunities of self-discovery after a struggle, maintained a hopeful outlook and optimistic, so the results may be possible.

CHAPTER III
OVERVIEW OF BASIC EDUCATION SECTOR IN MYANMAR

3.1 Evolution of National Education System

The Pyu dynasty, which began in the fifth century A.D., is when Myanmar's history began. However, the first Myanmar Empire was founded and the Bagan dynasty started during the reign of King Anawrahta (1044–1072 A.D.), which is when Myanmar became a united country. The accomplishments of that period that have withstood the ravages of time, environment, and man allow us to perceive the majesty that was Bagan. King Bayintnaung founded the second Myanmar Empire in 1551. King Alaungpaya's founding of the third Myanmar Empire in 1752 came after this.

The goal and growth of European colonialism altered Asian history. The majority of Southeast Asia's mainland nations were impacted. Myanmar was also not an exception. The first Anglo-Myanmar War took place in 1824. With the conclusion of the third Anglo-Myanmar War in 1885, the whole nation was absorbed into the British Empire. The nation known as "Burma" by the British, meaning "the land of the Bamars," This was despite the fact that the nation's citizens had referred to their native country as "Myanmar" for millennia. All of the nation's ethnicities are included in this designation.

In addition to causing devastation, the Second World War turned Myanmar into a significant battleground. Both the country and its inhabitants suffered greatly as a result of the opposing armies' "scorched earth" policy. On January 4, 1948, Myanmar declared its independence again from the British, but the "divide and rule" tactics of the British colonial government left profound ethnic differences in its wake. Law and order, as well as peace and serenity, have only recently been restored to the majority of the districts that were ruled by rebel groups. Many of these formerly unreachable locations are now seeing the benefits of social development, particularly in the field of education.

Nearly 90% of people in Myanmar identify as Buddhists, making Theravada Buddhism the most common religion there. Muslims, Hindus, and Christians make up the remaining 10%. Buddhism and animism still coexist in the majority of rural communities and to a lesser level in metropolitan areas. Prior to colonization, the monks

were primarily in charge of education. In the eleventh century, the lowland Theravada Buddhist populace, especially those of the Bamar ethnic group, started receiving monastic instruction. Generally speaking, this education was decentralized, focused on the rural and community, and open to all boys, regardless of background or class. Despite the fact that much of the instruction at these institutions was free, the Sangha often relied on the community to provide for its requirements. The importance of monastic education is seen in the strong ideological basis that formed its basis. According to Cheesman (2010, 48–49), one of the main goals of this instruction is to "civilize" non-Buddhist communities, allowing them to spread into outlying areas and integrate them into lowland polities. In pre-colonial Myanmar, monastic education was essential because it provided a direct line of communication between the people, their religion, and the state. It spread standardized intellectual and cultural substance to every sphere of society. Discipline was imposed by leaders to maintain control over their followers and to teach a respect for authority and customs (Cheesman 2010, 49). Among the mostly Buddhist populace, monastic schools successfully promoted the development of fundamental reading skills in the languages of Burma and Pali, as well as important aspects of Buddhist theology.

3.2 Basic Education System in Myanmar

Six years of primary education (grades 1 through 6), three years of lower secondary education (grades 7 through 9), and two years of upper secondary school (grades 10 and 11) make up Myanmar's basic education system. There are 47,365 basic education institutions in Myanmar, catering to over 9.26 million pupils. The Department of Basic Education of the Ministry of Education (MOE) is in charge of running the majority of these institutions. A significant fraction of pupils get their foundational education from community, private, religious, and ethnic schools. Every year on June 1st, schools in Myanmar officially open.

Preschool and Kindergarten

Preschools cater to children aged over 2 years and are part of comprehensive care or public systems. Kindergarten commences at the age of 5, with a minimum eligibility of 4 years and 8 months by the school's start date. In Myanmar, Primary, Lower Secondary, and Upper Secondary Schools are administered by the Department of Basic Education within the Ministry of Education.

Primary Education

Primary education represents the initial phase of fundamental education and is, in principle, mandatory. Primary education spans five years, incorporating one year of pre-school education (kindergarten) and is structured into two cycles: lower and upper primary. The minimum age for admission is 5 years or older. The duration is six years, and to advance to secondary school, students are required to pass a comprehensive examination in fundamental subjects following Standard 4. Kindergarten commences at age five, marking the initiation of the formal teaching and learning process.

Secondary Education

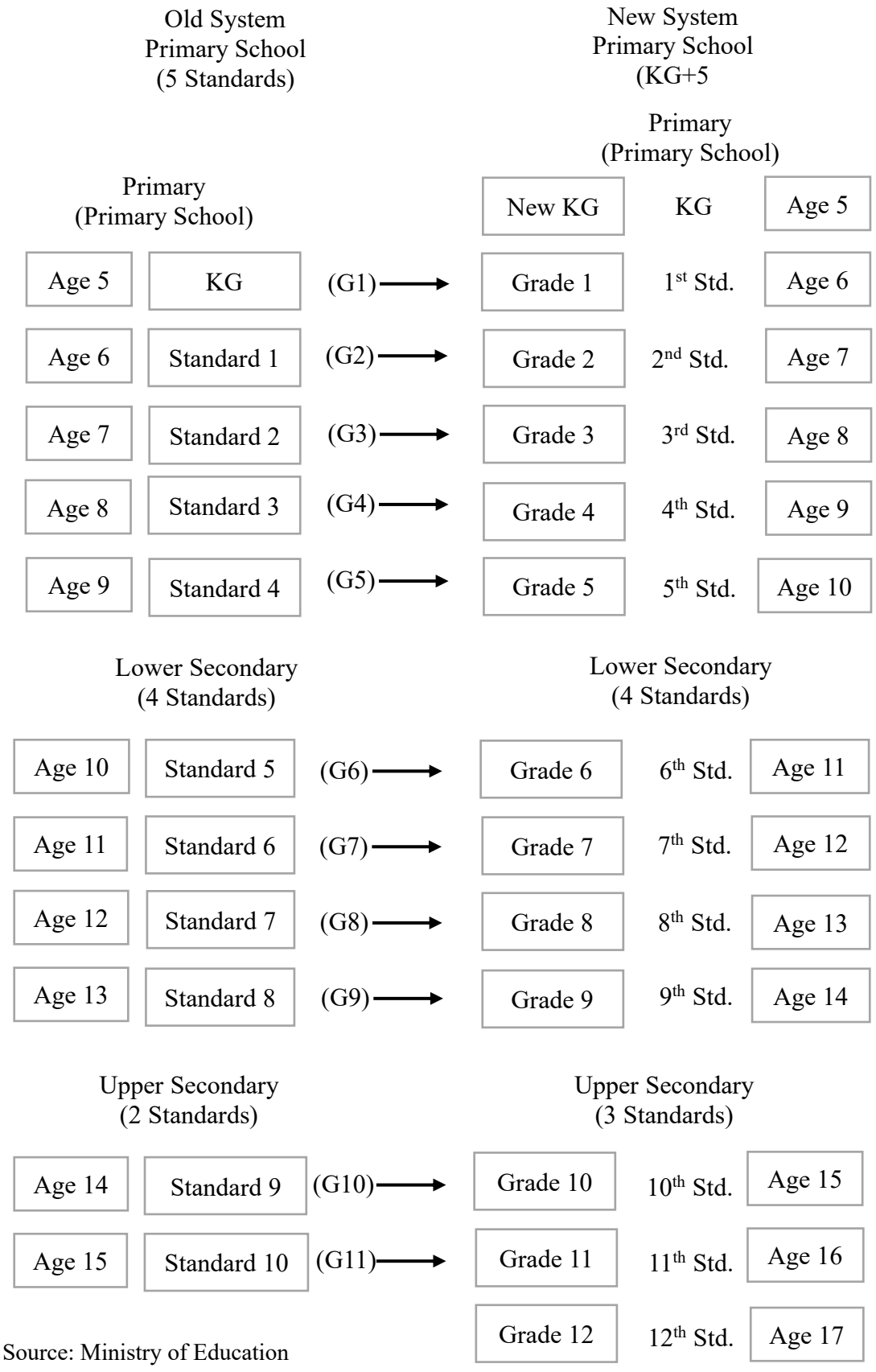
Middle and high school levels are usually integrated in secondary schools. Secondary High Schools teach Standard 9 and Standard 10, which make up the upper secondary level (matriculation), whereas Secondary Middle Schools teach from Standard 5 to Standard 8, which represents the lower secondary level.Middle Schools are the first level of secondary school, where students go from Standard 5 to Standard 8 before taking their Standard 8 exams.All high school students must study English, Mathematics, and Burma as obligatory courses. While scientific students concentrate on Chemistry, Physics, and Biology, arts students usually major in Geography, History, and Economics. The Ministry of Education's Board of tests administers the matriculation tests, which students take in March each year at the completion of their two-year high school education, especially at the end of Standard 10 (Matriculation). Pupils who get honors in five or more courses, or a cumulative total of about 500 to 600 points, are usually guaranteed admission to one of Myanmar's very prestigious technology or medical colleges. Since 2007, test results have been made public at testing locations around the country every June.

New Basic Education in Myanmar

From its traditional function of singing and play, which is prevalent globally, Kindergarten (KG) was reclassified as Grade 1 in 1998. This move was made in order to shift the emphasis of Kindergarten from singing and play to formal teaching and learning activities. Despite the fact that kindergarten students are just five years old, the curriculum that was used in Standard 1 is really being used in kindergarten. It has been stated that the current academic level in Myanmar is one year ahead of the age norm that is generally acknowledged worldwide.Since 2016, Myanmar has started implementing the Kindergarten through Twelveth Grade Education System as part of

the Basic Education System. The first group of students to graduate from this program is expected to do so by the year 2023. Despite the fact that Myanmar children are one year younger than their international colleagues, it seems that the academic standards of Standard 10 in Myanmar are equivalent to those of Grade 11 in foreign schools.An illustration of the contrast between the Old and New Basic Education Systems may be seen in the figure that follows.

Figure (3.1) Comparison of the Old and New Basic Education System in Myanmar



Source: Ministry of Education

Table (3.1) Numbers of Schools and Teachers in Myanmar

Academic Year	Schools			Teachers		
	Primary	Middle	High	Primary	Middle	High
2015-2016	38,017	2,624	1,924	234,605	96,959	39,031
2016-2017	38,197	2,635	1,972	226,676	99,500	39,524
2017-2018	37,422	3,936	2,287	248,584	103,790	40,117
2018-2019	36,274	5,631	2,600	240,862	108,903	42,137
2019-2020	35,881	6,547	2,854	236,174	115,709	45,204

Sources: CSO 2020

According to the Table (3.3), increase in numbers of schools is proportional to an increase in teachers. That shows the accessibility of basic education increases year after year. And according to world bank and NESP, government expenditure in education is also increasing yearly.

Table (3.2) Numbers of Teachers and Students and Students-Teachers Ratio (STR) for Primary Schools in Myanmar

Academic Year	Teachers	Students	Students-Teacher Ratio
	Primary	Primary	
2015-2016	234,605	5,071,458	1:22
2016-2017	226,676	5,139,305	1:23
2017-2018	248,584	5,038,627	1:20
2018-2019	240,862	4,951,199	1:20
2019-2020	236,174	4,847,542	1:21

Sources: CSO 2020

At the primary level, STR stands between 20 and 23 which do not show significant variations across academic years.

Table (3.3) Numbers of Teachers and Students and Students-Teachers Ratio (STR) for Middle Schools in Myanmar

Academic Year	Teachers Middle	Students Middle	Students-Teacher Ratio
2015-2016	96,959	2,730,879	1:28
2016-2017	99,500	2,843,363	1:27
2017-2018	103,790	2,935,984	1:28
2018-2019	108,903	3,011,643	1:28
2019-2020	115,709	3,087,770	1:27

Sources: CSO 2020

At the middle school level, STR shows between 27 and 28 between the academic year 2015 and 2020. It can be found that there in an increase in number of students with an increase in teachers.

Table (3.4) Numbers of Teachers and Students and Students-Teachers Ratio (STR) for High Schools in Myanmar

Academic Year	Teachers High	Students High	Students-Teacher Ratio
2015-2016	39,031	840,706	1:22
2016-2017	39,524	925,140	1:23
2017-2018	40,117	1,009,770	1:25
2018-2019	42,137	1,048,865	1:25
2019-2020	45,204	1,040,030	1:23

Sources: CSO 2020

At the high school level, STR shows between 22 and 23 between the academic year 2015 and 2020. It can also be found that there in an increase in number of students with an increase in teachers.

3.3 Private Education and Tutoring

At the moment, Myanmar is seeing the growth of its private education industry. The predominance of additional or shadow education providers in the elementary and

secondary sectors has greatly expanded over the last several decades, despite the fact that private schools did not have formal state authorization. As a result of the new Private Schools Law, which was passed in late 2011, the official registration of new private schools has been made easier, which has led to the expansion and legitimization of the private education industry. In their answer, they discuss the competitive and assessment-oriented structure of the compulsory education system, as well as the desires of families from middle-class and upper-class backgrounds to provide their children with a competitive advantage, especially in preparation for overseas studies. Not only does this answer Lall's argument (2009, 128), but it also addresses the fact that a state fails to provide the necessary education that its inhabitants need.

The middle class, particularly in metropolitan areas, has grown more involved in private tutoring outside of the classroom. This trend is particularly widespread in urban areas. The majority of the time, children go to primary school in the morning, and then they go to further tuition sessions in the afternoon or evening. The insufficient remuneration for teachers' salary via the state payroll has led in a significant number of educators offering their skills to teach extra courses, usually at the expense of their regular work in public schools. Recognizing the value of supplemental educational programs for children's academic progress, a number of non-governmental organizations (NGOs) and university students have established and run schools that are either low-cost or free of charge for children who come from disadvantaged backgrounds. A significant number of these operations are confronted with difficulties as a result of staffing by persons who lack the necessary qualifications and huge class numbers, which undermines their intended goals. According to Lorch (2008).

Table (3.5) Number of Private schools in Myanmar (Academic Year 2016-2017 to 2022-2023)

Academic Year	Primary School	Middle School	High School	Total	Increase (%)
2016 - 2017	62	49	474	585	
2017 - 2018	79	67	584	730	24.8 %
2018 - 2019	89	76	733	898	23.1 %
2019 - 2020	132	81	881	1,085	20.8%
2020 - 2021	132	81	881	1,085	0%

2021 - 2022	171	98	997	1,266	16.7%
2022 - 2023	156	85	906	1,147	-9.4%

Source : Myanmar Statistical Yearbook 2023

3.4 Teacher Recruitment in Myanmar

In Myanmar, initiatives have been implemented to incentivize fresh graduates to pursue a career in the teaching profession. These encompass subjects such as practical pedagogical skills, introspective capabilities, and professional self-assurance. In 2013, the government implemented pre-service training for older teachers to enhance their ability to provide a deeper understanding to youngsters participating in these programmes. The recruitment process is crucial, and its effectiveness is mostly determined by the training and deployment of federal servants. In Myanmar, individuals are required to successfully complete an examination in order to secure employment. This examination serves as a crucial and significant method for the recruitment of government officials.

In all, the proportion of male successful applicants is 40 percent, while the proportion of female successful applicants is 60 percent. The Ministry of Education provides Pre-service Teacher Education and In-service Teacher Education to assist applicants to become qualified teachers. Education Colleges offer Pre-service Primary Teacher Training (PPTT) as a post-graduate study. In Pre-service Primary Teacher Training (PPTT), the gender distribution of participants is 30 percent male and 70 percent female. In addition, PPTT supplied a total of 9,172 teachers in the 2015-2016 academic year and 5,517 teachers in the 2016-2017 academic year. The Department of Basic Education, under the jurisdiction of the Ministry of Education, imparts pedagogical expertise to trainees. The purpose of this organisation is to enhance elementary schools by strengthening teachers' pedagogical skills in the classroom and the administration and supervision of teacher training programmes. The government has conducted training programmes in 22 education colleges to enhance the capacity of both the colleges and the instructors. Primary and junior instructors who successfully complete these college courses possess enhanced skills. The government is endeavouring to establish additional pre-service primary training centres.

The Ministry of Education constructed new education colleges in Northern Shan State and Kayah State throughout 2014 and 2015. These colleges serve as training centres to augment the pool of qualified instructors for basic education institutions. Based on the World Bank research, primary assistant teachers were paid a salary ranging from 150,000 to 160,000 kyats for the fiscal year 2015/2016. It is projected that this amount will be raised by 2,000 kyats every two years. The government has authorised an additional sum ranging from 70,000 to 82,000 kyats for places facing hardship.

In 1991, a survey revealed that around 57 percent of primary schools suffered from overcrowding due to insufficient amenities, such as a shortage of essential furnishings. The issue of insufficient infrastructure is especially severe in rural regions. In 2017, the World Bank conducted a study of the education sector. Despite a minor rise in government spending on education, the primary issue noted is the insufficient ratio of teachers to students. Despite the annual recruitment of 7,000 to 8,000 teachers by Education Colleges, the government is forced to hire temporary instructors on a daily wage due to the imbalance between the number of teachers needed and the available supply in schools. The deficiency in the provision of high-quality education can be attributed to teachers who possess insufficient training and the substandard circumstances prevalent in schools. Hence, there are numerous hurdles and impediments that need to be surmounted in order to augment the quantity of educators in Myanmar.

Overall, multiple studies provide compelling evidence that a significant number of families lack the financial means to meet the fundamental expenses associated with sending their children to school and ensuring their continued attendance. To summarise, substandard teaching and learning techniques, insufficient access to essential learning resources, and overcrowded and inadequate facilities might hinder the completion of education for numerous pupils. The Asia-Pacific Regional Education for All Report indicates that all countries identified teacher quality as a crucial aspect that has to be prioritised in education. Addressing gender discrepancies among teachers continues to be a significant obstacle, necessitating the enhancement of teachers' capabilities and the augmentation of competent instructors in numerous countries.

Additionally, many nations have voiced the necessity to enhance the gender equilibrium within their teaching workforce. Education affords individuals the chance to enhance their lives, attain success as members of their communities, and actively

contribute to the socio-economic advancement of their nation. Teachers have a crucial role in promoting educational transformation and facilitating learning for the sake of sustainable development. Teachers have a crucial role in implementing the reforms included in the National Education Strategic Plan (NESP). Rural and outlying schools in the country suffer from excessive student population and insufficient teaching personnel, with an average class size of 40 students in 1999. In rural areas, the average ratio of teachers to pupils was 1:31, whereas in urban areas it was 1:26.5.

According to UNESCO, the teacher-student ratio from 2001 to 2014 was approximately 30 pupils per teacher. In addition, a significant portion of the school infrastructure is insufficient, there is a scarcity of educators, and the classrooms are too packed. The following are the primary obstacles that hinder the achievement of effective and efficient education for all students. At now, the assignment and advancement of teachers are not contingent upon their performance, but rather determined by the number of years they have been working. This leads to an unfair and ineffective system that depletes highly skilled teachers from primary schools, when their presence is most crucial. Male teachers are often less preferred than female teachers due to the poor incentive structure in the teaching profession, which makes it less appealing to men. Over 80 percent of instructors in Myanmar are female, with the breakdown being 82.4 percent in primary schools, 88.7 percent in middle schools, and 86.9 percent in high schools. An important objective is to attain an optimal teacher-to-student ratio and enhance teachers' abilities and proficiency to effectively address the demands of the job market and employment sector.

At present, Myanmar has an inefficient teacher recruitment procedure, as well as promotion and arrangement methods that are unsuitable. Under the existing policies, instructors who have the lowest qualifications are assigned to locations that are far away and lack resources. Additionally, there is no established criterion to evaluate the effectiveness of competent teachers, and promotions are only determined by the number of years of experience.

3.5 Suburban Townships in Yangon Region

Yangon, the former capital of Myanmar, is a bustling metropolis characterized by its rich history, vibrant culture, and rapid urbanization. As the city continues to grow, suburban townships have emerged as popular residential destinations, offering a blend

of urban convenience and a more relaxed lifestyle. This essay will delve into the key features and characteristics of some of the prominent suburban townships in Yangon.

Dagon Seikkan, located in the eastern part of the city, is a prime example of a suburban township that has experienced significant development in recent years. With its proximity to Yangon International Airport and well-connected transportation infrastructure, Dagon Seikkan has attracted a growing number of residents seeking a modern and convenient lifestyle. The township boasts a mix of residential areas, industrial zones, and commercial establishments, making it a self-sufficient community.

North and South Okkalapa, situated on opposite sides of the Shwe Li River, are two popular suburban townships known for their peaceful ambiance and proximity to educational institutions. These townships offer a variety of housing options, from traditional Burmese houses to modern condominiums, catering to diverse preferences and budgets. The presence of Yangon University and other educational institutions has made these areas attractive to students and families seeking a quality education.

Thaketa, another suburban township located in the eastern part of Yangon, has gained popularity due to its rapid development and growing commercial scene. With the construction of shopping malls, restaurants, and entertainment venues, Thaketa has become a vibrant hub for residents seeking a more urban lifestyle. The township also offers a mix of residential options, from affordable apartments to upscale housing developments.

Hlaingthaya, located in the western part of Yangon, is primarily known for its industrial zones, which have played a significant role in the city's economic growth. While the township has a more industrial character, it also features residential areas, particularly for workers in the industrial sector. The strategic location of Hlaingthaya, with its proximity to major transportation routes, has made it an attractive destination for businesses and investors.

Mingaladon, situated in the northern part of Yangon, is home to Yangon International Airport, making it a significant transportation hub. Despite its proximity to the airport, Mingaladon offers a relatively peaceful and suburban atmosphere. The township features a mix of residential areas, industrial zones, and commercial establishments, providing residents with a variety of amenities and services.

Shwepyitha, located in the southern part of Yangon, is a popular suburban township known for its well-planned development and modern infrastructure. The

township offers a range of housing options, from affordable apartments to luxury condominiums, catering to diverse needs and preferences. Shwepyitha's proximity to Yangon International Airport and its growing commercial scene have made it an attractive destination for both residents and businesses.

Insein, located in the western part of Yangon, is primarily known for its industrial zones, which have contributed to the city's economic development. While the township has a more industrial character, it also features residential areas, particularly for workers in the industrial sector.

In conclusion, suburban townships in Yangon offer a diverse range of living experiences, from peaceful residential enclaves to vibrant urban centers. These townships have played a crucial role in the city's expansion and development, providing residents with a variety of housing options, amenities, and services. As Yangon continues to grow, suburban townships are likely to remain popular destinations for those seeking a more relaxed and comfortable lifestyle.

Table (3.6) Some Townships That Are Generally Considered Suburban In Yangon:

Township Name	**Notable Features**
Dagon Seikkan	Industrial area, residential development, proximity to Yangon International Airport
North Okkalapa	Residential area, growing commercial hub, proximity to Yangon University
South Okkalapa	Residential area, some industrial zones, proximity to Yangon University
Thaketa	Residential area, growing commercial hub, proximity to Yangon International Airport
Hlaingthaya	Industrial area, some residential development
Mingaladon	Industrial area, residential development, home to Yangon International Airport
Shwepyitha	Residential area, growing commercial hub, proximity to Yangon International Airport
Insein	Industrial area, residential development, home to Insein Prison

Source : Myanmar Statistical Yearbook 2023

Table (3.7) Number of Teachers in Public Schools in Suburban Shwe Pyi Thar Township

No.	Name of School	Number of teacher									
		Primary			Middle			High			Total
		M	F	T	M	F	T	M	F	T	
1	BEHS (1)	0			1	25	26	5	29	34	60
2	BEHS (2)	0	5	5	1	14	15	3	21	24	44
3	BEHS (3)	0			1	19	20	2	20	22	42
4	BEHS (4)	0			2	19	21	1	16	17	38
5	BEHS (5)	0	12	12	0	16	16	3	12	15	43
6	BEHS (6)	1	10	11	1	17	18	0	17	17	46
7	BEHS (7)	3	9	12	0	11	11	0	13	13	36
8	BBEHS-M (11)	0	8	8	0	12	12	1	8	9	29
9	BBEHS-M (6)	0	8	8	1	8	9	1	8	9	26
10	BBEHS-M (8)	0	11	11	0	7	7	2	7	9	27
	Total	**4**	**63**	**67**	**7**	**148**	**155**	**18**	**151**	**169**	**391**

Source: The report of Township Education Office, Shwe Pyi Thar, 2024

Table (3.8) Number of Teachers in Public Schools in Suburban Shwe Pyi Thar Township

No.	Name of School	Number of teacher									
		Primary			Middle			High			Total
		M	F	T	M	F	T	M	F	T	
1	Kaung Su San	4	59	63	6	23	29	7	16	23	115
2	Aung Thu Ka	4	4	8	1	5	6	5	3	8	22
3	Bawa Thit		6	6		3	3	6	1	7	26
4	Myint Mho Yeik				1	5	6	9	2	11	17
5	Cherry Yeik							6	4	10	10
6	Pyinar TaSaung				3	5	8	6	7	13	21

7	Kant Kaw Pan				7	5	12	3	4	7	19
8	UTS		3	3	2	2	4	4	3	7	14
9	Hsu Yadana							4	6	10	10
	Total	**8**	**72**	**80**	**18**	**47**	**65**	**50**	**40**	**90**	**235**

Source: The report of Township Education Office, Shwe Pyi Thar, 2024

CHAPTER IV
SURVEY ANALYSIS

This chapter concerns with the findings of this research based on quantitative data analysis. The results will be presented by mean values, standard deviations and correlation coefficients as quantitative findings.

4.1 Survey Profile

This study was conducted to access teachers' resilience and job satisfaction in Shwe Pyi Thar Township of Yangon Region. The area of Shwe Pyi Thar Township is 66.7 km^2, density is 5149.7/km^2, and the population is 343526, most of them (81.4%) are live in rural area (Census, 2014). Under Township Education Administrative Office, it has 57 Basic Education Schools, specifically Seven Basic High Schools, 3 Branch High Schools, eight Middle Schools, and 39 Primary Schools in academic year, 2024-2025. Besides, there have 10 monistic education schools in this area. Moreover, there are 10 private schools in Shwe Pyi Thar Township. The study only focuses on teachers' resilience and job satisfaction of teachers from Basic Education High Schools. Table (4.1) shows the distribution of basic education high schools, senior assistance teachers, junior assistance teachers and primary assistance teachers in Shwe Pyi Thar Township.

Table (4.1) Number of Basic Education High Schools, Teachers and in Shwe Pyi Thar Township

Schools	No. of Schools	Senior Teachers	Junior Teachers	Primary Teachers	Total Teachers
Public High Schools	10	169	155	67	391
Private High Schools	10	90	65	80	235
Total	20	259	220	147	626

Source: The report of Township Education office, Shwe Pyi Thar, 2024

The targeted population of this study is public schools teachers and private school teachers from Basic Education High Schools in Shwe Pyi Thar. Teachers in the 3 public Basic Education High Schools and 3 private Basic Education High Schools will be selected as respondents. The total population of respondents is 626. Among them, 170 teachers (30 percent of population) were selected to collect survey data through sampling.

4.2 Survey Design

For the purpose of gathering information from each and every responder, a structured questionnaire that employed Likert scales with five points was implemented. A Likert scale with five points begins with 1 (Strongly disagree) and goes all the way up to 5 (Strongly agree). This questionnaire was divided into three sections for your convenience. Part A was broken down into the demographic information of the respondents, and determination, endurance, adaptability and recuperability were the three types of resilience that were included in the 20 questions that made up Part B. Part C was broken down into 44 statements that addressed the issues of job satisfaction based on ten different factors. These factors include: achievement, growth and advancement, recognition, responsibility, work itself, policy and administration, interpersonal relationship, remuneration, supervision, and working conditions.

Table (4.2) Five-point Likert Scale with the Mean Range Interpretation

Weight/Scale	Mean Score	Verbal Interpretation
1	1.00 - 1.80	Strongly Disagree
2	1.81 - 2.60	Disagree
3	2.61 -3.40	Moderately Agree
4	3.41 - 4.20	Agree
5	4.21 - 5.00	Strongly Agree

Source: researchgate.net, Kenyatta University

Primary data to adopt qualitive and utilize a range of data collection technique and secondary data were collected from the Township Education Office. The secondary data was collected from association records, relevant textbooks, articles, journals, research papers, and internet websites.

4.3 Survey Result

Demographic Information about Teachers

Demographic variables that were measured from the respondents were their background information about gender, age, teaching service, academic qualification, position and school location, school grade. Demographic information of teachers was presented in Table (4.3).

Table (4.3) Demographic Information about Teachers (N=170)

Variables	Group	Number	Percentage (%)
Gender	Male	10	6%
	Female	160	94%
Age (Years)	21-30 years	32	19%
	31-40 years	40	35%
	41-50 years	34	20%
	51 years and above	44	26%
Position	Seniors Teachers	67	38%
	Junior Teachers	54	33%
	Primary Teachers	49	28%
Teaching Service	Less than 10 years	49	29%
	10-20 years	66	39%
	21-30 years	16	8%
	31years and above	39	23%
Type of School Teacher	Public School Teachers	101	60%
	Private School Teachers	69	40%

Source: Survey Data, 2024

The teachers' resilience was explored by using 20 items of the questionnaire survey in this study. The descriptive results are described by mean values and standard deviations in Table (4.4).

Table (4.4) Perception of Teachers' Resilience (N=170)

No	Items	Mean	SD
	Determination		
1	When I set a goal, I'm going to acheive it.	4.11	0.65
2	I stick with what I decide to do, even when it gets hard.	4.06	0.62
3	One of the most significant aspects of my character is my determination.	4.04	0.65
4	Whatever I want, I keep trying until I get it.	4.07	0.62
5	It's in my nature to keep going.	4.05	0.61
	Endurance		
6	I possess the resilience to endure challenging circumstances.	4.14	0.62
7	I can endure challenging circumstances.	4.11	0.61
8	I can withstand the challenges that life presents.	4.04	0.63
9	I can get through even the worst times.	3.99	0.70
10	I am capable of withstanding even when I am under attack.	3.98	0.69
	Adaptability		
11	I can handle situations that are hard for me.	4.01	0.64
12	I am adaptable and can modify to suit any situation.	3.92	0.65
13	I can identify methods to adjust to unforeseen circumstances.	3.98	0.61
14	I am proficient at adapting to challenges that arise.	4.01	0.65
15	When my surroundings change, I am able to adapt quickly.	4.07	0.59
	Recuperability		
16	I am able to bounce back, no matter how hard something hits me.	4.01	0.62
17	Whenever bad things happen to me, I always manage to get through.	4.02	0.63
18	I can get back on my feet after any kind of trouble.	3.98	0.67
19	No matter what kind of loss I have, I always get back to my life.	4.04	0.64
20	I can get over any kind of trouble.	4.05	0.65

Source: Survey Data, 2024

Scoring Direction:

1.00 – 2.00 = Low 2.01– 3.00 = Moderately Low 3.01-4.00 = Moderately High 4.01 - 5.00 = High

The teachers' resilience was investigated by the responses of 168 teachers. The specific descriptive results will be presented in Table (4.4.1).

Table (4.4.1) Teachers' Resilience **(N=170)**

No	Dimensions	Mean	SD	Remark
1	Determination	4.06	0.56	High
2	Endurance	4.05	0.57	Moderately High
3	Adaptability	3.99	0.54	Moderately High
4	Recuperability	4.02	0.59	Moderately High
	Over all Teachers' Resilience	**4.03**	**0.51**	**Moderately High**

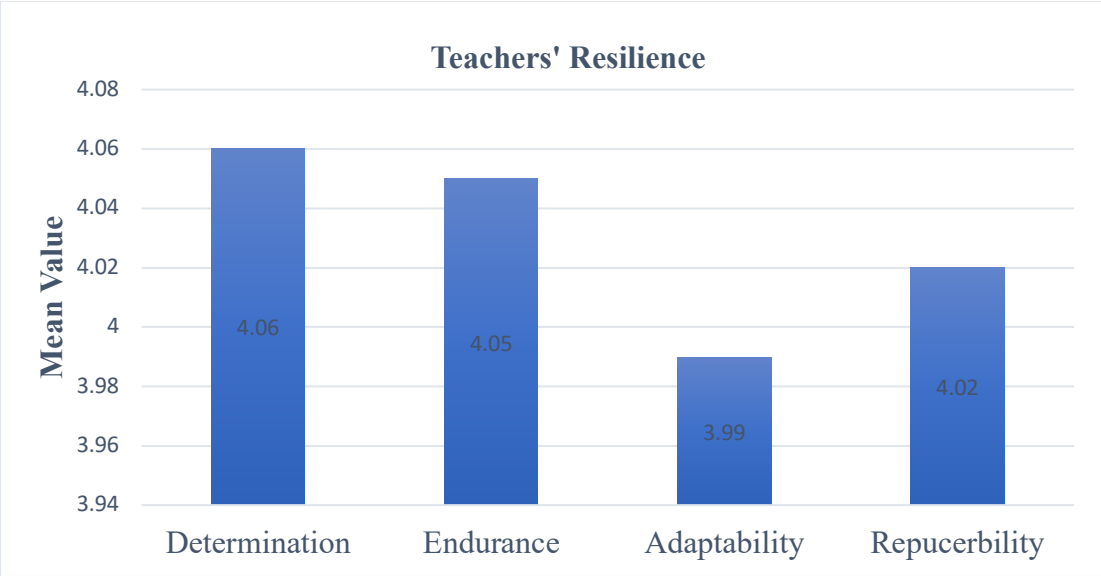
Source: Survey Data, 2024

Scoring Direction:

1.00 – 2.00 = Low 2.01– 3.00 = Moderately Low 3.01-4.00 = Moderately High 4.01 - 5.00 = High

According to the Table (4.4.1), the mean value teachers' resilience was 4.03. Therefore, the level of teachers' resilience was moderately high in this study according to the scoring direction. The clearer information was presented in figure (4.1).

Fig (4.1) Mean Values of Teachers' Resilience



The teachers' job satisfaction was explored by using 44 items of the questionnaire survey in this study. The descriptive results are described by mean values and standard deviations in Table (4.5).

Table (4.5) Perception of Teachers' Job Satisfaction (N=170)

No	Items	Mean	SD
	Achievement		
1	I receive the respect of my colleagues throughout work.	3.88	0.60
2	I appreciate the challenges inherent in my profession.	3.76	0.74
3	I experience a sense of fulfilment and success upon completing the task.	4.07	0.67
4	I am content with my professional competence to execute my responsibilities.	3.91	0.69
5	I am pleased with the achievements attained by my students.	4.46	0.67
	Growth and Advancement		
6	I have attained the stages of promotion in my employment.	3.79	0.81
7	I have the opportunity to acquire new skills in my profession.	3.77	0.65
8	I have the potential for a promotion at my job.	3.69	0.76
9	I have opportunities for problem-solving in my profession.	3.91	2.43
10	I possess the potential for creativity.	3.65	0.65
11	The school management's receptiveness to innovative concepts..	3.50	0.83
12	The provision of job-related workshops enhances my academic success.	3.93	0.73
13	I am pleased with the availability of additional professional development opportunities.	3.89	0.74
	Recognition		
14	My position holds prestige both within and beyond the school premises.	4.34	0.67
15	The fulfilment of my achievements is contingent upon the attainment of the institution's objectives.	4.12	0.65
16	My superior and colleagues express their appreciation for my contributions to the institution.	3.92	0.59
17	I have the opportunity to engage in decision-making at work.	3.69	0.67
18	I am awarded recognition for exceptional job performance.	3.70	0.74

Table (4.5) Perception of Teachers' Job Satisfaction (Continued) (N=170)

No	Items	Mean	SD
	Responsibility		
19	I am accountable for the responsibilities in my position.	4.23	0.63
20	I possess an interest in the natural aspects of my profession.	4.19	0.66
21	I am a someone committed to my profession.	4.10	0.71
	Work Itself		
22	I fulfilled the essence of my work.	3.96	0.76
23	I enjoy my professional responsibilities.	3.94	0.67
24	I perceive my occupation as significant.feel my job is meaningful.	4.08	0.74
25	I experience a sense of pride in my profession.	4.28	0.74
	Policy and Administration		
26	The institution's procedures, regulations, and rules exhibit clarity.	3.84	0.78
27	I perceive the equity of authority within the school premises.	3.67	0.79
28	I perceive the impartiality of authorities concerning promotions.	3.50	1.01
	Interpersonal Relations		
29	I perceive the warmth of my rapport with my colleagues..	4.06	0.69
30	The school administration demonstrates interest and concern over my employment.	3.79	0.67
31	I maintain a pleasant relationship with my superior.	3.92	0.65
32	I facilitate communication between superiors and teachers regarding issues in the school.	3.97	0.70
33	I experience a sense of belonging when collaborating with my colleagues.	4.06	0.68
	Remuneration		
34	I am content with the remuneration I receive in my employment.	2.99	1.14
35	I am content with the stability of my employment.	3.53	0.90
36	I am content with the benefits I currently receive..	3.39	0.95
37	I am content with the production incentive at my employment.	3.57	0.84
	Supervision		
38	I enjoy getting new talents from my superior.	3.79	0.74
39	I am content with the task allocation assigned to me by my superiors.	3.71	0.74

Table (4.5) Perception of Teachers' Job Satisfaction (Continued) (N=170)

No	Items	Mean	SD
	Working Condition		
40	I am content with the time allotted to perform prescribed tasks in my work.	3.76	0.77
41	My occupation offers favourable physical working conditions, including the work environment and ambient noise levels.	3.67	0.85
42	I am content with the technical resources for the task.	3.36	0.87
43	I am pleased with establishing a tidy, organised, and conducive workspace.	3.73	0.72
44	I am satisfied with the provision of an adequate quantity of materials and tools for the teaching and learning process.	3.40	0.92

Source: Survey Data, 2024

Scoring Direction:

1.00 – 2.00 = Low 2.01– 3.00 = Moderately Low 3.01-4.00 = Moderately High 4.01 - 5.00 = High

The teachers' job satisfaction was explored by using 44 items of the questionnaire survey in this study. The descriptive results are described by mean values and standard deviations in Table (4.5.1).

Table 4.4.1 Perception of Teachers' Job satisfaction (N=170)

No	Dimensions	Mean	SD	Remark
1	Achievement	4.02	0.48	High
2	Growth and Advancement	3.77	0.55	Moderately High
3	Recognition	4.02	0.48	High
4	Responsibility	4.18	0.60	High
5	Work Itself	4.06	0.60	High
6	Policy and Administration	3.67	0.74	Moderately High
7	Interpersonal Relations	3.96	0.53	Moderately High
8	Remuneration	3.37	0.79	Moderately High
9	Supervision	3.75	0.66	Moderately High
10	Working Condition	3.59	0.66	Moderately High
	Over all Teachers' Job Satisfaction	**3.84**	**0.44**	Moderately High

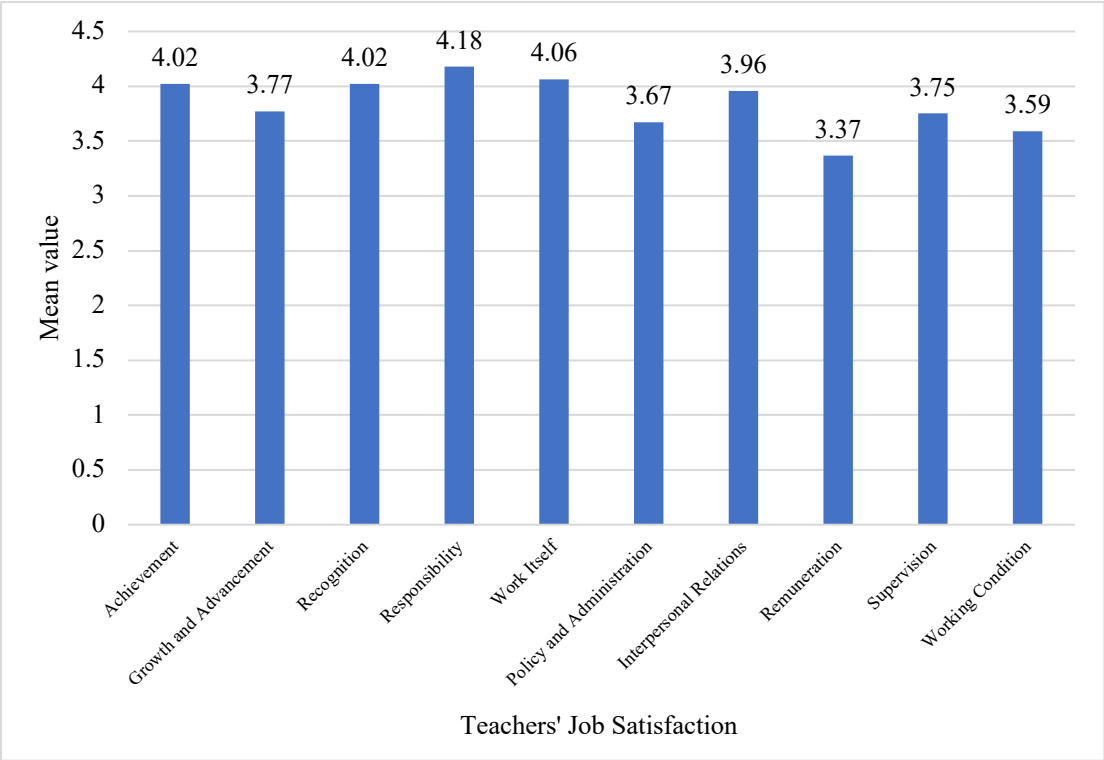
Source: Survey Data, 2024

Scoring Direction:

1.00 – 2.00 = Low 2.01– 3.00 = Moderately Low 3.01-4.00 = Moderately High 4.01 - 5.00 = High

According to the table (4.5.1), the mean value for teachers' job satisfaction in all job dimensions was 3.84. Therefore, it informed that job satisfaction of teacher is moderately high. The clearer information was presented in figure (4.2).

Fig (4.2) Mean Values of Teachers' Job Satisfaction



Comparison of mean values concerning teachers' resilience and job satisfaction between public and private school will be described in Table (4.6) and (4.7).

Table (4.6) Comparison of Mean Values of Teachers' Resilience between Public and Private Schools

Resilience	School	N	Mean	Remark
Determination	public school	101	4.03	High
	private school	69	4.12	High
Endurance	public school	101	4.02	High
	private school	69	4.11	High
Adaptability	public school	101	3.95	Moderately High
	private school	69	4.07	High
Recuperability	public school	101	3.98	Moderately High
	private school	69	4.08	High

Source: Survey Data, 2024

Table (4.7) Comparison of Mean Values of Teachers' Job Satisfaction between Public and Private Schools

Job Satisfaction	School	N	Mean	Remark
Achievement	public school	101	3.96	Moderately High
	private school	69	4.10	High
Growth and Advancement	public school	101	3.67	Moderately High
	private school	69	3.91	Moderately High
Recognition	public school	101	3.87	Moderately High
	private school	69	4.06	High
Responsibility	public school	101	4.10	High
	private school	69	4.27	High
Work itself	public school	101	3.98	Moderately High
	private school	69	4.19	High
Policy and Administarion	public school	101	3.51	Moderately High
	private school	69	3.91	Moderately High
Interpersonal Relation	public school	101	3.91	Moderately High
	private school	69	4.03	High
Remuneration	public school	101	3.23	Moderately High
	private school	69	3.57	Moderately High
Supervision	public school	101	3.71	Moderately High
	private school	69	3.81	Moderately High
Working Condition	public school	101	3.49	Moderately High
	private school	69	3.72	Moderately High

Source: Survey Data, 2024

Scoring Direction:

1.00 – 2.00 = Low 2.01– 3.00 = Moderately Low 3.01-4.00 = Moderately High 4.01 - 5.00 = High

The relationship among teachers' resilience and job satisfaction were analysed in Table (4.8).

Table (4.8) The Relationship Between Teachers' Resilience and Job Satisfaction in Public Schools

Variables	Resilience	Job Satisfaction
Resilience	1	.533**
Job Satisfaction	.533**	1

Source: Survey Data, 2024

Note*: *p<.05, **p<.01* p<.001***

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

According to the data presented by the table 4., the correlation between teachers' resilience and job satisfaction was statistically significant because the sig value was less than 0.05. (r=.533, p<.05).

Table (4.9) The Relationship Between Teachers' Resilience and Job Satisfaction in Private Schools (N=69)

Variables	Resilience	Job Satisfaction
Resilience	1	.603**
Job Satisfaction	.603**	1

Source: Survey Data, 2024

Note*: *p<.05, **p<.01* p<.001***

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

According to the data presented by the table 4.16, the correlation between teachers' resilience and job satisfaction was statistically significant because the sig was less than 0.05. (r=.603, p<.05).

Table (4.10) Teachers' Resilience in Public and Private schools Grouped by Gender (N=170)

Gender	Males			Female			Total		
	n	M	SD	n	M	SD	N	M	SD
public school	4	3.98	0.22	97	3.99	0.53	101	3.99	0.52
private school	6	4.24	0.54	63	4.08	0.51	69	4.09	0.51
Total	10	4.09	0.37	160	4.03	0.52	170	4.03	0.51

Source: Survey Data, 2024

As presented in Table (4.10), teachers in private schools have higher mean values of resilience than teachers in public schools. Analysis of variance of teachers' resilience grouped by gender is shown in Table (4.11)

Table (4.11) Analysis of Variance for Teachers' Resilience in Public and Private schools Grouped by Gender (N=170)

Variables	***df***	***MS***	***F***	***p***	η^2
Dependent Variable - Resilience					
Gender	1	0.044	0.163	.69	0.001
School type	1	0.268	0.989	.32	0.006
Gender * school type	1	0.06	0.223	.64	0.001
Error	164	0.271			

Source: Survey Data, 2024

R Squared = .011 (Adjusted R Squared = -.007)

Note*: *p<.05, **p<.01* p<.001***

The results of the analysis of variance (ANOVA) revealed no significant main effects of gender, F(1, 164) = .16, p = .69, or school type, F(1, 164) = .99, p = .32, on resilience. Additionally, there was no significant interaction between gender and school type, F(1, 164) = .22, p = .64.

The ANOVA analysis did not find any statistically significant differences in resilience scores based on gender, school type, or the interaction between these two factors. This suggests that neither gender nor school type, nor the combination of these factors, had a significant impact on the resilience levels in the study.

Table (4.12) Teachers' Job Satisfaction in Public and Private schools Grouped by Gender (N=170)

Gender	**Males**			**Female**			**Total**		
	n	**M**	**SD**	**n**	**M**	**SD**	**N**	**M**	**SD**
public school	4	3.76	0.39	97	3.74	0.44	101	3.74	0.44
private school	6	4.24	0.81	63	3.94	0.37	69	3.96	0.41
Total	10	3.95	0.60	160	3.82	0.43218	170	3.83	0.44

Source: Survey Data, 2024

According to Table (4.12), mean values of male teachers in private schools are higher than that of male teachers in public schools. Analysis of variance are shown in Table (4.13).

Table (4.13) Analysis of Variance for Teachers' Job Satisfaction in Public and Private schools Grouped by Gender (N=170)

Variables	***df***	***MS***	***F***	***p***	η^2
	Dependent Variable – Job Satisfaction				
Gender	1	0.23	1.233	.268	0.007
School type	1	1.012	5.415	.021	0.032
Gender * school type	1	0.173	0.926		0.006
Error	164	0.187		.337	

Source: Survey Data, 2024

R^2 = .066, Adjusted R^2 = .049
Note*: *p< .05, **p< .01* p< .001***

The ANOVA model explains a significant amount of variance in job satisfaction scores (R^2 = .066, Adjusted R^2 = .049). This means that there is no significant main effect of gender on job satisfaction (F = 1.23, p = .268). This indicates that gender alone does not significantly influence job satisfaction levels. There is a significant main effect of school type on job satisfaction (F = 5.41, p = .021). This suggests that individuals from different school types have significantly different levels of job satisfaction.

There is no significant interaction effect between gender and school type on job satisfaction (F = .93, p = .337). This means that the relationship between school type and job satisfaction is not dependent on gender. Partial eta squared for gender is .007, indicating that gender explains a very small amount of the variance in job satisfaction. Partial eta squared for school type is .032, suggesting that school type explains a moderate amount of the variance in job satisfaction. Partial eta squared for the interaction is .006, indicating that the interaction explains a minimal amount of the variance in job satisfaction.

Table (4.14) Teachers' Resilience in Public and Private schools Grouped by Age

Age	School Type	N	Mean	SD
21-30	public school	13	4.11	0.57
	private school	19	3.94	0.52
	Total	32	4.01	0.53
31-40	public school	34	3.95	0.57
	private school	26	4.08	0.45
	Total	60	4.01	0.52
41-50	public school	24	3.91	0.48
	private school	10	4.16	0.49
	Total	34	3.97	0.49
51 and above	public school	30	4.0533	0.46
	private school	14	4.2786	0.59
	Total	44	4.125	0.51
Total	public school	101	3.9946	0.52
	private school	69	4.0948	0.51
	Total	170	4.0345	0.51

Source: Survey Data, 2024

Table (4.15) Analysis of Variance for Teachers' Resilience in Public and Private schools Grouped by Age (N=170)

Variables	*df*	*MS*	*F*	*p*	η^2
Dependent Variable - Resilience					
Age	3	0.19	0.706	.550	0.013
School type	1	0.397	1.473	.227	0.009
Age * school type	3	0.29	1.078	.360	0.02
Error	160	0.269			

Source: Survey Data, 2024

R^2 = .041, Adjusted R^2 = .000

Note*: *p<.05, **p<.01* p<.001***

The ANOVA model explains a significant amount of variance in resilience scores (R^2 = .041, Adjusted R^2 = .000). However, the adjusted R^2 is very close to zero, suggesting that the model might not be a good fit for the data.

There is no significant main effect of age on resilience (F = .71, p = .55). This indicates that age alone does not significantly influence resilience levels. There is no significant main effect of school type on resilience (F = 1.47, p = .227). This suggests that teachers from different school types do not have significantly different levels of resilience.

There is no significant interaction effect between age and school type on resilience (F = 1.08, p = .36). This means that the relationship between age and resilience is not dependent on school type.

Partial eta squared for age is .013, indicating that age explains a very small amount of the variance in resilience. Partial eta squared for school type is .009, suggesting that school type also explains a minimal amount of the variance in resilience. Partial eta squared for the interaction is .020, indicating that the interaction explains a small amount of the variance in resilience.

Table (4.16) Teachers' Job Satisfaction in Public and Private schools Grouped by Age (N=170)

Age	School Type	N	Mean	SD
21-30	public school	13	3.59	0.57
	private school	19	3.87	0.45
	Total	32	3.75	0.52
31-40	public school	34	3.74	0.47
	private school	26	3.99	0.37
	Total	60	3.85	0.44
41-50	public school	24	3.65	0.32
	private school	10	3.91	0.53
	Total	34	3.71	0.39
51 and above	public school	30	3.89	0.40
	private school	14	4.05	0.37
	Total	44	3.94	0.39
Total	public school	101	3.7486	0.44
	private school	69	3.9615	0.41
	Total	170	3.8335	0.44

Source: Survey Data, 2024

Table (4.17) Analysis of Variance for Teachers' Job Satisfaction in Public and Private schools Grouped by Age (N=170)

Variables	***df***	***MS***	***F***	***p***	η^2
Dependent Variable – Job Satisfaction					
Age	3	0.372	2.018	0.114	0.036
School type	1	1.882	10.196	0.002**	0.06
Age * school type	3	0.024	0.13	0.942	0.002
Error	160	0.185			

Source: Survey Data, 2024

R^2 = .100, Adjusted R^2 = .061

Note*: *p< .05, **p< .01* p< .001***

The ANOVA model explains a significant amount of variance in job satisfaction scores (R^2 = .100, Adjusted R^2 = .061). This means that the independent variables (age, school type, and their interaction) collectively contribute to predicting job satisfaction.

There is a significant main effect of age on job satisfaction (F = 2.02, p = .114). This suggests that age alone is a significant predictor of job satisfaction. However, the effect size is moderate (partial eta squared = .036).

There is a significant main effect of school type on job satisfaction (F = 10.20, p = .002). This suggests that individuals from different school types have significantly different levels of job satisfaction. The effect size for school type is larger (partial eta squared = .060) compared to age. There is no significant interaction effect between age and school type on job satisfaction (F = .13, p = .942). This means that the relationship between age and job satisfaction is not dependent on school type.

Table (4.18) Teachers' Resilience in Public and Private schools Grouped by Teaching Position (N=170)

Position	School Type	N	Mean	SD
Senior Teacher	public school	46	4.01	0.49
	private school	18	4.23	0.36
	Total	64	4.07	0.47
Junior Teacher	public school	38	3.93	0.51
	private school	21	4.39	0.61
	Total	59	4.08	0.58
Primary Teacher	public school	17	4.07	0.60
	private school	30	3.82	0.36
	Total	47	3.91	0.47
Total	public school	101	3.99	0.52
	private school	69	4.09	0.51
	Total	170	4.03	0.51

Source: Survey Data, 2024

Table (4.19) Analysis of Variance for Teachers' Resilience in Public and Private schools Grouped by Teaching Position (N=170)

Variables	*df*	*MS*	*F*	*p*	η^2
	Dependent Variable – Resilience				
Position	2	0.617	2.499	0.085*	0.03
School type	1	0.74	2.997	0.085*	0.018
Position * school type	2	1.492	6.043	0.003**	0.069
Error	162	0.247			

Source: Survey Data, 2024

R^2 = .110, Adjusted R^2 = .082

Note*: *p<.05, **p<.01* p<.001***

The ANOVA model explains a significant amount of variance in resilience scores (R^2 = .110, Adjusted R^2 = .082). This means that the independent variables (position, school type, and their interaction) collectively contribute to predicting resilience.

There is a marginally significant main effect of position on resilience (F = 2.50, p = .085). This suggests that individuals in different positions might have slightly different levels of resilience, but the effect is not statistically significant at the .05 level. There is a marginally significant main effect of school type on resilience (F = 2.99, p = .085). This suggests that individuals from different school types might have slightly different levels of resilience, but the effect is not statistically significant at the .05 level. There is a significant interaction effect between position and school type on resilience (F = 6.04, p = .003). This means that the relationship between position and resilience is dependent on school type.

Partial eta squared for position is .030, indicating that position explains a small amount of the variance in resilience. Partial eta squared for school type is .018, suggesting that school type also explains a small amount of the variance in resilience. Partial eta squared for the interaction is .069, indicating that the interaction explains a moderate amount of the variance in resilience.

Table (4.20) Teachers' Job Satisfaction in Public and Private schools Grouped by Teaching Position (N=170)

Position	School Type	N	Mean	SD
Senior Teacher	public school	46	3.77	0.38
	private school	18	3.86	0.53
	Total	64	3.80	0.43
Junior Teacher	public school	38	3.79	0.46
	private school	21	4.13	0.33
	Total	59	3.90	0.45
Primary Teacher	public school	17	3.56	0.52
	private school	30	3.90	0.34
	Total	47	3.78	0.44
Total	public school	101	3.74	0.44
	private school	69	3.96	0.41
	Total	170	3.83	0.44

Source: Survey Data, 2024

Table (4.21) Analysis of Variance for Teachers' Job Satisfaction in Public and Private schools Grouped by Teaching Position (N=170)

Variables	*df*	*MS*	*F*	*p*	η^2
Dependent Variable – Job Satisfaction					
Position	2	0.626	3.439	0.034*	0.041
School type	1	2.387	13.122	0.000***	0.075
Position * school type	2	0.276	1.52	0.222	0.018
Error	162	0.182			

Source: Survey Data, 2024

R Squared = .102 (Adjusted R Squared = .074)

Note*: *p<.05, **p<.01* p<.001***

The ANOVA model explains a significant amount of variance in job satisfaction scores (R^2 = .102, Adjusted R^2 = .074). This means that the independent variables (position, school type, and their interaction) collectively contribute to predicting job satisfaction.

There is a significant main effect of position on job satisfaction (F = 3.44, p = .034). This suggests that individuals in different positions have significantly different levels of job satisfaction. The effect size for position is small (partial eta squared = .041). There is a significant main effect of school type on job satisfaction (F = 13.12, p = .000). This suggests that individuals from different school types have significantly different levels of job satisfaction. The effect size for school type is larger (partial eta squared = .075) compared to position.

There is no significant interaction effect between position and school type on job satisfaction (F = 1.52, p = .222). This means that the relationship between position and job satisfaction is not dependent on school type.

Table (4.22) Teachers' Resilience in Public and Private schools Grouped by Teaching Service (N=170)

Teaching Service	School Type	N	Mean	SD
less thant 10 year	public school	17	4.06	0.58
	private school	32	3.91	0.45
	Total	49	3.96	0.49
10 to 20 year	public school	47	3.94	0.57
	private school	19	4.25	0.48
	Total	66	4.03	0.56
21 to 30 years	public school	8	3.86	0.35
	private school	8	4.00	0.64
	Total	16	3.92	0.48
31 years and above	public school	29	4.07	0.43
	private school	10	4.41	0.49
	Total	39	4.16	0.46
Total	public school	101	3.99	0.52
	private school	69	4.09	0.51

Source: Survey Data, 2024

Table (4.23) Analysis of Variance for Teachers' Resilience in Public and Private schools Grouped by Teaching Service (N=170)

Variables	*df*	*MS*	*F*	*p*	η^2
Dependent Variable – Resilience					
Teaching Service	3	0.478	1.847	0.141	0.033
School type	1	0.7	2.703	0.102	0.017
Teaching Service * school type	3	0.541	2.088	0.104	0.038
Error	160	0.259			

Source: Survey Data, 2024

R^2 = .078, Adjusted R^2 = .038

Note*: *p<.05, **p<.01* p<.001***

The ANOVA model explains a significant amount of variance in resilience scores (R^2 = .078, Adjusted R^2 = .038). This means that the independent variables (teaching service, school type, and their interaction) collectively contribute to

predicting resilience. However, the adjusted R^2 is relatively small, suggesting that the model might not be a very strong fit for the data.

There is a marginally significant main effect of teaching service on resilience ($F = 1.85$, $p = .141$). This suggests that individuals in different teachingservices might have slightly different levels of resilience, but the effect is not statistically significant at the .05 level.

There is a marginally significant main effect of school type on resilience ($F = 2.70$, $p = .102$). This suggests that individuals from different school types might have slightly different levels of resilience, but the effect is not statistically significant at the .05 level.

There is a marginally significant interaction effect between teaching service and school type on resilience ($F = 2.09$, $p = .104$). This means that the relationship between teaching service and resilience might be dependent on school type, but the effect is not statistically significant at the .05 level.

Partial eta squared for teachingservice is .033, indicating that teaching service explains a small amount of the variance in resilience. Partial eta squared for school type is .017, suggesting that school type also explains a small amount of the variance in resilience. Partial eta squared for the interaction is .038, indicating that the interaction explains a small amount of the variance in resilience.

Table (4.24) Teachers' Job Satisfaction in Public and Private schools Grouped by Teaching Service (N=170)

Teaching Service	School Type	N	Mean	SD
less thant 10 year	public school	17	3.65	0.53
	private school	32	3.8	0.41
	Total	49	3.78	0.46
10 to 20 year	public school	47	3.70	0.46
	private school	19	4.07	0.43
	Total	66	3.81	0.48
21 to 30 years	public school	8	3.67	0.34
	private school	8	3.85	0.30
	Total	16	3.75	0.32
31 years and above	public school	29	3.88	0.35
	private school	10	4.13	0.344
	Total	39	3.95	0.366
Total	public school	101	3.74	0.44
	private school	69	3.96	0.41

Source: Survey Data, 2024

Table (4.25) Analysis of Variance for Teachers' Job Satisfaction in Public and Private schools Grouped by Teaching Service (N=170)

Variables	*df*	*MS*	*F*	*p*	η^2
Dependent Variable – Job Satisfaction					
Teaching Service	3	0.439	2.403	0.070*	0.043
School type	1	1.684	9.218	0.003**	0.054
Teaching Service * school type	3	0.066	0.362	0.780	0.007
Error	160	0.183			

Source: Survey Data, 2024

R^2 = .109, Adjusted R^2 = .070

Note*: *p<.05, **p<.01* *p<.001***

The ANOVA model explains a significant amount of variance in job satisfaction scores (R^2 = .109, Adjusted R^2 = .070). This means that the independent variables (teaching service, school type, and their interaction) collectively contribute to predicting job satisfaction.

There is a marginally significant main effect of teaching service on job satisfaction (F = 2.40, p = .070). This suggests that teachers in different teaching services might have slightly different levels of job satisfaction, but the effect is not statistically significant at the .05 level.

There is a significant main effect of school type on job satisfaction (F = 9.22, p = .003). This suggests that individuals from different school types have significantly different levels of job satisfaction. The effect size for school type is larger (partial eta squared = .054) compared to teaching service.There is no significant interaction effect between teaching service and school type on job satisfaction (F = .36, p = .780). This means that the relationship between teachingservice and job satisfaction is not dependent on school type.

CHAPTER V
CONCLUSION

5.1 Findings

Based on research questions, the findings of this study could be summarized as follows:

After conducting an investigation on the degrees of resilience that instructors perceive in themselves, the total mean value was found to be 4.03. Based on the score direction, it can be concluded that the amount of resilience shown by instructors in this research was somewhat or very high. The mean value of adaptability was the lowest among the dimensions, coming in at 3.99, while the mean value of determination was the greatest, coming in at 4.06.

The total mean value for teachers' work satisfaction was determined to be 3.48, which was discovered via an examination of the degree of job satisfaction that teachers perceived being present in their jobs. It was clear from this that the amount of work satisfaction experienced by instructors was somewhere in the middle. It was found that the mean value of responsibility was the greatest among the aspects of work satisfaction (4.18), while the mean value of income was the lowest (3.37).

In investigating the variations of teachers' resilience and job satisfaction in terms of teachers' gender, age (years), teaching position and teaching services, the results are as follows.

The results show that while school type (public and private) significantly influences job satisfaction, gender does not. Additionally, there is no interaction between gender and school type in predicting job satisfaction.

In analyzing the variations in term of age, the results suggest that neither age, school type, nor their interaction significantly influence resilience levels and job satisfaction in the studied population. There is a marginally significant main effect of school type on resilience ($F = 2.99$, $p = .085$). This express that individuals from

different school types might have slightly different levels of resilience, but the effect is not statistically significant at the .05 level.

The results can be seen that while neither teaching position nor school type alone significantly influence resilience, the interaction between position and school type is a significant predictor of resilience. The results show that both position and school type significantly influence job satisfaction, with school type having a larger effect size. Position alone is a significant predictor of job satisfaction, but its effect is small. There is no interaction between position and school type in predicting job satisfaction indicates that the relationship between position and resilience is different for individuals from different school types.

The results can be seen that while none of the independent variables (teaching service, school type, or their interaction) are statistically significant at the .05 level, they collectively contribute to predicting resilience, as indicated by the significant overall model. However, the effect sizes are relatively small, suggesting that other factors might be more important predictors of resilience.

The results suggest that both teaching service and school type significantly influence job satisfaction, with school type having a larger effect size. Teaching service alone is a marginally significant predictor of job satisfaction, but its effect is small. There is no interaction between teaching service and school type in predicting job satisfaction.

In examining the relationship teachers' resilience and job satisfaction in public schools, it was found that there was a positive correlation between teachers' resilience and job satisfaction. In the same way, the correlation between teachers' resilience and job satisfaction in private schools is positive.

This study examines the correlation between teachers' resilience and job satisfaction. It also explores the research topics and analyses the variations in teachers' resilience levels based on their demographic factors, such as gender, age, experience, and teaching position. The study's findings indicate that teachers in suburban areas have a high level of resilience. Individuals possessing elevated degrees of resilience are anticipated to demonstrate adaptive behaviour in response to changes and effectively overcome difficulties. As individuals develop greater resilience, they will experience less susceptibility to adverse events in the work environment.

Additionally, the study revealed a notable correlation between resilience and levels of job satisfaction. The study's findings revealed that there was no notable

disparity in the resilience levels of teachers based on gender, age, teaching service and teaching position.

5.2 Suggestions

One may say that the primary goal of the study has been achieved by the present research's findings. Considering the findings, the following recommendations might be made. The purpose of this study is to investigate teachers' work satisfaction and silence in suburban public and private schools.

The self-resilence of suburban teachers is high, but recommendations that show a fair degree of self-resilence should be taken into consideration when building teacher potential as teaching human resources, via training and knowledge development. The government has the authority to assess teacher wages based on their demonstrated job performance and provide incentives like extra bonuses for their efforts and defined career tracks from honorary to civil servant. In order to produce the greatest future generation for the country, teachers should be more focused on pursuing their professions as educators and giving their job their all. According to study findings, suburban teachers' performance will rise with training that promotes self-resilience in the classroom. Academics also want incentives and rewards in the form of nominal sums, thus educational institutions must provide honorary instructors more incentives and prizes.

High-level managers may also benefit greatly from these research' insightful advice when developing educational programs. It would be very beneficial for academics to give top priority to developing training courses that concentrate on the "development of resilience." Teachers' resilience may be increased via the implementation of resilience-focused training programs and educational initiatives. It is still necessary to investigate risk and protective variables, particularly in relation to resilience linked to work satisfaction, in order to provide a more thorough description and forecast the resilience contribution to an organization.

The results shows that teachers’ job satisfaction is high in both public and private schools in this study. However, mean value of the dimension like remuneration is moderately low. Therefore, teachers' job satisfaction can be enhanced through various means, such as increasing their salaries, offering comprehensive welfare packages, providing in-service training, creating a conducive working environment, and supplying educational facilities that support effective job performance. Job satisfaction

reflects an individual's level of enthusiasm and passion towards their employment or occupation. Insufficient compensation, inadequate perks, limited resources for educators, and unfavourable working conditions are cited as reasons for the low level of job satisfaction among teachers. The parameters encompass various factors such as the number of students in a class, the ratio of students to teachers, the type of work involved, salary, opportunities for advancement, acknowledgment of achievements, working environment, additional benefits, and level of supervision.

In this study, gender, age, school type, teaching job, and experience were used to figure out demographic factors. Different factors, like marital status, branch, and the school's socioeconomic position, can be looked at in similar studies. Additionally, different tools that test the same ideas can be used in different teacher-based research studies to make similarities easier, in addition to the ones used to collect data in this study. Studies with bigger groups can help people come up with in-service trainings and school-based practices that are meant to make teachers more resilient.

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APPENDIX

Questionnaire

PART (A)

1. Demographic Information of Teachers -
2. Gender –
3. Age (years) –
4. Teaching Service –
5. Educational Qualification –

PART (B)

Teachers' Resilience

To what extent do you agree or disagree with the following statements? Tell us your opinion on scale of (1) Strongly disagree (2) Disagree (3) Neither disagree nor agree (4) Agree (5) Strongly Agree. Please √ the column to enter your answer.

Ite	Statement	1	2	3	4	5
Determination						
1	Once I set a goal, I am determined to achieve it.					
2	I persevere at the things I decide, despite difficulties.					
3	Being determined is an important part of my character.					
4	I keep trying for the things I want until I reach them.					
5	It is in my nature to be persevering.					
Endurance						
6	I am able to live through difficult times.					
7	I can withstand difficult situations.					
8	I can endure the problems that life brings.					
9	I can survive even the hardest of times.					
10	I can endure even when I am attacked.					

Adaptability						
11	I have the ability to adapt to difficult situations.					
12	I can change to fit into many kinds of circumstances.					
13	I can find ways to adapt to unexpected conditions.					
14	I am well able to adjust to problems that confront me.					
15	I am very flexible when my environment changes.					
Recuperability						
16	I recuperate even from things that hit me hard.					
17	I recover from any misfortune that happens to me.					
18	I am able to bounce back from any kind of adversity.					
19	I always resume my life regardless of the type of setback.					
20	I can recover from any type of problem.					

PART (C)

Teachers' Job Satisfaction

To what extent do you agree or disagree with the following statements? Tell us your opinion on scale of (1) Strongly disagree (2) Disagree (3) Neither disagree nor agree (4) Agree (5) Strongly Agree. Please √ the column to enter your answer.

Item	Statement	1	2	3	4	5
Achievement						
1	I am paid the respect of my fellow teachers during the work					
2	I like the challenge of the nature of my job.					
3	I feel the sense of accomplishment and achievement after I complete the job.					
4	I am satisfied with my professional ability to perform my job.					
5	I am satisfied with the successes gained by my students.					
Growth and Advancement						
6	I have reached the levels of promotions in my job.					
7	I get the opportunities to learn new skills in my job.					

8	I have the possibilities of being promoted for my job.					
9	I have the opportunities of problem-solving for my job.					
10	I have the possibilities for creativity.					
11	The openness to new ideas by the school management.					
12	Provision of job related workshops enhance my academic performance.					
13	I am satisfied availability of further professional development opportunity.					
Recognition						
14	My job has the prestige inside and outside the school quarters.					
15	The condition of my accomplishments is to the realization of the institution's goals.					
16	The appreciation is given by my superior and co-teachers for the job I do for the school.					
17	I have the opportunities to participate in decision-making in the job.					
18	I receive the recognition for outstanding job accomplishments.					
Responsibility						
19	I am responsible for the task in my job.					
20	I have the interest in nature of my job.					
21	I am the personal who has commitment to my job.					
Work Itself						
22	I satisfied the nature of my work.					
23	I like doing the thing I do at work.					
24	I feel my job is meaningful.					
25	I feel the sense of pride in my job.					
Policy and Administration						
26	I feel the procedures and regulations, rules in the institution have the clarity.					
27	I feel the fairness of authority in the school quarters.					
28	I feel the fairness of authorities regarding promotions.					

Interpersonal Relations						
29	I feel the cordiality of my relationship with my fellow teachers.					
30	The school management shows interest and concern for my job.					
31	I have the cordiality of my relationship with my superior.					
32	I have the ease communication between the superiors and teachers about the problems in the school.					
33	I have the sense of belonging when working with my fellow teachers.					
Remuneration						
34	I am satisfied with the salary I get in my job.					
35	I am satisfied with the security of my job.					
36	I am satisfied with the benefits I presently receive.					
37	I am satisfied with the productivity incentive in my job.					
Supervision						
38	I like acquiring the new skills from my superior.					
39	I am satisfied with the delegation of tasks given by the superiors to me.					
Working Condition						
40	I am satisfied with the time allocatted to complete assigned tasks in my work.					
41	My job has the comforts of physical working conditions (place of work, light noise).					
42	I am satisfied with the technical facilities for the work.					
43	I am satisfied with creating clean, initiating and comfortable working area.					
44	I am satisfies with supply of sufficient amount of material, tools for teaching learning process.					