

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
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**TEACHER'S MOTIVATION ON TRAINING ACTIVITIES IN
PRIVATE HIGH SCHOOLS
(CASE STUDY: DAGON MYOTHIT SOUTH TOWNSHIP)**

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MDevS – 44 (18th BATCH)**

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

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This is to certify that the thesis entitled "**Teacher's Motivation on Training Activities in Private High Schools (Case Study: Dagon Myothit South Township)**" submitted as partial fulfillment towards the requirements for the degree of Master of Development studies has been accepted by the Board of Examiners.

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ABSTRACT

This study aims to analyze the role of teacher motivation for participation and to examine the factors that motivate teachers to participate in training activities at private high schools in South Dagon Township, Yangon. The research focuses on variables such as job security, training and learning opportunities, freedom in teaching, compensation and benefits, and work environment. Using the descriptive method with primary data was collected by 59 respondents through interviews and questionnaires from four private high schools, and Secondary data were sources from journals, reports, school records, research papers, and relevant online sources. The statistical analyses were conducted using SPSS. The findings indicate that motivated teachers are more likely to engage in training and professional development, which enhances teaching effectiveness. The study also highlights the critical role of school management in supporting teacher motivation. Based on the results, it is suggested that school administrators offer competitive compensation, promote professional development, create a supportive and autonomous work environment, and adopt participative leadership to improve teacher engagement in training programs at private high schools.

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF ABBREVIATIONS	vi
CHAPTER I INTRODUCTION	
1.1 Rationale of the Study	1
1.2 Objectives of the Study	2
1.3 Method of Study	3
1.4 Scope and Limitations of the Study	3
1.5 Organization of the Study	3
CHAPTER II LITERATURE REVIEW	
2.1 Overview of Global Education Systems	4
2.2 Teacher Motivation in the Global Education System	5
2.3 The Theoretical Literature for Teacher’s Motivatio	6
2.4 Teaching and Training Activities in Private High Schools	9
2.5 Factors Influencing Teachers’ Motivation in Private Schools	10
2.6 Review on Previous Studies	13
CHAPTER III OVERVIEW OF PRIVATE HIGH SCHOOLS IN DAGON MYOTHIT (SOUTH) TOWNSHIP	
3.1 Overview Education System in Myanmar	15
3.2 Education Policies in Myanmar	16
3.3 South Dagon Township and Its Demographic	17

	3.4 History of Private Schools in Myanmar	18
	3.5 Teaching Activities in Myanmar Education Sector	25
	3.6 Background History of Pinnyar Shae Saung (EPAC) Private High School	29
CHAPTER IV	SURVEY ANALYSIS	
	Survey Profile	38
	Survey Design	39
	Survey Result	39
CHAPTER IV	CONCLUSION	
	Findings	52
	Suggestions	53
REFERENCES		
APPENDIX		

LIST OF TABLES

Table No.	Title	Page
3.1	Private Schools, Teachers and Students in States	20
3.2	Private Schools, Teachers, and Students in Regions	22
3.3	Private Schools, teachers and students in Nay Pyi Taw (Union Territory)	23
3.4	Private Schools in South Dagon Township	29
3.5	Teachers and Office Staffs at Pinnyar Shae Saung (EPAC) Private High School	32
3.6	List of Students in Pinnyar Shae Saung (EPAC) Private High School	33
4.1	Demographic Characteristics of Teacher Respondents by Gender, Age Group, and Marital Status	40
4.2	Demographic Characteristics of Teacher Respondents by Number of Dependents, Educational Qualifications, and Current School Roles	41
4.3	Distribution of Teaching Experience, Teaching Level, and Tenure at Current School Among Respondents	42
4.4	Teacher Training Participation, Types, Sponsorship, and Motivation	43
4.5	Freedom in Teaching	45
4.6	Compensation and Benefits	46
4.7	Assessment of the Work Environment	47
4.8	Availability of Training and Learning Opportunities	47
4.9	Teachers' Perceptions on Job Security	48
4.10	Teachers' Perception of Motivation Toward Professional Development	49
4.11	Teachers' Perception of Participation in Training Activities	50
4.12	Summary of Factors Influencing Teacher Motivation and Participation	50

LIST OF ABBREVIATIONS

AKF	Aga Khan Foundation
CIE	Cambridge International Examinations
EPAC	Education Pioneer Academic Center
ITM	Innovative Teaching Methods
SE	Self-Efficacy
STEM	Science, technology, Engineering, and Mathematics
TPO	Teacher Performance Outcomes
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Teacher motivation refers to the internal drive and external encouragement that influence a teacher's willingness to engage in professional responsibilities, continuously improve teaching practices, and contribute positively to student outcomes. Globally, it has been recognized as a fundamental factor in enhancing the quality of education. Motivated teachers are more committed, productive, and innovative, fostering better academic environments and improving student learning. Consequently, improving teacher motivation has become a central goal in educational development strategies worldwide.

However, across both developed and developing countries, challenges such as inadequate compensation, limited career advancement, heavy workloads, and lack of professional development opportunities continue to impact teacher motivation negatively. These issues are particularly acute in developing contexts, where educational resources are limited and institutional support may be inconsistent. Studies from countries like Tanzania, India, and the Philippines have revealed that when teachers lack recognition, resources, and growth opportunities, their motivation diminishes, ultimately affecting student achievement.

Teacher motivation is a critical factor that directly influences the effectiveness of education in schools, especially in private high schools. Teachers are not only responsible for delivering knowledge but also play an integral role in shaping the academic and social development of students. Research has shown that motivated teachers contribute positively to student outcomes, as they are more dedicated, productive, and engaged in their roles. However, motivating teachers remains a challenge in many educational systems around the world, including in Myanmar. Despite the recognition of its importance, teacher motivation in Myanmar remains an underexplored area, particularly within private high schools.

Although teacher motivation plays a vital role in improving educational quality, many private high schools in Dagon Myothit South Township continue to face challenges in maintaining a motivated teaching staff. Teachers often work in environments with limited support, low salaries, and minimal recognition, which can reduce their enthusiasm for teaching and learning improvement. While various factors are known to influence motivation, there is still a lack of clear understanding about how these factors affect teachers' participation in teaching and training activities within private school settings. This uncertainty makes it difficult to develop effective strategies to support teacher performance and retention. Therefore, this study aims to identify the key factors that influence teacher motivation and their role in shaping engagement in school-based learning activities.

Dagon Myothit South Township, located in Yangon, includes several private high schools serving students from diverse backgrounds. These schools, although important to the local education system, often face limitations in funding and support compared to public schools. As a result, teacher motivation in these schools may be affected by issues such as leadership, workload, and compensation. This setting provides a relevant context to explore how such factors influence teacher motivation and educational quality.

The selection of Dagon Myothit South Township for this study is based on the need to fill the gap in research on teacher motivation in Myanmar's private education sector. The township offers a useful case for examining the challenges faced by teachers in urban private schools. Understanding these issues can help develop practical solutions to improve motivation and participation. The study will focus on key factors such as school management, job conditions, and access to learning opportunities, aiming to provide recommendations that support teacher engagement and strengthen the overall education system.

1.2 Objectives of the Study

The objective of the study is to examine the factors that motivate teachers to participate in training activities in private high schools in Dagon Myothit South Township.

1.3 Method of Study

This study used a descriptive method, using both primary and secondary data. Primary data was collected through personal interviews and questionnaires administered during field surveys at four private high schools in Dagon Myothit South Township. The study employed a quantitative approach to gather insights from teachers and school administrators on factors influencing teacher motivation. Secondary data was obtained from academic journals, reports, school records, research papers, and relevant online sources. Data analysis was performed using descriptive statistical methods to identify trends and patterns related to teacher motivation in these private schools. All statistical analyses were carried out using appropriate software tools such as SPSS, ensuring accuracy and clarity in the interpretation of results.

1.4 Scope and Limitations of the Study

The scope of this study is limited to private schools located in Dagon Myothit South Township, Yangon. The primary participants include teachers working in these private schools. The study will focus on factors that motivate teachers to engage in teaching and training activities, such as salaries, bonuses, and benefits. The study was conducted between February 2025 and June 2025, with a sample size of 59 respondents selected from the chosen private schools in the township. This study is limited to Pinnyar Shae Saung Private High School, which is located in Dagon Myothit South Township, Yangon. It does not include other private or public schools within the township or in other areas.

1.5 Organization of the Study

This study is organized into five chapters. Chapter I introduces the study's introduction, rationale, objectives, method, scope, limitations and organization. Chapter II is a literature review. Chapter III offers an overview of private high schools in Myanmar. Chapter IV presents the survey analysis. Chapter V is the conclusion.

CHAPTER II

LITERATURE REVIEW

2.1 Overview of Global Education Systems

Public education systems, predominantly funded and managed by governments, serve the majority of learners globally. These systems generally provide free or affordable education and are regulated through national policies and standards. Conversely, private education institutions function independently of direct government control and rely mainly on tuition fees and private funding sources. Private schools vary widely in quality, curricular focus, and accessibility (OECD, 2019; Ball & Youdell, 2008).

Despite ongoing efforts, many education systems face challenges including overcrowded classrooms, limited resources, teacher shortages, and unequal access to education, all of which affect the overall quality of learning. Advances in technology, policy reforms, and international collaboration are contributing to efforts aimed at overcoming these obstacles and modernizing education worldwide (World Bank, 2018; Levin, 2013).

International organizations such as UNESCO and the United Nations have established global frameworks and initiatives to promote access, equity, and quality in education. Sustainable Development Goal 4 (SDG4) emphasizes the importance of inclusive and equitable quality education and lifelong learning opportunities for all individuals. These initiatives encourage nations to enhance their education systems and reduce disparities (UNESCO, 2020; United Nations, 2015).

Given the complexity and variability of global education systems, maintaining teacher motivation and ensuring active participation in training and school activities are essential. Motivated teachers who engage consistently in training contribute significantly to the improvement of educational quality, student outcomes, and school effectiveness (Barber & Mourshed, 2007; OECD, 2019). Therefore, understanding the global context of education systems underscores the necessity of fostering teacher motivation and participation as key drivers of educational success.

Education systems worldwide exhibit significant diversity in structure, governance, and delivery methods. These systems are typically organized based on factors such as government involvement, funding mechanisms, curriculum design, and school administration. Some countries maintain highly centralized education systems controlled by national ministries, while others operate decentralized models where regional or local authorities oversee educational institutions (Carnoy, 2017; Bray, 2019).

Education is commonly divided into distinct levels: early childhood education, primary education, secondary education (including high school), and tertiary education. Each level follows specific standards and objectives aimed at equipping learners with the necessary knowledge and skills for personal growth and societal contribution (UNESCO, 2015; World Bank, 2020).

2.2 Teacher Motivation in the Global Education System

According to the Self-Determination Theory by Deci and Ryan (1985), teachers are most motivated when they feel capable, have control over their work, and feel connected to their colleagues. Schools that promote teamwork, trust, and respect help teachers feel this way, which leads to greater willingness to participate in training and school improvement (Ryan & Deci, 2017; Day & Gu, 2014).

Countries with top-performing education systems such as Finland, Singapore, and Canada have shown success by creating supportive workplaces for teachers. They provide meaningful opportunities for professional growth and recognize teachers' efforts, which encourages teachers to stay motivated and engaged (Darling-Hammond, 2017; OECD, 2019). These systems give teachers more freedom in their work and promote ongoing learning, which research shows helps teachers stay motivated over time (Ryan & Deci, 2017).

Teachers' personal passion for teaching, desire to help students succeed, and commitment to improving their skills are strongly linked to higher job satisfaction and willingness to try new teaching methods (Klassen et al, 2014). At the same time, fair salaries, chances for career advancement, and appreciation from school leaders also influence motivation, but these tend to be less effective if teachers do not also feel personally fulfilled by their work (Lavy, 2015; Wang & Hall, 2018).

Teacher motivation is a key factor that affects the quality of education around the world. Teachers who feel motivated tend to teach better, stay committed, and

create positive learning environments that help students succeed (Ingersoll, 2001; OECD, 2019). International organizations like UNESCO stress that motivated teachers are essential to achieving global education goals, including fairness and inclusion in education (UNESCO, 2020).

However, in many developing countries, teachers face problems such as low pay, few opportunities for professional growth, and little recognition. These issues reduce motivation and lead to absenteeism and teachers leaving their jobs (Akyeampong et al., 2013; UNESCO, 2021). This also lowers participation in training programs, which makes it harder to improve teaching quality. The motivated teachers are more likely to take part in professional development, try new teaching methods, and help improve their schools (Barber & Mourshed, 2007; Opfer & Pedder, 2011). A study by Kraft, Blazar, and Hogan (2018) found that teacher motivation plays a big role in how well education reforms are put into practice and how much students learn.

2.3 The Theoretical Literature for Teacher's Motivation

The theoretical literature on teacher motivation explores various psychological and educational frameworks that explain the factors influencing teachers' drive and commitment to their profession. It integrates perspectives from motivation theories such as Self-Determination Theory, Expectancy Theory, and Herzberg's Two-Factor Theory, which highlight intrinsic and extrinsic factors shaping teachers' motivation levels (Deci & Ryan, 1985; Vroom, 1964; Herzberg, Mausner, & Snyderman, 1959). In the context of education, motivation is closely linked to teachers' performance, job satisfaction, and overall well-being, impacting their effectiveness in the classroom (Ryan & Deci, 2000; Klassen et al., 2013). Understanding these theories helps identify strategies to enhance teacher motivation, especially in diverse educational settings, including private schools (Skaalvik & Skaalvik, 2017).

2.3.1 Maslow's Hierarchy of Needs Theory

It uses Maslow (1943), Herzberg (1966), Vroom (1964), and Locke (1976) motivation theories. In countries with large income and working class gaps, Maslow's hierarchy of needs theory—that higher-order needs are motivated by more basic needs—makes intuitive sense. Teachers with severe material shortages may not be motivated to construct curricula. Fine-tuning pay to teacher performance, tasks, or skills, which has garnered attention in the US and England (Chamberlin, Wragg,

Haynes, & Wragg, 2002; Conley & Odden, 1995), is unlikely to be a major issue where teachers feel they do not earn a living wage. Although Maslow's concepts have minimal empirical support (Hoy & Miskel, 1991), they can help interpret this research.

2.3.2 Motivation- Hygiene Theory

Hertzberg's (1966) “motivation-hygiene theory”—influenced by Maslow—argues that intrinsic factors like achievement and responsibility can boost motivation, while extrinsic factors like pay, managerial policy, and working conditions can demotivate if they are “sub-standard.” This hypothesis applies more to educational systems with plentiful resources and competence than those with constrained resources and skill. The researcher anticipates salary or managerial policy changes to motivate in the latter case. He expects instructors in developing Tanzania, like those in affluent nations (Jacobson, 1995), to be motivated by a mix of internal and extrinsic motivations.

2.3.3 Case Studies from Southeast Asia: Focus on Private Schools

Private schools in Southeast Asia often operate under different conditions from public schools, with unique challenges and opportunities related to teacher motivation. In countries like Thailand and Indonesia, private schools have become increasingly prominent. These schools often provide better resources and more teacher autonomy than public schools but face financial constraints impacting teacher motivation (OECD, 2019).

In Thailand, private schools generally offer better facilities, smaller class sizes, and greater teacher autonomy regarding curriculum design. These factors contribute to higher teacher motivation compared to public schools. Research by the Office of the Education Council (2015) found that teachers in private schools report higher job satisfaction and motivation due to greater control over teaching practices. Many private schools encourage innovation and the adoption of new teaching methods, fostering professional fulfillment and accomplishment (Office of the Education Council, 2015).

Additionally, compensation in Thai private schools is often more competitive than in public schools. Performance-based incentives, salary bonuses, and career advancement opportunities help retain talented teachers and motivate continuous improvement. However, salary gaps persist, with some private schools struggling to

offer competitive packages (Office of the Education Council, 2015). Teachers in elite private schools enjoy better remuneration, enhancing motivation and job satisfaction (OECD, 2019).

Professional development is another motivating factor. Many private schools in Thailand offer regular workshops and training programs to help teachers upgrade their skills, particularly valued by teachers seeking to improve teaching methods and professional qualifications. Nevertheless, less affluent private schools face challenges in providing comprehensive training programs due to limited resources (Office of the Education Council, 2015).

In Indonesia, urban private schools are often perceived as providing higher education standards than public schools, creating environments where teachers are motivated to work harder and innovate (Indonesian Ministry of Education and Culture, 2018). Private school teachers report higher job satisfaction due to better resources, smaller classes, and supportive work environments (Indonesian Ministry of Education and Culture, 2018). Greater autonomy in teaching and curriculum development helps teachers feel more engaged (OECD, 2019).

Despite better conditions, many Indonesian private school teachers face compensation challenges. Although salaries tend to be higher than in public schools, pay often remains low relative to urban living costs. Consequently, some teachers take on part-time jobs, which may reduce motivation. Salary disparities between prestigious and less affluent private schools also affect teacher morale (Indonesian Ministry of Education and Culture, 2018).

Professional development opportunities exist but vary widely. While some private schools provide regular workshops and conferences, many lower-income private schools lack access to quality training, limiting teacher motivation to improve (Indonesian Ministry of Education and Culture, 2018). The work environment also varies, with elite private schools offering better facilities and positive cultures promoting well-being, while schools in disadvantaged areas struggle with poor infrastructure and resources, leading to burnout and low motivation (OECD, 2019).

These case studies illustrate that private schools in Southeast Asia can offer more motivating environments through better resources, smaller class sizes, and greater autonomy. However, financial constraints, disparities in pay, and unequal access to training remain challenges. Addressing these issues through competitive salaries, expanded training, and supportive work environments can enhance teacher

motivation and improve student outcomes (OECD, 2019; Office of the Education Council, 2015; Indonesian Ministry of Education and Culture, 2018).

2.4 Teaching and Training Activities in Private High Schools

Training activities for teachers in private schools play a crucial role in sustaining and enhancing educational quality. These activities offer teachers opportunities to improve their skills, learn innovative teaching strategies, and keep up-to-date with current educational practices. Private schools, often operating with greater autonomy and a strong emphasis on academic excellence, create environments that encourage teacher participation in diverse training programs (OECD, 2019; Darling-Hammond, 2017).

Such training programs commonly include workshops, seminars, conferences, and collaborative peer learning sessions. Participation in these programs allows teachers to refine their instructional methods, foster creativity in the classroom, and adapt to evolving curricular demands. Additionally, training encourages collaboration among teachers, facilitating the sharing of ideas and best practices, which supports continuous professional growth (Guskey, 2002; Fullan, 2007).

Career advancement is a significant motivating factor for teachers to engage in training activities. Private schools frequently provide clear pathways for professional growth, including promotions and leadership opportunities, which often depend on teachers' involvement in training (Day, 2002; Mertler, 2014). Specialization in specific subjects or instructional techniques gained through training enhances teachers' expertise and reputation, further promoting career development (OECD, 2019).

Training activities also contribute to increased job satisfaction by making teachers feel supported and valued. Access to meaningful training programs fosters a positive work environment where teachers are recognized for their efforts, leading to higher motivation and commitment to their roles. Studies indicate that teachers who receive regular training are more likely to remain dedicated to their profession and demonstrate improved job satisfaction (Ingersoll, 2001; Mertler, 2014).

Flexibility in choosing training activities allows teachers to select programs that best meet their personal and professional needs. Whether focusing on integrating technology, classroom management, or curriculum innovation, this autonomy

supports active engagement and a proactive attitude towards professional growth (Day, 2002; Guskey, 2002).

2.5 Factors Influencing Teachers' Motivation in Private Schools

Teacher motivation is influenced by a variety of factors. Understanding these factors is key to fostering a motivated workforce of educators, leading to better teaching outcomes and overall student success. Among the most significant factors are job security, training and learning opportunities, work environment, freedom in teaching, and compensation and benefits. These factors contribute to teachers' perceptions of their roles, responsibilities, and satisfaction within the educational system.

2.5.1 Job Security

Job security is a crucial factor influencing teacher motivation in training activities. When teachers feel their positions are stable, they are more willing to participate actively in training programs and focus on improving their teaching methods. Stability encourages teachers to invest time and effort in learning new skills without fear of losing their jobs. Studies show that secure employment increases teacher commitment to educational goals and willingness to engage in ongoing training (Bennell & Akyeampong, 2007).

In contrast, job insecurity—common where short-term contracts dominate—can reduce motivation to engage in training, as teachers prioritize job retention over skill enhancement (Mendez, 2011). Job insecurity often results in stress and absenteeism, lowering participation in training activities and limiting growth opportunities (VSO, 2002). Providing long-term contracts or tenure creates a foundation where teachers feel confident to participate fully in training, improving their effectiveness. Systems with stable employment conditions show higher teacher involvement in training and better teaching outcomes (Kraft, 1998). Therefore, ensuring job security is essential to motivating teachers to engage consistently in training activities and improve instructional quality.

2.5.2 Training and Learning Opportunities

Training and learning opportunities are fundamental to motivating teachers to enhance their instructional skills. Access to structured and relevant training programs

encourages teachers to update teaching methods and adopt innovative approaches. Teachers who participate regularly in training tend to show greater engagement in applying new techniques in the classroom (Baeza, Chesterfield, & Moreno, 2011). Ongoing training is necessary to keep teachers informed about current educational trends and instructional strategies.

Lack of access to training, especially in resource-constrained schools, results in stagnation and lowers motivation to improve teaching practices (Bennell & Akyeampong, 2007). Studies emphasize that training programs tailored to teachers' needs foster a motivated teaching workforce and improve overall instructional quality (VSO, 2002). When teachers are encouraged and supported to attend workshops, seminars, or courses, participation in training increases, leading to better learning environments for students. Hence, providing continuous and accessible training opportunities is vital to sustaining teacher motivation and promoting effective teaching.

2.5.3 Freedom in Teaching

Freedom in teaching—allowing teachers autonomy over their instructional methods and classroom management—is a significant motivator for participating in training activities. When teachers have the authority to decide how to apply training content, they are more motivated to engage in learning and experiment with new approaches. Autonomy promotes innovation and flexibility, enabling teachers to adapt techniques learned in training to their specific classroom needs (Michaelowa, 2002).

Teachers with freedom in their work environment tend to participate more actively in training because they see direct relevance to their practice (Bennell & Akyeampong, 2007). Conversely, restrictive environments limit teachers' ability to apply new skills, reducing interest in training programs and diminishing motivation. When training is linked to greater teaching autonomy, teachers are more likely to integrate new methods, which improves student engagement and learning outcomes (Baeza, Chesterfield, & Moreno, 2011). Therefore, promoting freedom in teaching supports greater motivation to participate in training and enhances the effectiveness of such activities.

2.5.4 Compensation and Benefits

Compensation and benefits strongly influence teachers' motivation to participate in training activities. Competitive salaries provide financial stability, allowing teachers to focus on improving their skills rather than external economic pressures. Adequate compensation acts as recognition for teachers' efforts to enhance their teaching through training (Michaelowa, 2002). Teachers with fair compensation are more motivated to invest time in training, knowing their work is valued and supported (Bennell & Akyeampong, 2007). Benefits such as health insurance and retirement plans also reduce financial concerns, enabling teachers to engage more fully in training activities (VSO, 2002).

Some education systems offer incentives linked to training completion or improved teaching performance, further motivating participation (Baeza et al., 2011). On the other hand, insufficient pay and benefits can cause teachers to avoid or drop out of training due to competing responsibilities or financial stress. Ensuring competitive compensation and benefits is essential for motivating teachers to consistently engage in training and improve instructional quality.

2.5.5 Work Environment

The work environment plays a key role in motivating teachers to engage in training activities. A well-equipped and organized school setting provides the necessary conditions for teachers to practice new skills learned through training. Access to teaching materials, technology, and resources supports effective implementation of training content (World Bank, 2007). Supportive school leadership encourages teachers to participate in training by recognizing its importance and facilitating attendance (Bennell & Akyeampong, 2007).

Collaborative and respectful relationships among teachers also promote shared learning and increase motivation to attend training sessions. In contrast, poor work environments characterized by lack of resources, weak leadership, or negative staff relationships reduce motivation to participate in training. Teachers in such environments may see training as an added burden rather than an opportunity for improvement (Michaelowa, 2002). Creating a positive and resourceful work environment is therefore essential to encourage active participation in training activities and improve teaching effectiveness.

2.6 Review on Previous Studies

Hnin Wai Wai Lwin (2018) conducted a quantitative study to investigate the effects of motivation factors on teachers' performance at Yangon University of Economics. The study involved 130 university teachers and focused on variables such as compensation, job security, work environment, and opportunities for professional growth. The findings showed that compensation and a supportive work environment were strong motivators that positively influenced teachers' performance. Job security had a moderate effect, while the lack of professional support decreased motivation and performance. This study highlights the critical role of these factors in encouraging teachers' engagement in their professional duties, including training activities.

Kumar and Ali (2018) examined motivational factors influencing teacher engagement in training programs within private high schools. Using a quantitative design with 150 teachers, the study assessed compensation, job security, relevance of training, and working conditions. Results indicated that compensation and the perceived relevance of training content were the strongest motivators for participation in training activities. Job security also had a moderate positive influence, whereas poor working conditions negatively impacted motivation and involvement in training.

Ahmed and Rahman (2019) investigated the relationship between teacher motivation and participation in training activities in private high schools through a correlational study involving 110 teachers. Their findings revealed a strong positive correlation between motivation levels and training participation. Furthermore, teaching autonomy and adequate compensation emerged as significant motivators, suggesting that empowering teachers and ensuring fair pay encourages continuous involvement in training programs.

Smith and Lee (2019) conducted a quantitative survey of 120 teachers from 10 private secondary schools to explore motivation factors related to training participation, job security, and compensation. Their study found that job security and compensation positively influenced teacher motivation, with teachers who perceived greater job stability participating more actively in training activities. Leadership support was also identified as an important factor in fostering teacher engagement in training.

Garcia (2020) used a mixed-methods approach involving 85 teachers from seven private schools to assess how participation in training activities impacts teacher motivation. The study examined variables such as training participation, motivation,

teaching autonomy, and work environment. Results showed that active participation in training increased motivation and enhanced teachers' sense of autonomy. A supportive work environment further contributed to higher motivation and greater involvement in training activities.

Chen (2021) explored teacher training and motivation in Southeast Asian private schools through qualitative interviews and document analysis involving 100 teachers from eight schools. The study found that training programs emphasizing practical application and promoting teacher autonomy significantly boosted motivation. Strong leadership support and adequate resources were also crucial in sustaining teacher motivation for ongoing participation in training activities.

CHAPTER III

OVERVIEW OF PRIVATE HIGH SCHOOLS IN MYANMAR

3.1 Overview Education System in Myanmar

Myanmar's education system has undergone significant changes over time, shaped by the country's shifting political, social, and economic landscape. Traditionally, education was rooted in monastic schools where Buddhist monasteries served as primary learning centers for boys, providing basic literacy and religious instruction. However, access for girls and non-Buddhist communities was limited (Lorch, 2007). During British colonial rule, a formal education system was introduced to modernize learning, but it primarily benefited urban elites, leaving rural and disadvantaged communities behind (Cheesman, 2003).

Following independence in 1948, the government aimed to nationalize education and expand access to rural areas with a unified curriculum. However, political instability and decades of military rule severely weakened the system. Underfunding, outdated materials, and a shortage of trained teachers became common issues, especially in rural areas (Lall & South, 2018). In recent years, efforts to reform the system emerged with the launch of the National Education Strategic Plan (NESP) in 2016. The plan focuses on equitable access, inclusive education, and aligning the curriculum with international standards (Jolliffe & Spears Mears, 2016). Yet, ongoing challenges—such as disparities between urban and rural schools, high dropout rates, and limited teacher training—persist (Lall, 2020).

The education system still relies heavily on rote learning and exam-oriented methods, which hinder the development of critical thinking and creativity (Lwin, 2007). In this context, private education has gained prominence, particularly in urban areas, offering better resources, modern curricula, and skilled teachers (Salem-Gervais & Metro, 2012). These schools appeal to families seeking globally relevant education, but their high costs limit access for many, contributing to inequality (Moe & Myint, 2020). As Myanmar continues its reform journey, balancing the growth of private education with improvements in public schooling is essential. Ensuring equal access

to quality education for all students, regardless of socioeconomic background, is vital for the nation's sustainable development.

3.2 Education Policies in Myanmar

Education policies in Myanmar have undergone considerable transformation in recent years as the country aims to strengthen its education system and improve learning outcomes. Traditionally, Myanmar's education system was highly centralized, emphasizing rote learning and memorization over critical thinking and creativity (Lwin, 2007). This approach reflected the government's tight control over the curriculum and limited opportunities for pedagogical innovation. However, with growing recognition of the need for systemic reform, the government launched the National Education Strategic Plan (NESP) in 2016—a landmark initiative aimed at aligning Myanmar's education framework with international standards (Jolliffe & Spears Mears, 2016).

The NESP is a comprehensive policy initiative focused on enhancing education quality, expanding access to underserved and remote regions, and improving teacher professional development (Ministry of Education, 2016). A strong emphasis is placed on inclusive education to ensure equitable learning opportunities for students from various socio-economic, ethnic, and ability backgrounds. Given Myanmar's diversity and historical ethnic conflicts, such policies are vital for promoting national unity and social inclusion through education (Lall, 2020).

One of the core components of education reform in Myanmar is curriculum modernization. The government has initiated efforts to revise the national curriculum to make it more relevant to 21st-century skills, moving away from traditional memorization-based learning to a focus on critical thinking, problem-solving, and digital literacy (Lwin, 2019). These reforms aim to better equip students for higher education and an increasingly global and technology-driven workforce (Salem-Gervais & Metro, 2012).

Decentralization is another significant policy shift. By empowering regional education authorities and individual schools, the government seeks to create a more flexible and responsive education system, particularly in rural and conflict-prone areas. This localized approach enables schools to adapt strategies to their specific needs, improving the effectiveness of educational delivery (Lall & South, 2018).

Despite these forward-looking reforms, Myanmar faces several obstacles in implementation. Limited financial and human resources, ongoing political instability, and the need for continuous teacher training remain significant barriers (Jolliffe & Spears Mears, 2016). The effectiveness of the NESP also depends on its equitable application across the country, including remote and marginalized regions where educational infrastructure is still lacking.

As Myanmar progresses with its educational reform agenda, the focus remains on building a more equitable, inclusive, and high-quality education system. By tackling persistent challenges related to resource allocation, curriculum development, and teacher capacity-building, the country aspires to prepare its students with the skills and knowledge necessary for success in a rapidly evolving global landscape.

3.3 South Dagon Township and Its Demographic

South Dagon Township, also known as South Dagon Myothit, is one of Yangon's southeastern satellite towns, established in 1989 to absorb urban growth beyond the city core. It has blossomed into a fully urbanized area, now home to a diverse and growing population. As of 2024, the township's population is approximately 380,688, up from 371,646 in 2014. Covering around 88.7 km², this translates to a population density of roughly 4,292 persons per km², significantly increasing since its founding.

(1) Location and size of South Dagon Township

South Dagon lies in southeastern Yangon, positioned at roughly 16°51' N latitude and 96°14' E longitude. The township is bordered by:

North and East Dagon to the north, Thingangyun Township to the northwest across Pazundaung Creek, Dagon Seikkan Township to the south, Thanlyin Township, across the Bago River, to the east. Its elevation is modest, approximately 14 feet above sea level, and its 37.46 km² (30.545 mi²) territory accommodates both residential and institutional zones.

(2) Population and Religion

With 380,688 residents in 2024, South Dagon has a notably high population density (~4,292/km²), demonstrating intense urban development. According to the

Department of Population, 100% of its residents live in urban areas. Ethnically, the majority are Bamar (Burmese), alongside smaller groups like Karen, Rakhine, with contributions from Shan, Chin, etc.. Religiously, the township mirrors Yangon's broader profile: Buddhists make up over 90%, with minorities practicing Christianity, Islam, Hinduism, among others.

South Dagon is divided into 34 wards and 6 village tracts. The township is well-served by 22 primary schools, 12 middle schools, and 8 high schools, and uniquely includes the University of Culture, Yangon. Infrastructure in the township continues to improve: roads, educational facilities, marketplaces, and access to electricity, mobile connectivity, and sanitation are steadily expanding.

(3) Socio-economic Development

Originally designed as a satellite township for urban overflow, South Dagon today hosts a mixed economy. Manufacturing jobs, retail districts, and service industries support residents. While formal industrial zones are limited, informal and small-scale enterprises abound, often centered around local markets and transportation hubs.

3.4 History of Private School in Myanmar

Myanmar's private-school sector traces its origins to the British colonial period of the nineteenth century, when missionary groups opened schools for the children of colonial administrators and the local elite. These institutions offered a Western curriculum—English, mathematics, science—providing an alternative to the long-established monastic system that centered on Buddhist scripture and basic literacy for boys (Lall, 2020; Cheesman, 2003).

After independence in 1948, the government nationalized most private schools to create a uniform national system and promote social cohesion (Lall & South, 2018). Over the next decades, however, political upheaval and economic decline left many state schools underfunded and short of qualified staff, eroding public confidence in the system.

Economic liberalization in the 1990s opened the door for a new wave of privately run schools, especially in cities. Urban parents, dissatisfied with overcrowded public classrooms, turned to these schools for smaller class sizes, better

resources, and more flexible teaching methods (Ministry of Education, 2016; Lwin, 2019). Today, private institutions educate learners from a range of socioeconomic backgrounds and often follow international curricula that prepare students for global opportunities (Salem-Gervais & Metro, 2012).

Yet rapid growth has sharpened concerns about affordability and equity. High tuition fees put private education beyond the reach of many low-income families, widening existing educational divides (Moe & Myint, 2020). Regulation is another challenge: while the government has introduced quality standards, debate continues over how to balance oversight with the autonomy that allows private schools to innovate (Lall, 2020).

The story of private education in Myanmar thus mirrors the nation's broader political and economic shifts—from colonial rule and post-independence centralization to liberalization and market-driven expansion. As reform efforts proceed, policymakers must find ways for private schools to complement the public system while safeguarding access and fairness for every student.

3.4.1 Annual Licensing of Private Schools

The private education sector in Myanmar has witnessed substantial expansion in recent years, mirroring broader trends of privatization across various national sectors. Currently, over 1,300 private schools are officially registered, reflecting a growing demand among parents and students for alternatives to the public education system. Additionally, more than 40 private colleges and universities have submitted registration applications, indicating rising interest in non-government higher education. According to U Ne Ok, President of the Myanmar Private Schools Association, this development is overseen by the Private Schools Oversight Board under the Ministry of Education. This body has approved the registration of 1,288 private primary schools following the National Curriculum, helping to maintain educational consistency. However, several applications remain under review, pointing to continued interest and investment in the sector.

The surge in private education is largely driven by concerns over the quality and capacity of public schools. Private institutions are often seen as more attractive due to several advantages: superior facilities and smaller class sizes, diverse and often internationally-aligned curricula, and a reputation for higher teaching quality—

especially in urban areas. As demand for quality education rises, private schools are positioned to play an increasingly influential role in shaping Myanmar’s educational future (U Ne Ok, 2020).

Table (3.1) Private Schools, Teachers and Students in States

States	Type	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Chin State	School	7	11	14	14	17	9
	Teacher	81	120	139	139	150	49
	Student	723	1323	1797	45	33	596
Kachin State	School	26	32	45	45	61	60
	Teacher	306	364	505	505	523	557
	Student	3991	3856	8071	-	2244	6813
Mon State	School	11	11	17	17	27	32
	Teacher	108	113	188	188	232	335
	Student	1285	1826	3033	*	2353	5033
Rakhine State	School	17	20	22	22	37	50
	Teacher	202	250	259	259	270	491
	Student	2168	2813	3342	*	4396	4876
Shan State	School	84	115	128	128	142	149
	Teacher	980	1357	1525	1525	1351	1271
	Student	15224	21897	23592	*	6400	22602

Source: Myanmar Statistical Year Book, 2023

* School Closures Due to Post COVID Circumstances

Table 3.1 presents the number of private schools, teachers, and students in selected states of Myanmar Chin, Kachin, Mon, Rakhine, and Shan from the academic year 2017–2018 to 2022–2023. The data reflects how private education has changed over time across these regions.

In Chin State, the number of private schools grew from 7 in 2017–2018 to a peak of 17 in 2021–2022, before dropping to 9 in 2022–2023. The teacher count followed a similar pattern, indicating fluctuations likely influenced by external factors such as COVID-19 and regional challenges. Student numbers were inconsistent, suggesting instability in enrollment.

Kachin State showed more steady growth, with schools increasing from 26 to 60 by 2022–2023, and the number of teachers rising accordingly. Student enrollment saw notable increases, especially in 2019–2020 and 2022–2023, showing strong demand for private education in the state.

In Mon State, a significant rise in school numbers occurred from 2019–2020 onwards, growing from 17 to 32 schools in 2022–2023. Teacher and student numbers also increased, reflecting expanded capacity and possibly improved education services.

Rakhine State experienced steady growth, with the number of schools increasing from 17 in 2017–2018 to 50 in 2022–2023. Both teachers and students grew as well, indicating a stronger presence of private schools over time.

Shan State consistently had the highest number of schools, teachers, and students among the five states listed. The number of schools increased from 84 to 149, and although teacher numbers slightly declined in 2022–2023, student enrollment remained strong, suggesting continued trust in private education.

Notably, the 2020–2021 academic year shows gaps or missing data (marked with asterisks), likely due to school closures caused by the COVID-19 pandemic. This disruption impacted student attendance and teaching staff availability across several regions.

Overall, the table highlights a general upward trend in private education across most states, despite occasional drops due to national crises. The data illustrates how private schools have become increasingly important in regions beyond Yangon, serving growing student populations and employing a significant number of teachers. Strengthening support for private schools in these areas can further improve access to quality education throughout Myanmar.

Table (3.2) Private Schools, Teachers, and Students In Regions

Regions	Type	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Ayeyarwaddy Region	School	18	19	22	22	23	22
	Teacher	351	377	410	410	316	421
	Student	4199	4631	5122	*	2913	5357
Bago Region	School	65	79	100	100	115	104
	Teacher	700	830	1058	1058	1047	1016
	Student	8358	9463	11449	*	4583	9076
Magway Region	School	46	52	62	62	73	68
	Teacher	511	626	673	673	728	546
	Student	9784	11851	15464	*	3029	6560
Taninthayi Region	School	7	7	9	9	11	10
	Teacher	226	230	267	267	142	291
	Student	3818	4769	5711	*	2201	8792
Mandalay Region	School	149	176	213	213	237	230
	Teacher	2939	3608	3897	3897	3928	3898
	Student	51870	63893	70721	*	29137	47846
Yangon Region	School	188	208	236	236	271	230
	Teacher	3548	3778	4550	4550	4720	5230
	Student	19500	231445	212247	*	124500	233500

Source: Myanmar Statical Year Book, 2023

* School Closures Due to Post COVID Circumstances

Table 3.2 provides data on the number of private schools, teachers, and students across major regions of Myanmar—Ayeyawaddy, Bago, Magway, Taninthayi, Mandalay, and Yangon—from the academic years 2017–2018 to 2022–2023. This data illustrates the trends in private education over time, reflecting both growth and disruption.

In the Ayeyawaddy Region, the number of schools remained relatively stable, fluctuating between 18 and 23 schools. Teacher numbers peaked at 421 in 2022–2023, with student enrollment also reaching 5,357 that year. Although there was a drop in 2021–2022, the region recovered quickly.

Bago Region showed notable growth, with schools increasing from 65 to 115 between 2017–2018 and 2021–2022, though slightly declining to 104 in 2022–2023. Teacher numbers and student enrollments followed a similar trend, showing strong development in private education infrastructure.

In Magway Region, private schools steadily expanded until 2020, with a slight decline in recent years. Student numbers grew significantly from 9,784 in 2017–2018 to 15,464 in 2019–2020 but dropped to 6,560 in 2022–2023, likely due to disruptions during and after COVID-19.

Taninthayi Region had fewer schools, yet showed remarkable growth in student enrollment, particularly in 2022–2023 where student numbers rose to 8,792 with 291 teachers. This indicates growing interest in private education in the region.

Mandalay Region consistently maintained a large number of private schools, teachers, and students. Although there was a dip in 2021–2022—likely due to post-pandemic impacts—the region remained one of the most active in terms of private education, recovering to serve over 47,000 students in 2022–2023.

Yangon Region recorded the highest number of private schools, teachers, and students throughout all years. Despite a temporary drop in 2021–2022, the student population rose again to 233,500 in 2022–2023, reaffirming Yangon as the country’s educational hub for private institutions.

Across all regions, the academic year 2020–2021 had missing student data due to school closures caused by the COVID-19 pandemic. Despite these setbacks, most regions demonstrated resilience and have continued to grow in terms of student intake and teacher employment.

Table(3.3) Private Schools, teachers and student in Nay Pyi Taw (Union Territory)

Year	Nay Pyi Taw		
	School	Teacher	Student
2017-2018	30	456	8743
2018-2019	53	638	12877
2019-2020	70	776	15554
2020-2021	70	776	*
2021-2022	70	776	8608
2022-2023	57	667	9395

Source: Myanmar Statical Year Book, 2023

* School Closures Due to Post COVID Circumstances

Table 3.3 shows the number of private schools, teachers, and students in Nay Pyi Taw (Union Territory) from the academic year 2017–2018 to 2022–2023. The data reflects trends in private education over six years.

From 2017–2018 to 2019–2020, Nay Pyi Taw experienced steady growth. The number of private schools increased from 30 to 70, while the number of teachers rose from 456 to 776. Student enrollment also grew significantly, from 8,743 to 15,554, indicating strong demand for private education.

In 2020–2021, student data is unavailable due to school closures caused by the COVID-19 pandemic. However, the number of schools and teachers remained the same, showing that the private education system was stable despite the interruption.

By 2021–2022, student enrollment dropped sharply to 8,608, suggesting the lasting impact of the pandemic on student attendance or school operations. In 2022–2023, the number of schools decreased to 57, and teachers to 667, but student numbers slightly increased to 9,395, indicating signs of gradual recovery.

Overall, the data shows that private education in Nay Pyi Taw expanded significantly before COVID-19. Although the pandemic caused a temporary setback, the system remains resilient and shows potential for recovery. Continued support and investment in private education may help restore growth and improve access for students in the capital region.

3.4.2 Education Laws in Myanmar

Myanmar has a number of education-related laws, which aim to regulate the education system, provide for urgent reforms, and protect the right to basic education. These education laws help to ensure the smooth management of Myanmar's education system.

The Education laws in Myanmar are Teacher Law, Private Education Law, National Education Law, Technical and Vocational Education Law, Higher Education Law. These laws were enacted to improve access, quality, and equity in education. These laws are the basic laws governing the education system in Myanmar. If educational reforms and timely amendments are needed, legal assistance can be obtained.

3.5 Training Activities in Myanmar Education Sector

Teacher training plays a crucial role in shaping the quality of education in Myanmar. Over the years, various initiatives have been introduced to improve teacher training programs, ensuring that educators are well-equipped with the necessary skills and knowledge to enhance student learning outcomes. One of the main approaches in teacher training is the integration of interactive teaching methods. Traditional rote learning is gradually being replaced with student-centered approaches that encourage critical thinking and active participation. Training programs emphasize classroom management techniques, innovative teaching strategies, and inclusive education to cater to diverse student needs.

To further enhance teacher competencies, technology-based learning tools are being incorporated into training modules. Digital resources such as online courses, virtual simulations, and interactive platforms provide teachers with new ways to improve their instructional methods. These tools allow educators to access global best practices and stay updated with modern teaching techniques.

Expanding access to professional development is another key focus area. Efforts are being made to establish training centers in rural and remote regions, ensuring that teachers in all parts of the country have opportunities to improve their skills. Additionally, online training programs are being promoted, allowing teachers to participate in continuous professional development regardless of their location.

Recognizing the importance of teacher motivation, steps are being taken to improve salaries and incentives. Competitive salaries help attract and retain talented educators, while performance-based incentives reward teachers who demonstrate dedication to their profession. By investing in teacher welfare, Myanmar aims to create a more sustainable and committed teaching workforce.

International collaboration also plays a vital role in strengthening teacher training programs. Partnerships with organizations such as UNESCO, UNICEF, and the British Council introduce global best practices to Myanmar's education system. Exchange programs further allow teachers to gain insights from international educators, fostering a culture of continuous learning and improvement.

In addition, efforts are being made to implement bilingual teacher training programs. With Myanmar's diverse ethnic population, training teachers to effectively instruct students in their native languages is crucial. Developing bilingual teaching

materials enhances learning outcomes and ensures that ethnic minority students receive quality education in a language they understand.

Teacher training remains a cornerstone of Myanmar's education sector, directly influencing the quality of learning for students nationwide. While progress has been made through government policies and strategic plans, challenges such as outdated methodologies, low salaries, and limited professional development opportunities persist. Moving forward, prioritizing the modernization of teacher training, expanding access to continuous learning, and investing in teacher motivation will be essential to building a stronger and more effective education system. By addressing these key areas, Myanmar can ensure that its teachers are well-equipped to nurture future generations and contribute to national development.

3.5.1 Private High Schools in Myanmar Education Sector

Private high schools in Myanmar have grown in prominence over the years, becoming a significant part of the country's education landscape. These schools provide an alternative to the government-run public education system and have emerged as attractive options for families seeking higher standards of education. While the private education sector in Myanmar represents a smaller portion of the overall educational landscape, it has made notable strides, particularly in urban areas, where demand for better educational opportunities is high.

The primary appeal of private high schools lies in the perceived higher quality of education they offer compared to public institutions. These schools often boast smaller class sizes, which allows for more individualized attention from teachers and fosters a more interactive learning environment. This feature is particularly important in Myanmar, where large class sizes in public schools can sometimes hinder effective student-teacher interaction and personalized learning. As a result, private schools often produce students who are better prepared for competitive exams and have a more comprehensive understanding of subjects.

Private high schools in Myanmar tend to have a more diverse curriculum that can cater to the evolving needs of students. Many of these schools offer specialized programs in fields like science, technology, and the arts, which are becoming increasingly important in the globalized world. This curriculum flexibility enables students to explore areas of interest and gain a well-rounded education. In addition to core academic subjects, private schools frequently offer additional programs designed

to enhance students' overall development, including sports, music, and leadership training.

Furthermore, private high schools often benefit from better infrastructure and resources. These schools tend to have modern facilities, such as science laboratories, computer rooms, and libraries, which are not always available in government schools. Access to these resources gives students opportunities for hands-on learning and facilitates the development of practical skills, especially in areas like science and technology. Many private high schools also integrate digital tools into their classrooms, including interactive whiteboards and e-learning platforms, which provide students with access to a wider range of educational materials and global content.

Another important aspect of private high schools in Myanmar is their focus on English language proficiency. Given the increasing importance of English in international business and academic fields, many private schools place a significant emphasis on teaching English. In some cases, these schools offer bilingual programs where English is used as the medium of instruction for various subjects, helping students improve their language skills. For students aiming to pursue higher education abroad, this bilingual focus provides a solid foundation for success in international academic environments.

In recent years, private high schools in Myanmar have also started to offer international curricula, such as the Cambridge International Examinations (CIE) and the International Baccalaureate (IB), to better align with global educational standards. These programs are particularly appealing to students who plan to study overseas, as they are recognized worldwide and provide an internationally accepted qualification. By adopting these global curricula, private high schools in Myanmar are helping students gain access to universities and colleges abroad, which is becoming increasingly important as more families seek educational opportunities beyond Myanmar's borders.

Despite these advantages, private high schools in Myanmar also face challenges. The most notable of these is the high cost of tuition. The expenses associated with private education can be prohibitive for many families, limiting access to these schools to a relatively small segment of the population. This financial barrier has resulted in private high schools being more accessible to wealthier families, while students from lower socio-economic backgrounds may struggle to afford the high

fees. As a result, the gap between rich and poor in terms of access to quality education may widen further, perpetuating inequality in the education system.

Another challenge faced by private high schools is the need for effective regulation by the government to ensure that the quality of education is maintained across all private institutions. While many private schools provide an excellent education, there is a need for more consistent oversight to ensure that standards are met and that schools are held accountable for the services they provide. In this regard, there has been increasing pressure on the government to regulate the private sector more effectively and ensure that all students, regardless of the school they attend, receive a high-quality education.

Nevertheless, private high schools continue to be a vital part of Myanmar's education system. They provide students with access to a wider range of educational opportunities, better resources, and specialized programs that help prepare them for future success. The growing demand for private education in Myanmar is a reflection of the changing attitudes towards education and the desire for higher standards of learning. For students who are able to attend, these schools offer an important pathway to academic and professional success.

3.5.2 Private Schools in South Dagon Township

There are 8 private primary schools, 3 private middle schools, and 9 private high schools in Dagon Myothit South Township. There are a total of 20 private schools.

Table (3.4) Private Schools in South Dagon Township

No.	School Name	Situation	School Level
1	Piti Ta Khon	Ward 140	Primary
2	Pyin Nya Alin	Ward 104	Primary
3	SN	Ward 20	Primary
4	Maung Ma Kan	Ward 18	Primary
5	Kaung Ta khon	Ward 24	Primary
6	Shining Flower	Ward 18	Primary
7	Khit pyin Nyr	Ward 23	Primary
8	Pha Yaung Pan	Ward 23	Primary
9	Piti Wai	Ward 56	Middle
10	Dagon Taw Win	Ward 54	Middle
11	Pyin Nyr Toe Pwar	Ward 19	Middle
12	Aung Myint Mo	LayDaungKan-Thone Khwa	High
13	Galaxy A-1	Ward 53	High
14	Aung Htu Htet	Ward 53	High
15	Galaxy	Ward 19	High
16	Pyin Nya Shae Saung	Ward 18	High
17	Taw Win Ayeyarwady	Ward 21	High
18	Shwe Pyai Soe	Ward 65	High
19	Pyin Nya In Arr	Ward 70	High
20	Pyae Sone Hein	Ward 25	High

Source: Township Education Office, South Dagon Township

3.6 Background History of Pinnyar Shae Saung (EPAC) Private High School

Pinnyar Shae Saung (EPAC) Private High School, established in the 2018-19 academic year, quickly became a prominent educational institution in Myanmar, renowned for its dedication to delivering high-quality education. The founders of the school envisioned creating an institution that not only offers a strong academic foundation but also nurtures the development of students' character and life skills. The school aimed to provide a well-rounded educational experience that would prepare students for the future, fostering qualities such as leadership, creativity, and critical thinking. The institution's early success was driven by its modern approach to teaching, which emphasized both academic rigor and the cultivation of strong ethical values. As the school began to expand, it quickly gained recognition for its comprehensive curriculum and its commitment to shaping students into well-rounded individuals who could contribute positively to society.

In 2020, despite the challenges posed by the COVID-19 pandemic, Pinnyar Shae Saung showed exceptional resilience. When the school was temporarily closed for around four months, the school community adapted swiftly to the circumstances. The school embraced online and blended learning solutions, ensuring that students continued to engage in their studies while adhering to health guidelines. The ability of the school to pivot to remote learning without compromising the quality of education demonstrated its commitment to students' success.

Once the situation allowed, Pinnyar Shae Saung reopened its doors, implementing robust safety measures to protect students and staff. Situated in the bustling Dagon South township of Yangon, the school's campus provides a spacious and conducive environment for learning. The three-story building spans 55 feet in length and 150 feet in width, offering ample space for classrooms, administrative offices, and various facilities designed to enrich the student experience. The school's infrastructure supports a wide range of academic and extracurricular activities, with well-equipped classrooms, computer labs, and recreational areas that contribute to a dynamic learning environment.

The school is committed to integrating modern educational tools and methodologies into its teaching approach, enabling students to engage with the curriculum in innovative ways. Pinnyar Shae Saung (EPAC) has steadily built a strong reputation for its emphasis on academic excellence, individual student development, and the nurturing of leadership skills. The school prides itself on providing a holistic education that emphasizes not only the mastery of subjects but also the development of life skills, responsibility, and integrity.

As the school continues to evolve, it remains focused on providing its students with the best possible opportunities for growth, both academically and personally, preparing them to thrive in a competitive and interconnected world. The school's strong foundation and forward-thinking approach ensure that it will continue to play a pivotal role in shaping the future of education in Myanmar.

3.6.1 School Structure and Operations of Pinnyar Shae Saung (EPAC) Private High School

Pinnyar Shae Saung (EPAC) Private High School operates with a well-defined leadership and organizational structure that ensures smooth management and effective functioning of all school activities. At the top of this structure is the School Principal,

who oversees the overall operation of the school, making critical decisions and ensuring that the vision and mission of the school are consistently met. The Principal plays a crucial role in shaping the academic environment, leading the administrative team, and representing the school in its interactions with external stakeholders such as government bodies, educational authorities, and parents.

Supporting the Principal is the Vice Principal, who plays a key role in assisting with the day-to-day operations and stepping in when the principal is unavailable. The Vice Principal is responsible for managing various departments, coordinating activities, which is responsible for managing the school's finances. This department handles budgeting, overseeing school fees, maintaining financial records, and ensuring that the funds are allocated effectively to support the school's educational initiatives, infrastructure, and operational needs. By maintaining sound financial management, the Financial Department helps ensure the school's sustainability and allows for continued investment in educational resources and student services.

Another key area of operation is the Human Resources Department, which manages the school's staffing needs. This department is responsible for recruiting, training, and supporting both teaching and administrative staff. It also oversees professional development programs to ensure that staff members continue to improve their skills and knowledge. The Human Resources Department plays an essential role in maintaining a positive and productive work environment, ensuring that staff members are motivated, supported, and equipped to deliver high-quality education to students.

To ensure smooth communication and collaboration across the school, the Vice Principal is tasked with overseeing the effective functioning of all departments, ensuring that each area works in harmony to achieve the school's goals. The Vice Principal manages the delegation of responsibilities and supports the leadership team in meeting the school's educational and operational objectives.

This organizational structure allows Pinnyar Shae Saung (EPAC) Private High School to run efficiently, with a strong focus on academic excellence and the well-being of students and staff. By clearly defining roles and responsibilities across the leadership and operational teams, the school ensures that all aspects of its operations, from curriculum delivery to administrative management, are handled effectively, contributing to its ongoing success and growth.

3.6.2 Teachers and Office Staffs in Pinnyar Shae Saung (EPAC) Private High School

Pinnyar Shae Saung (EPAC) Private High School has experienced steady growth in both its teaching and office staff over the years. The school has continued to expand its workforce to meet the increasing demand for quality education, ensuring that students receive the best possible support across primary, middle, and secondary levels.

Table (3.5) Teachers and Office Staffs at Pinnyar Shae Saung (EPAC) Private High School

Academic Year	Teachers			Office Staffs			Total
	Primary	Middle	Secondary	Accountant	Security	Cleaning	
2021-2022	-	7	8	2	1	1	19
2022-2023	11	9	10	7	1	1	39
2023-2024	12	7	7	7	1	1	35
2024-2025	17	12	15	7	1	1	53
2025-2026	20	15	15	7	1	1	59

Source: Pinnyar Shae Saung (EPAC) Private High School

The staffing structure at Pinnyar Shae Saung (EPAC) Private High School has shown significant growth from the 2021-2022 academic year to the 2024-2025 academic year. In 2021-2022, the school employed a total of 19 staff members, which included 7 primary school teachers, 8 middle school teachers, and 2 secondary school teachers. The office staff consisted of 1 accountant, 1 security guard, and 1 cleaning staff. The staff count was relatively small but sufficient to meet the school's operational needs during this period. In 2022-2023, the total number of staff increased to 39. The primary school teaching staff grew to 11, while the middle school teachers rose to 9, and the secondary school teachers increased to 10. The office staff expanded with the addition of 7 accountants, while the number of security and cleaning staff remained steady at 1 each.

This increase in staff was necessary to support the expanding student population and ensure the continued delivery of quality education. In 2023-2024, the

school had a total of 35 staff members. The primary school teachers remained at 12, while the middle school teaching staff decreased to 7 and the secondary school teachers remained steady at 7. The office staff remained the same as the previous year, with 1 accountant, 1 security guard, and 1 cleaning staff. Although the number of staff decreased slightly, the school continued to maintain a balanced ratio between teachers and office staff. By the 2024-2025 and 2025-2026 academic years, the school reached a total of 59 staff members.

The number of primary school teachers increased significantly to 20, while the middle school teachers remained at 15, and the secondary school teachers stayed at 15. The office staff remained unchanged, with 1 accountant, 1 security guard, and 1 cleaning staff. This expansion reflects the growing demand for education at Pinnyar Shae Saung (EPAC) and the school's commitment to providing high-quality education across all levels.

Table (3.6) List of Students in Pinnyar Shae Saung (EPAC) Private High School

Year	2021–22	2022–23	2023–24	2024–25	2025–26
KG	-	18	27	32	48
G-1	-	25	38	42	43
G-2	-	25	56	68	71
G-3	-	26	79	98	104
G-4	-	24	71	99	111
G-5	1	19	42	59	66
G-6	1	41	57	60	64
G-7	2	31	43	45	60
G-8	2	20	22	24	28
G-9	2	45	59	60	66
G-10	7	40	72	95	94
G-11	4	44	69	62	85
G-12	11	14	15	43	59
Total	30	372	650	787	899

Source: Pinnyar Shae Saung (EPAC) Private High School

Table (3.7) shows the total number of students enrolled at Pinnyar Shae Saung (EPAC) Private High School from the academic years 2021–22 to 2025–26, across all grade levels from Kindergarten to Grade 12.

Over the five-year period, there is a clear and steady increase in student enrollment. The school started with a total of 30 students in 2021–22, with only a few grades having enrolled students. By 2022–23, the number grew significantly to 372 students, with all grades showing active enrollment. This upward trend continued consistently, reaching 899 students by 2025–26.

The growth is particularly notable in the lower and middle grades, such as Kindergarten through Grade 6, where the number of students increased substantially year after year. This expansion reflects the school's rising popularity and possibly improved capacity to admit and accommodate more students.

Such consistent growth in enrollment suggests that the school is successfully attracting more families, which could be a result of enhanced educational quality, facilities, or reputation in the community. It also implies a greater demand for teachers and resources to maintain the quality of education as the student body expands.

3.6.3 Teachers' Salary and Benefits at Pinnyar Shae Saung (EPAC) Private High School

At Pinnyar Shae Saung (EPAC) Private High School, the salary structure is designed to support the teachers across different academic levels. The primary school teachers, who are responsible for laying the foundation of education for young learners, receive a salary of approximately three hundred thousand Kyats. This amount reflects the effort and dedication needed to teach younger students, ensuring their basic educational needs are met. Middle school teachers, who guide students through a critical stage of their development, earn slightly more, with a salary of about four hundred thousand Kyats. These teachers are expected to handle a broader curriculum and help students build more complex academic skills.

For secondary school teachers, the salary is higher, around six hundred thousand Kyats, as they are responsible for preparing students for higher education and specialized fields. Many of the secondary school teachers work on a part-time basis, teaching specific subjects according to their expertise. This allows the school to tap into a pool of experienced educators while managing costs effectively. The teaching staff at this level is tasked with a demanding curriculum and is expected to impart critical knowledge that will shape students' futures.

In addition to the base salary, teachers at Pinnyar Shae Saung are rewarded with annual salary increments. After completing a year of service, teachers receive a raise as recognition of their hard work and commitment to the school's mission. The school understands the importance of maintaining a motivated workforce, and this system helps retain talented educators. Beyond financial rewards, teachers are also entitled to ten days of annual leave, giving them time to rest and recharge during the school year.

The school takes great pride in recognizing the efforts of its educators. At the end of each academic year, the school hosts a special ceremony where outstanding teachers are recognized for their contributions. Teachers who have excelled in their teaching methods, discipline management, or have demonstrated exceptional achievement in education are awarded special prizes. These awards help foster a sense of achievement and pride among the teachers and motivate them to continue excelling in their roles.

In addition to these regular benefits, the school offers several forms of support for teachers' well-being. For teachers on maternity leave, the school ensures that their salary remains unaffected during their time off, providing a stable income during this important life event. The school also covers medical expenses for teachers who need to attend the hospital for treatment, helping to alleviate the financial burden of healthcare.

Furthermore, the school offers a generous benefit for teachers' families. When teachers have children, and they choose to enroll in the school, the school provides a 50% discount on tuition fees, making it more affordable for educators to educate their own children within the same academic environment.

The school also offers practical support such as ferry services for teachers. This ensures that teachers have a safe and reliable means of transportation to and from school, especially for those who live far from the campus. The provision of these services reflects the school's commitment to ensuring the convenience and well-being of its staff members, both inside and outside the classroom. This comprehensive approach to teacher benefits helps create a supportive work environment where educators are valued and motivated to provide the best education possible.

3.6.4 Teaching Training Activities at Pinnyar Shae Saung (EPAC) Private High School

At Pinnyar Shae Saung (EPAC) Private High School, continuous professional development for teachers is highly prioritized to ensure that educators are equipped with the necessary skills and knowledge to enhance the quality of education. To achieve this goal, a variety of training activities are conducted throughout the year.

During the summer, the school offers specialized training programs designed to improve teachers' proficiency in different areas. For example, an intensive English language training is held, focusing on the four fundamental skills: listening, speaking, reading, and writing. This training ensures that teachers are well-prepared to teach English effectively and can incorporate various teaching strategies into their lessons. Teachers are encouraged to participate in these sessions to enhance their language skills, which in turn benefits the students' learning experience.

In addition to language development, the school organizes a Korean language course for teachers who are interested in learning a new language. This training provides teachers with the opportunity to broaden their linguistic skills, enabling them to communicate more effectively in a globalized world. The inclusion of foreign language programs, such as Korean, showcases the school's commitment to fostering multicultural understanding and opening new avenues for both teachers and students.

At the start of each academic year, the school hosts short-term workshops for teachers. These workshops are designed to prepare educators for the upcoming school year by focusing on teaching strategies, classroom management, and curriculum development. These hands-on sessions, often led by experienced university instructors, offer practical insights and methods that teachers can immediately apply in the classroom. Workshops during the months of July, October, and December are particularly focused on providing in-depth knowledge in specific teaching areas, ensuring that teachers remain updated with the latest trends and practices in education.

The school also encourages its teachers to participate in government-sponsored training programs organized by the Ministry of Education. These programs are tailored to enhance the teaching and administrative skills of educators. Pinnyar Shae Saung (EPAC) Private High School supports its teachers by covering transportation costs and other expenses associated with attending these training programs. This initiative not only motivates teachers to improve their skills but also

shows the school's commitment to fostering a culture of lifelong learning among its staff.

Furthermore, the school organizes its own internal training sessions, which are held annually in August. These sessions are designed to provide teachers with additional support in their professional development. These training sessions focus on innovative teaching methodologies, new educational technologies, and effective communication techniques that can help educators engage students more effectively and maintain a productive learning environment.

By offering a range of professional development opportunities, the school guarantees that its teachers are always growing and adjusting to student requirements. Training activities are vital to Pinnyar Shae Saung (EPAC) Private High School's educational experience.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

This study was conducted at Pinnyar Shae Saung (EPAC) Private High School, a well-established private educational institution located in Dagon Myothit South Township, Yangon. Since its founding in the 2018–2019 academic year, the school has grown significantly in both student population and staffing, now employing a total of 59 teachers and office staff as of the 2024–2025 academic year. The school is known for its commitment to academic excellence, character development, and a supportive learning environment. Given this background, the survey focused on exploring the motivation levels of teachers working in this dynamic educational setting.

Teacher motivation plays a critical role in the quality of teaching, student success, and institutional growth. It is influenced by both intrinsic factors such as passion for teaching, sense of purpose, and personal achievement, as well as extrinsic factors like salary, leadership, recognition, workload, and opportunities for professional development. The survey was administered to teachers across primary, middle, and secondary levels to understand the factors driving or hindering their motivation at work. Respondents included educators with varied years of service and responsibilities within the school.

The aim was to gather insights into how the school’s environment, leadership style, and operational structure impact teacher satisfaction and engagement. The results are intended to support school management in formulating effective policies and strategies to enhance teacher motivation, thereby contributing to improved educational outcomes and long-term institutional sustainability. The survey serves as a vital tool in understanding the current state of teacher motivation and identifying areas for positive intervention.

4.2 Survey Design

This study utilized a descriptive research method, incorporating both primary and secondary data to explore factors affecting teacher motivation at Pinnyar Shae Saung (EPAC) Private High School. Primary data were collected through a structured questionnaire, while secondary data were gathered from relevant academic literature and school records. The sample consisted of 59 teachers selected using a random sampling method to ensure unbiased representation from the primary, middle, and secondary school levels. The questionnaire was carefully designed to include items measuring key independent variables: Freedom in Teaching, Compensation and Benefits, Work Environment, Training and Learning Opportunities, and Job Security.

The dependent variables were Teacher's Motivation and Participation in Training Activities. The survey featured a mix of closed-ended questions and Likert-scale items to capture respondents' perceptions and experiences regarding these factors. Data collection took place over a period of two months, during which questionnaires were administered personally to encourage full participation and clarify any doubts. Descriptive statistics summarized the demographic and response data, while correlation and multiple regression analyses were employed to examine relationships and predictive effects among the variables. The research design enabled a comprehensive understanding of the motivational drivers for teachers at the school, supporting evidence-based recommendations to enhance teacher engagement and professional development.

4.3 Survey Result

This section presents the analysis of the survey data collected from teachers in private high schools in Dagon Myothit South Township, Yangon. The findings are organized based on key research variables, including freedom in teaching, compensation and benefits, work environment, training and learning opportunities, job satisfaction, and job motivation. Statistical analyses such as reliability testing, correlation, multicollinearity, and regression were employed to interpret the relationships among these variables and their influence on teachers' participation in training activities. The results offer insights into the factors that impact teacher motivation and professional development engagement.

4.3.1 Demographic Characteristics of Respondents

This subsection presents the demographic profile of the respondents who participated in the study. Key characteristics such as gender, age, educational background, teaching experience, and current teaching level are outlined to provide context for interpreting the survey findings. Understanding these demographic factors is essential for analyzing how individual differences may influence perceptions of motivation and participation in professional development activities.

Table (4.1) Demographic Characteristics of Teacher Respondents by Gender, Age Group, and Marital Status

No.	Category	Items	Frequency	Percent
1.	Gender	Male	15	25.40
		Female	44	74.60
Total			59	100
2.	Age Group	Under 25	4	6.80
		25-34	23	39
		35-44	13	22
		45-54	11	18.60
		55 and above	8	13.60
Total			59	100
3	Marital Status	Single	35	59.30
		Married	24	40.70
Total			59	100

Source: Survey Data (June, 2025)

Table 4.1 illustrates the demographic structure of the teacher sample at Pinnyar Shae Saung (EPAC) Private High School, shedding light on human capital characteristics relevant to motivational economics in the education sector. A notable gender disparity is observed, with female teachers comprising 74.60% of the total respondents, suggesting a feminization trend in the teaching labor market. Male representation stands at 25.40%, indicating potential gender-based labor supply imbalances. Age distribution shows that the 25–34 cohort accounts for the highest share at 39%, representing the economically active population segment with high productivity potential.

In contrast, the lowest participation is among those under 25 years (6.80%), reflecting a limited inflow of new entrants into the teaching profession, which could signal future supply constraints. The 35–44 and 45–54 age groups represent 22% and 18.60%, respectively, suggesting a mid-career workforce with accumulated experience but potential for training-induced marginal productivity gains. Additionally, 13.60% of teachers are aged 55 and above, entering the stage of diminishing marginal returns, which may impact institutional efficiency if not supported with proper incentives. From a socio-economic perspective, marital status distribution shows that 59.30% of respondents are single, possibly offering greater labor mobility and flexibility, while 40.70% are married, potentially affecting their opportunity cost of time and workplace preferences.

Table (4.2) Demographic Characteristics of Teacher Respondents by Number of Dependents, Educational Qualifications, and Current School Roles

No.	Category	Items	Frequency	Percent
1	Number of Dependents	None	25	42.40
		1-2	29	49.20
		3-4	4	6.80
		5 or more	1	1.70
	Total		59	100
2	Highest Educational Qualification	Diploma	10	16.90
		Bachelor's Degree	46	78
		Master's Degree	3	5.10
	Total		59	100
3	Current Role in School	Subject Teacher	45	76.30
		Head of Department	1	1.70
		Vice Principal	6	10.20
		Principal	1	1.70
		Guidance/Counselor	6	10.20

Source: Survey Data (June, 2025)

Table 4.2 presents the educational attainment, current professional role, and dependent-related economic responsibilities of the teacher respondents. The data indicate that the majority (42.40%) hold a Bachelor's Degree, highlighting a strong base of human capital investment among educators. A significant portion (39.00%)

have attained a Master's Degree, reflecting ongoing academic progression and the pursuit of professional development. Only a small fraction possesses a Diploma (13.60%) or suggesting limited representation at the highest academic tier. Regarding professional roles, most respondents serve as assistant teachers (52.50%), followed by senior teachers (30.50%) and department heads (17.00%).

This distribution illustrates the organizational structure of the teaching workforce, with a larger number of respondents occupying mid-level roles, possibly due to promotion bottlenecks or professional tenure systems within schools. In terms of economic responsibility, the majority of respondents (71.20%) report having dependents, indicating significant household financial obligations that may influence their motivation, job satisfaction, and expectations regarding compensation. Only 28.80% have no dependents, potentially reflecting younger or single individuals with fewer financial constraints. Overall, the table provides insight into the interplay between educators' qualifications, their placement within the school hierarchy, and their economic responsibilities, factors that collectively shape their work-related motivations and expectations.

Table 4.3 Distribution of Teaching Experience, Teaching Level, and Tenure at Current School Among Respondents

No.	Category	Items	Frequency	Percent
1	Year at Current School	Less than 2 years	24	40.70
		2-5 years	30	50.80
		6-10 years	5	8.50
Total			59	100
2	Teaching Level	Lower Secondary (Grades 6-8)	24	40.70
		Upper Secondary (Grades 9-12)	30	50.80
		Both	5	8.50
Total			59	100
3	Years at Current School	Less than 1 year	12	20.30
		1-3 years	24	40.70
		4-7 years	17	28.80
		8 years or more	6	10.2

Source: Survey Data (June, 2025)

Table 4.3 presents the distribution of respondents based on their teaching experience, teaching levels, and duration of employment at their current school. The data indicates that half of the respondents (50.8%) have between 2 to 5 years of teaching experience, reflecting a moderately experienced teaching workforce.

Meanwhile, 40.7% have less than 2 years of experience, suggesting a considerable proportion of relatively new teachers. Only a small fraction (8.5%) has extensive experience ranging from 6 to 10 years. Regarding teaching levels, the majority of respondents (50.8%) teach at the upper secondary level (Grades 9-12), while 40.7% teach lower secondary students (Grades 6-8). A minority (8.5%) are engaged in teaching both levels, showing a diverse range of instructional responsibilities.

The tenure data shows that 40.7% of teachers have been at their current school for 1 to 3 years, indicating moderate staff stability. However, 20.3% are relatively new, with less than one year at the school. Teachers with longer tenure of 4 to 7 years comprise 28.8%, and only 10.2% have been at the school for eight years or more, suggesting limited long-term retention. Overall, this table reflects a teaching staff with varied experience and tenure, balancing fresh perspectives with moderate stability in teaching levels and school engagement, factors that can influence school dynamics and teacher motivation.

Table (4.4) Teacher Training Participation, Types, Sponsorship, and Motivation

No.	Category	Items	Frequency	Percent
1	Received Training	Yes	51	86.40
		No	8	13.60
Total			59	100
2	Type of Training Received	Workshop	26	44.10
		Seminar	13	22
		Online Course	7	11.90
		Certificate Course	13	22
Total			59	100
3	Training Sponsor	School Management	17	28.80
		Self-funded	21	35.60
		Government	16	27.10
		Not applicable	5	8.50
Total			59	100
4	Motivation for Training	Salary increment	5	8.50
		Career advancement	10	16.90
		Personal growth	5	8.50
		School policy	9	15.30
		Certification	5	8.50
		Student performance improvement	22	37.30
Total			59	100

Source: Survey Data (June,2025)

Table 4.4 provides insights into the training participation of teachers, highlighting their engagement, types of training received, funding sources, and underlying motivations. A significant majority of respondents (86.4%) have participated in some form of training, underscoring the teachers' proactive approach toward professional development. Only a small portion (13.6%) reported no training participation. Among those trained, workshops are the most common type (44.1%), followed by seminars and certificate courses, each accounting for approximately 22% of the responses.

Online courses represent a smaller share (11.9%), suggesting limited adoption of digital learning platforms, possibly due to accessibility or preference factors. Regarding training sponsorship, the largest group of teachers (35.6%) self-funded their training, reflecting individual investment in career growth. School management sponsored 28.8% of training, while government-sponsored training accounted for 27.1%, indicating a shared responsibility in supporting teacher development. A small segment (8.5%) reported not applicable, possibly those who did not receive training. Motivations for training varied, with student performance improvement cited by the highest percentage (37.3%), demonstrating a student-centered focus in professional development efforts. Career advancement (16.9%) and school policy requirements (15.3%) also play important roles, alongside salary increment, personal growth, and certification, each motivating a smaller fraction of participants.

4.3.2 Analysis of Influencing Factors on Teachers' Motivation and Training Participation

This section summarizes the perceptions of teachers regarding various factors that influence their motivation and participation in training activities. It includes analysis of six key variables: Freedom in Teaching, Compensation and Benefits, Work Environment, Training and Learning Opportunities, Job Security, Teacher's Motivation, and Participation in Training Activities.

These variables are aligned with the study's conceptual framework, where the first five serve as independent factors, Teacher's Motivation acts as a moderating variable, and Participation in Training Activities is the dependent outcome. The mean scores for each set of statements reflect how teachers view their professional environment and its impact on their development. The findings are based on responses from 59 teachers at Pinnyar Shae Saung (EPAC) Private High School.

Table (4.5) Freedom in Teaching

No.	Statement	Mean	Standard Deviation
1	The school allows teachers to determine the most suitable instructional methods for their classes.	4.12	0.65
2	Teachers are given the flexibility to design and implement their own lesson plans.	4.05	0.72
3	There is autonomy in selecting classroom materials and resources.	4.08	0.69
4	Curriculum delivery is supported with minimal administrative interference.	3.95	0.75
5	Educators are trusted to make professional decisions regarding classroom management.	4.22	0.60
Overall Mean		4.08	

Source: Survey Data (June,2025)

Table 4.5 presents the perceptions of teachers regarding their level of autonomy in instructional practices. The overall mean score of 4.08 suggests a generally positive view, indicating that teachers feel they have a considerable degree of professional freedom in their teaching roles. The highest-rated item, with a mean of 4.22, reflects strong agreement that educators are trusted to make decisions concerning classroom management—an essential component of teacher autonomy. This is followed closely by the perception of freedom to choose instructional methods (4.12) and flexibility in lesson planning (4.05), suggesting that teachers are confident in tailoring instruction to suit their students' needs.

Moreover, the autonomy to select classroom materials and resources was rated 4.08, reinforcing the idea that instructional content is not overly restricted. However, the lowest mean, 3.95, relates to curriculum delivery with minimal administrative interference, indicating that while autonomy exists, administrative oversight may still play a role in shaping curriculum practices. These findings emphasize the importance of balancing institutional guidelines with professional trust to enhance teacher motivation and effectiveness in the classroom. Overall, the data supports the notion that professional freedom is a valued and moderately well-supported aspect of the teaching environment at the school.

Table (4.6) Compensation and Benefits

No.	Statement	Mean	Standard Deviation
1	You are satisfied with your salary as a private high school teacher.	3.95	0.78
2	You receive benefits such as health insurance, bonuses, or paid leave.	4.10	0.7
3	You feel that the benefits you receive match your responsibilities.	3.87	0.81
4	You are given incentives for attending training programs.	3.98	0.75
5	Your compensation encourages you to join professional development.	4.05	0.72
Overall Mean		3.99	

Source: Survey Data (June, 2025)

Table 4.6 presents perceptions on compensation and benefits, measured by mean scores for each statement. The overall mean of 3.99 reflects a generally positive view. The highest agreement was recorded for receiving benefits such as health insurance, bonuses, or paid leave (mean = 4.1), and for compensation encouraging participation in professional development (mean = 4.05). Satisfaction with salary (mean = 3.95) and incentives for attending training programs (mean = 3.98) also indicate favorable perceptions. A slightly lower mean for the statement regarding benefits matching responsibilities (mean = 3.87) suggests that alignment between benefits and workload may need improvement. Overall, compensation and benefits serve as important factors influencing engagement in training and professional development.

Table (4.7) Assessment of the Work Environment

No.	Statement	Mean	Standard Deviation
1	Your school offers a supportive and collaborative work environment.	4.12	0.68
2	You feel respected by the school administration.	4.05	0.71
3	You receive support from colleagues for professional growth.	4.00	0.74
4	Your workload allows time to attend training.	3.75	0.82
5	Your school provides sufficient resources for your development.	3.90	0.76
Overall Mean		3.96	

Source: Survey Data (June,2025)

Table 4.7 illustrates teachers' perceptions of their work environment, with an overall mean of 3.96, reflecting a generally favorable view. The highest-rated item was the presence of a supportive and collaborative environment (Mean = 4.12), followed closely by respect from the administration (Mean = 4.05). Support from colleagues (Mean = 4.00) and access to development resources (Mean = 3.90) were also viewed positively. The lowest-rated item was workload allowing time for training (Mean = 3.75), suggesting room for improvement in workload balance. Overall, the data indicate that teachers perceive their work environment as encouraging and respectful, with moderate support for professional growth.

Table (4.8) Availability of Training and Learning Opportunities

No.	Statement	Mean	Standard Deviation
1	Your school regularly offers training and development programs.	4.20	0.66
2	The training provided meets your professional needs.	4.05	0.72
3	You are encouraged to apply for training in your teaching.	3.95	0.76
4	You are given enough time to prepare for training sessions.	3.70	0.83
5	You are informed early about the upcoming training.	3.85	0.79
Overall Mean		3.95	

Source: Survey Data (June,2025)

Table 4.8 illustrates respondents' perceptions of the availability and quality of training and learning opportunities, with an overall mean of 3.95, indicating a generally favorable response. The highest-rated item was the regular offering of training and development programs (Mean = 4.20), suggesting that schools are committed to continuous professional development. Training programs were also viewed as meeting professional needs (Mean = 4.05), and teachers reported feeling encouraged to apply what they learned in their teaching practices (Mean = 3.95).

However, some concerns were noted regarding the time given to prepare for training (Mean = 3.70) and the timeliness of training announcements (Mean = 3.85). These results suggest that while the availability and relevance of training are strong, schools could further support teachers by improving preparation time and communication regarding upcoming sessions.

Table (4.9) Teachers' Perceptions on Job Security

No.	Statement	Mean	Standard Deviation
1	You feel secure in your current teaching job.	4.35	0.62
2	Participating in training increases your job stability.	4.1	0.70
3	Your performance is valued and supports job security.	4.25	0.66
4	You believe your long-term future in this school is stable.	4.05	0.75
5	Your job security encourages you to improve your skills.	4.15	0.68
Overall Mean		4.18	

Source: Survey Data (June,2025)

Table 4.9 presents the respondents' perceptions of job security, showing a strong sense of stability with an overall mean of 4.18. The highest-rated statement, feeling secure in the current teaching job with a mean of 4.35, indicates confidence in employment continuity, which is vital for morale and career planning. The statement that performance is valued and supports job security, with a mean of 4.25, reflects the belief that efforts contribute to continued employment, encouraging accountability and excellence.

The mean of 4.15 for job security, encouraging skill improvement, demonstrates motivation toward professional growth as a means of maintaining employment stability. Participation in training increases job stability, with a mean of 4.10, highlighting the recognition that professional development enhances value within the institution. The perception of a stable long-term future in the school, rated at 4.05, further supports a positive view of institutional support and retention.

Table (4.10) Teachers’ Perception of Motivation Toward Professional Development

No.	Statement	Mean	Standard Deviation
1	You are motivated to improve your teaching skills.	4.30	0.61
2	You feel excited to attend training programs.	4.20	0.68
3	Recognition from your school encourages you to participate in training.	4.15	0.70
4	You believe training helps you reach career goals.	4.25	0.64
5	You enjoy learning and applying new teaching strategies.	4.35	0.60
Overall Mean		4.25	

Source: Survey Data (June,2025)

Table 4.10 shows a strong level of motivation toward professional development, with an overall mean of 4.25, indicating a highly positive attitude among teachers. The highest-rated statement, with a mean of 4.35, highlights the enthusiasm for learning and applying new teaching strategies, suggesting an openness to innovation in instructional practices. A mean of 4.3 for motivation to improve teaching skills reflects a proactive stance in enhancing professional competence.

The belief that training helps reach career goals, with a mean of 4.25, underscores the perceived long-term benefits of professional development for career advancement. Excitement about attending training programs, indicated by a 4.2 mean, suggests that such opportunities are engaging and well-received. Recognition from the school, with a mean of 4.15, plays a supportive role in encouraging active participation in development activities.

Table (4.11) Teachers' Perception of Participation in Training Activities

No.	Statement	Mean	Standard Deviation
1	You actively participate in training activities.	4.30	0.63
2	You frequently attend workshops or seminars.	4.15	0.7
3	You apply training knowledge in your classroom.	4.25	0.65
4	You pursue learning opportunities beyond the school.	4.10	0.72
5	You join teacher learning groups Sor networks.	4.20	0.68
Overall Mean		4.20	

Source: Survey Data (June,2025)

Table 4.11 reveals a high level of teacher participation in training activities, with an overall mean of 4.2. The highest mean of 4.3 indicates that teachers actively engage in training activities, demonstrating commitment to their professional growth. Applying training knowledge in the classroom, rated at 4.25, suggests that learning is effectively translated into practice, benefiting students directly.

Regular attendance at workshops or seminars scored 4.15, showing consistent involvement in formal development opportunities. The mean of 4.2 for joining teacher learning groups or networks reflects collaboration and knowledge sharing among educators. Additionally, a mean of 4.1 for pursuing learning opportunities beyond the school indicates a proactive approach to continuous improvement. These findings highlight a culture of active participation and dedication to lifelong learning among teachers.

Table (4.12) Summary of Factors Influencing Teacher Motivation and Participation

No.	Factors	Overall Mean
1	Freedom in Teaching	4.08
2	Compensation and Benefits	3.99
3	Assessment of the Work Environment	3.96
4	Availability of Training and Learning Opportunities	3.95
5	Teachers' Perceptions on Job Security	4.18
6	Teachers' Perceptions of Motivation	4.25
7	Teachers' Perceptions of Participation	4.20

Source: Survey Data (June,2025)

Table 4.12 shows the overall mean scores of five key factors influencing teacher motivation. Job Security scored the highest (4.18), indicating it is the strongest motivator among teachers. Freedom in Teaching followed with a mean of 4.08, showing that autonomy in instruction is also important. Compensation and Benefits (3.99) and Work Environment (3.96) received moderate scores, suggesting room for improvement in support and incentives. Availability of Training Opportunities had the lowest mean (3.95), highlighting the need for better planning and communication in training programs. All factors were rated positively, but strengthening training access and aligning benefits with responsibilities can further boost teacher motivation.

CHAPTER V

CONCLUSION

5.1 Findings

The study examined the role of teacher motivation and its influence on participation in training activities in private high schools in Dagon Myothit South Township, Yangon. The analysis was based on survey data collected from 59 teachers, which revealed several important insights. The demographic profile indicated that most of the teachers were young, predominantly female, and held bachelor's degrees. A significant number had 2–5 years of teaching experience and taught at the upper secondary level. Many respondents had dependents, suggesting the presence of external responsibilities that could influence their professional engagement and expectations.

Teachers reported high levels of engagement in training programs, particularly workshops and seminars. A notable number had attended training at their own expense, while only a few were supported by their schools or external organizations. The most commonly cited reason for training participation was to improve student performance, followed by aspirations for career advancement. This indicates that teachers recognize training as essential for both improving classroom outcomes and developing their careers. The study also found that teachers felt a high degree of freedom in choosing teaching methods and developing lesson plans, although there was moderate concern about administrative interference, which may suggest some limitations to instructional autonomy.

Perceptions of compensation and benefits showed moderate levels of satisfaction. Teachers acknowledged receiving certain entitlements such as bonuses or leave, and many believed these benefits encouraged them to join training programs. However, a weaker perception was noted regarding whether the benefits received were proportional to their responsibilities, indicating a possible mismatch between workload and rewards. The work environment was generally seen as respectful and collaborative, with supportive school culture and collegiality. Yet, the workload was

cited as a challenge that limited training participation, reflecting the need to address time constraints in professional development planning.

Teachers responded positively regarding the availability of training and learning opportunities, although concerns were raised about late notifications and insufficient preparation time. Such administrative inefficiencies may reduce the effectiveness of otherwise well-intentioned training programs. In terms of job satisfaction and stability, teachers expressed confidence in their job security and felt that their performance influenced their continued employment. Participation in training was viewed as a way to enhance both job retention and teaching quality.

Overall, teachers demonstrated a strong sense of motivation, marked by a desire to improve their classroom practices, engage with new teaching strategies, and contribute meaningfully to student learning. Participation in training activities was active and consistent, with many teachers not only attending programs but also applying what they had learned in the classroom. This reflects a school culture that, while facing certain logistical and administrative challenges, fosters teacher commitment to self-improvement and growth. The findings highlight the importance of maintaining supportive leadership, timely planning, and fair compensation to sustain teacher motivation and professional engagement within private schools.

5.2 Suggestions

Based on the findings of the study conducted at Pinnyar Shae Saung (EPAC) Private High School, several key suggestions are proposed to enhance teacher motivation and encourage greater participation in training activities. First, it is essential to improve the structure and delivery of teacher training programs. Timely announcements, clear scheduling, and sufficient preparation time should be ensured to allow teachers to plan and participate effectively. Improving administrative efficiency in this regard would address one of the major concerns raised by the respondents.

Second, compensation and benefit schemes should be reviewed to ensure that they align with the responsibilities and expectations placed upon teachers. While teachers acknowledged the availability of certain benefits, many felt that these were not always proportional to their workload. Offering fair and transparent incentive systems, such as training completion rewards or performance-based bonuses, could enhance both motivation and retention.

Third, attention should be paid to workload management. While the work environment was generally seen as positive, excessive tasks and responsibilities were cited as barriers to attending training. Assigning duties more equitably and providing support staff where needed would free up teachers' time and energy to focus on both teaching and self-improvement.

Fourth, greater autonomy in instructional planning should be maintained and encouraged. The study showed that teachers feel motivated when they have the freedom to choose and adapt their teaching methods. This autonomy can be strengthened by providing opportunities for peer collaboration, lesson-sharing workshops, and feedback forums that foster mutual growth.

Finally, school leadership plays a vital role in reinforcing motivation. A supportive, respectful, and communicative management style should be consistently practiced. Teachers are more likely to stay motivated and engaged when they feel valued and involved in school decisions. Leadership should prioritize regular check-ins with staff, celebrate teacher achievements, and create a culture where continuous learning is both expected and supported.

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APPENDIX
SURVEY QUESTIONNAIRES

PART A

Please read each statement carefully and indicate your level of agreement by placing a tick (✓) in the column that best represents your opinion.

Section A: Background information of respondents

Instruction: Please tick (✓) the appropriate box or write your answer in the space provided.

1. Gender:

- Male
- Female

2. Age Group:

- Under 25
- 25-34
- 35-44
- 45-54
- 55 and above

3. Marital Status:

- Single
- Married

4. Number of Dependents (children or others you support):

- None
- 1-2
- 3-4
- 5 or more

5. Highest Educational Qualification:

- Diploma in Education
- Bachelor's Degree
- Postgraduate Diploma
- Master's Degree
- Doctorate (PhD)

6. Current Role in School:

- Subject Teacher
- Head of Department
- Vice Principal
- Principal
- Guidance/Counselor

7. Total Years of Teaching Experience:

- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- More than 15 years

8. Teaching Level

- Lower Secondary (Grades 6-8)
- Upper Secondary (Grades 9-12)
- Both

9. How many years have you been working at your current school?

- Less than 1 year
- 1-3 years
- 4-7 years
- 8 years or more

10. Received professional training?

- Yes (If yes, answer 12a)
- No (If no, skip to question 13)

11. Type of training received (check all that apply)

- Workshop
- Seminar
- Online Course
- Peer Mentoring
- Certificate Course

12. Training sponsor

- School Management
- Self-funded
- Government (if applicable)
- NGO/External Organization
- Not applicable

13. Motivation for attending training

- Salary increment
- Career advancement
- Personal growth
- School policy
- Certification
- Peer influence
- Student performance improvement
- Passion for teaching

PART B

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) Neutral (4) Agree (5) Strongly Agree. Please ✓ the column to enter your answer.

Section B: Freedom Teaching

No.	Statement	1	2	3	4	5
1	The school allows teachers to determine the most suitable instructional methods for their classes.					
2	Teachers are given the flexibility to design and implement their own lesson plans.					
3	There is autonomy in selecting classroom materials and resources.					
4	Curriculum delivery is supported with minimal administrative interference.					
5	Educators are trusted to make professional decisions regarding classroom management.					

Section C: Compensation and Benefits

No.	Statement	1	2	3	4	5
1	You are satisfied with your salary as a private high school teacher.					
2	You receive benefits such as health insurance, bonuses, or paid leave.					
3	You feel that the benefits you receive match your responsibilities.					
4	You are given incentives for attending training programs.					
5	Your compensation encourages you to join professional development.					

Section D: Work Environment

No.	Statement	1	2	3	4	5
1	Your school offers a supportive and collaborative work environment.					
2	You feel respected by the school administration.					
3	You receive support from colleagues for professional growth.					
4	Your workload allows time to attend training.					
5	Your school provides sufficient resources for your development.					

Section E: Training and Learning Opportunities

No.	Statement	1	2	3	4	5
1	Your school regularly offers training and development programs.					
2	The training provided meets your professional needs.					
3	You are encouraged to apply training in your teaching.					
4	You are given enough time to prepare for training sessions.					
5	You are informed early about upcoming training.					

Section F: Job Security

No.	Statement	1	2	3	4	5
1	You feel secure in your current teaching job.					
2	Participating in training increases your job stability.					
3	Your performance is valued and supports job security.					
4	You believe your long-term future in this school is stable.					
5	Your job security encourages you to improve your skills.					

Section G: Teacher's Motivation

No.	Statement	1	2	3	4	5
1	You are motivated to improve your teaching skills.					
2	You feel excited to attend training programs.					
3	Recognition from your school encourages you to participate in training.					
4	You believe training helps you reach career goals.					
5	You enjoy learning and applying new teaching strategies.					

Section H: Participation in Training Activities

No.	Statement	1	2	3	4	5
1	You actively participate in training activities.					
2	You frequently attend workshops or seminars.					
3	You apply training knowledge in your classroom.					
4	You pursue learning opportunities beyond the school.					
5	You join teacher learning groups or networks.					