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**THE IMPACT OF MOTIVATIONAL FACTORS ON JOB
SATISFACTION AND TEACHER PERFORMANCE OF
PRIVATE HIGH SCHOOLS IN MAHLAING TOWNSHIP**

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ABSTRACT

This study aims to explore the effect of motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township, Myanmar. Especially, among motivation factors this study highlight five dimensions of factors such as benefits and incentives, working condition, work-itself, relationship with co-worker and recognition. The study uses a quantitative method with a descriptive survey design. Data were collected from one hundred and twenty nine teachers who are working in private schools of Mahlaing Township by using cluster sampling method. Structured questionnaires are measured through a seven-point Likert scale. The secondary data were collected from journal, articles, textbooks, thesis and internet website. To analyze the data, SPSS was used for personal profile, reliability analysis for each factor of items, descriptive statistics, correlation analysis and multiple regression analysis. The findings reveal that working conditions, relationships with coworker, and recognition are significantly impact on job satisfaction. Furthermore, job satisfaction is found to have a positive and statistically significant influence on teacher performance. School administrator should continually promote recognition plan, improved working conditions, collaboration because teachers in private schools in Mahlaing Township are more satisfied with these factors. However, benefits and incentives and the work itself are not significant impact on job satisfaction. Therefore, administrators should redesign benefits and incentives plans and the ideas of the guide teachers should be taken into account when developing work designs. By doing these actions, school administrators can create motivated and satisfied teachers and ultimately improving educational quality and student success.

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LIST OF ABBREVIATIONS

BEHS	-	Basic Education High School (BEHS)
BLS	-	Bureau of Labor Statistics
MRA	-	Multiple Regression Analysis
SEM	-	Structural Equation Modeling
SPSS	-	Statistical Package for the Social Sciences
VIF	-	Variance Inflation Factor

CHAPTER I

INTRODUCTION

The term “education” is derived from the Latin word ‘Educare’. It means to teach, train, or cultivate knowledge. It is regarded as an inherent right of humanity that profoundly shapes individual lives by fostering autonomy, successful careers, fulfilling lifestyles, social status, and self-assurance. Education is a fundamental driver of progress and advancement in every sector of global development. A well-educated society contributes to economic growth, technological advancement, improved healthcare, social equality, environmental sustainability, and political stability. Each of these aspects plays a vital role in building a more affluent and equitable world. Among the most significant contributions of education is its impact on economic growth. A well-educated workforce enhances productivity, drives innovation, and encourages entrepreneurship, all of which lead to stronger and more resilient economies. Education also drives technological advancement by fostering scientific research and innovation. Scientific discoveries and technological developments are often rooted in academic institutions, where research and experimentation lead to new ideas that improve industries.

Education is also important in improving healthcare. Educated societies have greater awareness of health-related issues, leading to better hygiene practices, healthier lifestyles, and increased access to medical care. In addition to economic and health benefits, education serves as a vital means of advancing social equality. It fosters gender equality, reduces poverty, and empowers marginalized communities by providing them with the means to improve their socio-economic status. Environmental sustainability is another area where education is essential. By integrating environmental sustainability into curricula from early childhood to higher education, societies can cultivate responsible citizens who are capable of shaping a more resilient and just world for present and future generations. Among the most vital human organizations in the world, educational institutions rely heavily on teachers. Teachers are the primary resources for educational institutions, while students contribute as essential elements in advancing society. The World Bank also emphasizes how important teachers are for national education systems, as they offer student knowledge, skills, and values that contribute to a nation’s growth. Today,

schools prioritize providing students with academic excellence. To attain this goal, schools depend on the performance of teachers, who implement educational policies and promote institutional objectives.

Teachers' performance plays a crucial role in the education system. According to Armstrong (2009), performance is the achievement of agreed objectives and competencies, reflecting both what is accomplished and how. Performance is measured in terms of outcomes. Enhancing employee performance is essential for organizational success and long-term growth. Performance in a specific situation can be understood as the result of interrelationships between effort, abilities, role perceptions, and results produced. Job performance includes employees' observable actions that advance organizational goals (Campbell, McHenry, & Wise, 1990). An effective teacher's performance assists students in understanding concepts, developing abilities, and realizing their academic potential. Poor performance can hinder student progress, while high-performing teachers inspire and challenge students to excel.

Job satisfaction is important in shaping teachers' performance, as it influences multiple facets of both their professional responsibilities and personal well-being. Maslow (1967) noted that job satisfaction is intricately linked to higher-level needs in his hierarchy of needs theory, where fulfilling work contributes to a sense of self-actualization and psychological well-being. Job satisfaction means a positive emotional response to one's work that stems from an assessment of its attributes. High satisfaction arises from positive job-related feelings, while negative emotions reduce it (Robbins & Judge, 2017). Ensuring employee satisfaction across all levels is vital for organizational efficiency and goal attainment. Student achievement may depend significantly on teacher job satisfaction, like improving teachers' motivation. Job satisfaction can benefit both students and teachers (Peck, Fox, & Morston, 2007). Babita and Gurmit (2014) found that dissatisfied teachers tend to be less dedicated, perform worse, and contribute to issues with job satisfaction in the classroom.

Motivation is critical to job satisfaction and performance because it drives the psychological and emotional connection individuals have with their work, directly shaping their sense of purpose, engagement, and fulfilment. Motivation can be defined as both internal drives and external influences that encourage people to be consistently interested and devoted to a job, activity, subject, or to achieve a goal (Nuhu, Agba & Aliu, 2023). Teacher motivation is pivotal; it enhances instructional

quality through creativity and adaptability. Supporting teacher motivation contributes to a better future by fostering a strong, engaging education in which both teachers and students succeed.

1.1 Rationale of the Study

Teachers play a key role in shaping future generations, making their performance critical to educational success. The quality of a teacher's performance has broad implications, including student outcomes, educational system effectiveness, and overall social growth. Beyond academic success, teacher performance also influences on the social and emotional development of students. Teachers serve as role models, imparting values such as respect, empathy, and perseverance. Job satisfaction is necessary to improve the performance of teachers.

Teachers' effective performance is profoundly influenced by job satisfaction. When teachers feel fulfilled in their position, they feel motivated, resilient, and dedicated, which directly enhances their classroom performance. With higher satisfaction, teachers often lead to invest time in creative lesson planning, adopt student-centered approaches, and pursue professional development. Conversely, dissatisfaction can lead to lower-quality instruction, negatively affecting student achievement and classroom dynamics. Thus, satisfaction acts as a stimulant for sustained enthusiasm and excellent performance. Similarly, motivated employees are more likely to be more productive inside the company.

Since employee satisfaction is associated with job performance and many organizations recognize that employee satisfaction leads to increased productivity. Many motivational theories identify the different aspects that influence employee performance. On the other hand, motivation can enhance employee performance and organization success. The main aim is to cultivate skilled and adaptable employees who are content and closely connected with the goals of the organization. Employees who are happy with their job tend to be more committed and motivated to achieve the organization's goals. In addition, they can operate effectively in the organization. A motivated employee will try harder than an unmotivated one to perform well (Lussier, 2006). Therefore, most of the business firms should implement employee motivation in their business.

The effect of motivational components and job satisfaction on the performance of private high school teachers lies in understanding how these elements influence on

the quality of education, teacher retention, and overall school performance. Teachers who are satisfied and motivated are more probable to engage students, create an effective learning environment, and utilize innovative teaching methods. High-performing teachers contribute to better academic results, which enhance the reputation and competitiveness of private schools.

The requirement for qualified teachers and staff retention is two particular difficulties faced by private schools. A high rate of employee turnover caused by low motivation or work satisfaction disrupts continuity in the learning environment. For private schools, maintaining a high quality of education is requisite for attracting and retaining students. Satisfied and motivated teachers are more inclined to align with the school's mission and contribute toward achieving its goals. Motivated teachers are generally more efficient, manage their time better, and are proactive in addressing challenges. This leads to improved performance and productivity.

Understanding how motivational factors influence job satisfaction and teacher performance is essential for creating and developing educational environments. Teachers are the backbone of education, and their effectiveness directly influences student outcomes, institutional success, and societal progress. High teacher turnover and burnout can threaten education. Understanding the relationship between motivational factors, job satisfaction, and teacher performance is critical for improving educational systems and fostering environments where educators and students thrive. Hence, this study attempted to focus on the impact of motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township.

1.2 Problem Statement of the Study

The performance of private high school teachers is fundamental in shaping the quality of education and the overall success of schools. Private schools rely on the dedication and expertise of their teachers to deliver high-quality education and maintain their reputation for excellence. School administrators need to motivate teachers and make them satisfied and committed to their role. Nowadays, parents are becoming more concerned about education and are always looking for good-quality schools to send their children to. Therefore, schools need to provide excellent education.

To offer excellent education, it depends on the performance of the teacher. However, achieving optimal teacher performance is a multifaceted challenge, and influenced by several factors, including motivation and job satisfaction. Teacher performance is closely linked to job satisfaction, as the level of satisfaction a teacher feels about their job significantly influences how effectively they carry out their responsibilities. Teacher job satisfaction directly impacts student outcomes, staff retention and institutional stability. Moreover, many private schools lack structured strategies to systematically assess, address and sustain teacher job satisfaction, well-being and professional fulfillment.

Teacher motivation is critical for effective teaching, engagement, and satisfaction. Nevertheless, there is not enough understanding of what factors motivate private high school teachers in Mahlaing Township. Factors such as competitive salary, workload expectations, administrative support, opportunities for professional development, recognition systems and leadership style are all likely important factors, but they were not considered. Schools lack targeted strategies for motivational factors that truly motivate teachers to make them feel motivated. It leads to potential issues such as inconsistent teaching quality, increased teacher burnout, hindered performance and a diminished ability to fulfill their educational mission.

Private high schools in Mahlaing Township face increasing competition and pressure to deliver better education. This depends significantly on the job satisfaction and performance of teachers. Due to the lack of information about how to motivate teachers, school administrators do not have a clear understanding of how to create a supportive and inspiring atmosphere for teachers. As a result, schools may struggle to implement targeted interventions to enhance teacher performance and improve student outcomes. Therefore, investigating the importance and determinants of teacher motivation for performance in Mahlaing's private high schools is essential to inform effective management practices and policy interventions.

Therefore, this study intends to solve the problem faced by private schools by investigating the relationship between motivational factors, job satisfaction, and teacher performance in private high schools in Mahlaing Township. In order to enhance teacher performance and educational quality in these areas, this study seeks to provide actionable insights by identifying important determinants of motivation (benefits and incentives, working conditions, work itself, relationship with co-worker and recognition) and satisfaction.

1.3 Research Questions

The research questions of this study are as follows;

- (1) What is the impact of motivational factors on the job satisfaction of private high school teachers in Mahlaing Township?
- (2) What is the impact of job satisfaction on teacher performance of private high schools in Mahlaing Township?

1.4 Objectives of the Study

The main objectives of this study are as follows;

- (1) to analyze the impact of motivation factors on job satisfaction of private high school teachers in Mahlaing Township.
- (2) to examine the impact of job satisfaction on teacher performance of private high schools in Mahlaing Township.

1.5 Method of Study

This study focuses on the impact of motivation factors on job satisfaction and teachers' performance at private high schools in Mahlaing Township. Descriptive research was adopted in this study. Both primary and secondary data sources are utilized in this study. The primary data was gathered by using a structured questionnaire with a seven-point Likert scale. The primary data was collected from teachers of private high schools in Mahlaing Township. The extent (geographical boundary) was within Mahlaing Township. In this research, the cluster sampling method was applied to study the impact of motivational factors and job satisfaction on teacher performance of private high schools in Mahlaing Township. There are five private high schools in Mahlaing Township. Among them, four private high schools were randomly chosen by using the cluster sampling method. They are Emerald Banner Private High School, Aung Di Par Private High School, Hein Chan Myae Private High School and Sar Pann Taing Private High School. There are 129 teachers in these four private high schools. Therefore, the targeted sample size is 129 teachers. To study the perceptions and background characteristics of teachers, the descriptive method was applied. Reliability analysis and Pearson correlation analysis were used in this study. Furthermore, the multiple regression analysis and simple linear regression analysis methods were performed to examine the effects of motivation

factors on job satisfaction and to analyze the effect of job satisfaction on performance of private high school teachers.

1.6 Scope and Limitations of the Study

The study focuses on evaluating the effect of motivational factors on job satisfaction and the performance of private high school teachers in Mahlaing Township. There are five private high schools in Mahlaing Township, among them Emerald Banner, Aung Di Par, Hein Chan Myae and Sar Pann Taing were selected by using the cluster sampling method. Teachers are the target population in this study, who work in only four private high schools. The target sample size is 129.

Numerous motivational factors affect teachers' job satisfaction and performance. Although there may be many factors that affect job satisfaction and teacher performance, this study applied the most relevant motivational factors. They are benefits and incentives, working conditions, work itself, relationship with coworkers, and recognition. As a consequence, the results of this study are probably related to the impact of motivational factors, job satisfaction and teachers' performance of selected private high schools in Mahlaing Township. The result of this study might not be representative of other private high schools around the country.

1.7 Organization of the Study

There are six chapters in this study. The first chapter is an introduction, which comprises the rationale of the study, problem statement of the study, research questions of the study, objectives of the study, method of study, scope and limitations of the study and the organization of the study. Chapter two describes literature review, which includes the concept of motivation, Maslow's hierarchy of needs theory, motivational factors of job satisfaction, job satisfaction, teacher performance, previous research studies and conceptual framework of the study. Chapter three describes research methodology, including research design, target population and sampling design, data collection method, questionnaire design and data analysis. Chapter four describes the profile and motivational factors of private high schools in Mahlaing Township, which is made up with education sector of private schools in Myanmar, background information and motivational factors of private high schools in Mahlaing Township and demographic characteristics of respondents. Chapter five is analysis of the impact of motivational factors on job satisfaction and teacher

performance of private high schools in Mahlaing Township. It includes descriptive statistics of variable, analysis on overall mean of variables, reliability analysis, relationship between motivational factors and job satisfaction, relationship between job satisfaction and teacher performance, analysis of the impact of motivational factors on job satisfaction, and analysis of the impact of job satisfaction on teacher performance. Chapter six covers conclusion by describing findings and discussions, suggestions and recommendations, implications of the study, and needs for further study.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical background of all variables applied in this study. It is also presented in the comprehensive literature review of motivation and previous studies. Furthermore, it is followed by a detailed discussion on employee job satisfaction and employee performance. The relation between the variables of motivational factors, employee job satisfaction and performance is discussed.

2.1 The Concept of Motivation

Motivation may mean different things to different people depending on the field of application. Motivation, therefore, is the act of encouraging others to do things more efficiently or quickly with a sense of responsibility (Analoui, 2018). Motivation has a significant influence on human performance and it is widely recognized in many literature. For many decades, motivation has remained a critical and significant factor in human performance. Ogundele (2017) thinks of motivation as a push or inspiration given to a person so that he or she can bring out his or her best.

Motivation forces a person either to act or initiate behavior. The word motivation originates from the Latin term *motivus* (“a moving cause”). It indicates that these processes stimulate psychological motivation. Michael Armstrong (2019) defined “motivation” as different goals people have, the ways by which people select their goals and attempts by others to change their behavior. Internal and external elements that encourage people to be consistently interested and devoted to a career, function, or subject, or to try to accomplish a goal, are known as motivation.

Motivation is crucial because it serves as the driving force that propels individuals toward achieving their goals and fulfilling their potential. Motivation is an important factor in business because it directly impacts the performance, productivity, and satisfaction of employees, which in turn affects the overall success of the organization. Having a sense of purpose and motivation can lead to greater satisfaction and happiness. A motivated employee can influence and inspire others around them, fostering a positive and proactive environment in the workplace.

It is the type of behavior necessary to achieve any desired in life, without which a person would give up so easily at the first sign of adversity. Employees who

are motivated tend to concentrate better, work more efficiently, and show greater dedication to their responsibilities, which results in increased productivity and improved work quality. When employees feel motivated and valued, they will stay longer with the company, reduce turnover costs and stabilize the organization. Motivated employees are often more engaged and enthusiastic, leading to better interactions with customers and a stronger brand reputation.

Employees are the foundation of an organization. Employee collaboration is critical to organizational success. Motivated employees will work together to make the organization succeed. An employee's level is influenced not only by their qualifications and skills. To achieve optimal work performance, it is essential to bridge the gap between an employee's ability and willingness, as doing so enhances their overall performance level. The success of any organization depends heavily on employee collaboration. Organizational success depends on the collective efforts of the employees. Employees will work together and contribute to organizational growth when they are motivated. When employees are motivated, they align their personal goals with the organization's objectives, ensuring that everyone works towards the same vision.

2.2 Maslow's Hierarchy of Needs Theory

Abraham Maslow is widely recognized for introducing the Hierarchy of Needs Theory in 1943. This theory serves as a conventional framework for explaining human motivation. According to this theory, each person has five levels of needs that are arranged in a hierarchical order. Maslow proposed that all aspects of motivation are connected to one another and are influenced by a sequence of fundamental developmental needs. These needs emerge in a particular order and are known as the "Hierarchy of Needs" (Sengupta, 2011). The content comprises five dimensions of motivation: physiological needs, safety needs, love and belonging, esteem needs, and self-actualization needs.

Maslow defined these needs into two categories: higher-order needs and lower-order needs. Physiological needs, safety needs, love and belongingness needs are classified as lower-order needs, known as "deficiency needs". While esteem and self-actualization are organized as higher order needs, known as "growth needs". The lower-order needs are mainly satisfied externally. The higher-order needs are generally satisfied internally, within an individual.

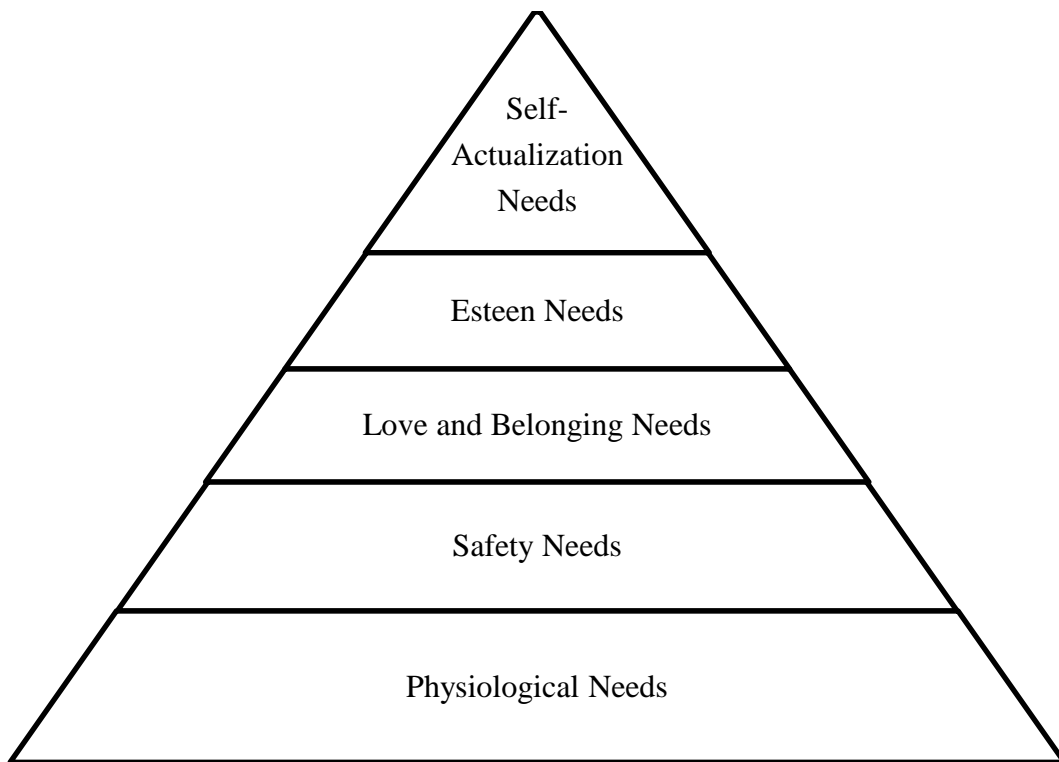
Maslow proposed that individuals are driven by their unfulfilled needs. Therefore, as each of these needs is adequately satisfied, it naturally gives rise to the next level of need. Maslow's Theory is triangular, with needs met sequentially from bottom to top, starting with basic needs before moving on to higher needs. These higher needs exist concurrently rather than in isolation. Once a lower-level need has been fulfilled or exceeded by a higher-level need, people are often no longer motivated to satisfy that need (Suyono & Mudjanarko, 2017) and will instead pursue to meet the following level of need.

Maslow's Theory has been examined across various academic fields including social sciences, psychology, sociology and education. In business, the model has been utilized to illuminate the employee motivation (Benson & Dundis, 2003), primarily as a tool for human resource functions in different corporate settings. These five needs are as follows-

1. **Physiological needs** - The primary level of physiological needs, which includes the fundamental necessary including the need for food, drink, rest, clothing, and general well-being, is at the foundation of the pyramid. This level comprehensively describes the crucial needs that are essential for survival (Ghatak & Singh, 2019).
2. **Safety needs** - The second level comprises security needs, such as protection, emotional stability, health protection, and financial security. These needs include such as the need for law and order to provide security. They reflect the desire for a predictable, organized, and orderly world (Benti & Stadtman, 2021). For instance, unemployment insurance can provide individuals with protection against job loss.
3. **Social needs** - Social needs at the third level comprises requirement for "belonging" and "love", which encompasses close bonds, recognition, empathy and fondness for others, elucidating the necessary attachment and adoration for those near to us in our daily lives (Ghatak & Singh, 2019).
4. **Esteem needs** - Maslow (1943) proposes that good self-esteem is established on authentic competence, accomplishments, and the esteem of others. Moreover, fulfilling the need for self-esteem can result in self-assurance, worthiness, proficiency, and confidence in oneself, as well as independence

and liberty. For instance, employees are motivated by commendation and encouragement.

5. Self-actualization need - According to O'Connor and Yballe (2007), self-actualized individuals are committed to core values that are elementary yet arduous to fully embrace in everyday situations. These values include truth, justice, kindness, beauty, order, simplicity, and meaning or purpose. For instance, when employees receive the chance to participate in a training program that bolsters their self-improvement, they become highly enthusiastic and subsequently value their work fully.



Source: Maslow (1943)

Figure 2.1 Maslow's Hierarchy of Needs

2.3 Motivational Factors of Job Satisfaction

Job satisfaction, a cornerstone of employee welfare and organizational success, reflects the fulfillment individuals derive from their professional roles. Understanding the factors that motivate employees to achieve job satisfaction is critical for fostering productive workplaces. Maslow's Hierarchy of Needs highlights how individuals move from fulfilling fundamental needs to achieving personal growth and self-fulfillment. These theories suggest that while fair compensation and safe

working conditions are essential, true job satisfaction arises from opportunities for growth, purpose, and validation.

Motivational factors are critical for job satisfaction because they directly influence an employee's emotional, psychological, and practical engagement with their work. Employee need to be motivated to satisfy their job and feel their work is meaningful and aligned with their values or skills. Employees who lack motivation may feel undervalued, which frequently leads to higher employee turnover and the loss of valuable skills and experience. Motivational variables serve as a link between individual goals and organizational objectives. Employees believe their work has meaning when they see how their efforts are valued. Several motivational factors affect job satisfaction. This study examines motivational factors that align with the selected private high school.

2.3.1 Benefits and Incentives

Armstrong (2006) noted that benefits can be described as the non-wage compensations offered to employees along with their normal wages or salaries (bonuses, paid leave, and other perks, etc.). According to Kohn (1993), incentives are external rewards used to motivate people to perform tasks, typically in the form of money, bonuses, or other material benefits, to achieve specific organizational objectives. Employee benefits, as defined by the Bureau of Labor Statistics (BLS), refer to any type of indirect or non-monetary compensation provided to employees in addition to their regular wages or salaries.

Benefits are advantages or positive outcomes gained from actions, decisions, or situations. They can improve well-being, save time, enhance productivity, boost health, or provide financial gains. Benefits often lead to personal growth, happiness, and success, making them valuable in both personal as well as professional contexts. Organizations provide employee benefits to increase job satisfaction and improve loyalty, which eventually enhances financial performance (Chan, Gee & Steiner, 2000; Rutigliano, 1986).

Benefits are now encompassing size, significance, and variety. This growth shows that employees are placing a higher importance on benefits, and it has become a part of their entire compensation package. To improve job satisfaction, organizations should provide incentives that promote optimal effort, enhance employee autonomy, and support self-determination in the organization (Eriksson &

Villeval, 2008; Falk & Kosfeld, 2006). Incentives are central in shaping behavior and driving performance across various domains.

When designed and implemented effectively, they can lead to significant positive outcomes for organization. Incentives can boost motivation by aligning employee compliance with the objectives of the organization. Non-monetary rewards encourage long-term engagement, and monetary benefits, such as bonuses or salary, frequently encourage short-term achievement. Both monetary and non-monetary incentives are equally important, but non-monetary incentives are actually regarded as the most important tools to reward employees.

2.3.2 Working Conditions

Working conditions refer to the environment shaped by the interaction between employees and the organizational climate, encompassing both psychological and physical aspects of the workplace (Gerber *et al.*, 1998). Work conditions significantly impact an organization in various ways, influencing employee performance, satisfaction, productivity, and overall organizational success. Working conditions refer to an employee's physical work environment and the terms and provisions associated with their job. This includes areas such as work organization and tasks, employee training and skill development, health and safety, as well as working hours and the balance between work and personal life. Another crucial component of working conditions is pay. Employees expect a working environment that gives them the least or nil physical discomfort (Board, 2007).

Naturally, when a good environment is provided, it leads to happier employees. There have been studies whose findings reveal that lower job satisfaction results from poor physical working conditions (Vansteenkiste *et al.*, 2005). There is a mutual relationship between employees and their working conditions (Akinyele, 2010). Employees will work harder and improve performance once they have good working conditions. According to Akinyele (2010), the ability of employees to share knowledge depends on how the environment utilize. Work conditions are a critical factor in shaping an organization's success. By investing in positive work conditions, organizations can enhance employee well-being, productivity, and retention, ultimately driving better business outcomes. Conversely, neglecting work conditions can lead to significant challenges, such as high turnover, low morale, and reduced profitability.

2.3.3 Work Itself

The nature of the work itself involves the degree to which a job provides engaging tasks, learning opportunities, and responsibility, fostering a sense among employees that their work is valuable and purposeful (Shaik & Varma, 2016). The work itself method is a work session that facilitates and helps work teams align their individual and team activities with the company's mission, vision, values, and strategy. This method enables each employee in a work team to establish and implement the work team and the organizations strategic plans. The work itself encourages every employee to execute organizational strategy by eliminating fake work and focusing on real work. The nature of work itself—its design, structure, and alignment with organizational goals— plays a vital role in shaping an organization's success. How work is organized, assigned, and executed impacts employee performance, satisfaction, and overall organizational effectiveness. Clear responsibilities, streamlined processes, and appropriate tools allow people to perform more efficiently and productively. Uncertain roles, unnecessary activities, and inefficient workflows may all result in wasted time and resources.

When employees can apply and develop their skills, they are more prone to feel appreciated and contribute effectively to their work. Employees may feel frustrated or undervalued if their skills are not utilized and leading to disengagement. The work itself is a fundamental factor for the success of an organization. When work is well-designed, meaningful, and aligned with both employee capabilities and organizational goals, it leads to higher productivity, engagement, and satisfaction. Conversely, poorly designed work can result in disengagement, inefficiency, and high turnover. Organizations must continuously evaluate and optimize how work is structured to make sure with the needs of both employees and the organization.

2.3.4 Relationship with Co-worker

Relationship with peers is defined as “the social and working transactions with others on the job” (Herzberg, 1966). The relationship with co-workers refers to the bond of friendship, mutual acceptance, and loyalty developed among group members (Fiedler et al., 1977). Herzberg's motivation-hygiene theory explains that an employee's relationship with co-workers influences job satisfaction by categorizing it as a hygiene factor, meaning its absence can lead to dissatisfaction, though its presence alone may not create lasting motivation. In other words, the strength of

interpersonal connections among colleagues leads to satisfaction or dissatisfaction with the job, depending on whether the employee perceives this relationship as being of a low or high quality.

A relationship with co-workers refers to the professional and interpersonal connections with the people they work with. Communication, collaboration, mutual respect, and trust are necessary in creating a positive work environment. Relationship with co-workers involves aspects such as cooperation, team spirit, support, trust, exchange of information and atmosphere among peers. According to Herzberg (1966), there are three different groups of relationships at the workplace: relation with co-workers, relation with supervisor and relation with subordinates. Among them, relationships with coworkers are the most important group.

2.3.5 Recognition

Rose (2011) described recognition as the act of acknowledging or highlighting exceptional performance or accomplishments, such as outstanding customer service or assistance to colleagues that are not necessarily tied to meeting specific targets or objectives. It can be day-to-day, informal or formal. He describes recognition as one of the basic and essential factors, and it tends to be used to reduce turnover and to promote the progression of the responsibility of workers and to motivate or upgrade the employees to advance better working in the work environment. Research shows that employee recognition is critical for the organization and employees.

Recognition programs are implemented to acknowledge exceptional performance after it occurs, aiming to raise awareness, provide role models, and encourage the retention of high-achieving individuals. (McAdams 1999). It also proves to be pivotal to workplace mental health. Brun & Biron (2003) show that insufficient recognition is the second most significant contributor to psychological distress at work. Cannon (2015) said that it is widely acknowledged that employee recognition plays a crucial role in effective human resource management. As work continues to play a more important role in how people define themselves and the lives they lead, the perceived value of this work impacts not only their sense of identity but also their overall well-being.

Acknowledging employees is broadly regarded as a crucial element of successful human resource management. While employee recognition can take various forms, one of the uniting features of the variations is the fact that recognition

communicates to the individual that they are valued by their colleagues, leader, and/or organization (Tetrick & Haimann, 2014). Employees' level of motivation will increase when they feel that they, as individuals, together with the work they do, are valued by others (Amabile & Framer, 2007). This emphasizes the significance of employee recognition as a main source of information on the significance of an employee's contributions to the firm.

2.4 Job Satisfaction

Job satisfaction refers to the overall feeling of contentment a person experiences as a result of psychological, physical, and environmental factors that lead them to genuinely say they are happy with their job (Hoppock, 1935). Job satisfaction stands as a basic concept within organizational psychology and human resource management. It is fundamentally defined as a psychological state reflecting an individual's overall attitude towards their work. Spector (1997) described it as the degree to which individuals feel positive (satisfaction) or negative (dissatisfaction) about their jobs. In simpler terms, it is the degree to which an individual feels positively about their job and the surrounding work environment. Job satisfaction refers to the level of contentment and fulfillment individuals feel towards their jobs. Understanding and fostering job satisfaction is a critical imperative for organizational growth and success.

It plays a crucial role in determining not only the performance and productivity of employees but also the overall well-being of an organization. A workforce that is satisfied tends to be more motivated, loyal, and dedicated to reaching the organization's objectives. When employees experience high job satisfaction, it results in many beneficial effects for both the staff and the company. High job satisfaction leads to numerous positive outcomes for both employees and organizations. Satisfied employees are more productive, creative, and efficient. They are also more likely to remain with the company, reducing the costs and disruptions associated with staff turnover. Furthermore, job satisfaction promotes better mental and physical health, leading to fewer sick days and a stronger overall workforce. An employee's level of commitment to an organization is closely tied to how satisfied they are with their job.

When employees are dissatisfied, it can lead to a range of negative outcomes for both the individual and the organization. Dissatisfied employees often experience

low motivation, reduced productivity, and a lack of enthusiasm for their tasks. This may result in poor job performance, frequent absenteeism, and higher turnover rates, it can impact relationships between teams and increase recruitment expenses. Additionally, dissatisfaction can create a negative work environment, affecting the morale of other employees and potentially harming the organization's reputation. Over time, persistent dissatisfaction can also impact employees' mental and physical health, leading to burnout and decreased overall well-being. In contrast, a lack of job satisfaction can lead to high turnover, absenteeism, and low morale.

People have different standards with regard to satisfaction. Based on expert opinion, it can be concluded that job satisfaction is a paradigm of positive thinking and feeling towards work, whether it is appropriate or not, by the achievement of its performance. It derives from aspects of the work itself and stems from the employee's psychological well-being. A person's attitude toward their work is reflected in their level of job satisfaction. Thus, the work environment in its entirety fundamentally influences employees' positive attitudes towards their jobs. According to Locke (1976), job satisfaction is a positive emotional condition or feeling of pleasure that arises from evaluating one's job or work experiences.

There are a number of factors that contribute to job satisfaction. One of the most important factors is the work environment. A safe, supportive, and positive workplace encourages employees to perform well and feel valued. Fair compensation and benefits also greatly influence job satisfaction, because workers want to feel that their efforts are being sufficiently rewarded. Another key factor is the relationship between employees and their superiors. Clear communication, mutual respect, and recognition from supervisors can significantly increase the morale of employees. Additionally, opportunities for career growth and professional development, such as promotions, training, and skill-building, also enhance satisfaction.

Teachers' job satisfaction plays a vital role in the overall effectiveness of schools and the academic success of students. When teachers are satisfied with their jobs, they tend to be more motivated, committed, and enthusiastic about their teaching. This positive attitude directly enhances classroom performance, improves student engagement, and fosters a productive learning environment. Satisfied teachers are also more likely to remain in their positions, reducing teacher turnover and ensuring continuity in instruction. High levels of teacher satisfaction contribute to a

more stable and cooperative environment. It promotes teamwork, professional development, and a sense of shared purpose among educators.

Schools with satisfied teachers often experience better communication, stronger leadership, and higher overall performance. Teachers who are content with their work tend to build stronger relationships with their students, offer more support, and maintain higher expectations, all of which contribute to better academic outcomes and self-confidence among learners. In contrast, dissatisfied teachers may experience burnout, reduced effectiveness, and a negative impact on student achievement. Therefore, ensuring teachers' job satisfaction is essential for building high-performing schools and helping students reach their full potential.

2.5 Teacher Performance

Jin (2022) noted that teacher performance is the improvement of teachers' self-efficacy in school work and their attitude in dealing with the daily work arranged by the school. Apart from a student's family background, Hanushek (2005) contended that teaching effectiveness is the most crucial element impacting the range of student achievements within a given country. According to Nzewi et al. (2018), teachers' teaching performance encompasses the combined efforts, skills, and attitudes a teacher applies to their instructional duties, both within the classroom and beyond. Teacher teaching performance refers to the teacher's capacity to effectively utilize diverse and suitable resources and strategies to improve the learning experience.

Everyone agrees that good education is essential for both society and individuals. A good education depends on teachers. How well teachers perform their job is probably the most important factor within a school, and that affects how students learn. Teacher performance goes beyond classroom presence. It encompasses a combination of professional knowledge, practical skills, positive attitude, and measurable outcomes. Effective teachers foster engaging and supportive learning environments, adapt teaching strategies to meet diverse student needs, and consistently improve learning outcomes. High teacher performance contributes to students' academic achievement, personal development, and lifelong learning skills. Moreover, it enhances the overall reputation and effectiveness of educational institutions, supports school improvement efforts, and helps build a more skilled and educated society.

It is important to understand what defines effective teaching, how to evaluate it, and the extent of its influence on student outcomes. Teachers' job performance plays a vital role in the overall success of a school and the academic and personal development of students. High-performing teachers are more effective in delivering lessons, managing classrooms, and addressing students' individual needs, which directly impacts students' learning outcomes and achievement levels. When teachers perform well, students tend to show better understanding, higher test scores, increased motivation, and improved self-confidence. Teacher performance is closely tied to the institution's reputation, student retention, and academic rankings. Effective teachers help in building a positive learning environment that promotes discipline, creativity, and collaboration. They also support school goals and contribute to the implementation of educational policies and innovations. Furthermore, consistent teacher performance strengthens teamwork among staff and fosters a culture of continuous improvement. Therefore, investing in teachers' professional development and ensuring favorable working conditions are essential for enhancing their performance and, in turn, advancing the quality of education provided by the school.

Performance is the implementation and improvement of work according to its responsibilities to achieve the goals expected by the organization (Sinambela, 2016). Performance is the achievement in quality and quantity of an employee after carrying out the task. Performance is also related to work performance, which is defined as a comparison between the achievement of work results against predetermined standards. Performance is the process of carrying out certain jobs that are carried out in a well-planned manner, including time, place, employees, and the organization concerned, so as to get results in accordance with the target. Performance is the overall result that has been achieved and relates to the achievement of the actions and execution of the requested work. Performance is a person's level of success in carrying out tasks and the ability to achieve the goals that have been set. According to Robbin & Judge (2017), performance indicators include work quality, work quantity, timeliness, effectiveness, and independence.

One essential factor in ensuring an organization's long-term success is the effectiveness of its workforce. Organizational productivity largely depends on the ability of competent employees to complete their tasks promptly. Septyanto & Dewanto (2018) state that the level of performance of an employee can be seen from how he achieves work results through the tasks he does. Leaders must have a clear

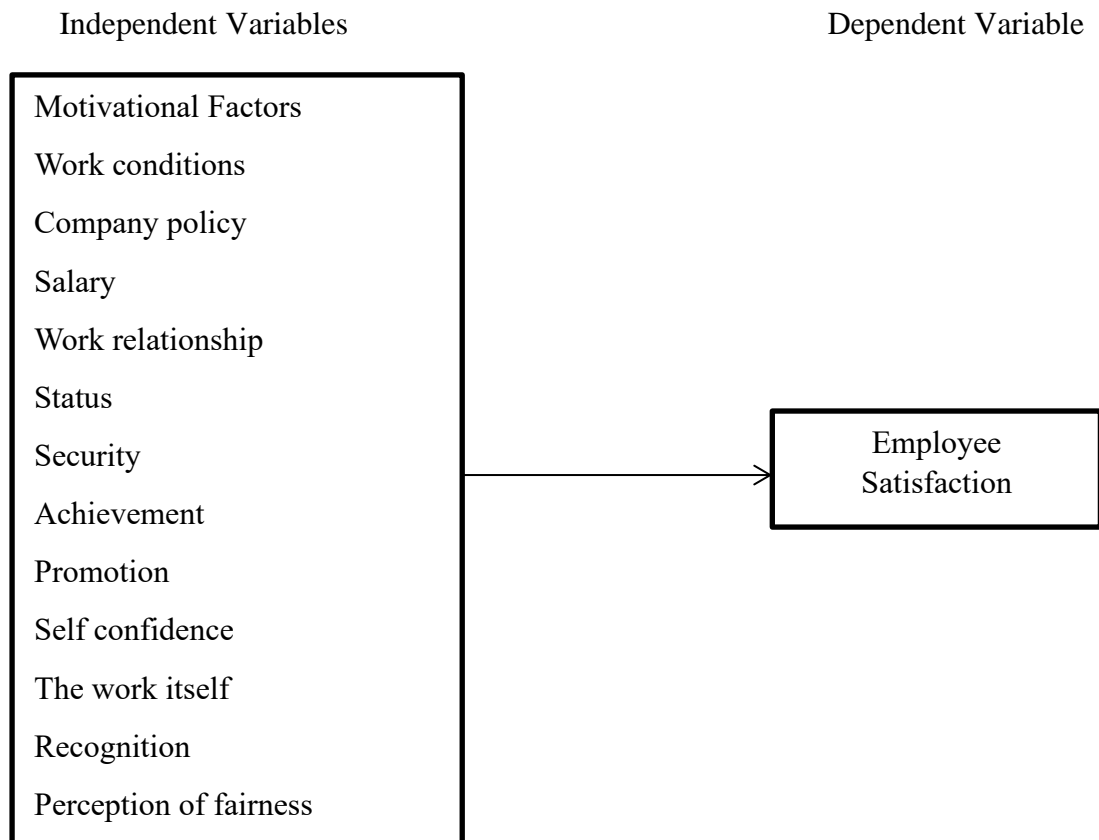
understanding of employee performance to enhance and develop it for the benefit of the organization. This includes offering clear guidance for tackling more challenging tasks, helping employees identify effective ways to improve their skills, and fostering a supportive and comfortable work environment that promotes psychological well-being (Cherian & Jacob, 2013).

Employee job performance can be classified into two categories: test performance and contextual performance. Test performance and contextual performance are two key dimensions used to evaluate an individual's effectiveness in the workplace. Test performance refers to how well an employee carries out the core duties and responsibilities outlined in their job description. It is task-focused, measurable, and typically reflects the technical and procedural aspects of a job, such as meeting deadlines, achieving productivity targets, or completing specific assignments accurately. In contrast, contextual performance involves behaviors that support the broader organizational environment, even if they are not part of formal job requirements. These include helping colleagues, showing initiative, being adaptable, and demonstrating a positive attitude. While test performance ensures that essential job functions are fulfilled, contextual performance contributes to a more cooperative, efficient, and positive workplace. Both are critical in evaluating overall job performance, with contextual performance often influencing long-term organizational success and team dynamics.

2.6 Previous Research Studies

Many researchers have conducted several studies concerning motivational factors, job satisfaction and teacher performance. The following section discusses the relationship between motivational factors, job satisfaction and teacher performance.

Meshi and Tukur (2016) studied the influence of motivation on employees' job satisfaction. The researcher's model is shown in the following.

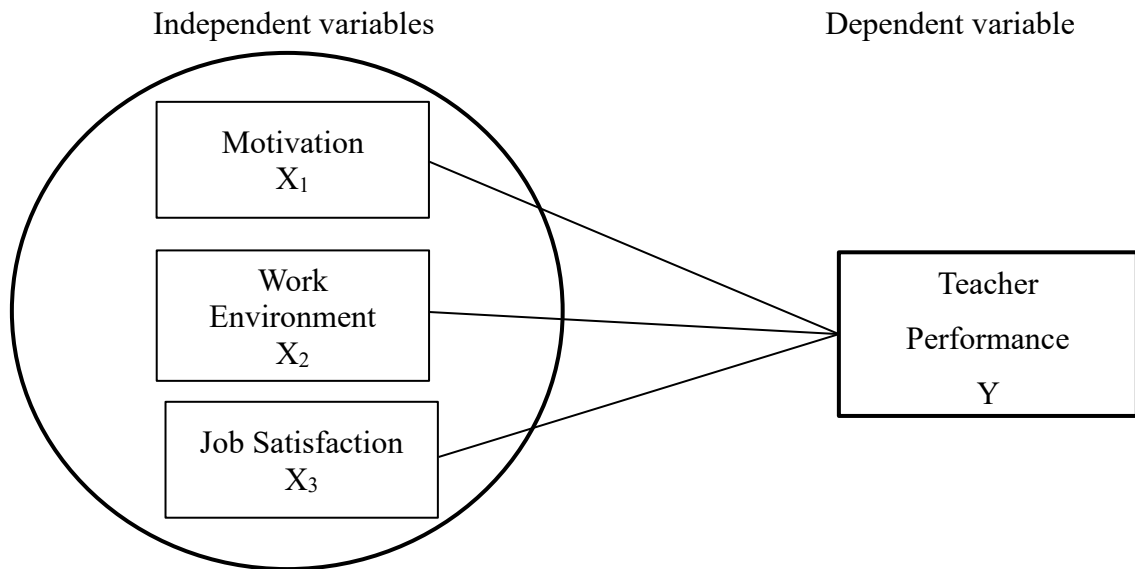


Source: Meshi and Tukur (2016)

Figure 2.2 The Influence of Motivation on Employees’ Job Satisfaction

The purpose of this study is to examine the influence of motivation on employees’ job satisfaction in First Bank Nigeria Plc. Moreover, dependent variables are work conditions, company policy, salary, work relationship, status, security, achievement, promotion, self-confidence, the work itself, recognition, perception of fairness, and dependent variable is employee satisfaction. As a result, the authors found that motivational factors enhance employees’ job satisfaction.

Ulum and Misdiono (2022) studied the effect of motivation, work environment, and job satisfaction on improving teacher performance. The researcher’s model is shown in the following Figure 2.3.

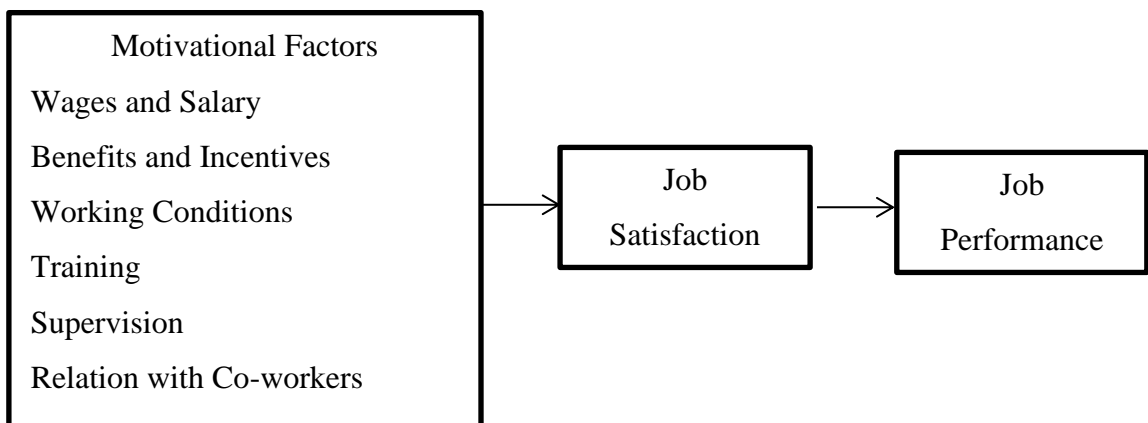


Source: Ulum and Misdiono (2022)

Figure 2.3 The Effect of Motivation, Work Environment, and Job Satisfaction on Improving Teacher Performance.

In this study, researchers aim to determine the effect of work motivation, work environment, and job satisfaction on improving the performance of high school teachers in Cluster 02 Kab. In this study, motivation, work environment and job satisfaction are dependent variables, and teacher performance is a dependent variable. The result found that there is a simultaneous positive and significant influence from motivation, work environment, and job satisfaction toward teacher performance.

Kyaw (2022) examined the motivation factors, job satisfaction and job performance of employees in Grand Andaman Pearl Co., Ltd. The researcher's model is shown in the following Figure 2.4.



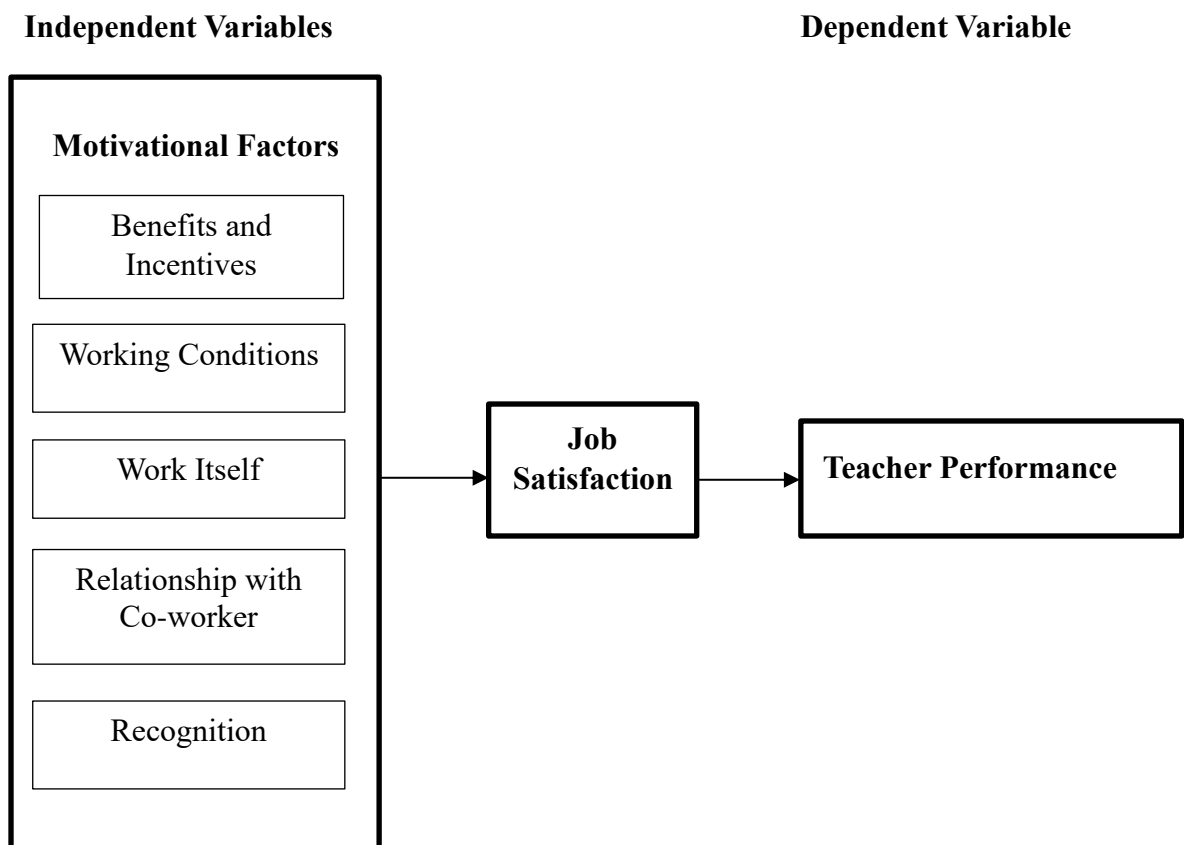
Source: Kyaw (2022)

Figure 2.4 The Motivation Factors, Job Satisfaction and Job Performance of Employees

This study aims to identify the influencing motivation factors on job satisfaction of employees, as well as to analyze the effect of job satisfaction on job performance of employees in Grand Andaman Pearl Co., Ltd., a pearl culturing company in Myanmar. In the study, dependent variables are wages and salary, benefits and incentives, working conditions, training, supervision, relationship with co-worker and job satisfaction and dependent variable is job performance. The findings of this study show that motivation factors, which are wages and salary, working conditions, and relation with co-workers, positively affect job satisfaction. Job satisfaction has a significant positive effect job performance of employees. Therefore, more previous studies are expressed in appendix B with Table.

2.7 Conceptual Framework of the Study

According to the above previous researches, the following conceptual model is developed for this study.



Source: Own Compilation Adapted from Previous Studies (2025)

Figure 2.5 Conceptual Framework of the Study

As shown in Figure 2.5, the dependent variables are job satisfaction and teacher performance, and the independent variable is motivational factors.

Motivational factors are salary, working conditions, work itself, relationship with co-worker and recognition. Firstly, the framework shows that the impact of motivational factors on job satisfaction of private high schools teacher in Mahlaing Township. Secondly, the framework also shows that the impact of job satisfaction on teachers' performance of private high school in Mahlaing Township.

CHAPTER III

RESEARCH METHDOLOG

This chapter presents research methodology. This chapter outlines research design, target population and sampling size, data collection method, and questionnaire design and data analysis. The methodology ensures the reliability and validity of the research findings.

3.1 Research Design

Research methods are typically categorized into two primary types. They are qualitative and quantitative methods. The most common approaches used in social sciences and humanities research are quantitative and qualitative researches. Quantitative research is a research method that focuses on collecting and analyzing numerical data to understand and investigate specific issues or phenomena (Creswell, 2013). Quantitative research focuses on gathering and interpreting numerical data to examine relationships between variables, test hypotheses, and draw conclusions that can be generalized to a broader population. The six types of quantitative research include descriptive research, correlational research, causal-comparative research, experimental research, quasi-experimental research and longitudinal research. Among them, common quantitative methods are experiments, observations recorded as numbers, and surveys with closed-ended questions. It measures of values or counts and are expressed as numbers, graphs, bar chats, pie charts, and table to easily present findings. Qualitative research conveys information via words. It helps in exploring and interpreting concepts, ideas, or experiences. This type of research enables to collect in-depth insights on topics that are not well understood. Typical qualitative methods involve open-ended interviews, narrative observations, and conceptual literature reviews. In this study, quantitative research is conducted.

Moreover, there are four different types of research. They can be classified into; descriptive research, correlational research, analytical research and predictive research. Descriptive research was carried out to measure the impact of motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township. A survey research design was employed to carry out the study.

Each responder was asked to fill out a survey form in order to determine demographic characteristics such as gender and age.

Microsoft Excel is used in this study to examine survey responses and evaluate the data. A structured questionnaire served as the primary method for gathering survey data. There are two sections in the questionnaire. The first section includes questions about the respondents' demographic characteristics such as gender, age, educational attainment, monthly income and position. The second section is composed of the analysis on impact motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township. This section is comprised with seven-point Likert scale model ranging from strongly disagree to strongly agree. In this study, the cluster sampling method was used as the sample technique. Additionally, respondents are given sufficient time to answer the questionnaire, which minimizes sampling error.

3.2 Target Population and Sampling Design

According to Polit and Hungler (1999), population refers to the complete group of individuals who meet certain criteria and are relevant to the study, representing the broader group to which the research findings can be applied. In research, the population is the total collection of people, objects, or events that have a similar trait and are the subject of the study. It represents the entire collection of variables that the researcher intends to investigate and draw conclusions on. It represents the larger, comprehensive group that is the focus of a study or analysis.

In the fields of research, public health, education, and marketing, the term target population plays a crucial role in determining the focus and effectiveness of various initiatives. A target population is defined as a specific group of individuals identified as the intended audience for a particular study, intervention, program, or marketing campaign. Understanding who the target population is, along with their unique characteristics, helps researchers and practitioners design and implement effective strategies that address the specific needs, preferences, and behaviors of that group. In this study, the target population is the teachers of private high schools in Mahlaing Township.

Sampling design refers to the structured process of selecting a subset (sample) from a larger group (target population) to study or analyze, ensuring that the sample accurately represents the population. It describes the method or process the researcher

would use to choose the items for the sample. And sample design is determined before the collection of data. Among various types of sample design technique, the researcher should choose that samples which are reliable and appropriate with the research study. It is a critical component of research, market analysis, and policy evaluation, as it determines the validity, reliability, and generalizability of findings.

There are two types of sampling design. They are probability sampling and non-probability sampling. Probability sampling involves choosing a sample from a larger population using a process grounded in randomization. This means that each individual in the population has a defined and non-zero likelihood of being included in the sample. Probability sampling methods encompass systematic sampling, stratified sampling, cluster sampling, and multistage sampling. Non-probability sampling is a method of selecting units from a population using a non-random method. Non-probability sampling is a quick, simple, and affordable method of gathering data because it does not require an entire survey frame. Non-probability sampling includes methods such as convenience sampling, purposive sampling, snowball sampling, and quota sampling. Cluster sampling method was applied in this study in order to collect the required data. By using cluster sampling method, all teachers were collected to analysis the impact of motivational factors on job satisfaction and teacher performance of private high school in Mahlaing Township.

3.3 Data Collection Method

A data collection method is a structured approach used to gather and measure relevant information on specific variables, aiming to address research questions, test hypotheses, or assess outcomes. The choice of method depends on the research objectives, the nature of the data (qualitative or quantitative), the target population, and available resources. Data collection methods are the base of credible research and decision-making. By aligning the method with the study's goals, population, and context, researchers and practitioners ensure robust, actionable insights.

Data are specialized types of information that are typically gathered for research purposes through surveys, inquiries, observation, or human activity. The data is divided into two categories based on the sources and methods used to obtain it; primary data and secondary data. Primary data are those that are newly gathered and obtained for the first time by a researcher or their team specifically for a particular research objective. It comes directly from the original source and is specifically

designed to address the research questions or hypotheses. Despite the related resource commitments, its value is relied in its direct alignment with research objectives. Those data which have been collected by someone else and which have already been statistically processed or examined by someone else are known as secondary data. It is the data that has been gathered and used for some other purpose earlier, whether it has been released or not.

In this study, primary data was used. Primary data for this study came from the questionnaires that were given to respondents in private schools of Mahlaing Township. The sampling units of this study are the teachers of private high schools in Mahlaing Township. The extent (geographical boundary) was within Mahlaing Township. Target population for the study is teachers from four private high schools in Mahlaing Township. For this study, the data were collected from 21.2.2025 to 1.3.2025. A structured questionnaire was conducted as a survey instrument. The first part of the questionnaire includes the demographic background of the respondents. And the second part consists of the questions about the impact of motivational factors and job satisfaction on teacher performance. The survey questionnaire was made up of 7-point Likert scale from 1 “Strongly Disagree” to 7 “Strongly Agree”.

3.4 Questionnaire Design

A questionnaire is a set of prepared questions which are distributed to a huge number of selected participants (Senthilkumar and Easwaramoorthy 2017). Survey questionnaires are essential instruments for gathering data across variety of fields such as research, marketing, and social sciences. They serve as a bridge between researchers and target populations and are characterized as structured sets of questions intended to elicit particular information from respondents. The Oxford Advanced Learner’s Dictionary describes a questionnaire as a written or printed set of questions designed to be answered by multiple individuals, typically as a component of a survey. They are essential for obtaining both quantitative and qualitative information because of their adaptability and effectiveness, which facilitates well-informed decision-making in public policy, business, and academics. As technology advances, such as AI-driven analytics and dynamic survey platforms, questionnaires continue to play a crucial role for current data-driven society. Questionnaires will continue to provide insight on the human condition in a constantly shifting environment by striking a balance between novelty and rigor.

This questionnaire has two sections which are section A and section B. Question statements regarding with respondents' demographic characteristics are included in Section A. These questions aim to gather some basic information about the responders. The demographic of respondents are measured by five different items. They are gender, age, education, monthly income and position. The next section, Section B consists of question statements about the dimensions of motivational factors, job satisfaction and teacher performance, which use 7-point Likert scales type ranging from 7 "Strongly Agree" to 1 "Strongly Disagree". The measurement items for each variable have been modified to suit the context of this study as shown in Table 3.1.

Table 3.1 Measurement Items of Each Variable

Sr. No.	Variables	Authors
1	Benefits and incentives	Riyanto, et al., (2021), Naidoo (2019)
2	Working conditions	Naidoo (2019), Kyaw (2022), Manu (2015)
3	Work itself	Manu (2015), Manu (2015)
4	Relationship with co-worker	Naidoo (2019), Kyaw (2022), Manu (2015)
5	Recognition	Cannon (2015)
6	Job satisfaction	Kyaw (2022), Cannon (2015), Naidoo (2019), Pongsrihadulchai (2014), Da (2024)
7	Teacher performance	Pongsrihadulchai (2014), Riyanto, et al., (2021), Da (2024)

Source: Previous studies (2025)

As shown in Table 3.1, the dimensions of motivational factors (benefits and incentives, working condition, work itself, relation with co-worker, recognition) were measured by adopting the measurement items of Riyanto, et al., (2021), Naidoo (2019), Kyaw (2022), Manu (2015), and Cannon (2015). Job satisfaction and teacher performance were also measured by adopting the measurement items of Cannon

(2015), Naidoo (2019), Da (2024), Kyaw (2022), Pongsrihadulchai (2014) and Riyanto, et al., (2021).

3.5 Data Analysis

Data analysis involves transforming collected data into valuable insights. This process utilizes various techniques, including modeling, to identify patterns, relationships, and draw conclusions that support decision-making. Before analysis can begin, however, the data must first be properly prepared. In data analysis, there are a numbers of ways to simplify data. Among them, some of the most common ways of simplifying data are the mean, percentage distribution, frequency distribution, and so forth. In this study, the data was analyzed using Statistical Package for the Social Science (SPSS) to analyze descriptive statistics, reliability and validity test, Pearson correlation, multiple regression analysis and simple regression analysis effectively and efficiently.

3.5.1 Descriptive Statistics

Weiss (1999) stated that descriptive statistical analysis aims to thoroughly measure and summarize the characteristics of a population. Descriptive analysis is a foundational approach in data analysis focused on summarizing and describing the main features of a dataset. It addresses the question 'What happened?' by converting raw data into clear insights using statistical analysis and visual representations. Descriptive statistics were used to describe general characteristics of respondents' demographic and motivational factors in the questionnaires. It provides a response to the question and is often considered the simplest form of data analysis. Descriptive analytics is particularly effective for illustrating changes over time, using trends as a foundation for deeper analysis and informed decision-making. There are three fundamental types of measures that used in descriptive statistics. They are (1) measure of central tendency, (2) measures of variability and (3) frequency distribution. Measure of central tendency describes the center of the data set (mean, median, and mode). Measures of variability describe the dispersion of the data set (variance, standard deviation). Frequency distribution measures indicate how often each value or range of values appears within a dataset. Descriptive statistics analysis was used in this study to determine the means and standard deviations of the independent and dependent variables. The mean values represent the average

responses, while the standard deviation indicates the degree of variation. To provide a clearer understanding of the results, descriptive analysis was employed to display the mean values. This approach aids in better comprehension and interpretation of the main findings. An interpretation of Pimentel's (2019) mean values and a seven-point Likert scale are provided in Table.

Table 3.2 Seven-point Likert Sale Mean Values and Their Interpretation

Likert scale	Mean value	Interpretation
1	1.00-1.85	Extremely dissatisfied
2	1.86-2.71	Very dissatisfied
3	2.72-3.57	Dissatisfied
4	3.58-4.43	Neither satisfied nor dissatisfied
5	4.44-5.29	Satisfied
6	5.30-6.15	Very satisfied
7	6.16-7.00	Extremely satisfied

Source: Pimentel, (2019)

3.5.2 Reliability Analysis

According to Silverman (2004), reliability is the degree to which the findings of the research are independent of accidental circumstances. It is closely related to ensuring the quality of field notes and providing public access to the publication process of research findings. Joppe (2000) describes reliability as the degree to which research findings remain consistent over time and accurately reflect the characteristics of the overall population being studied. If a study yields the same results when repeated using the same methodology, the research instrument is deemed reliable. Testing for reliability is important because it helps in determining whether a test, tool, system, or process generate consistent and dependable results over time. Cronbach's Alpha coefficient is the most widely utilized measure for assessing internal consistency. Cronbach's Alpha values of at least 0.70 are considered to represent sufficient internal consistency of scales (Zikmund et al., 2010).

3.5.3 Pearson Correlation Analysis

The Pearson correlation coefficient is a statistical method used to accurately measure both the strength and direction of a linear association between two variables

(Ikhwan et al., 2024). Pearson's algorithm is a kind of memory-based communitarian filtering mechanism. The range of Pearson's connection is from +1 to -1. It reflects the level of direct relationship between two elements, or the degree to which the components are connected. A correlation of +1 signifies a strong positive relationship between the variables and indicating that the samples share essentially the same structure. In contrast, a correlation of -1 reflects a strong negative relationship, showing that the sample structures are fundamentally different. According to Karl Pearson concept,

- +1 (-1) refers to perfect positive (negative) correlation
- 0.70 to 0.99 (-0.70 to -0.99) refers to very strong positive (negative) correlation
- 0.50 to 0.69 (-0.50 to -0.69) refers to strong positive (negative) correlation
- 0.30 to 0.49 (-0.30 to -0.49) refers to moderate positive (negative) correlation
- 0.10 to 0.29 (-0.10 to -0.29) refers to weak positive (negative) correlation
- 0 to 0.09 (0 to -0.09) refers to no correlation or negligible correlation

3.5.4 Multiple Regression Analysis

In this section, this study used multiple regression analysis to examine simultaneous relationship between a dependent variable and multiple independent variables. Regression analysis is used to examine the relationship between one dependent variable and multiple independent variables. Multiple regression analysis enables the assessment of how well the model fits the data by explaining the total variance, as well as identifying the individual impact of each predictor on the overall variance accounted for. Multiple regression analysis (MRA) is a statistical method employed to examine how a single outcome variable (Y) is influenced by two or more predictor variables (X_1, X_2, \dots, X_K). It allows for the examination of complex relations by considering several factors simultaneously. Multiple regression serves as an effective method for identifying intricate relationships, generating predictions, and enhancing decision-making in both research and real-world contexts. In this study, the multiple regression use five independent variables (benefits and incentives, working condition, work itself, relationship with co-worker, recognition) to predict the relationship between dependent variables (job satisfaction, and teacher performance). To determine the adequacy of the estimated model, Variance Inflation Factor (VIF) is

used. When the VIF value approaches 1 and the F-test is significant, it indicates that the multiple regression model is well-fitted. The standard form of the multiple regression model is presented below.

$$Y_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} \dots + \beta_j X_{ij} + \varepsilon_i$$

$$i = 1, 2, \dots, n; j = 1, 2, \dots, k$$

Where,

Y = Dependent variable

X_{ij} = i^{th} observation of the j^{th} independent variables

β_0 = Constant

β_j = j^{th} regression coefficients

ε_i = i^{th} independent identically distributed normal error

The objective one of this study is to measure the effect of motivational factors on job satisfaction of private high schools in Mahlaing Township. This objective is measured by using multiple regression model. Teacher performance is dependent variable and independent variables (benefits and incentives, working condition, work itself, relationship with co-worker, recognition). The analysis results of motivational factors on job satisfaction of private high school in Mahlaing Township presents in the following section.

The multiple linear regression models can be defined as;

$$JS = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where,

X_1 = Benefits and incentives

X_2 = Working condition

X_3 = Work itself

X_4 = Relationship with co-worker

X_5 = Recognition

To ensure the effectiveness and validity of a multiple regression analysis, four key assumptions must be met. Four key assumptions are linearity, independence of errors, normality of residuals, and homoscedasticity or equal variance of errors. The first assumption is linearity. First, the relationship between the dependent and independent variables must be linear, which can be visually assessed using a normal probability plot. A graphical tool that helps determine if the data follows a normal distribution. If the points on plot roughly form a straight line, it can be said that the linearity assumption is considered satisfied.

In regression model, multicollinearity testing is carried out on the independent variable. Tolerance and the Variance Inflation Factor (VIF) or correlation matrix might be utilized for multicollinearity. A correlation of greater than 0.8 in the correlation matrix could be a problem. Multicollinearity might not be an issue if tolerance scores are higher than 0.2 and VIF scores are significantly below 10.

The normality assumption is foundational in many statistical analyses, particularly when interpreting inferential statistics, while it is not always strictly necessary, especially in large samples. The normality assumption refers to residuals (errors) being normally distributed. This can be examined through a probability-probability (P-P) plot. If the points closely follow the diagonal line in the plot, it indicates that the residuals are approximately normally distributed. By properly assessing and addressing normality, researchers can uphold the integrity of their analyses and make sound, data-driven decisions.

The fourth assumption, known as homoscedasticity, implies that the residuals (errors) have a constant variance across all values of the independent variables. In other words, the spread of the errors should remain uniform regardless of the level of the predictors. This assumption can be examined using a scatter plot of the residuals. This can be checked using a scatter plot of residuals, where a random and patternless distribution of points indicates compliance. An outlier refers to a data point that does not conform to the overall pattern. In addition influential cases are those that may disproportionately bias the model's results. Whereas a funnel-shaped pattern in heteroscedasticity can be noted that a violation of the assumption. Finally, the presence of outliers or influential data points is checked using Cook's Distance. Values close to 1 for influence diagnostics suggest that no individual data point excessively impacts the model.

3.5.5 Simple Linear Regression Analysis

Simple linear regression is a statistical method for obtaining a formula to predict values of one variable from another where there is a causal relationship between the two variables.

The formula for a simple linear regression is:

$$\hat{y} = b_0 + bX$$

Here;

$$\hat{y} = \text{dependent variable}$$

b_0 = intercept

b = regression coefficient

X = independent variable

In constructing the model, the variables are noted as:

\hat{y} = Teacher performance

X = Job satisfaction

In this study, simple linear regression analysis was employed. The model assumes a linear relationship between the independent and dependent variables is a straight line. If the relationship is not straight, the model might give wrong predictions by guessing too high or too low. Also, this assumption means that the independent variable (X) should not be random, because if it is, it would not have a steady or consistent relationship with the dependent variable. The homoscedasticity assumption states that the variance of the residuals remains constant across all levels of the independent variable. If the residual variance varies, it may indicate problems with the accuracy and reliability of the model.

In independence of errors, Residuals should be independent of one another across observations. Any correlation among residuals can lead to biased estimates of the regression parameters' variances. Therefore, both visual and statistical checks are necessary to confirm the independence of residuals and detect any systematic patterns. The normality of residuals should follow a normal distribution. Evaluating the distribution of both the independent and dependent variables helps in identifying outliers that may distort the regression line and violate the normality assumption.

CHAPTER IV

PROFILE AND MOTIVATIONAL FACTORS OF PRIVATE HIGH SCHOOLS IN MAHLAING TOWNSHIP

This chapter explains the overview of private schools' education sector in Myanmar, profile of private schools in Mahlaing Township and profiles of Hein Chan Myae, Emerald Banner, Aung Di Par and Sar Pann Taing private schools in Mahlaing Township. This chapter also presents a descriptive analysis of demographic characteristics of private high schools teachers.

4.1 Education Sector of Private Schools in Myanmar

Schools play a crucial role in preparing skilled individuals to meet the requirements and expectations of the new century. Given their important role in human resource development, schools need to focus more on marketing concepts in order to offer the greatest value-added services and develop with creative approaches to improve educational standards. As a result, thousands of private schools have sprung up all over the country in response to the demand for high-quality education and the need to meet the demands of parents.

The history of private education in Myanmar is deeply connected with the country's colonial past, starting with the establishment of missionary schools during British rule in the 19th century. These schools were primarily created to educate the children of colonial officials and the local elite. They aimed to provide an alternative to the monastic educational system, which had historically been the main source of education in Myanmar.

In recent decades, a lot of educational services have emerged to meet the needs and wants of the customers because of the open market economies. This has encouraging some foreigners to invest in the majority of Myanmar's cities. Not only foreign investors but also local investors are investing in educational businesses. As a result, a number of private schools have been growing in Myanmar education market. Moreover, education services are becoming increasingly popular among Myanmar parents and students.

Although, there are many differences between public and private schools, there are many similarities because both are subject to certain regulations. Both

school systems provide their students the best education within their means. In the immediate post-independence period from 1948 to 1962, private and state education was accepted in basic and higher education. During the socialist era between 1962 and 1988, however, private institutions were eliminated and the State dominated. Nowadays, private schools have expanded across pre-primary, primary, secondary, and higher education levels to meet market demands for training in English language, computing, accounting, and business-related fields. Some of them offer a wider and full curriculum.

Private schools, especially in urban areas, are perceived as providing a higher quality of education, largely due to better resources, more qualified teachers, and curricula that often incorporate international standards (Salem-Gervais & Metro, 2012). This sector has become particularly attractive to families seeking a modern, globalized education for their children. However, the high cost associated with private education creates significant barriers for many families, exacerbating concerns about educational inequality (Moe & Myint, 2020). Most private high schools in Myanmar align with the government-mandated curriculum to ensure students can sit for national matriculation exams.

Myanmar's private high school sector has emerged as a critical component of the country's education landscape, particularly amid challenges faced by the public education system. This sector reflects broader socio-economic trends, including urbanization, rising middle-class aspirations, and demand for quality education. Before 2010, Myanmar private education was tightly regulated under military rule, with limited growth due to bureaucratic restrictions and a focus on public schooling. After 2010, political reforms under the quasi-civilian government (2011–2021) led to relaxed regulations, enabling the expansion of private schools.

The government of Myanmar must strike a balance between the need to improve public education and the expansion of private education as it pursues its educational reforms. Regardless of their socioeconomic circumstance, assuring all students have equitable access to high-quality education is still crucial for the future growth of the nation. Private high school sector has become important sector for the country's socio dynamics. While it offers avenues for quality education and global competitiveness, systemic challenges—such as inequality, political repression, and economic collapse—threaten its sustainability. For now, private schools in Myanmar play a vital role.

4.2 Background Information and Motivational Factors of Private High Schools in Mahlaing Township

Mahlaing Township is located in the Mandalay Region of Myanmar and is an area with a growing emphasis on education. Mahlaing Township is a rural area in central Myanmar, where access to quality education has historically been limited compared to urban centers like Mandalay or Yangon. While government schools are the primary providers of education, private high schools have emerged as important institutions offering alternative educational opportunities. These private high schools cater to families seeking higher-quality education, better facilities, and more personalized attention for students. Private high schools in Mahlaing Township typically emphasize a well-rounded education that includes not only academic excellence but also extracurricular activities. They often follow the Myanmar national curriculum but may supplement it with additional subjects such as English language, computer skills, and moral education. Some schools may also incorporate international teaching methodologies to enhance critical thinking and creativity.

Many teachers in these schools have higher qualifications and undergo regular training to stay updated with modern teaching techniques. Smaller class sizes allow for more individualized attention, which helps students perform better academically. Students attending private high schools in Mahlaing Township typically come from various locations. Their parents often prioritize education and are willing to invest in their children's future. Recognizing the dedication and hard work of its educators, schools foster a supportive environment and reward systems that designed to make the workplace the best it can be for teachers. This commitment is demonstrated through financial incentives like bonuses, comprehensive health care benefits that ensure well-being, and generous personal leave policies that support a healthy work-life balance for teachers. To provide teachers with comfortable living and dining, schools arrange accommodations and foods for teachers.

To help teachers focus on teaching, schools provide a clean and well-lit work environment. Schools also emphasize effective communication methods to improve relationship between teachers. Schools also regularly recognize guide teachers for their careful teaching and instruction of students. By prioritizing these factors, the school actively invests in its teachers' success and satisfaction, creating a foundation where teachers can thrive professionally and personally. In Mahlaing Township, private high schools are an integral part of the local education system, offering an

alternative to public schools and catering to families seeking higher-quality education. With their focus on academic excellence, modern facilities, and holistic development, these schools are helping to shape the future of the township's youth. However, addressing challenges such as affordability and resource limitations will be crucial for their sustained growth and impact. Background information and motivational factors of each private high school in Mahlaing Township is presented in the following section.

4.2.1 Motivational Factors of Emerald Banner Private High School

Emerald Banner private school is established as a boarder in 2015, the school initially operated with a focus on immersive academic and extracurricular experiences until 2018. After 2018, school was stopped due to Covid-19. During this period, it emphasized community living and holistic development, catering to students who resided on campus. In 2021, it has transformed into a private high school. This transformation probably allowed more students to attend and improved its classes and buildings. Administrative positions at the institution include president, assistant president, guide leader, and guide.

The school sometimes offers bonus to guide teacher and provide full medical supply when teachers are sick. The school fosters a friendly and inclusive work environment for all teachers. Everyone is treating equally within the school community. The school also ensures that teacher work in pleasant conditions. To enhance teaching quality, the school always provides training, guidance and necessary advice to teacher. It allows teachers to fully utilize their expertise. Teachers also receive recognition for their skills and qualification from their superiors. The school offers the best support for guide teachers aimed at ensuring the highest possible level of job satisfaction.

4.2.2 Motivational Factors of Hein Chan Myae Private High School

Hein Chan Myae Private High School is one of the educational institutions serving students in Mahlaing Township, located in the Mandalay Region of Myanmar. The school is likely focuses on providing affordable, quality secondary education with an emphasis on all subjects. The school also emphasize on exam preparation for the Myanmar Basic Education High School (BEHS) certificate. The school supplement

with additional English-language classes to enhance students' quality. The school is composed of a boarder, a principle, vice principle and guide teachers.

The school provides both monetary and non-monetary benefits, such as bonus payments and short vacation trips during the two-month holiday, for guide teachers. It also offers training programs to help guide teachers improve their skills and performance. This training helps them focus more effectively on students' education. The school provides teachers with a safe, productive workplace and appropriately structured schedules. The school fosters collaboration among staff through teacher committees and mentorship programs for better relationship. The school demonstrates appreciation for the specific skills and performance of its guide teachers. Furthermore, the school has hired support staff and implemented efficient management systems to reduce administrative burdens for teachers.

4.2.3 Motivational Factors of Aung Di Par Private High School

Aung Di Par was founded in 1999 as boarding school. The school's mission is to focus on providing structured and excellence education. After nearly two decades, the school has become significantly growth. In 2018, it transitioned into "Aung Di Par Private High School". This shift to a private school model allowed the institution to expand its academic offerings, modernize facilities, and adopt a more flexible educational framework while retaining its commitment to excellence. Aung Di Par Private High School exemplifies adaptability and student-centered education. The founder, president, and guide leader are committed to shaping the future of students with innovative and inclusive ways.

The school provides the best motivation for teachers including financial and non-financial benefits and incentives. The school offer bonuses to teachers on special occasions and leaves for person matter. The school offers workshops, training, and opportunities for professional growth of teacher. To enable teacher to teach well it always provides good working environment. Teachers are provided with sufficient teaching materials. The school established clear rules and guidelines for all teachers. The school actively supports its teachers and ensures they feel valued. Teachers collaboratively resolve school-related issues as they arise. Furthermore, the school fosters a positive work environment characterized by supportive relationships among staff and leadership. This supportive environment can enhance teacher performance.

4.2.4 Motivational Factors of Sar Pann Taing Private High School

Sar Pann Taing Private High School was originally established in 2002. This school was began as a border school. In 2019, it became a private school and took on its current identity. This changing demonstrated the school's commitment to enhancing institutional development, autonomy, and educational quality. President is responsible for overseeing strategic direction, policy implementation, and overall management of the school. Assistant president supports the president and guide leader focused on other guide daily activities and student guidance.

Salary pay by the school is competitive. Performance-based bonuses and salary are awarded to teachers according to their individual performance. The school focuses on providing modern teaching materials to help teachers teach effectively. It works with teachers to set rules for students and guide teachers are involved in the process of developing their own schedules. Teachers also help each other and give necessary advice. Additionally, the school shows student success stories internally and externally to reinforce the value of the role of guide teachers. The school also acknowledge for the contribution of teachers. The school provides structured feedback to teachers on a regular basis. This structured feedback allows teachers to reflect on their own performance. The feedback process also helps teachers feel valued within the school community.

4.3 Demographic Characteristics of Respondents

In this study, demographic data are gathered from respondents in Mahlaing Township in the form of gender, age, education, income and position. The total number of respondents is 129. In order to provide general demographic information of respondents, the collected data are displayed in the form of tables which contain the frequency and percentage rate results of the respondents.

4.3.1 Gender of Respondents

Gender of respondent was classified into two groups that were male and female. The following Table 4.1 shows the frequency and percentage of respondents by gender.

Table 4.1 Gender of Respondents

Sr. No.	Gender	Frequency	Percent (%)
1	Male	49	38
2	Female	80	62
	Total	129	100

Source: Survey Data, (2025)

According to Table 4.1, (38%) of respondents are male and (62%) of respondents are female from the total number of 129 respondents. In this study, data were collected from teachers of four private high schools in Mahlaing Township. As shows in Table 4.1, numbers of female respondents are more involved in guide teacher.

4.3.2 Age of Respondents

Ages of respondents are divided into five groups such as under 20 years old, between 21 and 30 years, between 31 and 40 years, between 41 and 50 years, and above 51 years. Number of respondents by age of group is shown in Table 4.2.

Table 4.2 Age of Respondents

Sr. No.	Age (Years)	Frequency	Percent (%)
1	Under 20	32	24.8
2	21-30	73	56.6
3	31-40	14	10.9
4	41-50	6	4.7
5	Above 51	4	3.1
	Total	129	100

Source: Survey Data, (2025)

As shown in Table 4.2, there are five groups for age of respondents. According to the research of demographic profile for age group, 24.8% of respondents are under 20 years old, 56.6% respondents are between 21 and 30 years, 10.9% of respondents are between 31 and 40 years, 4.7% of respondents are between 41 and 50 years and 3.1% are over 51 years. According to the age results, 56.6% of the respondents are the most interested in doing guide teacher. It means that some of them have hobbies

related to teaching, while others want to continue their education while working as guide teachers.

4.3.3 Education of Respondents

Education levels of respondents are classified into four categories. These categories are under graduate level, diploma degree level, bachelor level and master degree level. Frequency and percentage of respondents' education level is described in the following Table.

Table 4.3 Education of Respondents

Sr. No.	Education	Frequency	Percent (%)
1	Under Graduate	71	55.0
2	Diploma Degree	7	5.4
3	Bachelor	46	35.7
4	Master Degree	5	3.9
	Total	129	100

Source: Survey Data, (2025)

As shown in Table 4.3, (71) respondents (55%) are the under graduate level, seven respondents (5.4%) are diploma degree level, (46) respondents (35.7%) are bachelor level and five respondents (3.9%) are master degree level. Over half (55%) of respondents are at the undergraduate level, due to COVID-19 period, political circumstances of the country and some respondents are still attending university.

4.3.4 Income of Respondents

Monthly income of respondents is classified into five groups, such as below 200000 Kyats, between 200,000 and 250,000 Kyats, between 250,000 and 300,000 Kyats, between 300,000 and 350,000 Kyats and above 350,000 Kyats. Monthly income of respondents is shown in the following Table.

Table 4.4 Income of Respondents

Sr. No.	Income (Kyats)	Frequency	Percent (%)
1	Under 200000	10	7.8
2	200000-250000	57	44.2
3	250000-300000	43	33.3
4	300000-350000	10	7.8
5	Above 350000	9	7.0
	Total	129	100

Source: Survey Data, (2025)

As shown in Table 4.4, (7.8%) of the respondents have a monthly income of less than 200,000 Kyats, (44.2%) of the respondents have a monthly income of between 200,000 and 250,000 Kyats, (33.3%) of the respondents have a monthly income of between 250,000 and 300,000 Kyats, (7.8%) of the respondents have a monthly income of between 300000 and 350000 Kyats and (7%) of the respondents have a monthly income of above 350000. The income level of respondents is influenced by different regions. The location where respondents live and work plays a role, as urban areas generally offer higher wages compared to rural regions.

4.3.5 Position of Respondents

Position of respondents is classified into four groups, such as guide, guide leader, assistant president and president. The following table shows the position of respondents.

Table 4.5 Position of Respondents

Sr. No.	Position	Frequency	Percent (%)
1	Guide	113	87.6
2	Guide leader	7	5.4
3	Assistant president	5	3.9
4	President	4	3.1
	Total	129	100

Source: Survey data (2025)

As shown in Table 4.5, (87.6%) of the respondents hold the position of guide, (5.4%) of the respondents hold the position of guide leader, (3.9%) of the respondents hold the position of assistant president and (3.1%) of the respondents hold the position of president. In this study, guide position is the most because of the guide teacher's responsibility to closely monitor and teach the students properly.

CHAPTER V

ANALYSIS OF THE IMPACT OF MOTIVATIONAL FACTORS ON JOB SATISFACTION AND TEACHER PERFORMANCE

Chapter five presents the analysis of the impact of motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township. This chapter comprises with descriptive statistics of variables, overall mean value of variables, reliability, correlation and regression analysis. Data are collected by using structured questionnaire and distributed around the area of Mahlaing Township. The collected data, relationships between motivational factors, job satisfaction, and teacher performance are identified, described, and analyzed. The findings and data are calculated statistically and described with table form.

5.1 Descriptive Statistics of Motivational Factors, Job Satisfaction and Teacher Performance

Descriptive statistics summarize and simplify a large amount of data in an understanding and a meaningful way. Descriptive statistics is expressed in the form of mean values and standard deviations. For all items, the calculated mean value of 4.43 or greater than 4.43 is good. The following tables show mean value and standard deviations for independent variables and dependent variables of the study.

5.1.1 Benefits and Incentives

Benefits and incentives directly contribute to employee satisfaction and productivity in the workplace. By providing good benefits and incentives, where employees feel appreciated, secure, and motivated. So, it plays a vital role in job satisfaction. The respondents' perceptions of motivational factors on job satisfaction at private high school in Mahlaing Township are examined using seven survey questionnaires. The descriptive statistic results of benefits and incentives are shown in the following Table 5.1.

Table 5.1 Agreement Level of Benefits and Incentives

Sr. No.	Particular	Mean	S.D
1	Providing opportunities for the development of teachers' skills and abilities.	6.25	0.848
2	Offering benefits align with teachers' extra efforts.	5.87	1.092
3	Providing fair benefits for teachers.	6.16	0.956
4	Offering leave for teachers (sickness, education, etc.).	6.34	0.776
5	Focusing on improvement of teachers skills.	6.09	0.931
6	Offering extra bonuses and vacation trip during the special events (Thingyan, Thadingyut, etc.).	5.64	1.179
7	Providing benefits align with teachers' expectations.	5.96	1.019
	Overall Mean	6.04	0.644

Source: Survey data (2025)

As shown in the above Table 5.1, the mean scores for benefits and incentives are above 4.43. This means that benefits and incentives are accepted by respondents. The mean value of "Offering leave for teachers (sickness, education, etc.)" is the highest with the mean scores of 6.34. This statement is the most agreement on job satisfaction because holidays offered by school drive more job satisfaction for respondents. Therefore, "Offering extra bonuses and vacation trip during the special events (Thingyan, Thadingyut, etc.)" has the lowest mean value of 5.64. It can be assumed that teachers are not satisfied because they think that the school does not offer extra bonuses and vacation trip during the special events. The standard deviation values exceeding 1 for some statements related to private high school's benefits and incentives suggest considerable variation in teachers' perceptions and experiences. Teachers feel that the rules for getting rewards for their extra efforts to benefit provision are unclear, and the application of these benefits is inconsistent. Disagreement arises because bonuses and vacation trips are not aligned well with what teachers actually prefer. The school cannot meet different expectations of teachers that lead to inconsistency in satisfaction.

5.1.2 Working Conditions

Working condition is an important for job satisfaction, which is a foundational element for a fulfilling and satisfying job. Eight survey questions were used to determine respondent's perception of motivational factors on job satisfaction at private high school in Mahlaing Township. The descriptive statistic results of working condition are shown in the following Table 5.2.

Table 5.2 Agreement Level of Working Conditions

Sr. No.	Particular	Mean	S.D
1	Establishing on appropriate work environment, culture and ethics by the school.	6.39	0.851
2	Supply enough teaching materials (eg., books, pencils, etc.).	5.88	1.118
3	Providing medical supplies and occupational safety for teachers.	6.31	0.900
4	Setting clear responsibilities for teachers.	6.19	0.817
5	Acceptance of timetables set by the school.	6.29	0.802
6	Provision of lighting and cleanliness properly in the school.	6.31	0.846
7	Supporting good working conditions for teachers.	6.26	0.904
8	Being a favorable workplace for teachers.	6.27	0.758
	Overall Mean	6.24	0.563

Source: Survey data (2025)

As shown in the above Table 5.2, respondents accepted associated with factor of “working conditions”, which has the mean value of above 4.43. The statement “Establishing on appropriate work environment, culture and ethics by the school” has the highest mean scores of 6.39. This statement reflects the highest level of agreement regarding job satisfaction because teachers are satisfied with working at that school due to the school established an appropriate work environment, culture and ethics. The statement “Supply enough teaching materials (eg., books, pencils, etc.)” has the lowest mean value of 5.88. That indicates that teachers are not satisfied with the factor because the school does not provide enough teaching materials for teachers. This

indicates that resources are insufficiently distributed, inconsistently refilled, or inadequate for all teachers' needs.

5.1.3 Work Itself

Work itself plays a critical role in employees' job satisfaction. When work itself is meaningful, stimulating, and allows for personal growth, it directly contributes to higher level of job satisfaction. Respondents' perceptions of motivating factors on job satisfaction at a private high school in Mahlaing Township were measured through the use of seven survey questions. The survey results of work itself is shown in the following Table 5.3.

Table 5.3 Agreement Level of Work Itself

Sr. No.	Particular	Mean	S.D
1	Empowerment decision-making rights for teachers to carry out tasks.	5.85	1.009
2	Matching with expertise and interests of teachers.	6.25	0.810
3	Committing to school-related tasks.	6.27	0.682
4	Playing a vital role in achieving the goals of the organization.	6.26	0.862
5	Providing new experiences and skills development opportunities for teachers.	6.15	0.876
6	Having an impact on the organization and the public by teacher performance.	6.21	0.854
7	Utilizing fully skills and knowledge in job.	6.31	0.748
	Overall Mean	6.19	0.519

Source: Survey data (2025)

As shown in the above Table 5.3, respondents accepted the factor of “work itself”, which has mean value of above 4.43. The mean value of “Utilizing fully skills and knowledge in job” is the highest with the mean scores of 6.31. It can be said that teachers can utilize skills and knowledge in their job. The statement “Empowerment decision-making rights for teachers to carry out tasks” receives the lowest mean scores of 5.85 because teachers do not have enough decision-making rights to carry out tasks.

5.1.4 Relationship with Co-workers

Relationship with co-workers is an important factor for employees' job satisfaction. Good relationships with co-workers make work more fulfilling, reduce stress, enhance productivity, and provide support for personal and career growth, all of which are important for job satisfaction. Respondents' perceptions of motivating factors on job satisfaction at a private high school in Mahlaing Township were measured by using seven survey questions. The survey results of relationship with co-worker is shown in the following Table 5.4.

Table 5.4 Agreement Level of Relationship with Co-workers

Sr. No.	Particular	Mean	S.D
1	Being very communicative and friendly among colleagues.	5.96	0.922
2	Discussing frequently educational issues with each other.	6.07	0.762
3	Helping each other.	6.08	0.872
4	Being respectful and value each other.	6.07	0.962
5	Communicating well with each other.	6.12	0.924
6	Offering each other necessary advice about work.	6.09	0.843
7	Working together as a team.	6.23	0.931
	Overall Mean	6.08	0.665

Source: Survey data (2025)

As shown in the above Table 5.4, respondents accepted associated with the factor of relationship with co-worker, with a mean value of above 4.43. The highest mean value of “Working together as a team” is 6.23, indicating that teachers enjoy collaborating on activities. The statement “Being very communicative and friendly among colleagues” has the lowest mean value of 5.96. This suggests that teachers slightly satisfied with their colleagues due to poor one on one communication between teachers.

5.1.5 Recognition

In job satisfaction, recognition is an important factor because it plays a huge role in enhancing job satisfaction by making employees feel valued, motivated, and emotionally connected to their work and the company. It fosters a positive and productive work environment, ultimately benefiting both employees and the organization. Respondents' perceptions of motivating factors on job satisfaction at a private high school in Mahlaing Township were measured by using seven survey questions. The survey results of recognition is shown in the following Table 5.5.

Table 5.5 Agreement Level of Recognition

Sr. No.	Particular	Mean	S.D
1	Receiving recognition for skills and abilities.	5.95	0.987
2	Receiving recognition for the work accomplishment.	5.86	0.925
3	Acceptance recognition for continuation of work on the school.	6.02	0.879
4	Getting recognition for doing good job performance.	6.03	0.790
5	Recognizing by superior for efforts.	5.99	0.923
6	Recognizing by colleagues for efforts.	5.99	0.906
7	Acknowledgement for activities and get necessary advice.	6.12	0.893
	Overall Mean	5.99	0.713

Source: Survey data (2025)

According to the above Table 5.5, the mean value of “Acknowledgement for activities and get necessary advice” is the highest, 6.12. It indicates that the school always provide necessary advice and guidance for teachers. “Receiving recognition for the work accomplishment” has the lowest mean value of 5.86. It can be interpreted that respondents are slightly agree because the school do not appreciate their work accomplishment very well.

5.1.6 Job Satisfaction

Job satisfaction of private high schools’ teachers in Mahlaing Township is the most important part of the study. Thus, eight structural questions are constructed and data are collected from respondents to find out the job satisfaction level. This category

examines the mean scores of each variable. The below Table 5.6 shows, descriptive statistics of each variable.

Table 5.6 Agreement Level of Job Satisfaction

Sr. No.	Particular	Mean	S.D
1	Satisfaction with getting new experience.	6.06	0.899
2	Satisfied with the benefits provided by the school.	6.19	0.855
3	Satisfaction with school rules and working conditions.	6.16	0.788
4	Satisfaction with work performance.	6.06	0.899
5	Enjoyment working with colleagues.	6.03	0.865
6	Satisfaction with getting new experience.	6.34	0.786
7	Satisfied with current responsibilities.	6.26	0.721
8	Satisfaction with working at this school.	6.36	0.612
	Overall Mean	6.18	0.598

Source: Survey data (2025)

According to the above Table 5.6, the mean score of satisfaction is above 4.43, this mean that all the statements of satisfaction are accepted by respondents. The mean value of “Satisfaction with working at this school” is the highest mean value, 6.36. It means that teachers are satisfied with working in private school because they enjoy working in their schools. The statement “Enjoyment working with colleagues” has the lowest mean value, 6.03. Therefore, teachers are slightly satisfied working with their colleagues because of weak communication.

5.1.7 Teacher Performance

The following table shows the statistical mean and standard deviation for each variable. The combination of ten questions is used to study teachers performance. The following Table 5.7 shows, connection factor influences moderately on teacher performance.

Table 5.7 Agreement Level of Teacher Performance

Sr. No.	Particular	Mean	S.D
1	Having enough skills to overcome the difficulties at work.	6.02	0.718
2	Bring all the best knowledge and ability to be able to use at work.	6.26	0.552
3	Teaching and guiding students carefully and properly.	6.30	0.524
4	Completing work assignments on time.	6.31	0.597
5	Performing work duties with enthusiasm.	6.40	0.592
6	Explaining the lessons clearly to students.	6.31	0.659
7	Providing guidance regarding with student behavior.	6.38	0.675
8	Working new task consciously.	6.29	0.664
9	Taking additional responsibilities beyond their original duties if needed.	6.25	0.718
10	Looking for ways to improve work performance.	6.37	0.650
	Overall Mean	6.28	0.372

Source: Survey data (2025)

Table 5.7 shows the statistical mean and standard deviation for each variable. Respondents agree all the statements of teacher performance because the mean scores are above 4.43. As the result, the statement of “Teachers perform work duties with enthusiasm” has the highest mean value of 6.40. Therefore, this statement is the most agreement on teacher performance because they are completely immersed in their work. The mean value of 6.02, “Teachers have enough skills to overcome the difficulties at work” is the lowest mean value. This statement is the less agreement on teacher performance because even though they have enough skills, they feel it is still inadequate.

5.1.8 Analysis on Overall Mean of Variables

The following table shows the overall mean values for independent variables such as benefits and incentives, working conditions, work itself, relationship with co-worker and recognition.

Table 5.8 Analysis on Overall Mean of Variables

Sr. No.	Particular	Mean	S.D
1	Benefits and incentives	6.04	0.644
2	Working conditions	6.24	0.563
3	Work itself	6.19	0.519
4	Relationship with co-worker	6.08	0.665
5	Recognition	5.99	0.713

Source: Survey data (2025)

The above Table 5.8 expresses the average means for five factors that range from 5.99 to 6.24. Based on the table, among the five variables, working condition is the most influential factor with the mean score of 6.24 and standard deviation of 0.563, because the school set clear responsibility, appropriate work culture and provide necessary support for teachers. The second largest influential factor is work itself with mean score of 6.19 and standard deviation of 0.519. It can be said that teachers can explain all knowledge to students and can use full skills in teaching. The school supply great working culture, policy and environment for teachers.

5.2 Reliability Analysis

Reliability refers to the consistency with repeated measures produce the same result across time and across observers (Patton, 1990). Every questionnaire used in the study was the same for every respondent in order to ensure the accuracy of the data. Cronbach's alpha is computed to assess the internal consistency of the variables utilized in this study. In general, an alpha values less than 0.6 are regarded as being poor, value above 0.8 are regarded as good and value 0.7 are acceptable. Table 5.9 expressed the Cronbach's alpha values of variables.

Table 5.9 Reliability Analysis

Sr. No.	Particular	Numbers of Items	Cronbach's Alpha Value
1	Benefits and incentives	7	0.781
2	Working condition	8	0.793
3	Work itself	7	0.731
4	Relationship with co-worker	7	0.868
5	Recognition	7	0.900
6	Job satisfaction	8	0.882
7	Teacher performance	10	0.785

Source: Survey data (2025)

Table 5.9 shows the reliability test for the impacts of motivational factors on job satisfaction and teacher performance at private high schools in Mahlaing Township. Consequently, all variables have alpha values of greater than 0.70. It indicates that all variables are valid internal consistency. The findings demonstrate that every variable used in the study was acceptable in terms of internal consistency.

5.3 Relationship between Motivational Factors and Job Satisfaction

The relationship between motivational factors and job satisfaction is illustrated in Table 5.10. Pearson correlation analysis is used to determine whether there is a statistically significant linear relationship between motivational factors and job satisfaction.

Table 5.10 Results of Pearson Correlation Analysis for Motivational Factors and Job Satisfaction

Sr. No.	Motivational Factors	Pearson Correlation Coefficient	Sig (2-tailed)
1	Benefits and incentives	0.418**	0.000
2	Working condition	0.542**	0.000
3	Work itself	0.494**	0.000
4	Relationship with co-worker	0.535**	0.003
5	Recognition	0.648**	0.000

Source: Survey data (2025)

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

According to Table 5.10, the correlation coefficient for dependent variable is job satisfaction and independent variables are benefits and incentives, working condition, work itself, relationship with co-worker and recognition. Correlation coefficient between benefits and incentives and job satisfaction is 0.418, the significant level is at 1% level. Correlation coefficient between working condition and job satisfaction is 0.542, the significant level is at 1% level. Correlation coefficient between work itself and job satisfaction is 0.494, the significant level is at 1% level. Correlation coefficient between relationship with co-worker and job satisfaction is 0.533, the significant level is at 1% level. Correlation coefficient between recognition and job satisfaction is 0.648 and the significant level is at 1% level.

Correlation coefficient between working condition, relationship with co-worker and recognition and job satisfaction are above 0.50. According to Pearson correlation analysis, the results of the study demonstrate that there is strong positively correlation between independent variable (working condition, relationship with co-worker, recognition) and dependent variables (job satisfaction). It can be assumed that the school provides good working environment, has effective communication among teachers and offers adequate recognition for teachers. Correlation coefficient between benefits and incentives, work itself and job satisfaction is over 0.40. It can be explained that there is moderate relationship between independent variable and dependent variables, because the school do not offer adequate benefits and incentives plan and autonomy to teachers.

5.4 Relationship between Job Satisfaction and Teacher Performance

The relationship between job satisfaction and teacher performance is shown in Table 5.11. A Pearson correlation analysis is conducted to determine whether there is a statistically significant linear relationship between job satisfaction and teacher performance.

Table 5.11 Results of Pearson Correlation Analysis for Job Satisfaction and Teacher Performance

No	Job Satisfaction	Pearson Correlation Coefficient	Sig (2-tailed)
1	Job satisfaction	0.457**	0.000

Source: Survey data (2025)

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

According to Table 5.11, correlation coefficient between job satisfaction and teacher performance is 0.457 at the significant level at 1% level. It can be said that, Pearson correlation coefficients is positive relationship between independent variable (job satisfaction) and dependent variable (teacher performance). It means that teachers are satisfied with working in private schools because the school consider factors carefully that can satisfy teachers.

5.5 Analysis of the Impact of Motivational Factors on Job Satisfaction

This study analyzes the independent variables (benefits and incentives, working condition, work itself, relationship with co-worker, recognition) and dependent variable (job satisfaction). To test the first main objective, multiple regression analysis was used and the results are shown in the following Table 5.12.

Table 5.12 Multiple Regression Analysis for the Impact of Motivational Factors on Job Satisfaction

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	b	Std. Error	B			
Constant	1.061	0.484		2.193	0.030	
Benefits and incentives	0.078	0.484	0.083	1.098	0.274	1.556
Working condition	0.323***	0.071	0.303	3.396	0.001	2.154
Work itself	-0.108	0.095	-0.094	-0.903	0.368	2.928
Relationship with co-worker	0.181**	0.120	0.201	2.163	0.033	2.330
Recognition	0.369***	0.084	0.439	5.816	0.000	1.542
R ²	0.545					
Adjusted R ²	0.526					
F - value	29.436***					

Source: Survey data (2025)

Note;*** Significant at 1% level, ** Significant at 5% level

Table 5.12 shows the regression analysis for the effect of motivational factors (benefits and incentives, working condition, work itself, relationship with co-worker,

recognition) on job satisfaction. According to the Table, the adjusted R^2 is 0.526 that reveals 52.6% of total variance on job satisfaction is explained by the motivational factors variables and sample size. Results also show that F- value is 29.436 that is significant at $p=0.000$ (<0.01). The independent variables namely working condition and recognition are significantly influence on job satisfaction at 1% level. In addition the independent variable namely relationship with co-worker significantly influences on job satisfaction at 5% level. It means that working condition, relationship with co-worker and recognition have significant effect on job satisfaction because the school provides safe and good working environment, has good relationship with colleagues and offer recognition for each teacher.

The regression coefficient between working condition and job satisfaction is 0.303 ($t=3.396$) and significant value for working condition is 0.001 which is less than p-value of 0.01 at 1% significant level. This indicates that working condition is positively significant on job satisfaction. It means that working condition provided by schools is safe and appropriate for teachers. Therefore, one unit increasing in working condition would result 0.303 units increasing in job satisfaction of private high schools in Mahlaing Township.

The regression coefficient between relationship with coworker and job satisfaction is 0.201 ($t=2.163$) and significant value for relationship with coworker is 0.033 which is less than p-value of 0.05 at 5% significant level. This shows that relationship with coworker and job satisfaction are positively relationship. It is assumed that teachers in private schools have respect and help each other. Therefore, one unit increasing in relationship with coworker would result 0.201units increasing in job satisfaction of private high schools in Mahlaing Township.

The regression coefficient between recognition and job satisfaction is 0.439 ($t=5.816$) and significant value for recognition is 0.000 which is less than p-value of 0.01 at 1% significant level. The result also reveals the recognition has a significant positive influence on job satisfaction because private schools give full recognition for teachers. Therefore, one unit increasing in recognition would result 0.439 units increasing in job satisfaction of private high schools in Mahlaing Township.

The standardized coefficient indicates the contribution of each variable to the study. The results show that recognition is the predictor variable that contributes the highest to the variation of dependent variable (job satisfaction) because it has the largest standardized coefficient beta value for this predictor value which is 0.439. This

means that recognition supports employee job satisfaction of private high school in Mahlaing Township. Therefore, recognition is the most influenced variables because of the largest standardized coefficient beta value. Subsequently, working condition is the second highest with 0.303. Then, relationship with co-worker is the third highest with 0.201.

However, the findings also illustrate that the benefits and incentives and work itself are no significant effects on job satisfaction. It can be determined that there is no effect on job satisfaction. It means that, the respondents are not satisfied with benefits and incentives and work-itself in working private schools of Mahlaing Township. Teachers experience dissatisfies with their benefits and incentives and work-itself due to some factors and the lower salary of guide teachers in compare to other jobs. Absence of clear promotion pathways also lead to teachers' dissatisfaction. In addition, teachers are less satisfied because they do not have enough autonomy.

According to Appendix B, for the variables of motivational factors, job satisfaction and teacher performance, normal p-p plot and scatter plot were constructed. Therefore, the assumptions of the multiple linear regression model was checked. The corresponding results are presented in Appendix (B). In these results, it was found that all normal probability plot show that observations lie approximately on a straight line. The assumption of Normality is met and homoscedasticity was checked by the scatter plot, the each result pointed out that there is not a funnel shape. Thus, the assumption of homoscedasticity is met. For checking the multicollinearity, each variable of the VIFs values was not higher than 10. Therefore, there was no multicollinearity problem in these analyses. All required assumptions were met. Thus, the results obtained from the multiple linear regression models were valid.

5.6 Analysis of the Impact of Job Satisfaction on Teacher Performance

To test the second objective, Simple Linear Regression analysis was used and the results are shown in the following Table 5.13.

Table 5.13 Simple Linear Regression Analysis for the Impact of Job Satisfaction on Teacher Performance

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	b	Std. Error	B		
Constant	4.532	0.305		14.874	0.000
Job satisfaction	0.284***	0.049	0.457	5.789	0.000
R ²	0.209				
Adjusted R ²	0.203				
F - value	33.514***				

Source: Survey data (2025)

Note; *** Significant at 1% level

Table 5.13 presents the regression analysis for the effect of job satisfaction on teacher performance. According to the table, the value of F test is 33.514. The adjusted R² is 0.203, indicating that 20.3% of total variance in teacher performance are explained by job satisfaction and sample size. The p-value for the relationship between job satisfaction and teacher performance is 0.000, which is below the significant level of 0.01. The independent variable, job satisfaction has significantly influence on teacher performance at 1% level. The finding shows that there is a positive significant relationship between job satisfaction and teacher performance of private high schools in Mahlaing Township. The results also show that teachers who are satisfied with their jobs tend to perform well.

Therefore, the regression coefficient between job satisfaction and teacher performance is 0.457 (t=5.789) and significant value for job satisfaction is 0.000 which is less than p-value of 0.01. The result also reveals that job satisfaction has a significant effect on teacher performance. It means that when teachers are satisfied with their jobs, they are more likely to show better performance because they feel valued, motivated, and committed to achieving goals. Therefore, one unit increasing in job satisfaction would result 0.457 units increasing in teacher performance of private high schools in Mahlaing Township.

CHAPTER VI

CONCLUSION

A data analysis of each objective was presented in the previous chapter. This chapter is organized with findings and discussions, suggestions and recommendations, literature implications, managerial implications and needs for further study.

6.1 Findings and Discussions

Motivational factors play a critical role in enhancing job satisfaction and driving teacher performance, ultimately shaping the quality of education. When school administrators prioritize motivational strategies for their staff, teachers feel satisfied and more supported. This leads to better teaching and a positive school environment, which helps students achieve more in their learning. When they feel satisfied with their jobs, teachers are also less likely to experience burnout or quit. This makes it easier for school administrators to retain qualified teachers and encourages a more consistent, stable environment. This study examined the impact of motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township.

In addition, the study also revealed the demographic profile of respondents and their perceptions. In gender, the descriptive statistics show females represented a large portion of the sample population. It can be demonstrated that in Mahlaing Township, many parents prefer their daughters to work as guide teachers in nearby private schools, considering it is safer and more socially acceptable than seeking jobs in distant regions. Most respondents are over twenty one years old because young people are more interested in guide teaching roles. Concerning education, most respondents are at the under graduate level due to political situation; most people have not attended university and got their bachelor. The guide position is the most common position because this study is mainly focuses on guide teachers and has salary of above two hundred thousand kyats. Therefore, administrators of private schools should focus on motivational factors that align with guide teacher.

According to correlation coefficient analysis, the findings of this study demonstrate that working conditions, relationship with co-workers and recognition are strongly positively correlated between job satisfaction and teacher performance of

private high schools in Mahlaing Township. Teachers feel satisfied and motivated when school administrators provide good working conditions, supportive relationships and recognition which lead to better performance. Among five motivational factors, benefits and incentives and work itself have moderate positive correlation between job satisfaction and teacher performance of private high schools in Mahlaing Township, because teachers are not satisfied with benefits and incentives provided by school administrators, such as bonuses, allowances, other rewards and empowerment to perform their job.

According to multiple regression analysis, motivational factors on job satisfaction for guide teachers of private schools in Mahlaing Township, three dimensions of motivational factors (working conditions, relationship with co-worker and recognition) have strongly impact on job satisfaction. But, benefits and incentives and work itself do not impact on job satisfaction. Among five variables, recognition is the most impact on job satisfaction. In recognition variable, acknowledgement for activities and getting necessary advice is the major factor for satisfaction of teachers. This finding shows that administrators are recognized for completing their tasks and often provide needed advice.

Furthermore, working conditions and relationship with co-workers are also significant effect on teachers' job satisfaction. These factors have a positive significant impact on job satisfaction. Among working conditions, the most influential factor is providing on appropriate work environment, fostering a positive culture and ethics for teachers. Teachers are satisfied with their working condition in private schools. It means that school's administrators are providing good working conditions and suitable work culture and discipline. In regarding relationship with co-workers, teachers are satisfied working together as a team in school activities. Therefore, school administrators are setting team-building activities and encouraging open communication that can make more satisfied for teachers.

In the analysis of job satisfaction on teacher performance in private high schools in Mahlaing Township, job satisfaction significant effects on teacher performance. As indicated by the analysis, teachers who have job satisfaction often exhibit good performance that leads to enhance lesson preparation, student engagement and willingness to innovate at their work. The findings from the analysis indicate that job satisfaction and teacher performance have positively and strongly relationship among them. Therefore, job satisfaction is strongly impact on teacher

performance. Since teacher job satisfaction and performance are extremely linked, only satisfied teachers will have good performance and greater effectiveness in improving student skills. There are a number of motivational factors that affect job satisfaction and performance, among them schools' administrators must carefully consider the factors that can be affect job satisfaction and teacher performance.

6.2 Suggestions and Recommendations

Based on the findings of the study, the following suggestions and recommendations are proposed to enhance teacher motivation, job satisfaction, and performance of private high schools in Mahlaing Township.

According to multiple regression analysis, motivational factors such as working conditions, relationship with co-workers and recognition have significant effect on job satisfaction of private high schools in Mahlaing Township. By providing better motivational factors to teachers, private schools can increase job satisfaction and can also improve better performance. Among them, recognition has the most significant effect on teacher job satisfaction. Therefore, school administrators should continually promote recognition plans, improved working conditions and collaboration because teachers in private schools in Mahlaing Township are most satisfied with these factors.

In relation to recognition, administrators should provide more recognition for teachers' daily work accomplishments. Administrators of schools should focus on increasing mutual recognition among colleagues. Furthermore, the school should specifically focus on increasing opportunities for mutual recognition among colleagues. Administrators must create more recognition programs that include both formal awards and informal appreciation that can enhance job satisfaction and performance. These initiatives offer diverse ways to acknowledge employee contributions effectively.

About working conditions, providing adequate resources, flexible schedules, mental health support, safety workplace, well-equipped environment are also further promoting job satisfaction. Therefore, to make teachers more satisfied and improve performance, administrators need to invest in good teaching materials, clarify roles and build a supportive environment. Teachers experience greater satisfaction when providing with adequate resources, flexible schedules, mental health support, a safe workplace, and a well-equipped environment. Therefore, school administrators should

focus on improving these factors. To increase teacher satisfaction and enhance performance, administrators must invest in good teaching materials. They also need to clarify teacher roles and actively foster a supportive work environment. Therefore, improving these specific working conditions is crucial for boosting teacher morale, job satisfaction and performance.

Moreover, relationship with co-workers represents the third major factor that significantly impact on teacher job satisfaction. Positive interactions among colleagues are crucial for overall teacher well-being and morale. School administrators must actively promote teamwork activities to strengthen these bonds. Implementing structured mentorship programs is one effective strategy to foster connection and support among teachers. Encouraging collaborative projects among teachers further reduces professional isolation and builds community. Administrators need to prioritize improving relationship between teachers because good relationship can lead to job satisfaction and increased performance at work.

The findings found that among motivational factors teachers in private high schools are less satisfied with benefits and incentives and work itself. Regarding benefits and incentives, administrators need to critically re-examine their current compensation and reward structures. Administrators must prioritize offering competitive salary packages to attract and retain qualified educators. To enhance teacher satisfaction beyond salary, schools must offer meaningful non-monetary perks and substantial professional development. School administrators need to align their benefits and incentives as much as possible with teacher expectations. Therefore, schools should reconsider their benefits and incentives plans to increase teacher job satisfaction.

Concerning work-itself, administrators must actively refine the design of their own work roles and increase their level of empowerment. Administrators should offer adequate autonomy to teachers in their positions. They need to allow teachers meaningful involvement in relevant decision-making processes. Teachers experience greater job satisfaction when they clearly understand how their roles are important to the schools' goals. Therefore, administrator must clarify how each teacher's role and contributions connect to broader educational goals. School administrators should give decision making rights to perform tasks when teachers are truly needed.

By doing these actions, administrators can create motivated and satisfied teachers and ultimately improving educational quality and student success. Job

satisfaction is an important factor for the development of schools and teachers. Additionally, satisfied teachers are very likely to remain in the schools for a long period of time and have better performance. Therefore, in order to improve teacher performance, private schools should foster job satisfaction through motivational factors.

6.3 Implications of the Study

This study makes significant contributions to the field of business research. The framework of this study is developed on the basis of previous literature, achieves a strong statistical fit with the data, and aligns with established theories. This study uses a framework that links motivation, job satisfaction and teacher performance in the private schools sector. It shows that motivations enhance both job satisfaction and teacher performance, and that higher job satisfaction also leads to better performance. Additionally, this study helps to better understand what factors motivate teachers and improves knowledge of teacher motivation. It examines the impacts of several motivation factors (benefits and incentives, working conditions, work itself, relationship with co-worker, and recognition) on teachers' job performance.

According to the findings of this study, it demonstrates that motivational factors have impacts on job satisfaction. Especially, working condition has the most impact on satisfaction of private schools' teacher. This aligns with the findings of (Arifin et al., 2023), they suggest that motivation and job satisfaction significantly affect teacher performance. It is also consistent with the findings of (Ulum and Misdiono, 2022), who found that there are simultaneous of positive and significant influence from motivation, work environment, and job satisfaction toward teacher performance. This finding agree with (Kyaw, 2022); motivational factors positively affect job satisfaction and job satisfaction has a significant positive effect job performance of employees.

Findings from the research can be applied to actual business settings. Consequently, motivation factors of working conditions, relationship with co-workers and recognition are significantly influence on job satisfaction. Among them, recognition is the most significant influence on job satisfaction. According to the results, benefits and incentives and work itself are not motivational factors that have significantly influence on job satisfaction. Moreover, job satisfaction has a significantly influence on teacher performance. According to the findings of this

study, motivation factors have strongly impact on job satisfaction and teacher performance. Hence, motivation factors play a critical role in job satisfaction and performance of private schools' teachers.

Therefore, administrator of private high schools must more emphasize on motivational factors and must also plan to create more job satisfaction for teachers. They must continue to carefully implement their existing motivation plans. Administrators of private high schools need more their knowledge about the effect of motivational factors on job satisfaction and performance of teachers. Administrators should ensure teachers have adequate resources, manageable workloads, and comfortable working environments. The better performance of teachers will be more beneficial for students. Therefore, administrators must provide good motivation for better performance. Administrators must have motivation plans in place to achieve job satisfaction and better performance.

6.4 Needs for Further Study

This study provides valuable insights into the impact of motivational factors on job satisfaction and teacher performance in private high schools in Mahlaing Township. Future studies could expand the scope by including schools in other regions of Myanmar and comparing results between private and public schools, which would highlight differences in motivational factors across educational systems. The impact of socioeconomic conditions on teacher motivation and satisfaction may also be revealed by larger, more varied samples that include both urban and rural areas. Additional research could explore other motivational factors, such as leadership styles, professional development opportunities, training programs, etc. It would be more impartial and more valid when integrating the teacher self-reports with objective measurements, such as student test scores. This study contributes by demonstrating the impact of motivational factors on job satisfaction and teacher performance of private high schools in Mahlaing Township. Researchers should also use Structural Equation Modeling (SEM) equations in their studies primarily because SEM provides a comprehensive, flexible framework for testing complex theoretical relationships involving multiple variables, latent constructs, and measurement error simultaneously. Future research can create clearer strategies to support teachers, improve educational quality, and foster environments where both teachers and students succeed.

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Questionnaire

Section (A)

Demographic Profile of Respondents

- 1. Gender of Respondents
 - Male
 - Female
- 2. Age of respondents
 - Under 20 Years
 - 20 - 30 Years
 - 31 - 40 Years
 - 41 - 50 Years
 - Above 50 Years
- 3. Education of respondents
 - Under Graduated
 - Diploma Degree
 - Bachelor
 - Master Degree
- 4. Income of respondents
 - Below 150,000
 - Between 150,000 and 200,000
 - Between 250,000 and 300,000
 - Between 300,000 and 350,000
 - Above 350,000
- 5. Position -----

Section (B)

Please rate your agreement upon these following factors in terms of:

1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4= Neutral,

5 = Somewhat Agree, 6 = Agree, 7 = Strongly Agree

No.	Benefits and Incentives	1	2	3	4	5	6	7
1.	The school provides opportunities for the development of teachers' skills and abilities.							
2.	<i>Benefits provides by the school align with teachers' extra efforts.</i>							
3.	The school provides fair benefits for teachers.							
4.	The school offer leave for teachers (sickness, education, etc.).							
5.	The school focuses on improving teachers skills.							
6.	The school offers extra bonuses and vacation trip during the special events (Thingyan, Thadingyut, etc.).							
7.	<i>The benefits provided by the school align with teachers' expectations.</i>							
	Working Conditions							
1	The school establishes appropriate work environment, culture and ethics by the school.							
2	The school provides enough teaching materials (eg, books, pencils, etc.).							
3	The school provides medical supplies and occupational safety.							
4	The school clearly defined responsibilities for teachers.							
5	Teachers accept the school timetables set by this							

	school.								
6	The school provides proper lighting and cleanliness in the school.								
7	The school supply good working conditions for teachers.								
8	The school is a favorable workplace for teachers.								
	Work Itself								
1	Teachers are empowered with decision-making rights to carry out tasks.								
2	The work matches with expertise and interests of teachers.								
3	Teachers fully immerse themselves in school-related tasks.								
4	Teachers play a vital role in achieving the goals of the organization.								
5	The school provides new experiences and skills development opportunities for teachers.								
6	Teacher performance has an impact on the organization and the public.								
7	Teacher fully utilizes their skills and knowledge in this job.								
	Relationship with Co-worker								
1	Colleagues are very communicative and friendly.								
2	Teachers often discuss educational issues with each other.								
3	Teachers help each other.								

4	Colleagues respect and value each other.							
5	Colleagues communicate well with each other.							
6	Colleagues give each other necessary advice about work.							
7	In school, teachers work together as a team.							
Recognition								
1	Teachers receive recognition for their skills and abilities.							
2	Teachers receive recognition for the work accomplishment.							
3	Teachers recognized for continuation of work on the school.							
4	The school recognized teachers for doing good job performance.							
5	Superiors recognized for teachers' efforts.							
6	Colleagues recognized teachers for their efforts.							
7	Teacher acknowledgement for activities and get necessary advice.							

No.	Job Satisfaction	1	2	3	4	5	6	7
1	Teachers satisfied with getting new experience.							
2	Teachers satisfied with the benefits provided by the school.							
3	Teachers satisfied with school rules and working conditions.							
4	Teachers satisfied with work performance.							

5	Teachers enjoy working with colleagues.							
6	Teachers satisfied with the job for getting new experience.							
7	Teachers satisfied with current responsibilities.							
8	Teachers satisfied with working at this school.							

No.	Teacher Performance	1	2	3	4	5	6	7
1	Teachers have enough skills to overcome the difficulties at work.							
2	Teachers bring all the best knowledge and ability to be able to use at work.							
3	Teachers teach and guide students carefully and properly.							
4	Teachers complete work assignments on time.							
5	Teachers perform work duties with enthusiasm.							
6	Teachers explain the lessons clearly to students.							
7	Teachers provide guidance regarding with student behavior.							
8	Teachers work new task consciously.							
9	Teachers take on additional responsibilities beyond their original duties if needed.							
10	Teachers constantly looking for ways to improve work performance.							

Statistical Outputs

I. Results of Reliability Analysis

Benefits and incentives

Cronbach's Alpha	N of Items
0.781	7

Working condition

Cronbach's Alpha	N of Items
0.793	8

Work itself

Cronbach's Alpha	N of Items
0.731	7

Relationship with co-worker

Cronbach's Alpha	N of Items
0.868	7

Recognition

Cronbach's Alpha	N of Items
0.900	7

Job Satisfaction

Cronbach's Alpha	N of Items
0.882	7

Teacher Performance

Cronbach's Alpha	N of Items
0.785	7

II. Results of Correlation Analysis

Correlation between Motivational Factors, Job Satisfaction and Teacher Performance

		Correlations						
		B&I	WC	WIt	RwC	R	JS	TP
B&I	Pearson Correlation	1	0.565**	0.447**	0.259**	0.348**	0.418**	0.274**
	Sig. (2-tailed)		0.000	0.000	0.003	0.000	0.000	0.002
	N	129	129	129	129	129	129	129
WC	Pearson Correlation	0.565**	1	0.668**	0.449**	0.373**	0.542**	0.528**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000	0.000
	N	129	129	129	129	129	129	129
WIt	Pearson Correlation	0.447**	0.668**	1	0.705**	0.470**	0.494**	0.445**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000	0.000
	N	129	129	129	129	129	129	129
RwC	Pearson Correlation	0.259**	0.449**	0.705**	1	0.552**	0.535**	0.279**
	Sig. (2-tailed)	0.003	0.000	0.000		.000	0.000	0.001
	N	129	129	129	129	129	129	129
R	Pearson Correlation	0.348**	0.373**	0.470**	0.552**	1	0.648**	0.350**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000	0.000
	N	129	129	129	129	129	129	129
JS	Pearson Correlation	0.418**	0.542**	0.494**	0.535**	0.648**	1	0.457**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000		0.000
	N	129	129	129	129	129	129	129
TP	Pearson Correlation	0.274**	0.528**	0.445**	0.279**	0.350**	0.457**	1
	Sig. (2-tailed)	0.002	0.000	0.000	0.001	0.000	0.000	
	N	129	129	129	129	129	129	129

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

III. Results of Multiple Regression Analysis

Motivational Factors, Job Satisfaction and Teacher Performance

1. Motivational Factors and Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.738 ^a	0.545	0.526	0.41221

a. Predictors: (Constant), Benefits and Incentives, Working Condition, Work-itself, Relationship with Co-worker

b. Dependent Variable: Job Satisfaction

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.008	5	5.002	29.436	0.000 ^b
	Residual	20.899	123	0.170		
	Total	45.908	128			

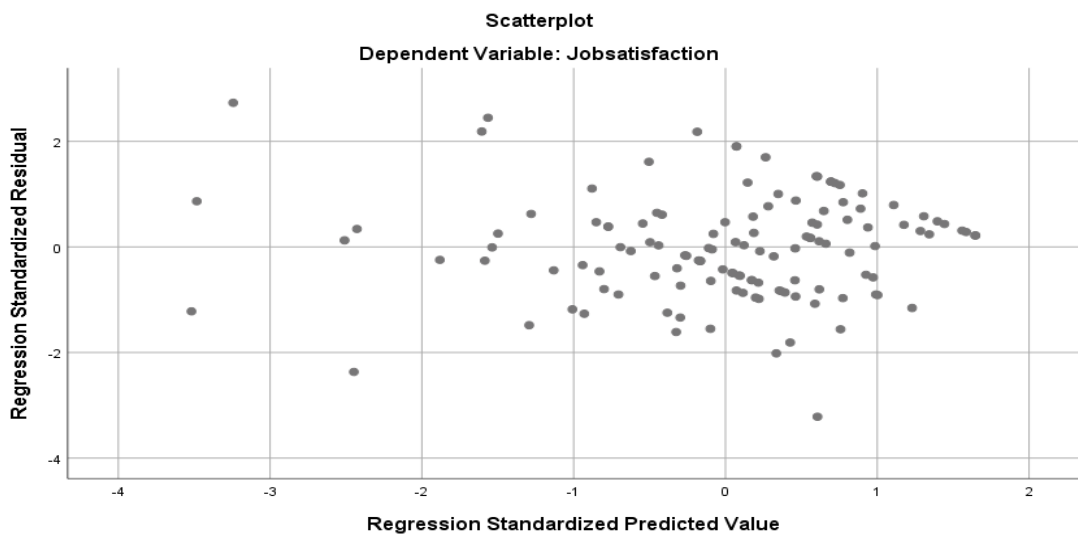
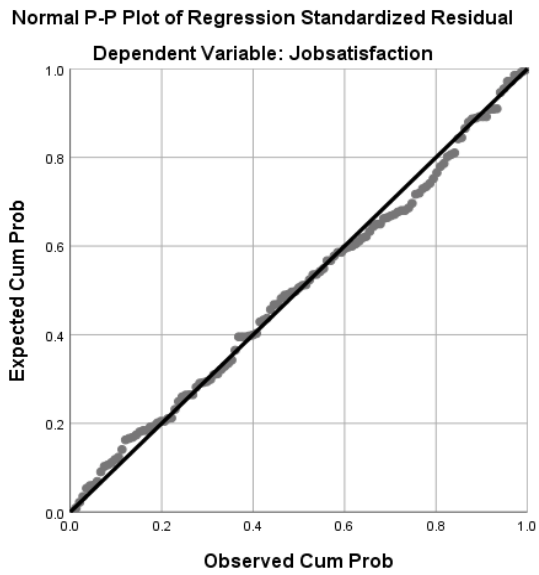
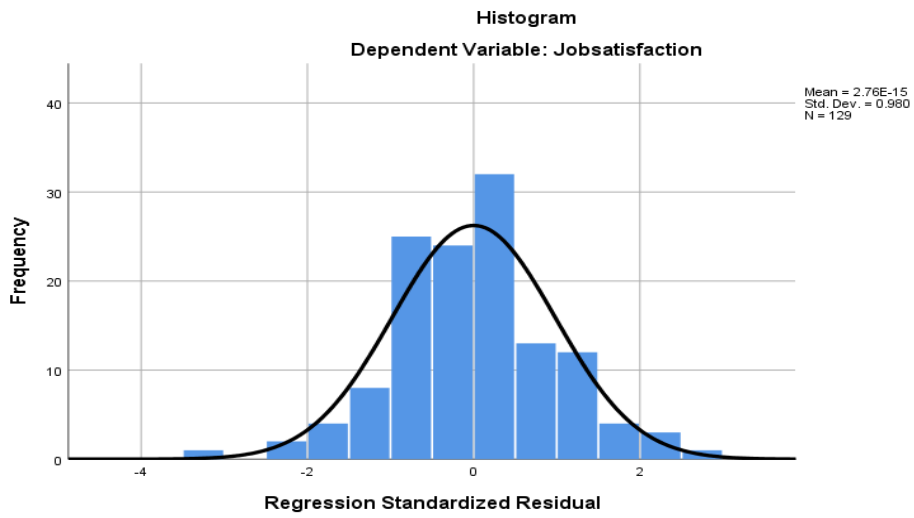
a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Benefits and Incentives, Working Condition, Work-itself,

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	B			Tolerance	VIF
1	(Constant)	1.061	0.484		2.193	0.030		
	Benefit and Incentive	0.078	0.071	0.083	1.098	0.274	0.643	1.556
	Working Condition	0.323	0.095	0.303	3.396	0.001	0.464	2.154
	Work-itself	-0.108	0.120	-0.094	-.903	0.368	0.342	2.928
	Relationship coworker	0.181	0.084	0.201	2.163	0.033	0.429	2.330
	Recognition	0.369	0.063	0.439	5.816	0.000	0.648	1.542

Dependent Variable: Job Satisfaction



2. Job Satisfaction and Teacher Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.457 ^a	0.209	0.203	0.33238

- a. Predictors: (Constant), Job Satisfaction
 b. Dependent Variable: Teacher Performance

ANOVA^a

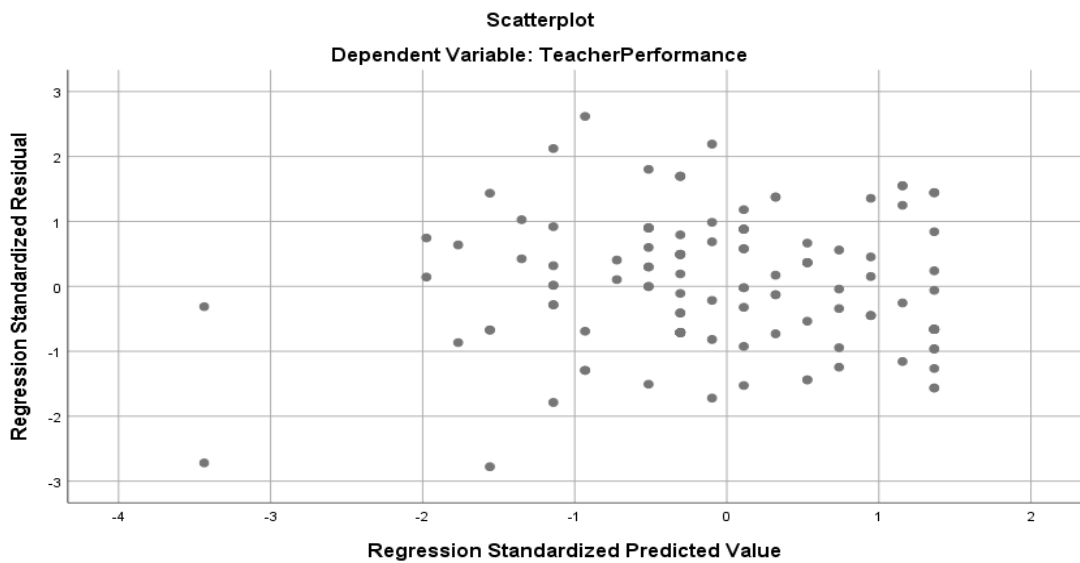
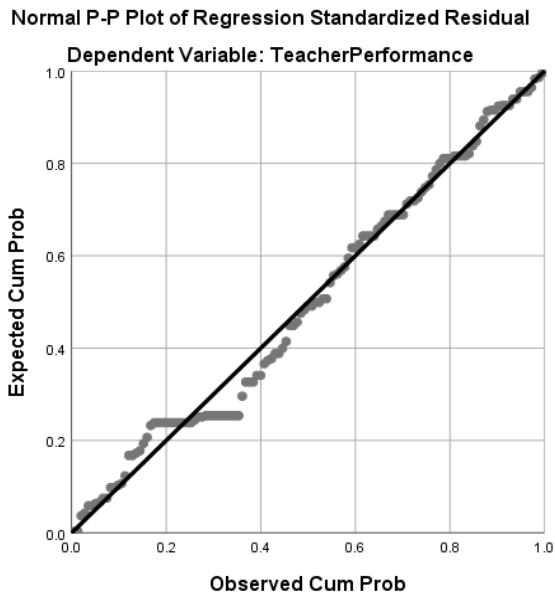
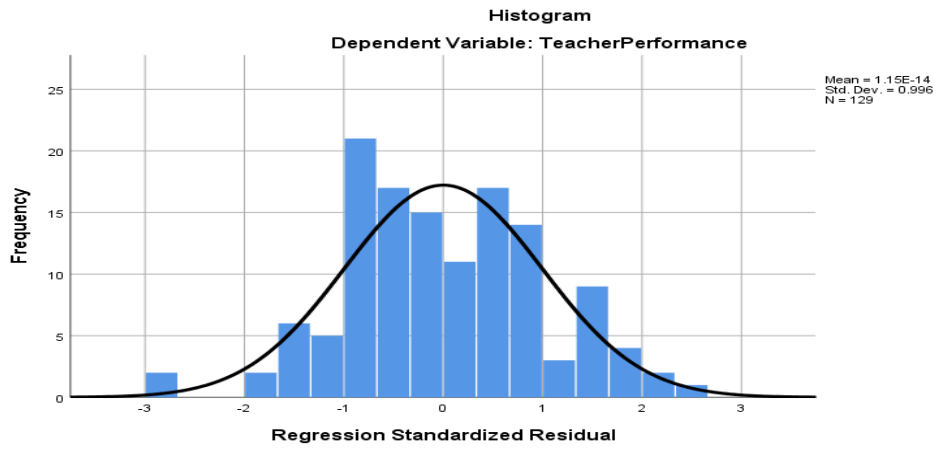
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.702	1	3.702	33.514	0.000 ^b
	Residual	14.030	127	0.110		
	Total	17.733	128			

- a. Dependent Variable: Teacher Performance
 b. Predictors: (Constant), Job Satisfaction

Coefficients^a

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	B			Tolerance	VIF
Constant	4.532	0.305		14.874	0.000		
Job satisfaction	0.284	0.049	0.457	5.789	0.000	1.000	1.000

- a. Dependent Variable: Teacher Performance



APPENDIX C

Previous Studies

Sr. No.	Author	Title	Independent	Dependent	Findings
1	Andrianto et al. (2023)	Leadership, work motivation and work discipline on job satisfaction and teacher performance of Dharma Loka Elementary School Pekanbaru	Leadership Work motivation Work discipline	Job satisfaction Performance	Leadership, work motivation, work discipline has a positive and insignificant effect on job satisfaction. Leadership, work discipline, job satisfaction has a positive and insignificant effect on teacher performance. Work motivation has a positive effect and not significant on teacher performance.
2	Ulum and Misdiono (2022)	The effect of motivation, work environment, and job satisfaction on improving teacher performance in cluster 02 senior high school in Tangerang Regency	Work motivation, Work Environment Job satisfaction	Performance	There are simultaneous of positive and significant influence from motivation, work environment, and job satisfaction toward teacher performance.

Source: Previous Studies (2025)

Sr. No.	Author	Title	Independent	Dependent	Findings
3	Arifin et al. (2023)	The analysis of role of job satisfaction and motivation on teachers performance in integrated Islamic high school.	Motivation Job satisfaction	Performance	Motivation and job satisfaction significantly affect teacher performance.
4	Amani et al. (2020)	The influence of school principal supervision, motivation, and work satisfaction on teachers' performance	Motivation Job satisfaction Principal's supervision on teachers	Performance	School principal's supervision, motivation, and job satisfaction have positive and significant effect on teachers' performance.
5	Kyaw (2022)	Motivation factors, job satisfaction and job performance of employees in Grand Andaman Pearl Co.,ltd.	Motivation factors Wages and Salary Benefits and Incentives Working conditions Training Supervision Relation with co-workers	Job satisfaction Performance	The study shows that wages and salary, working conditions, and relation with co-workers, positively affect job satisfaction. Job satisfaction has a positive significant effect job performance of employee.

Source: Previous Studies (2025)

Sr. No.	Author	Title	Independent	Dependent	Findings
6	Htet (2019)	Effect of motivational factors on employee performance in Tristar Tyre Factory	Payment Job security Promotion Employee Welfare Work condition Training	Job performance	Payment, job security, promotion, employee welfare, work condition And training has a positive significant effect job performance of employee.
7	Da (20224)	Motivational factors , job satisfaction and employee performance of irrigation and water utilization management department	Empowerment Responsibility The work itself Pay/salary Promotion Job security	Job satisfaction Employee performance	Job security, responsibilities and work itself are positive and significant effects on job satisfaction. There is also job satisfaction is positive and significant effects on employee performance.
8	Doghan et al. (2015)	A Study on Influence of Motivation Factors on Employees Performance in Private Schools in Saudi Arabia	Motivational Factors Leadership style Organizational Environment Salaries Stable Future	Employee performance	There is no relationship between motivational factors and employees' performance. There is a positive relationship between leader ship style, organizational environment, salaries and stable future and employees' performance.

Source: Previous Studies (2025)

Sr. No.	Author	Title	Independent	Dependent	Findings
9	Samo et al. (2022)	Factors effecting teachers' level Of motivation and a heir professional performance; evidence from public sector secondary schools district Ghotki	Training Rewards Work environment Involvement in decision making process	Teachers' professional performance.	Training and involvement in decision making process has relationship with professional performance of teachers. Work environment and rewards has no relationship with professional performance of public secondary school teachers.
10	Meshi and Tukur (2016)	The influence of motivation on employee's job satisfaction.	Work conditions Company policy Salary Work relationship Status Security Achievement Promotion Self confidence The work itself Recognition Perception of fairness	Teachers' work performance.	As the result, the authors found that motivational factors enhances employees' job satisfaction.

Source: Previous Studies (2025)