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THE EFFECT OF ORGANIZATIONAL CULTURE ON
JOB SATISFACTION OF PRIVATE SCHOOLS
IN KENG TONG TOWNSHIP

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**THE EFFECT OF ORGANIZATIONAL CULTURE ON
JOB SATISFACTION OF PRIVATE SCHOOLS
IN KENG TONG TOWNSHIP**

**This thesis is submitted to the Board of Examiners in partial fulfillment of the
requirements for the degree of Master of Business Administration**

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ABSTRACT

This study explores the effect of organizational culture on job satisfaction of private schools in Keng Tong Township. Organizational culture which encompasses transformational leadership style, norms and values and supportive practice, plays a critical role for the job satisfaction. A quantitative research design was employed, utilizing structured questionnaires distributed to 120 employees of private schools by using simple random sampling method. The collected data were analyzed using reliability analysis, descriptive statistics, correlation analysis and multiple regression analysis methods to examine the relationship between organization culture and job satisfaction of private schools in Keng Tong Township. The findings reveal that transformational leadership style, norms and values, and supportive practice are positively significant effect on job satisfaction. The study concludes with recommendations for school administrators to foster a positive cultural environment as a strategy to improve job satisfaction, employee retention, and performance. These insights are valuable for policy makers of private schools and school leaders seeking to enhance organizational effectiveness in the private education sector.

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LIST OF ABBREVIATIONS

SD	Standard Deviation
SET	Social Exchange Theory
SPSS	Statistical Package for the Social Sciences
VIF	Variance Inflation Factor

CHAPTER I

INTRODUCTION

The education sector is pivotal for societal development, and private schools play a critical role in supplementing public education systems. The role of teachers and staff in private schools has become increasingly important in today's educational landscape. Private schools are known for their commitment to delivering high-quality education and this relies heavily on the professionalism, dedication and expertise of their educators and support staff. Teachers hold a pivotal role in shaping societies worldwide by imparting knowledge, fostering critical thinking and inspiring personal and academic growth among students. Their influence extends beyond classrooms, impacting the cultural, social and economic development of communities. Recognizing and addressing their organizational well-being and job satisfaction is essential to sustain their motivation and performance.

Organizational culture within these schools profoundly affects not only institutional performance but also job satisfaction. In Keng Tong Township, where private education is emerging, understanding how organizational culture impacts job satisfaction is essential for improving teaching quality and staff retention. Organizational culture plays a critical role in shaping job satisfaction among teachers and staff in private schools. This culture, defined by shared values, norms and leadership styles, directly influences the professional environment and overall morale of employees. Leaders who show empathy, provide constructive feedback and recognize efforts build trust and loyalty among staff. Organizational culture has been an important theme in management and business research for the past few decades due to its effect and potential impact on organizationally and individually desired outcomes such as commitment, loyalty, intent to turnover and satisfaction. In today's business environment, organizational culture is used as a powerful tool that portrays many facets of a workplace as well as to quantify the way a business functions. Satisfied teachers are less likely to leave their positions, reducing turnover and maintaining stability in schools. Teachers who feel supported and valued are better equipped to manage stress and maintain a positive attitude.

To be a strong organizational culture centered on shared values, inclusive norms and effective leadership styles is crucial for enhancing job satisfaction among

private school teachers and staff. Leadership that actively engages with employees and aligns institutional goals with individual values ensures a thriving, motivated and satisfied work force. Therefore, the effect of organizational culture on job satisfaction of private schools in Keng Tong Township emphasizes in this study. By identifying key cultural factors influencing teacher and employee satisfaction, the study seeks to provide actionable insights for school administrators and leaders.

1.1 Rational of the Study

In the education sector, particularly in private schools, teachers play a pivotal role in shaping the quality of education and student outcomes. Organizational culture, which contain of the values, practices, leadership styles and social norms within a workplace, dictates how employees interact with one another, respond to stress and perceive their roles. The findings will help school administrators to identify organizational culture factors that promote job satisfaction and address those that hinder it. Moreover, the research aims to equip school leaders with evidence-based recommendations to foster a positive organizational culture that enhances employee well-being and school performance.

Keng Tong Township, a culturally and geographically unique region is experiencing a growing emphasis on private education. There is limited research examining the interplay between organizational culture and job satisfaction in the context of private schools in Keng Tong Township. This gap highlights the need for a focused study that investigates how cultural factors such as leadership styles, communication patterns and shared values, norms, supportive practice are affect teachers' and staffs job satisfaction. The findings from this research will provide valuable insights for school administrators, policymakers and education stakeholders.

By identifying key cultural elements that enhance job satisfaction, the study can inform the development of strategies to improve employee retention, reduce turnover and create a positive organizational climate. Moreover, the study will contribute to the broader body of knowledge by exploring how organizational culture theories, such as Schein's Model. This study is particularly significant as it addresses a pressing issue in the education sector and offers practical recommendations for enhancing organizational effectiveness in private schools in Keng Tong Township. By doing this, not only benefits individual teachers and schools but also supports the overall goal of improving education quality in the region.

1.2 Problem Statement of the Study

While private schools in Keng Tong Township strive to maintain competitive academic standards, labour turnover and job dissatisfaction remain significant challenges. Informal evidence suggests that organizational culture could be a major determinant of these issues. This gap in knowledge prevents school leaders from implementing targeted interventions to improve workplace satisfaction and stability. By managing the relationship between organizational culture and job satisfaction, this study contributes to the broader understanding of organizational behavior in the education sector and supports the development of sustainable practices for private schools in Keng Tong Township. Therefore, the study seeks to provide insights that can guide private schools in creating supportive and sustainable workplace environments.

There are increasing numbers of private school Keng Tong Township and private schools face competitive market in today. Therefore, administrators and head masters must understand the factors of job satisfaction for the staffs. In addition, the organizational culture factors that affect job satisfaction is essential for sustaining successful of private schools and market share. Better Change Private School, Yadanar Private School and Veritas Private School, well-known education organizations, face increasing competition from both township and international levels providing educational services.

While the organizational culture factors of private schools, transformational leadership style, norms and values, and supportive practice are widely recognized as key strategic factors that affect job satisfaction, their actual impact may vary across services and employee segments. Despite these private schools long-standing presence in the market, there is no empirical evidence on how each factor of organizational factors affects job satisfaction specifically. Without such insights, organizational strategies may fail to align with employee expectations, resulting in reduced job satisfaction. Therefore, this study aims to investigate which the organizational culture factors significantly affect job satisfaction of private schools in Keng Tong Township, in order to provide practical recommendations for enhancing human resource management.

1.3 Research Questions

This study seeks to answer the following research questions:

1. What are the employee perceptions of organizational culture factors and job satisfaction of private schools in Keng Tong Township?
2. How do organizational culture factors (transformational leadership style, norms and values, and supportive practice) affect job satisfaction of private schools in Keng Tong Township?

1.4 Objectives of the Study

The objectives of the study are as follows:

1. to examine the levels of organizational culture factors and job satisfaction of private schools in Keng Tong Township
2. to examine the effects of organizational culture factors on job satisfaction of private schools in Keng Tong Township.

1.5 Hypotheses of the Study

Based on the above objectives, the following hypotheses can be presented for this study as follows;

- H₁: Transformational leadership style has a positive effect on job satisfaction of private schools in Keng Tong Township.
- H₂: Norms and values have a positive effect on job satisfaction of private schools in Keng Tong Township.
- H₃: Supportive practice has a positive effect on job satisfaction of private schools in Keng Tong Township.

1.6 Method of Study

In this study, a descriptive and analytical research method is used. The primary data are collected from teachers and staff of private schools with a structured questionnaire. The structure questionnaire consists of two sections. Section A is made up of demographic factors of respondent. Section B includes organizational culture and job satisfaction of private schools in Keng Tong Township. This study used the cluster sampling method. There are eleven private schools in Keng Tong Township. Among them, three private schools: Better Change Private School, Yadanar Private

School and Veritas Private School are randomly selected and have 120 employees by using cluster sampling method. Descriptive statistics, reliability analysis, correlation analysis and multiple regression analysis are used to analysis the obtaining data. In addition, the secondary data are obtained to the related text book, previous research paper, internet website, public journals and articles.

1.7 Scope and Limitations of Study

The study focuses on three private schools in Keng Tong Township and excludes other private schools and public schools due to differences in management structures. The research is limited to employee perspectives and does not encompass students' or parents' viewpoints.

The study's scope includes a detailed assessment of organizational culture factors: transformational leadership styles, norms and values and supportive practice within private schools, providing a comprehensive understanding of how these factors shape employee experiences. The research utilizes incorporating surveys, interviews and observations to ensure a holistic view of organizational culture and its effects. Geographic Focus is limited to private schools in Keng Tong Township, Shan East. The survey period is the first two weeks of May, 2025.

1.8 Background of the Organization

Keng Tong Township is located eastern Shan State and is home to many ethnic groups, including Shan, Akha, Lahu, Wa, Kokang, and Pa-O. Private schools in Keng Tong Township have been registered with the Department of Education and opened since 2015. There are thirteen private schools in Keng Tong Township by 2025. Currently, there are over 1,500 students studying in private schools, and 360 staff (including teaching, non-teaching and staff) working in these private schools.

Since 2015, with the rapid development of educational infrastructure and socio-economic sectors, parents have become more interested in education and are more likely to support it to improve the educational quality of their children in the future. Parents' views on education have changed and people's values have become more valued, business owners have invested in education, and human resources in our township have been able to learn at a high level of education. The people have established education services businesses to achieve "Equality, Diversity, All Inclusion, Education for All", to become a society that values each other, unites, and

develops together." It is very important to make education compulsory up to KG+9, and to develop the basic education sector. Therefore, it is necessary to allow private schools to open and implement them in accordance with the instructions of the Ministry of Education.

The purpose of private schools is to ensure that teachers, who are implementing educational goals for local development, are physically and mentally healthy, and that they are able to teach and learn in a safe and secure environment, that they are able to learn for continuous educational development, that they are developing human resources, that they are actively and happily serving in the workplace, and that they are able to retain employees.

Mission of Private Schools is the development of basic education that is very important for every country, and good basic education is the foundation of a good country. Vision of private schools, Keng Tong Township is that Keng Tong Township is peaceful and prosperous with people of all ethnicities, religions and cultures living together in unity and peace. Therefore, teachers and staff should be prepared to teach in a variety of languages and integrate different cultures, build unity and mutual respect in schools, provide equal opportunities and access to education, work with students and parents to maintain responsible social life, teach, provide skills and technical training for future jobs, expand easy-to-learn classrooms, libraries, and distribute ICT/technology courses, and improve the salary and benefits of each employee.

The private schools also provide the internal services or benefits (casual leave, attending training, and vacations), support (training for teachers to improve their skills, introduce new teaching methods, provide teaching aids and facilities necessary for teaching, allow teachers to make suggestions in the implementation of group processes, and allow them to participate in decisions. In addition, these schools create collaboration, team-building exercises, recognizing work attitude and those who have taken the lead in the work, reward them appropriately, and have a career system that allows for advancement. Moreover, these schools arrange mentorship training for experts which is aimed at ensuring that quality teachers lead to quality education, and that it is important for staff and teachers to have job satisfaction.

School leaders encourage innovation and new ideas that enables better skillful and knowledgeable persons among these employees. They support to develop the education sector, have clear mission and vision, well-organized and meaningful

ceremonies. In addition, the administrators of private schools encourage mutual respect and trust that are core values, a healthy work-life balance, community engagement promote collaboration and open communication among teachers and practiced to all employees. Moreover, private schools provide teaching aids, multimedia room, computer-related teaching aids, and sport equipment are arranged for the employees and students.

1.9 Organization of the Study

This study is organized into five chapters, each of which serves to develop a comprehensive understanding of the effect of organizational culture on job satisfaction of private schools in Keng Tong Township. Chapter one is the introduction that includes rationale of the study, problem statement, research questions, objectives of the study, hypotheses of the study, method of study, scope and limitations of the study, background of the organization and the organization of the study. Chapter two is literature review which describes the concept of organizational culture on job satisfaction, previous studies and conceptual framework of the study. Chapter three is research methodology including the research design, population and sampling design, data collection methods and data analysis techniques. Chapter four is the profile of respondents, reliability analysis, analysis of organizational culture and job satisfaction, correlation analysis and multiple regression analysis. Chapter five is the conclusion which includes findings and discussions, suggestions and recommendations and highlights the necessity for additional research.

CHAPTER II

LITERATURE REVIEW

This chapter presents the findings of related literature review about organizational culture and job satisfaction and also provides the definition of variables which are transformational leadership styles, norms and values and supportive practice. It also describes the theories that are used in this study: social exchange theory and transformational leadership theory.

2.1 Organizational Culture

The shared values, assumptions, beliefs, and behavioral norms that influence how members of an organization interact and collaborate are referred to as organizational culture. It serves as an invisible framework that defines appropriate behavior in the workplace, influences employees' attitudes, and directs their decisions (Schein, 1985). Organizational culture has a big impact on how organizations operate and how employees feel about their jobs.

One of the most widely accepted views of organizational culture comes from Schein (1985), who identified three levels: artifacts (visible elements such as dress code or office layout), espoused values (stated principles and goals), and basic underlying assumptions (deeply held beliefs). Together, these layers affect how individuals perceive and behave in their surroundings. Strong organizational cultures can give employees a sense of direction and identity, enabling them to comprehend their role within the company and coordinate their efforts with its objectives (Schein, 1985). It promotes stability and consistency, especially in communication and decision-making, which enhances organizational effectiveness as a whole (Cameron & Quinn, 2011). On the other hand, a weak culture could cause misunderstandings, disputes, and low employee morale.

Job satisfaction, motivation, and performance are all significantly influenced by culture. Employees are more likely to feel dedicated and content in their jobs when they believe that the company upholds principles they personally value, such as justice, honesty, or teamwork (Denison, 1990). A positive and effective work environment depends on open communication, trust, and teamwork, all of which can be fostered by a strong culture.

The way that organizations react to change and uncertainty is also significantly influenced by organizational culture. Organizations may innovate, stay resilient, and adopt new tactics without losing their identity when they have a flexible and adaptable culture (Kotter, 1996). This is particularly crucial in the quickly changing circumstances of today, as organizations need to adjust to new technology and altered regulations. Innovation and long-term sustainability are more likely to succeed in cultures that place a high importance on experimenting, learning, and ongoing development (Kotter, 1996).

Given the interpersonal and service-oriented nature of the work, organizational culture plays a crucial role in fields such as social services and education (Cameron & Quinn, 2011). In these situations, culture has an impact on internal operations as well as the quality of services provided to consumers, parents, and children. A culture that prioritizes emotional support, teamwork, and respect can foster a more stable and supportive work environment for employees and the people they serve (Peterson & Deal, 1998). This demonstrates how organizational culture affects not just internal dynamics but also the organization's overall effectiveness and public image. The ability of employees to collaborate to accomplish common objectives is frequently influenced by the culture in educational institutions (Schein, 1985). It affects how decisions are made, how relationships are maintained, and how change is managed. Thus, comprehending organizational culture is crucial for attaining long-term success as well as for enhancing internal dynamic.

2.2 Organizational Culture and Job Satisfaction

One important element that influences how employees view and interact with their workplace is organizational culture. Overall workplace unity and effectiveness are improved by collaboration, unity, and a strong sense of belonging, all of which are fostered by a positive organizational culture (Denison, 1990). The term "job satisfaction" describes a person's overall response and attitude toward their work, which is impacted by a number of factors such working conditions, job responsibilities, relationships with coworkers and supervisors, and chances for professional advancement (Judge et al., 2001). It has a major impact on motivation, productivity, and retention and is a crucial measure of employee well-being. Employee dissatisfaction can lead to poor performance, absenteeism, and higher

turnover rates, while employee satisfaction tends to increase commitment, productivity, and willingness to positively contribute (Robbins & Judge, 2013).

Research continuously demonstrates that job satisfaction and organizational culture are strongly correlated. Employee satisfaction and motivation are higher when they believe that their personal beliefs and those of their company are in line (Silverthorne, 2004). A supportive work environment, fair treatment, open communication, and acknowledgment of accomplishments are important cultural elements that improve employee satisfaction (Eisenberger et al., 2002; Al-Dalahmeh et al., 2018). Furthermore, when leaders actively demonstrate and support cultural values, it strongly affects how employees view their roles and feel about their work (Lok & Crawford, 2004).

The importance of organizational culture is becoming more widely acknowledged in Myanmar, particularly in new and semi-urban institutions like private schools in townships like Keng Tong. Numerous local organizations are experiencing change as they seek a balance between traditional practices and modern management techniques. Job satisfaction and staff retention can be impacted by issues including unclear cultural standards, a lack of leadership development opportunities, and inadequate employee assistance (Than & Harada, 2020). For instance, important cultural factors that affect staffs' satisfaction in Myanmar's educational institutions include fair salary and benefits in relation to responsibilities, acknowledgment for work, chances for professional development, and flexibility in working techniques (Lwin & Aung, 2019). Stronger organizational commitment and achievement are also facilitated by establishing a comfortable and safe workplace environment.

Therefore, improving job satisfaction in Myanmar's workplaces requires developing an organizational culture based on justice, support, open communication, and shared values. In addition to raising individual morale, this foundation aids organizations in retaining talent, enhancing output, and achieving long-term sustainability (Yukl, 2013; Denison, 1990).

2.3 Determinants of Job Satisfaction

This section describes the factors that could affect the job satisfaction among teachers and staffs in private schools. Those factors are transformational leadership styles, norms and values and supportive practice. These variables have been recognized in past research as significant contributors to job satisfaction.

2.3.1 Transformational Leadership Styles

Leaders that practice transformational leadership inspire and encourage their employees by setting an example, fostering creativity, and articulating a compelling vision (Bass, 1985). These leaders create an atmosphere where employees are encouraged to make innovative contributions and support the goals of the organization. Clear communication of the school's mission and core values fosters employee unity, which increases dedication and job satisfaction.

A key element of transformational leadership is trust. Leaders create an environment of psychological safety and respect for one another when they behave ethically, care about the needs of each employee, and include them in decision-making. Higher morale, a stronger connection between employees and management, and an increased willingness to engage in behaviors that go beyond formal job responsibilities are the results of this leadership style (Podsakoff et al., 1990). Transformational leaders foster loyalty and commitment by encouraging open communication and praising individual efforts, all of which have a direct impact on job satisfaction.

Transformational leadership is evident in Myanmar's private schools, especially in townships like Keng Tong, where school leaders make sure all employees comprehend and support the school's mission and goals. Well-organized annual events, such as World Teacher's Day, recognize and appreciate staff contributions, thereby strengthening morale and fostering a sense of belonging (Leithwood & Jantzi, 2005). Additionally, by fostering innovative ideas and career advancement, transformational leaders foster creativity. In order to facilitate efficient teaching and learning, they also make sure that resources such as libraries are adequately equipped with current educational resources, such as e-books, digital media, and multimedia technologies (Day et al., 2009).

The leaders' dedication to both academic success and institutional development is shown in their commitment to offering high-quality educational materials. All things considered, transformational leadership is essential to establishing a motivating and encouraging work environment where employees feel appreciated, satisfied, inspired, and prepared to make a significant contribution to the success of the private schools in Myanmar.

2.3.2 Norms and Values

According to Schein (2010), norms and values are the common beliefs and standards of conduct that influence an organization's culture. Job satisfaction and organizational commitment are influenced by these factors. School administrators actively encourage cooperation and open communication between staff members and teachers in Myanmar's private schools. According to Leithwood and Jantzi (2005), this approach develops openness and trust, resulting in a collaborative setting where staff members feel valued and encouraged.

In addition to influencing individual behavior, shared norms and values also contribute to the development of a unified workplace culture. Collaboration is improved, miscommunications are decreased, and responsibility is encouraged when employees work with a clear and consistent set of values. This mutual understanding promotes stability, which enhances individual satisfaction and team performance (O'Reilly & Chatman, 1996). Fairness and honesty are highly prized in Myanmar's cultural environment, and upholding ethical standards is given top priority.

In these institutions, respect and trust are fundamental principles that foster an environment where employees feel safe and appreciated. In order to improve employee pride and establish relationships with the local community, community engagement is also prioritized through collaborations with regional non-governmental organizations. Staff members' stylish uniforms, which represent corporate identity and cultural values, demonstrate the school's dedication to professionalism and respect for cultural differences.

Additionally, it is acknowledged that encouraging a positive work-life balance is crucial for the satisfaction and well-being of employees (Greenhaus & Allen, 2011). Practices that promote this balance are aggressively promoted by schools, which lower stress and increase output. All things considered, these norms and values foster a healthy corporate culture in Myanmar's private schools, bringing institutional objectives into line with employees' cultural and raising job satisfaction levels overall.

2.3.3 Supportive Practice

An organization's supportive practices are the procedures, guidelines, and habits that allow employees to carry out their jobs efficiently while promoting their personal and professional development. According to Eisenberger et al. (1986), these practices—which include training, resource allocation, fair workload distribution, and responsive leadership—all increase employee satisfaction and organizational

commitment. Supportive practices are essential in Myanmar's private schools, especially in townships like Keng Tong Township, as they enable staff members to overcome obstacles and advance their careers.

Support from effective leadership is also essential. School administrators can promote trust and job satisfaction by actively listening to staff concerns, giving immediate feedback, and allocating subjects and tasks equitably based on individual skills (Leithwood et al., 2004). Workloads are kept modest and employees feel their efforts are recognized because of such balanced management. Additionally, fostering a learning environment that resembles a second family helps staff members feel comfortable and included, which has been connected to higher job satisfaction and decreased turnover (Kahn, 1990).

Another essential component of supporting practices is the provision of opportunities for skill development, such as training and courses that are in line with the goals of the school. According to Knowles, Holton, and Swanson (2015), continuous learning strengthens employees' engagement and dedication to their job while also improving their competencies. In conclusion, supporting practices that prioritize professional development, resource availability, responsive leadership, and safety training are crucial. By attending to employee needs and creating a supportive and productive work environment, these approaches can increase job satisfaction.

2.4 Theoretical Framework of the Study

For this study, two theories can be applied. They are Social Exchange Theory and Transformational Leadership Theory.

2.4.1 Social Exchange Theory

Social Exchange Theory (SET), introduced by Blau (1964), is based on the principle that social behavior is the result of an exchange process where individuals seek to maximize benefits and minimize costs. In organizational settings, this theory suggests that the relationship between employees and their organization functions as a series of reciprocal exchanges. When employees perceive that they are being treated fairly, supported, and valued, they are more likely to respond with positive attitudes and behaviors.

In terms of organizational culture, SET implies that when organizations foster ethical practices, open communication, recognition, and mutual respect, employees are more inclined to exhibit increased commitment and job satisfaction. Cultural

elements such as trust, fairness, collaboration, and support are viewed as investments by the organization into the employee. In response, employees are likely to reciprocate through increased engagement, loyalty, and satisfaction in their roles (Cropanzano & Mitchell, 2005).

This theoretical framework is particularly relevant for analyzing how the cultural environment within schools influences staffs' attitudes. If school leaders promote a supportive culture that aligns with employees' expectations and values, it creates a sense of psychological obligation and trust. Consequently, staff members become more committed, emotionally connected, and satisfied with their jobs. Social Exchange Theory thus provides a foundation to understand how the mutual relationship between organizational culture and employee attitudes can significantly shape overall job satisfaction.

2.4.2 Transformational Leadership Theory

Transformational Leadership Theory, developed by Bass (1985) and based on the earlier work of Burns (1978), describes a leadership style that inspires and motivates followers to exceed their own self-interest for the good of the organization. Transformational leaders are characterized by their ability to articulate a clear vision, act as role models, stimulate intellectual engagement, and provide individualized support and encouragement to their team members.

This theory is especially relevant in the study of organizational culture and job satisfaction. Leaders play a central role in shaping and reinforcing the culture of an organization through their values, behaviors, and decisions. Transformational leaders influence organizational norms by promoting trust, innovation, inclusiveness, and ethical conduct. These cultural elements, when consistently supported by leadership, can foster a positive work environment that enhances employees' job satisfaction (Bass & Riggio, 2006).

Employees under transformational leadership are more likely to feel empowered, valued, and motivated, as such leaders create opportunities for professional growth, recognize individual contributions, and maintain open and honest communication. The alignment between the leader's vision and the organizational culture contributes to a sense of shared purpose, which in turn strengthens employee engagement and satisfaction (Avolio & Yammarino, 2002). In this context, Transformational Leadership Theory provides a strong foundation for

examining how leadership behaviors influence the broader organizational culture and how that culture, in turn, affects job satisfaction.

2.5 Previous Research Studies

Numerous studies have examined the effect of organizational culture on job satisfaction. An overview of previous researches is provided in this section.

Table (2.1) Previous Studies

Author	Title	Variables	Methods	Findings
Dalahmeh & Obeidat (2019)	The Impact of Transformational Leadership and Organizational Culture on Job Satisfaction: Evidence from Education Sector	Job satisfaction, Transformational leadership, organizational norms and values, supportive practices	Simple random Sampling Multiple regression analysis Reliability test	The results indicate that transformational leadership improved supportive culture and strengthened organizational norms, which together increased employees' job satisfaction.
Afsar, Badir & Saeed (2014)	Transformational Leadership, Organizational Culture, and Job Satisfaction: A Study in the Education Sector	Job satisfaction, Transformational leadership, organizational culture (norms and values), supportive practices	Quantitative survey of education professionals ; analysis using Structural Equation Modeling (SEM)	The results indicate that transformational leadership enhances various aspects of organizational culture, such as shared values & supportive practices, which in turn lead to improved job satisfaction.

Table (2.1) Previous Studies (Cont.)

Author	Title	Variables	Methods	Findings
Belias & Kostis (2014)	Organizational culture and job satisfaction: A case of academic staffs at University UTARA Malaysia (UMM)	Job satisfaction, Emphasis on reward & performance orientation, Organizational supportiveness, Innovation and stability, Communication	Descriptive statistics, Multiple Regression analysis, Pearson correlation analysis	The study found no significant link between reward orientation and job satisfaction, but supportiveness, innovation, and communication were positively related.
Ona (2024)	Organizational Culture, Work Performance, and Job Satisfaction Among Private Schools in Los Baños, Philippines	Work performance and job satisfaction, Organizational culture components — values, norms, beliefs, practices	Descriptive statistics, Multiple Regression analysis, Pearson correlation analysis	The study found that a well-established organizational culture among teachers was moderately associated with improved work performance. It also showed a strong positive relationship with job satisfaction.
Jintalan & Velasco (2024)	Organizational Culture and Job Satisfaction Among Private School Teachers in San Jose City, Philippines	Job satisfaction, Organizational culture dimensions — people, profession, support, and work	Simple random sampling method, descriptive statistics, Multiple Regression analysis,	The study found that school teachers had strong organizational culture and high job satisfaction, with especially strong links between the people and work aspects of culture and their satisfaction.

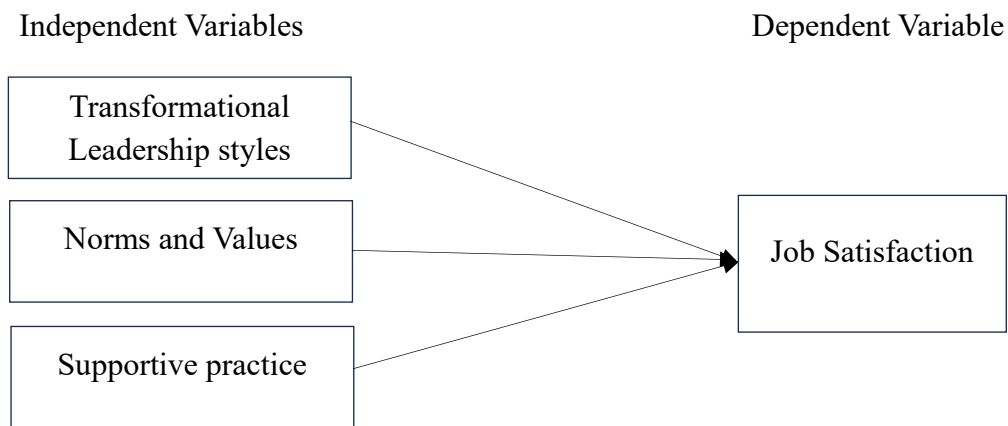
Table (2.1) Previous Studies (Cont.)

Author	Title	Variables	Methods	Findings
Chan, Wong & Wok (2017)	Predicting Factors of Job Satisfaction through Organizational Culture: Malaysian Private Learning Institution	Job satisfaction, Organizational culture types — bureaucratic, innovative, and supportive	Descriptive statistics, Multiple Regression analysis,	Innovative and supportive cultures were strongly linked to job satisfaction, while bureaucratic culture had a moderate link; innovative and bureaucratic cultures significantly predicted satisfaction.

Source: Own compilation

2.6 Conceptual Framework of the Study

The following conceptual framework explored base on the previous literature for this study is shown in Figure 2.1.



Source; Adaptation from Dalahmeh & Obeidat (2019)

Figure 2.1 Conceptual Framework of the Study

In this study, transformational leadership styles, norms and values and supportive practice are operationalized as independent variables, while job satisfaction is employed as dependent variable as shown in Figure 2.1. This study examines how job satisfaction is affected by the organizational culture factors. The research framework serves as the foundation for exploring and analyzing the effect of organizational culture on job satisfaction among private school staffs in Keng Tong Township.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology employed in this study to investigate the effect of organizational culture factors on job satisfaction of private schools in Keng Tong Township. It presents the research design, target population and sampling design, data collection methods, and techniques used for data analysis.

3.1 Research Design

According to Creswell (2014), a research design offers a systematic structure that directs the entire research process, guaranteeing that data collection and analysis meet the goals of the study and provide reliable and relevant results. Research designs vary based on the goals of the study and can include experimental, descriptive, analytical, exploratory, and correlational approaches. This study used a descriptive and analytical research approach to examine how organizational culture factors affect job satisfaction of private schools in Keng Tong Township.

The primary goal of descriptive research design is to observe and record the current condition of variables without changing any of them. In order to answer "what" is happening, it gives a thorough description of the traits or circumstances of the people or things being studied (Kothari, 2004). Observational techniques and surveys are common methods that provide an overview of current conditions.

Analytical research design, on the other hand, goes beyond description by examining relationships and testing hypotheses between variables. It employs statistical tools such as correlation and regression analysis to determine the strength, direction, and significance of associations (Sekaran & Bougie, 2016). Analytical research helps to explain how independent variables affect dependent variables and can provide evidence of influence.

To illustrate the current status of organizational culture factors—transformational leadership style, norms and values, and supportive practices—and job satisfaction levels among employees of private schools in Keng Tong Township, a descriptive approach was used in this study. Using the analytical design, survey data was statistically analyzed to examine how these organizational culture factors affected job satisfaction.

A comprehensive understanding is made possible by the combination of descriptive and analytical research designs, which offer an outline of current circumstances as well as an explanation of the connections between job satisfaction and organizational culture factors. In educational contexts, where organizational dynamics significantly influence employee attitudes and performance, this method encourages thorough investigation.

3.2 Target Population and Sampling Design

This section presents the target population and sampling design of the study.

3.2.1 Target Population

According to Creswell (2014), the target population is the particular set of people or things that the study is trying to examine and about whom the results are meant to be applied. There are 13 private schools in Keng Tong Township which made up the study's target population. These populations were picked because they have direct involvement with leadership and organizational structures, which makes them appropriate participants to investigate how organizational culture factors affect job satisfaction. According to estimates, the population consisted of 13 private schools with a range of educational backgrounds, teaching experiences, and degrees of institutional cultural engagement. By incorporating this variation, the study's conclusions are guaranteed to be relevant and applicable to similar private school settings throughout Myanmar.

3.2.2 Sampling Design

A systematic strategy for choosing participants from a wider population is known as sampling design. This ensures that the sample fairly represents the community and enables the achievement of reliable and broadly applicable conclusions (Creswell, 2014). Probability sampling and non-probability sampling are the two basic categories into which sampling designs are typically divided. Because each member of the population has a known chance of being chosen, probability sampling enhances representativeness and facilitates generalization (Neuman, 2014). Stratified sampling, cluster sampling, and simple random sampling are common techniques. In contrast, non-probability sampling employs non-random criteria and is often used for exploratory research or targeted subgroups (Teddlie & Yu, 2007).

The study's entire population consisted of 13 private schools in Keng Tong Township. Among these private schools, three private schools: Better Change Private

School, Yadanar Private School and Veritas Private School, were randomly chosen by using a cluster sampling method and all employees in these schools were questioned, providing a sample size of 120 employees. The selection of these schools was based on their accessibility as well as willingness. The study addresses differences in organizational culture and job satisfaction among naturally occurring groups by selecting entire schools as clusters. Despite being smaller than the entire population, the sample size is still adequate for significant statistical analysis considering the study's resources and scope. Thus, cluster sampling technique provides a balance between feasibility and representativeness (Neuman, 2014). Data were collected from all employees of three private schools during the first two weeks of May 2025, ensuring a representative and timely sample.

3.3 Data Collection Methods

Data collection is an essential part of the research process to ensure that accurate and relevant data is obtained for analysis. Raw facts or numbers that are gathered, analyzed, and interpreted to produce significant insights that serve as the basis for judgments and conclusions are referred to as data (Creswell, 2014).

Standardized questionnaires were used to collect the quantitative data that this study mainly relied on. These instruments enable statistical investigation of the correlations between variables and offer consistency. To reflect the educational conditions of private schools in Keng Tong Township, the questionnaire was adjusted using previously validated tools. Respondents were given the opportunity to express how much they agreed or disagreed with statements about organizational culture and job satisfaction using a 7-point Likert scale, where 1 represented "strongly disagree" and 7 represented "strongly agree."

Data were collected via questionnaires targeting employees of private schools during the first two weeks of May, ensuring a representative and timely sample. There were two main elements to the questionnaire: Demographic information was the main focus of Section A. Section B assessed job satisfaction as well as judgments of organization culture factors, particularly transformational leadership styles, norms and values, and supportive practice.

In order to improve accuracy and relevance, the study used primary data, which is directly collected from the target group and customized to the study's goals (Bryman, 2016). Primary data collection might be time-consuming, but it gives

researchers direct control over the study's design and guarantees that the data accurately represents the particular components being studied. Secondary data, such as academic journal articles, books, and previously published research, was also examined in order to develop the theoretical framework and strengthen the interpretation of the findings. By combining contextual and empirical perspectives, the study's credibility was increased.

3.4 Data Analysis Techniques

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). This study applied descriptive statistics, reliability analysis, correlation analysis and multiple regression analysis. Each method was carefully chosen to correspond with the nature of the variables and the study's objectives.

3.4.1 Descriptive Statistics

The mean, standard deviation, and frequency distribution are among the key characteristics of the dataset that are summarized and described by descriptive statistics. The average scores of employee perceptions of organizational culture factors and their job satisfaction levels were assessed in this study by using descriptive statistics. This helps to identify patterns and trends within the data (Pallant, 2020). Mean scores reveal the overall degree of agreement among responders while standard deviations (SD) show diversity. Additionally, frequency distributions show the percentage of respondents who agreed with certain points of view, providing information on how common certain viewpoints or beliefs are in the sample. Table 3.1 displays the degree of agreement for the weighted average mean range.

Table 3.1 Weighted Mean-Level of Agreement

Weighted Means	Level of Agreement
6.15 - 7.00	Very High
5.29 - 6.14	High
4.43 - 5.28	Moderately High
3.57 - 4.42	Neutral
2.71 - 3.56	Moderately Low
1.85 - 2.70	Low
≤ 1.84	Very Low

Source: Satyendra Chakrabartty (2014)

3.4.2 Reliability Analysis

When a measurement tool provides comparable data under consistent conditions, it is said to be reliable. In research, it's critical to minimize random errors and inconsistencies by making sure that tools like surveys and questionnaires accurately reflect the concepts they are intended to measure (Creswell, 2014). The consistency of the instruments used for evaluating transformational leadership styles, norms and values, supportive practice, and job satisfaction was evaluated using reliability analysis.

Internal consistency was assessed using the Cronbach's Alpha coefficient, which has values between 0 and 1. While values above 0.80 indicate strong reliability, a value of 0.70 or higher is generally considered acceptable in social science research (Downing, 2004). To increase the consistency of the constructs, each measuring scale was examined separately, and items that had an adverse effect on the overall reliability were taken into consideration for adjustment or removal. To get reliable data that appropriately reflects respondents' perceptions and experiences, high internal consistency must be maintained. Valid conclusions regarding how organizational culture affects job satisfaction among employee of private schools in Keng Tong Township are made possible by the use of trustworthy instruments, which lower measurement error and increase the study's credibility.

This analysis allowed the researcher to explore which factors of organizational culture were most closely associated with job satisfaction. It also helped prioritize future improvement areas by identifying strong and weak correlates of satisfaction.

3.4.3 Correlation Analysis

A monotonic association between two variables may be measured by correlation. There are many types of correlation analysis and Pearson correlation was used in this study. Pearson correlation analysis was used to examine the strength and direction of the linear relationships between each independent variable (transformational leadership style, norms and values or supportive practice and the dependent variable (job satisfaction). The correlation coefficient (r) indicates the strength of the association, while the significance level (p -value) determines whether the observed correlation is statistically meaningful. This helped identify which factors were most closely associated with job satisfaction. A straight-line connection between two variables can be a specific form of a monotonic connection. Correlation

coefficients give numerical values to show how strong the straight line connections are between variables, ranging from -1 to +1 (Gujarati & Proter, 2009).

3.4.4 Multiple Regression Analysis

Multiple regression analysis was used to evaluate the combined and individual effects of transformational leadership styles, norms and values and supportive practice on job satisfaction. This statistical technique allows the analysis of how multiple independent variables simultaneously affect a single dependent variable, providing a more thorough understanding of the relationships involved (Field, 2013). By controlling for the potential influence of the other factors, the study was able to determine the unique contribution of each organizational culture factor while also determining the strength and direction of each relationship (Pallant, 2020).

The estimated multiple regression model is

$$Y = f(X_1, X_2, X_3)$$

Where;

Y = the value of dependent variable

X₁ = Transformational Leadership Style

X₂ = Norms and Values

X₃ = Supportive Practice

Adjusted R-squared, which accounts for the number of predictors in the model, displays the percentage of the dependent variable's variance that can be accounted for by the independent variables. When several variables are included, it offers a more accurate metric than R-squared (Pallant, 2020). To determine if the entire regression model is statistically significant, the F-value is utilized. (Field, 2013) It determines whether at least one predictor variable has an effect on the result that is not zero.

The Variance Inflation Factor (VIF) is a metric used to quantify multicollinearity between independent variables. A VIF score larger than 10 indicates a significant correlation, which can affect the dependability of the regression estimations (Field, 2013). Assumptions of multiple regression analysis such as linearity, normality of residuals, and homoscedasticity, were tested to ensure the validity of the model. Linearity assumes a straight-line relationship between independent and dependent variables. Normality of residuals was assessed using histograms and P-P plots to verify that the residuals were approximately normally distributed, which supports the validity of statistical tests (Field, 2013).

Homoscedasticity, or the assumption that residuals have constant variance across all levels of the predicted values, was tested using scatter plots of residuals versus predicted values.

Chapter IV

Effect of Organizational Culture Factors on Job Satisfaction of Private Schools

This chapter presents the demographic factors of 120 employees of private schools. Profile of respondents, reliability analysis, descriptive statistics, correlation analysis and multiple regression analysis are also showed.

4.1 Profile of Respondents

Profile of respondents includes the gender, marital status, age, education, occupation, monthly income and position of respondents.

4.1.1 Gender of Respondents

In this study, gender can be classified into two groups: male and female. Gender of respondents is presented in Table 4.1.

Table 4.1 Gender of Respondents

Gender	Frequency	Percent (%)
Female	77	64.2
Male	43	35.8
Total	120	100.0

Source: Survey Data (2025)

Table 4.1 shows the gender of respondents who participated in this survey. According to the result, the majority of the respondents were female, which were 77 respondents out of 120 employees, or 64.2% of the total respondents. While for male respondents, there were only 35.8% of the total respondents, which equates to 43 respondents.

4.1.2 Marital Status of Respondents

The marital status of respondents is divided into five groups: married, single, widowed, divorced and separated. The number of respondents by marital status is described in Table 4.2.

Table 4.2 Marital Status of Respondents

Marital Status	Frequency	Percent (%)
Married	75	62.5
Single	37	30.8
Widowed	3	2.5
Divorced	1	0.8
Separated	4	3.3
Total	120	100.0

Source: Survey Data (2025)

According to Table 4.2, the majority of respondents are married, which is representing by 62.5%, single respondents are representing by 30.8%, widowed respondents are representing by 2.5%, divorced respondents are representing by 0.8% and separated respondents are representing by 3.3%.

4.1.3 Age of Respondents

Age of respondents is divided into 5 groups: below 20 years, 21 - 35 years, 35-50 years, 51-65 years and above 65 years. Age of respondents is presented in Table 4.3.

Table 4.3 Age of Respondents

Age (years)	Frequency	Percent (%)
<=20	5	4.2
21-35	65	54.2
35-50	46	38.3
51-65	3	2.5
>65	1	0.8
Total	120	100.0

Source: Survey Data (2025)

Based on Table 4.3, five respondents were aged below 20 years old, representing 4.2%; between 21 and 35 years old, representing 54.2%; and between 35 and 50 years old, representing 38.3%; between 51 and 65 years old, representing 2.5% and above 65 years old, representing 0.8%.

4.1.4 Education Level of Respondents

Education level of respondents is divided into six groups: under graduate, diploma level, bachelor level, master level, doctoral degree level and other level. Respondents' educational level is shown in the following Table 4.4.

Table 4.4 Education Level of Respondents

Education Level	Frequency	Percent (%)
Under Graduate	5	4.2
Diploma	10	8.3
Bachelor	78	65.0
Master	25	20.8
Doctoral Degree	1	0.8
Other	1	0.8
Total	120	100.0

Source: Survey Data (2025)

In Table 4.4, it shows the frequency distribution of the educational background of the respondents. It was found that 4.2% of respondents were under graduate level, 8.3% of respondents were diploma level, 65% of respondents were bachelor level, 20.8% of respondents were master level, 0.8% of respondents were doctoral degree level and 0.8% of respondents were other level respectively.

4.1.5 Occupation of Respondents

Occupation of respondents is divided into four groups: full time, part time, self-employed and other level. Respondents' occupation is shown in the following Table 4.5.

Table 4.5 Occupation of Respondents

Occupation	Frequency	Percent (%)
Full Time	92	76.7
Part Time	19	15.8
Self-employed	3	2.5
Other	6	5.0
Total	120	100.0

Source: Survey Data (2025)

According to Table 4.5, the majority of respondents are full time, which is representing by 76.7%, part time respondents are representing by 19%, self-employed respondents are representing by 2.5% and other respondents are representing by 5%,

4.1.6 Monthly Income

In this study, respondents' monthly income is divided into four groups which consist of below MMK 250,000, between MMK 250,000 and MMK 400,000, between MMK 400,000 and MMK 800,000 and above MMK 800,000. The monthly income of respondents is presented in Table 4.6.

Table 4.6 Monthly Income

Monthly Income (MMK)	Frequency	Percent (%)
Below 250,000	1	0.8
Between 250,000 and 400,000	37	30.8
Between 400,000 and 800,000	59	49.2
Above 800,000	23	19.2
Total	120	100.0

Source: Survey Data (2025)

Table 4.6 describes that the majority of the respondents earned between 400,000 and 800,000, which was 49.2%; earned below MMK 250,000 which was 0.8%, earned between MMK 250,000 and MMK 400,000, which was 30.8% and earned above MMK 800,000, which was 19.2%. This study found that the highest in income, between MMK 400,000 and 800,000 with 49.2% and the lowest in income, below MMK 250,000 with 0.8%.

4.1.7 Position of Respondents

In this study, position of respondent is divided into five groups which consist of teaching (teacher), headmaster, Office / staff (non- teaching), other staff officer (General) and other respectively. The position of respondents is presented in Table 4.7.

Table 4.7 Position of Respondents

Position	Frequency	Percent (%)
Teaching (Teacher)	64	53.3
Headmaster / Headmistress	9	7.5
Office / Staff (Non- Teaching)	23	19.2
Other Staff officer (General)	19	15.8
Other	5	4.2
Total	120	100.0

Source: Survey Data (2025)

In Table 4.7, it shows the frequency distribution of the position of the respondents. It was found that 53.3% of respondents were teaching (teacher), 7.5% of respondents were headmaster / headmistress, 23% of respondents were office / staff (non- teaching), 15.8% of respondents were other staff officer (general) and 4.2% of other respondents respectively.

4.2 Reliability Analysis

A reliability analysis is conducted transformational leadership style, norms and values, supportive practice and job satisfaction. The results of reliability analysis for the variables in this study are presented in Table 4.8.

Table 4.8 Reliability Analysis of Variables

Sr. No.	Variables	Cronbach's Alpha	No. of Items
1	Transformational Leadership Style	0.867	7
2	Norms and Values	0.910	7
3	Supportive Practice	0.896	7
4	Job Satisfaction	0.872	7

Source: Own Computation, (2025)

As shown in Table 4.8, Cronbach's alpha values for transformational leadership style, norms and values, supportive practice and job satisfaction, are greater than 0.7. Therefore, these data indicate that there is an internal consistency of all items, which means that the data are reliable.

4.3 Analysis of Transformational Leadership Style, Norms and Values, Supportive Practice and Job Satisfaction

This study examines transformational leadership style, norms and values, supportive practice and job satisfaction. The following sections explain these variables in the form of agreement level: overall mean and standard deviation.

4.3.1 Transformational Leadership Style

In this study, there are seven statements in order to examine the extent of implementation regarding transformational leadership style. Mean and standard deviation regarding the transformational leadership style of respondents by private schools in Table 4.9.

Table 4.9 Mean Scores for Transformational Leadership Style

Sr.No	Statement	Mean	SD
1	having communicated a clear and inspiring vision	5.51	0.970
2	encouraging innovation and new ideas	5.60	1.088
3	being act as role models for all employee	5.28	1.166
4	The school's motto and purpose are clearly and transparently emphasized.	5.53	1.100
5	The school's annual ceremonies (eg, World Teacher's Day or appreciated for their works) are well-organized and meaningful.	5.49	1.045
6	The school library is fully equipped with the latest learning resources (E-books, journals, teaching aids, digital materials, YouTube, Computers, overhead, projector).	5.51	0.953
7	supporting to develop the education sector while also generating profits for their businesses	5.56	1.098
Overall Mean		5.5333	0.87143

Source: Own Computation (2025)

According to Table 4.9, the mean values of transformational leadership style measure range between 5.28 and 5.60. The highest mean value was for “encouraging innovation and new ideas” and the lowest mean value was for “School leaders are act as role models for all employee”.

The overall mean value of transformational leadership style is 5.5333. Therefore, it can be concluded that transformational leadership style of organizational culture is at a high level.

4.3.2 Norms and Values

In this study, there are seven statements in order to examine the extent of implementation regarding norms and values. Mean and standard deviation regarding the perceptions of norms and values by private schools show in Table 4.10.

Table 4.10 Mean Scores for Norms and Values

Sr.No	Statements	Mean	SD
1	actively promoting collaboration and open communication among teachers and practiced to all staff	5.38	1.078
2	The school prioritizes ethical standards (e.g., transparency in grading, anti-corruption policies).	5.63	0.898
3	All respect and trust are core values at this school.	5.71	1.040
4	The school values community engagement (e.g., partnerships with local NGOs, cultural events).	5.64	0.942
5	The school's uniforms are smart on reflective that professionalism and cultural values.	5.72	0.954
6	encouraging a healthy work-life balance	5.65	1.090
7	promoting equality, diversity and inclusion for everyone in policies and daily activities	5.79	0.943
Overall Mean		5.5875	0.91592

Source: Own Computation (2025)

According to Table 4.10, the mean values of norms and values measure the range between 5.38 and 5.79. The highest mean value was for “The school promotes equality, diversity and inclusion for everyone in policies and daily activities.” and the lowest mean value was for “The school leaders actively promote collaboration and open communication among teachers and practiced to all”.

The overall mean value of norms and values is 5.5875. Therefore, it can be concluded that norms and values of organizational culture is at a high level.

4.3.3 Supportive Practice

In this study, there are seven statements in order to examine the extent of implementation regarding supportive practice. Mean and standard deviation regarding the perceptions of supportive practice by private schools show in Table 4.11.

Table 4.11 Mean Scores for Supportive Practice

Sr.No	Statements	Mean	SD
1	providing and preventive training to help you prepare for and avoid natural disasters, such as floods, fires, and earthquakes, Covid, Virus, Diseases	5.45	1.144
2	supporting from school leader that management when facing challenges at work	5.39	1.183
3	actively listening to staff concern and feedback	5.51	1.202
4	distributing subjects and responsibilities that are appropriate to the skills and abilities of the staff	5.52	1.123
5	The school family members feel like a second family for me that a safe and secure environment.	5.62	1.204
6	Teaching aids, multimedia room, computer-related teaching aids, and sports equipment are arranged for staff to make good use of	5.73	1.150
7	Opportunities for skill development (e.g., courses, training) align with the school's stated objectives.	5.68	0.862
Overall Mean		5.5625	0.86618

Source: Own Computation (2025)

According to Table 4.11, the mean values of supportive practice measure the range between 5.39 and 5.73. The highest mean value was for “Teaching aids, multimedia room, computer-related teaching aids, and sports equipment are arranged for staff to make good use of.” and the lowest mean value was for “receiving adequate support from school leaders that management when facing challenges at work.

The overall mean value of supportive practice is 5.5875. Therefore, it can be concluded that supportive practice of organizational culture is at a high level.

4.3.4 Summary of Overall Mean for Independent Variables

The overall mean value of organizational culture are shown in Table 4.12.

4.12 Overall Mean of Organizational Culture Factors

Sr.No	Independent Variables	Mean	SD
1	Transformational Leadership Style	5.5333	0.87143
2	Norms and Values	5.5875	0.91592
3	Supportive Practice	5.5625	0.86618

Source: Own Computation (2025)

Table 4.12 shows that the highest mean value 5.5875 is for norms and values and the lowest mean value 5.5333 is for transformational leadership style.

4.3.5 Job Satisfaction

In this study, there are seven statements in order to examine the extent of implementation regarding job satisfaction. Mean and standard deviation regarding the perceptions of job satisfaction by private schools show in Table 4.13.

Table 4.13 Mean Scores for Job Satisfaction

Sr.No.	Statement	Mean	SD
1	Salary and benefits are fair compared to my responsibilities.	5.46	1.187
2	Turn mistakes into accepted as learning opportunities. For example - teaching and correcting a student with poor exam results instead of blaming them.	5.66	0.815
3	having opportunities for professional development and growth	5.67	0.823
4	being the most convenient school for anyone who wants to work in the education field in Keng Tong Township	5.41	1.065
5	being a safe and warm environment for emotional feeling	5.65	0.866
6	giving freedom in teaching methods and believe that they can perform systemically formal supervision of skills	5.60	1.056
7	I believes that if can systematically management together with teachers and staff will satisfied, they can retention	5.50	1.021
Overall Mean		5.4792	0.82858

Source: Own Computation (2025)

According to Table 4.13, the mean of the highest mean of job satisfaction measure range between 5.41 and 5.67. The highest mean was for “Recognition and appreciation for your work that I have opportunities for professional development and growth.” and the lowest mean was for “I comment that this school is the most convenient school for anyone who wants to work in the education field in Keng Tong Township”.

4.4 Correlation Analysis

The correlation analysis for the independent variables in this study is presented in Table 4.14.

Table 4.14 Relationship between Organizational Culture Factors and Job Satisfaction

Sr.No.	Independent Variables	Correlation Coefficient	Significant Level
1	Transformational Leadership Style	0.639**	0.000
2	Norms and Values	0.607**	0.000
3	Supportive Practice	0.674**	0.000

Source: Own Computation, (2025)

Statistical significance indicate ** at 1% level

Table 4.14 demonstrates the correlation coefficient for dependent variable that is customer satisfaction and independent variables that are transformational leadership style, norms and values, supportive practice. According to the results, transformational leadership style, norms and values, supportive practice demonstrate a strong positive correlation with customer satisfaction at 1% significant level. Correlation coefficient between transformational leadership style and job satisfaction is 0.639 and Correlation coefficient between norms and values and job satisfaction is 0.607 and Correlation coefficient between transformational supportive practice and job satisfaction is 0.674.

4.5 Multiple Regression Analysis

Multiple regression analysis was employed to test the determinant factors affecting customer satisfaction. It is a useful technique that can be used to analyze the relationship between a single dependent and several independent variables (Hair et al., 1998). In this research, we have three independent variables, by using Multiple regression analysis to examine the independent variables significantly influence job satisfaction. Thus, the equation that can form is:

$$Y = f(x_1, x_2, x_3)$$

Whereby,

Y = Job Satisfaction (Dependent Variable)

x₁ = Transformational Leadership Style (Independent Variable 1)

x₂ = Norms and Values (Independent Variable 2)

x₃ = Supportive Practice (Independent Variable 3)

With this MLR, it would be easier for the research to identify which explanatory variable influence the dependent variable. The results of multiple regression analysis are presented in Table 4.15.

Table 4.15 Analysis of Organizational Culture and Job Satisfaction

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	1.325	0.402		3.300	0.001	
Transformational Leadership Style	0.189**	0.093	0.198	2.029	0.045	2.160
Norms and Values	0.307***	0.082	0.339	3.733	0.000	1.870
Supportive Practice	0.251***	0.091	0.262	2.770	0.007	2.027
R ²	0.487					
Adjusted R ²	0.474					
F-value	36.758***					

Source: SPSS Output (February, 2025)

Notes: *** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

According to Table 4.15, since the value of adjusted R² is 0.474, the model can clarify the 47.4 percent of the variation of were significant and had a positive impact on job satisfaction. Since the value of the F-value is 36.758, the model is highly significant at the 1 percent level, and this specified model can be said to be valid. Therefore, it was found that all variables had a positive effect on job satisfaction at the 1 percent and 5 percent level respectively. The standardized coefficient (Beta) of norms and values has 0.339 and the largest value at 1 percent significant level, indicating that the school leaders actively promote collaboration and open communication among teachers and practiced to all employees, the school prioritizes ethical standards (e.g., transparency in grading, anti-corruption policies), and encourages a healthy work-life balance and so on.

Supportive practice has the second largest value at 1 percent significant level and the standardized coefficient (Beta) of supportive practice has 0.262 indicating that the schools provide the preventive training for natural disasters, arrange subjects and responsibilities that are appropriate skills and abilities and support from school leader when facing challenges at work. The standardized

coefficient (Beta) of transformational leadership style has 0.198 and the smallest value at 5 percent significant level, indicating that school leaders are act as role models for all employees, had communicated a clear and inspiring vision and school library is fully equipped with the latest learning resources like e-books, multimedia teaching aids.

The multicollinearity statistics by using variance inflation factors (VIF) are also checked, indicating that no factors exceed the “rule of thumb” of 10 of VIF. Thus, the model explains the variation in job satisfaction well. These assumptions are essential for ensuring the regression model provides accurate, unbiased estimates and reliable predictions. Verifying these assumptions is a vital step in the regression analysis process. The distribution of the standardized residuals presented in the histogram appears approximately normal, with the majority of values concentrated around zero and falling within the range of -4 to +4. This pattern suggests that the normality assumption of the regression model is adequately met.

The Normal P-P Plot of regression standardized residuals for job satisfaction of private schools shows that points closely follow the diagonal line, suggesting that the residuals are approximately normally distributed. This visual conformity supports the assumption of normality in the regression model. Since the plotted points do not substantially deviate from the line, the model is considered appropriate for analyzing the relationship between the independent variables: transformational leadership style, norms and values, supportive practice and the job satisfaction of private Schools. According to the assumption result, the residuals are approximately normally distributed shown by the histogram and the Normal P-P plot shows that most of the these points fall reasonably close to the diagonal line, especially in the middle range.

The scatterplot reveals that the residuals are randomly scattered without any discernible trend, shape, or pattern, suggesting that the errors are evenly distributed. This supports the assumption of homoscedasticity and indicates that the regression model provides stable predictions across of the values, enhancing the reliability of the analysis in exploring the relationship between transformational leadership style, norms and values, supportive practice and the job satisfaction of private schools. The scatterplot shows that the residuals are randomly scattered around zero across and indicates that the assumption of homoscedasticity is met.

4.7 Achieving of Hypothesis Testing

A significant effect occurs in the linkage between transformational leadership style and job satisfaction,. Thus, hypothesis H₁: the effect of transformational leadership style on job satisfaction, is accepted. There is also a significant effect between norms and values and job satisfaction. Thus, hypothesis H₂: the effect of norms and values on job satisfaction, is accepted. A significant effect occurs in the relationship between supportive practice and job satisfaction. Therefore, hypothesis H₃, which states that supportive practice has a positive effect on job satisfaction, is accepted.

CHAPTER V

CONCLUSION

This chapter starts with the findings and discussions on the relationship between organization culture and job satisfaction of private schools in Keng Tong Township. Then, it presents some suggestions and recommendations for the organization culture and job satisfaction of private schools in Keng Tong Township and describes contributions of the study and needs for further research.

5.1 Findings and Discussions

This study mainly emphasizes the organization culture of private schools in Keng Tong Township. This study intends to examine how organization culture affects job satisfaction of private schools in Keng Tong Township. Questionnaire survey was conducted with 120 employees of private schools in Keng Tong Township who were selected by using simple random sampling method. According to the profile of respondents, the majority of respondents is female and age between 21 and 35 years which indicate a young, adaptable workforce familiar with the business culture. Graduate-level education is prevalent, implying a preference for skilled and knowledgeable employees. Employees earning between MMK four lakhs and eight lakhs demonstrated high responsiveness, suggesting a balance between motivation and financial stability.

The descriptive statistics indicate that employees of private schools in Keng Tong Township generally agree with statements related to transformational leadership style, values and norms and supportive practice—suggesting a high level of job satisfaction across these factors. These findings highlight that while no single factor is causing major dissatisfaction, improvements are still necessary to boost overall very high level of job satisfaction. This high satisfaction implies that employees feel adequately supported, yet remain aware of areas that could affect long-term engagement and loyalty. Consistent with literature identifying transformational leadership style, norms and values and supportive practice as key influences on job satisfaction, the company is encouraged to enhance leadership style, norms and values and supportive practice to strengthen job satisfaction and mitigate employee burnout.

In this study, job satisfaction was significantly enhanced by transformational leadership style. This leadership style plays a crucial role in determining the job satisfaction of private schools of Keng Tong Township. One reason for the significant positive effect of transformational leadership style on the job satisfaction of private schools of Keng Tong Township is to encourage innovation and new ideas. It enables better skillful and knowledgeable persons among these employees. Another reason is supporting to develop the education sector, having clear mission and vision and being well-organized and meaningful ceremonies.

It was also found that norms and values indicate a significant relationship with job satisfaction of private schools of Keng Tong Township. Norms and values like equality, all inclusion, and cultural values leads to job satisfaction for all employees committed. In addition, the administrators of private schools encourage mutual respect and trust that are core values, a healthy work-life balance, community engagement such as partnerships with local NGOs, cultural events, prioritize ethical standards like transparency in grading and promote collaboration and open communication among teachers and practiced to all employees.

In addition, supportive practice had a significant positive effect on job satisfaction of private schools of Keng Tong Township. This practice shows an essential role in determining the job satisfaction of private schools in Keng Tong Township. One reason for the significant positive effect of supportive practice on the job satisfaction of private schools of Keng Tong Township is to provide teaching aids, multimedia room, computer-related teaching aids, and sport equipment are arranged for the employees and students. It enables better digital teaching methods and healthy persons among these employees. In addition, private schools in Keng Tong Township provide opportunities for employee skill development (e.g., courses, training) align with the school's stated objectives, a safe and secure environment, arrange subjects and responsibilities that are appropriate to the skills and abilities of the employees, actively listening to employee concern and feedback, provide and preventive training to avoid natural disasters and support problem solving skill that employees face challenges at work.

To sum up, organizational culture factors such as transformational leadership style, values and norms and supportive practice affect the job satisfaction of private schools of Keng Tong Township. Therefore, administrative persons of these schools

more emphasis on transformational leadership style, values and norms and supportive practice which lead to job satisfaction, as well as employee retention and loyalty.

5.2 Suggestions and Recommendations

The study revealed the current trends of organizational culture implementation in private schools, Keng Tong Township and how organizational culture factors affect job satisfaction of private schools in Keng Tong Township. The research findings present some pertinent suggestions and recommendations for the effective implementation of organizational culture in private schools, with the aim of fostering job satisfaction of private schools in Keng Tong Township. Hence, some suggestions and recommendations that can easily apply to all private schools are provided by this study as follows:

From the organizational culture point of view, among these culture factors, transformational leadership style affects the job satisfaction of private schools in Keng Tong Township. Therefore, these administrators of private schools should implement the factor to a large extent through being act as role models for all employees, well-organized and meaningful for the school's annual ceremonies, having communicated a clear and inspiring vision and being equipped with the latest learning resources and teaching aids in the school library. Moreover, they should provide clearly and transparently school's mission, vision and motto, to develop the education sector while also generating profits for their schools and to encourage innovation and new ideas.

As supportive practice significantly affects the job satisfaction of private schools in Keng Tong Township, administrators should more provide complaint handing system when facing challenges at work, training to prepare and avoid natural disasters such as floods, earthquakes, and virus and listen to employee feedback and difficulties of presentation. Similarly, Headmasters should arrange the responsibilities and subjects that are appropriate to the skills and abilities of the employee, a safe and secure environment, provide opportunities of training that related skilled development and teaching aids, sport equipment and multimedia classroom.

Norms and values also affect the job satisfaction of private schools in Keng Tong Township. Thus, these administrators of private schools should maintain this factor to a sustainability development through communicating openly and more collaborating among teachers and employees, practicing ethical standards, arranging

community engagement for cultural events and promoting work-life balance. In addition, leaders of private schools at Keng Tong Township should be valued mutual respect and trust, maintain cultural values, and promote equality, diversity and all inclusion for setting policies and performing daily activities.

For academicians, the results of this study should contribute to knowledge on organizational culture by developing a comprehensive conceptual framework in which organizational culture factors are linked to job satisfaction, employee retention and loyalty. Furthermore, this study conceptualizes organizational culture factors to provide a deeper understanding. Moreover, the study enhances the literature about organizational culture factors, namely: transformational leadership style, values and norms and supportive practice, by confirming their contribution to the job satisfaction of private schools, which has been lacking. By applying and encouraging the transformational leadership style, values and norms and supportive practice of private schools, headmasters can take advantage of making relationships with each other to achieve the knowledge related to organizational culture factors.

5.3 Needs for Further Study

Further studies on organizational culture and job satisfaction should explore the long-term impacts of hybrid or remote work models on employee engagement, commitment, and loyalty, mainly across diverse industries and cultural contexts. Researchers could investigate the role of AI and automation in reducing absenteeism and stress while maintaining job satisfaction, as well as the generational differences in culture and satisfaction drivers.

Furthermore, further studies should assess a bigger scale with a large sample size which could shed light on how organizational culture affect job satisfaction of private schools in Myanmar on a broader scale. Besides, the current study only focused on measuring job satisfaction of private schools. Thus, further studies can cover the employee retention and loyalty.

Moreover, the independent variables used in this study are only restricted to a limited set (transformational leadership style, values and norms and supported practice). Therefore, further studies could focus on other independent variables such as innovative, beliefs and communication.

At last, the research area of this study is Keng Tong Township and private schools. Thus, further studies can be extended to organizational culture and job satisfaction of other sectors in the hospitality and service industry such as hotel businesses, private banks in Myanmar, and private universities in order to conduct various organizational culture factors in different sectors.

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APPENDIX A

Please indicate the levels of agreement on each of the following statements by making a (✓) mark in the appropriate box.

1. Strongly disagree 2. Disagree 3. Somewhat disagree 4. Neither agree or disagree 5. Somewhat agree 6. Agree 7. Strongly agree

1. Transformational Leadership Style

No.	Statements	1	2	3	4	5	6	7
1.	The school leaders had communicated a clear and inspiring vision.							
2.	School leaders encourage innovation and new ideas.							
3.	School Leaders are act as role models for all staff.							
4.	The school's motto and purpose are clearly and transparently emphasized.							
5.	The school's annual ceremonies (eg, World Teacher's Day or appreciated for their works) are well-organized and meaningful.							
6	The school library is fully equipped with the latest learning resources (E-books, journals, teaching aids , digital materials, YouTube , Computers , overhead , projector ,...).							
7	School Leaders support to develop the education sector while also generating profits for their businesses.							

2. Norms and Values

No	Factors	1	2	3	4	5	6	7
1.	The school leaders actively promote collaboration and open communication among teachers and practiced to all staff.							
2.	The school prioritizes ethical standards (e.g., transparency in grading, anti-corruption policies).							
3.	All respect and trust are core values at this school.							
4.	The school values community engagement (e.g., partnerships with local NGOs, cultural events).							
5.	The school's uniforms are smart on reflective that professionalism and cultural values .							
6	The school encourages a healthy work-life balance.							
7	The school promotes equality, diversity and inclusion for everyone in policies and daily activities.							

3. Supportive Practice

No.	Factors	1	2	3	4	5	6	7
1.	School provide and preventive training to help you prepare for and avoid natural disasters, such as floods, fires, and earthquakes, COVID, Virus, and Diseases.							
2.	I receive adequate support from school leader that management when facing challenges at work.							
3.	School leaders actively listen to staff concern and feedback.							
4.	School leaders are fairly distribute subjects and responsibilities that are appropriate to the skills and abilities of the staff.							
5.	The school family members feel like a second family for me, that a safe and secure environment .							
6.	Teaching aids, multimedia room, computer-related teaching aids, and sports equipment are arranged for staff to make good use of.							
7.	Opportunities for skill development (e.g., courses, training) align with the school's stated objectives.							

4. Job Satisfaction

No.	Factors	1	2	3	4	5	6	7
1.	It is acceptable that your current salary and benefits are fair compared to my responsibilities.							
2.	Turn mistakes into accepted as learning opportunities. For example - teaching and correcting a student with poor exam results instead of blaming them.							
3.	Recognition and appreciation for your work that I have opportunities for professional development and growth.							
4.	I comment that this school is the most convenient school for anyone who wants to work in the education field in Keng Tong Township.							

5.	I am satisfied with my workload and responsibilities that school environment is a safe and warm environment for emotional feeling.						
6.	Teachers are given freedom in their teaching methods and believe that they can perform systemically formal supervision of teaching skills.						
7.	I believes that if can systematically management together with teachers and staff will satisfied, they can retention its , achieve greater success, and will become famous as the best private school in Keng Tong Township.						

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	77	64.2	64.2	64.2
	Male	43	35.8	35.8	100.0
	Total	120	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	75	62.5	62.5	62.5
	Single	37	30.8	30.8	93.3
	Widowed	3	2.5	2.5	95.8
	Divorced	1	.8	.8	96.7
	Separated	4	3.3	3.3	100.0
	Total	120	100.0	100.0	

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<=20	5	4.2	4.2	4.2
	>65	1	.8	.8	5.0
	21-35	65	54.2	54.2	59.2
	35-50	46	38.3	38.3	97.5
	51-65	3	2.5	2.5	100.0
	Total	120	100.0	100.0	

Education of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	78	65.0	65.0	65.0
	Diploma	10	8.3	8.3	73.3
	Doctoral Degree	1	.8	.8	74.2
	Master	25	20.8	20.8	95.0
	Other	1	.8	.8	95.8
	Under Graduate	5	4.2	4.2	100.0
	Total	120	100.0	100.0	

Occupation of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Time	92	76.7	76.7	76.7
	Other	6	5.0	5.0	81.7
	Part Time	19	15.8	15.8	97.5
	Self-employed	3	2.5	2.5	100.0
	Total	120	100.0	100.0	

Income of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 250,000	1	.8	.8	20.0
	Between 250,000 and 400,000	37	30.8	30.8	50.8
	Between 400,000 and 800,000	59	49.2	49.2	100.0
	Above 800,000	23	19.2	19.2	19.2
	Total	120	100.0	100.0	

Position of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching (Teacher)	64	53.3	53.3	100.0
	Headmaster / Headmistress	9	7.5	7.5	7.5
	Office / Staff (Non- Teac	23	19.2	19.2	26.7
	Other	5	4.2	4.2	30.8
	Other Staff officer (Gen	19	15.8	15.8	46.7
	Total	120	100.0	100.0	

Reliability Statistics

Cronbach's Alpha	N of Items
.867	7

Item Statistics

	Mean	Std. Deviation	N
The school leaders had communicated a clear and inspiring vision.	5.51	.970	120
School leaders encourage innovation and new ideas.	5.60	1.088	120
School Leaders are act as role models for all staff.	5.28	1.166	120
The school's motto and purpose are clearly and transparently emphasized.	5.53	1.100	120
The school's annual ceremonies (eg, World Teacher's Day or appreciated for their works) are well-organized and meaningful.	5.49	1.045	120
The school library is fully equipped with the latest learning resources (E-books, journals, teaching aids , digital materials, YouTube , Computers , overhead , projector ,...).	5.51	.953	120
School Leaders support to develop the education sector while also generating profits for their businesses.	5.56	1.098	120

Reliability Statistics

Cronbach's Alpha	N of Items
.910	7

Item Statistics

	Mean	Std. Deviation	N
The school leaders actively promote collaboration and open communication among teachers and practiced to all staff.	5.38	1.078	120
The school prioritizes ethical standards (e.g., transparency in grading, anti-corruption policies).	5.63	.898	120
All respect and trust are core values at this school.	5.71	1.040	120
The school values community engagement (e.g., partnerships with local NGOs, cultural events).	5.64	.942	120
The school's uniforms are smart on reflective that professionalism and cultural values .	5.72	.954	120
The school encourages a healthy work-life balance.	5.65	1.090	120
The school promotes equality, diversity and inclusion for everyone in policies and daily activities.	5.79	.943	120

Reliability Statistics

Cronbach's Alpha	N of Items
.896	7

Item Statistics

	Mean	Std. Deviation	N
School provide and preventive training to help you prepare for and avoid natural disasters, such as floods, fires, and earthquakes, Covid, Virus, Diseases,.....	5.45	1.144	120
I receive adequate support from school leader that management when facing challenges at work.	5.39	1.183	120
School leaders actively listen to staff concern and feedback	5.51	1.202	120
School leaders are fairly distribute subjects and responsibilities that are appropriate to the skills and abilities of the staff.	5.52	1.123	120

The school family members feel like a second family for me ,that a safe and secure environment .	5.62	1.204	120
Teaching aids, multimedia room, computer-related teaching aids, and sports equipment are arranged for staff to make good use of.	5.73	1.150	120
Opportunities for skill development (e.g., courses, training) align with the school's stated objectives.	5.68	.862	120

Reliability Statistics

Cronbach's Alpha	N of Items
.872	7

Item Statistics

	Mean	Std. Deviation	N
It is acceptable that your current salary and benefits are fair compared to my responsibilities.	5.46	1.187	120
Turn mistakes into accepted as learning opportunities. For example - teaching and correcting a student with poor exam results instead of blaming them.	5.66	.815	120
Recognition and appreciation for your work that I have opportunities for professional development and growth.	5.67	.823	120
I comment that this school is the most convenient school for anyone who wants to work in the education field in Keng Tong Township.	5.41	1.065	120
I am satisfied with my workload and responsibilities that school environment is a safe and warm environment for emotional feeling.	5.65	.866	120
Teachers are given freedom in their teaching methods and believe that they can perform systemically formal supervision of teaching skills.	5.60	1.056	120
I believes that if can systematically management together with teachers and staff will satisfied, they can retention its , achieve greater success, and will become famous as the best private school in Keng Tong Township.	5.50	1.021	120

Correlations

		MLS	MNV	MSP
MLS	Pearson Correlation	1	.639**	.674**
	Sig. (2-tailed)		.000	.000
	N	120	120	120
MNV	Pearson Correlation	.639**	1	.607**
	Sig. (2-tailed)	.000		.000
	N	120	120	120
MSP	Pearson Correlation	.674**	.607**	1
	Sig. (2-tailed)	.000	.000	
	N	120	120	120

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

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MLS	120	2.00	7.00	5.5333	.87143
MNV	120	1.00	7.00	5.5875	.91592
MSP	120	2.50	7.00	5.5625	.86618
MJS	120	2.50	7.00	5.4792	.82858
Valid N (listwise)	120				

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 ^a	.487	.474	.60088

a. Predictors: (Constant), MSP, MNV, MLS

b. Dependent Variable: MJS

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.815	3	13.272	36.758	.000 ^b
	Residual	41.883	116	.361		
	Total	81.698	119			

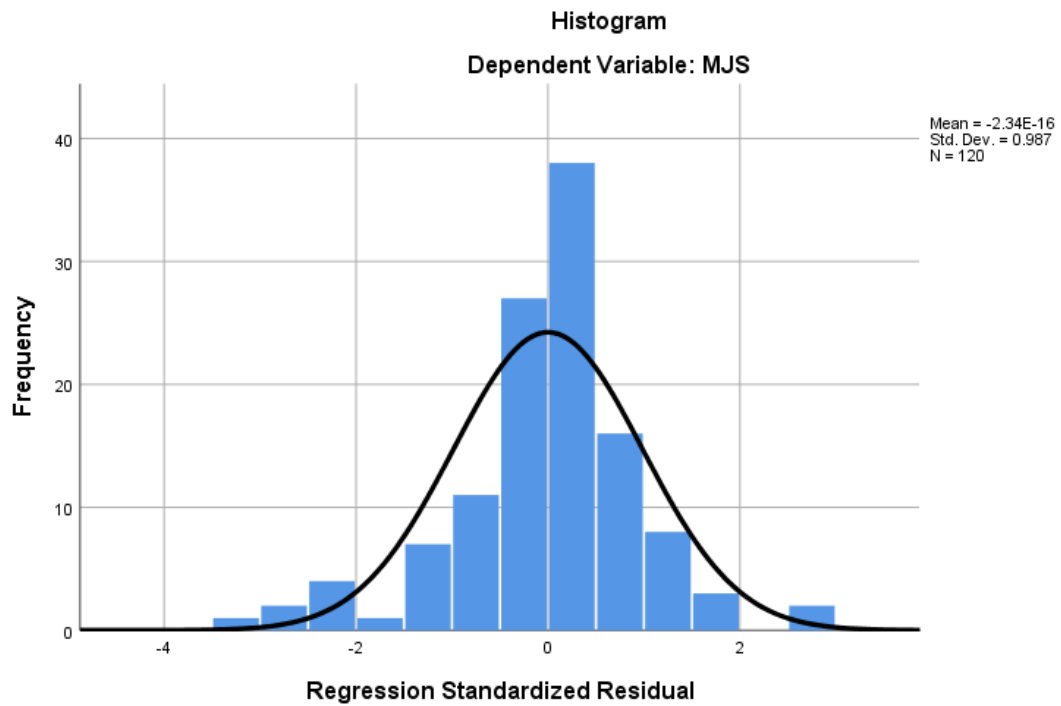
a. Dependent Variable: MJS

b. Predictors: (Constant), MSP, MNV, MLS

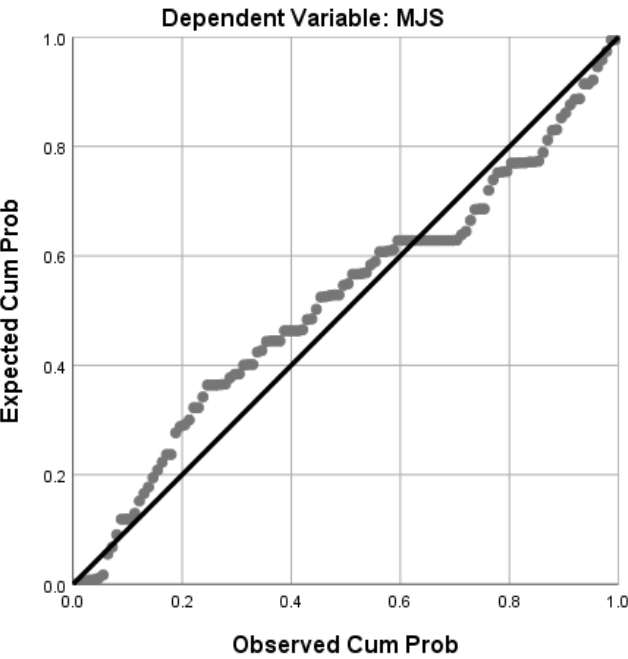
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.325	.402		3.300	.001		
	MLS	.189	.093	.198	2.029	.045	.463	2.160
	MNV	.307	.082	.339	3.733	.000	.535	1.870
	MSP	.251	.091	.262	2.770	.007	.493	2.027

a. Dependent Variable: MJS



Normal P-P Plot of Regression Standardized Residual



Scatterplot

