

YANGON UNIVERSITY OF ECONOMICS
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FACTORS INFLUENCING JOB PERFORMANCE OF
PRIVATE HIGH SCHOOL TEACHERS IN HLAING
THARYAR TOWNSHIP

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MBA II-6

23rd BATCH

DECEMBER, 2019

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Academic Year (2017-2019)

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**A thesis submitted to the Boards of Examiners in partial fulfillment of the
requirements for the degree of Master of Business Administration (MBA)**

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ACCEPTANCE

This is to certify that the thesis entitled “**Factors Influencing Job Performance of Private High School Teachers in Hlaing Tharyar Township**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) Degree.

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ABSTRACT

This study intends to identify the influencing factors on job satisfaction and to analyze the effect of job satisfaction on job performance of Private High School teachers in Hlaing Tharyar Township. This study is conducted through structured questionnaire with 120 teachers who are working in 4 selected Private High Schools among 16 Private High Schools in Hlaing Tharyar Township. The study finds that instructional materials, policies and culture, job security, location and facilities are main influencing factors on job satisfaction of the teachers. Job satisfaction has a significant positive effect on job performance. Therefore, private schools should provide instructional materials, policies and culture, job security, location and facilities to enhance job satisfaction of teachers in order to promote their job performance that lead towards school improvement, quality education and student satisfaction which is the ultimate goal of the organization.

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LIST OF ABBREVIATIONS

P.A.T	Primary Assistant Teacher
J.A.T	Junior Assistant Teacher
S.A.T	Senior Assistant Teacher
KG	Kindergarten
SMEC	Sayar Myo Education Center
ICEC	Ideal Class Education Center

CHAPTER 1

INTRODUCTION

In the modern era, most organizations strive for employee satisfaction, but not all attain this goal. That's why it's important for human resources professionals to know more about the factors that can increase employee satisfaction and how it fits into a company's overall success. There are many factors which influence the level of satisfaction as well as motivation of its employees. Employees are the most important assets of any company and they represent the internal customers of the firms.

Human resources is the most significant and precious assets of all organizations, which is the essential for healthy operation of all resources of the organizations. In order to increase the efficiency, effectiveness and performance of employees, the organization must satisfy the needs of its employees by providing good and safety working condition. So when human resource is satisfied in terms of their job, then only productivity level goes up. Job satisfaction is very importance for the success and survival of any organization. When an individual is satisfied, their job performance might increase. They tend to be more committed to their work.

In order to increase the job performance of employees, organizations have come up with a number of practices such as encouraging good relationship between co-workers, giving appropriate working conditions which increase their satisfaction level and ways to improve their performance. Job satisfaction is people feel about their jobs and different aspects of their jobs. Motivation to perform the job is increased, when people consider their jobs as meaningful and enjoyable. The nature of job satisfaction implies that an individual would tend to stay with a job which is satisfied and quit a job which is dissatisfied.

The total organizational performance depends on efficient and effective performance of individual employees of the organization. Therefore, it places considerable reliance on their individual employee performance to gain high productivity in the organization. The organization which possess or nurture qualified and potential employees are the ones which are successful, since a large part of the success comes as a direct result of those employees who always give organization a competitive advantage.

The sound work environment is important to create the social relation of work place and also maintain the relationship between the colleagues, supervisors and organizations. Similarly, teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility. Attempts to improve job performance in schools are more meaningful if the aspect of teacher job satisfaction is seriously taken on board. Therefore this study aims to identify the influencing factors on job satisfaction and to analyze the effect of job satisfaction on job performance.

1.1 Rationale of the Study

Employees are the most important assets of any company and they represent the internal customers of the firm. If employee is happy and content at work, it reflects in the overall personality and growth as a human being. The collective impact of a good work environment is much more than increased productivity and employee satisfaction. Some factors matter most to employees when it comes to satisfaction, like how it respect employees, whether people can trust senior management, how secure and clear their career paths are and of course, how fairly it pays them. Organization invests in these factors become experiential organization and witness long-term gains.

In today competitive business world, organizations try to find skillful workers and professional workers in the respective fields to achieve their goals and gain competitive advantages over competitors. Similarly, teaching is the most important factors in education and teacher is a person working in educational institutes who enables students to reach cognitive sensory and behavioral aim and gains within the range determined by the educational system. An educational system is usually considered to be the fundamental principle of a developing country. Effective teachers are essential for the accomplishment of an educational system.

Education provides many opportunities in various fields for the development of the country. Education makes people independent, builds confidence and self-esteem, which is very important for the development of a country. Therefore, teachers' job satisfaction is believed to play an important role towards development of any educational system together with other factors, like professional expertise, competencies, strategies, as well as educational resources.

The influencing factors on job satisfaction of private high school teachers and government school teachers may be same or not. The job satisfaction of them may be influenced by many factors. If management takes into consideration the factors (location and facilities, policies and culture, job security, relationship with co-workers, instructional materials, working hour and salary), teachers are likely to be satisfied their job and increase in job satisfaction.

Job satisfaction in teaching profession has increased from time to time, due to various factors such as adequate school facilities, policy and culture, job security, relationships with co-workers, instructional materials, working hour and salary. Teachers' job performance is extremely important to identify the factors that influence the teachers' job satisfaction. Therefore, this study intends to examine the factors influencing job performance of teachers.

1.2 Objectives of the Study

The objectives of the study are as follows;

- (1) To determine the factors influencing job satisfaction of Private High School Teachers in Hlaing Tharyar Township
- (2) To examine the effect of job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township

1.3 Scope and Method of the Study

This study focuses on the factors influencing job performance of Private High School Teachers in Hlaing Tharyar Township. There are 16 Private High Schools in Hlaing Tharyar Township that are registered in Basic Education Department under the Ministry of Education. Among them, the four out of Private High Schools are randomly selected. The 30 teachers from each selected schools are surveyed. The totals of 120 teachers are working in four Private High Schools in Hlaing Tharyar Township. This study excludes the public school sectors and other private schools in Yangon.

In order to reach the objectives, the study employs analytical research method and linear regression method. The study uses simple random sampling method and five-point Likert scale type questionnaire. Moreover, the research of the study uses both primary

and secondary data. The primary data is collected from sample respondents by using structured questions. Secondary data is collected from relevant books, previous research papers, journals, internet website, private schools' reports and government reports.

1.4 Organization of the Study

This paper consists of five chapters. Chapter One outlines the introduction for this paper, rationale of the study, objectives of the study, scope and method of the study and organization of the study respectively. And in Chapter Two describes theoretical background of job satisfaction, influencing factors on job satisfaction, job performance, previous studies and conceptual framework of the study. Chapter Three presents about the profile of Private High Schools in Hlaing Tharyar Township. Furthermore, Chapter Four contains the analysis on factors influencing job performance of Private High School Teachers in Hlaing Tharyar Township by using survey results. Finally, Chapter Five includes the conclusion of all the findings, proposed recommendation and the needs for further research. References and Appendixes are also attached at the end of this paper.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter presents the theoretical background of all applied variables in this study. It includes job satisfaction, influencing factors on job satisfaction and job performance. And also it contains the previous studies on the relationship between teachers' job satisfaction and job performance. The conceptual framework of the study is described at the end of the chapter.

2.1 Job Satisfaction

Job satisfaction is considered to be a set of complex variables, a combination of psychological, physiological and environmental circumstances under which a person says that he is satisfied with his job. This indicates a variety of variables influencing the satisfaction of an individual but it does not make anything clear about the nature of job satisfaction. In fact, one can consider job satisfaction to be the end state of feeling. The term end here makes it very clear that the task has been finished, it could be an individualistic or a group task, a minute or a large task, based on observations or experiments or experience, it can be anything but under any situation, the end result is a satisfied need. The feeling derived out of it can be positive or negative depending upon whether it is satisfied or not, as it does not only depend upon the efforts put in by an individual but also the situational factors available to him.

According to motivator-hygiene theory, job satisfaction and dissatisfaction are not actually two opposite ends of the same continuum, but if practically analyzed both of them are two absolutely separate and unrelated concepts. The satisfiers or the motivators include pay, benefits, rewards, recognition, achievement, etc. Whereas the hygiene factors or the dis-satisfiers include working conditions, company policies, structure, communication, job security, etc. Both the motivational and the hygiene factors are considered to be independent because there is a great probability that an employee is neither satisfied nor unsatisfied.

This theory explains us how an employee gets dissatisfied if the hygiene factors are low, but at the same time if these factors are high, it means that the employee is not

dissatisfied. The satisfaction or dissatisfaction of an employee largely depends upon the motivators. There may be certain circumstances where an employee may have a mixed feeling of being satisfied and unsatisfied at the same time or may be neither satisfied nor unsatisfied. Cherrington (2006), defined job satisfaction is an important factor for improving effectiveness and also individual's satisfaction in an employment situation.

Boateng and Mensah (2015), noted that job satisfaction can be affective and cognitive. Affective job satisfaction is the extent of pleasurable emotional feelings employees have about various aspects of their job situation as well as jobs overall. Cognitive job satisfaction on the other hand is the extent of employees' perception, feelings and responses, with particular aspects of their jobs, such as pay, pension arrangements, working hours and numerous other aspects of their jobs. Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with such specific factors as wages, supervision, and steadiness of employment, work environment and advancement opportunities, recognition of ability, fair evaluation of work, social relations in a job, prompt settlement of grievances, fair treatment by employer and other similar terms.

According to Kerschen, Armstrong and Hillman (2006), a positive and favourable attitude towards the job indicates job satisfaction and negative and unfavourable attitudes towards the job indicates job dissatisfaction. According to Ilham (2009), employee satisfaction referred to the positive or negative aspects of employee's attitude towards their jobs or some features of the job. Employees' satisfaction is the terminology used to describe whether employees are happy and contented and fulfilling their desires and needs at work.

Many measures purport that employee satisfaction is a factor in employee motivation, employee goal achievement and positive employee morale in the work place. Masanja (2013), commented that job satisfaction for teachers is a necessity for any successful school in terms of performance and progress. Educational leaders, administrators and managers have to pay special attention to the phenomena of motivation and job satisfaction. Job satisfaction amongst teachers is a multifaceted construct that is critical to teachers' retention and has been shown to be a significant determinant of teachers' commitment. It's also a contributor to school effectiveness.

2.2 Influencing Factors on Job Satisfaction

There are a number of factors that influence job satisfaction. A number of research studies have been conducted in order to establish some of the causes that result in job satisfaction. These studies have revealed consistent correlation of certain variables with the job satisfaction. Moreover, job satisfaction has its impact on the general life of the employees also, because a satisfied employee is a contented and happy human being. A highly satisfied worker has better physical and mental well-being. Though it is a debatable point as to which one is the cause and another is the effect, but there are correlated to each other. As work is an important aspect of people's lives and most people spend a large part of their working lives at work, understanding the factors influenced in job satisfaction is crucial to improving employee performance and productivity.

2.2.1 Location and Facilities

The location of a school has an enormous significance, and it should be set up in a suitable atmosphere. It should be far away from the noises and the polluting atmosphere where is being taught in school. A good school infrastructure with good spaces makes it a good place for teachers to teach. The impact of educational spaces on teachers set out to identify empirical well-being of teachers in schools. It makes it interesting and gets the teachers motivated to come to school, this in turn improve the attendance and interest of teachers in teaching. Orodho and Waweru (2013), noted that how to use a positive work environment to increase employee satisfaction and reduce turnover is a key for developing a high performance workforce. Any teacher would desire working conditions that will result into greater physical comfort and convenience.

School facilities have been observed as a potent factor to quantitative education. The importance of the provision of adequate instructional facilities for education cannot be over-emphasized. Environment refers to facilities that are available to enhance students learning outcome. It includes books, size of classroom, sitting position and arrangement, availability of tables, chairs, shelves on which practical instruments are arranged. Fabunmi (1997), noted that when school facilities are provided they aid the teaching learning programme and thus improve academic achievement of students. Therefore, it's important for schools to have good location and facilities to get the satisfaction and improve their performance.

2.2.2 Policy and Culture

Schools are busy and complex systems of people and are created for educating school-aged youth. Families and the community at large expect schools to be safe and effective. The most effective way to create safe and supportive learning environment is through the development and implementation of clear and purposeful school policies. Policies establish rules and regulations to guide acceptable behavior and ensure that the school environment is safe for students, teachers and school staff. Students, teachers and staff members deserve to feel physically and psychologically secure in their environment.

In order to create this environment, policies are created and instated that establish safety standards for the physical environment and mental state students, teachers and school staff. Policy helps a school establish rules and procedures and creates standard of quality for teaching, learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to success and safety of school.

The organizational culture must be developed which may provide support to an organization and bring continuous improvement. O'Reilly and Chatman (1996), defined organization culture is a setup of behavior, attitude and values. And school culture is the same way, teachers and other staff members work together and the set of beliefs, values, and assumptions they share. The importance of school culture goes deeper than rules and attitudes however touching on aspects as varied as diversity, student well-being and even the order within classrooms and common areas.

The culture of an organization is very important for the progress of an organization because it impacts on employee commitment, satisfaction, performance and their retention as well. If the culture of an organization is flexible it will provide such working environment to employees in which they may work easily and independently without feeling any burden. Schneider (2013), defined organizational culture is a set of different value system which can help an organization to run itself and run a successful business. Moreover, Chand and Lee (2007), noted that employees of the organization have more understanding with the organizational culture they have more job satisfaction.

2.2.3 Job Security

Employees who are assured of employment security may develop commitment and be satisfied with their job because of the longevity of the employment. Hallier and Lyon (1996), defined the employees who are provided with job security will expend extra effort and are likely to develop stronger identification with the values and goals of the organizations.

Job security for teachers is truly a mixed bag because there are many factors to consider, such as economic conditions, the quality of an instructor's teaching, class size and overall student enrollment. Even though teachers are necessary for student growth and academic development, school districts often reduce their staff and increase classroom sizes to accommodate tight budgets. Because young children require constant supervision, teaching jobs at that level are usually most secure. The job security affects employees' satisfaction and their performance in organization.

Job security often measured using the perceived risk of job loss in the near future, is a significant determinant of job satisfaction. Job satisfaction levels decrease when and employee feels threatened by a lack of job security. A worker is filled with feelings of discontent and uncertainty when his future at the company is uncertain, which leads to resentment. However, an employee with job security is able to envision his future at the organization, making him feel valued and satisfied with his current position.

2.2.4 Relationship with Co-workers

Many full time employees spend more of their working hours with co-workers than they do with their spouses and families. As such, it is important to allow employees the opportunity to build quality relationships with co-workers. This can be accomplished through the organization of informal get-togethers away from work, as well as by encouraging employee interaction. There are many benefits that can be reaped by small business owners who allow and foster good relationships in the workplace. All relationships are based on a mutual give and take where people selflessly work together.

George (2003), defined a team as a group of people with complementary skills, who work actively together to achieve a common purpose that they themselves collectively hold accountable. Teamwork occurs when teachers work together for the same purpose as their skills are well utilized to achieve common goals. According to

Cohen (2003), when teachers work as a team, they serve their customer better. In effect, when teachers share ideas and experiences with regard to teaching, learning and discipline, they are likely to be more effective and efficient in the classroom. Moreover, DuFour (2004), suggested that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficiency and professional commitment.

2.2.5 Instructional Materials

Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Instructional materials may aid a student in concretizing a learning experience as to make learning more exciting, interesting and interactive. Instructional materials constitute alternative channels of communication, which a teacher can use to convey more vividly instructional information to learners. The importance of instructional materials is to improve students' knowledge, abilities and skills. Moreover, instructional materials support the learning content, allow students to engage in the application of concepts and provide an opportunity for evaluation.

The use of instructional materials in the teaching process is less stressful for both teacher and students. They are very important to help teachers teach effectively and to help students learn better. Instructional materials aid communication between the teacher and the learners. It is a resource that uses by the teachers for convey instructions. That is created by number of teachers and experts of educational system. A study by Akinyemi and Orukota (1995), noted that the students' performance depend on various factors of teaching, whereby teaching aids (computer, internet access, charts, posters, maps, etc) are considered as an important factor.

2.2.6 Working Hour and Salary

Working hour arrangements are key elements of working conditions and determine the possibilities for employees to balance work with their other life spheres. Worker-friendly working time arrangements, which lead to less stress, insecurity and mental pressure, increase satisfaction levels, whereas atypical working time arrangements, such as unpaid overtime and working shifts, weekends and under high intensity, reduce satisfaction levels. Greubel and Lombardi (2016), suggested that unusual working hours can complicate participation in social life and work life balance.

As has been shown in studies on job satisfaction, aspects that are related to working hours have an impact on job satisfaction; persons who are satisfied with the length of their working hours tend to be more satisfied with their jobs in general.

Salary or pay is a form of episodic compensation from a firm to its worker, which is completely stated in an employment contract. Oshagbemi (2000), noted that wage, salary or pay is considered a significant reward to motivate the workers and their behavior towards the goals of employer. All other social factors are important for enhancing and to make job satisfactory for employees are significant but satisfaction from pay is must. Low performance of employees may be a consequence of low levels of satisfaction with their salary. A pay motivation scheme is a different measurement of pay satisfaction.

Association of education with salary satisfaction was found in many academics writings. According to Ganguli (1957), the dynamics complicated in the association amid education and pay satisfaction are perhaps at exertion in many other fields of satisfaction. Satisfaction with salary may stand a legal relationship to demographic statistics and as such are foretold from and perhaps determined by the organization strategy.

2.3 Job Performance

Job performance is the general attitude that people have about their jobs. Campbell (1990), noted that job consists of a number of inter-related tasks, duties, and responsibilities which a job holder needs to carry out, whereas performance is a behavior or action that is relevant for the organization's goals and that can be measured in terms of the level of proficiency or contribution to goals that is represented by a particular action or set of actions. The job performance is the quality and quantity expected in a particular job from an employee to perform their job well, which is most of the time determined, by motivation and the will and ability of the individual employee to do the job.

Martin (2005), defined performance as the level of achievement by an individual, measured against what they would be expected to achieve. According to Ilham (2009), performance can be defined as the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it. He maintains further that performance comprises an event in which generally one group of people (the performers) behaves in a particular way against another group of people.

Similarly, Jones (2006), maintained that the level of performance is an evaluation of the results of a person's work behavior. This involves determining how well or poorly a person performed to accomplish a task. Stup (2003), described several factors toward the success of employees' performance. These factors include physical environment, equipment, meaningful work, performance expectation, feedbacks on performance. Job performance is more complicated than unidimensional variables such as job satisfaction and suggest.

Organization need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantages. Sultana and Ahmed (2013), defined performance as the achievement of specified tasks against predetermined or identified standard of accuracy, completeness, cost and speed. And employee performance is the combined result of effort, ability and perception of tasks. Furthermore, teacher job performance may be perceived as the willingness of teachers to fulfill the work place tasks and responsibilities for the success of their respective schools.

Job performance can be divided into two performance; task performance and contextual performance. Task performance can be defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services. Contextual performance, which is defined as activities that contribute to the social and psychological core of the organization, is beginning to be viewed as equally important to task performance.

2.4 Previous Studies

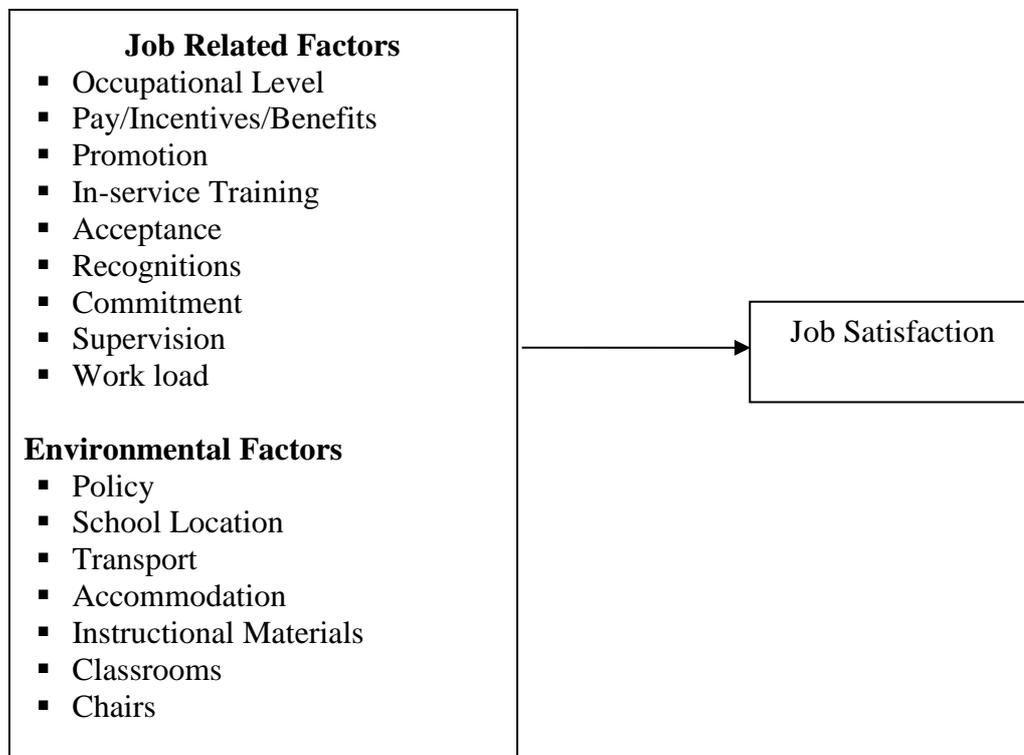
The previous studies have been conducted in different parts of the world, concerning the factors influencing employees' job satisfaction and job performance and different factors were discovered to have impact with employees' job satisfaction and its effect on job performance. In some literature terms like job attitude, work satisfaction and job morale are used interchangeably, which implied a lack of a standardized definition of job satisfaction. Numerous studies have explored the relationship between job satisfaction and job performance.

Feinstein and Vondrasek (2001), analyzed the relationship between job satisfaction and organizational commitment among the restaurant employees of a national restaurant chain in Southern Nevada. The findings indicate that policies, compensation and work conditions predict organizational commitment. Kyara (2013), studied the effect of job satisfaction on teachers' work performance in primary schools in Tanzania. It was adopted from Bronfenbrenner and Morries (1998), system model. The study was guided by a conceptual framework for which variables such as inputs (resources availability), environmental process (Supervisory system, Communication, On Job Training and Salary Payment) and output (Teachers Job Satisfaction) were analyzed.

Shonje (2016), studied the influence of working conditions on teachers' job satisfaction of Kisarawe district public secondary schools teachers in Tanzania. In working conditions consisted of job related factors and environment factors. This study aimed to assess the influence of teachers working conditions on job satisfaction and to determine the teachers' level of job satisfaction. The study was based in Kisarawe district in Tanzania. Figure (2.1) shows the conceptual framework of Shonje.

Figure (2.1) Conceptual Framework of Shonje

Working Conditions

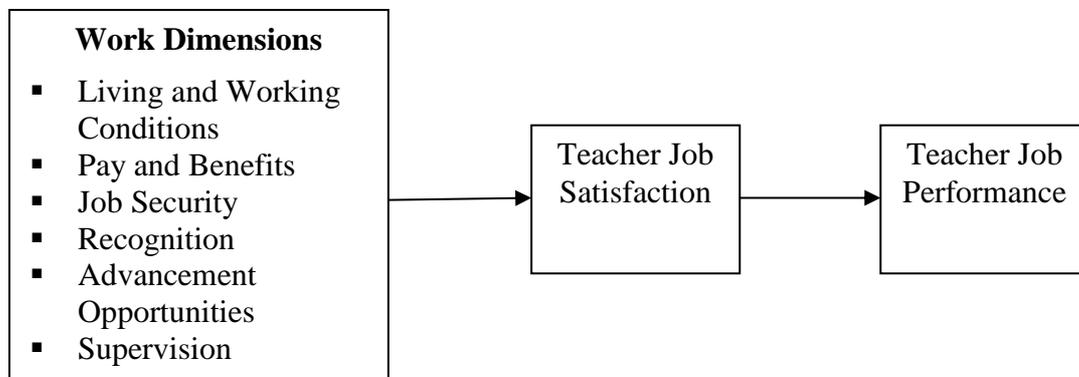


Source: Shonje (2016)

The conceptual framework illustrated the factors that are keys to teaching and learning process and influence on job satisfaction. The model proposed that these factors influence on job satisfaction and in which significant effect on teachers' job satisfaction. The study showed the teachers were facing many problems in day to day activities including poor working environment, poor living conditions with low salaries. The researcher assumed that the stronger the job related factors and environment factors of the teachers working conditions are, the stronger the level of teachers' job satisfaction.

In the study of Mlyuka (2015), job satisfaction-job performance relationship are examined as distinct work related attitudes in Public Primary Schools. In the research model, the teacher job satisfaction-job performance relationship was measured. For the purpose of this study, work dimensions include: living and working conditions, pay and benefits, job security, recognition, advancement opportunities and supervision. The study was based in Iringa Region as a case study area. Forty two public primary schools were randomly selected for the study from all the districts of the region. Sampling procedure used the principle of purposive, stratified and simple random sampling. Figure (2.2) shows the conceptual framework of Mlyuka..

Figure (2.2) Conceptual Framework of Mlyuka



Source: Mlyuka (2015)

The conceptual model of the study considered living and working conditions, pay and benefits, job security, recognition, advancement opportunities and supervision to be independent variables, teacher job satisfaction to be a mediator variable and teacher job performance stands as dependent variable. This study implied that primary school teacher job satisfaction is determined by independent variables for a given standard of performance. The model proposed that when these variables are good, then the level of teachers' job satisfaction is high and hence teachers' job performance is also increased.

Generally, this model recognized that teachers' performance is dependent upon job satisfaction. The researcher assumed that teacher job satisfaction leads to improved teacher performance.

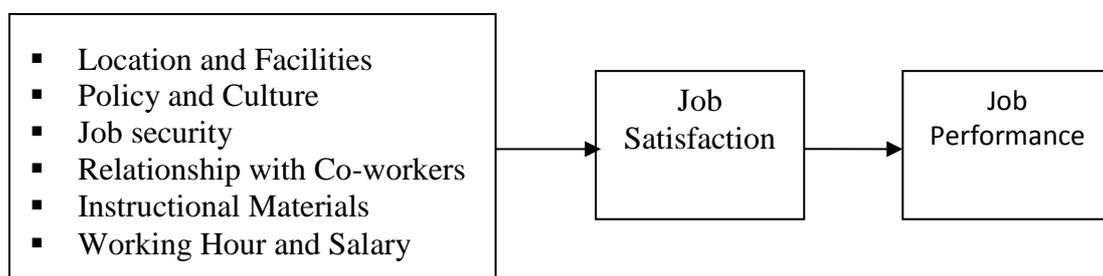
2.5 Conceptual Framework of the Study

According to the results from the previous studies, the following conceptual framework is developed for this study. The conceptual framework of this study shows the influencing factors on job satisfaction and the effect of job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township. The majority of researches show that the various factors influence on job satisfaction, which in turn determine the final outcome in terms of increased or decreased job performance of employees.

In this study, school's location and facilities, policy and culture, job security, relationship with co-workers, instructional materials, working hour and salary are factors that have been regarded as fundamental for organizational success. These factors must be provided in order to get strong job satisfaction which give effective for job performance of teachers. According to the conceptual framework, the influencing factors on job satisfaction and then the effect of job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township is explored in Figure (2.3) below.

Figure (2.3) Conceptual Framework of the Study

Influencing Factors



Source: Own Compilation (2019)

Figure (2.3) illustrates the conceptual framework of this study. All of these variables are measured with five Likert scale. It attempts to give explanation of the variables as considered in the framework. It includes factors such as location and

facilities, policy and culture, job security, relationship with co-workers, instructional materials, working hour and salary. Based on the variables, this study distinguishes how these factors influence on the job satisfaction and how teachers' job satisfaction affects their job performance.

CHAPTER 3

PROFILE OF PRIVATE HIGH SCHOOLS IN HLAING THARYAR TOWNSHIP

This chapter focuses on Private High Schools in Hlaing Tharyar Township. Beginning of the chapter, it introduces the general overview of Private Education in Myanmar. The second part explains about the profiles of Private High Schools in Hlaing Tharyar Township, including vision, mission, rules and regulations. Then, the third part discusses about research design, reliability analysis and the demographic profile of respondents.

3.1 Private Education in Myanmar

The education in Myanmar has long been regarded as important and significant. Traditionally, boys were taught at monastery schools, where they would learn Burmese and basic arithmetic skills. Those schools gradually gave way to public schools, but many young men continue to receive some education in monasteries. Under the system, few women were educated, their education took place mainly at home.

Modern education began under King Mindon (1853-1878), who built a school for an Anglican missionary. British colonial rule caused a shift towards a westernized education system. Christian missionary schools in Yangon, Mandalay and other major cities served as preparatory schools for the upper classes. Under the British colonial rule, secular education spread and the country achieved a relatively high level of education and educational access for women improved tremendously.

After independence in 1948, Myanmar government sought to create a literate and educated population. Myanmar had an extensive network of missionary schools that employed foreign teachers that teach students in English. In order to have a better education environment, not only public schools but also private and religious-run schools are playing in an active role. In the private sector, this type of education was accepted from 1948 to 1962. But private schools were eliminated in the Socialist era between 1962 and 1988. Again since 1990s, those schools have developed.

1990, Myanmar education market is dominated by UK and Singapore Institutions. But recently a lot of institution from USA, Australia, New Zeland, France, Japan, Singapore, Malaysia, Thailand, India, SriLanka, etc. have been coming to Myanmar to explore the very high potential of Myanmar market and set up collaboration with local partners and other subjects. There are three types of school in Myanmar that offer Primary, Middle and High School Education: public schools, private schools and religious-run schools. The number of State-run schools called public schools is over 41,000 in the whole country.

In 2011, the Private School Registration Law was promulgated to enhance the private participation in Education sector. Higher Education Law will likely create an accrediting body for both public and private higher education institutions, allowing private higher education institutions to register as educational institutions, allowing private higher education institutions to register as educational organizations with the government for the first time.

In Myanmar, private education is governed by the Private School Registration Act which was adopted on December 2, 2011. In 2012-13, there were just over 50 private schools in Myanmar but in 2018-19 this number has since grown to over 500 private schools nationwide. Private schools have been mushrooming at a rate of over a 100 schools each year in the last five years. Investment in Myanmar education market, especially in the financial capital of Yangon, is anticipated to grow rapidly over the coming year. Looking at the 2012 and 2019 versions, one can see a swelling increase in private school numbers. Other problems with government schools include the lack of facilities like play areas, an overly large number of students per classroom, lack of teachers and a weak teaching faculty in general.

3.2 Background of Private High Schools in Hlaing Tharyar Township

According to the data of Township Education Office, there are 16 Private High Schools in Hlaing Tharyar Township. Among them, four Private High Schools are randomly selected. These schools are Goon Htoo U Maung Maung, SMEC, Pyin Nyar Myo Sat and ICEC (San Me).

3.2.1 Profile of Goon Htoo U Maung Maung Private High School

Goon Htoo U Maung Maung was established in 2014. The school accepts all students from KG to matriculation. The classrooms are designed for 40 students and facilitated with air-condition. The students are provided with study rooms, multimedia room, language lab, computer room and libraries. Not only these learning-aid facilities, there are also sport facilities for fitness. Beyond school lessons, students can take extra-curriculum activities such as computer study and English language. For convenient commuting of students, the school has 90 school buses. The leader embraced on ferry to contact arriving places to be saved for students.

There are hostels for students in Goon Htoo U Maung Maung. The objective of existing hostels is to attend the student's not only rural students but also urban students. And it is to become qualified persons and learn systematic in full time. The students at Grade 5 to Grade 10 are accepted as boarder providing accommodation and meals. The boarders are provided accommodation, meals and healthcare service. Goon Htoo U Maung Maung is divided into two locations. Primary School is situated Block (39), No (10/11), Nawaday Garden, Hlaing Tharyar Township. Middle and High School is located No (21/22), Phwint Phyto Aung, Hlaing Tharyar Township. It is near the Aung Myae Tharyar Pagoda.

The mission of Goon Htoo U Maung Maung Private School is “to attend the school at save money and to generate the outstanding students.” The following are the rules and regulations for their students.

- (1) Every student must put on the school uniform every day.
- (2) Students must participate in school activities.
- (3) Parents must discuss the student's education with relative teachers.
- (4) Late arrival at school and being absent without leave are not allowed.
- (5) Students must deal with teachers and other students politely.
- (6) Students are not allowed to go in and out the class without teacher's permission.
- (7) Only students who have 75% of attendance to sit for the examination.
- (8) Students must learn all subjects carefully and do homework regularly.
- (9) Students must be qualified in the exams. If not so, they will restart this grade again.

3.2.2 Profile of SMEC Private High School

SMEC private school was established in 2013. The school accepts from secondary to matriculation. It provides air conditioned classrooms, multimedia rooms, laboratory rooms, computer room, library and science room. Students will be taught not only school lessons but also other studies; computer, foreign languages and physical exercises. School arranges ferry for students to attend the class comfortably. The school has 30 school buses and it pays attention to the quality of its teachers. The students from Grade 8 to Grade 10 are accepted as boarders providing accommodation, meals and healthcare service. The school applies cash incentives, promotion, allowance, provision of lunch to motivate the staff of the school. SMEC is located No (671), Minnbue street, (9) Quarter, Hlaing Tharyar Township.

The following are the rules and regulations of SMEC Private High School.

- (1) Only students who have 75% of attendance to sit for the examination.
- (2) Students must wear school uniform.
- (3) Students must respect and polite to each other.
- (4) Students must learn all subjects carefully and do homework regularly.
- (5) Students are not allowed to go in and out the class without teacher's permission.
- (6) Parents must discuss the student's education with relative teachers.
- (7) The students must not bring mobile phone, iPad, laptop and similar devices.

3.2.3 Profile of Pyin Nyar Myo Sat Private High School

Pyin Nyar Myo Sat was established in 2015. The school accepts all students from KG to matriculation. The students are provided with study rooms, multimedia room, computer room and libraries. There are also sport facilities for fitness. In school, beyond school lessons, students can take other activities such as computer study and English language. For KG, subjects are handwriting skills, English, Myanmar, Mathematics, Art, Crafts and Science Computing and Social Study. For students, the school arranges 14 school buses.

Moreover, the school has established two boarding halls for students to promote their interpersonal skills, team spirit and courteousness and to nurture them to become outstanding ones. The students are continuously assisted and always guided by study

guides with successful academic achievement and university educated persons. The school applies cash incentives, outing and provision of lunch to motivate the staff of the school. Pyin Nyar Myo Sat private high school locate at No (2/B), Aungzayaya Myot Taw, Kyan Sit Thar Road, Hlaing Tharyar Township. It is near Zay Lay bus-stop and Hlaing Tharyar Hospital.

Mission of the school is “to create an education system that can generate a learning society capable of facing the challenges of the knowledge.” And the visions of Pyin Nyar Myo Sat private school are “make mentally strong, make physically healthy, make education proficient and make discipline best.” Moreover, Pyin Nyar Myo Sat formulated the following rules and regulations for their students.

- (1) Only students who have 75% of attendance are allowed to sit for the examination.
- (2) Every student must put on the school uniform every day.
- (3) More than 30 minutes late arrive to school will be reported to parents.
- (4) The student must not be absent to take all the tests and exams.
- (5) During lecturers, chatting, sleeping, eating chewing gum and food, having drinks and hanging out are prohibited.

3.2.4 Profile of ICEC (San Me) Private High School

The ICEC was established in 2015. In ICEC accepts from KG to Grade 10. It provides air conditioned classrooms, multimedia rooms, lab rooms, computer room, library and science room. Students will be taught not only school lessons but also other studies; computer, English and physical exercises. School arranges ferry for students to attend the class comfortably. The school has 15 school buses and it pays attention to the quality of its teachers. Moreover, there are two hostels for students in ICEC. The students at Grade 9 and Grade 10 are accepted as boarders providing accommodation, meals and healthcare service. The school applies cash incentives, promotion, allowance, provision of lunch to motivate the staff of the school. ICEC is situated 691/B,2, Corner of Naung Tone street and Kyan Sitt Thar street, (6) Quarter, Hlaing Tharyar Township. ICEC established the following rules and regulations;

- (1) Only student who have 75% of attendance are allowed to sit for the examination.

- (2) Students must learn all subjects carefully and do homework regularly.
- (3) Every students must wear school uniform.
- (4) The students must maintain the school furniture, desk and school buildings not to be damaged.
- (5) Students must respect and polite to each other, and must not use obscene words.
- (6) Students must avoid destroying image of principals and teachers.
- (7) The students must not bring mobile phone, iPad, laptop and similar devices.

3.2.5 Summary Profile of Private High Schools in Hlaing Tharyar Township

The following table shows the summary profile of four Private High Schools in Hlaing Tharyar Township. The following factors of these Schools are only in 2019-2020 academic year.

Table (3.1) Summary Profile of Private High Schools in Hlaing Tharyar Township (2019-2020) Academic Year

No	Private High Schools	Factors		
		Year of Establishment	No. of Employees	Classes
1	Gone Htoo U Maung Maung	2014	148	From KG to Matriculation
2	SMEC	2013	116	From Secondary to Matriculation
3	Pyin Nyar Myo Sat	2015	88	From KG to Matriculation
4	ICEC (San Me)	2015	98	From KG to Matriculation

Source: Survey Data (2019)

According to the data of these schools, there are different type of compensation and benefits program of each school. Some schools provide accommodation, meals and healthcare service. And the other applies cash incentives, promotion, allowance, provision of lunch to motivate the employee of the school.

3.3 Research Design

This study aims to examine the influencing factors on job satisfaction and to analyze the effect of job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township. Analytical research method is used in this study to achieve the objectives of the study. Both primary and secondary data are used in this study. For the collection of primary data, the sample size was calculated based on the private high school teachers in Hlaing Tharyar Township. The sample size for this study was 120 teachers. The respondents were surveyed with structured questionnaires by using simple random sampling method. This study is required to search secondary data which is gathered from published journals, published thesis and research paper reference books, internet website, private schools' reports and government reports.

After the primary data were collected, the survey data entered in SPSS to analyze the results and test the reliability analysis. SPSS (Statistical Package for the Social Scientists) is a data management and statistical analysis tool for researchers. In SPSS, the required data of analysis are created variables first and inputted data value into respective variables. Descriptive and analytical research method was used in this study. Descriptive research is aims to describe characteristics of private high school teachers in Hlaing Tharyar Township. The survey question used for this study consists of four main section; section (A) demographic information, section (B) influencing factors, section (C) job satisfaction and section (D) job performance. The question in section (A) is multiple choices. The other questions are asked with a five point Likert scale ranging from "Strongly disagree to strongly agree" (1= strongly disagree to 5= strongly agree). The Likert scale data saved as ordinal and descriptive data saved as nominal type in SPSS. The reliability analysis of questionnaire is discussed in next section.

3.4 Reliability Analysis

Reliability was undertaken in order to test the internal consistency of the variables in the questionnaire. Cronbach's alpha is a measure of internal reliability of the questionnaire. Cronbach's alpha was selected to conduct the reliability test as it is the most common tool for internal consistency reliability coefficient in particular psychometric measurement. The reliability test is a process of measuring the consistency or repeatability of the scale. Cronbach's alpha test to see the multiple question Likert

scale surveys are reliable. These questions measure latent variables hidden or unobservable variables like: a person's conscientiousness, openness. According to Cronbach's alpha, this test is accurately measuring the variable of interest.

Table (3.2) Reliability Analysis of Variables

Factors	No. of items	Cronbach's Alpha	Interpretation
Location and Facilities	5	0.795	Good
Policy and Culture	5	0.861	Excellent
Job Security	5	0.780	Good
Relationship with co-workers	5	0.818	Good
Instructional Materials	5	0.814	Good
Working hours and Salary	5	0.838	Good
Job Satisfaction	10	0.856	Excellent
Job Performance	10	0.758	Good

Source: Survey Data (2019)

Table (3.2) showed that the Cronbach's Alpha of all the factors were more than 0.7. Therefore, it can be interpreted that the data is considered to be reliable and valid.

3.5 Demographic Profile of Respondents

Demographic data was collected from 120 teachers at four Private High School in Hlaing Tharyar Township and the profile composed of gender, age, marital status, education level, experience in teaching profession, job position and monthly income of the teachers. The summarized data of demographic profile of the respondents are shown in Table (3.3) below.

Table (3.3) Demographic Profile of Respondents

No	Demographic Factors	No. of Respondents	Percentage(%)
	Total	120	100%
1	Gender		
	Male	42	35.0
	Female	78	65.0
2	Age		
	Under 30	18	15.0
	30-39	35	29.2
	40-49	47	39.2
	50 and above	20	16.7
3	Marital Status		
	Single	48	40.0
	Married	68	56.7
	Divorced	1	0.8
	Widowed	3	2.5
4	Education Level		
	Diploma	7	5.8
	Bachelor Degree	86	71.7
	Master Degree	27	22.5
5	Experience		
	Less than 3 years	20	16.7
	3- 6years	22	18.3
	7-10 years	30	25.0
	Above 10 years	48	40.0
6	Job Position		
	P.A.T	21	17.5
	J.A.T	37	30.8
	S.A.T	62	51.7
7	Monthly Income		
	Under 200,000 MMK	25	20.8
	200,000-400,000 MMK	54	45.0
	400,001-600,000 MMK	30	25.0
	Above 600,000 MMK	11	9.2

Source: Survey (2019)

According to Table (3.3), 35 percent of the employees are male and 65 percent are female. In this study finds that numbers of female are greater than male because of the work nature. Traditionally, the ratio of the male and female in this field of education, female is always greater than male. Therefore, it can conclude that female is more interested in teaching than male.

The respondents' age level is classified based on four groups. According to Table (3.3), the most dominant age group is 40-49 (39.2 percent of total) because they have sufficient teaching experience and the demand of higher teaching experience. The age group of under 30 is the least according to the profile. Most members of this age group are fresh graduates and they have a little teaching experience and this causes lower demand of hiring as subject teachers in private high schools. Respondents were asked about their marital status. The answers were recorded and classified into them. Table (3.3) shows that marital status of respondents whereas 48 respondents are single while 68 respondents are married.

The education level for respondents indicated that the majority of the respondents are graduated (71.7 percent) and post graduated are (22.5 percent). Most of the respondents are educated and they are bachelor degree holders. There are only a few Master/Ph.D. degree holders level in the respondents. It can see that organization members are not avid to improve their academic educational level, while they may have eagerness in increasing their vocational knowledge and skills which can practically utilize in real working life environment.

Regarding with experience in teaching profession within the organization, the majority of the 48 respondents are above 10 years of service and the minority of 20 respondents are less than 3 year of services. It result shows that the organization has a lot of sufficient working experiences teachers because of work nature.

Respondents were asked about their job positions. The answers were recorded and classified into them. Various job position held by employees participated in this research. The result describes that the respondents from senior assistant teacher are majority with 51.7 percent of 62 respondents, the respondents from junior assistant teacher are second majority with 30.8 percent of 37 respondents. The minority of respondents are primary assistant teacher which is 17.5 percent of 21. In this study finds that senior assistant

respondents are more than other job positions because of the business process systems and working nature.

In term of average salary in Private School of Hlaing Tharyar Township, the respondents from income group 200,000 – 400,000 Kyats formed the majority with 54, representing 45 percent and the respondents from income group under 400,001 -600,000 Kyats formed the second majority with 30, representing 25 percent. And the respondents from income group above 600,000 Kyats formed the minority with 11, representing 9.2 percent.

CHAPTER 4

ANALYSIS ON FACTORS INFLUENCING JOB PERFORMANCE OF PRIVATE HIGH SCHOOL TEACHERS IN HLAING THARYAR TOWNSHIP

This chapter aims to investigate the various factors influencing job satisfaction and the effect of job performance among the teachers working in four Private High Schools in Hlaing Tharyar Township. Firstly, this chapter discusses the job satisfaction of Private High School teachers and the second part of this chapter discusses job performance of Private High School teachers in Hlaing Tharyar Township. In third part, presents the analysis of influencing factors on job satisfactions and the final part discusses the analysis of job satisfaction on job performance.

4.1 Job Satisfaction of Private High School Teachers

To explore the job satisfaction of teachers, the 10 items Minnesota Satisfaction Questionnaire (MSQ) structured questionnaires is used. In this survey, 120 teachers from four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire of job satisfaction with five value of Likert-type scale. The following table includes the mean value and standard deviation of each statement and also expresses the overall mean value for job satisfaction of Private High School Teachers. The results of survey on job satisfaction of private high school teachers are shown in Table (4.1) below.

Table (4.1) Job Satisfaction of Private High School Teachers

No	Statements	Mean	SD
1	Flexibility in scheduling working hours	3.04	0.73
2	Feeling of important person from the job	3.17	0.85
3	Convenience with school's policies and culture	3.06	0.84
4	Steady job employment	3.09	0.83
5	Comfortable with school's location and facilities	3.27	0.70
6	Effectively communicate with co-workers	3.37	0.65
7	Freedom to use own authority on the subject	3.13	0.71
8	Consistently pay with amount of work do	3.03	0.69
9	Chance for advancement on this job	3.36	0.65
10	Efficiency of the equipment and tools	3.55	0.68
	Overall Mean	3.21	

Source: Survey Data (2019)

According to the results shown in Table (4.1), mean value range is 3.55 and 3.03. The majority of the indicators of mean scores are over three which indicates that teachers are satisfied on their job. The highest mean value is 3.55. Its mean value indicates that employees are satisfied the providing instructional material of schools they have been done. When teachers teach the students, these materials are more effective and efficient for teaching and learning process. Because they want to teach something to students that they can complete it as a kind of accomplishment.

The second highest mean value is 3.37 which measures about to have good communication with co-worker. It shows that employees are satisfied to do their job with co-workers and trust and respect with each other. And also teachers share ideas and experiences with regard to teaching, learning and discipline, because they are likely to be more effective and efficient in the classroom. The lowest mean value is 3.03 which measure the pay and the amount of work employees do. Its mean value indicates that respondents are not much satisfied the pay they get and the amount of work they do. Therefore, the schools need to provide more relevant amount of pay with their job.

4.2 Job Performance of Private High School Teachers

In this study, the combination of (10) survey questions are used to explore the job performance of teachers. For measuring the strength of each of the indicators, Likert-type scale was used. The results of survey on job performance of private high school teachers are shown in Table (4.2) below.

Table (4.2) Job Performance of Private High School Teachers

No	Statements	Mean	SD
1	Effectively manage and control the class	3.58	0.67
2	Effectively solve the problems of the students	3.41	0.76
3	Sufficient knowledge about the subject matter	3.65	0.73
4	Actively perform the duties	3.50	0.78
5	Ability to teach other needed subject	3.73	0.77
6	Improvement teaching skills	3.44	0.72
7	High performer in work	3.28	0.77
8	Efficiently work done	3.39	0.73
9	Assistance to others	3.31	0.73
10	More job responsibility than typically assigned	3.20	0.82
	Overall Mean	3.43	

Source: Survey Data (2019)

According to the results shown in Table (4.2), mean value range is 3.73 and 3.20. The majority of the indicators of mean scores are over three which indicates that employees' job performance is high. Most of the respondents agree that they have not only sufficient knowledge about the subject matter but also the ability to teach other needed subject and they can effectively manage and control the class, and come to school regularly and perform the duties actively.

Moreover they can effectively solve the problem of the students. Schools need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantages. And teacher job performance may be perceived as the willingness of teachers to fulfill the work place tasks and responsibilities for the success of their respective schools. Therefore, school need to provide more relevant job satisfaction factors to get higher performance in work.

4.3 Analysis on Factors Influencing Job Satisfaction

In this part, influencing factors on job satisfaction of Private High School teachers are explored. The six factors; (1) location and facilities, (2) policy and culture, (3) job security, (4) relationship with co-workers, (5) instructional materials and (6) working hours and salary provided by the schools are focused. In each section of factor, five structured questions are used. The questionnaire is designed with five point Likert-type scale. To analysis of each type of factors are separately discussed with survey results with mean and standard deviation.

4.3.1 Location and Facilities

The following Table is shown that the location and facilities of school with five questions with five point Likert-type scale. In this survey, 120 teachers at four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire. The mean score of the location and facilities of schools are shown in Table (4.3) below.

Table (4.3) Location and Facilities

No	Statements	Mean	SD
1	School location	3.85	0.72
2	Layout plan	3.96	0.64
3	Transportation (School Bus)	3.66	0.59
4	Facilities	3.73	0.66
5	Being comfortable	3.75	0.90
	Overall Mean	3.79	

Source: Survey Data (2019)

According to the results shown in Table (4.3), the highest mean value is 3.96 and the lowest mean value is 3.73 and it closed to nearly 4. The highest mean is school's layout plan and it shows that respondents agreed that physical working environment is very comfortable for them.

The overall mean is 3.79 and it indicates the most of the respondents agree with the school's location and facilities because they believe that they are working comfortably under the good school location, good layout plan and getting the enough facilities supports.

4.3.2 Policy and Culture

The following Table is shown that the policy and culture of school with five questions with five point Likert-type scale. In this survey, 120 teachers at four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire. The mean score of the policy and culture of schools are shown in Table (4.4) below.

Table (4.4) Policy and Culture

No	Statements	Mean	SD
1	School policies	3.23	0.69
2	Allocation of duties	3.20	0.74
3	Rules and job responsibilities	3.23	0.77
4	Information sharing	3.64	0.70
5	Cooperation with teachers and parents	3.55	0.71
	Overall Mean	3.37	

Source: Survey Data (2019)

According to the results shown in Table (4.4), the highest mean value is 3.64 and the lowest mean value is 3.20. The highest mean is information sharing and that indicates that school members are shared their knowledge and work together with each other to get their school's goals. The lowest mean value is allocation of duties and that indicates that school administration needs to allocate the relevant schedule because duties allocation for employee is important to do better work.

Most of the respondents agree that their school policies to carry out their work properly and successfully. When school culture is strong teachers and students have a greater incentive to strive for their maximum potential. This is because their satisfaction, morale and fulfillment all grow as school culture blossoms.

4.3.3 Job Security

The following Table is shown that the job security of school with five questions with five point Likert-type scale. In this survey, 120 teachers at four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire. The mean score of the job security of schools are shown in Table (4.5) below.

Table (4.5) Job Security

No	Statements	Mean	SD
1	Secure work place	3.78	0.75
2	Financial security	3.21	0.84
3	Health care and safety	3.32	0.69
4	Opportunities for promotion	3.15	0.87
5	Long-term employment	3.38	0.65
	Overall Mean	3.37	

Source: Survey Data (2019)

According to the results shown in Table (4.5), the highest mean value is 3.78 which measure that secure workplace. The results express that employee feel secure of the work place they are doing. Because the work they are doing is their life and they love their work.

The lowest mean value is 3.15 which measure that opportunities for promotion. Therefore, the organization provides the promotion for personality meaningful programs, invest in employee well-being and recognize for individual achievements. When employees feel their work has secure, it drives commitment, retention, individual performance and job satisfaction.

4.3.4 Relationship with Co-workers

The following Table is shown that the relationship with co-workers of school with five questions with five point Likert-type scale. In this survey, 120 teachers at four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire. The mean score of the relationship with co-workers of schools are shown in Table (4.6) below.

Table (4.6) Relationship with Co-workers

No	Statements	Mean	SD
1	Interdependent and value each other.	3.62	0.64
2	Getting moral support	3.64	0.71
3	Stimulate to do better work.	3.49	0.74
4	Suggestions and feedback	3.82	0.72
5	Trust and respect to co-workers	3.39	0.77
	Overall Mean	3.60	

Source: Survey Data (2019)

According to the results shown in Table (4.6), the highest mean value is 3.82 which measure the giving suggestion and feedback of each other. The result shows that they are provided suggestion and feedback for their teaching-learning process with each other. The lowest mean value is 3.39 which measure the trust and respect to co-worker. It indicates that some respondents have less trust and respect with each other. Therefore, organization should provide respectful training program for their employees.

The overall mean is 3.6. It indicates the most of the respondents agree with the relationship with co-workers. It means they have good perception on the relationship because teachers work together for the same purpose as their skills are well utilized to achieve common goals and they are likely to be more effective and efficient in the classroom.

4.3.5 Instructional Materials

The following Table is shown that the instructional materials of school with five questions with five point Likert-type scale. In this survey, 120 teachers at four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire. The mean score of the instructional materials of schools are shown in Table (4.7) below.

Table (4.7) Instructional Materials

No	Statements	Mean	SD
1	Audiovisuals	3.58	0.68
2	Manuals	3.65	0.72
3	Electronic Interactive	3.51	0.70
4	Visuals (Charts, Posters, Maps)	3.41	0.77
5	Tools and equipment	3.23	0.85
	Overall Mean	3.48	

Source: Survey Data (2019)

According to the results shown in Table (4.7), the highest mean value is 3.65 and the lowest mean value is 3.23. The overall mean is 3.48. It indicates the most of the respondents agree with the providing instructional materials of school. The highest mean value is 3.65 which measure the Manuals (eg. Text Book, Work Books). The result express that schools have enough text book, work books and these are important for teaching and learning process.

The lowest mean value is 3.23 which measure the tools and equipment for teaching. The result express that schools need to more fulfill these instructional material because they are very important to help teachers teach effectively and to help students learn better. And these instructional materials support learning content, allow students to engage in the application of concepts and provide an opportunity for evaluation.

4.3.6 Working Hours and Salary

The following Table is shown that the working hours and salary of school with five questions with five point Likert-type scale. In this survey, 120 teachers at four Private High Schools in Hlaing Tharyar Township expressed their emotion by rating on the questionnaire. The mean score of the working hour and salary of schools are shown in Table (4.8) below.

Table (4.8) Working Hours and Salary

No	Statements	Mean	SD
1	Appropriate amount of time to work	3.50	0.84
2	Sufficient amount of salary.	3.31	0.67
3	Overtime payment	3.37	0.72
4	Fairness of timetable and work plan	3.51	0.78
5	Providing of enough pay to live on	3.23	0.68
	Overall Mean	3.38	

Source: Survey Data (2019)

According to the results shown in Table (4.8), the highest mean value is 3.51 on the question regarding “fairness of timetable and work plan” and that indicates the most of the respondents agree that their working hour are fair and reliable to do their job.. The lowest mean value is 3.23 on the question regarding “providing of enough pay to live on”. It indicates that they do not have enough salary to live on.

The overall mean is 3.38. It indicates some of the respondent agreed with their working hours and salary. This may be when the organization recognize the knowledge, skills and experience, there were appear a little difference in basic salary. So, employees can feel this organization is not fair with working hour and salary. Therefore, the organization should be specifying the salary for each position and needs to provide more relevant salary with their working hours.

4.3.7 Influencing Factors on Job Satisfaction

This section analyses the influencing factors on job satisfaction of Private High School Teachers in Hlaing Tharyar Township. The linear regression model is applied. The regression results to test the effect of influencing factors (location and facilities, policies and culture, job security, relationship with co-workers, instructional materials, working hour and salary) on job satisfaction of Private High School Teachers in Hlaing Tharyar Township and the result from the regression analysis is shown in Table (4.9) below.

Table (4.9) Influencing Factors on Job Satisfaction

Variable	Unstandardized Coefficients		Beta	t	Sig	VIF
	B	Std.Error				
Constant	0.174	0.332		0.526	0.600	
Location and Facilities	0.104*	0.061	0.113	1.708	0.090	1.101
Policies and Culture	0.302***	0.073	0.360	4.129	0.000	1.917
Job Security	0.138**	0.061	0.157	2.241	0.027	1.239
Relationship with co-workers	0.004	0.070	0.005	0.061	0.951	1.567
Instructional Materials	0.274***	0.072	0.318	3.821	0.000	1.745
Working Hours and Salary	0.056	0.061	0.066	0.905	0.368	1.336
R	0.743					
R Square	0.551					
Adjusted R Square	0.528					
F Value	23.154***					

Source: Survey Data (2019)

Note; ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

Correlation coefficient (R) measures the liner relationship between two variables. As shown in Table (4.9), R (the correlation between the independent variable and dependent variable) is 0.743 which line between 0 and 1. Hence, it indicates that these factors and job satisfaction are positively correlated. According to the results, R square and adjusted R square are 0.551 and 0.528 which mean that the independent variable (influencing factors) can explain 55 percent and 52 percent of the variation in dependent variable (job satisfaction). Therefore, the model explains well about the effect of influencing factors on job satisfaction.

Policies and culture, instructional materials, job security, location and facilities have the significant effect on job satisfaction. Policies and culture factor has the expected positive sign and is significant coefficient value at 1 percent level. It means that one unit of practicing policies and culture can lead 0.302 to increase job satisfaction. Instructional materials factor has the expected positive sign and is significant coefficient value at 1 percent level. It means that one unit of practicing instructional material can lead 0.274 to

increase job satisfaction. Job security has the expected positive sign and is significant coefficient value at 5 percent level. It means that one unit of practicing job security can lead 0.138 to increase job satisfaction. Location and facilities factor has the expected positive sign and is significant coefficient value at 10 percent level. It means that one unit of practicing location and facilities can lead 0.104 to increase job satisfaction.

The findings indicate that teachers are satisfied these factors because schools provide the appropriate school buses, restrooms, classrooms and positive working environment. The schools support and appreciate the sharing of new ideas and pay attention in the cooperation of teachers with the parents of the children with educational problems. Teachers have opportunities for promotion and have long-term employment in schools. Moreover, teachers have good interpersonal relationship among each other in the school. The private schools provide useful materials (charts, posters, maps, real objects, photographs) and instructional technology (computers, printers and internet access) for teaching learning process and appropriate amount of time to perform the job. Moreover, schools need to empower the teachers and to sustain their job satisfaction level on their job.

Therefore, these factors (location and facilities, policies and culture, job security, relationship with co-workers, instructional materials, working hour and salary) need to be strengthened to enhance satisfaction of teachers to schools. The level of job satisfaction may increase if the private schools provide the better job satisfaction factors. The more the employees are satisfied the jobs, the better their participation and commitment to the organization. The satisfaction of teachers can reduce absenteeism and can increase the job performance. Teaching learning processes are more efficient and effective. Therefore, private schools should emphasize the teachers' job satisfaction level in order to improve job performance towards the organization.

4.4 Analysis on Effect of Job Satisfaction on Job Performance

This section analyses the job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township. The regression results to test the effect of job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township and the result from the regression analysis is shown in Table (4.10) below.

Table (4.10) Effect of Job Satisfaction on Job Performance

Variable	Unstandardized Coefficients		Beta	t	Sig	VIF
	B	Std.Error				
Constant	1.589	0.192		8.259	0.000	
Job Satisfaction	0.575***	0.059	0.666	9.690	0.000	1.000
R	0.666					
R Square	0.443					
Adjusted R Square	0.438					
F Value	93.894***					

Source: Survey Data (2019)

Note; ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

Correlation coefficient (R) measures the linear relationship between two variables. As shown in Table (4.10), R (the correlation between the independent variable and dependent variable) is 0.666 which line between 0 and 1. Hence, it indicates that job satisfaction and job performance are correlated. According to the results, R square and adjusted R square are 0.443 and 0.438 which mean that the independent variable (job satisfaction) can explain 44 percent and 43 percent of the variation in dependent variable (job performance). Therefore, the model explains well about the effect of job satisfaction on job performance.

According to the result shown in Table (4.10), the significant value of job performance is less than 0.01. Therefore, this variable has relationship with job performance at 99% confidence interval. The effect of job satisfaction is significant on job performance. The relationship has the expected positive sign and significant coefficient value at 1 percent level. It means that one unit of job satisfaction can lead 0.575 to increase job performance.

According to the analysis, job satisfaction has significant and positive effect on the job performance. The stronger the job satisfaction leads to higher the job performance. Teachers are the most imperative group of professionals for the nation's future. Therefore, teachers are the source of guidance in all the essential steps in the scholastic lives of students. When teachers are satisfied with their job they can perform the responsibilities with more concentration, dedication and proficiency. Teachers have

belief in their abilities to do work well and to perform their day to day work activities and they feel important of the work they are doing and they love their work.

Therefore, to get higher performance, the schools should encourage the elements that lead to job satisfaction. The result of regression analysis, job satisfaction factors are influencing on job performance. This factors need to be strengthened to enhance job satisfaction of the teachers to schools. Hence, by encouraging these elements, teachers can gain job satisfaction that can lead to job performance. Teachers' job satisfaction relates to increase productivity and improve their abilities more and more. Moreover, teachers' job performance can affect on school's reputation and improvement, quality education and student satisfaction. Therefore, the management gives more job satisfaction factors and takes care about the teachers' job satisfaction to get more job performance towards the organization.

CHAPTER 5

CONCLUSION

This chapter is composed with three parts. They are findings and discussions, recommendations and suggestions and needs for further research. The purpose of this study is to identify the influencing factors and to analyze the effects of influencing factors on job satisfaction and job performance of Private High School Teachers in Hlaing Tharyar Township.

5.1 Findings and Discussions

This study tried to determine the influencing factors on job satisfaction, and the effect of job satisfaction on job performance of Private High School Teachers in Hlaing Tharyar Township. Respondents are represented by the teachers from different position at four Private High Schools in Hlaing Tharyar Township. These findings and discussions are not all teachers' perception and it is only based on respondents' perception. The analysis results of this study express the existence of the effect of influencing factors on job satisfaction and the effect of job satisfaction on job performance. To measure the level of teachers on various variables in four Private High Schools in Hlaing Tharyar Township, the structured questionnaires are applied with Likert type scale.

From analysis on the influencing factors, most of the respondents express high level of satisfaction concerned with location and facilities of schools because they feel important that they are working convenience with school location and facilities provided by the schools. The second highest satisfaction level of respondents concerned with co-worker relationship, because teachers work together for the same purpose as their skills are well utilized to achieve common goals and they are likely to be more effective and efficient in the classroom. Moreover, teachers work collaboratively, it increases internal motivation, general job satisfaction, work efficiency and professional commitment. The lowest satisfaction level of respondents concerned with policies and culture and job security because some of the respondents are not much satisfied school's policies and they feel the less job security for their work.

From analysis, the level of employee job satisfaction was high at Private High Schools in Hlaing Tharyar Township. Among several indicators for job satisfaction, respondents highly satisfied on instructional materials which provided by the school. And respondents are received good relationship with co-workers, comfortable with the location and facilities, and likely satisfied on policies and practices of organization. The lowest satisfaction level of respondents concerned with pay and working hours because some of the respondents are not much satisfied the pay and they get the amount of their day to day work activities. By analyzing job performance at Private High Schools Teachers in Hlaing Tharyar Township, most of the respondents have much knowledge of subject matters, problem solving skills, management skills and they perform the duties actively. Moreover they can work done efficiently and complete the assigned duties.

According to the findings on the influencing factors on job satisfaction and job performance using regression method, the result indicates that the influencing factors (instructional materials, policies and culture, job security, location and facilities) are effecting on the job satisfaction in positive and significant way. This means that the higher level of these factors increase the level of job satisfaction. Organization has taken up the challenge of providing better-quality services to their employees. If the organization provide more about the influencing factors that can increase the level of employees' job satisfaction.

When teachers' job satisfaction is fulfilled, they demonstrate a lot of excitement and enthusiasm in helping their students obtain the intended academic goals. And the more the employees are satisfied in their job, the better is their participation and commitment to the organization. The happy or satisfied feeling of teachers towards the organization affects the overall process in carrying their job. Therefore, the educational institution plays a role to upgrade teachers' job satisfaction to ensure better outcomes.

According to the finding of the influencing factors on job satisfaction towards job performance, the result indicates that job satisfaction is effecting on job performance in positive way. Teachers' job satisfaction affect students' performance and educational improvement. Moreover, it leads towards school improvement, quality education and student satisfaction which is the ultimate goal for the organization. It means that increase the increment in job satisfaction effects on increasing job performance. Therefore, job satisfaction factor needs to be strengthened to enhance job performance of the employees to an organization.

5.2 Suggestions and Recommendations

Based on the findings, organization gets many benefits to understand what it can do to satisfy its employees more effectively, increase job satisfaction in the workplace and job performance to organization. Most of the employees are satisfied with these factors provided by Private High Schools. But it needs some more things to provide and develop to increase the employees' satisfaction level. The study recommends that the school board of management and principles should formulate and implement internal policies on motivation of teachers which could enhance their job satisfaction. And school should provide sufficient salary with their working hour for effective teaching and learning process.

According to the findings and results, the organization need to know about the factors which influence the level of job satisfaction and how it fits into an organization's overall success. According to the analysis, instructional materials, policies and culture are key driver for job satisfaction of teachers in Private High Schools. Therefore, the organization should provide these factors. Moreover, employees are moderately satisfied on job security, location and facilities of schools are also important and should provide well these factors. Therefore, the organization should provide more convenience factors to employee and should assign the task related to the job scope.

The organization should improve the level of satisfaction to increase job performance towards the organization. It is observed that the level of employee's satisfaction depend on job performance in schools. Therefore, organization should maintain high level of satisfaction concerned with job performance. The level of job satisfaction can increase more if schools provide positive working environment and good facilities, relevant policies and culture, job security, good co-worker relationship, effective instructional material, fairness of pay with amount of work.

The higher the level of job satisfaction is to increase the level of job performance for the organization. High levels of job satisfaction are related to superior job performance, increased profitability, improved productivity and above all improving the workplace culture. The level of job satisfaction can increase more if Private Schools provide a strong teamwork culture, open communication and develop trust between employees and organization.

The more satisfaction of employees can reduce the turnover rate, employees' absenteeism and can increase organizational performance. Furthermore, if the teachers satisfy with their job, they develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners. Therefore, Private Schools should emphasize the teachers' job satisfaction level in order to improve job performance towards the organization. And also, organization should provide career opportunities, fair and objective feedback, clear communication and should create challenging work environment for employees.

The role of school administration in promoting teachers' job satisfaction and performance is crucial, as it supports other workplace variables. Therefore, it is high time that policy makers should provide school management training for school administrators, such as head teachers, heads of school departments, and the school committee members. In conclusion, the influencing factors have effect on the level of job satisfaction in Private Schools. The higher job satisfaction of employees in the organization, it increase more employee commitment and performance to the organization. Hence, the management should provide more these factors and care the employees' satisfaction to get high performance towards the organization.

5.3 Needs for Further Research

This study only focuses on influencing factors, job satisfaction and job performance of Private High School Teachers in Hlaing Tharyar Township. The analysis is the influencing factors on job satisfaction, and the effect of job satisfaction on job performance. There may be other factors that may influence job performance that might provide more insight on human resource outcomes and job performance. Another limitation to the study is only focus on 120 teachers from four Private High Schools in Hlaing Tharyar Township. It does not cover all teachers of perception on the influencing factors, job satisfaction and job performance of Private High Schools Teachers in Hlaing Tharyar Township. The results may be varied by having more respondents. Further research is needed to collect data from more teachers. And this study is based on as hospitals, hotels, education sector only. Hence, further research can also be extended to all service industries such as hospitals, hotels, tourism and so on.

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APPENDIX A

SURVEY QUESTIONNAIRE

This questionnaire is a part of MBA program from Yangon University of Economics. This is designed for the study of factors influencing job performance of Private High School Teachers in Hlaing Tharyar Township. The results will be used only for academic research of MBA thesis.

Section A: Demographic Information

Please respond by putting a tick in the appropriate space that apply to you.

1. Gender

a) Male []

b) Female []

2. Age

a) Below 30 []

b) 30-40 []

c) 41-50 []

d) Above 50 []

3. Marital Status

a) Single []

b) Married []

c) Divorced []

d) Widowed []

4. Education Level

a) Diploma []

b) Bachelor Degree []

c) Master Degree []

d) Any Other (Please Specify) []

5. Experience in Teaching Profession

- a) Below 3 years []
- b) 3-6 years []
- c) 7-10 years []
- d) Above 10 years []

6. Job Position

- a) P.A.T []
- b) J.A.T []
- c) S.A.T []
- d) Other []

7. Monthly Income

- a) Below 200,000MMK []
- b) 200,000MMK-400,000MMK []
- c) 400,001MMK-600,000MMK []
- d) Above 600,000MMK []

Section B: Influencing Factors

Please respond to all statements given below by putting a tick in the appropriate space corresponding to the following scales:

1-Strongly Disagree 2- Disagree 3-Neutral 4-Agree 5-Strongly Agree

S/N	Statements	1	2	3	4	5
	Location and Facilities					
1	The location of the school is good and easy to access.					
2	School layout plan is convenience.					
3	School provides the appropriate school buses for transporting.					
4	The facilities provided are also good enough. (eg; personal working space, restrooms, classrooms)					
5	The work place is good and comfortable.					
	Policy and Culture					
1	School administration clearly defines the policies. (eg; attendance, leave, school uniform etc..)					

2	Rules and job responsibilities are clearly stated in school.					
3	School clearly allocates the tasks and duties for all school members.					
4	Information is widely shared in school so that teachers can get the information they need.(School supports and appreciates the sharing of new ideas.)					
5	School pays attention in the cooperation of teachers with the parents of the children with educational problems.					
	Job Security					
1	School is secure place to work.					
2	School provides financial security.					
3	School focus on health care and safety of employees					
4	There has opportunities for promotion in school.					
5	School provides me long-term employment					
	Relationship with co-workers					
1	School members are interdependent and value each other.					
2	Co-workers give me moral support when I need.					
3	Co-workers stimulate me to do better work.					
4	Co-workers provide suggestions and feedback about my teaching.					
5	There is an atmosphere of trust and respect in school.					
	Instructional materials					
1	School has audiovisuals material. (television, video, films, slides)					
2	School has enough textbooks and workbooks.					
3	School has sufficient access to instructional technology, including computers, printers and internet access.					
4	School provides useful materials for teaching. (Charts, Posters, Maps, real objects, photographs).					
5	School has readily available educational tools and equipment (for Biology and Chemistry)					
	Working hours and Salary					
1	School provides an appropriate amount of time to perform the job.					

2	School provides the sufficient amount of salary.					
3	School provides overtime allowance in extra cash compensation.					
4	Timetable and work plan are fair for all teachers.					
5	The salary is enough to live on.					

Section C: Job Satisfaction

Please respond to all statements given below by putting a tick in the appropriate space corresponding to the following scales:

1-Strongly Disagree 2- Disagree 3-Neutral 4-Agree 5-Strongly Agree

S/N	Statements	1	2	3	4	5
1	I have enough time to do my work.					
2	I feel that I am an important person of the school.					
3	I satisfy the school's policies and culture.					
4	The way my job provides for steady employment.					
5	I feel comfortable with the location and facilities provided by the school.					
6	I am satisfied the present co-workers relationship in school.					
7	I have full authority on the subject I'm teaching.					
8	I satisfy my present work because salary is relevant to my qualification and experiences.					
9	The job gives opportunities for career advancement.					
10	I feel convenience with instructional materials provided by the school.					

Section D: Job Performance

Please respond to all statements given below by putting a tick in the appropriate space corresponding to the following scales:

1-Strongly Disagree 2- Disagree 3-Neutral 4-Agree 5-Strongly Agree

S/N	Statements	1	2	3	4	5
1	I effectively manage and control the class.					
2	I can well solve the problems of the students.					
3	I have sufficient knowledge about the subject matter.					
4	I come to school regularly and perform my duties actively.					
5	Besides my teaching subject, I have the ability to teach other needed subject.					
6	I think my teaching skill is effectively improved					
7	My colleges believe I am a high performer in my work.					
8	Getting work done in a efficiently (eg. student success rates of school are raised.)					
9	I am ready to help others who have problem with their work.					
10	I can well manage more responsibility than typically assigned.					

Thank you for your time and cooperation in completing

APPENDIX B

STATISTICAL OUTPUT

Regression Analysis of Influencing Factors on Job Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.743 ^a	.551	.528	.33418	1.729

a. Predictors: (Constant), WHMean, LFMean, RSMeans, JOBMean, IMMMean, PCMean

b. Dependent Variable: JSMean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.515	6	2.586	23.154	.000 ^b
	Residual	12.620	113	.112		
	Total	28.135	119			

a. Dependent Variable: JSMean

b. Predictors: (Constant), WHMean, LFMean, RSMeans, JOBMean, IMMMean, PCMean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	(Constant)	.174	.332		.526	.600	
1	LFMean	.104	.061	.113	1.708	.090	.909
	PCMean	.302	.073	.360	4.129	.000	.522
	JOBMean	.138	.061	.157	2.241	.027	.807
	RSMeans	.004	.070	.005	.061	.951	.638
	IMMMean	.274	.072	.318	3.821	.000	.573
	WHMean	.056	.061	.066	.905	.368	.749

a. Dependent Variable: JSMean

Regression Analysis of Job Satisfaction on Job Performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.666 ^a	.443	.438	.31469	2.003

a. Predictors: (Constant), JSMean

b. Dependent Variable: JPMean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.298	1	9.298	93.894	.000 ^b
	Residual	11.685	118	.099		
	Total	20.983	119			

a. Dependent Variable: JPMean

b. Predictors: (Constant), JSMean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std.Error	Beta			Tolerance	VIF
(Constant)	1.589	.192		8.259	.000		
JSMean	.575	.059	.666	9.690	.000	1.000	1.00

a. Dependent Variable: JPMean