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Yangon University of Distance Education**

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Conclusion

This research is to study job stress levels of office staff from Yangon University of Distance Education. To give brief account on the result of the study, the findings indicated that most of the office staff showed low stress for the routine work in workplace.

They feel low job stress on stable workplace, interest, doing favorite jobs, sufficient time to live with family, and also their family members have good well-being. The study also shows that they can finish their work within assigned hour, have to do low work, good relationship between subordinate, hope for promotion and income and expenditure. In sum, it can be said that the office staff have low job stress and they enjoy their work satisfactorily.

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A STUDY ON THE JOB SATISFACTION OF THE TEACHING STAFF IN YANGON UNIVERSITY OF DISTANCE EDUCATION

Theint Thiri Zan¹, Thiri Hlaing², Ma Aye³

Abstract

This paper was intended to study “the job satisfaction of the teaching staff in Yangon University of Distance Education”. Job Satisfaction Questionnaire was administered individually to 140 participants. The questionnaire that contained (25) items concerning job satisfaction was used in this study. In this study the items were scored with scoring key, all the data were put into the computer. The data analysis was done by descriptive method to present the data in the form of tables and figures to describe some of its characteristics. From this study we can know the job satisfaction of the teaching staff in Yangon University of Distance Education. According to the result, teaching staff who were working in Yangon University of Distance Education had positive emotional state on job satisfaction.

Key words: *job satisfaction*

Introduction

Work plays a tremendous role in people’s lives, as it is a significant source of income, personal realization, personal and professional improvement. Because of the central role that work occupies in many people’s life, satisfaction with one’s job is an important component in overall wellbeing (Smith, 2007). Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration and management. It has been researched for more than 50 years and to this day continues to be a topic of research interest. The main reason for this interest may be

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due to the implications of job satisfaction for such job related behaviours as motivation, productivity, organizational commitment, and absenteeism, turnover, and employee relations. Satisfied employees are more likely to be creative and innovative, and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions (Sharma and Jyoti, 2009). In this respect, job satisfaction is an organizational variable which should be valued, understood, and constantly monitored for the welfare of any organization.

The concept of job satisfaction, viewed through different lenses by various scholars, is defined differently. Greenberg and Baron (2008), for instance, viewed job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace. Greenberg and Baron (2008) saw it as a positive feelings toward a person's job. This concept, according to George and Jones (2005), is the combination of feelings and beliefs, which include the mental, emotional, and physical domains. Job satisfaction can also be defined as a worker's emotional response to different job related factors resulting in finding pleasure, comfort, confidence, rewards, personal growth and various positive opportunities, including upward mobility, recognition and appraisal done on a merit pattern with monetary value as compensation (Robbins & Judge, 2007; George & Jones, 2005).

Job satisfaction, a worker's sense of achievement and success, is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. The Harvard Professional Group (1998) sees job satisfaction as the key factor that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. This study intends to find out the job satisfaction of teaching staff in Yangon University of Distance Education.

Objective

To find out the job satisfaction levels of teaching staff in Yangon University of Distance Education.

Hypotheses

1. Job satisfaction level of teaching staff in Yangon University of Distance Education differs according to their gender.
2. Job satisfaction level of teaching staff in Yangon University of Distance Education differs according to their age level.
3. Job satisfaction level of teaching staff in Yangon University of Distance Education differs according to their occupational level.

Participants

A total of 140 university teaching staff, consisting of 14 males and 126 females, between the age range of 25 to 59 years, participated in this study.

Instruments

In this study, Job Satisfaction Questionnaire, George Ko Ko Naing (PhD 2010), consisting of (25) items, with a Likert scale method for each item (*i.e. 1 for very dissatisfied, 2 for dissatisfied, 3 for neutral, 4 for satisfied, and 5 for very satisfied*) was used. The participants were asked to read and answer all the items in the questionnaire carefully.

Procedure

Job Satisfaction Questionnaire was administered individually to 140 participants. All participants were explained that there was no right or wrong answer. So they could choose one which they agree most. They were also told that their responses were kept confidential. The time required to complete the scale was approximately 15 minutes.

Data Analysis and Discussion

Results

Table(1) Gender distribution of the participants

Gender	Frequency	Percentage
Male	14	10.0%
Female	126	90.0%
Total	140	100%

As shown in Table (1), a total of 140 participants consisting of 14 males and 126 females teaching staff are participated in this study.

Table(2) Age of the participants

Age	Frequency	Percentage
25-34	44	31.4 %
35-44	34	24.3 %
45-54	43	30.7 %
55 and above	19	13.6 %
Total	140	100 %

Table (2) shows that the participants in this study are 44 teaching staff who are 25 - 34 years old, 34 teaching staff who are 35 - 44 years old, 43 teaching staff who are 45 - 54 years old, and 19 teaching staff who are 55 and above years old.

Table (3) Occupational Level of the participants

Occupational level	Frequency	Percentage
Tutor	50	35.7 %
Assistant Lecturer	17	12.1 %
Lecturer	32	22.9 %
Associate Professor	24	17.1 %
Professor and Head / Professor	17	12.2 %
Total	140	100 %

As shown in Table (3), a total of 140 participants consisting of 50 tutors, 17 assistant lecturers, 32 lecturers, 24 associate professors and 17 professors and professor and head participated in this study.

Table (4) Job Satisfaction level of the participants

Job Satisfaction	Frequency	Percentage
Low >87	48	34.3%
High <87	92	65.7%
Total	140	100 %

As shown in Table (4), 48 participants have low job satisfaction and there are 92 participants who have high job satisfaction. Therefore, most teaching staff have high level of job satisfaction.

Table (5) Differences of Job Satisfaction between Genders

Gender	Job Satisfaction		χ^2	df	Significant Level
	Low	High			
	f	f			
Male	7	7	1.705	1	NS
Female	41	85			

Table (5) reveals that 7 male and 41 female teaching staff have low job satisfaction and 7 male and 85 female teaching staff have high job satisfaction. The Chi-square value for these

two groups is 1.705, which is statistically not significant. Therefore, male and female teaching staff were not significantly difference in their level of job satisfaction.

Table (6) Differences of Job Satisfaction between Age Levels

Age levels	Job Satisfaction		χ^2	df	Significant Level
	Low	High			
	f	f			
25-34	13	31	1.076	3	NS
35-44	11	23			
45-54	17	26			
55 and above	7	12			

Table (6) demonstrates that there are 13 teaching staff who have low job satisfaction and 31 teaching staff who have high job satisfaction can be seen in the age group of 25 - 34 years. As 35 - 44 years old group, there are 11 teaching staff who have low job satisfaction and 23 teaching staff who have high job satisfaction can be seen. In the age group of 45 -54 years, there are 17 teaching staff who have low job satisfaction and 26 teaching staff who have high job satisfaction can be seen. In the last group of age 55 and above year olds, there are 7 teaching staff who have low job satisfaction and 12 teaching staff who have high job satisfaction can be seen. The Chi-square value for these four groups is 1.076, which is statistically not significant. Therefore, teaching staff who are different in age levels were not significantly different in their level of job satisfaction.

Table (7) Differences of Job Satisfaction between Occupational Levels

Occupational Level	Job Satisfaction		χ^2	df	Significant Level
	Low	High			
	f	f			
Tutor	13	37	7.292	4	NS
Assistant Lecturer	6	11			
Lecturer	15	17			
Associate Professor	11	13			
Professor and Head / Professor	3	14			

According to Table (7), there are 13 tutors who have low level of job satisfaction, and 37 tutors who have high level of job satisfaction. As for assistant lecturer, 6 teaching staff who have low level of job satisfaction and 11 teaching staff who have high level of job satisfaction can be seen. In the group of lecturer level, there are 15 teaching staff who have low level of job satisfaction and 17 teaching staff who have high level of job satisfaction. As for associate professor, there are 11 teaching staff who have low level of job satisfaction and 13 teaching staff who have high level of job satisfaction. In the last group of Professor and Professor and Head group, there are 3 teaching staff who have low level of job satisfaction and 14 teaching staff who have high level of job satisfaction can be seen. The Chi-square value for these five groups is 7.292, which is statistically not significant. Therefore, teaching staff who are different in occupational levels were not significantly different in their level of job satisfaction.

Hypotheses Testing

The first hypothesis of this study states that "Job satisfaction of teaching staff in Yangon University of Distance Education differs according to their gender". According to the findings shown in table (5), there is no significant different on job satisfaction of university teaching staff according to their gender. The Chi-square value for these two groups is 1.705, which is statistically not significant. So, the first hypothesis was rejected.

The second hypothesis of this study states that "Job satisfaction of teaching staff in Yangon University of Distance Education differs according to their age level". According to the findings shown in table (6), there is no significant difference on job satisfaction of university teaching staff according to their age level. The Chi-square value for these four groups is 1.076 which is statistically not significant. So, the second hypothesis was also rejected.

The third hypothesis of this study states that "Job satisfaction of teaching staff in Yangon University of Distance Education differs according to their occupational level". According to the findings shown in table (7), there is no significant difference on job satisfaction of university teaching staff according to their occupational level. The Chi-square value for these four groups is 7.292, which is statistically not significant. So, the third hypothesis was also rejected.

Discussion

Job satisfaction can be defined as the extent of positive feelings or attitudes that individuals have towards their jobs. When a person says that he has high job satisfaction, it means that he really likes his job, feels good about it and values his job highly.

This study intends to discover the job satisfaction of teaching staff who are working in Yangon University of Distance Education. Table (4) shows that 48 participants had low job satisfaction and there were 92 participants who had high job satisfaction. Therefore, the results indicated that teaching staff who are working in Yangon University of Distance Education had high level of job satisfaction. According to Table (5), male teaching staff and female teaching staff do not have significant differences in their job satisfaction. Table (6) shows that teaching staff who were different in age levels not significant difference in their level of job satisfaction. Table (7) shows that teaching staff who were different in occupational levels not significant difference in their level of job satisfaction.

Conclusion

This research was intended to study the job satisfaction of the teaching staff in Yangon University of Distance Education. In this study a total of 140 university teaching staff, 14 males and 126 females teaching staff participated in this study. Job Satisfaction Questionnaire was administered individually to 140 participants. The questionnaire concerning job satisfaction consists of twenty-five items. In this study, the items were scored with scoring key, all the data were put into the computer. The data analysis was done by descriptive method to present the data in the form of tables and figures to describe some of its characteristics.

It was found in this study that male teaching staff and female teaching staff did not have significant differences in their job satisfaction. The result of this research shows that teaching staff who were different in age levels had no significant difference in their level of job satisfaction. The finding also shows that teaching staff who were different in occupational levels had no significant difference in their level of job satisfaction. On the other hand, the results indicated that teaching staff who were working in Yangon University of Distance Education had high level of job satisfaction. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Therefore, according to the result teaching staff who are working in Yangon University of Distance Education had positive emotional state on job satisfaction.

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We would like to express our gratitude to Rector Dr. Tin Maung Hla and Pro Rector Dr. Khin Thant Sin, Yangon University of Distance Education. Thanks also go to Professor Dr. Naw Say Say Paw, Head of the Department of Psychology, Yangon University of Distance Education, for her patient supervision, advice and help to complete this research paper properly. Finally, We also want to thank all the staff from Department of Psychology, Yangon University of Distance Education, for their help during the period of study.

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A STUDY ON THE WORK MOTIVATION OF THE TEACHING STAFF IN YANGON UNIVERSITY OF DISTANCE EDUCATION

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Abstract

This paper was intended to study “the work motivation level of the teaching staff in Yangon University of Distance Education”. Work Motivation Questionnaire was administered individually to 140 participants. The questionnaire with (26) items concerning work motivation was used in this study. In this study the items were scored with scoring key, all the data were put into the computer. The data analysis was done by Descriptive method to present the data in the form of tables and figures to describe some of its characteristics. From this study we can know the work motivation of the teaching staff in Yangon University of Distance Education. Results from this research showed that teaching staff who are different in gender, age levels and occupational levels were not significantly different in their level of work motivation. According to the findings, most of the teaching staff working in Yangon University of Distance Education had moderate work motivation.

Key words: *work motivation*

Introduction

Growth of any nation is based on its educational system and teachers are expected to be the nation builders. The role of a teacher cannot be disregarded in the bringing advancement, affluence and developmental course of a nation. Steadiness of a society is facilitated by the encouragement and hastening of expansion through discipline, academically sound and expert competent academicians. The organizational accomplishment depends on the efficacy of the performances of the persons who constitute the human capital (Saetang et al., 2010). Arif (2003) suggests that the most conventional role and objective of a culture is to protect the development of intellectualism. Knowledgeable and competent teachers/ academicians are considered an imperative power of any educational institution.

Teaching is a very noble profession and teachers have a great role in their students' intellectual, personal and social development, thereby influencing the whole nation's development. Teaching is the supreme art of the academicians for awaking the joy in creative expression and knowledge. Only the academicians push the nations in achieving commanding heights of development through promoting intellectualism. Teachers can have influence more

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