

THE RELATIONSHIP BETWEEN TEACHERS' COMPETENCE AND THEIR JOB SATISFACTION AT PHAUNG DAW OO MONASTIC EDUCATION HIGH SCHOOL, IN MANDALAY DIVISION, MYANMAR

U. Ar Tha Bha¹
Yan Ye²

Abstract: The main purpose of this study was to identify the level of teachers' competence and job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar; and also to determine whether there is significant relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar. A total of (150) full-time teachers from the Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar during the academic year of 2017 – 2018 were surveyed for this study. The design of this research was a quantitative and correlation study based on Medley (1977) teachers' competence and Herzberg two factors motivation theory (1959) job satisfaction. The questionnaires used for this study consisted of two parts. In part one; the researcher used the questionnaire adopted from Huyen (2003) to identify the level of teachers' competence. It contained (33) items for five dimensions. In part two, the researcher used the questionnaire adopted from King Sothina (2014) which was developed and originally used by Lester (1984) to identify the level of teachers' job satisfaction. It contained (27) items for four dimensions. The collected data were analyzed by using the mean, standard deviation to identify the level of teachers' competence and job satisfaction and Pearson Product Moment Correlation Coefficient to determine whether there is significant relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar. This research found that the level of teachers' competence and job satisfaction was at a high level; and there was a significant relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.

Keywords: Teachers' Competence, Job Satisfaction, Phaung Daw Oo Monastic Education High School.

¹ Buddhist Teacher, SITAGU Buddhist Academy & Missionary, Yangon, Myanmar
taungoothar007@gmail.com

² Ph.D. Assistant Professor, Graduate School of Human Sciences, Assumption University, Thailand. norayeyan723@hotmail.com

Introduction

In the field of education, teachers play as key drivers in producing desired outcomes. Skills and knowledge are essential factors in any profession including teaching profession, hence skills and knowledge may be required for teachers to produce excellent outcomes.

Teacher competence as an important component in schools leads to teacher job satisfaction, student achievement and the overall success of the school. Job satisfaction is achieved when the employee is satisfied with certain factors related to their job such as the work culture and team empowerments. In teaching profession, job satisfaction is the level of commitment that teachers feel for their job. In the past decades, most schools were not aware of the importance of job satisfaction. Meanwhile, every successful school monitors and cares about teacher's job satisfaction to maintain a good quality standard of teaching and learning of their schools. Awang, Ahamade & Zin (2010) pointed out that teachers are satisfied with their job when they are satisfied with their teaching and when they have good rapport with their colleagues.

According to Hayden and Martin (2013), in 1992 Ministry of Education (MOE) Myanmar report concluded that primary school retention degrees must be developed in Myanmar. Granting more public funds for development will not be effective if the abilities, mental qualities and levels of commitment of primary school teachers are not addressed. There is a most squeezing need to enhance the preparation, proficient improvement and compensation of these teachers.

Making improvement in teachers' skills and knowledge is a new challenging idea for monastic schools especially to these schools in rural areas. The school leaders need to realize that teacher training needs should be addressed, encouraged, and promoted as the on-going capacities development. With this ideology, not only the students benefit but also to the schools because teacher training provides a solution and a positive impact on teacher's abilities as highly qualified individuals, which lead to satisfaction with their profession. When teacher's skills are upgraded, they will gain more self-confidence and become highly motivated in their daily work, teachers are role models for their students, pass their knowledge, care and guide a student's future so teachers should be happy and satisfied in their positions.

Siliva (2014) also mentioned that educational reform is a priority for both state and at the national level. When the vision for education reform is articulated, "it requires most teachers to rethink their own practice, to teach in ways that they have never taught before and to construct new classroom roles and

expectations about student outcome” (p.13). As the educational landscape changes and the expectations of educational leaders and teachers also change. It is very important to provide teachers’ competence in such areas to meet the challenges that are being proposed as part of the national educational reform movement.

To upgrade the education systems in Myanmar, UNESCO introduced technical assistance in “Strengthening Pre-service Teacher Education in Myanmar” (STEM) project to build the capacity of pre-service teacher education reform and to achieve competency. It mentioned that STEM was the key characteristic and attributes of good teaching in Myanmar and expected of teachers’ competence (UNESCO 2016).

Objectives

There are three objectives:

1. To identify the level of teachers’ competence at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.
2. To identify the level of teachers’ job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.
3. To determine the relationship between teachers’ competence and teachers’ job satisfaction at Phaung Daw Oo Monastic Education High School, at Mandalay Division, Myanmar.

Literature Review

This study was based on Medley’s (1977) Theory of Teacher Competence containing five components namely pre-instruction, presentation, learning environment, student learning, and professionalism and Hertzberg’s Motivation-Hygiene Theory.

Medley’s pre-instruction, which is one of the most essential competence, referred to educator’s desire in instructional preparation, which provides guidance for educating, learning and accomplishing wanted results. Another important competence for a teacher is presentation which, is related to effective teaching and learning plan, and develop the learning opportunity for all students. Medley’s learning environment is regarded as another competence to a supportive, safe and stimulating learning environment which optimizes student learning and developing opportunity. Teacher also needs to have the ability to produce desired learning outcomes from teacher/student interaction in which assessment and adjusted instruction should enhance learner’s success, called student learning mentioned as the 4th important component of teacher’s competence. The last important component of teacher’s competence, namely, professionalism means that teacher needs to

have professional behavior and involvement, which are extended beyond the classroom. All these five components are very important in determining a school teacher's competence.

This study also applies Frederick Herzberg's (1959) Two-Factor Theory that is called Herzberg's Motivation. His perspective is related to motivating employees through two-factor theory, this is also known as Motivation-Hygiene Theory or intrinsic vs. extrinsic motivation. Motivation factors, which are intrinsic factors work as the strong contributors to satisfaction such as promotion opportunities, opportunities for personal growth, job achievement, recognition, advancement, work itself, and responsibility.

Hygiene factors which are external factors, not strong contributors to satisfaction but still an important role in satisfaction includes salary, quality of supervision, company policies, physical working condition, relations with others, and job security.

According to Herzberg, certain factors in the workplace can cause job satisfaction while a separate set of factors can bring about dissatisfaction. In other words, satisfaction and dissatisfaction are independent of each other. However, both job factors are equally important to ensure satisfied, creative, productive, and high moral workforce.

Hennessey and Amabile (2005) discussed the intrinsic motivation inspires employees' enthusiasm and enjoyment toward their own interest. Those who are intrinsically motivated look forward to the challenges, happiness and look for the promise of rewards but avoid punishment. According to Cherry (2014), it was also suggested that when people are motivated from within, they are more inspired. Employees' quality of work performance is directly related to intrinsic factors.

Hygiene or extrinsic motivator is external to the employees' satisfaction such as goal driven activities namely rewards, and benefits of employees' performance. (Lindenberg, 2001). Offering rewards can increase motivation in some cases, however over use of rewards can reduce teachers' motivation (Cherry, 2004).

Conceptual Framework

This research mainly aimed to investigate the teachers' competence and their job satisfaction, and also to determine the relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.

Figure 1 shows the conceptual framework of this study. On the left side, variables were teachers' competence which included five key components: pre-instruction, presentation, learning environment, student learning and professionalism. On the right side, the variables were teachers' job satisfaction which included four main components: work itself, work group, working condition and supervision.

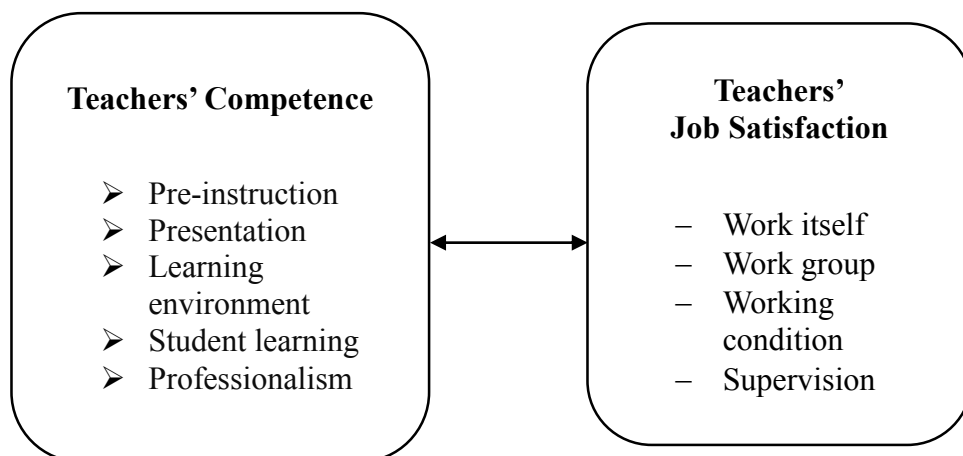


Figure 1: Conceptual Framework of the Study

Research Instrument

To conduct this study, the researcher used the following instruments to collect data. Questionnaire was used in two divided parts for the teachers in the Phaung Daw Oo Monastic Education High School.

Part I: In this part, the researcher used the questionnaire to identify the teacher competence and it contains (33) items. The researcher directly utilized the original questionnaire of (Huyen, 2003) study, which was based on Medley (1977).

Part II: In this part, the questionnaire was originally developed by Lester (1984), known as the Teacher Job Satisfaction Questionnaire (TJSQ), consisted of 27 items of which the researcher applied directly to measure the teachers' job satisfaction levels in this study.

The validity of Part I of the questionnaire was confirmed by Huyen (2003), who also used this questionnaire for conducting his research. In Huyen (2003) study, Cronbach's alpha coefficient competence was 0.81 whereas in U.Kanvida (2014) study, Cronbach's alpha coefficient competence was 0.84. Both studies were regarded as reliable teachers' competence.

The validity of Part II of the questionnaire was confirmed by Suhas (2009), who also used this questionnaire for conducting her research. In Suhas (2009) study, Cronbach's alpha coefficient competence was 0.86 whereas in sothina (2014) study, Cronbach's alpha coefficient competence was 0.799. Both studies were regarded as reliable of teacher's job satisfaction.

Population

The sample size of 150 full-time teachers who were teaching at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar were chosen as the target group for this study and the survey was conducted during the academic year of 2017 and 2018. (Human Resource Department at Phaung Daw Oo Monastic High School, 2017 - 2018)

Findings/Results

The findings of this study were based on three main objectives.

Research Objective One

The researcher used Mean and Standard Deviation to identify the teachers' competence at Phaung Daw Oo Monastic Education High School, Mandalay Division, Myanmar.

Table 1. *Summary of Means and Standard Deviation of Teachers' competence (n=150)*

	Teachers' Competence	Mean	SD	Interpretation
1	Pre-instruction	4.00	.50	High level
2	Presentation	3.96	.45	High level
3	Learning Environment	3.98	.50	High level
4	Student Learning	3.80	.67	High level
5	Professionalism	3.97	.55	High level
	Total	3.94	.44	High level

Table 1 indicates the total mean score of teachers' competence was 3.94, which is in the range of 3.51 - 4.50 and is interpreted as highlevel according to the data interpretation standards in this study. It is noted that the area of pre-instruction had the highestlevel mean score of 4.00 whereas, the area of student learning had the lowestlevel mean score of 3.80 among the five dimensions.

Research Objective Two The researcher used Mean and Standard Deviation to identify the teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, at Mandalay Division, Myanmar.

Table 2. *Summary of Means and Standard Deviation of Teachers' Job Satisfaction (n=150)*

Teachers' Job Satisfaction		Mean	SD	Interpretation
1	Work itself	4.25	.62	High level
2	Work group	4.03	.53	High level
3	Working condition	4.03	.53	High level
4	Supervision	3.92	.59	High level
Total		4.06	.44	High level

Table 2 demonstrates the total mean score of teachers' job satisfaction was 4.06 in the range of 3.51-4.50, which was interpreted as high level according to the data interpretation standards in this study. It is noted that the area of work itself had the highest level mean score of 4.25 whereas, supervision had the lowest level mean score of 3.92 among four dimensions.

Research Objective three

Research objective three was to determine the relationship between teachers' competence and job satisfaction at Phaung Daw Oo Monastic Education High School, Mandalay Division, Myanmar.

Table 3. *Pearson Correlation between Teachers' Competence and Teachers' Job Satisfaction (n=150)*

		Teachers' Job Satisfaction	Conclusion
Teachers' Competence	Pearson	.600	There is a significant relationship
	Correlation Sig. (2 – tailed)	.000	

Table 3 presents the relationship between teachers' competence and teachers' job satisfaction at selected school. Based on the research hypothesis of the objective three, there is a significant relationship between teachers' competence and teachers' job satisfaction at the Phaung Daw Oo Monastic Education High School in Mandalay Division, Myanmar. However, the findings of the data analysis of this study showed that the Pearson Correlation r was .600 and Sig. was .000, which was less than .05 (even .01). Pearson correlation r was .600, which mean the relationship between teachers' competence and teachers' job satisfaction was moderately positive. The result is interpreted as there was a significant relationship between teachers' competence and teachers' job satisfaction. Therefore, this researcher accepted research hypothesis.

Discussion

In this study conducted at Phaung Daw Oo Monastic Education High School in Mandalay Division, Myanmar, the research findings had shown that teachers' competence was 3.94 which was interpreted at a high level.

The research findings in pre-instruction component of teacher competence was at 4.0 level from the range of 3.51 – 4.50 which was interpreted as high according to the data interpretation standards of this study.

This may be the result of the respondents demonstrated their continuous interest in making improvement on social, emotional, physical and academic well being with the high level mean score, since each individuals as teachers are very much keen for self-improvement. In contrast, the research finding indicated that the ability to specify or select the learner appreciated lesson plan was at the lowest level in pre-instruction component. The reason could be that teachers are being crippled by strictly requested to follow the Ministry of Education's recommended textbooks, curriculum, policies and procedures. Therefore, teachers do not have much freedom to creatively customize the learner appreciated lesson plan. Teacher's basic function could be simply delivers the recommended lesson, hence as long as teachers dedicate and dutifully carry out their assigned duties, majority of the academic populace feel the competence. According to U. Kanvinda (2014) teacher intention on instructional planning is the essential way for teaching and accomplishing desired outcome.

According to the survey results, the presentation component mean of teachers' competence was 3.96 from the range of 3.51 – 4.50, which is interpreted as a high level. A further detailed analysis on the effective and efficient use of instructional time, the response rate was relatively at high level. However, teachers providing feedback to learners throughout the lesson, the mean was the lowest level in the presentation component. These findings may be contradictory and raise the question of why high level on effective and efficient use of instructional time, however low level on providing learners' feedback. This contradiction may be related to the education system in Myanmar with the strict instructional requirement by the Ministry of Education. The exam results are either "pass" or "fail" or pass with "distinction" being the outstanding achievement as compared to some other Western countries' education system or even in some Asian countries, the letter grade, for example, A, B, C, D or F is awarded. Therefore, the Myanmar students are familiar with the education system that they are supposed to pass the exam. If they fail, they have to repeat the entire academic year again till they pass the exam.

The findings of teachers' competence in learning environment had shown the mean score of 3.98 from the range of 3.51 – 4.50, which is considered as a high level. The detailed findings in learning environment component indicated that teachers are fair to the students was considerably at the high level. However, when the researcher explores the teachers creating conducive learning environment, the lowest level mean score was shown in this component.

According to Borich (2000), the interpersonal relationship between teachers and students would happen if the climate in the classroom was warm, supportive and cooperative. Borich stated six keys factors of positive classroom climates which are teachers being observant and recognizing the differences among students, knowing each student by his/her name, well seating arrangement, setting intention, making themselves available and stimulating students.

The study found out that the student learning at Phaung Daw Oo was the lowest mean of 3.8 from the range of 3.51 – 4.50 in teachers' competence component. This may be related to teachers at the operational level may not have much flexibility in using varieties of assessment to monitor the students' learning and use adjusted methods and resources after analyzing the assessment data as compared to other countries' education system. Thus, teachers at the operational level do not have much autonomy to teach in creative ways and means to adjust and instead strictly follow the Myanmar Ministry of Education's instruction. This top-down education administration system may be partially related to socio cultural factors especially when Myanmar is the collectivist, higher power distance, and high uncertainty avoidance country. (Hofstede, 1965)

Final component, teachers' competence towards professionalism at Phaung Daw Oo was 3.97 in the range of 3.51 – 4.50. This indicated as teachers' competence was at the high level demonstrating that the teachers treat everyone with respect and dignity, make effective use of time, being responsible and serve as a positive role models. When teachers at the selected school were asked their proactive role in communicating the school's strategic plan, the survey results came out at the lowest level. Forrest (2013) said that the successful teachers should have a good relationship in the society with students, staffs, parents and colleagues

In summary, the overall total mean scores of teachers' competence was high level at the Phaung Daw Oo Monastic Education High School in Mandalay Division, Myanmar. The reason could be that teachers' intension on

instrumental planning in pre-instruction at the Phaung Daw Oo's both short-term and long-term continuous commitment in bringing out each teacher's best abilities and knowledge through training, re-training and upgrading the knowledge. As a result of such commitments, teachers may feel competence and boost their morale, feel motivated and enthused in applying their learning from the training sessions.

The researcher also found out that the study conducted by U. Kavinda (2014) was also in similar nature of findings with professionalism at the high level followed by close response means in pre-instruction, presentation, learning environment and student learning.

The study conducted at Phaung Daw Oo Monastic Education High School in Mandalay Division, Myanmar, the research findings had shown that teachers' job satisfaction was 4.06 which was interpreted at a high level according to the data interpretation standards in this study. Hence, teachers are satisfied with their profession in the chosen school.

There were four dimensions in job satisfaction which are work itself, work group, working condition and supervision. The research findings in work itself dimension of teacher job satisfaction was at 4.25 from the range of 3.51 – 4.50 which was interpreted as a high level according to the data interpretation standards of this study.

This may be the result of teachers are enthused and satisfied in facilitating students' learning. However, when the question related to routine activities as part of teachers' work was posed, the response rate came out at the lowest level within the work itself category. This may mean that teachers at the chosen school feel teachers' work is not a routine and instead treat their daily activities as part of teachers' job in a positive way. If that is true, teachers' attitudes in this selected school are positive and indicate, as they are satisfied with the work they perform.

Lester's (1984) stated that work itself would show as the general aspect or individual perception of the work as a teacher. Armstrong (2006) also defined job satisfaction as how the employees feel either positively or negatively toward their job. When employees have a strong, positive and favorable attitude toward their job, this leads to job satisfaction.

According to the survey results, the work group dimension of job satisfaction mean score was 4.03 from the range of 3.51 – 4.50, which is interpreted as a high level according to the data interpretation standards of this study. This

may indicate that teachers are generally satisfied with the people/colleagues they are working with, followed by receiving good co-operation from the colleagues; and making lasting friendship with them. In contrast, teachers are not critical of one another which can be explained by Myanmar being the collectivist culture. Lester (1984) mentioned that how good or how bad connection and working relations among coworkers would reflect on Work group.

The research findings indicated that working condition dimension of job satisfaction mean score was 4.03 from the range of 3.51 – 4.50, which is interpreted at a high level according to the data interpretation standards of this study. This suggested that teachers at Phaung Daw Oo Monastic Education High School are satisfied with their working condition. Some of the possible reasons contributing to positive feelings might be related to teachers having responsibilities in their daily lesson plan, earning student respects, and having opportunities to develop new methods in teaching and learning. However, teachers are less satisfied with physical surroundings at Phaung Daw Oo Monastic Education High School. This is mainly because of being a monastic school experiencing limited funding from the government. Therefore, classroom and teaching aids become insufficient facilities problems.

The study found out that supervision toward job satisfaction at Phaung Daw Oo Monastic Education High School total mean score of 3.92 from the range of 3.51 – 4.50 was interpreted at a high level according to the data interpretation standards of this study. This may be related to teachers positive feelings toward school administrators' well communicated policies, the principal's assistance in the time of teachers' need and his/her equitable treatment towards teachers and making teachers feel comfortable at work. However, teachers feel that they did not receive recognition from the principal which is the lowest in the supervision dimension. This can be interpreted differently from social and cultural perspectives as specifically Myanmar is a high power distance and a collectivist country. Therefore, supervisors in collectivist culture may not be as verbal and as expressive as compared to Western supervisors especially when giving individual recognition in public. To refrain from creating conflicts, supervisors in collectivist usually give group recognition rather than individual recognition. This is the belief that individual achievement is the result of strong support and co-operation from the group in collectivist cultures. Group recognition reinforces group harmony and cohesiveness to all members within the group.

In summary, the overall total mean scores of teachers' job satisfaction was high level at the Phaung Daw Oo Monastic Education High School in

Mandalay Division, Myanmar. The findings indicated that teachers having the sense of pride as being contributors in students' teaching and learning while getting along well with the colleagues who are cooperative and making lasting friendship with the colleagues create the entire satisfaction

Some of the previous study, which may be similar to Phaung Daw Oo study, Sothina (2014) found out that four components of teachers' job satisfaction at schools in Cambodia had shown that working condition dimension score was at the highest level followed by moderately high scores in work itself, work group, and supervision dimensions of job satisfaction.

The research findings from the Phaung Daw Oo Monastic Education High School in Mandalay Division, Myanmar had shown that the probability significance (2-tailed test) was .000, which is less than 0.5. Therefore, the research hypothesis was accepted, and there was a significant relationship between teachers' competence and job satisfaction. This is indicated as Pearson correlation r is .600, which means the relationship between teachers' competence and job satisfaction is moderately positive.

The previous studies done by Akram, Malik, Sarwar, Anwer, and Ahmad (2015), the relationship was significant among teachers' competence, professional commitment and job satisfaction at secondary schools in Punjab. In their studies, the relationship between teachers' competence and job satisfaction dimensions was significant and moderately positive which is similar in nature as the the Phaung Daw Oo Monastic Education High School in Mandalay Division, Myanmar.

REFERENCES

- Akram, M., Irfan, M., Sarwar, M., Anwer, M. & Ahmad, F. (2015). *Relationship of Teacher Competence with Professional Commitment and Job Satisfaction at Secondary Level*. AYER Vol.4, 2015-Page 50-70 ISSN: 1334-2277Journal's USL; <http://www.ayeronline>. Retrieved from <https://www.researchgate.net/publication/280038387> Relationship of Teacher Competence with Professional Commitment and Job Satisfaction at Secondary Level
- Awang, Z., Ahmad, J. H. & Zin, N. M. (2010). *Modeling Job Satisfaction and Work Commitment among Lecturers: A Case of UiTM Kelantan*. *Journal of Satisfaction Modeling and Analytics*, 1(2), 45-59.
- Borich, G. D (2000). *Effective Teaching Methods*: 4th Edition.
- Hayden, M. & Martin, R. (2013). *Recovery of the Education System of Myanmar*. *Journal of International and Comparative Education*,

- volume 2, p 47-55. Retrieved from <http://crice.um.edu.my/downloads/1Hayden7Martin.pdf>
- Herzberg et al. (1959). *The motivation to work* (2nd ed.). New York: John Wiley & Sons.
- Hofstede, G. (1965). *Cultural Dimension Theory*.
- Huyen, T., T. (2003). *A Study of Teacher Competence Performance and Needs for Teacher Competence Improvement in Thaibinh Province, Vietnam*, Master Thesis, Graduate School of Education, Assumption University, Thailand.
- Kavinda, U. (2014). *A Study of Teachers' Competence of tow High Schools in Northern Rakhine (Arakan) State, Western Myanmar*. Published Master's Thesis. Assumption University, Bangkok, Thailand.
- Medley, D.M (1977). "Teacher competence and teacher effectiveness: A review of process-product research". Washinton, D. C: American Association of Colleges for teacher Education. Retrieved from <https://files.eric.ed.gov/fulltext/ED143629.pdf>
- Silvia, D. W. (2014). *A study on the Relationship of Professional Development, Teacher Working Conditions and Job Satisfaction while Controlling for Years of Teaching Experience and Grade Level Taught*. Seton Hall University Dissertations and Theses (ETDs). Paper 2037.
- Sothina, K. (2014). *A Comparative Study of Teachers' Job Satisfaction of Chea Sim Boeung Kan and Chea Sim Angkor Chey Upper Secondary Schools in Cambodia*. Published Master's Thesis. Assumption University, Bangkok, Thailand.