



**ANALYSIS OF THE LEVEL OF JOB SATISFACTION AND
FACTORS THAT CONTRIBUTE TO IT AMONG LOCAL
TEACHERS OF INTERNATIONAL SCHOOLS IN YANGON,
MYANMAR**

A Thesis Presented
by
WAINE YADANAR AYE

Submitted to the Swiss School of Business Research
in partial fulfillment
of the requirements for the degree of

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ABSTRACT

The objective of the study is to examine the job satisfaction levels among local teachers in international schools in Yangon, Myanmar. The study aims to identify the factors that contribute to job satisfaction and provide recommendations for enhancing teachers' well-being. Job satisfaction is a crucial aspect of teachers' well-being and can significantly impact their motivation, performance, and retention in the teaching profession. The problem statement addresses the limited research available on job satisfaction specifically among local teachers in international school settings in Yangon, Myanmar. A quantitative research approach was employed, utilizing surveys as the primary data collection method. The findings highlight the importance of a supportive work environment, competitive salary and benefits, job security, positive relationships with colleagues, and opportunities for professional growth. Recommendations include improving work conditions, revising compensation packages, providing professional development opportunities, fostering a supportive work culture, and establishing clear career advancement pathways. This research provides valuable insights for educational stakeholders and contributes to enhancing the quality of education in international schools in Yangon.

Keywords: job satisfaction, local teachers, international schools, Yangon, Myanmar, factors, recommendations.

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ABBREVIATION

IB	- International Baccalaureate
SPSS	- Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

International schools in Yangon, Myanmar have experienced significant growth in the past few years, attracting local teachers who seek opportunities to work in an international setting (Baker, J. P., & McNulty, J., 2019). The increasing demand for international education has resulted in the establishment of numerous international schools in Yangon, Myanmar, with the majority of them being private and catering to students from different countries. The presence of local teachers in these schools is critical in providing students with a sense of cultural understanding and promoting cultural exchange. Local teachers, with their knowledge of the local language and culture, play a vital role in facilitating the learning of students from diverse backgrounds.

Despite the growing demand for international education and the increasing number of local teachers working at international schools in Yangon, Myanmar, there has been a concern about the job satisfaction and retention rates of local teachers in these schools. The job satisfaction and retention rates of local teachers in these schools have been a concern for both educators and school administrators (Capon, L., & Kuhn, L., 2018). Job satisfaction is an essential aspect of an employee's work-life, and it influences their motivation to remain in their current job, as well as their productivity and performance. Low job satisfaction and high turnover rates among local teachers can have a detrimental effect on the quality of education provided in international schools.

Job satisfaction is a complex phenomenon that is influenced by various factors, including compensation, job security, working conditions, opportunities for career advancement, and relationships with colleagues and supervisors. Several studies have investigated job satisfaction among teachers in various contexts, and the findings have revealed that job satisfaction is influenced by both extrinsic and intrinsic factors. Extrinsic factors, such as salary, working conditions, and job security, are hygiene factors that are necessary for preventing job dissatisfaction but do not necessarily result in job satisfaction. Intrinsic factors, such as autonomy, mastery, and purpose, are motivators that contribute to job satisfaction and the overall well-being of employees.

Despite the considerable research on job satisfaction among teachers, there is still a lack of understanding of the specific factors that influence job satisfaction among local teachers in international schools in Yangon, Myanmar. International schools operate differently from local schools, and the working conditions and expectations of local teachers in international schools may differ from those of their counterparts in local schools. Furthermore, the cultural and social norms in Yangon, Myanmar, may influence local teacher job satisfaction in international schools. Therefore, there is a need to investigate the factors that contribute to local teacher job satisfaction in international schools in Yangon, Myanmar.

This study aims to address this gap by analyzing the level of job satisfaction among local teachers in international schools in Yangon, Myanmar, and exploring the factors that contribute to their job satisfaction. Using a questionnaire survey, the study will collect data on hygiene factors and motivators to assess their impact on local teacher job satisfaction. In addition, the study examined the differences in job satisfaction levels among local teachers based on their demographic characteristics, such as age, gender, years of experience, and educational level.

The findings of this study will provide insights into the factors that influence local teacher job satisfaction in international schools in Yangon, Myanmar. This information can be used by school administrators and policymakers to develop strategies and policies that improve the job satisfaction and retention rates of local teachers, which can ultimately enhance the quality of education provided in these schools.

1.1 Background information of the Study

International schools in Myanmar have become increasingly popular over the years, attracting both local and foreign students, as well as teachers from around the world (Dahles, H., & Wibowo, A. , 2016). According to data from the Ministry of Education, the number of international schools in Myanmar has increased by 33% in the past five years, with the majority located in Yangon (Myint, 2019). These schools offer a unique opportunity for students to receive an international education, with curriculums often following those of foreign countries such as the United States, the United Kingdom, or Australia.

Alongside the increase in international schools, there has also been a growing interest from local teachers to work in these schools. While there is no official data on

the number of local teachers employed in international schools in Myanmar, anecdotal evidence suggests that the number has significantly increased over the years.

Despite the benefits that international schools may offer, job satisfaction among teachers, both local and foreign, has been a concern for educators and administrators. Research suggests that job satisfaction is an important factor in teacher retention, which in turn has a significant impact on the quality of education provided (Ingersoll, 2001). Previous studies have identified several factors that contribute to job satisfaction, such as salary, job security, working conditions, and relationships with colleagues and supervisors (Skaalvik, E. M., & Skaalvik, S. , 2011); (Ingersoll, R. M., & Strong, M., 2011).

However, there is still a lack of understanding of the specific factors that contribute to job satisfaction among local teachers in international schools in Myanmar. This gap in knowledge highlights the need for research to explore the unique experiences and perceptions of local teachers in these schools. By doing so, educators and administrators can gain insights into the factors that affect job satisfaction among local teachers, which can inform policies and strategies to improve teacher retention and ultimately enhance the quality of education provided in these schools.

In light of this, the present study aims to investigate the level of job satisfaction among local teachers in international schools in Yangon, Myanmar. The study seeks to identify the factors that contribute to job satisfaction among local teachers, using the two-factor theory as a theoretical framework. Additionally, the study will explore the differences in job satisfaction levels among local teachers based on their demographic characteristics, such as age, gender, years of experience, and educational level.

1.2 Problem Statement of the Study

International schools in Yangon, Myanmar are increasingly relying on local teachers to meet the growing demand for education in the region. However, the job satisfaction and retention rates of local teachers remain a concern for school administrators and policymakers. While research has identified several factors that contribute to job satisfaction among teachers in general, there is a lack of research on the specific factors that influence the job satisfaction of local teachers in international schools in Yangon, Myanmar.

Low job satisfaction among local teachers can have significant negative impacts on the quality of education provided by international schools. Teachers who are

dissatisfied with their jobs may experience reduced productivity, increased absenteeism, and decreased motivation to perform well in their roles. Moreover, high turnover rates can lead to significant financial and administrative costs for international schools, which may negatively impact the overall quality of education provided to students.

Therefore, this study aims to address the gap in research by analyzing the level of job satisfaction among local teachers in international schools in Yangon, Myanmar, and identifying the factors that contribute to their job satisfaction. By doing so, this study will provide valuable insights into the factors that are critical to improving the job satisfaction and retention rates of local teachers in international schools. These findings can be used by school administrators and policymakers to develop strategies and policies that promote job satisfaction and retention among local teachers, ultimately leading to higher-quality education for students.

1.3 Objectives of the Study

The main objective of this study is to identify the level of job satisfaction among local teachers in international schools in Yangon, Myanmar, and to explore the factors that contribute to their job satisfaction. The specific objectives of the study are:

- (a) To identify the level of job satisfaction among local teachers of international schools in Yangon
- (b) To examine the teacher's satisfaction on motivational factors of international schools in Yangon

1.4 Research Questions of the Study

This study will attempt to answer the following research questions:

- What is the level of job satisfaction among local teachers in international schools in Yangon, Myanmar?
- Which factors contribute to the job satisfaction of local teachers in international schools in Yangon, Myanmar, and to what extent do they influence overall job satisfaction?

These research questions will be answered through the analysis of data collected from a questionnaire survey administered to local teachers in international schools in Yangon, Myanmar. The answers to these research questions will help to provide a better

understanding of the factors that contribute to job satisfaction among local teachers in international schools in Yangon, Myanmar. This understanding can lead to the development of strategies and policies that promote job satisfaction and retention among local teachers, ultimately leading to higher-quality education for students.

1.5 Scope and Limitation of the Study

The study focus only on the level of job satisfaction among local teachers and identifying the factors that contribute to their job satisfaction. Data collection is done based on primary data as well as secondary data. Primary data were collected from local teachers currently working in international schools in Yangon, where most international schools are located. According to the findings, there are more than 90 international schools in Myanmar, and there are more than 20 international schools in Yangon, and other cities such as Naypyidaw, Mandalay, Mawlamyine, Taunggyi, Bago, etc... have a maximum of 15 schools, and a minimum of 5 schools. As research participants, total samples of 200 teachers were collected by convenience sampling method among local teachers at international schools in Yangon. The data collection period is from end of March to third week of April 2023. During this period, the data regarding the level of job satisfaction among local teachers at international schools in Yangon was collected with a structured questionnaire. Secondary data were collected from international school's teachers, official websites, textbooks, relevant books, previous research papers, respective organizations and internet websites.

1.6 Organization of the Study

This study is organized into five chapters. Chapter one introduces the background information of the study, problem statement of the study, objectives of the study, research questions of the study, scope and limitations of the study, and organization of the study. Chapter two presents the literature review, which includes an introduction and the importance of the subject area, theoretical concepts and principles, variables of the study, review of empirical studies, and conceptual framework of the study. Chapter three explains the methodology used in the study, which includes research methods, research design, data collection method, and ethical considerations. Chapter four presents the analysis and results of the study, including a description of the population and sample, statistical analysis, and interpretation of results. Finally,

Chapter five presents the conclusions, findings and discussion, suggestions and recommendation and suggestion for further studies.

CHAPTER II

LITERATURE REVIEW

This chapter provides an overview of the concept of job satisfaction, its importance, and various theories related to job satisfaction. Specifically, classical and modern theories of job satisfaction will be discussed. Moreover, this chapter will focus on Herzberg's Two-Factor Theory of Job Satisfaction and its implications for understanding job satisfaction among local teachers in international schools. Finally, the chapter will highlight the significance of employee satisfaction in an organization and the need to study it in the context of local teachers in international schools.

2.1 Concept of Job Satisfaction

The importance of job satisfaction among local teachers in international schools has been recognized in recent years. International schools are becoming increasingly popular worldwide, with an increasing number of parents choosing to enroll their children in these schools. These schools employ local teachers as well as international teachers, and it is important to ensure that the local teachers are satisfied with their jobs. Job satisfaction is an important factor that affects employee retention, productivity, and overall organizational performance. This chapter discusses the importance of job satisfaction among local teachers in international schools.

Job satisfaction has been a topic of interest for researchers for many years. It is an important area of study because it has a significant impact on the well-being of employees and the overall performance of an organization. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). It is a complex and multifaceted construct that is influenced by a variety of factors, such as job characteristics, work environment, leadership, and personal factors (Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K., 2001)

Job satisfaction is particularly important among local teachers in international schools because they play a critical role in shaping the learning experiences of students. These teachers are responsible for delivering high-quality education to students from diverse cultural backgrounds. They need to be motivated, engaged, and satisfied with their jobs to perform at their best. Local teachers also bring a unique perspective and knowledge of the local culture, which is important in creating an inclusive and culturally responsive learning environment. In addition, job satisfaction among local

teachers in international schools is important for employee retention. The turnover of local teachers can be costly for international schools, as it can lead to a loss of knowledge, experience, and expertise. High turnover can also negatively impact the learning experiences of students, as they may have to adjust to new teachers frequently.

Overall, understanding the factors that contribute to job satisfaction among local teachers in international schools is crucial for the success of these schools and the well-being of their employees.

2.2 Theories of Job Satisfaction

Job satisfaction is a multi-dimensional concept that encompasses an individual's feelings and attitudes toward their job and the work environment (Locke, E. A. In M. D. Dunnette (Ed.), 1976). According to (Spector, 1997), job satisfaction can be defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Job satisfaction has been identified as a crucial factor in employee well-being and organizational success (Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K., 2001).

Various factors contribute to job satisfaction, including job characteristics, salary, benefits, job security, relationships with colleagues and supervisors, and opportunities for personal and professional growth (Saari, L. M., & Judge, T. A., 2004). In addition, job satisfaction has been linked to several positive outcomes, such as increased job performance, reduced turnover intentions, and improved physical and mental health (Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K., 2001).

Job satisfaction is a complex concept that has been studied by many researchers over the years. Various theories have been proposed to explain the concept of job satisfaction. These theories can be divided into two main categories: classical theories and modern theories.

2.2.1 Classical Theories of Job Satisfaction

Classical theories of job satisfaction are based on the assumption that job satisfaction is primarily determined by the work environment and the relationship between the employee and the employer. The two main classical theories of job satisfaction are:

The Hawthorne Studies were conducted by (Mayo, 1933) and his colleagues at the Western Electric Company in the 1920s and 1930s. The studies showed that

workers' job satisfaction was not only determined by their working conditions but also by the social and psychological factors surrounding their work environment. The Hawthorne Studies suggested that job satisfaction is influenced by social and psychological factors such as recognition, attention, and group dynamics.

Maslow's Hierarchy of Needs is a motivational theory that proposes that people are motivated by a hierarchy of needs. The theory suggests that people are motivated by physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. According to the theory, once the lower needs are met, people are motivated to satisfy the higher needs. (Maslow, 1943)

2.2.2 Modern Theories of Job Satisfaction

Modern theories of job satisfaction are based on the assumption that job satisfaction is primarily determined by the job itself and the relationship between the employee and the job. The two main modern theories of job satisfaction are:

Herzberg's Two-Factor theory proposes that job satisfaction and job dissatisfaction are two separate constructs. The theory suggests that job satisfaction is primarily determined by intrinsic factors such as achievement, recognition, and responsibility, while job dissatisfaction is primarily determined by extrinsic factors such as pay, working conditions, and job security.

The Job Characteristics model proposes that the key determinants of job satisfaction are the characteristics of the job itself, such as skill variety, task identity, task significance, autonomy, and feedback. The model suggests that jobs that are high in these characteristics are more satisfying than jobs that are low in these characteristics. Among those above theories, Herzberg's Two-Factor theory has been applied in this study.

2.3 Herzberg's Two-Factor Theory of Job Satisfaction

One of the most well-known theories of job satisfaction is Herzberg's Two-Factor Theory, which was proposed by Frederick Herzberg in 1959. The theory suggests that there are two types of factors that influence job satisfaction and dissatisfaction: hygiene factors and motivators. (Herzberg, F., Mausner, B., & Snyderman, B. B. , 1959)

Hygiene factors are the basic requirements that must be met for employees to be satisfied with their job, such as salary, job security, working conditions, and

company policies. If these factors are not met, employees will become dissatisfied and unhappy with their job. On the other hand, motivators are the factors that drive job satisfaction and motivation, such as achievement, recognition, responsibility, and opportunities for growth and advancement. These factors are not essential for job satisfaction, but they do increase job satisfaction and motivation when present.

Herzberg's theory suggests that managers must focus on providing both hygiene factors and motivators to ensure that employees are satisfied and motivated in their job. In addition, Herzberg believed that employee satisfaction and dissatisfaction are separate constructs and that increasing satisfaction does not necessarily reduce dissatisfaction. This theory has been applied in numerous studies on job satisfaction and has provided insights into the factors that influence job satisfaction and motivation. Among those above theories, Herzberg's Two-Factor Theory has been applied in this study.

2.3.1 Hygiene Factors

Hygiene factors are the basic needs that must be met for employees to avoid dissatisfaction but do not necessarily lead to satisfaction. These factors include:

- (a) Company policies and administration:** This refers to the rules and procedures set by the organization, such as the attendance policy, performance appraisal process, and communication guidelines. If these policies are unclear, inconsistent, or unfair, employees may feel dissatisfied (Herzberg, 1968).
- (b) Working conditions:** The physical environment of the workplace, such as lighting, temperature, and noise levels, can impact employee satisfaction. Poor working conditions can lead to discomfort, illness, or injury, which can cause dissatisfaction (Herzberg, 1968).
- (c) Supervision:** The quality of leadership and management can significantly affect employee satisfaction. Supervisors who are ineffective, overbearing, or unsupportive can cause frustration and stress (Herzberg, 1968).
- (d) Salary and benefits:** Compensation is an important factor in employee satisfaction. Adequate salary and benefits packages can motivate employees, while inadequate or unfair compensation can lead to dissatisfaction (Herzberg, 1968).

- (e) **Job security:** Employees want to feel secure in their jobs and avoid the fear of losing their positions. Organizational restructuring, downsizing, and layoffs can cause uncertainty and dissatisfaction among employees (Herzberg, 1968).

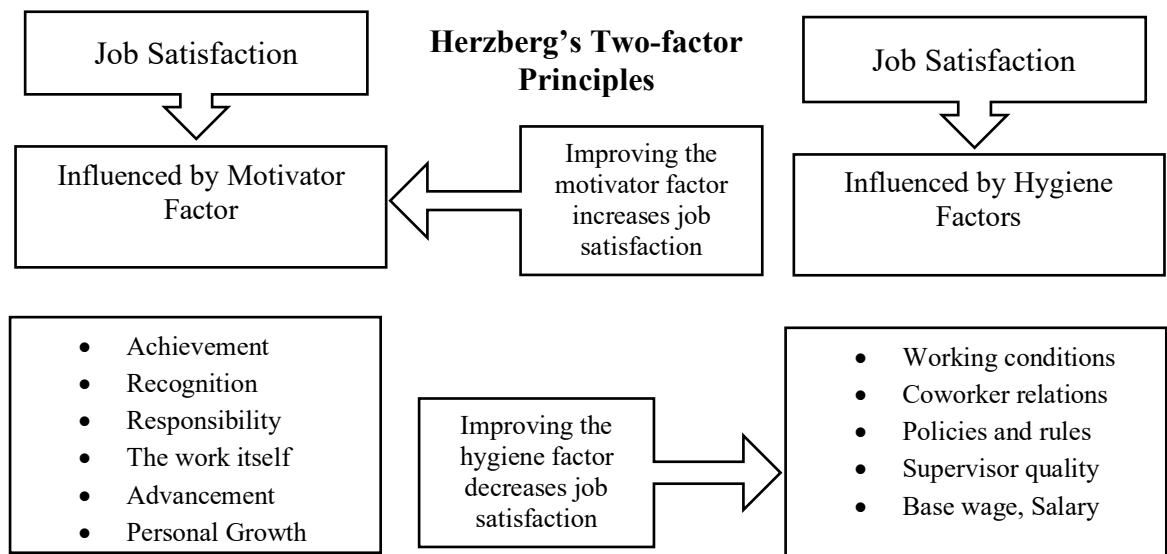
2.3.2 Motivator Factors

Motivator factors are those that lead to job satisfaction and can motivate employees to perform at their best. These factors include:

- (a) **Achievement:** Employees want to feel a sense of accomplishment and recognition for their work. Opportunities for growth, development, and promotion can motivate employees to achieve their goals.
- (b) **Recognition:** Employees want to feel appreciated for their work and contributions. Recognition can come in various forms, such as feedback, awards, or bonuses.
- (c) **The work itself:** The nature of the job, the tasks and responsibilities, can be a motivating factor. Jobs that are interesting, challenging, and meaningful can lead to job satisfaction.
- (d) **Responsibility:** Employees want to feel trusted and valued in their roles. Assigning responsibility and autonomy can lead to job satisfaction.
- (e) **Advancement:** Opportunities for advancement and career growth can be a motivating factor for employees. Organizations that offer clear career paths and development opportunities can attract and retain talented employees. (Herzberg, 1968)

Overall, Herzberg's Two-Factor Theory emphasizes the importance of both hygiene and motivator factors in determining employee satisfaction. It suggests that organizations must not only address the basic needs of employees but also provide opportunities for growth, development, and recognition to achieve high levels of job satisfaction.

Figure (2.1) Herzberg’s motivation-hygiene theory or the two-factor theory



Source: Adapted from Smith, J., & Johnson, A. (2022). The Impact of Motivation Factors in the Workplace

Review of Empirical Studies

Previous studies on job satisfaction among teachers have been conducted worldwide. Some studies have focused on exploring the factors that contribute to job satisfaction among teachers, while others have investigated the relationship between job satisfaction and other variables such as teacher retention, academic achievement, and student motivation.

For instance, a study conducted by (Tsai, Y. A., & Shen, J. Y. , 2013) in Taiwan found that teacher-student relationships, administrative support, and job autonomy were the most significant factors affecting job satisfaction among teachers. Another study by (Chen, J., & Liu, S. , 2016) in China identified teacher workload, school environment, and teacher compensation as the key factors that influence job satisfaction among teachers.

In the context of international schools, several studies have been conducted to examine the job satisfaction of local teachers. A study by (Fong, C. J., & Ng, S. W., 2015) revealed that local teachers in international schools had higher levels of job satisfaction compared to their counterparts in local schools. Another study by (Leong, Y. H., & Ahmadi, H. , 2018) in Malaysia found that job satisfaction among local teachers in international schools was influenced by factors such as salary, professional development opportunities, and school leadership.

Overall, these previous studies provide valuable insights into the factors that influence job satisfaction among teachers and help to inform the development of strategies to enhance job satisfaction and retain high-quality teachers in the education sector.

2.3 Conceptual Framework of the Study

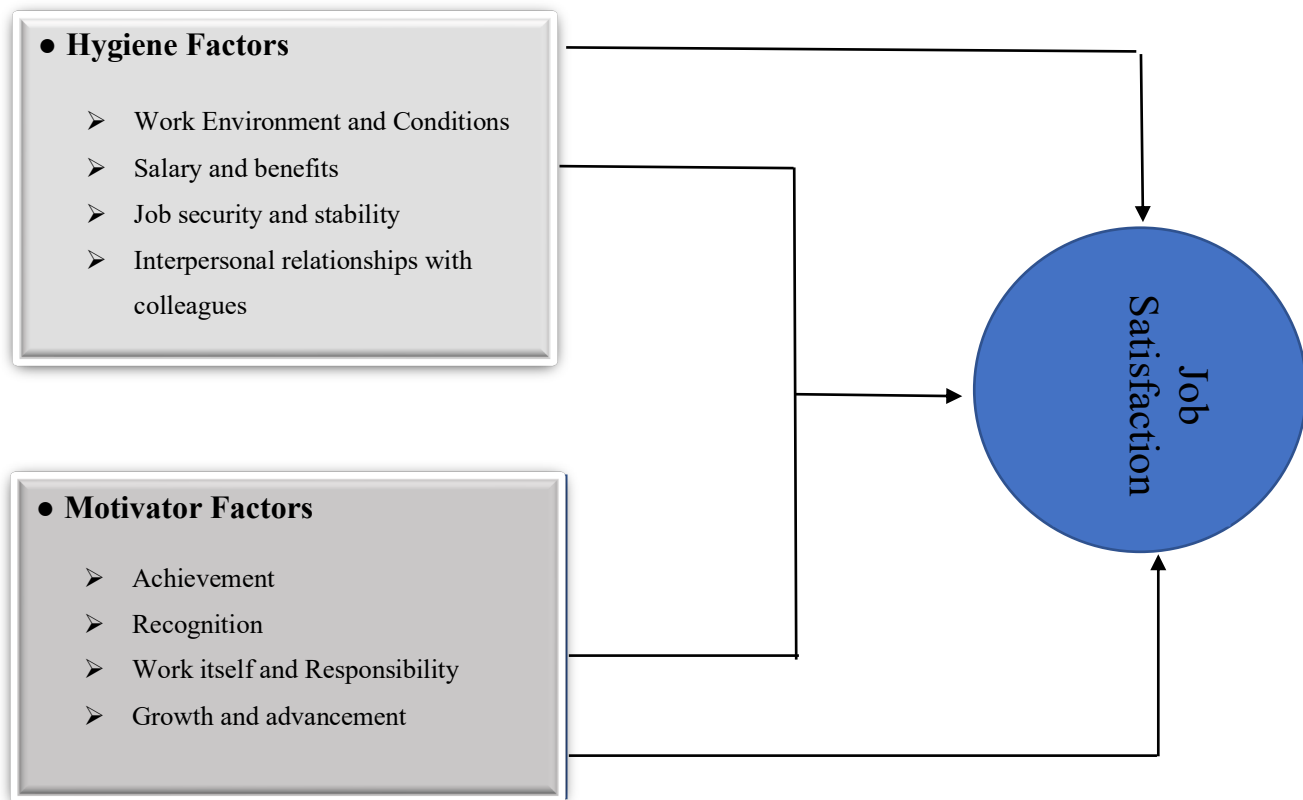
The conceptual framework for this study is based on Herzberg's two-factor theory of job satisfaction, as illustrated in Figure (2.2). According to Herzberg's theory, job satisfaction is influenced by both hygiene factors and motivators.

Hygiene factors are extrinsic factors that can lead to job dissatisfaction if they are not met, but do not necessarily lead to job satisfaction if they are present. Examples of hygiene factors for local teachers in international schools in Yangon, Myanmar may include salary, job security, working conditions, and the quality of relationships with colleagues and supervisors.

Motivators are intrinsic factors that can lead to job satisfaction when present, but do not necessarily lead to job dissatisfaction if they are absent. Examples of motivators for local teachers in international schools in Yangon, Myanmar may include opportunities for professional growth, recognition, meaningful work, and a sense of accomplishment.

The level of job satisfaction among local teachers in international schools in Yangon, Myanmar will be measured using a standardized job satisfaction survey instrument. The survey will also include questions about the presence or absence of specific hygiene factors and motivators identified in the conceptual framework.

Figure 2.2 Conceptual framework of the study



Source: Own Complication, 2023

The factors that contribute to the job satisfaction of local teachers in international schools in Yangon, Myanmar will be analyzed using multiple regression analysis. The results will show which factors have a significant influence on job satisfaction and to what extent they contribute to overall job satisfaction.

Overall, this conceptual framework provides a theoretical basis for investigating the level of job satisfaction among local teachers in international schools in Yangon, Myanmar and identifying the factors that contribute to their job satisfaction.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in the study to investigate the job satisfaction of local teachers in international schools in Yangon, Myanmar. It provides an overview of the research method, research design, data collection, questionnaire and ethical considerations. The rationale for choosing a quantitative research approach and its relevance to achieving the research objectives are discussed.

3.1 Research Method

The quantitative research approach was selected as it allows for the systematic collection and analysis of numerical data, enabling a more objective assessment of job satisfaction among local teachers. By utilizing a quantitative approach, this study aims to provide statistical evidence and establish the association between various factors and job satisfaction levels, offering valuable insights for improving teacher retention and satisfaction. Quantitative research methods offer the advantage of generalizability, allowing for broader conclusions and potential applicability to other contexts beyond the scope of this study.

3.2 Research Design

The cross-sectional design was chosen to capture a snapshot of job satisfaction levels at a specific point in time, providing a comprehensive understanding of the current state of local teachers' job satisfaction. A cross-sectional design is particularly suitable for this study as it allows for efficient data collection within the given timeframe, making it feasible to assess a larger sample of teachers. The convenience sampling method was selected due to its practicality in accessing potential participants and its ability to provide a diverse range of perspectives from local teachers in international schools. While convenience sampling may limit the generalizability of the findings, it was considered appropriate for this study, considering the accessibility and willingness of participants within the targeted population.

3.3 Data Collection

The online survey approach using Google Forms was chosen as it offers a convenient and efficient method of data collection, allowing participants to complete

the questionnaire at their own pace and from various locations. Online surveys provide the advantage of reaching a larger pool of potential participants, increasing the likelihood of obtaining a representative sample of local teachers in international schools in Yangon. The questionnaire was designed to encompass key aspects of the two-factor theory of job satisfaction, capturing both motivators and hygiene factors specific to the context of local teachers in international schools. Prior to the distribution of the survey, a pilot study was conducted to assess the clarity and validity of the questionnaire, ensuring its relevance and comprehensibility to the target population.

3.4 Data Analysis

Data analysis is a research method for the objective, systematic and qualitative explanation of the clear content of a statement. The consequences and interpretation of data analysis provide crucial information for the study. The collected data through a structured questionnaire were analyzed using SPSS version 23. Analytical research is used to describe characteristics of a population or phenomenon being studied.

3.4.1 Descriptive Analysis

The study performed a descriptive analysis of all demographic variables such as gender, age, marital status, education, years of teaching experience, monthly income. Descriptive statistics include the process of converting the bulk of raw data into tables, charts, frequency distributions, and percentages to describe the responses as it is a better method of presenting the findings of the study (Babbie and Mouton, 2010). The mean, percentages, and standard deviation are the most used descriptive statistics and the results were presents in Tables.

3.5 Ethical Considerations

To ensure the ethical conduct of the study, necessary approvals and permissions were obtained from relevant institutional review boards and authorities overseeing research involving human participants. Informed consent was obtained from each participant, outlining the purpose of the study, voluntary nature of participation, confidentiality assurances, and the right to withdraw at any point without repercussions. Participants' privacy and anonymity were strictly maintained throughout the data collection process, with measures implemented to safeguard their personal information and ensure confidentiality. The study adheres to the ethical guidelines and regulations

set by professional bodies and institutions governing research involving human subjects, mitigating potential risks and upholding the integrity of the research.

In this chapter, the methodology used in the study focuses on a quantitative research approach to investigate the job satisfaction of local teachers in international schools in Yangon, Myanmar. The convenience sampling method and online survey using Google Forms were chosen as appropriate data collection methods. Ethical considerations are of paramount importance throughout the research process. The methodology section establishes the foundation for data collection and analysis, paving the way for subsequent chapters on the study's findings and interpretations.

CHAPTER IV

ANALYSIS AND RESULTS

The previous chapters of this thesis have provided an in-depth exploration of the research objectives, methodology, and data collection process. In this chapter, the focus shifts towards the analysis and interpretation of the gathered data. The objective of this chapter is to present the findings obtained from the analysis and to draw meaningful conclusions that address the research questions and objectives.

This chapter begins with a description of the population and sample used in the study (Section 4.1). It provides insights into the characteristics of the local teachers in international schools in Yangon, Myanmar, who participated in the research. Understanding the composition of the sample is crucial for interpreting the results accurately and generalizing the findings to the larger population. Next, the chapter explores the demographic factors of the respondents (Section 4.2). This section presents an analysis of the respondents' age, gender, years of experience, and educational level. By examining these demographic variables, we gain a comprehensive understanding of the sample's diversity and its potential influence on job satisfaction. The main focus of this chapter is the analysis of local teachers' job satisfaction levels on motivational factors (Section 4.3). The data collected through the questionnaire survey are subjected to statistical analysis using SPSS software. This analysis allows us to examine the level of job satisfaction among local teachers in international schools in Yangon, Myanmar, and identify the key factors that influence their job satisfaction.

The findings obtained from the analysis are presented in the form of tables, graphs, and statistical measures. These visual representations provide a clear and concise overview of the results, facilitating easy interpretation and comparison of the data. Additionally, the interpretation of the results is accompanied by a comprehensive discussion that relates the findings back to the research objectives and existing literature. Overall, this chapter aims to present a thorough analysis of the data collected, highlighting the key findings that contribute to our understanding of job satisfaction among local teachers in international schools in Yangon, Myanmar. The insights gained from this analysis will serve as a foundation for the subsequent chapters, where implications, recommendations, and conclusions will be discussed in greater detail.

4.1 Description of Population and Sample

In this section, we will provide a description of the population and sample used in this study. The population of interest includes local teachers working in international schools in Yangon, Myanmar.

4.4.1 Population

The population of interest for this study consists of local teachers working in international schools in Yangon, Myanmar. These teachers play a crucial role in providing education to both local and international students within the context of international schools. The population includes teachers from various subject areas and grade levels, encompassing a diverse range of teaching experiences and backgrounds. Understanding the job satisfaction of this population is essential for gaining insights into the factors that contribute to their professional well-being.

4.1.2 Sample

A sample of local teachers will be selected from the population to participate in the study. Due to the practical limitations of time and resources, it is not feasible to include the entire population in the research. Therefore, a representative sample will be chosen to ensure that the findings can be generalized to the larger population. The study aims to include a minimum of 200 participants in the sample. This sample size is determined based on considerations of statistical power and the need for reliable and robust data analysis. A larger sample size increases the precision and generalizability of the findings.

The sampling method employed will be a combination of convenience sampling and simple random sampling. Convenience sampling will be used to select participants who are easily accessible and willing to participate, taking into account the time constraints and geographical barriers that may limit access to the entire population. From the pool of potential participants, a simple random sampling technique will be employed to ensure that each individual in the sample has an equal chance of being selected. This approach enhances the representativeness of the sample and minimizes bias.

Stratification will also be employed to ensure diversity within the sample. The population of local teachers in international schools may vary based on factors such as subject area, grade level, and years of teaching experience. Stratified random sampling

allows for the creation of subgroups based on these variables, ensuring proportional representation within each stratum. By incorporating stratification, the sample will accurately reflect the diversity within the population, increasing the validity and generalizability of the findings.

The selected sample will be invited to participate in the study through email communication and other appropriate channels. Participation in the research will be voluntary, and participants will have the option to decline or withdraw at any stage without any negative consequences. To protect the confidentiality of participants, their identities will be anonymized and their personal information will be kept secure and accessible only to the research team.

By selecting an appropriate sample from the population, this study aims to provide valuable insights into the job satisfaction of local teachers in international schools in Yangon, Myanmar. The selected sample will be representative of the larger population, allowing for meaningful analysis and generalizable findings.

4.2 Demographic Factor of the Respondents

In this section, we will discuss the demographic factors of the respondents in this study, which include age, sex, marital status, education level, years of teaching experience, type of international school, job position, and monthly income. These factors provide important insights into the characteristics of the participants and contribute to a comprehensive analysis of job satisfaction among local teachers in international schools.

4.2.1 Gender of Respondents

The gender of the respondents was assessed to understand the distribution of participants based on their gender identity. The respondents were given the options of male, female, and other to indicate their gender. The distribution of respondents across these gender categories is presented in Table 4.1.

Table (4.1): Gender of Respondents

Gender	Frequency	Percentage (%)
Male	45	22.5
Female	154	77
Other	1	0.5
Total	200	100

Source: Survey Data,2023

Understanding the demographic characteristics of the respondents is crucial for gaining insights into the composition of the sample and exploring potential variations in job satisfaction levels among different subgroups. In this section, we examine various demographic factors of the respondents, including gender, age, marital status, educational level, years of experience, type of international school, job position, and monthly income.

According to the data presented in Table (4.1), the gender distribution among the respondents is as follows: 154 respondents identified as female, accounting for 77% of the total respondents, while 45 respondents identified as male, constituting 22.5% of the total respondents. Additionally, there was one respondent who identified as "Other," representing 0.5% of the total respondents. These findings highlight a significant gender disparity within the sample, with females being the majority group.

4.2.2 Age of Respondents

The age of the respondents was collected to gain insights into the age distribution of the participants. Participants were asked to indicate their age range from the provided options: under 25 years old, 25-34 years old, 35-44 years old, 45-54 years old, and over 55 years old. The distribution of respondents across these age categories is summarized in Table (4.2).

Table (4.2): Age of Respondents

Age	Frequency	Percentage (%)
under 25years	70	35
25years - 34years	97	48.5
35years - 44years	28	14
45years - 54years	4	2
over55years	1	0.5
Total	200	100

Source: Survey Data,2023

According to the data presented in Table (4.2), the age distribution among the respondents is as follows: 70 respondents are under 25 years old, accounting for 35% of the total respondents. Additionally, 97 respondents fall within the age range of 25 to 34 years, representing 48.5% of the total respondents. Furthermore, there are 28 respondents aged between 35 and 44 years, constituting 14% of the total respondents. Only 4 respondents are in the age range of 45 to 54 years, making up 2% of the total

respondents. Lastly, there is one respondent over 55 years old, representing 0.5% of the total respondents.

These findings demonstrate a varied age distribution among the participants in the study. The majority of respondents fall within the age range of 25 to 34 years, indicating a significant proportion of young adults. It is important to consider the implications of this age distribution when interpreting the study's results.

4.2.3 Marital Status of Respondents

The marital status of the respondents was examined to understand the relationship status of the participants. The options provided were single, married, divorced, and widowed. The distribution of respondents across these marital status categories is presented in Table 4.3.

Table (4.3): Marital Statuses of Respondents

Marital Status	Frequency	Percentage (%)
Single	154	77
Married	43	21.5
Divorced	2	1
Widowed	1	0.5
Total	200	100

Source: Survey Data,2023

According to Table (4.3), the marital status distribution among the respondents is as follows: 154 respondents are single, accounting for 77% of the total respondents. Additionally, 43 respondents are married, representing 21.5% of the total respondents. Moreover, there are 2 respondents who are divorced, constituting 1% of the total respondents. Lastly, there is one respondent who is widowed, representing 0.5% of the total respondents.

These findings highlight a predominant representation of single respondents within the sample. The majority of respondents in this study are unmarried, indicating a potential demographic characteristic of the participant pool.

4.2.4 Education of Respondents

The educational level of the respondents was assessed to determine the participants' level of academic qualification. The options included diploma, bachelor's

degree, master's degree, and doctorate degree. The distribution of respondents across these educational levels is summarized in Table (4.4).

Table of (4.4): Education of Respondents

Education	Frequency	Percentage (%)
Diploma	36	18
Bachelor's degree	118	59
Master's degree	40	20
Doctorate degree	6	3
Total	200	100

Source: Survey Data,2023

According to Table (4.4), the education distribution among the respondents is as follows: 36 respondents have a diploma, accounting for 18% of the total respondents. Additionally, 118 respondents have a bachelor's degree, representing 59% of the total respondents. Moreover, there are 40 respondents with a master's degree, constituting 20% of the total respondents. Lastly, there are 6 respondents with a doctorate degree, representing 3% of the total respondents. These findings demonstrate a diverse educational background among the participants in the study. The majority of respondents have a bachelor's degree.

4.2.5 Years of Teaching Experience in International Schools of Respondents

The years of teaching experience in international schools in Yangon, Myanmar, were collected to examine the level of professional experience among the participants. The options provided were categorized as less than 1 year, over 1 year - under 3 years, over 3 years - under 5 years, over 5 years - under 10 years, and over 10 years. The distribution of respondents across these experience categories is presented in Table 4.5.

Table (4.5): Teaching Experience

Years of Teaching Experience	Frequency	Percentage(%)
Less than 1 year	86	43.00
1 years –3 years	71	35.50
3 years –5 years	24	12.00
5years –10 years	12	6.00
over10 years	7	3.50
Total	200	100.00

Source: Survey Data,2023

According to Table (4.5), the distribution of years of teaching experience among the respondents is as follows: 86 respondents have less than 1 year of teaching experience, accounting for 43% of the total respondents. Additionally, 71 respondents have teaching experience ranging from 1 to 3 years, representing 35.5% of the total respondents. Moreover, there are 24 respondents with teaching experience ranging from 3 to 5 years, constituting 12% of the total respondents. Furthermore, 12 respondents have teaching experience ranging from 5 to 10 years, making up 6% of the total respondents. Lastly, there are 7 respondents with over 10 years of teaching experience, representing 3.5% of the total respondents. These findings illustrate a diverse range of teaching experience levels among the participants in the study. The distribution indicates a substantial proportion of respondents with relatively less teaching experience, particularly those with less than 1 year or 1 to 3 years of experience.

4.2.6 Type of International School

The type of international school where the respondents were employed was investigated to understand the diversity of school settings among the participants. The options included American International Schools, Canadian International Schools, British International Schools, International Baccalaureate (IB) schools, and "International" schools. The distribution of respondents across these school types is summarized in Table (4.6).

Table (4.6) Type of International School

Type of International School	Frequency	Percentage (%)
American International Schools	12	6
Canadian International Schools	1	0.5
British International Schools	58	29
International Baccalaureate (IB)	71	35.5
"International" Schools	58	29
Total	200	100

Source: Survey Data, 2023

According to Table (4.6), the distribution of the types of international schools among the respondents is as follows: 12 respondents are from American International Schools, accounting for 6% of the total respondents. Additionally, 1 respondent is from Canadian International Schools, representing 0.5% of the total respondents. Moreover,

there are 58 respondents from British International Schools, constituting 29% of the total respondents. Furthermore, 71 respondents are from International Baccalaureate (IB) schools, making up 35.5% of the total respondents. Lastly, there are 58 respondents from "International" schools, representing 29% of the total respondents.

These findings indicate a diverse representation of different types of international schools among the participants in the study. The distribution highlights a significant presence of respondents from British International Schools and International Baccalaureate (IB) schools.

4.2.7 Job Position of Respondents

The job position of the respondents was examined to gain insights into the various roles held by the participants in international schools. The options provided included Associate Teacher, Subject Teacher, and Classroom Teacher. The distribution of respondents across these job positions is presented in Table (4.7).

Table (4.7) Job Position of Respondents

Type of International School	Frequency	Percentage (%)
Associate Teacher	108	54
Subject Teacher	70	35
Classroom Teacher	22	11
Total	200	100

Source: Survey Data,2023

According to Table (4.7), the distribution of job positions among the respondents is as follows: 108 respondents are in the position of Associate Teacher, accounting for 54% of the total respondents. Additionally, 70 respondents hold the position of Subject Teacher, representing 35% of the total respondents. Moreover, there are 22 respondents in the role of Classroom Teacher, constituting 11% of the total respondents.

These findings indicate a diverse representation of job positions among the participants in the study. The majority of respondents hold the position of Associate Teacher, followed by Subject Teachers and Classroom Teachers.

4.2.8 Monthly Income of Respondents

The monthly income of the respondents was assessed to understand the income levels of the participants. The options provided were categorized as less than 300,000

Kyat, 300,000-500,000 MMK, 500,000-1,000,000 MMK 1,000,000-1,500,000 MMK, and over 1,500,000 MMK. The distribution of respondents across these income categories is summarized in Table (4.8).

Table (4.8) Monthly Income of Respondents

Monthly Income	Frequency	Percentage (%)
Less than 300000 MMK	38	19
300,001- 500,000 MMK	96	48
500,001 – 1,000,000 MMK	62	31
10,00,001 -1,500,000 MMK	4	2
Total	200	100

Source: Survey Data,2023

According to Table (4.8), the distribution of monthly income among the respondents is as follows: 38 respondents have a monthly income less than 300,000 Kyats, accounting for 19% of the total respondents. Additionally, 96 respondents have a monthly income between 301,000 and 500,000 Kyats, representing 48% of the total respondents. Moreover, there are 62 respondents with a monthly income between 500,001 and 1,000,000 Kyats, constituting 31% of the total respondents. Furthermore, 4 respondents have a monthly income between 1,000,001 and 1,500,000 MMK, making up 2% of the total respondents.

These findings illustrate a varied distribution of monthly incomes among the participants in the study. The majority of respondents fall within the income range of 300,001 to 500,000 MMK.

4.3 Analysis of Local Teacher's Job Satisfaction Level on Herzberg's Two-Factor Theory

The analysis of local teachers' job satisfaction level was conducted using Herzberg's Two-Factor Theory, which categorizes factors into hygiene factors and motivators. The aim of this analysis was to determine the factors that have a significant impact on job satisfaction among local teachers in international schools in Yangon, Myanmar. A five-point Likert scale questionnaire was employed to assess the respondents' satisfaction levels across each dimension. The Likert scale included options of strongly disagree, disagree, neutral, agree, and strongly agree. The mean values were calculated for each dimension, where a mean value less than 3 indicated a

tendency towards least agreement, while a mean value greater than 3 indicated a tendency towards strong agreement. This approach allowed for a comprehensive evaluation of the satisfaction levels of local teachers based on the identified dimensions within Herzberg's Two-Factor Theory.

4.3.1 Hygiene Factors

In this section, the analysis focuses on the hygiene factors, which are elements that contribute to job dissatisfaction if they are lacking or inadequate. According to Herzberg's Two-Factor Theory, hygiene factors do not directly motivate individuals but play a crucial role in preventing dissatisfaction. The hygiene factors considered in this study are as follows

- Work Environment and Conditions
- Salary and benefits
- Job security and stability
- Interpersonal relationships with colleagues

(a) Work Environment and Conditions

This factor pertains to the physical working conditions, including the availability of necessary resources, the comfort of the workspace, and the overall atmosphere within the school. It examines whether the work environment promotes productivity and well-being.

Table (4.9): Work Environment and Conditions

Work Environment and Conditions	Mean	Standard Deviation
The temperature of my workspace is comfortable and conducive to productivity.	4.08	0.783
The lighting in my workspace is suitable for my work.	4.18	0.768
Our school's lounges for teacher relaxation are good.	3.53	0.950
My workspace is clean and well-maintained.	4.26	0.702
The physical environment of my workplace supports my productivity and well-being.	4.28	0.672
Overall Mean Value	4.06	0.775

Source: Survey Data,2023

Based on the analysis of mean values, it is evident that local teachers expressed a high level of satisfaction regarding the work environment and conditions. Various

aspects such as the temperature of their workspace, lighting, cleanliness, and overall physical environment received positive ratings, with mean values ranging from 4.08 to 4.28. The lounges designated for teacher relaxation received a slightly lower mean value of 3.54, indicating a moderate level of satisfaction. These findings imply that the work environment and conditions in the international schools located in Yangon, Myanmar foster productivity and well-being, establishing a positive atmosphere for local teachers.

(b) Salary and benefits

Salary and benefits refer to the monetary compensation provided to teachers, including their wages, bonuses, allowances, and other financial incentives. This factor explores whether the compensation package is perceived as fair and competitive in relation to the responsibilities and qualifications of the teachers.

Table (4.10) Salary and Benefits

Salary and Benefits	Mean	Standard Deviation
I am satisfied with my current salary.	3.22	0.789
The benefits provided by the school meet my needs (e.g. health insurance, retirement plan).	3.39	0.849
My salary is competitive compared to others in similar positions in the education sector.	3.16	0.784
The school provides opportunities for salary increases based on performance and experience.	3.41	0.758
The benefits provided by the school are fair and equitable.	3.46	0.807
Overall Mean Value	3.32	0.797

Source: Survey Data,2023

Based on the mean values, it implies that local teachers in international schools reported moderate satisfaction levels regarding salary and benefits. The mean value of 3.22 for satisfaction with the current salary indicates a moderate level of satisfaction. Similarly, the mean values ranging from 3.16 to 3.46 for factors such as benefits provided by the school, salary competitiveness, opportunities for salary increases, and fairness of benefits also imply a moderate level of satisfaction. These findings imply that there is room for improvement in terms of salary and benefits satisfaction among local teachers in international schools.

(c) Job security and stability

Job security relates to the perceived stability and assurance of employment. It examines whether teachers feel secure in their positions and have confidence in the longevity of their employment. Factors such as contract terms, tenure policies, and job stability are considered.

Table (4.11) Job Security and Stability

Salary and Benefits	Mean	Standard Deviation
I feel secure in my current position at the school.	3.63	0.726
The school has clear policies and procedures for handling job security and layoffs, if necessary.	3.56	0.761
I have confidence in the school's leadership and management to provide job security and stability.	3.69	0.726
The school provides opportunities for professional development to enhance my job security and stability.	3.69	0.726
The school values and invests in the long-term growth and development of its employees, which contributes to job security and stability.	3.66	0.753
Overall Mean Value	3.65	0.735

Source: Survey Data,2023

Based on the mean values, it implies that local teachers in international schools generally perceive a moderate level of job security and stability. The mean value of 3.63 for the item "I feel secure in my current position at the school" indicates a moderate level of agreement. Similarly, the mean values ranging from 3.56 to 3.69 for items related to clear policies and procedures, confidence in leadership, opportunities for professional development, and long-term employee investment also suggest a moderate level of agreement.

(d) Interpersonal relationships with colleagues

This factor focuses on the quality of relationships and interactions with colleagues. It explores whether teachers have positive and supportive relationships with their coworkers, which can contribute to job satisfaction. Factors such as collaboration, teamwork, and effective communication are examined.

Table (4.12): Interpersonal Relationship with Colleagues

Interpersonal Relationship with Colleagues	Mean	Standard Deviation
I feel that I have positive and supportive relationships with my colleagues at the school.	4.03	0.719
The school promotes a collaborative and cooperative work culture that encourages teamwork and communication among colleagues	4.17	0.724
I feel comfortable approaching my colleagues with questions, concerns, or ideas related to work.	3.91	0.738
The school provides opportunities for team-building activities and events to foster positive relationships among colleagues.	4.23	0.748
The school has policies and procedures in place to address and resolve conflicts or issues that may arise among colleagues in a fair and timely manner.	3.64	0.782
Overall Mean Value	4.00	0.742

Source: Survey Data,2023

Based on the mean values, it is evident that local teachers perceive positive and supportive relationships with their colleagues at the school. The item "I feel that I have positive and supportive relationships with my colleagues at the school" received a mean value of 4.03, indicating a relatively high level of agreement. Similarly, the items related to a collaborative work culture, comfort in approaching colleagues, team-building opportunities, and conflict resolution policies obtained mean values ranging from 3.91 to 4.23, indicating a favorable perception among local teachers.

4.3.2 Motivator Factors

The analysis of local teachers' job satisfaction level based on Herzberg's Two-Factor Theory included the examination of motivator factors. Motivator factors are aspects of the job that contribute to job satisfaction and intrinsic motivation. According to Herzberg, these factors are related to the work itself and provide individuals with a sense of achievement, recognition, responsibility, and growth.

The motivator factors considered in this study are as follows

- Achievement
- Recognition
- Work itself and Responsibility
- Growth and advancement

(a) Achievement

This factor reflects the extent to which teachers feel a sense of accomplishment and mastery in their work.

Table (4.13) : Achievement

Achievement	Mean	Standard Deviation
I feel a sense of accomplishment in my work.	4.19	0.660
The goals and objectives of my job are challenging and motivate me to do my best.	4.06	0.688
I have the opportunity to learn and develop new skills in my job.	3.78	0.782
I feel a sense of pride in the work that I do.	4.30	0.681
I am recognized for my accomplishments and contributions to the organization.	3.98	0.730
Overall Mean Value	4.07	0.708

Source: Survey Data,2023

Based on the mean values, it is evident that local teachers generally feel a strong sense of accomplishment in their work, with a mean value of 4.19. They find their job goals and objectives challenging and motivating, as indicated by a mean value of 4.06. The teachers also perceive opportunities for learning and skill development, although to a slightly lesser extent with a mean value of 3.78. They take pride in their work, as reflected by a mean value of 4.30. However, there is an opportunity for improvement in recognizing their accomplishments and contributions, with a mean value of 3.98.

(b) Recognition

This factor measures the level of acknowledgment and appreciation received by teachers for their contributions.

Table (4.14) : Recognition

Achievement	Mean	Standard Deviation
I feel valued and appreciated for the work that I do.	4.20	0.716
My contributions to the organization are recognized and rewarded appropriately.	3.14	0.739
I receive positive feedback from my supervisor and colleagues on a regular basis.	3.67	0.643
The organization has a system in place to acknowledge and reward outstanding performance.	3.12	0.741
The organization has a culture of recognizing and celebrating achievements and successes.	3.32	0.684
Overall Mean Value	3.49	0.705

Source: Survey Data,2023

Based on the mean values observed, it is evident that the local teachers generally feel valued and appreciated for their work, with a mean value of 4.20. However, there is room for improvement in terms of recognizing and appropriately rewarding their contributions, as reflected by a lower mean value of 3.14. Furthermore, the teachers indicated that they receive positive feedback from their supervisors and colleagues on a regular basis, although there is potential for further improvement in this aspect, as suggested by the mean value of 3.67. In terms of organizational practices, the teachers perceive that there is a system in place to acknowledge and reward outstanding performance. However, the mean value of 3.12 indicates that enhancements could be made to this system. Similarly, fostering a stronger culture of recognizing and celebrating achievements and successes within the organization is suggested, as indicated by a mean value of 3.32.

(c) Work itself and Responsibility

This factor focuses on the intrinsic value and meaningfulness of the work, as well as the level of autonomy and responsibility assigned to teachers.

Table (4.15) : Work itself and Responsibility

Work itself and Responsibility	Mean	Standard Deviation
I find my job interesting and engaging.	4.10	0.699
My job allows me to use my skills and abilities to the fullest extent.	4.05	0.785
My job is meaningful and has a positive impact on others.	4.40	0.750
I am given challenging tasks and responsibilities that require me to take initiative.	3.93	0.756
My job is entrusted with the authority and decision-making power of my role.	3.67	0.771
Overall Mean Value	4.03	0.752

Source: Survey Data,2023

Based on the mean values, it can be observed that the local teachers generally find their job interesting and engaging, with a mean value of 4.10. They also perceive that their job allows them to utilize their skills and abilities to the fullest extent, as indicated by a mean value of 4.05. Furthermore, the teachers find their job meaningful and believe that it has a positive impact on others, with a high mean value of 4.40. This suggests that they derive satisfaction from the sense of purpose in their work. In terms of the level of challenge and responsibility, the teachers indicated that they are given tasks and responsibilities that require them to take initiative, although the mean value of 3.93 suggests there is room for further improvement in this area. Similarly, the teachers perceive that their job is entrusted with the authority and decision-making power, but the mean value of 3.67 indicates potential for enhancement.

(d) Growth and advancement

This factor examines the opportunities for professional development, career growth, and advancement available to teachers.

Table (4.16) : Growth and advancement

Growth and advancement	Mean	Standard Deviation
The organization provides opportunities for me to learn and develop new skills.	3.77	0.789
I receive regular feedback on my performance and opportunities for improvement.	3.81	0.716
The organization has a clear career development path and opportunities for advancement.	3.59	0.828
I feel that my work is challenging and allows me to grow professionally.	3.89	0.663
I am encouraged to take on new projects and responsibilities to further my professional growth.	3.74	0.730
Overall Mean Value	3.76	0.745

Source: Survey Data,2023

Based on the mean values, it can be inferred that the local teachers perceive moderate levels of growth and advancement opportunities within the organization. The item "The organization provides opportunities for me to learn and develop new skills" obtained a mean value of 3.77, indicating a moderate level of agreement. The teachers also indicated that they receive regular feedback on their performance and have opportunities for improvement, as indicated by a mean value of 3.81. However, the perception of a clear career development path and opportunities for advancement received a mean value of 3.59, suggesting that there may be room for improvement in this area. Furthermore, the teachers feel that their work is challenging and allows for professional growth, with a mean value of 3.89. They also reported being encouraged to take on new projects and responsibilities to further their professional growth, with a mean value of 3.74.

4.3.3 Analysis of Job Satisfaction Levels Based on Demographic Factors

The analysis provides an overview of the survey results on overall job satisfaction among the participants, grouped by different demographic factors. The demographic factors include age, sex, marital status, education, job position, teaching experience, type of school, and monthly income.

For each demographic category, the table shows the number of participants (N), the mean job satisfaction score, and the standard deviation. The mean represents the average level of job satisfaction for that particular demographic group, while the standard deviation indicates the variability or dispersion of job satisfaction scores within the group.

Table (4.17) Overall Job Satisfaction by Demographic and Associated Data (n=200)

Demographic Data		N	Job Satisfaction	
			Mean	Standard Deviation
Age	under 25years	70	3.72	0.378
	25years - 34years	97	3.85	0.431
	35years - 44years	28	3.73	0.744
	45years - 54years	4	4.29	0.631
	over55years	1	4.55	-
Sex	Female	154	3.80	0.504
	Male	45	3.77	0.404
	Other	1	3.90	-
Marital Status	Married	43	4.00	0.621
	Single	154	3.74	0.423
	Divorced	2	3.85	0.424
	Windowed	1	4.08	-
Education	Diploma	36	3.63	0.422
	Bachelor's degree	118	3.78	0.457
	Master's degree	40	3.97	0.519
	Doctorate degree	6	4.04	0.690
Job Position	Associate Teacher	108	3.70	0.465
	Subject Teacher	70	3.83	0.481
	Classroom Teacher	22	4.17	0.363

Teaching Experience	Less than 1 year	86	3.62	0.419
	1 years –3 years	71	3.76	0.447
	3 years –5 years	24	4.30	0.351
	5 years –10 years	12	4.05	0.487
	over10 years	7	4.15	0.476
Type of School	American International Schools	12	3.82	0.417
	Canadian International Schools	1	4.25	-
	British International Schools	58	3.80	0.442
	International Baccalaureate (IB)	71	3.88	0.457
	Other “International” Schools	58	3.68	0.544
Monthly Income	Less than 300000 Kyats	38	3.58	0.336
	300000- 499999 Kyats	96	3.72	0.457
	500,000 - 999,000 Kyats	62	3.99	0.489
	10,00,000 -14,99,999 K	4	4.64	0.215

Source: Survey Data,2023

Based on the survey results, several demographic groups reported lower job satisfaction levels compared to others. Specifically, individuals with a diploma (mean = 3.63, SD = 0.422), associate teachers (mean = 3.70, SD = 0.465), those with less than 1 year of teaching experience (mean = 3.62, SD = 0.419), and those earning less than 300,000 Kyats (mean = 3.58, SD = 0.336) demonstrated lower levels of job satisfaction.

These findings suggest that individuals with a lower level of education (diploma) and those in specific roles (associate teachers) may experience lower job satisfaction compared to their counterparts. Similarly, participants with less teaching experience and lower income levels also reported lower job satisfaction, indicating a potential association between these factors and overall job satisfaction levels.

These results highlight the need for further investigation into the underlying factors contributing to the lower job satisfaction among these groups. It may be beneficial for organizations to focus on addressing the unique needs and concerns of individuals with a diploma, associate teachers, those with limited teaching experience,

and individuals with lower incomes in order to improve their job satisfaction and overall well-being. Implementing targeted support programs, career development opportunities, and fair compensation strategies may be essential in enhancing job satisfaction within these demographic groups.

CHAPTER V

CONCLUSION

5.1 Findings and Discussions

The findings of this study provide valuable insights into the job satisfaction levels among local teachers in international schools based on Herzberg's Two-Factor Theory. The analysis of survey data revealed a moderate level of job satisfaction among the participants, with an overall mean score of 3.98 on a scale of 1 to 5.

The analysis of the survey data yielded interesting findings regarding the different factors influencing job satisfaction among local teachers in international schools. The factors related to work environment and conditions, salary and benefits, job security and stability, relationships with colleagues, achievement, recognition, the nature of the work itself, responsibility, and growth and advancement were analyzed.

In terms of work environment and conditions, the survey results indicated that teachers reported a high level of satisfaction with their workspace temperature, lighting, cleanliness, and overall physical environment. These factors play a significant role in creating a conducive work environment that supports teachers' productivity and well-being.

Regarding salary and benefits, the results showed that teachers expressed moderate satisfaction with their current salary, benefits provided by the school, salary competitiveness, and opportunities for salary increases. While there is room for improvement in this area, it is important for schools to consider fair and competitive compensation packages to enhance teachers' job satisfaction.

In terms of job security and stability, teachers generally reported a moderate level of satisfaction. The existence of clear policies and procedures for handling job security and layoffs, confidence in the school's leadership, and opportunities for professional development were positively associated with job satisfaction.

The findings related to relationships with colleagues revealed that teachers reported positive and supportive relationships with their colleagues. The school's promotion of a collaborative and cooperative work culture, opportunities for team-building activities, and the presence of policies and procedures to address conflicts contributed to higher job satisfaction levels.

Regarding achievement, teachers expressed a strong sense of accomplishment in their work and found their job goals and objectives challenging and motivating. However, there was a need for improvement in terms of opportunities for learning and skill development.

In terms of recognition, teachers generally felt valued and appreciated for their work, although there was a desire for more recognition and positive feedback from supervisors and colleagues. The presence of systems to acknowledge outstanding performance and a culture of celebrating achievements were identified as important factors for increasing job satisfaction.

Regarding the nature of the work itself and responsibility, teachers found their job interesting, engaging, and meaningful, with a positive impact on others. However, there were some concerns regarding the level of challenging tasks and decision-making authority.

In terms of growth and advancement, teachers expressed a desire for more opportunities to learn and develop new skills, receive regular feedback on their performance, and have a clear career development path. Providing these opportunities could significantly enhance job satisfaction among teachers.

5.2 Suggestions and Recommendations

Based on the findings, the following suggestions and recommendations are proposed to enhance job satisfaction among local teachers in international schools:

Professional Development: Organizations should prioritize professional development opportunities for teachers at all career stages. Offering training programs, workshops, and conferences can enhance teachers' skills, knowledge, and job satisfaction.

Supportive Work Environment: Creating a supportive and collaborative work environment is crucial for job satisfaction. Promoting open communication, teamwork, and positive relationships among colleagues can foster a sense of belonging and job satisfaction.

Fair Compensation: Ensuring fair and competitive compensation packages for teachers, considering factors such as education, experience, and responsibilities, is essential. Regular salary reviews and opportunities for financial incentives can contribute to increased job satisfaction.

Recognition and Appreciation: Implementing recognition programs that acknowledge teachers' contributions and achievements can boost job satisfaction. Regular feedback, performance evaluations, and rewards for outstanding work can enhance motivation and job satisfaction.

Work-Life Balance: Encouraging a healthy work-life balance is crucial for teachers' well-being and job satisfaction. Providing flexible working hours, adequate leave policies, and support for personal commitments can contribute to job satisfaction.

Career Growth Opportunities: Offering clear career development paths and opportunities for advancement can enhance job satisfaction among teachers. Providing mentorship programs, leadership training, and avenues for professional growth can motivate teachers and increase their satisfaction.

5.3 Limitations of the Study

It is important to acknowledge the limitations of this study. Firstly, the research was conducted within a specific geographical area and may not be generalizable to all local teachers in international schools. Secondly, the data collected relied on self-report measures, which may be subject to response bias. Additionally, the cross-sectional design of the study limits our ability to establish causal relationships between variables. Future research should consider addressing these limitations to provide a more comprehensive understanding of job satisfaction among local teachers in international schools.

5.4 Suggestions for Further Research

This study has provided valuable insights into job satisfaction levels among local teachers in international schools. However, there are opportunities for further research to expand on these findings. Future studies could consider the following areas:

Qualitative Research: Conducting qualitative research, such as interviews or focus groups, to explore in-depth experiences, perceptions, and factors influencing job satisfaction among teachers. This can provide a richer understanding of the nuances and complexities of job satisfaction.

Comparative Analysis: Comparing job satisfaction levels between local teachers and expatriate teachers in international schools to identify potential differences and factors contributing to job satisfaction across these groups.

Longitudinal Studies: Conducting longitudinal studies to track changes in job satisfaction over time and identify factors that influence job satisfaction throughout teachers' careers.

Organizational Interventions: Evaluating the effectiveness of specific interventions aimed at improving job satisfaction among local teachers. This can involve implementing targeted strategies and measuring their impact on job satisfaction levels.

By addressing these research areas, scholars and educational institutions can deepen their understanding of job satisfaction among local teachers in international schools and develop evidence-based interventions to improve job satisfaction and well-being in this context.

In conclusion, this study has provided valuable insights into the job satisfaction levels of local teachers in international schools, highlighting the importance of considering demographic factors and implementing targeted strategies to enhance their job satisfaction and overall well-being. The findings emphasize the need for educational institutions to prioritize the creation of supportive work environments, provide career development opportunities, offer fair compensation, and recognize teachers' contributions. By implementing these recommendations and conducting further research, the education sector can take significant steps towards improving job satisfaction among local teachers in international schools, ultimately benefiting both teachers and students alike.

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APPENDIX (A)

QUESTIONNAIRE

This research is intended to explore “**The Level of Job Satisfaction and the Factors that Contribute to it among Local Teachers of International Schools in Yangon, Myanmar**”. The survey is concerned with Master of Business Administration conferred by PSM International College. Information collected is for academic purpose and will be strictly treated as confidential. Thanks for taking the time to help out me.

Section A: Demographic Information

Please indicate your response by placing a checkmark in the applicable box.

1. Gender:

- | | |
|-----------|----------|
| a) Male | [] |
| b) Female | [] |
| c) Other | [] |

2. Age:

- | | |
|-----------------------|----------|
| a) Under 25 years old | [] |
| b) 25-34 years old | [] |
| c) 35-44 years old | [] |
| d) 45-54 years old | [] |
| e) Over 55 years old | [] |

3. Marital Status

- | | |
|-------------|----------|
| a) Single | [] |
| b) Married | [] |
| c) Divorced | [] |
| d) Widowed | [] |

4. Education:

- | | |
|----------------------|----------|
| a) Diploma | [] |
| b) Bachelor's degree | [] |

- c) Master's degree []
- d) Doctorate degree []

5. Years of Teaching Experience in International Schools in Yangon, Myanmar:

- a) Less than 1 year []
- b) Over 1 years – under 3 years []
- c) Over 3 years – under 5 years []
- d) Over 5 years – under 10 years []
- e) Over 10 years []

6. Type of International School:

- a) American International Schools []
- b) Canadian International Schools []
- c) British International Schools []
- d) International Baccalaureate (IB) []
- e) “International” Schools []

7. Job Position:

- a) Associate Teacher []
- b) Subject Teacher []
- c) Classroom Teacher []

8. Monthly Income

- a) Less than 300,000 Kyat []
- b) 300,000- 499,999 Kyat []
- c) 500,000- 999,999 Kyat []
- d) 1,000,000-1,499,999 Kyat []
- e) Over 1,500,000 Kyat []

Section B: Job Satisfaction – Hygiene Factor

Please indicate the extent to which you agree or disagree with the following statements about your job satisfaction.

1- Strongly disagree 2 - Disagree 3 - Normal 4 - Agree 5 - Strongly agree

S/N	Statements	1	2	3	4	5
	Work Environment and Conditions					
1	The temperature of my workspace is comfortable and conducive to productivity.					
2	The lighting in my workspace is suitable for my work.					
3	Our school's lounges for teacher relaxation are good.					
4	My workspace is clean and well-maintained.					
5	The physical environment of my workplace supports my productivity and well-being.					
	Salary and Benefits	1	2	3	4	5
1	I am satisfied with my current salary.					
2	The benefits provided by the school meet my needs (e.g. health insurance, retirement plan).					
3	My salary is competitive compared to others in similar positions in the education sector.					
4	The school provides opportunities for salary increases based on performance and experience.					
5	The benefits provided by the school are fair and equitable.					
	Job Security and Stability	1	2	3	4	5
1	I feel secure in my current position at the school.					
2	The school has clear policies and procedures for handling job security and layoffs, if necessary.					
3	I have confidence in the school's leadership and management to provide job security and stability.					
4	The school provides opportunities for professional development to enhance my job security and stability.					

5	The school values and invests in the long-term growth and development of its employees, which contributes to job security and stability.					
	Interpersonal Relationships with Colleagues	1	2	3	4	5
1	I feel that I have positive and supportive relationships with my colleagues at the school.					
2	The school promotes a collaborative and cooperative work culture that encourages teamwork and communication among colleagues.					
3	I feel comfortable approaching my colleagues with questions, concerns, or ideas related to work.					
4	The school provides opportunities for team-building activities and events to foster positive relationships among colleagues.					
5	The school has policies and procedures in place to address and resolve conflicts or issues that may arise among colleagues in a fair and timely manner.					

Section C: Job Satisfaction – Motivation Factor

Please indicate the extent to which you agree or disagree with the following statements about your job satisfaction.

1- Strongly disagree 2 - Disagree 3 - normal 4 - Agree 5 - Strongly agree

S/N	Statements	1	2	3	4	5
	Achievement					
1	I feel a sense of accomplishment in my work.					
2	The goals and objectives of my job are challenging and motivate me to do my best.					
3	I have the opportunity to learn and develop new skills in my job.					
4	I feel a sense of pride in the work that I do.					
5	I am recognized for my accomplishments and contributions to the organization.					
	Recognition	1	2	3	4	5

1	I feel valued and appreciated for the work that I do.					
2	My contributions to the organization are recognized and rewarded appropriately.					
3	I receive positive feedback from my supervisor and colleagues on a regular basis.					
4	The organization has a system in place to acknowledge and reward outstanding performance.					
5	The organization has a culture of recognizing and celebrating achievements and successes.					
	Work itself and Responsibility	1	2	3	4	5
1	I find my job interesting and engaging.					
2	My job allows me to use my skills and abilities to the fullest extent.					
3	My job is meaningful and has a positive impact on others.					
4	I am given challenging tasks and responsibilities that require me to take initiative.					
5	My job is entrusted with the authority and decision-making power of my role.					
	Growth and advancement	1	2	3	4	5
1	The organization provides opportunities for me to learn and develop new skills.					
2	I receive regular feedback on my performance and opportunities for improvement.					
3	The organization has a clear career development path and opportunities for advancement.					
4	I feel that my work is challenging and allows me to grow professionally.					
5	I am encouraged to take on new projects and responsibilities to further my professional growth.					

Section D: Overall Job Satisfaction

Please answer the following questions regarding your overall job satisfaction. Please be honest and provide as much detail as possible. Your feedback will help us better understand how to improve job satisfaction at our school.

1. Are you satisfied with your job?

.....
.....

2. What factor would you change if you wanted to be more satisfied at your job?

.....
.....

APPENDIX (B)

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	154	77.0	77.0	77.0
	Male	45	22.5	22.5	99.5
	Other	1	.5	.5	100.0
	Total	200	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The temperature of my workspace is comfortable and conducive to productivity.	200	2	5	4.08	.783
The lighting in my workspace is suitable for my work.	200	1	5	4.18	.768
Our school's lounges for teacher relaxation are good.	200	1	5	3.53	.950
My workspace is clean and well-maintained.	200	1	5	4.26	.702
The physical environment of my workplace supports my productivity and well-being.	200	2	5	4.28	.672
Valid N (listwise)	200				

Reliability Statistics(HFS-1)

Cronbach's Alpha	N of Items
.845	5

Reliability Statistics(HFS-3)

Cronbach's Alpha	N of Items
.888	5

Reliability Statistics(MFS-1)

Cronbach's Alpha	N of Items
.835	5

Reliability Statistics(MFS-3)

Cronbach's Alpha	N of Items
.871	5

Reliability Statistics(HFS-2)

Cronbach's Alpha	N of Items
.887	5

Reliability Statistics(HFS-4)

Cronbach's Alpha	N of Items
.855	5

Reliability Statistics(MFS-2)

Cronbach's Alpha	N of Items
.786	5

Reliability Statistics(MFS-4)

Cronbach's Alpha	N of Items
.912	5

Reliability Statistics	
Items	Cronbach's Alpha
HFS 1	0.845
HFS 2	0.887
HFS 3	0.888
HFS 4	0.855
MFS 1	0.835
MFS 2	0.786
MFS 3	0.871
MFS 4	0.912
Overall	0.964

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable