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# The Relationship between Secondary School Teachers' Job Satisfaction and their Attitude towards Teaching Profession

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## Abstract

The purpose of this study was to examine the relationship between secondary school teachers' job satisfaction and their attitude concerned with teaching. A total of 120 secondary school teachers from basic education sector participated in this study. Random sampling technique was applied in collecting the required data. Job satisfaction questionnaire and attitude towards teaching questionnaire were used in this study. In accordance with the ANOVA and independent sample t-test results, no significant difference in job satisfaction by district, teaching experience and marital status was observed. In addition, no significant difference in teaching attitude by teaching experience and marital status was found. However, there was a significant difference in teaching attitude by district. Teachers' attitude towards teaching had a positive correlation with their job satisfaction. Furthermore, 29.7% of the variance in teaching attitude was predicted by job satisfaction. Social benefits and supportive administration in job satisfaction were good predictors of teachers' attitude towards teaching.

## Keywords:

social benefits, supportive administration

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## Introduction

Education is a continuous process which begins at birth and continues throughout life. Teachers play a very critical role in human resource development of a nation. They are responsible for producing educated and responsible citizens. Besides, teachers are essential for creating the success of the educational programme. To nurture productive citizens, the teachers must have a positive attitude towards their profession and job satisfaction. One of the crucial qualities of teacher is their attitude towards education and teaching.

Teachers possess different attitudes towards teaching. Their attitude towards teaching influences how much extent they participate in education and related educational programs. Attitudes are always related to individuals' insights, interpretations, perspectives and behaviors. A learner's inappropriate

behavior can be modified by teaching and what he or she had learnt. Furthermore, the ways the teachers teach, attitude and enthusiasm of teachers have an impact in changing the learners' personality and enhancing desire to learn.

Teaching is a most challenging profession and only the teachers can bear the heavy responsibilities for building the nation. Teachers' proficiency is linked with their attitudes concerned with their profession (Hussain, 2011). The teachers who have positive attitude can assist in creating a conducive and effective learning environment for students. According to Hakim (2015), a teacher's personality has a direct effect on student's learning performance.

A person's job satisfaction assists to promote his happiness, productivity and creativity in carrying out his duties. According to Aziri (2011), job satisfaction means employees' positive feelings and attitudes

towards their work. Therefore, teachers' feeling about their job and job satisfaction are directly correlated with their salaries, kinds of work performance, supervision, working situations, chances for professional development etc. (Shah, Akhtar, Zafar & Riaz, 2012). Teachers with high job satisfaction can perform their duties and responsibilities with high capacity and they have a belief that they can also solve complex work problems well. In addition, teachers' job satisfaction can promote the teachers' work productivity, assist in reducing workplace misbehavior and promote quality of teaching (Robbins & Judge, 2015).

The various attitudes of an employee towards his/ her profession have a direct correlation with his job satisfaction. These attitudes are mainly concerned with some factors including income, working condition and professional development opportunities. Teachers with higher job satisfaction have a higher positive attitude towards their job (Baluyos, Rivera & Baluyos, 2019).

In fact, it cannot be denied that all teachers from the basic education sector play a crucial role for the progress of the nation. Teachers are builders of the future nation. So, teachers need to have a positive professional attitude and they have a right to have good job satisfaction. The present study emphasized upper secondary school teachers in Yangon region as Yangon is the commercial city of Myanmar and teachers in Yangon come from different ethnic groups, different socioeconomic statuses. They may have high quality teaching aids, better training and good opportunities related with teaching and learning. Thus, their job satisfaction and their attitude concerned with the teaching profession are considered as the main contributing factors for the teachers' professional development and welfare. By regarding their attitude and job satisfaction, the government, authority, and state holder can find the ways to upgrade and fulfill their requirements as well as teachers from other parts of Myanmar. Therefore, the present study has a high need and importance for the teachers hoping to identify their attitude towards teaching and to fulfil their job satisfaction.

### **Attitude**

Attitude refers to a person's prevailing tendency in providing favorable or unfavorable responses to an

object, people or organization (Morris & Maistro, 2005) (as cited in Jadav & Renuka, 2019). Attitudes are varied and complex in accordance with a person's personality and his life experiences. A person's attitudes are modified from his prior life events which enforces to provide behavioral responses to the people they communicate with in their daily lives. The components of attitude are emotional, informational, and behavioral.

### **Attitude Towards Teaching Profession**

According to Kordnaej, Askaripoor and Bakhshizadeh (2013), a person's attitude is easily observed after he obtained varied information about people, event or organization. Therefore, the determinant of a person's attitude mainly depends on the way he received information and how the information is combined. Teachers' attitude towards teaching has a direct impact on their students' attitude concerned with learning. According to Elina and Nityanand (2016), proficient teachers possess more positive attitudes than teachers who are less proficient. In addition, younger teachers seem to have more positive attitudes than older teachers.

The modern conception provides emphasis on the expected behavioral responses. Attitude is a psychological construct which comprises beliefs, conceptions and values. Teachers who have positive attitude assist in developing students' favorable attitude towards learning because of the influence of those teachers' assertiveness and effective teaching behaviors which derives from their positive attitude towards teaching during teaching period.

Therefore, professional attitude is assumed as a person's mental condition which helps to provide appropriate and effective behavioral responses with the best effort and interest to his profession. In addition, his behavioral responses are highly appreciated by co-workers and also helpful to be able to solve complex work problems.

According to Taleaho's (1996) (as cited in Kimengi, 2014) survey, salary is one of the most effective motivation towards a teaching career. The attitudes of prospective teacher are interconnected with the occupational value of teaching. Hayden and Martin (2013) noted that teacher's salary in Myanmar, cannot afford him to have a quality of life. Teachers from

Myanmar expressed that their salaries were lower than any other teachers in ASEAN countries. According to Kimengi (2014), the main reason for teacher burnout was inadequate financial compensation, retirement, family related factors, economic factors.

### **Teachers' Teaching Attitude and Job Satisfaction**

There are various definitions of job satisfaction which have been given by various researchers since the 1950's. According to Anthony et al (2007) (as cited in Kituto, 2011) job satisfaction is experienced when an employee's capabilities are efficiently used, he believes that there are opportunities for professional development in his job and his work environment is favorable for him. According to Collie, Shapka and Perry, (2012), job satisfaction has a correlation with teachers' teaching efficacy. Thus, teachers who have high professional capabilities possess positive teaching attitude. Teaching success depends on two main facts, which are attitude towards profession and job satisfaction (Bhargava & Pathy, 2014). Therefore, commitment of teachers which plays a major role in teaching success is also related with teachers' attitude towards teaching and job satisfaction. No relationship was found between high school teachers' teaching attitudes and job by means of age, type of school, and mother's career (Kemengi, 2014). Strong correlation by means of specialized subjects, levels of education, job positions and parents' career is clearly observed in that study. In Kadlong, Unos, Antok, and Midzid (2017) study, job satisfaction shows how people express their feeling of concern with their career. It is also an indicator of a teacher's commitment which contributes to his teaching efficacy.

### **Purpose of the Study**

The main purpose of this study is to investigate the relation between the secondary school teachers' attitudes towards teaching and their job satisfaction. To accomplish this study, the specific objectives of the study are as follows:

- To determine job satisfaction by district, teaching experience and marital status.
- To describe attitude of teachers towards teaching by district, teaching experience and marital status.

- To determine the relationship between the secondary school teachers' teaching attitude and job satisfaction.

### **Research Hypotheses**

1. There is no significant difference in secondary school teachers' job satisfaction by district, teaching experience and marital status.
2. There is no significant difference in secondary school teachers' attitude towards teaching by district, teaching experience and marital status.
3. There is no significant relationship between secondary school teachers' teaching attitude and job satisfaction.

### **Methodology**

Descriptive survey method and quantitative research design were used in this study. Teaching attitude and job satisfaction of high school teachers were examined by using questionnaire survey method.

### **Sample of the Study**

A total of 120 upper secondary teachers were selected from eight Basic Education High Schools in Yangon Region by random sampling technique. There were 174 high schools in Yangon region. The selected number of upper secondary school teachers were from the four districts and these schools represented the five percentage of overall population of upper secondary schools (high schools) in Yangon Region.

### **Instrumentation**

The unidimensional, 46-items teacher's attitude towards teaching (TTAS) was used in this study. The items were rated on a five-point Likert scale. Demographic information about the participants, including: marital status, teaching experience, district and region are also included in questionnaire.

The teacher job satisfaction survey questionnaire was developed by Ngimbudzi (2009). The instrument consisted of 35 items and each item was rated on a

five-point Likert scale. Teacher Job Satisfaction can be classified into five subscales.

### Data Collection Procedure

The demographic characteristics of the participants were also collected. The pilot study was conducted to determine the internal consistency, the validity, the reliability, the clarity of the items of questionnaires. The internal consistency of the whole inventory for Teachers' Attitude towards Teaching and Teacher Job Satisfaction were .693 and .890 respectively. Thus, two instruments had high reliability to measure teaching attitude and job satisfaction of teachers. For the field test, secondary school teachers were administered at the first week of February in 2020.

### Scope and Procedure

In this study, secondary school teachers' attitude towards teaching and job satisfaction was conducted by the descriptive survey method. The random sampling technique was used in selecting regions, schools and participating teachers. A total of 120 secondary school teachers from selected schools were administered to assess the job satisfaction and their attitudes towards teaching. And then, Excel and SPSS software were used to analyze the obtained data. Finally, interpretation of findings and conclusion were reported in the last part of this study.

### Results and Discussion

After modifying the instruments "Teachers' Teaching Attitude Survey (TTAS)" and "Teachers' Job Satisfaction Survey (TJSS)", secondary school teachers' teaching attitude and job satisfaction were investigated from the selected schools in Yangon Region. By using the statistical analysis, findings and

results were discussed in the following sections of this study.

### Findings of Teachers' Job Satisfaction from All Selected Schools

For the teachers' job satisfaction, descriptive statistics was carried out and the results were shown in Table 1.

Table 1 shows the result of mean percentage comparison of secondary school teachers' job satisfaction. According to Table 1, the mean percentage of secondary school teachers' job satisfaction was satisfactory because the mean percentage value is above 70. It can be concluded that the level of secondary school teachers' job satisfaction was high and they were satisfied with their teaching job. Figure 1 showed the mean percentage of teaching attitude of high school teachers.



Figure 1. Mean Percentage Comparison for Job Satisfaction of Secondary School Teachers

Table 1  
Descriptive Statistics for Teachers' Job Satisfaction

Variables	Mean %	Std. Deviation	Mini.	Maxi.
Job Characteristics (JC)	65.6	6.62	27	55
Social Benefits (SB)	74.8	3.30	27	43
Meaningfulness of the Job (MJ)	73.3	1.55	5	15
Supportive Administration (SA)	76.7	1.82	14	25
Intention to Remain in the Job (IRJ)	68.0	2.57	6	20
Job Satisfaction (JS)	70.8	7.24	47	88

**Table 2**  
Descriptive Statistics for Teachers' Job Satisfaction by District

Variable	Districts	N	Mean	SD
Job Satisfaction	East	30	120.9	7.723
	West	30	124.0	7.296
	South	30	125.5	6.272
	North	30	124.7	7.661

**Table 3**  
ANOVA Results for Teachers' Job Satisfaction by District

Variables	SS	MS	F	Sig.
JS	Between Groups	120.3	40.09	.76
	Within Groups	6116.2	52.73	

Note. JS= Job Satisfaction, SS=Sum of Squares, MS= Mean Square

**Table 4**  
Descriptive Statistics for Teachers' Job Satisfaction by Teaching Experience

Variable	Teaching Experience	N	Mean	SD
Job Satisfaction	$x \leq 10$	32	120.4	7.76
	$x \leq 20$	55	123.8	7.60
	$x \leq 30$	14	126.4	4.44
	31 and above	19	127.7	6.41

According to the descriptive statistics, the mean percentage of job characteristics, social benefits, meaningfulness of the job, supportive administration and intention to remain in the job were 65.56%, 74.85%, 73.33%, 76.70% and 68.04% respectively (see Table 1). The mean percentage of the supportive administration subscale was the highest and the second highest was social benefits. So, it can be assumed that the teachers from selected schools were satisfied with their perceived administration supported by the headmaster or state authority. They were also satisfied with recognition from the community, cooperation from workmates and freedom and autonomy in their work environment.

#### Teachers' Job Satisfaction by District

Based on the results of Table 2, the mean score of teachers from South District was the highest in job satisfaction among four districts. And then, North District was the second highest in job satisfaction, followed by West District and East District.

Then, ANOVA was computed to investigate whether there were significant differences in the teachers' job satisfaction among secondary school teachers in four districts. According to ANOVA results, no significant difference was found in the teachers' job satisfaction by district (see Table 3).

#### Teachers' Job Satisfaction by Teaching Experience

To find out the teachers' job satisfaction by their respective teaching experience, descriptive statistics was carried out. The symbol  $x \leq 10$  represented the teachers with 10 and less than 10 years experiences,  $x \leq 20$  meant teachers who had 20 and less than 20 years experiences,  $x \leq 30$  meant teachers who had 30 and less than 30 years experiences and 31 and above year experiences of job satisfaction. The means and standard deviations of four groups were shown in Table 4.

Based on the results of Table 4, job satisfaction of teachers from the teaching experience of 31 and above year group had the highest mean score. The

**Table 5**

ANOVA Results for Teachers' Job Satisfaction by Teaching Experience

Variables		SS	MS	F	Sig.
JS	Between Groups	98.223	49.111	.936	.395
	Within Groups	6138.292	52.464		

**Table 6**

Results of Independent Sample t-test for Teachers' Job Satisfaction by Marital Status

Variable	Marital Status	Mean	t	p	MD
Job Satisfaction	Single	70.13	.932	.353	1.23
	Marriage	71.36			

**Table 7**

Responses to Job Satisfaction Survey

Item	NS%	N%	S%
1. Happy with my present fringe benefits.	43.3	16.7	40
2. Satisfied with the regulations and laws that protect me.	28.3	25	46.7
3. Teaching is an interesting job to me.	.8	6.7	92.5
4.Satisfied with my professional ability	10	8.3	81.6
5.Happy with cooperation from management	6.7	5.8	87.5
6. Satisfied with autonomy	10.8	5.8	83.3
7. Monthly salary is sufficient	72.5	15	12.5
8. Happy with the cooperation from workmates	1.7	6.7	91.6
9. Comfortable with present level of responsibility	5.8	4.2	90
10. I enjoy much freedom in my place of work	36.7	20	43.3
11. Satisfied with the recognition I have in the community	4.2	10.8	85
12. Satisfied with opportunities for workshops	4	10	86
13. Comfortable with my future income	48.3	30.8	20.8
14. Comfortable with my future fringe benefits	35.8	31.7	32.5
15.Satisfied with in-service training opportunities	13.3	16.7	70
16. Satisfied with care from my immediate supervisor	2.5	27.5	70
17. I comfortable with rewards	6.6	13.3	80
18. Happy with the appreciations from employer	0	9.2	90.9
19.Comfortable with geographical location of the school	8.3	8.3	83.3
20.Not intending to look for another well-paying teaching job in another school	38.3	12.5	49.2
21. Satisfied with the school's physical working environment	4.2	8.3	87.5
22.My colleagues value my contribution	3.4	14.2	82.5
23.Comfortable with the promotion opportunities	8.3	15	76.6
24. Enjoy collegial relationship with fellow teachers	6.7	1.7	91.7
25. Satisfied with support from administrators	9.1	8.3	82.5
26.Feel protected against arbitrary dismissal	8.4	8.3	83.3
27.Wouldn't like to be transferred to another school	30.8	26.7	42.5
28.Feel fairly paid by my employer	34.1	15.8	50

29. Satisfied with opportunities for training and professional development available	13.3	5	81.5
30. Not intending to change my profession	16.7	13.3	70
31. Teaching provides me with opportunity to use all my skills	5.8	8.3	85.8
32. Teaching is a challenging job to me	10	9.2	80.8
33. The promotion process and procedure used by my employer are fair	17.5	30	52.5
34. Happy with support from administrators	9.2	31.7	30.9
35. Satisfied with bonuses from my employer	37.5	31.7	30.9
36. Satisfied with opportunities for seminars	6.7	7.5	85.8

Note. NS=Not Satisfied, N=Neutral, S=Satisfied

**Table 8**  
Descriptive Statistics for Teachers' Teaching Attitude

Variable	Mean %	SD	Mini.	Maxi.
Attitude	76.51	4.980	62	86

Note. SD = Standard Deviation, Mini= Minimum, Maxi=Maximum

teaching experience of 30 and less than 30 years group got the second highest mean score in job satisfaction, followed by 20 and less than 20 years group and 10 and less than 10 years group.

Then, ANOVA was computed to find out whether there was significant difference among the teachers' job satisfaction by their teaching experience. It was observed that there was no statistically significant difference in the teachers' job satisfaction by teaching experience (see Table 5).

#### Teachers' Job Satisfaction by Marital Status

The mean and standard deviation of teachers' job satisfaction for both single and married were reported in Table 6. The results showed that the mean score of married teachers was slightly higher than that of single teachers on overall job satisfaction.

To find out the difference of teacher job satisfaction by marital status, independent sample t-test was carried out. No significant difference in job satisfaction by their marital status was observed according to t-test results. It can be said that teachers' job satisfaction does not depend on marital status. But this finding was contrary to the finding of Rama (2003) in which married teachers were more satisfied with their jobs than single teachers.

Table 7 showed the percentage of responses to job satisfaction. According to their responses, it can be said that teachers were interested in their

job, they were satisfied with their professional ability, recognition from the community, happy with cooperation from management and workmates, fellow teachers. Furthermore, they are comfortable with present level of responsibility, professional training and development, opportunities to use all their skills because teachers' responses were over 80 percentage in these items. Teachers' responses to present job benefits, monthly salary and future income were over 40%. However, they don't want to change their job as they are interested in their job and they like teaching profession.

To summarize the result in Table 7, upper secondary school teachers were mostly satisfied with the work opportunity for seminars or workshops, physical environment, recognition and support from community, administrator, getting academic autonomy, freedom in work place. They had the chance to show their abilities, performance and skills. They are not satisfied with the salary they get, and not comfortable with their future income.

#### Teachers' Teaching Attitude from All Selected Schools

To investigate the teachers' teaching attitude, descriptive statistics was carried out and the results were clearly seen in Table 8.

By using the data obtained from selected schools, high school teachers' teaching attitude can be estimated. According to the descriptive statistics,

**Table 9**  
Descriptive Statistics for Teachers' Teaching Attitude by District

Variable	District	M	SD
Attitude	East	170	12.53
	West	174	11.20
	South	179	9.03
	North	180	10.26

**Table 10**  
ANOVA Results for Teachers' Teaching Attitudes by District

Variables	SS	MS	F
Attitude	2004.2	668.1	5.69**
	13605.7	117.3	

**Table 11**  
Results of Multiple Comparisons for Teachers' Teaching Attitude by District

(I) district	(J) district	Mean Difference (I-J)	Sig.
East	South	-9.300*	.006
	North	-10.167*	.002

Note \*  $p < .01$

the mean percentage of teachers' teaching attitude was 76.51%. The mean percentage high school teachers' teaching attitude was greater than average. Therefore, the result indicated that teachers' teaching attitude from selected schools was satisfactory.

#### Teachers' Teaching Attitude by District

In order to find out whether there was significant difference in teaching attitude by district, descriptive statistics was computed in Table 9.

According to Table 9, the mean score of teachers from North District was higher than that of the others in teaching attitude. So, the teachers from North District had better teaching attitude than the others. Then, ANOVA was computed to find out whether there was significant difference in teaching attitude among districts. Statistically significant differences in teaching attitude among four districts were clearly observed (see Table 10).

Again, post-hoc test was computed using Tukey HSD method to find out the difference which district of teaching attitude was higher than that of

others (see Table 11)

In teaching attitude, the mean value of high school teachers from East District was significantly different from that of teachers in South District and North District respectively. So, South District and North District had better attitude towards teaching than East District.

#### Teachers' Teaching Attitude by Teaching Experience

To find out the differences in teaching attitude by teaching experience, descriptive statistics was run. The symbol  $x \leq 10$  represented the teachers with 10 and less than 10 years teaching experience,  $x \leq 20$  meant teachers who had 20 and less than 20 years teaching experiences,  $x \leq 30$  meant teachers who had 30 and less than 30 years teaching experiences and 31 and above years teaching experiences. The mean and standard deviation of four groups were reported in Table 12.

Table 12 showed the descriptive statistics for all teachers' teaching attitude by teaching experience. The mean score for teaching attitude of teachers with



**Table 12**

Descriptive Statistics for Teachers' Teaching Attitude by Teaching Experience

Variable	Teaching Experience	N	Mean	SD
Attitude	$x \leq 10$	32	174	12.8
	$x \leq 20$	55	175	11.7
	$x \leq 30$	14	182	10.2
	31 and above	19	178	7.3

**Table 13**

ANOVA Results for Teaching Attitude by Teaching Experience

Variable	SS	MS	F	Sig.	
Attitude	Between Groups	758.7	252.9	1.97	.122
	Within Groups	14851.1	128.0		

**Table 14**

Results of Independent Sample t-test for Teachers' Teaching Attitude by Marital Status

Marital Status	Mean	t	df	p	MD
Single	76	-.763	118	.477	-.695
Marriage	77				

**Table 15**

Correlation between Teachers' Teaching Attitude and Job Satisfaction

	Job Satisfaction
Teaching Attitude	0.383**

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

30 and more than 30 years teaching experiences was greater than that of the others. Then, ANOVA was computed to find out whether there was significant difference in teaching attitude by teaching experience (see Table 13).

According to the ANOVA result, there was no significant difference in teachers' teaching attitude by teaching experience. This finding was unique and contrary with previous research conducted by Ghosh and Bairagya, (2010). In this study, the experienced teachers had got more favorable attitude than that of the less experienced teachers.

#### Teachers' Teaching Attitude by Marital Status

The mean and standard deviation of teaching attitude for both single and married teachers were reported

in Table 14. The results revealed that the mean score of marriage teachers was greater than that of single teachers on teaching attitude.

In order to get the detailed information related to teachers' teaching attitude by marital status, independent sample t-test was applied. The results showed that there was no significant difference in teaching attitude by marital status. It can reasonably be said that teachers' teaching attitude does not depend on marital status.

#### The Relationship Between Teachers' Teaching Attitude and Job Satisfaction

The correlation between teachers' teaching attitude and job satisfaction was shown in Table 15.

**Table 16**  
Multiple Regression Summary for Teachers' Attitude towards Teaching and Job Satisfaction

V	B	Beta	t	Adjusted R <sup>2</sup>	F
(C)	101.6		9.11***	.29	11.07***
JS	-.13	-.07	-.69	R <sup>2</sup> = 29.7%	
SB	.97	.28	2.57*	TA=101.6+.973SB+1.67SA	
SA	1.67	.23	2.56*		
MJ	.75	.12	1.15		
IRJ	.79	.18	1.66		

Note. \*\*\*  $P > 0.001$

TA= attitude towards teaching, JS= Job characteristics, SB= Social Benefits, SA= Supportive Administration, MJ= Meaningless to job, IRJ= Intention to remain job, V=variable, C=constant

According to the result, it was revealed that job satisfaction was significantly correlated with teaching attitude at 0.01 level. This value provided the evidence that there was a positive relationship between the two variables. This finding leads to conclude that the teachers with high teaching attitude possess higher job satisfaction although their relationship was weak.

Supportive administration and social benefit were significant predictors of teachers' teaching attitude,  $F(5,114) = 11.073$ ,  $R^2 = 29.7\%$  and  $P < 0.001$ . Review of the beta weights specified that only two of five variables significantly contributed to the model. This model account for 29.7% (adjusted  $R^2$ ) of the variance in attitude towards teaching was job satisfaction of high school teachers. The equation for this model was as follow:

$$TA = 101.591 + .973SB + 1.67SA$$

## Conclusion and Recommendations

### Objective 1. To study job satisfaction by district, teaching experience and marital status

According to the result of descriptive statistics, the mean percentage of the supportive administration subscale was the highest and the second highest was social benefits subscale. So, it was assumed that the teachers were satisfied with their administration supported by headmaster or state authority. They were also satisfied with recognition from the community, workmates cooperation, freedom and autonomy in their work environment. Then, it was observed that no statistically significant difference was found in teachers' job satisfaction by district. According to the

ANOVA result, no statistically significant difference was found in teachers' job satisfaction by teaching experience. This study is consistent with the previous study Kimengi (2014) who found that years of experience were not significant in determining attitude towards teaching and job satisfaction of teachers.

Based on the Independent sample t-test results, it was observed that no significant difference was found in job satisfaction by marital status. It can be suggested that teachers' job satisfaction does not depend on marital status. This finding was consistent with the study of Ngimbudzi (2009) who found that there was no significant difference on job satisfaction in relation to marital status.

### Objective 2. To study attitude of teachers towards teaching by district, teaching experience and marital status

According to the descriptive statistics, the mean percentage of teachers' teaching attitude was 76.51% and their attitude towards teaching was satisfactory. According to the ANOVA result, it was found that there was statistically significant difference by district in teaching attitude of high school teachers. The result of post-hoc test using Tukey HSD method revealed that in teaching attitude, the mean value of secondary school teachers from East District was significantly different from that of teachers in South District and North District respectively. So, South District and North District had better attitude towards teaching than East District. This study is different from the study of Kavitha and Venkateswaran (2015) which found that there was significant difference in job satisfaction by Gender, subject of study and locality.

According to the ANOVA result, no significant difference was found in teachers' teaching attitude by teaching experience. This finding is unique and contrary with previous research conducted by (Ghosh & Bairagya, 2010). In their study, the experienced teachers had got more favorable attitude than that of a teacher with less experience. Sindhu (2013) found that the teachers who had more than 10 years experienced had more favorable attitude than that of teachers who had less than 10 years experienced.

Furthermore, it was also revealed that females had got more favorable attitude than that of males. However, in Myanmar, male teachers are really rare. Therefore, gender difference cannot be found in Myanmar culture. Then, no significant difference was found in teaching attitude by marital status. It can reasonably be said that teachers' teaching attitude does not depend on marital status.

### **Objective 3. To investigate the relation between the secondary school teachers' teaching attitude and job satisfaction**

According to Pearson correlation result, it was revealed that job satisfaction was significantly correlated with teaching attitude at .01 level. This finding leads to conclude that the teachers with high teaching attitude possess higher job satisfaction. This finding was unique and contrary with previous research conducted by Singh (2007) in which there was no relation between attitude towards teaching and job satisfaction; these two traits help the teachers do well in their instructional activities. But Kimengi (2014) found that there was no strong relationship between attitudes towards teaching and job satisfaction among secondary school teachers.

Most of the studies have highlighted the gender of teacher, academic achievement and job satisfaction as the factors influencing attitude towards teaching profession (Singh & Singh, 2016). In my study, job satisfaction is a major factor that influences teachers' attitude towards teaching. Moreover, it was found that 29.7% (adjusted  $R^2$ ) of the variance in attitude towards teaching is job satisfaction. Social benefits and supportive administration in job satisfaction are good predictors of teachers' attitude towards teaching profession. It can be concluded that the more the teacher are satisfied with their job, the better positive attitude they will have in their teaching profession. If

they got support from their superior in administration and social acceptance from their community, they will surely satisfy their jobs.

Based on the result in Table 7, most of the teachers' dissatisfaction of their job is salary and future income. The government should focus on the salary of a teacher and expense in education. Teachers will frequently deal with other people. However, teachers believed that they have enough support from community and administration. Apart from salary, many factors influence the job satisfaction of teachers such as professional development, administrative relationship and rapport. If the teachers have high level of job satisfaction and attitude towards teaching, a more enjoyable, energetic and effective school environment can be developed by providing job security, fringe benefits, pleasurable working conditions, increase funding, a positive working relationship among teaches and between teachers and school principal which can assist in promoting the job satisfaction and teachers' attitude from various parts of teachers in Myanmar.

### **Limitations of the Study**

Although the results supported the objectives of the study, one limitation of this study was sample size. The sample used in this study is only upper secondary school teachers from the selected schools in Yangon region. So, it may not be represented for the whole teachers in basic education sector. The data itself had sampling bias as there were no male teachers participate in this study. Furthermore, teachers from private schools are not included in this study.

### **Suggestion for Future Research**

Future research should be carried out in all levels such as primary, secondary, university. Furthermore, teachers from private sector and equal proportion of male and female teachers, teachers from other regions and states should be selected as sample. To access more detailed information about teachers' feeling and opinion, future research should be used qualitative approach like observation, intersection.

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