The Influence of Work Motivation Factors on Teachers' Job Satisfaction and Performance in Private High Schools, Myanmar

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Abstract

In the private education sector, in Myanmar, the problem of job satisfaction is glaring since the low productivity and labor high turnover are practically a yearly phenomenon. The essential question may be why does there happen this actuality. The reason could be because private school teachers are not fulfilled concerning their works. This study investigated to examine the relationship between work motivation factors, job performance, and job satisfaction of school teachers from the private education sector in Chin State, Myanmar. In this study, the specific objective is fixed to investigate how salary, supervision, recognition, and training influence job performance and job satisfaction, the connection with job performance and job fulfillment among private high school teachers. During this investigation, a research design was a descriptive research design, 181 respondents as the sample size was requested and also used the Primary data collecting. Quantitative data was gathered and the questionnaires were modified from the previous studies. The validity of the questionnaires was guaranteed by doing the pilot test in this study. SPSS version 22 was utilized to analyze the collected data. Then, the frequency, percentages, mean, standard deviation, correlation and multiple regression analysis were used to present the data analyzing.

By making analysis, this study concluded that the inspiration factors for instance salary, recognition, and training positively and significantly influence both the private school teachers' job performance and job satisfaction. Subsequently, private school teachers' work performance also influences significantly on their satisfaction.

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This investigation left the suggestions that comparable research can be directed within another region, state or division to support and confirm the research or discover and create different findings, new research to observe whether another factor also influences or not onjob performance and job satisfaction among private school teachers within Myanmar. The research findings will greatly help school managers understand the important factors in teachers' performance and satisfaction. Both theoretical and managerial implication is further proposed.

Keywords : Work Motivation factors, Job performance, Job Satisfaction, Private high school teachers

1. Introduction

The original aim of this research is to investigate the impact of employee motivation factors on job performance and job satisfaction of private high school teachers in Chin State, Myanmar. Work motivation stands as the procedure that animates, stimulates, organizes, and proceeds with direct and performance among employees (Slocum & Hellriegel, 2009). Employment motivation prompts employees in the entire implementation of their working environment. Characteristic of work motivation is the stimulation to boost activity and to experience the delight and satisfaction in the working place. Supervision, salary, recognition, and training include in the work motivation factors. Moreover, individual feeling and their emotional conditions within their workplace are characteristic of their satisfaction and fulfilment. Teachers who are happy with their work, they will achieve their obligation estimable and will concentrate on their job and organization(Awang, Ahmad, & Zin, 2010). Occupation satisfaction infers a character that is also definitely interconnected with the level of filling individual requirements within the working condition(Simatwa, 2011). Also, employee satisfaction is particularly critical in a relationship because it can conduct to increase the benefit of the organization. The employees will convey an unparalleled excellent performance in the exact time frame and they will prompt increased profits when employees are fulfilled. Furthermore, employees are recognized as a part of the intangible assets of any organizations.

All through the latest three decades, various investigations have studied andattempted to recognize the origins of the fulfilment and unfulfilment,performance, and motivation from various perspectives of the teachers. The work fulfilment of teachers depends on implementing the work with students and additional factors included growing heartfelt, the relationship between students and teachers, teaching environment, independence, and opportunity (Farber, 1991). In 2011, on December 2, the Private School Law Registration Act was distributed to upgrade private interest in the education sector in Myanmar. In this manner, numerous private schools are being emerged and developments in the private education sector of Myanmar for over 10 years. Therefore, holding excelling employees is the vision of every associations and private schools. An enormous number of private teachers are entering and leaving in the non-public schools of Myanmar. Besides, teachers are changing to other non-educating employments. Because of this, a shortage of talented teachers is going on. It is consequently, exceptionally huge right now with the goal that more investigations be coordinated to decide how much the work inspiration factors influence instructor work fulfilment and performance in private secondary schools in Myanmar. Satisfaction character played among educators from developing countries, for instance, Myanmar still needs more to understand a place, and thusly the requirement for such study is observable.

Objective

1. To launch the influencing factors of job motivation on teachers' work performance among teachers from private high schools in Chin State,Myanmar.

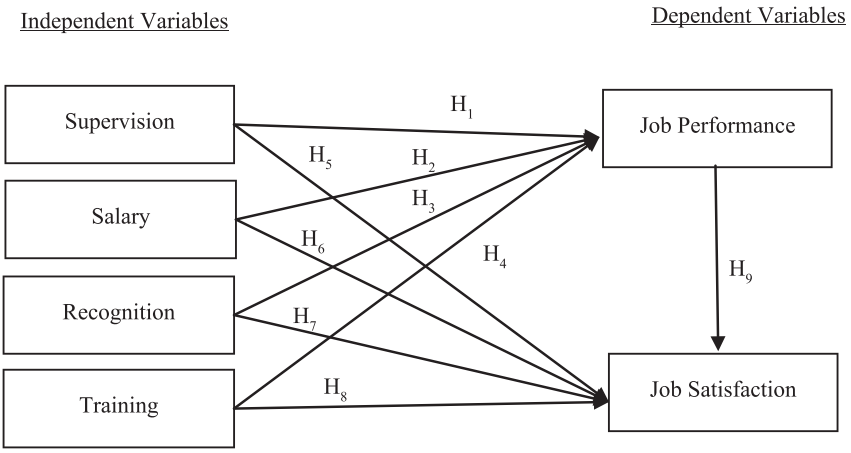
2. To define the influencing factors of job motivation on teacher work satisfaction among teachers in private high schools inChin State, Myanmar.

3. To discover the connection between job performance and work satisfaction among teachers in private high schools inChin State,Myanmar.

Conceptual framework

A noteworthy key role in work motivation factors such as supervision, salary, recognition, and training can generate work satisfaction and job performance. If those the motivator elements have and it is implemented, that variables can successfully and

significantly conduct and stimulus work satisfaction and extraordinary performance among the employees(Riley, Shockley, & Orden, 2012). The following figure shows as the conceptual framework. Supervision, salary, recognition, and training are set up as independent factors, job satisfaction and employee performance are dependent variables as the output of independent variables.



Picture 1 : the Conceptual Framework.

Research Hypotheses

H_1: Among supervision and teacher job performance has a positive and significant relationship within private high schools inMyanmar.

H_2: Among salary and teacher job performance has a positive and significant relationship.

H_3: Among recognition and teacher job performance has a positive and significant relationship.

H_4: Among training and teacher job performance has a positive and significant relationship.

H_5: Among supervision and teacher job satisfaction has a positive and significant relationship.

H_6: Among salary and teacher job satisfaction has a positive andsignificant relationship.

H_7: Among recognition and teacher job satisfaction has a positive and significant relationship.

H_8: Among training and teacher job satisfaction has a positive and significant relationship.

H_9: Among teacher job performance and teacher job satisfaction has a positive and significant relationship.

2. Literature Review

2.1 Job Motivation

'Motivation' is a term that initially originates from the Latin word of 'movere' it means (move)(Kızıltepe, 2008). The meaning of motivation is specified as pulling and upgrading the willingness to achieve explicit goals and work. In like manner, Robbins (2003), characterizes employees' motivation is the willingness to apply a great amount of effort to achieve organizational targets. A person's motivation is an inner force and that can be affected by personal factors and also it will be changed occasionally(Lindner, 1998). In any case, these components depend on the explicit requirements and expectations of individuals. Motivation is an ideal important and it could be realized as the primary issue because it can impact massively people's working circumstances. A positive association exists between the motivation of private teachers and the achievements of the students, teachers who are not motivated, it can impact negatively to educational qualities and learning condition of students' success and prosperity. All things considered, by the ultimate objective of this investigation, teachers' motivation will imply the main purpose that can bolster private high teachers' undertakings to encounter and accomplish their work destinations privileged in Myanmar private educational circumstance. Supervision is a term that becomes from "Super video" and the meaning of that word is prepared to direct or lead. Supervision is recognized as a key part that is related significantly to job satisfaction, moreover, the responsibility of the supervisor is to distribute passionate and willingness, and particular help and direction on business-related jobs (Robbins, 2003). Salary is an installment to an employee as a trade of their contribution to the organization, specifically, for implementing their obligation. The significance and importance of recognition are perceived as appropriately motivate and encourage individuals in the working place. Rose, (2011) describes as recognition is one of a basic and essential factor and it tends to be used to reduce turnover and to get the progression of the

responsibility of workers and to animate or upgrade the employees to advance better working in the work environment.Training is standing as preparation for work to perform the occupation effectively. In an attempt to achieve the goals and objectives of the organization beneficially, significantly and effectively, the leaders or administrators of the organization need to offer training for their new workers.

2.2 Job performance

A level of achievement of task or works is called employee performance that make up a worker's occupation(Kuo, Ho, Lin, & Lai, 2010). Employees' performance is related to productivity which means the amount of produce, nature of yield, the practicality of output, attendance or participation in the work, the attitude in the work, the proficiency of the job finished and adequacy of work done. Therefore, when an employee is motivated who can work effectively, they can make and afford to accomplish organizational and managerial targets, objectives and goals.Eventually, workers' perception, attitude, feelings, and sentiments can influence significantly their implementing and performance.

2.3 Job satisfaction

Job satisfaction means a gathering of factors that comprise emotional, sensation, demeanor, impression and natural conditions, therefore, it may originate or support motivation to a person fo assume that the individual is fulfilled or not inside a job(Hoppock, 1935). Although worker satisfaction is upheld and promoted by various external factors however the rest or some have come from the inward feeling of the employee. Employee satisfaction has represented a mixture of optimistic or undesirable feelings that occurring and remaining in the worker relating to their work. It can be summarized as work satisfaction means an enthusiastic reaction to an occupation condition. A comprehensive arrangement of worker satisfaction will contain psychological, passionate, and mental and appraise reactions or attitudes.

The ideal, perfect and practically great theory could not be found (Luthans, 1995). Although motivation theories are existing with the numerous notable amount, nevertheless, Herzberg's two-factor theory will be grounded on in this exploration of this research.

Herzberg's two-factor theory

One of the noteworthy significant theories is explored to ensure by interviewing 200 accountants and engineers in one of the investigations. Herzberg could generate extraordinary and horrendous feelings and sentiments of people by utilizing the fundamental experience method and a technic for data collection within two questions. He recommended that the work satisfiers (motivators) are associated with business substances and work disappointments (Hygiene factors) are also related to the environment (Herzberg, 1968). Employment satisfies or Motivators are contained as the accomplishment, getting an acknowledgment, personal progression, obligation, advancement, and work itself. Hygiene factors can be defined as disappoint parts or factors and it can decently make and protect the disillusionment or disappointment. Some portion of the characteristic of the parts is approaching and the way methods of the association, social relationships, the method of administrations, pay, and working conditions (Mausner, Snyderman, & Herzberg, 1959).

3. Research Methodology

To accumulating information and finishing up something result for the number of populaces in the objective individuals, the small population could be utilized as a sample. Consequently, testing with a small sample size is important for slashing down the time prerequisites and work power expenses. Teachers are organized as a target population who are working as primary, junior and senior teachersin private high schools in the private education service sector in Chin State, Myanmar.The sample size was structured as stated by the general dependable guideline of Green, (1991), which suggested that the sample size must have at least 50 respondents that are fitting to utilize a correlation and regression analysis method with the growing number of samples size and bigger quantities of independent variables (IVs). Along these lines, the formula is, $N \geq 50 + 8$ m, where, N = the number of subjects with a base proportion, m = amount of predictors. Consequently, 82 sample size is coming out as the base sample size according to the condition, $N \geq 50 + 8$ (4), 82 in this paper. Nevertheless, 181 private school teachers are involved as sample size who are working within Chin State, Myanmar as a private school teacher.Therefore, the random sampling method is the best way for collecting data and responding to the survey by oneself administrated in this study.The data were collected by using the google form and the survey form are conveyed through internet-based systems,

for example, Facebook, messenger, and printed version.The exploitation is processed by using and collecting the primary data. A five-point Likert Decision Scale was utilized to mention for each item. In this exploration, the gathered information was assessed quantitatively by utilizing descriptive statistics.By checking the researcher's advisor, the validity of the investigation outcome can confirm and ensure, moreover, by engaging with the expert people's perspective. The investigator's advisor can check and review the questionnaire to make sure and confirm the validity of the exploration, as well as pre-testing of the instrument, is also to ensure the validity of the instrument. By using SPSS 22 program, the collected data were evaluated to discover the reliability level of the survey form according to Cronbach's Coefficient Alpha scales.

The reliability outcome is presented to test the consistency and accurateness of the measurement scales. Every 5 items included in cache variable. Thus, 30 scale items of a survey were tested twice to check the inner consistency of those items as the pilot testing and testing in the main study again to create the Cronbach's alpha qualities representing the reliability of the scale items. The outcomes are accounted for as follows.

Table 3.1. Analyzing Reliability by the Cronbach's coefficient alpha

	Variables	No. Items	Pilot Study Cronbach's Alpha (n = 30)	Main Study Cronbach's Alpha (n = 181)
1	Supervision (SUP)	5	.935	0.863
2	Salary (SAL)	5	.981	0.922
3	Recognition (REC)	5	.853	0.832
4	Training (TRI)	5	.927	0.868
5	Job Performance (PER)	5	.941	0.872
6	Job Satisfaction (SAT)	5	.956	0.918

Note. Author's calculation

Cronbach, (1951) expressed that if the amount or the score of the reliability is 0.7 or more than 0.7 that is the acceptance or reliable situation of variables. Consequently, according to this declaration, table 3.1 is represented the value of the reliability test and affirmed that the pilot test is reliable since the outcome of Cronbach's coefficient alpha is agreeable level (between 0.853 and 0.981).

4. Research Result

4.1 Descriptive Analysis of Demographic Information

The respondents' profile obtained from this study was shown in Table 4.1.The most common groups of respondents who were requested and answered the survey form of this study regarding their demographic information are explained first. Grounded on a random sample size of 181 respondents, the outcome presented that the most common group of the respondents were female at 54.7% or 99 respondents and in term of the age (years), the most common group of respondents were between 31 and 39 years old accounting for 41.4% or 75 out of 181 respondents. The most common group of respondents in terms of experience as a teacher was at 60.2% that is 109 respondents. Additionally, 86.2% or 156 of the respondents were Bachelor degree holders in terms of education level and the highest number at 91.71% or 166 of the respondents were senior private school teachers. The most common group of respondentsat 59.7% or 108 of the total respondents receive 300,000 and less Myanmar Kyat in a month.

Table 4.1 Demographic Attribute of the Respondents

Demo. Factors	Responses	Freq. N=181	Percent	Demo. Factors	Responses	Freq. N=181	percent
Gender	male	82	45.3%	Educational	Diploma and less	2	1.1%
	female	99	54.7%	Level	Bachelor degree	156	86.2%
Age	30 and below	69	38.1%		Master	23	12.7%
(Years)	between 31 and 39	75	41.4%	Job role	Primary Teacher	5	2.8%
	between 40 and 49	24	13.3%		Junior Teacher	10	5.5%
	50 and above	13	7.2%		Senior Teacher	166	91.7%
Experience	5 and below	109	60.2%	Monthly	300,000 and below	108	59.7%
	6 to 10	42	23.2%	income	300,001 to 500,000	63	34.8%
	11 to 15	22	12.2%	(Kyat)	500,001 to 600,000	5	2.8%
	16 to 20	6	3.3%		600,001 and above	5	2.8%
	21 to 25	1	.6%				
	26 and above	1	.6%				

Note. Author's calculation

4.2 Descriptive investigation of variables

In the research, factors were positioned by utilizing the Likert scale. The descriptive analysis is utilized to check the outcome of the factors by spending mean and standard deviation. Then, the respondents were requested to mark the level that refers to their outlooks or emotions about motivational factors, work performance and work satisfaction through the five-point Likert scale rating from strongly agree to strongly disagree.
From Likert's five point scale, Between 4.6 - 5 = very high, Between 3.6 – 4.5 = High, Between 2.6 – 3.5 = Average, Between 1.6 – 2.5 = Low, Between 1.0 – 1.5 = Very low

Table 4.2 Mean and standard deviation of all variables

Variables	N	Mean	Std. Deviation
1. Supervision (SUP)	181	4.328	.5648
2. Salary (SAL)	181	4.187	.7808
3. Recognition (REC)	181	4.256	.5405
4. Training (TRI)	181	4.254	.6175
Valid N (listwise)	181		

Note. Author's calculation

Table 4.2 explains that "supervision of supervisor" possesses the highest mean score at 4.328 subsequently "recognition"(what they received the recognition of the private school teachers) that possess mean score is at 4.256 that is the second-highest. Teacher training has to mean score 4.254 and private school teachers' salary has the mean scores of 4.187 is evaluated as the lowest, respectively. As the bottom mean average of the four factors is 4.187 out of 5 points Likert scale, it might be established that the level of private school teachers' motivation factors associated with teachers' job performance and teacher job satisfaction is at a reasonable level. According to the responses of the whole respondents, who response the exploration question the beginning to all of the questions, the investigator found that the supervision of a supervisor is the best effected from a viewpoint of private school teachers' perspective although private school teachers' salary is worst effected at the mean score of 4.187 out of five-point Likert's scale regarding with the whole calculation of the data investigation.

4.3 Correlation analysis

ThePearson correlation study was utilized to set up the conceivable presence of a connection among the sub-scales. This technique is applied with the end goal of surveying how many quantitative factors are straightly correlated in a sample. These results are presented in the following Table 4.3. The connection framework displays that there were medium positive and significant connections between the three motivational factors (supervision, salary, and recognition) and private school teachers' job performance (0.643, 0.676 and 0.678), there were strongly positive and significant connections between the four motivational factors (training) and private school teachers' job performance (0.765) at significant at 1% level. Additionally, medium positive relationship coefficients and significant connection were built up between the four motivational factors and private schools teachers' job satisfaction are 0.515, 0.592, 0.636 and 0.660 respectively. Moreover, there was a high positive correlation coefficient between private schools teachers' job performance and private schools teachers' job satisfaction is 0.724. This recommends that an increase in the preform of supervisor, salary, recognition, and training can energize work performance and, at last, work fulfilment among private school teachers in Chin State, Myanmar.

Tabe 4.3 Correlation analysis: motivation factors, private schools teachers' job performance

		SUP	SAL	REC	TRI	PER	SAT
Supervision (SUP)	Pearson Correlation	1	.654**	.613**	.679**	.643**	.515**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
Salary (SAL)	Pearson Correlation	.654**	1	.550**	.737**	.678**	.592**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
Recognition (REC)	Pearson Correlation	.613**	.550**	1	.606**	.676**	.636**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
Training (TRI)	Pearson Correlation	.679**	.737**	.606**	1	.765**	.660**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
Performance (PER)	Pearson Correlation	.643**	.678**	.676**	.765**	1	.724**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
Satisfaction (SAT)	Pearson Correlation	.515**	.592**	.636**	.660**	.724**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

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

Note. Author's calculation

4.4 Multiple Regression

The multiple regression analysis was directed to testing the projected objective of the association or the hypothesized paths between private school teachers' job performance and job satisfaction as the dependent variable and each motivation factor as independent variables.

Table 4.4 Multiple Regression Model of motivation factors and private schools teachers' job performance (PER)

Model	Unst. Coef.		Sta.Coef.	t	P	Colline.Statistics	
	B	Std. Er	β			Toler.	VIF
1 Supervision (SUP)	.076	.062	.079	1.212	.227	.441	2.265
2 Salary (SAL)	.111	.047	.159	2.366*	.019	.409	2.446
3 Recognition (REC)	.286	.058	.285	4.908**	.000	.552	1.811
4 Training (TRI)	.370	.063	.421	5.920**	.000	.367	2.725

a. Dependent Variable: PER

Note. Author's calculation, $R = 0.820$, $R^2 = .673$, R^2 (Adjusted) $= 0.666$, F-value $= 90.605$, *$p<0.05$, **$p<0.01$

The consequence of multiple regression analysis from Table 4.4 gave that each inspirational variables is: training (β = 0.421, t = 5.920, p < 0.01), recognition (β = 0.285, t = 4.908, p < 0.01) and salary (β = 0.159, t =2.366, p < 0.05) as influential predictors from highest to lowest on job performance (dependent variable) respectively. So, by using multiple regression and correlation analysis, a statistically significant and positive association is coming out among the motivation factors (salary, recognition, and training) and job performance of the teachers from the private education sector. As indicated by the outcome, therefore, hypotheses H_2, H_3, and H_4 are sustained and are hence accepted in this research. A positive and medium connection was built up among supervision and work performance(r = 0.643). In any case, the regression model additionally showed that there is no statistically significant and predicting between supervision and teachers' job performance ($\beta = 0.079$, t = 1.212,p > 0.05). These outcomes

recommend that hypothesis H_1 isn't sustained and is accordingly rejected in this research. These discoveries explain that the supervision of private instructive directors doesn't exclusively trigger any important increases in the work performance of educators from the private schooling segment.

As per the assessed multiple linear regression model, the F-value of 90.605 is significant at the 0.01 level. This shows the multiple regression model with these four free factors (supervision, salary, recognition, and training) can well make clear the variability of the private school teachers' job performance. The adjusted R^2 for the model is 0.666 which demonstrates 67.0% of the variation in private school teachers' performance can be explained by the variation of each motivational factor.

Table 4.5 Multiple Regression Model of motivation factors and private schools teachers' job satisfaction (SAT)

	Model	Unst. Coef.		Sta. Coef.			Colli. Statistics	
		B	Std. Er	β	t	P	Toler.	VIF
1	Supervision (SUP)	-.057	.073	-.060	-.781	.436	.441	2.265
2	Salary (SAL)	.114	.055	.167	2.081*	.039	.409	2.446
3	Recognition (REC)	.359	.068	.365	5.280**	.000	.552	1.811
4	Training (TRI)	.308	.073	.357	4.213**	.000	.367	2.725

a. Dependent Variable: SAT

Note. Author's calculation, $R = 0.732$, $R^2 = .536$, R^2 (Adjusted) = 0.525, F-value = 50.785, *p<0.05, ** p<0.01

By using multiple regression analysis methods, Table 4.5 represents the results of the motivational factors such as supervision, salary, recognition, and training is the predictor variables, and job satisfaction is the dependent variable. The results (F = 50.785, R^2 = .536, R^2 (Adjusted) = 0.525, *p<0.05, ** p<0.01) come out as a summary. The adjusted R2 for the model demonstrates 53.0% of the variation in private school teachers' satisfaction can be explained by the variation of each motivational factor. Whereas, recognition (β = 0.365, t = 5.280, p < 0.01) is the most influential predictor,

subsequently, training (β = 0.357, t = 4.213, p< 0.01) is the second affecting predictor, followed by salary (β = 0.167, t =2.081, p < 0.05). Therefore, between the motivation factors (salary, recognition, and training) and job satisfaction have statistically significant and positive associations. The outcome expresses the hypotheses H_6, H_7, and H_8 are sustained and are hence accepted in this research. Although supervision and work satisfaction have a positive and a moderate connection (r = 0.515), the result of supervision (β = -0.060, t = -0.781, p > 0.05) demonstrated that none of statistically significant as a predictor. These outcomes recommend that hypothesis H_5 isn't supported in this research.

Table 4.6 The relationship between job performance (PER) and job satisfaction (SAT)

	Model	Unst. Coef.		Sta. Coef.			Collin. Statistics	
		B	Std. Er.	β	t	P	Toler.	VIF
1	Performance (PER)	.710*	.051	.724	14.045*	.000	1.000	1.000

a. Dependent Variable: SAT

Note. Author's calculation, $R = 0.724$, $R^2 = .524$, R^2 (Adjusted) = 0.522, F-value = 197.251, *p< 0.01.

Table 4.6 describes the connection result of job performance, an independent variable and job satisfaction, a dependent variable in multiple regression analyses. The end, as F = 197.251, p < 0.01, R = 0.724, R^2 =.524, R^2 Adjusted = 0.522, β = 0.724, t = 14.045, gains a statistically significant association between the factors, as the controlled variable clarifies 52.4 percent of the variation in private school teachers' satisfaction. It moreover displays the high coefficient as r = .724 and having a positive relationship with p < 0.01 furthermore, β = 0.724 just as contributing the noteworthy distinction with t = 14.045. Along these lines, it can be clarified as an increment in job performance increasing private school teachers' satisfaction, therefore, hypothesis H_9 is hence accepted in this research.

5. Conclusion and Discussion

5. 1 Summary of Findings

This investigation was focused on the aim of identifying factors affecting motivational factors in such areas as supervision, salary, recognition, and training and investigating the connections between those factors and teachers' job performance and job satisfaction in the private education sector. When the nine hypotheses were analyzed by using the multiple regression in Tables 4.4, 4.5, and 4.6, respectively, whereas the work motivational factors (salary, recognition, and training) influence positive and significant statistically on both the private school teachers' performance and their satisfaction.

Therefore, H_2, H_3, H_4, H_6, H_7, and H_8 were accepted in this research. But, supervision as an inspirational factor does not influence significantly their performance and satisfaction. Subsequently, H_1 and H_5 were rejected in this research. The private school teachers' work performance also influences significantly their satisfaction. So, the last H_9 was recognized in this research.

5.2 Theoretical Contributions

The reason for the present investigation was to inspect the basic connection among motivation factors, work performance and work satisfaction among private school teachers in Chin State, Myanmar. The sample of 181 teachers who were asked to express their feeling dimension in using characteristics of numbers to explain how to influence their performance and satisfaction by motivational factors through an online and offline survey. Firstly, from a theoretical point of view, the results of this investigation contributed to the developing set of information on private school teachers' work performance and work satisfaction in a few different ways. To begin with, this paper gives further experimental proof, fixed with past investigations on the literature. In utilizing exploratory factor analysis, four variables, supervision, salary, recognition, and training that influence on the motivation of private school teachers. The operation of the Pearson correlation investigation system also shows that there were moderate to high associations between the inspiration factors and both employee performance and satisfaction. Consequently, it was determined that supervision was greatest implemented whereas, the salary of teachers was poorest implemented regarding the research original questions.

Secondly, the aftereffects of this investigation additionally support the presence of linkage among the motivational factor (salary, recognition, and training) and private schools teachers' job performance and fulfilment in the connection structure displays by multiple regression methods. Moreover, this paper offers increasing evidence as to the original questions, the presence of positive, statistically significant and predictive relationships between three work inspiration factors and work performance and work satisfaction.Also in the previous studies, this finding has approved this result (Ting, 1997; Robbins, 2003; Ciscel, 1974; Elnaga & Imran, 2014; Elyse-Maureen, 2017; Rowden & Conine, 2005; Meyer & Allen, 1991) Thirdly, the consequences of this exploration expose that supervision is not impacting significantly on the employee work performance and work satisfaction. This finding was many interesting discoveries since teachers feel motivated by these components, but were not satisfied concerning supervision variables. Therefore, implications are existing according to these findings for the administration of private schools. At last yet critically, comparable past investigations(Arifin, 2014), the analysis outcome display that employee performance is revealed as a stronger predictor of employee satisfaction, which suggests that these two factors either raise or weakening in corresponding with one another. This study also revealed more proof that the two variables in the conceptual model were additionally affirmed.

Besides, the experimental outputs of this investigation gave acceptable proof by utilization of the regression analysis approach that indicated salary, recognition, and training are the employee motivational factors that can predict both employee performance and employee satisfaction, furthermore, employee performance comes out as a predictor of employee satisfaction. This features the capability of this investigating and understanding the reflection of work motivational factors is the way to comprehend better on private school teachers' work performance and satisfaction. Therefore, like the summary of this study, work satisfaction and performance are two unique terms nevertheless interrelated which likewise influenced by motivation.

5.3 Managerial Implications

The findings of the investigation are valuable in enabling managers or directors in the private education sector to motivate, boost and satisfy the requirements of their teachers. Thus, managerial Implications were discussing accordingly.

Firstly, the motivational factors is recognized in this research as to how important and conduct performance and satisfaction if advance and upgrade it. So, the managers or directors might have an opinion to improve the teachers' performance and satisfaction. Because, among the private school teachers, salary impacts significantly on their work satisfaction and performance. Fair salary can imply and if the compensation systems are viewed as sensible under teacher expectations and desire, which will be also a stimulus significantly on their work satisfaction and performance. This exploration outcome also illustrates when teachers perceive that their salary is reasonable and when they feel secure with the salary, teachers are bound to experience a feeling and sentiment of satisfaction. Secondly, the finding of this investigation showed and the manager should also focus on the importance of employee recognition since it has an essential impact on performance and satisfaction. It is expected that acknowledgment of the workers which can support and stimulus to accomplish and succeed in time the association's target goals, objectives, and assets. When an employee has done a worthy work, respectable job, accomplish and achieves the organizational target or objectives in time nonetheless who does not receive an acknowledgment or reward, it will be a big issue and the mistake or obligation of the managers since as main responsibility of the administrators or managers have to contribute or offer a reward and acknowledgment for their employees a well-doing job and achievement. Therefore, if teachers get poor acknowledgment, their occupation satisfaction degree is not sufficient and their performance will not be able to compete and achieve their work.

Thirdly, acknowledgment is one of the significant non-monetary rewards and stimulator among teachers. So, when the teachers receive praise and recognition, their feeling is better and self-esteem is improved and their performance is also boosted. Anyhow managers should remember that teachers who get training well eventually they feel better to fulfill and perform in teaching and implementation their work within the schools. Training also can upgrade a level of occupation satisfaction that positively influences their performance. So, an exploration result is also displayed that training is one of the most significant perspective among private school teachers and which is acceptably impact their performance and satisfaction. Besides, the satisfaction of the teacher is also strongly impacted by their performance. Thus, the managers have to con-

sider to advance and upgrade the teachers' performance by enhancing the motivation of their teachers within Myanmar the private education sectors.

Therefore, as the study findings display and it is value noticing for the managers or principals that work satisfaction, performance, and inspiration can be utilized mutually however they are isolated in background and application as they are interconnected as well as work satisfaction isn't only influenced by the performance of teachers but also motivation. Overall, to promote the performance and satisfaction of the teachers besides the private education sector of Myanmar, the managers or directors should notice how importance and influence of the motivational factors on it.

5.4 Suggestion

1. The current research has suggestions for future scholastic undertakings. Similar investigations could be led utilizing greater sample sizes, other State or region and various circumstances, with the purposes to enhance the outcomes.

2. Moreover, the other chose factors (for example such as working conditions co-worker, infrastructure, security, benefits so on) might be added for the future study to view and test the utilized model should be either extended or revised.

3. Subsequently, a comparison of the findings that will be facilitated, which further added factor could make the new finding result for future meta-investigation on the proposed connections. At last, the longitudinal investigation ought to likewise be measured to additionally comprehend viewpoints in the connections analyzed in the current investigation by spending a long timeframe, effectually definable results that will be coming out.

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