THE RELATIONSHIP STUDY OF TEACHERS’ PERCEPTIONS TOWARDS PROFESSIONAL DEVELOPMENT AND THEIR JOB SATISFACTION AT MONASTIC PRIMARY SCHOOL IN NAMLAN, HSIPAW, NORTHERN SHAN STATE, MYANMAR

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Abstract: The main purpose of this study was to identify the relationship between teachers’ perceptions towards professional development and teachers’ job satisfaction at Monastic Primary School in Namlan, Hsipaw, Northern Shan State, Myanmar. A total of 60 full-time teachers from Monastic Primary School in Namlan Hsipaw, Northern Shan State, Myanmar during the academic year of 2017-2018 were surveyed for this study. The research was designed as a quantitative and relationship study using the Guskey (2003) Professional development and Herzberg motivation-hygiene theory (1959) job satisfaction. The questionnaire used for this investigation consisted of two parts. There were 16 items pertaining to the three dimensions in part one which adopted from Meagher (2011), and 22 items with the six dimensions in part two which adopted from Mai (2013). The collected data were analyzed by using the mean, standard deviation and Pearson Product Moment Correlation Coefficient. Although the research findings showed that there were no significant relationship between teachers’ perceptions towards professional development and their job satisfaction, the responses of the teachers showed that professional development activities are beneficial and useful for their career.

Key Words: Teachers’ Perceptions, Professional Development, Job Satisfaction, Monastic Primary School in Namlan

Introduction

School systems today are charged with addressing increasing demands such as the achievement gap, and yearly progress goals as well as managing the requirements of students’ needs and maintaining the pedagogical and content areas. Significantly, professional development is the key to meeting today’s educational demands (Siliva, 2014). High-quality professional development strategies are essential to schools. The quality of education that will be available in schools will depend on the quality of professional learning opportunities available to teachers. Professional development leads to better instruction and improved student learning (Zepeda, 1956). Indeed, professional development appears to be an important component that leads to job satisfaction, student achievement and the success of the school. Job satisfaction is achieved when the employee are satisfied with certain factors related to their job such as the work culture and team empowerment. Job satisfaction in the teaching profession is the level of commitment that teachers feel for their job. In the past decades, most schools were not aware of the importance of job satisfaction. Meanwhile, every successful school monitors and cares about teachers’ job satisfaction to maintain a good quality standard of teaching and learning. Awang, Ahamad & Zin (2010), pointed out that teachers are satisfied with their job when they are satisfied with their teaching and when they have good rapport with their colleagues. Currently, Myanmar is moving towards democratic changes and holding discussions about the educational reform so that it is a very important time for upgrading the educational system.

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