

## ABSTRACT

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**Key Words:** COMPETENCE, JOB SATISFACTION, PHAUNG DAW OO MONASTIC  
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**Thesis Title:** THE RELATIONSHIP BETWEEN TEACHERS' COMPETENCE AND  
THEIR JOB SATISFACTION AT PHAUNG DAW OO MONASTIC  
EDUCATION HIGH SCHOOL, IN MANDALAY DIVISION, MYANMAR

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The main purpose of this study was to identify the level of teachers' competence and job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar; and also to determine whether significant relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.

A total of (150) full-time teachers from the Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar during the academic year of 2017 – 2018 were surveyed for this study. The design of this research was a quantitative and correlation study based on Medley (1977) teachers' competence and Herzberg two factors motivation theory (1959) job satisfaction. The questionnaires used for this study consisted of two parts. In part one, the researcher used the questionnaire adopted from Huyen (2003) to identify the level of teachers' competence. It contained (33) items for five dimensions. In part two, the researcher used the questionnaire adopted from King Sothina (2014) which was developed and used by Lester (1984) originally to identify the level of teachers' job satisfaction. It contained (27) items for four dimensions.

The collected data were analyzed by using the mean, standard deviation to identify the level of teachers' competence and job satisfaction and Pearson Product Moment Correlation Coefficient to determine whether there is significant relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.

This research found that the level of teachers' competence and job satisfaction was at a high level; and there was a significant relationship between teachers' competence and teachers' job satisfaction at Phaung Daw Oo Monastic Education High School, in Mandalay Division, Myanmar.

School administrators and principals were recommended to understand the importance of teachers' job satisfaction is related to their competence because it could lead to students' achievement and the success of the school.

Teachers were recommended to participate more actively in teacher training programs in order to improve their content knowledge and academic level. Teachers should also be open to expressing their perceptions, and sharing their ideas with no hesitation. All teachers were suggested to continue learning, observe more experienced teachers, and attend more training, conferences and also to be active in self-learning to improve their personal skills as well.