

The Influence of School Working Conditions on Teachers' Job Satisfaction at a Private School in Shan State, Myanmar

Tin Lei Win^{*}, Thanawan Phongsatha

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Abstract

Purpose: This study aims to examine how various working conditions within a private school in Shan State, Myanmar, impact teachers' job satisfaction. By investing factors such as leaderships condition, teacher cooperation, self-efficacy and student discipline, the research seeks to provide insights into how these conditions affect teachers' overall job satisfaction and to identify potential areas for improvement to enhance the teaching environment and teacher retention. Utilizing a quantitative research method, this study combines quantitative data from a total of 60 of full-time teachers from a private school, in Shan State, Myanmar during the academic year 2024. Multiple Linear Regression was applied for data analysis. The findings reveal significant correlations between positive working conditions and higher levels of job satisfaction among teachers. Specifically, self-efficacy emerged as the most influential factor which was accounted for 23.5% of the variance in the teachers' job satisfaction and it was statistically significant at $<.001$ with the beta value of 0.473. This study concludes with recommendations for school principals and administrators to enhance working conditions, thereby improving teacher satisfaction and retention. These recommendations include increasing leadership support, offering more professional development opportunities, ensuring adequate classroom resources, and fostering a positive school climate. This research provides valuable insights for policymakers and educators seeking to create supportive and satisfying work environments for teachers.

Keywords: School working conditions, Teachers' job satisfaction, Self-efficacy, Private schools

1. Introduction

1.1 Background of the Study

Education is a continuous process which begins at birth and continues throughout life. Teachers play a pivotal role in shaping the educational experiences and outcomes of students. Their job satisfaction is crucial not only for their well-being but also for the overall effectiveness of the educational system. In recent years, there has been growing recognition of the importance of working conditions in influencing teachers' job satisfaction. Positive working conditions can enhance teachers' morale, reduce turnover rates, and improve student performance. Conversely, poor

working conditions can lead to dissatisfaction, burnout, and attrition.

In Myanmar culture, teachers are held as one of the "five gems", the teacher is regarded to have the same respect as the Buddha, the scriptures, the monks and parents. They are traditionally regarded as community leaders in rural as well as urban communities (Tin, 2008). Moreover, since Myanmar education is centralization, teachers are becoming more responsible for the students' academic knowledge and future careers. They are the ones who guide and teach the students practically in the classrooms. Hence, according to the existing education system in Myanmar, whether they will succeed in his/her students' lives and professional lives or not depends on teachers as they are the key players in the educational welfare of our country (Lwin, 2008). Therefore,

^{1*} Tin Lei Win, Head of Early Years, Shwe Maw Kun Private School, Taunggyi, Shan State, Myanmar, Email: rina.tinleiwin@gmail.com
² Thanawan Phongsatha, Program Director, Assumption University, Thailand, Email: thanawanphn@au.edu

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teachers have a very significant role for parents to rely on teachers for their child's education progress. Since teachers are questionably the most important group of professionals for our nation's future, it is important to find out what factors make teachers dissatisfied and satisfied with their jobs.

In the past decades, most school not aware of the importance of job satisfaction. But, in recent times, the concept of job satisfaction among teachers has become popular to maintain a good quality standard and care of teaching and learning in their schools. Moreover, the nature of a teacher's work is a key ingredient in predicting both teacher and student outcomes, as research finds that schools with more positive working conditions see better academic achievement for their students, less teacher turnover, and teachers who report being more satisfied with their jobs (Baughman, 1996; Cooley & Yovanoff, 1996; Hoy et al., 1990; Reyes & Imber, 1992). The research conducted by Johnson, Kraft, and Papay in 2012 delved into how the conditions at schools in the United States influence teachers' contentment with their jobs and their future career plans. The finding indicated that within the various aspects of school working conditions, the impact of having teacher's cooperation, effective leadership conditions, and a school culture of trust and respect were found to be doubled as influential as the availability of physical resources at the school.

As a citizen of Myanmar, the researcher would like to take this opportunity to study the factors of school working conditions influencing on the job satisfaction of Myanmar private school teachers in Shan State. This research could help identify areas that need improvement in school working conditions to enhance teachers' job satisfaction.

1.2 Statement of the Problem

While the role of teachers' work in student outcomes is widely recognized, the question of whether teachers are content with their working environment is often overlooked (Bascia & Rottmann, 2011; Liang & Akiba, 2017). Meanwhile, teacher job satisfaction has many important and far-reaching implications. Despite the critical role of teachers in education outcomes, there is a global concern regarding the shortage of qualified teaching professionals. Increasing teacher turnover rates and a subsequent shortage of qualified teachers is a growing concern internationally (European Commission, 2018; Ingersoll, 2017). Teacher turnover comprises interrelated notions of teacher migration and attrition, where migration describes teachers moving to other schools, while attrition pertains to teachers leaving the profession altogether (Ingersoll, 2001; Rinke, 2008).

International research evidence suggests that a diminishing prestige of the teaching profession together

with a dissatisfying working environment is the prevailing reason for teacher turnover, with salaries being only a minor source of dissatisfaction (Borman & Dowling, 2008; Ingersoll & Smith, 2004; Tema Nord, 2010). Moreover, inadequate working conditions of a school undermine the status of the profession and make it difficult to recruit new teachers (Ingersoll, 2001). This rise is often attributed to the neoliberal policies in education, and the introduction of the New Public Management (NPM), with a focus on standards, quantified performance, and competition. Teacher turnover is not a recent phenomenon, dating back as early as the middle of the twentieth century (Levin, 1985; Rumberger, 1985), yet having risen dramatically in the past few decades (Lindqvist et al., 2014). These affected teachers and their work in many countries in Europe, e.g. England, France and Scandinavia, as well as New Zealand and the US (Carlgren & Klette, 2008).

According to Hayden and Martin (2013), in 1992 Ministry of Education (MOE) Myanmar report concluded that primary school retention degrees must be developed in Myanmar. Granting more public funds for development will not be effective if the abilities, mental qualities and levels of commitment of primary school teachers are not addressed. There is a squeezing need to enhance the preparation, proficient improvement and compensation of these teachers.

In the context of Myanmar, the education sector has undergone significant reforms aimed at improving the quality of education. However, these reforms have often overlooked the working conditions of teachers, particularly in private schools. Private schools, which play a significant role in the education system of Myanmar, often face unique challenges that can impact teachers' job satisfaction. In Shan State, where educational resources and support structures may be limited, understanding the factors that influence teachers' job satisfaction is crucial for developing strategies to support and retain teachers.

This study aims to investigate the influence of various school working conditions on teachers' job satisfaction at a private school in Shan State, Myanmar. By examining factors of school working conditions such as leadership conditions, teacher cooperation, self-efficacy and student discipline, the research seeks to provide a comprehensive understanding of how these conditions affect teachers' job satisfaction. The findings of this study are intended to inform school administrators, policymakers, and educators about the key areas that need attention to create a supportive and satisfying work environment for teachers

1.3 Research Questions

1. What are the factors of school working conditions including leadership conditions, teacher cooperation, self-

efficacy and student discipline influencing on teachers' job satisfaction in a private school in Shan State, Myanmar?

1.4 Research Objectives

1. To identify the factors of school working conditions including leadership conditions, teacher cooperation, self-efficacy and student discipline influences on teachers' job satisfaction at a Private school in Shan State, Myanmar.

1.5 Significance of the Research

This research offers clear evidence that school working conditions influence on teachers' job satisfaction and provides actionable insights for school leaders to enhance job satisfaction among teachers, which is crucial for teacher retention and performance in private schools in Shan State, Myanmar. Many studies suggest that school working conditions play a determinant role in retaining teachers in their profession (Chesnut & Cullen, 2014; Hahs-Vaughn & Scherff, 2008). A school that provides suitable and conducive conditions of employment and a collaborative environment could be in a better position to retain good teachers (Fullan, 2001). Teachers who invest in good work conditions often see a return in the form of increased productivity and loyalty. When researchers examine the nuances of job quality and teachers' job satisfaction through the specific conditions of their work environment, they provide key perspectives on which aspects of the teaching profession require enhancement as well as the areas which provide robust support to teachers.

The significance of this research lies in its potential to contribute to the improvement of educational practices and policies in Myanmar. By identifying the determinants of job satisfaction among teachers, this study aims to highlight the importance of addressing working conditions as part of the broader efforts to enhance the quality of education. This knowledge can guide school principals and administrators in developing targeted interventions and professional development programs to support teachers effectively. Moreover, this research offers empirical evidence that can guide school leaders and policymakers in implementing targeted interventions aimed at improving self-efficacy among teachers.

In addition, the findings can help in prioritizing resource allocation and strategic planning to create a supportive and effective educational environment, ultimately benefiting not only the teachers but also the students and the broader community. Over and above, the insights gained from this study can serve as a foundation for further research on teacher satisfaction and working conditions in different educational contexts within Myanmar and beyond.

2. Literature Review

2.1 School Working conditions

The term "working conditions" is not a new phenomenon, especially in workplace settings. According to Oludey (2015), the term working conditions refers to the setting, situation, conditions, and circumstances under which people work. Working conditions play a significant role in employee's performance as they can either contribute to negative or positive outcomes (Chandrasekar, 2011). Better outcomes and increased productivity are assumed to be the result of a better workplace environment (Bushiri, 2014). Therefore, working conditions is the situation which comprises all aspects that allow teachers to do their work efficiently and effectively; for instance, wages or salaries, promotion, motivation and working facilities.

Teaching relies on creativity, which takes up time. Thus, Selamat et al. (2013) have shown that teachers' job satisfaction diminishes when the workload increases, arguing that organizational climate is important for job satisfaction. The organizational climate proved to be an important factor that had a high influence on job performance, and it rested on the support and hindrance resulting from leadership and teacher behaviour. Ghavifekr and Pillai (2016) considered that organizational climate increased job satisfaction and teacher retention.

Previous studies conducted in a range of international contexts have identified a number of working conditions that should be taken considerations in assessing teachers' job satisfaction. School condition-related variables such as leadership support, collegial support, student behavior, and professional development are considered important for enhancing teachers' commitment and continuity (Ingersoll, 2001; Johnson et al., 2012). Many studies claim that a supportive and positive environment helps to retain teachers in their profession (Billingsley et al., 2020). The supportive school administration is the most cited school environment factor that helps retain teachers in the profession (Aldosiry, 2020; Ladd, 2011). In the international context, Sims (2017, 2018) analysed teacher data in 35 countries worldwide from the Teaching and Learning International Survey (TALIS) 2013 – an international study of school learning environments and working conditions. It had been found that teacher cooperation and student discipline had a positive influence on teachers' job satisfaction in all countries. It was also claimed that when teachers have a positive relationship with their colleagues, they are likely to stay in school (Roch & Sai, 2018).

Furthermore, Canrinus et al. (2011) argued that job motivation, self-efficacy, occupational commitment, and changes in the level of motivation lead to a sense of professional identity in which tasks are seen as an important

part of strong work satisfaction and work engagement, as observed by Li, Liu, and Zhang as well. According to Peng and Mao (2014) teachers with high levels of self-efficacy have more confidence in engaging with and completing school-related tasks, which leads to increased job satisfaction. In addition, students' discipline is another aspect of the school's working climate that affects teachers' intent to stay (Geving, 2007; Perrachione et al., 2008). Abu Taleb (2012) also pointed out that teachers may have average job satisfaction levels, but this depends on working conditions coupled with children's behavior and parents' involvement. Therefore, students' behavior has been cited as a force that pushes teachers to leave the teaching profession (Kim et al., 2005; Wynn et al., 2007).

The relationship between school working conditions and teachers' job satisfaction has been a focal point of educational research for many years. A wealth of studies highlights the critical role that the work environment plays in influencing teachers' morale, performance, and retention. This literature review examines key factors impacting job satisfaction, including leadership conditions, teacher cooperation, self-efficacy and student discipline, and contextualizes these findings within the educational landscape of Myanmar.

2.1.1 Leadership conditions

Leadership is not only found in the administrative sciences and business life, but it is also found in psychology, sociology, and similar fields (Sisman, 2016). Leadership is one of the main concepts analyzed in different fields of the social sciences. Thus, there is not a common definition of leadership because its priorities in each field are different. This means that the ideas of leadership, just like the ideas of democracy, love, and peace, are formed according to how the individual perceives them (Northouse, 2010).

The leadership condition of school administration is one aspect that contributes to how teacher perceive their working conditions. Day et al. (2020) state that "Successful school leaders continually looked for new ways to improve teaching, learning and achievement." They provided a safe environment for teachers to try new models and alternative approaches that might be more effective. It affected the way that staff saw themselves as professionals and improved their sense of self-efficacy and job satisfaction". With a sample of U.S. teachers, Ladd (2011) noted "school leadership was the most consistently relevant measure of working conditions" in regards to teacher departure, and high-quality leadership was associated with lower levels of leaving intentions. In a similar vein, Boyd et al. (2011) found that after controlling for all other school factors and teacher-level characteristics, teacher perception of leadership was the only significant predictor of teachers' leaving intentions. Further, "over 40% of both former and

current teachers identified dissatisfaction with the administration as the most important factor" influencing leaving intentions (Boyd et al., 2011, p. 237).

Over and above, the role of the school's principal is of great importance for teachers' perceptions on their work environment (Blömeke & Klein, 2013). What effective and great leaders do is, invest and strengthen their teams even when some problem arises on the horizon (Horton, 2016). A progressing school has high leadership capacity with an administrator who can cooperate, collaborate and improve the school where all school teachers can gain the skills to modify the school's norm, vision, and roles and take accountability. It is for the teachers to share the vision and responsibility within the school (Harris & Lambert, 2003). All teacher leaders have their own ideas and knowledge for school, which should be supported, urged and engaged by co-teachers, administrators and even stakeholders. This can improve their teachers' leadership capacity, and sustain school improvement and student achievement (Lambert, 2003).

As leadership plays a significant role in education, it is needed to maintain teacher retention in the educational field. Leadership quality is a work condition that can have an even greater impact on teacher job satisfaction and turnover in disadvantaged schools (Grissom, 2011; Ladd, 2011), and it may enable professional collaboration or professional collaboration may shape the extent to which teachers' work attitudes relate to leadership. A leader's performance can have immense benefits on employees' job satisfaction. Akdol and Arikboga (2015) expressed that the absence of revealing humbleness, genuineness, and bravery, pardoning the staff for their weakness as well as increasing their potential and authorizing and praising them for their success could have adverse consequences on job satisfaction. Hence, organizational success dramatically depends on leaders' leadership style and the job satisfaction of the employees.

2.1.2 Teacher Cooperation

Teacher cooperation, characterized by mutual interdependence, collaboration, and collegiality has also been shown to be an important predictor of job satisfaction (Durksen et al., 2017; Leithwood et al., 1998; Vangrieken et al., 2015). Professional learning communities with colleagues are essential to developing a trusting relationship among educators (McNeil, 2018). Concerning the professional community and the established relationships between colleagues, George and Jones (2005) believed that coworkers can also influence employee job satisfaction. Numerous studies have supported the findings of George and Jones (2005) by emphasizing that employees who support each other develop a festive work atmosphere and improve the job satisfaction for the work community (Churchill et al., 1974; Wright & Kim, 2004).

Collaboration and cooperation among individuals have been valued as a way to develop innovative ideas, increase self-efficacy, and increase job satisfaction (Decuyper et al., 2010; Vangrieken et al., 2015). Similarly, Yang et al. pointed out that collaboration is part of the teaching profession; therefore, efficient collaboration with colleagues increases well-being and has beneficial effects on the classroom environment. If teachers receive social support from others, they feel more related (Wentzel, 1998), less exhausted (Betoret, 2006; Collie et al., 2012), and report higher job satisfaction (Harris et al., 2007). According to Leithwood et al. (1998) and Woods and Weasmer (2004), when teachers, especially new teachers who are at the highest risk for turnover, displayed high levels of cooperation and collaborated, their job satisfaction increased.

Furthermore, recent studies indicate that collaborative efforts among teachers not only enhance student performance but also increase job satisfaction for teachers and leading to reduced turnover. Furthermore, such collaboration is linked to professional growth and job performance for teachers, as well as personal benefits like heightened motivation, reduced feelings of isolation, and having better morale. These positive advantages for teachers are believed to contribute positive effects on student success. For this reason, in this study, teacher cooperation has also been found to be a predictor of interest.

2.1.3 Self-efficacy

Dellinger et al. (2008) described teacher efficacy as a teacher's individual beliefs in his/her capabilities to perform specific teaching task or a specified level of quality in a specific situation. Strong self-efficacy also promotes a strong sense of commitment to the profession and increases collaboration with colleagues and parents (Tschannen-Moran & Hoy, 2001). Teachers' self-efficacy not only increases job satisfaction but also influences teachers' teaching behaviors and thereby has an effect on the motivation and achievement of students (Skaalvik & Skaalvik, 2007).

Self-efficacy is defined as an individual's belief in his or her ability to overcome challenging situations (Bandura, 1997). Teachers' self-efficacy is seen as an important individual protective factor to prevent them from feeling chronically stressed and eventually, suffering from burnout (e.g., Ballantyne & Retell, 2020; Skaalvik & Skaalvik, 2007). Teachers with high work-related self-efficacy are convinced that they can manage activities such as lesson planning or organizing a classroom discussion. They are also convinced to have a positive impact on their students' development (Guskey & Passaro, 1994) and are more satisfied with their jobs (Smetackova et al., 2019).

The concept of self-efficacy derives from Bandura's social cognitive theory of behavioral change (Bandura,

1997), and it can be applied to education in terms of the conviction of teachers that they can execute behavior that produces results or outcomes. It refers to a teacher's belief in his/her ability to successfully cope with tasks, obligations and challenges related to his/her professional role (e.g., didactical tasks, managing discipline problems in the class, etc.) (Caprara et al., 2006). Therefore, needless to say, teachers' self-efficacy is one of the important roles for teaching effectiveness, teachers' job satisfaction and well-being.

Many researchers have found that teachers with high levels of self-efficacy experience higher levels of job satisfaction, and lower levels of job-related stress and face fewer difficulties in dealing with students' misbehaviors (Caprara et al., 2003). Furthermore, Hwang and Ham proved that teacher self-efficacy is improved by teacher interaction, which positively affects student self-efficacy. Thus, understanding the main antecedents of self-efficacy has important payoffs in working for teachers' well-being and school effectiveness and improvement. Zakariya (2020) provided an ample study that proved the connection between teacher self-efficacy, job satisfaction, and school climate. By utilizing structural equation modelling, he concluded that between school climate and job satisfaction there is a strong direct relationship. In addition, he identified a strong and direct relationship between self-efficacy and job satisfaction.

Some studies also show that self-efficacy could act as a mediator between contextual factors and teachers' job satisfaction or perceived stress (Benevene et al., 2019; Lazarus & Folkman, 1984; Malinen & Savolainen, 2016). Teachers' self-efficacy has progressively gained an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices, and for students' academic achievement (Klassen et al., 2009; Klassen & Tze, 2014).

2.1.4 Student Discipline

Student Discipline is a multifaceted aspect of the classroom environment, and its impact on teaching and learning can be significant. Although there is no universal definition of student discipline, many researchers highlight student discipline as the series of operations used to maintain order in a classroom when inappropriate student actions or behaviors occur (Finn et al., 2008; Ylimaki et al., 2007). Regarding the importance of student discipline, teacher-student relationships have also been mentioned as one of the core reasons teachers remain in their profession (O'Connor, 2008). Along this vein, in her study of teacher occupational commitment, Collie (2021) found that disruptive student behavior was a significant predictor of lower teacher occupational commitment. This finding is critical to the collective understanding of how relationships with students influence teacher job satisfaction. Additionally,

an in-depth interview study of 60 teachers found that relationships with students were the most important source of enjoyment and motivation (Hargreaves, 2000).

When the teachers in a building lack these fundamental relationships with their students, the students then are more prone to demonstrate disruptive behavior (Aldrup et al., 2018). Then, teachers may perceive student behavior as unfavorable based on the school or classroom's normed expectations, which may lead to students getting in trouble for inappropriate actions more often. Teachers working in challenging instructional environments experience more stress from disruptive student behaviors than those teaching in less challenging environments (Vassallo, 2014).

In a challenging classroom setting, negative student behavior could significantly impact a teacher's job satisfaction, potentially affecting them both physically and emotionally. The consequences of the psychological and physiological pressure of being a teacher could result in low job satisfaction, high absenteeism, and employee turnover due to headaches, excessive stress, sleeping problems, hypertension, alcoholism, and smoking (Friedman-Krauss et al., 2014). Therefore, it is assumed that such student behaviors are the primary factor in diminishing a teacher's job satisfaction. A prior study on educators in middle and high schools revealed that a significant majority, 76%, believed their teaching would improve if they encountered less disruptive student behavior. Additionally, more than one-third of the teachers reported that the severity of student behavioral issues might lead them to contemplate leaving their teaching careers (Public Agenda, 2004).

Moreover, while research from Sutton (2007) revealed a negative association between ineffective classroom discipline and teacher anger or anxiety, Frenzel et al. (2009) found a positive association between good classroom discipline and teacher satisfaction. In order to mitigate teacher dissatisfaction problems and reduce teacher dissatisfaction, the school policymakers ought to support studies that provide insights into ways regrading school rules and discipline on student conduct. When students exhibit discipline and engage positively in the learning process, it contributes to a more satisfying teaching experience for teachers. Thus, student discipline has also been identified as a predictor of interest in teachers' overall job satisfaction in this study.

2.2 Teachers' Job Satisfaction

A person's job satisfaction assists in promoting 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 et al., 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 the quality of teaching (Robbins & Judge, 2015).

From the reviewed literature, many factors that influence the increase or decrease of job satisfaction have been identified. Numerous studies are being done on job satisfaction. In this paper, studies conducted related to school teachers' job satisfaction are selected and reviewed. In early periods, most of the studies on job satisfaction were conducted in industrial settings, examining the effects of physical conditions, facilities and so forth. However, later they believed that factors of social nature also affect job satisfaction. Human relations in an organization are also essential to improving workers' happiness (Spector, 1997).

In general, the environment and the culture of the school play a decisive role in teacher satisfaction. On the other hand, the age, gender, and work experience of the teacher also contribute significantly to the level of the job (León et al., 2021). There are also five other aspects of job satisfaction: satisfaction regarding supervision, satisfaction regarding colleagues, satisfaction related to salary level, satisfaction with job promotion opportunities, and satisfaction regarding the workplace (Smith et al., 1983). Likewise, other studies have argued that the school climate, or the school environment, can have an impact on teachers' job satisfaction. Apart from these, there are other factors that increase or decrease job satisfaction: adequate resources, possible workload, collegial collaboration, opportunities for professional development, leadership support, and participation in decision making (Toropova et al., 2020). All these factors can have a possible impact on the increase or decrease in job satisfaction.

Since teachers are considered the most important factor in the school institution, then it is essential that the school has an administration (leadership) that tries to provide a suitable environment for teachers, students, and other employees so that they will work in harmony with each other (Taymaz, 2011). Furthermore, teachers' job satisfaction has been the subject of study for some time, either as a reason for leaving or keeping teachers in the profession (Struyven & Vanthournout, 2014). This is why an educational institution, should focus on increasing the satisfaction of teachers.

In consideration of these consequences, this study aims to acquire a better understanding of the relationship between school working conditions and teacher job satisfaction for private school teachers in Shan State, Myanmar.

3. Research Methods and Materials

3.1 Research Design

To explore the influence of school working conditions on teachers' job satisfaction at a private school in Shan State, Myanmar, this study employs a quantitative research approach, and collects data using questionnaires. It uses descriptive and inferential analyses to provide a comprehensive understanding of the factors affecting teachers' job satisfaction. Based on the literature review, this study covers four independent variables, which are leadership conditions, teacher cooperation, self-efficacy and student discipline, and one dependent variable, which is teachers' job satisfaction at a Private School in Shan State, Myanmar.

The questionnaire items were adapted from previous studies conducted by Ortan et al. (2021) and Toropova et al. (2020). The study was conducted with 60 teachers from a private school in Shan State, Myanmar. A purposive sampling strategy has been employed to recruit the samples, ensuring that participants were selected based on their relevance to the research objectives and their availability to participate in the study.

3.2 Conceptual Framework

Based on the literature review, the conceptual framework has been developed as shown in figure 1.

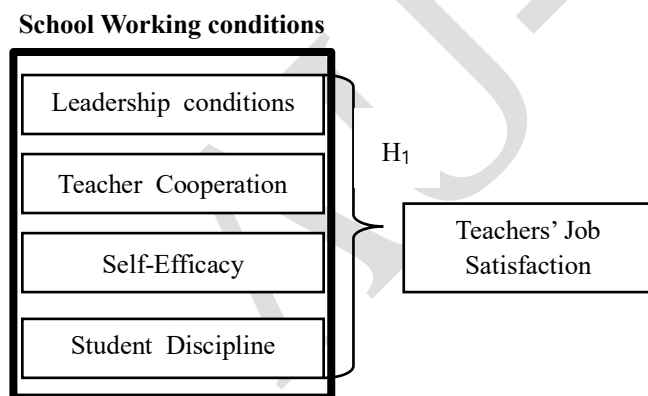


Figure 1: Research Conceptual Framework

3.3 Hypotheses

H₀: There is no significant influence between school working conditions and job satisfaction among teachers at a private school in Shan State, Myanmar.

H_a: There is a significant influence between school working conditions and job satisfaction among teachers at a private school in Shan State, Myanmar.

3.4 Population and Sample

3.4.1 Population Characteristics

The study targeted teachers working at a private school in Shan State, Myanmar. Both full-time and part-time teachers were included to ensure a diverse sample. The necessary characteristics required for the study include gender, age and education level.

3.4.2 Sample

The study was conducted in a private school in Shan State, Myanmar. The survey was distributed to all 100 teachers at the school, aiming for a response rate of at least 70%.

3.4.3 Sample Size

The sample size for this study is 60 teachers, as that is the number of completed surveys received from the 100 teachers surveyed.

3.4.4 Sampling Techniques

The purposive sampling has been applied to select the samples from a private school in Shan State.

3.5 Research Instruments

The research instrument was employed questionnaire items applying a 5-point Likert scale ranging from Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1 to identify the factors of working conditions influence on teachers' job satisfaction Likert (1932). The questionnaire items have been adapted from previously validated questionnaire.

3.5.1 Questionnaire

The questionnaire items have two sections. The first section questions include the factors of school working conditions: leadership conditions (8 items) adapted from Ortan et al. (2021), teacher cooperation (6 items) adapted from Toropova et al. (2020), self-efficacy (7 items) adapted from Ortan et al. (2021) and student discipline (5 items) adapted from Toropova et al. (2020), and teachers' job satisfaction (5 items) Adapted from Ortan et al. (2021). The research instrument was the questionnaire, which was adopted from the previous research. The second section is the questions on demographic information, which include gender, age, education level, teaching experience and working experience.

3.5.2 Validity and Reliability

The questionnaire's validity and reliability were systematically addressed to ensure the accuracy and credibility of the collected data.

Validity

The construct validity has been applied because the questionnaires items were used as the research instrument. The questionnaire items have been validated and adopted from previous research as mentioned above.

Reliability

The Internal Consistency Reliability has been adopted to ensure the reliability of the questionnaire items. The Cronbach's alpha values of each variable have been reported in the following section. The reliability of the instrument was measured by Cronbach Alpha. The questionnaires used in the study derived from the previous research, Toropova et al. (2020) and Ortan et al. (2021). In this present study, the level of Cronbach's Alpha for all variables ranges from very good to excellent according to Hair et al. (2010). Specifically, the reliability of the Leadership conditions ($\alpha = 0.910$), Self-efficacy ($\alpha = 0.915$), and Teachers' Job Satisfaction ($\alpha = 0.930$) scales is rated as excellent. The reliability of the Teacher Cooperation ($\alpha = 0.894$) and Student Discipline ($\alpha = 0.870$) scales is rated as very good. According to Hair et al. (2010), these high Cronbach's alpha values of each variables confirm the reliability of the research instrument.

3.6 Data Collection Procedures

After obtaining informed content, the google survey questionnaires link was sent to the teachers from one bilingual private school via e-mail and Viber application to access how they perceive school working conditions and their job satisfaction as teachers in their school. A total of 31 survey questionnaire items with 5 demographic questions were valid to be used for data analysis.

4. Results and Discussion

4.1 Internal Consistency Reliability (Cronbach's Alpha)

Prior to the analysis of the data, the reliability analysis using the Cronbach's alpha is needed to check the internal consistency of the questionnaire items. The level of the Cronbach's Alpha applied Hair et al. (2010) to evaluate the level of acceptable reliability value.

Table 1: The Cronbach's alpha level and strength of association based on Hair et al. (2010)

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very good
≥ 0.9	Excellent

Based on the calculation, table 2 presented the variables' Cronbach's Alpha level.

Table 2: Results of Cronbach's Alpha of the research instruments

Variables	Number of Items	Cronbach's Alpha	Interpretation
Leadership conditions	8	0.910	Excellent
Teacher Cooperation	6	0.894	Very Good
Self-efficacy	7	0.915	Excellent
Student Discipline	5	0.870	Very Good
Teachers' Job Satisfaction	5	0.930	Excellent

The level of Cronbach's alpha in the variables are within very good to excellent level. Thus, this indicated the acceptable level of internal consistency of the research instrument, which confirm the reliable of the research instrument.

4.2 Demographic Information

The survey was completed by 60 out of 100 teachers, yielding a 60% response rate. Demographic data indicated a diverse sample with varying years of teaching experience, age, and educational backgrounds.

Among the respondents, 90% were female, while only 10% were male, indicating, a predominance of female teachers in the study. In terms of age groups, the majority (55%) fell within the 26-35 years, followed by 33.3% aged 25 years and below. A smaller proportion was distributed among the 36-45 years (6.7%) and 46 years and above (5%). Regarding education level, 58.3% held a Bachelor's degree, 16.7% had other certifications, 10% had a Diploma, and 15% possessed a Master's degree. In terms of teaching experience, the highest percentage (51.7%) had 5 years of experience or less, followed by 41.7% with 6-10 years of experience, and only 6.7% with 11-19 years of experience. Finally, concerning recent working experience in the school,

the majority (60%) had 3 years of experience or less, (28.3%) had 6-10 years of experience, and (11.7%) had 3-5 years of experience. This detailed demographic information is summarized in Tables 3 to 7.

Table 3: Frequencies of Gender

Gender	Counts	% of Total	Cumulative %
Female	54	90.0 %	90.0 %
Male	6	10.0 %	100.0 %

Table 4: Frequencies of Age Group

Age Group	Counts	% of Total	Cumulative %
26-35 years	33	55.0 %	55.0 %
25 years and below	20	33.3 %	88.3 %
36-45 Years	4	6.7 %	95.0 %
46 years and above	3	5.0 %	100.0 %

Table 5: Frequencies of Education Level

Education Level	Counts	% of Total	Cumulative %
Bachelor degree	35	58.3 %	58.3 %
Other Certification (Please Specify)	10	16.7 %	75.0 %
Diploma	6	10.0 %	85.0 %
Master's degree	9	15.0 %	100.0 %

Table 6: Frequencies of Teaching Experience

Teaching Experience	Counts	% of Total	Cumulative %
11-19 years	4	6.7 %	6.7 %
5 years and below	31	51.7 %	58.3 %
6-10 years	25	41.7 %	100.0 %

Table 7: Frequencies of Working Experience in recent school

Working Experience in recent school	Counts	% of Total	Cumulative %
6-10 years	17	28.3 %	28.3 %
3 years and below	36	60.0 %	88.3 %
3-5 years	7	11.7 %	100.0 %

4.3 Descriptive Statistics of the Variables

In this section, the descriptive statistics for all the variables included in the study has been analyzed applying mean and standard deviation.

4.3.1 Arbitrary Level of Questionnaire

In the study, the 5 Level Likert Scale questionnaire (Agreement) has been employed to collect samples' attitudes toward each variable measured. To interpret the data obtained, the arbitrary level as shown in table 4 has been utilized to interpret the mean value of each variable. The arbitrary level for the mean interpretation has been presented in table 8.

Table 8: Arbitrary Level for Interpretation of the Mean Value

Arbitrary Level	Interpretation
1.00 - 1.79	Strongly Disagree
1.80 - 2.59	Disagree
2.60 - 3.39	Neutral
3.40 - 4.19	Agree
4.20 - 5.00	Strongly Agree

(Pimentel, 2010)

4.3.2 Descriptive Statistics of Leadership conditions

Table 9 provides insight into the perceptions of school leadership conditions as reported by the teaching staff participating in the study. With a mean score of 3.94 and a standard deviation of 0.652, the data indicate a positive consensus among the 60 respondents regarding various facets of leadership support within the educational institution. Participants generally agreed that collaboration between school management and teachers for training planning is optimal (Mean = 4.1, SD = 0.775) and that school leadership offers adequate instructional support (Mean = 3.9, SD = 0.706) and professional development opportunities (Mean = 3.92, SD = 0.671) to the teaching staff. Furthermore, educators expressed agreement that school leadership is receptive to teacher suggestions (Mean = 3.87, SD = 0.947), provides advice on improving teaching methods (Mean = 4.05, SD = 0.811), offers assistance when needed (Mean = 4.07, SD = 0.8), appreciates efficient teaching (Mean = 3.87, SD = 0.929), and treats the entire teaching staff equitably (Mean = 3.77, SD = 0.963). Overall, the descriptive statistics indicate a positive perception of leadership conditions among the teachers sampled, suggesting a supportive environment conducive to professional growth and effective teaching practices within the school.

Table 9: Descriptive Statistics of Leadership conditions (n=60)

Statements	Mean	SD	Interpretation
1. The collaboration between the school management and the teachers for the training planning is optimal.	4.10	0.775	Agree
2. School leadership offers optimal instructional support to the teaching staff.	3.90	0.706	Agree
3. School leadership offers optimal support for professional development to the teaching staff.	3.92	0.671	Agree
4. School leadership is willing to hear teaching staff suggestions.	3.87	0.947	Agree
5. School leadership offers advice on how to improve my teaching methods.	4.05	0.811	Agree
6. School leadership offers assistance when needed.	4.07	0.8	Agree

Statements	Mean	SD	Interpretation
7. School leadership appreciates efficient teaching.	3.87	0.929	Agree
8. School leadership treats the entire teaching staff equitably.	3.77	0.963	Agree
Average Leadership conditions	3.94	0.652	Agree

4.3.3 Descriptive Statistics of Teacher Cooperation

Teacher cooperation plays a pivotal role in fostering an effective educational environment. Table 10 presents descriptive statistics regarding teacher cooperation as perceived by the participants. The mean score for each item, ranging from 3.78 to 3.93, indicates a generally agreeable attitude towards various aspects of collaboration among teachers. Teachers demonstrated a high level of agreement in discussing teaching strategies for specific topics (Mean = 3.8, SD = 0.84), collaborating in planning instructional materials (Mean = 3.93, SD = 0.861), and sharing teaching experiences (Mean = 3.82, SD = 1.097). Additionally, they expressed agreement in working together to implement new ideas (Mean = 3.88, SD = 1.027) and curriculum (Mean = 3.78, SD = 0.825), as well as cooperating across different grade levels (Mean = 3.8, SD = 0.898). Overall, the mean score for teacher cooperation was 3.84, with a standard deviation of 0.749, indicating a strong consensus among the 60 participants regarding the importance and effectiveness of collaborative efforts among educators in enhancing teaching practices.

Table 10: Descriptive Statistics of Teacher Cooperation (n=60)

Statements	Mean	SD	Interpretation
1. Teachers discuss how to teach a particular topic.	3.8	0.84	Agree
2. Teachers collaborate in planning and preparing instructional materials.	3.93	0.861	Agree
3. Teachers share what I have learned about my teaching experiences.	3.82	1.097	Agree
4. Teachers work together to try out new ideas.	3.88	1.027	Agree
5. Teachers work as a group on implementing the curriculum.	3.78	0.825	Agree
6. Teachers work with teachers from other grades to ensure.	3.8	0.898	Agree
Average Teacher Cooperation	3.84	0.749	Agree

4.3.3 Descriptive Statistics of Self-efficacy

Table 11 presents the descriptive statistics concerning self-efficacy as perceived by the educators participating in the study. With a mean score of 4.1 and a standard deviation of 0.627, the data indicate a high level of agreement among the 60 respondents regarding their perceived efficacy in

various aspects of teaching. Educators reported positively on their ability to inspire students to learn the discipline they teach (Mean = 4.03, SD = 0.78), adapt teaching methods to engage student interest (Mean = 4.17, SD = 0.785), and develop critical thinking skills among students (Mean = 4.2, SD = 0.732). Furthermore, they expressed confidence in their capacity to motivate students who may initially show little interest in learning (Mean = 4.17, SD = 0.763), implement alternative teaching strategies (Mean = 3.95, SD = 0.723), offer explanations to students facing difficulties (Mean = 4.18, SD = 0.792), and formulate appropriate questions tailored to individual student levels (Mean = 4.03, SD = 0.863). Overall, the data suggest a strong sense of self-efficacy among educators, indicating their confidence in their ability to effectively engage and support students in the learning process.

Table 11: Descriptive Statistics of Self-efficacy (n=60)

Statements	Mean	SD	Interpretation
1. I inspire the students to learn the discipline that I teach.	4.03	0.78	Agree
2. I adapt the teaching method to attract the students' interest.	4.17	0.785	Agree
3. I develop the students' ability to think critically.	4.20	0.732	Agree
4. I motivate the students who show little interest for the learning process.	4.17	0.763	Agree
5. I implement alternative strategies in the teaching and learning processes.	3.95	0.723	Agree
6. I offer alternative explanations to students who are in difficulty.	4.18	0.792	Agree
7. I formulate adequate questions for the level of each student.	4.03	0.863	Agree
Average Self-efficacy	4.10	0.627	Agree

4.3.5 Descriptive Statistics of Student Discipline

Table 12 shows the teachers' opinions regarding the student discipline at their school. The total mean was 3.91 (SD = 0.713), which when compared to the arbitrary level represents 'agree.' The teachers agreed that they behave in an orderly manner at school (mean = 3.65, SD = 0.88) and are respectful of the teachers (mean = 3.90, SD = 0.858). They also agreed that they respect school property (mean = 3.80, SD = 0.935). Additionally, the teachers acknowledged that the school has clear rules about student conduct (mean = 4.17, SD = 0.924) and that these rules are enforced in a fair and consistent manner (mean = 4.03, SD = 0.823). Overall, the teachers agreed that their school maintains a disciplined environment.

Table 12: Descriptive Statistics of Student Discipline (n=60)

Statements	Mean	SD	Interpretation
1. Students behave in an orderly manner at school.	3.65	0.88	Agree
2. Students are respectful of the teachers at school.	3.9	0.858	Agree
3. Students respect school property.	3.8	0.935	Agree
4. This school has clear rules about student conduct.	4.17	0.924	Agree
5. This school's rules are enforced in a fair and consistent manner.	4.03	0.823	Agree
Average Student Discipline	3.91	0.713	Agree

4.3.6 Descriptive Statistics of Teachers' Job Satisfaction

Table 13 shows the teachers' opinions regarding their job satisfaction. The total mean was 4.31 (SD = 0.742), which when compared to the arbitrary level represents 'strongly agree.' The teachers strongly agreed that they are pleased being teachers (with a mean score of 4.37, SD = 0.823) and that teaching inspires them (with a mean score of 4.22, SD = 0.804). They also strongly agreed that they are proud of the work they do (with a mean score of 4.47, SD = 0.873). Additionally, the teachers acknowledged that the teaching profession encourages them to be creative and original (with a mean score of 4.32, SD = 0.873). Moreover, they agreed that the teaching profession is very pleasant (with a mean score of 4.17, SD = 0.827). Overall, the teachers strongly agreed that they experience high job satisfaction in their profession.

Table 13: Descriptive Statistics of Teachers' Job Satisfaction (n=60)

Statements	Mean	SD	Interpretation
1. I am pleased being a teacher.	4.37	0.823	Agree
2. Teaching inspires me.	4.22	0.804	Agree
3. I am proud of the work I do.	4.47	0.873	Agree
4. The teaching profession encourages me to be creative and it encourages originality.	4.32	0.873	Agree
5. The teaching profession is very pleasant.	4.17	0.827	Agree
Average Teachers' Job Satisfaction	4.31	0.742	Agree

4.3.7 Summary of the Variable Mean Values

Table 14 presents a summary of the mean values for various variables related to school working conditions and teachers' job satisfaction in a private school setting. The mean value of Leadership conditions is 3.94 with the standard deviation of 0.652, indicating that, on average teacher agree with the leadership conditions within the school. Teacher cooperation has a mean value of 3.84 with

a standard deviation of 0.749, suggesting that, teachers agree with the level of cooperation among colleagues. Self-efficacy among teachers is relatively high, with a mean value of 4.10 and a standard deviation of 0.627, indicating that teachers generally feel confident in their abilities to perform their roles effectively. Student discipline, with a mean value of 3.91 and a standard deviation of 0.713 suggests that teachers perceive a satisfactory level of discipline among students in school. Lastly, teachers' job satisfaction is rated very positively, with a mean value of 4.31 and a standard deviation of 0.742, indicating that teachers strongly agree with their overall job satisfaction.

Overall, the summary suggests that teachers generally perceive positive working conditions and job satisfaction within private school setting, with particularly high levels of self-efficacy and job satisfaction.

Table 14: Summary of the Mean Values

Variables	Mean	SD	Interpretation
Leadership conditions	3.94	0.652	Agree
Teacher Cooperation	3.84	0.749	Agree
Self-efficacy	4.10	0.627	Agree
Student Discipline	3.91	0.713	Agree
Teachers' Job Satisfaction	4.31	0.742	Strongly Agree

4.4 Hypotheses Testing

To assess the influence of School Working conditions on Teachers' Job Satisfaction, a Multiple Linear Regression analysis was performed. Table 15 presented the Multiple Linear Regression results.

H₀: There is no significant influence between school working conditions and job satisfaction among teachers at a private school in Shan State, Myanmar.

H_a: There is a significant influence between school working conditions and job satisfaction among teachers at a private school in Shan State, Myanmar.

Table 15: ANOVA Omnibus Tests

Variables	Mean	SD	Interpretation
Leadership conditions	3.94	0.652	Agree
Teacher Cooperation	3.84	0.749	Agree
Self-efficacy	4.10	0.627	Agree
Student Discipline	3.91	0.713	Agree
Teachers' Job Satisfaction	4.31	0.742	Strongly Agree

Table 15 showed the multiple linear regression model. The ANOVA results demonstrated a statistically significant model effect, $F(4,55) = 26.7842$, $p < 0.001$, indicating that the

combined influence of the independent variables significantly impacts the dependent variable. The substantial effect size, with the partial eta squared (η^2p) of 0.661, highlights the strong explanatory power of the model. Within the model, Self-efficacy ($F(1, 55) = 16.8603$, $p < 0.001$, $\eta^2p = 0.235$) displayed significant impacts. However, Leadership conditions ($F(1,55) = 1.9288$, $p = 0.170$, $\eta^2p = 0.034$) and Teacher Cooperation ($F(1,55) = 0.0130$, $p = 0.910$, $\eta^2p = 0.000$) and Student Discipline ($F(1, 55) = 6.1427$, $p = 0.016$, $\eta^2p = 0.100$) did not show effect on the dependent variable and which indicate the negative contribution toward the perceived learning.

Table 16: Fixed Effects Parameter Estimates

Names	β	t	p
(Intercept)	0.0000	74.490	< .001
Leadership conditions	0.1626	1.389	0.170
Teacher Cooperation	-0.0125	-0.114	0.910
Self-efficacy	0.4730	4.106	< .001
Student Discipline	0.2904	2.478	0.016

Table 16 shows the relative strength of the independent variables on the dependent variable. Among the four independent variables examined, only Self-efficacy exhibited statistically significant. The self-efficacy was found to account for 23.5% of the variance in the teachers' job satisfaction and it was statistically significant at $< .001$ with the beta value of 0.473. This indicates a positive relationship between self-efficacy and job satisfaction. These parameter estimates provide insights into the relationships between the independent variables (Leadership conditions, Teacher Cooperation, Self-efficacy, Student Discipline) and the dependent variable (Teachers' Job Satisfaction). The p-values indicated the significance of each effect, while the β values provide information regarding the strength and direction of the relationships between variables.

The formula for the model of the independent variables toward Teachers' Job Satisfaction is

$$\hat{Y} = 0.1851X_1 + (-0.0124) X_2 + 0.5598X_3 + 0.3026 X_4$$

Table 17: Summary of the Hypothesis Testing

Statement	Results
H0: School Working conditions does not influence teachers' job satisfaction	Rejected

5. Discussion and Conclusions

5.1 Answers to the Research Question

The overall model of the Multiple Linear Regression showed that the factors of school working conditions significantly influencing teachers' job satisfaction in a private school in Shan State, Myanmar. Leadership conditions had a mean score of 3.94, indicating agreement among teachers. Teacher cooperation also showed a positive perception with a mean score of 3.84. Self-efficacy had a higher mean score of 4.1, showing a strong level of agreement. Similarly, student discipline was positively viewed with a mean score of 3.91. Most notably, teachers' job satisfaction had a mean score of 4.31, which was interpreted as strongly agree. This indicates that overall, teachers in the private school in Shan State, Myanmar, are satisfied with their working conditions, particularly with their job satisfaction being very high. This study aimed to identify the factors of school working conditions, including leadership conditions, teacher cooperation, self-efficacy, and student discipline, that influence teachers' job satisfaction in a private school in Shan State, Myanmar.

Based on the result of the study, self-efficacy is a significant predictor of job satisfaction among teachers. Specifically, self-efficacy accounted for a notable portion of the variance ($\eta^2p = 0.235$, $p < .001$) with a Beta value of 0.473. This means that there is a factor of school working conditions influence on the teachers' job satisfaction and a significant relationship between them. The results of this study supported the previous study reviewed by Emin Türkoglu et al. (2017) which stated that self-efficacy correlated positively with teacher job satisfaction, which shows that when teachers' perceptions of self-efficacy increase, their job satisfaction will also increase. Similar findings were found in the Kasalak and Dagyar (2020), which stated due to the positive relationship between teacher self-efficacy and teacher job satisfaction, it may be recommended to take necessary measures within the organization to increase teachers' professional self-efficacy.

5.1.1 Discussion

The objective of this research was to examine the factors of school working conditions including leadership conditions, teacher cooperation, self-efficacy, and student discipline and their influence on teachers' job satisfaction in a private school in Shan State, Myanmar. The study found that a factor of school working conditions: self-efficacy had a statistically significant influence on teachers' job satisfaction and the Beta value of self-efficacy was 0.437 with $p < 0.001$. This indicates that higher self-efficacy among teachers significantly enhances their job satisfaction. These findings are consistent with previous research

conducted by Telef (2011). Telef (2011) found that self-efficacy has statistically significant positive relationship with teachers' job satisfaction. It may be concluded that the more the teachers have high self-efficacy, the greater satisfaction they feel. On the other hand, the lower self-efficacy the teachers have, the less satisfaction they feel. It may be because individuals with high levels of self-efficacy can effectively handle various tasks, obligations and challenges related to their professional role. Thus, it is not surprising that a significant positive relationship was found between self-efficacy and job satisfaction among teachers. Similarly, Orta et al. (2021) stated that teacher self-efficacy is the most important element for job satisfaction, because it refers to the personal abilities and competences that a teacher can apply in the teaching profession, in any school or educational environment, and also in other fields of expertise that may be relevant.

In contrast, leadership conditions, teacher cooperation and student discipline did not show a statistically significant influence on teachers' job satisfaction in this study. Although leadership and cooperation are often considered important for creating a supportive and collaborative work environment, their lack of significant impact in this context might indicate that other factor, such as self-efficacy play a more critical role in determining job satisfaction. This could be due to the unique cultural or organizational context of the private school in Shan State, Myanmar, where direct interactions with students and individual teacher capabilities are more immediate determinants of job satisfaction.

5.2 Implications for Practice

The result of this study provides the impact of school work particularly self-efficacy on enhancing teachers' job satisfaction. This study also has significant implications for how principals and administrators prepare to meet the challenges of running a school and maintaining a positive school working environment among teachers in private school settings. Since self-efficacy demonstrate statistically significant influence on teachers' job satisfaction, the school principals and administrators should prioritize interventions aimed at improving self-efficacy among teachers. In addition, the findings of the study can guide school leaders and administrators in identifying areas for improvement to create a more positive and supportive school environment that benefits both teachers and students in Shan State, Myanmar.

5.3 Recommendation for Future Research

For principals and administrators

The principals and administrators of the private schools are recommended to understand the importance of school working conditions and their impact on teachers' job

satisfaction that develop evidence-based strategies to create more supportive and conducive environments for educators not only in Shan State but also in other regions of Myanmar. The administrators of the private school should prioritize interventions to improve self-efficacy among teachers, including providing development opportunities, mentoring programs and resources to support teachers in building their confidence and skills. Accordingly, the leaders should strive to create a culture of collaboration, respect, and continuous improvement, where teachers feel valued, supported, and motivated to excel in their roles that enhances teachers' job satisfaction. These recommendations aim to improve working conditions for teachers, ultimately leading to higher job satisfaction and better educational outcomes for students in Shan State, Myanmar.

For future researcher

The current research focused only on one private school in Shan State of Myanmar. Future research should continue to explore the impact of school working conditions on teachers' job satisfaction in different contexts and regions. Longitudinal studies could provide insights into how changes in working conditions over time affect job satisfaction and teacher retention.

A purposive sampling was used to collect the data from only one private school in Shan State, Myanmar, the future research should be carried out similar studies in different private schools within Shan State or in other states and regions of Myanmar to validate the findings and generalize the results to a broader population of teachers. As most participants in this study were female teachers and the sample of male teachers was quite small, future research should be conducted with an equal size for both genders.

Additionally, it would be more beneficial for school principals and administrators to complement the qualitative findings with qualitative research methods such as interviews or focus groups to gain deeper insights into teachers' perceptions and experiences related to school working conditions and job satisfaction.

Over and above, future researchers are encouraged to explore how cultural factors influence teachers' perceptions of school working conditions and job satisfaction. Comparative studies across different cultural contexts can provide valuable insights into the universality or specificity of the findings. By addressing the identified determinants of job satisfaction, school administrators and policymakers can create a more supportive and satisfying work environment for teachers, ultimately leading to better educational outcomes for students.

5.4 Conclusion

This study highlights the critical role of school working conditions in influencing teachers' job satisfaction at a private school in Shan State, Myanmar. This study employs a quantitative research design and uses a survey approach in which questionnaires item is used as a research instrument. The Google survey form link was sent to the teachers from a bilingual private school via e-mail and Viber application to access how they perceive the factors of school working conditions and their job satisfaction as professionals working in their institutes. A total of 60 survey questionnaires had been received; all the 60 responses of the questionnaires were valid to be used for data analysis. The study can be concluded that a factor of school working conditions; self-efficacy influence the very high level of teachers' job satisfaction.

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