



## A Correlational-Comparative Study of Teachers' Perceptions of Administrative Support and Job Satisfaction According to Their Tenure: A Case Study of Two Private High Schools in Maharaungmyae Township of Mandalay, Myanmar

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### Abstract

This study examines the relationship between teachers' perceptions of administrative support and job satisfaction, focusing on tenure in two private high schools in Maharaungmyae Township, Mandalay, Myanmar. Grounded in Methner's (2013) framework on administrative support and Herzberg's (1959) Two-Factor Theory, the study employs Methner's Administrative Support Survey (MASS) and items developed by Anderson (2017) based on Herzberg's theory. A total of 138 teachers participated, divided into two tenure groups: fewer than five years and more than five years of experience. Findings show that while both groups perceived elevated levels of administrative support, early-career teachers (1–5 years) reported slightly higher support ( $M = 3.97$ ,  $SD = 0.55$ ) than their experienced counterparts (6+ years:  $M = 3.91$ ,  $SD = 0.54$ ). However, teachers with over five years of experience exhibited significantly greater job satisfaction. A strong positive correlation emerged between administrative support and job satisfaction (1–5 years:  $r = 0.671$ ,  $p < 0.001$ ; 6+ years:  $r = 0.733$ ,  $p < 0.001$ ), reinforcing administrative support as a key driver of teacher satisfaction, regardless of tenure. These findings underscore the need for differentiated support strategies: mentorship and professional development for early-career teachers, and recognition, autonomy, and leadership opportunities for experienced educators.

**Keywords:** Teachers, Administrative Support, Job Satisfaction, Tenure

### Introduction

Teachers have a key role in education by sharing knowledge, encouraging critical thinking, and helping students reach their potential. It is essential to understand the several factors that affect teachers in their work. Teacher tenure, job satisfaction, and administrative support are key factors that influence the quality of education (Smith, 2024).



Teacher job satisfaction refers to teachers' attitudes, feelings, and perceptions about their work. It is a key part of the education system because it affects motivation, commitment, and well-being, which impacts the quality of education (Huang et al., 2020). Teacher job satisfaction is influenced by factors such as tenure and administrative support, which affect the overall learning environment (Huang et al., 2018). Teachers who are satisfied and feel supported are more likely to stay motivated and deliver effective education.

Research shows that job satisfaction among teachers differs across countries and regions. In developed countries, teachers often report high job satisfaction due to positive relationships with students, a sense of purpose, and classroom autonomy (Skaalvik & Skaalvik, 2017). In developing countries, factors such as low pay, large class sizes, and insufficient resources often lower teachers' job satisfaction (Crossman & Harris, 2006).

Administrative support refers to the help teachers receive from school administrators, such as principals and vice principals. This support may include professional development, mentoring, communication, and assistance with resources and workload (Grissom, 2011). Other forms of support include teamwork, emotional encouragement, and collaboration. A study by Toropova et al. (2021) found that school conditions, including student discipline, teacher cooperation, and manageable workloads, are linked to higher teacher job satisfaction. Teachers with administrative support are often more effective and satisfied in their roles (Eisenman, 2019).

Teacher tenure usually refers to job security and protection from arbitrary dismissal for experienced teachers (Hassel et al., 2011). Tenure provides stability and allows teachers to focus on their teaching without fear of losing their job (Hanushek et al., 2004). For this study, tenure refers to the number of years teachers have worked in selected schools, without including job security or dismissal protection.

The study suggested that teachers with more tenure may feel more satisfied due to increased confidence, mastery of skills, and a sense of achievement (Klassen & Chiu, 2010). However, the study showed that teachers with many years of experience might face burnout or reduced satisfaction if they lack professional development or face challenges like policy changes or shifting student enrollment (Skaalvik & Skaalvik, 2011).

Teacher job satisfaction in Myanmar is influenced by many factors. Research shows that teachers in developing countries, including Myanmar, often experience similar factors of satisfaction and dissatisfaction. According to Sahito and Vaisanen (2019), satisfaction is linked to aspects like socio-economic conditions, fair salaries, promotion opportunities, positive work environments, and support from the community and colleagues. Dissatisfaction, however, is often caused by poor management, lack of trust, non-transparent systems, work-life imbalance, insufficient resources, and political interference.



In recent years, job satisfaction among teachers in Myanmar has been a concern. Studies suggest that teachers in Myanmar report low levels of satisfaction due to external factors. Teachers have been influenced and impacted by the political climate, affecting the education system and teacher satisfaction (San, 2021). Aung (2021) and Lay (2020) noted a negative correlation between job performance and job satisfaction among Myanmar teachers. Experienced teachers often leave the profession due to low satisfaction, limited career advancement, and poor working conditions. Soe et al. (2023) found that longer-serving teachers in Myanmar are more likely to experience dissatisfaction and leave their roles. This creates challenges for the education sector, especially as Myanmar struggles with limited funding, outdated curricula, and insufficient teacher professional development (Thein & Beach, 2018). By exploring the factors influencing teacher job satisfaction, the research seeks to provide insights that can inform strategies and policies to improve education in Myanmar.

## Objectives

The following research objectives form the basis of this study:

1. To find the level of teachers' perceptions of administrative support according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar.
2. To find the level of teachers' perceptions of job satisfaction according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar.
3. To determine whether there is a significant relationship between teachers' perceptions of administrative support and job satisfaction, according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar.
4. To determine whether there is a significant difference between teachers' perceptions of administrative support according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar.
5. To determine whether there is a significant difference between teachers' perceptions of job satisfaction, according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar.

## Research Hypotheses

The hypotheses for this study are:

1. There is a meaningful relationship between teachers' perceptions of administrative support and their job satisfaction according to their tenure at



- the two private high schools in Maharaungmyae township of Mandalay, Myanmar, at a significant level of .05.
2. There is a significant difference between teachers' perceptions of administrative support according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar, at a significance level of .05.
  3. There is a significant difference between teachers' perceptions of job satisfaction, according to their tenure at the two private high schools in Maharaungmyae township of Mandalay, Myanmar, at a significance level of .05.

## Theoretical Framework

This study uses Methner's (2013) framework to define and measure Administrative Support. To collect data, it utilized Methner's Administrative Support Survey (MASS). For the variable of Job Satisfaction, the study adopted Herzberg's (1959) Two-Factor Theory as a guiding framework. The following sections explain these theories in detail.

### Administrative Support (Methner, 2013)

Methner (2013) emphasized the importance of the relationship between teachers and principals, which he identified as a key factor in effective leadership. This relationship, called administrative support, is linked to positive outcomes for both the school and its students. Methner described administrative support as the assistance principals provide to teachers, both formally and informally, to help them improve their teaching and learning practices. Methner outlined five dimensions of administrative support: Instructional Improvement, Feedback, Discourse, Reflection and Growth, and Anxiety.

#### 1. Instructional Improvement

This refers to how school administrators help teachers improve classroom instruction. Administrators play a crucial role in evaluating the resources and strategies provided to enhance teaching and learning (Cherasaro et al., 2015). Administrators aim to identify areas for improvement and adjust tools, materials, and approaches to create a better learning environment (Cherasaro et al., 2015).

#### 2. Feedback

Feedback refers to communication between administrators and teachers after observing classroom activities or reviewing student performance data. According to Brookhart (2017), this process includes constructive advice to improve instructional methods and classroom management. Feedback plays a critical role in



promoting teacher growth by fostering meaningful discussions about teaching practices and encouraging reflective learning. By offering specific, actionable recommendations, administrators can help teachers refine their techniques and enhance the overall quality of education (Brookhart, 2017).

### 3. Discourse

Discourse focuses on the quality of discussions between administrators and teachers about teaching and learning. Methner (2013) highlights that these conversations often focus on educational concepts and strategies, encouraging collaboration and the exchange of ideas. These discussions help teachers and administrators develop a shared understanding of educational goals (Methner, 2013).

### 4. Reflection and Growth

This dimension looks at how administrators encourage teachers to reflect on their practices and pursue professional development. According to Rushing (2022) Support from administrators may include providing resources, training, and mentorship to promote self-assessment and continuous improvement. By promoting reflective practices, administrators help teachers identify strengths and areas for growth, creating a culture of lifelong learning and professional enhancement (Rushing, 2022).

### 5. Anxiety

This dimension addresses the stress or uneasiness teachers may feel in their relationship with administrators. Shai Fuxman (2024) emphasizes that addressing these anxieties involves creating an environment that encourages open dialogue and collaboration. Identifying and alleviating concerns helps to foster trust and improve communication between teachers and administrators. A supportive environment can help improve teacher-administrator relationships and enhance communication (Shai Fuxman, 2024).

### The Two-factor Theory (Hertzberg, 1959)

The Two-Factor Theory, also called the Motivation-Hygiene Theory, was first introduced by Hertzberg, Mausner, and Snyderman in 1959 in their book *The Motivation to Work*. Hertzberg later expanded the work in 1966 in *Work and the Nature of Man*. This theory is considered important for understanding job satisfaction. The information in this section is based on Alshmemri et al. (2017) since the original text by Hertzberg is no longer available.

The main idea of the Two-Factor Theory is that job satisfaction and dissatisfaction come from two different types of factors: motivation factors and hygiene factors. Motivation factors are intrinsic (related to the job itself), while hygiene factors are extrinsic (related to the work environment). Motivation



factors increase job satisfaction. If they are absent, it does not cause dissatisfaction, but the job lacks satisfaction. Hygiene factors reduce dissatisfaction. However, improving them does not necessarily create job satisfaction.

### **1. Motivation Factors**

Motivation factors are intrinsic factors related to the job itself. These factors lead to job satisfaction and motivation when present but do not cause dissatisfaction if absent (Herzberg, 1959). They are directly tied to an employee's sense of achievement and fulfillment in their work. According to Herzberg's (1959) theory, Motivation Factors include the following aspects:

#### **1.1 Achievement**

This refers to completing a perplexing task or solving a problem. When employees see the positive results of their work, they feel a sense of achievement (Hackman & Oldham, 1976). Negative achievement occurs when they do not make progress, which can reduce motivation and satisfaction (Herzberg et al., 1959).

#### **1.2 Recognition**

This refers to the recognition employees receive when they are praised or rewarded for accomplishing work or goals (Herzberg, 1966; Saari & Judge, 2004). Recognition enhances motivation by reinforcing employees' value within the organization (Wang et al., 2020).

#### **1.3 Tasks**

This refers to the nature of job tasks and how they impact employee satisfaction. Boring or excessively difficult tasks can reduce motivation; while engaging and meaningful work enhances job satisfaction (Crossman & Harris, 2006). Jobs that allow creativity and autonomy tend to be more fulfilling (Hackman & Oldham, 1976).

#### **1.4 Responsibility**

Responsibility refers to both job responsibility and authority. Employees who are given more control over their work and decision-making experience higher satisfaction (Herzberg et al., 1959; Vroom, 1964). This responsibility fosters a sense of ownership and accountability, leading to increased motivation (Lunenburg & Ornstein, 2000).

#### **1.5 Advancement**

Advancement refers to career progression and opportunities for promotion (Maslow, 1943; Weiss et al., 1967). Employees with clear paths for growth and professional development are more likely to feel motivated and satisfied in their roles (Gagné & Deci, 2005).

### **2. Hygiene Factors**

Hygiene factors are extrinsic factors related to the job environment and



conditions. These factors do not lead to job satisfaction when present, but their absence causes dissatisfaction (Herzberg, 1959). Hygiene factors are necessary to prevent dissatisfaction, but they do not actively improve motivation or satisfaction.

### **2.1 Policies and Administration**

Organizational policies, communication structures, and administrative practices affect how employees perceive their work environment (Herzberg, 1959; Maslow, 1943). Clear, fair, and transparent policies enhance satisfaction, while bureaucratic or inconsistent policies lead to frustration (Skaalvik & Skaalvik, 2011).

### **2.2 Manager Relations**

The competence and fairness of supervisors, including their ability to delegate, teach, and guide employees, play a crucial role in job satisfaction (Herzberg et al., 1959). Positive supervision enhances motivation, while poor leadership contributes to dissatisfaction (Vroom, 1964).

### **2.3 Working Conditions**

The physical work environment, including factors like space, safety, tools, ventilation, and temperature, significantly affects job satisfaction (Hackman & Oldham, 1976). Poor working conditions can lead to stress and dissatisfaction, even if other job aspects are positive (Skaalvik & Skaalvik, 2017).

### **2.4 Salary**

Salary refers to compensation, including wages, bonuses, and benefits, which is a fundamental hygiene factor (Herzberg et al., 1959). Fair and competitive pay prevents dissatisfaction but does not necessarily increase job satisfaction beyond a certain point (Saari & Judge, 2004).

### **2.5 Interpersonal Relations**

Relationships with supervisors, colleagues, and subordinates play a key role in workplace satisfaction (Herzberg, 1966; Wang et al., 2020). Positive social interactions at work contribute to a supportive environment and overall job satisfaction.

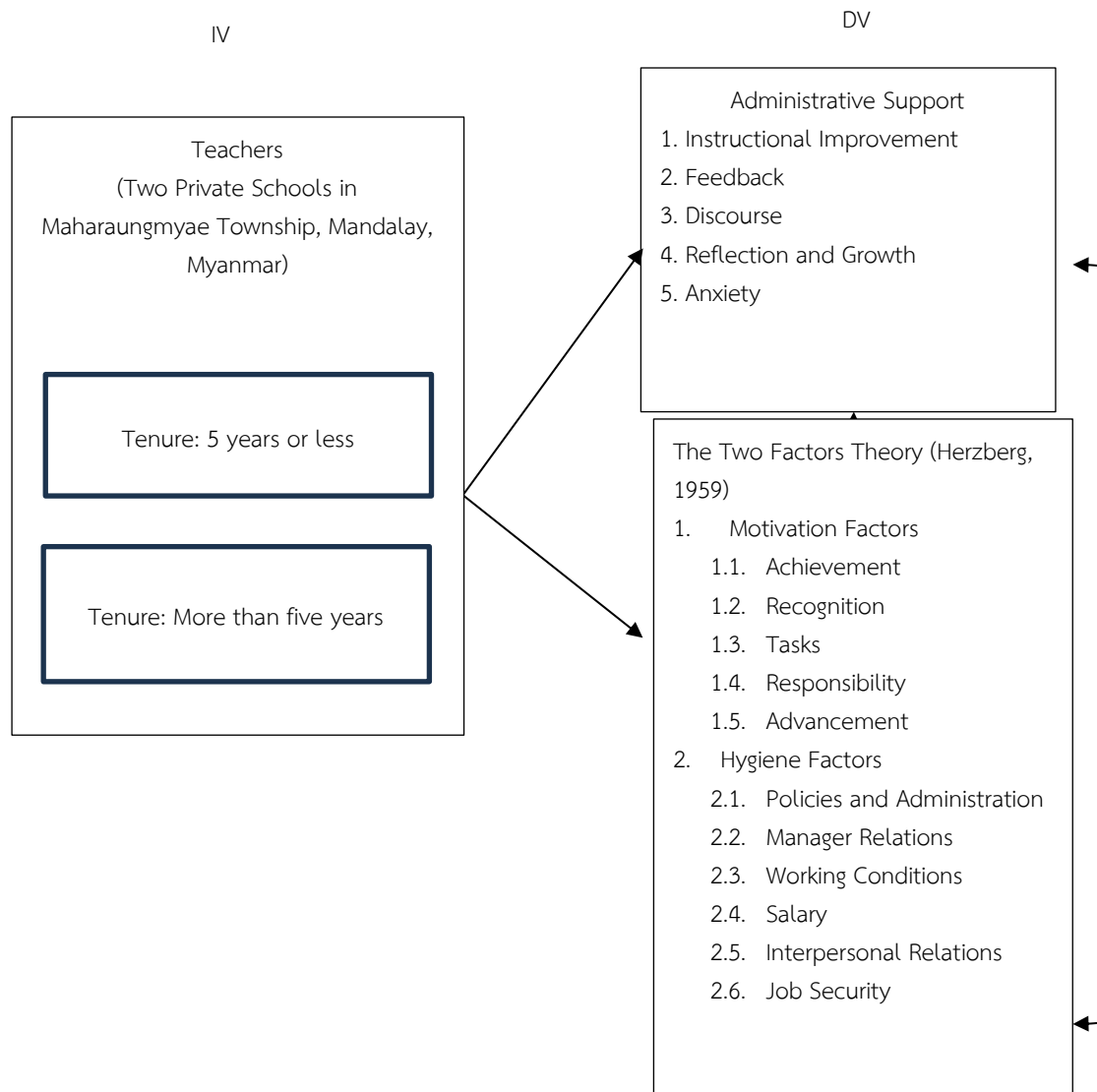
### **2.6 Job Security**

Job security refers to the assurance that an employee will not face unexpected job loss. Stability in employment fosters trust and reduces anxiety, which is essential for maintaining satisfaction (Herzberg et al., 1959). Conversely, uncertainty about job stability can lead to significant dissatisfaction (Skaalvik & Skaalvik, 2011).



## Concept theory framework

This study examines the relationship between teachers' perceptions of administrative support, job satisfaction, and their tenure. Tenure is treated as an independent variable, while administrative support and job satisfaction are the dependent variables. Figure 1 shows the conceptual framework of the study.



**Figure 1:** Conceptual Framework of the Study

## Materials and Methods

This research aimed to investigate the relationship between teachers' perceptions of administrative support and their levels of job satisfaction, with the influence of their tenure in two private high schools in Maharaungmyae Township, Mandalay, Myanmar. The study was a quantitative correlational comparative research study. Specifically, it used data analysis of using the mean score and the standard deviation, the Pearson correlation





coefficient ( $r$ ) as the statistical method. The Pearson correlation coefficient measured the strength and direction of the linear relationship between two variables, in this case, teachers' perceptions of administrative support and job satisfaction, with the influence of their tenure. A survey instrument was utilized to collect data.

### Population and Sample

This study utilized total population sampling, a purposive sampling technique that uses the entire population meeting certain criteria. The total population was 138 teachers who worked at the two target schools. They included kindergarten to grade 12 teachers working in the 2023-2024 academic year.

### Research Instrument

The survey was comprised of items from Methner's Administrative Support Survey (MASS) and items related to Herzberg's Two-factor Theory. The questions for job satisfaction were adapted from Anderson's (2017) interview questions on assessing job satisfaction based on Herzberg's Two-factor Theory. Response criteria for the items in the questionnaire were selected on a 5-level Likert-type scale. The survey was translated from English into the Myanmar language. A back-translation from the Myanmar version into English was done to confirm the translation's accuracy.

### Validity and Reliability for Administrative Support

Methner (2013) Administrative Support Survey (MASS) has been used in other studies with similar contexts, such as the research by Phyu and Banks (2018), which reported that the survey has content validity. Since their study was conducted in Myanmar and in a similar context, it supports the idea that the content of the MASS is relevant and applicable. Other studies, like those by Chen (2019) and Lay and Ye (2022), have also used the MASS successfully.

For this study, Cronbach's Alpha was used to determine the internal consistency of the items in the questionnaire. According to Taber (2017), alpha scores of .70 or higher are generally considered good. The MASS was reported to have a Cronbach's Alpha score of .89. Therefore, the reliability of the original instrument items is confirmed. Table 1 shows the reliability scores from previous studies.

**Table 1:** Alpha Coefficients of Five Domains (Administrative Support)

Description	Researcher	Cronbach's Alpha
Administrative Support	Methner (2013)	.89
	Phyu (2016)	.86
	Chen (2019)	.86
	Current Study	.93



## Validity and Reliability for Job Satisfaction

For the questions related to job satisfaction, the researcher adapted original interview questions from Anderson (2017), which were based on Herzberg's Two-factor Theory. This adaptation was necessary to convert the open-ended interview format into Likert-type items, allowing for a more structured and quantifiable assessment of teachers' job satisfaction. The validity of the instrument was assessed using the Item Objective Congruence (IOC) index, which measures how well each question aligns with the study's objectives. Three experts reviewed the items, and those with an IOC score of 0.67 or higher were accepted, ensuring strong content validity (Tavakol & Dennick, 2011). Most items received a perfect score of 1.00, indicating an important level of expert agreement that the questions effectively measure job satisfaction, motivator factors, and hygiene factors. One item, which scored 0.33, was rejected, demonstrating a rigorous validation process that ensures the accuracy and relevance of the questionnaire. Therefore, it was decided to remove this item from the final. There are 13 items as an adapted version of Anderson's (2017) questionnaire, which is based on Herzberg's Two-Factor Theory to find out the level of Job Satisfaction.

## Results

The findings indicated that teachers across both tenure groups perceive administrative support positively. Teachers with 1–5 years of experience rated their overall administrative support with a high mean score of 3.97 (SD = 0.55), particularly appreciating Instructional Improvement (M = 4.13) and Feedback (M = 4.05). Teachers with more than five years of experience also reported strong perceptions of administrative support, with a slightly lower overall mean score of 3.91 (SD = 0.54). This group similarly valued Instructional Improvement (M = 4.12) and Feedback (M = 4.05). While the overall ratings were slightly higher among teachers with less experience, the results demonstrate that both groups generally find the support provided by their school leaders to be strong and effective. Tables 2 and 3 summarize these findings.

**Table 2:** Teachers' Perceptions of Administrative Support for Teachers with less than five years of Tenure (N=64)

Sub-category	M	SD	Interpretation
Instructional Improvement	4.13	.54	High
Feedback	4.05	.59	High
Discourse	3.98	.74	High
Reflection and Growth	4.05	.60	High
Anxiety	3.65	.63	High
<b>Overall Administrative Support</b>	<b>3.97</b>	<b>.55</b>	<b>High</b>



**Table 3:** Teachers' Perceptions of Administrative Support for Teachers with 6 Year and Above of Tenure (N=74)

Sub-category	M	SD	Interpretation
Instructional Improvement	4.12	.62	High
Feedback	4.05	.61	High
Discourse	3.91	.72	High
Reflection and Growth	3.90	.55	High
Anxiety	3.56	.58	High
<b>Overall Administrative Support</b>	<b>3.91</b>	<b>.54</b>	<b>High</b>

Job satisfaction was rated highly by both groups of teachers but showed a notable increase with tenure. Teachers with 1–5 years of experience gave their overall job satisfaction a mean score of 4.02 (SD = 0.63), with General Satisfaction (M = 4.13) and Hygiene Factors (M = 3.99) receiving particularly high ratings. Teachers with more than five years of experience reported a higher mean score for overall job satisfaction at 4.29 (SD = 0.46). This group gave the highest rating to General Satisfaction (M = 4.49), followed by Hygiene Factors (M = 4.20). These findings suggest that job satisfaction tends to grow as teachers gain more experience in their roles. Tables 4 and 5 show these results.

**Table 4:** Teachers' Perceptions of Job Satisfaction for Teachers with less than five years of Tenure (N=64)

Sub-category	M	SD	Interpretation
General Satisfaction	4.13	.76	High
Motivator Factors	3.93	.62	High
Hygiene Factors	3.99	.71	High
<b>Overall, Job Satisfaction</b>	<b>4.02</b>	<b>.63</b>	<b>High</b>

**Table 5:** Teachers' Perceptions of Job Satisfaction for Teachers with 6 Years and Above of Tenure (N=74)

Sub-category	M	SD	Interpretation
General Satisfaction	4.49	.58	High
Motivator Factors	4.18	.50	High
Hygiene Factors	4.20	.51	High
<b>Overall, Job Satisfaction</b>	<b>4.29</b>	<b>.46</b>	<b>High</b>



Correlation analysis revealed a significant positive relationship between perceptions of administrative support and job satisfaction for both tenure groups. For teachers with 1–5 years of experience, the correlation was strong ( $r(62) = .671, p < .001$ ), indicating that newer teachers rely heavily on administrative support to feel satisfied and secure in their jobs. For teachers with more than five years of experience, the correlation was slightly stronger ( $r(72) = .733, p < .001$ ), highlighting the ongoing importance of administrative support in maintaining job satisfaction among experienced teachers. These results emphasize the critical role of administrative support in fostering job satisfaction across all levels of experience. Table 6 shows these results.

**Table 6:** Multiple Correlation Between Teachers' Perceptions of Administrative Support and Job Satisfaction by Their Tenure

Tenure			TAS	TJS
1-5 year	TAS	Pearson Correlation	–	–
		Sig. (2-tailed)	–	–
		N	64	–
	TJS	Pearson Correlation	.671**	–
		Sig. (2-tailed)	.000	–
		N	64	64
6 and above year	TAS	Pearson Correlation	–	–
		Sig. (2-tailed)	–	–
		N	74	–
	TJS	Pearson Correlation	.733**	–
		Sig. (2-tailed)	.000	–
		N	74	74

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

TAS refers to Teachers' Perception of Job Satisfaction According to Their Tenure.

TJS refers to Teachers' Perception of Job Satisfaction According to Their Tenure.

An independent samples t-test was used to compare perceptions of administrative support and job satisfaction between the two groups. While the analysis showed no significant difference in perceptions of administrative support between the two groups ( $M = 3.97, SD = 0.55$  for 1–5 years;  $M = 3.91, SD = 0.54$  for more than five years;  $t(136) = 0.64, p = .526$ , Cohen's  $d = 0.11$ ), job satisfaction did show a significant difference. Teachers with more than five years of experience had a higher mean score for job satisfaction ( $M = 4.30, SD = 0.46$ ) compared to those with 1–5 years of experience ( $M = 4.02, SD = 0.63$ ), with the



difference being statistically significant ( $t(136) = -2.95, p = .004, \text{Cohen's } d = 0.50$ ). This medium-sized size indicates a noticeable increase in job satisfaction for more experienced teachers. See Table 7.

**Table 7:** Comparison of Teachers' Perception of Administrative Support by Tenure  
(=138)

Tenure	N	M	SD	SE	t	df	p	Mean Difference	95% CI for Mean Difference	Cohen's d
1-5 years	64	3.97	0.55	0.069	0.64	136	.526	0.059	(-0.13, 0.24)	0.11
6 and above years	74	3.91	0.54	0.063						

Note: N = number of participants; M= Mean; SD = Standard Deviation; SE = standard error of the mean; CI – confidence interval

An independent samples T-test was also conducted to examine whether teachers' perceptions of job satisfaction varied significantly according to their tenure. This statistical test was used to compare the means of two separate groups to determine if there is a significant difference between them. The analysis included two tenure groups: those with less than five years and those with more than five years of experience. The descriptive statistics revealed that teachers with less than five years of experience had a mean score of  $M = 4.02, SD = 0.63$ , whereas teachers with 6 and above years of experience had a higher mean score of  $M = 4.30, SD = 0.46$ . The independent samples t-test indicated that this difference was statistically significant,  $t(136) = -2.95, p = .004, \text{Cohen's } d = 0.50$ . Cohen's d is a statistical measure used to describe the strength or magnitude of the difference between the two groups' means. According to interpretation thresholds, the effect size (Cohen's  $d = 0.50$ ) obtained indicated a medium effect. This means that the difference in the two groups is noticeable, but not large and could possibly be observable between the two groups, who are somewhat different but still share the same perceptions. Table 8 shows these results.



**Table 8:** Comparison of Teachers' Perception of Job Satisfaction by Tenure (N=138)

Tenure	N	M	SD	SE	t	df	p	Mean Difference	95% CI for Mean Difference	Cohen's d
1-5 years	64	4.02	0.63	0.078	-2.95	136	.004	0.059	(-0.46, -0.09)	0.50
6 and above years	74	4.30	0.46	0.054						

Note: N = number of participants; M= Mean; SD = Standard Deviation; SE = standard error of the mean; CI – confidence interval

In summary, teachers across both tenure groups perceive administrative support positively, with no significant differences based on experience. However, job satisfaction is significantly higher among teachers with longer tenure, suggesting that experience contributes to greater fulfillment and stability in their roles. The strong positive relationship between administrative support and job satisfaction further highlights the importance of effective and supportive administration in fostering a positive working environment for teachers.

## Conclusions and Discussion

### Positive Perceptions of Administrative Support

The findings revealed that teachers with less than five years of tenure and those with more than five years of tenure had similar positive perceptions of administrative support. Both groups reported feeling well-supported by the administration, suggesting that the schools have effective administrative practices that provide for the needs of all teachers, regardless of their level of experience. Both groups benefit from equitable administrative practices, such as professional development opportunities, mentoring, and consistent communication, which ensure that teachers, whether new or experienced, feel valued and supported. This indicates that the administration at these schools provides a uniform level of support, fostering a sense of inclusivity and equal treatment for all teachers. These results align with Methner's (2013) framework, which emphasizes the importance of administrative practices such as feedback, reflection, and growth in fostering a supportive teaching environment.

The findings suggest several important points for school leaders. Less-tenured teachers rely heavily on support but also teachers with more tenure like instructional



improvement and feedback, so providing clear guidance, regular feedback, and mentorship programs is essential to help them feel confident and capable in their roles (Callahan, 2016). For teachers with more tenure, maintaining dedicated support in these areas is equally important to keep them motivated and satisfied. Giving them opportunities to mentor less-tenured teachers or take on leadership roles could also help them feel valued and foster their professional growth (Beutel & Spooner-Lane, (2009). The results also align with Distributed Leadership Theory, which suggests that shared leadership responsibilities between administrators and teachers create a more inclusive and engaging work environment (Donley, Detrich, States, & Keyworth, 2020).

The consistent positive ratings across both groups highlight the importance of reliable and effective leadership practices. School administrators should ensure that support systems are well-organized and meet the needs of teachers at all experience levels. This can also improve teacher retention by creating a supportive work environment where all teachers feel appreciated and encouraged. This is especially true in the context of Myanmar where teachers often feel that they are not supported, especially in areas of professional development by their institutions (Borg et al., 2018; Nyunt & Ye, 2019). Since both teachers with less and more tenure value similar types of support, schools can promote collaboration by encouraging teachers to share their experiences and strategies. This could strengthen the teaching community and create a more positive work atmosphere for everyone. Overall, these findings show that strong administrative support plays a key role in improving teacher satisfaction and performance.

### **Positive Perceptions of Job Satisfaction**

Job satisfaction was also rated highly by both groups, with teachers with more tenure reporting greater overall satisfaction. Teachers with less tenure felt satisfied with general aspects of their jobs, including basic working conditions and professional growth opportunities. However, teachers with longer tenure showed even higher levels of satisfaction, particularly in areas such as general job fulfillment and job stability. These results suggest that job satisfaction tends to increase with experience. This result supports Herzberg's (1959) Two-Factor Theory, which suggests that teachers with more tenure may derive greater satisfaction from intrinsic motivators such as achievement, recognition, and responsibility. In contrast, less-tenured teachers might still be navigating extrinsic challenges such as workload adjustment and role clarity, which could contribute to slightly lower satisfaction levels.

The findings suggest that schools should focus on supporting both teachers with less and more tenure to improve job satisfaction. Less-tenured teachers are happy with basic working conditions and opportunities for growth, so schools should continue to provide clear career pathways, training, and a supportive environment to help them





succeed early in their careers (Edinger & Edinger, 2018). For teachers with more tenure, higher satisfaction levels, especially with job stability and fulfillment, show that tenure brings a sense of security and contentment. Additionally, Maslow's Hierarchy of Needs Theory (1943) helps explain this trend, as teachers with more tenure are more likely to have fulfilled their basic and security needs, allowing them to focus on higher-level psychological and self-actualization needs, thereby enhancing their job satisfaction. However, the results also highlight the need for tailored interventions for early-career teachers to enhance their job satisfaction. Mentorship, targeted feedback, and opportunities for professional growth are critical strategies to address this gap. The schools can build on this by offering leadership roles, advanced training, and recognition to keep teachers with more tenure motivated (Hulpia et al., 2009).

Overall, the increase in satisfaction with experience highlights the importance of creating a positive work environment that evolves with teachers' needs over time. Schools can use these insights to develop policies and practices that support teachers at all stages of their careers, ensuring they stay engaged and committed to their roles. This approach can lead to a more satisfying and stable teaching workforce.

#### **Positive Relationships Between Administrative Support and Job Satisfaction**

The correlation analysis showed a strong positive relationship between perceptions of Administrative Support and Job Satisfaction for both groups. The findings show that administrative support is very important for teachers' job satisfaction, no matter how much experience they have. This result underscores the pivotal role of administrative support in shaping teachers' job satisfaction, as highlighted in the studies by Skaalvik and Skaalvik (2017) and Daly and Dee (2006). Teachers who perceive their administrators as supportive are more likely to feel valued, motivated, and engaged in their roles, leading to higher satisfaction levels.

Teachers shared personal insights into their experiences with administrative support. Many long-tenured teachers noted that consistent, constructive feedback from school leaders encouraged their professional growth and commitment to the institution. On the other hand, some early-career teachers felt that feedback was too general and lacked actionable steps, making it difficult for them to improve their performance. These real-world experiences highlight the importance of individualized support and tailored administrative strategies. This means schools should focus on giving them regular feedback, clear guidance, and helpful resources to make their early years easier and more positive.

For teachers with more tenure, administrative support is still important. Even though they are more confident in their roles, they value leadership that listens to them, supports their needs, and gives them chances to grow. Keeping strong support systems in place helps teachers with more tenure stay satisfied and committed to their work. Other



studies have also highlighted the importance of administrative support and teacher job satisfaction. (Kilag, et al, 2023; Tickle et al., 2011).

### **Perceptions of Job Satisfaction Between Tenure Groups**

When comparing perceptions of administrative support between the two groups, no significant differences were found, indicating that both less tenured and teachers with more tenure feel similarly supported. However, Job Satisfaction differed between the groups, with teachers with more tenure reporting noticeably higher levels of satisfaction. This suggests that tenure plays a role in shaping overall job fulfillment and stability. The findings suggest several important implications for schools. Since both groups feel similarly supported by administrative practices, it highlights the importance of maintaining consistent and effective leadership for all teachers, regardless of their experience. This consistency ensures that teachers feel equally valued and supported throughout their careers.

However, the noticeable difference in job satisfaction between the two groups suggests that tenure has a positive relationship with teachers' feelings of fulfillment and stability. Schools should recognize that as teachers gain more experience, their needs and expectations may shift. Providing opportunities for leadership, advanced training, and professional growth can help sustain and enhance satisfaction for teachers with more tenure (Torres, 2019).

For less-tenured teachers, efforts should focus on ensuring that administrative support continues to meet their needs while providing resources to help them grow into their roles. Addressing the evolving needs of both groups can create a more supportive and fulfilling environments for all teachers, improving retention and overall workplace morale (Dias-Lacy & Guirguis, 2017).

### **Study Limitations**

While this study provides useful insights into how teachers feel about administrative support and job satisfaction, there are some limitations to consider. First, the research was done in only two private high schools in Maharaungmyae Township, Mandalay, Myanmar. Because it focuses on a specific area and only private schools, the findings might not represent the experiences of teachers in other regions or in public schools. This means the results might not apply to all teachers across Myanmar.

Second, the number of teachers who took part was relatively small-138 in total. If the study included more schools and a wider range of teachers, the data might be stronger and could lead to different conclusions. The small sample size makes it harder to say that the findings are true for all teachers.



Third, the study used questionnaires where teachers reported their own feelings and opinions. This self-reported information can be influenced by personal biases or the desire to give answers that seem acceptable to others. Teachers might have given more positive responses because they were worried about privacy or negative consequences, which can affect how accurate the results are.

Fourth, the research was done at one point in time-it was a cross-sectional study. This means it doesn't show how teachers' perceptions might change over time or whether one thing causes another. Teachers' views on administrative support and job satisfaction might vary due to factors not captured in the study. A study that follows teachers over a longer period could give better insights into how these perceptions evolve.

Lastly, the study mainly looked at the relationship between administrative support, job satisfaction, and how long teachers have been teaching (tenure). It didn't consider other things that can affect job satisfaction, like salary, workload, class size, student behavior, or personal life situations. By not including these factors, the study might miss other important influences on how teachers feel about their jobs and the support they receive.

## Recommendations

Based on the findings, several recommendations can improve teacher job satisfaction and administrative support in these schools. These include both policy and practical steps for teachers and administrators.

For school policies, the positive perceptions of administrative support suggest that current practices should continue. Schools should adopt policies ensuring consistent, fair support for all teachers and equal access to professional development, helping teachers stay updated on modern teaching methods. Formal mentorship programs can pair experienced teachers with newcomers, encouraging knowledge sharing (Callahan, 2016). Providing leadership opportunities, such as committee roles, keeps seasoned teachers motivated (Beutel & Spooner-Lane, 2009). Clear policies for regular communication ensure all teachers feel heard and valued.

Practically, administrators should offer regular feedback and constructive guidance, helping teachers identify strengths and areas for improvement (Ahea et al., 2016). Encouraging collaboration among teachers, through meetings or joint projects, builds a supportive community. Recognizing teachers' efforts and achievements can boost morale, while understanding that teachers' needs evolve with experience ensures ongoing support at every career stage.

Teachers can also play a role. They should engage in professional development and communicate their training needs to administrators. Schools should support teachers



who pursue further education. Mentorship programs foster professional growth and stronger staff relationships. Newer teachers should seek guidance from administrators and experienced colleagues, while veteran teachers can share expertise to benefit everyone. Staying involved in school activities can enhance a sense of belonging and fulfillment.

In conclusion, these recommendations build on existing strengths. By implementing supportive policies and practical measures, schools can enhance job satisfaction and cultivate a positive environment, ultimately improving student outcomes. Consistent support, professional growth opportunities, and recognition of teachers' changing needs lead to a more satisfied, stable teaching workforce.

This study has some limitations. It focused on two private high schools in Maharaungmyae Township, Mandalay, Myanmar, so the findings may not represent other regions or public schools. The sample size was relatively small (138 teachers), limiting the generalizability of results. Data relied on self-reported questionnaires, which may be influenced by personal biases or privacy concerns. Because it was a cross-sectional study, it cannot show how perceptions change over time or indicate causality. Cultural factors unique to Myanmar may also have shaped responses, and the results may not transfer easily to other contexts. Additionally, the study did not consider factors like salary, workload, or student behavior, which can influence job satisfaction. More extensive research with larger samples, multiple school types, and additional variables is needed to gain a deeper understanding of teacher job satisfaction and administrative support.

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