

**ASSESSING DETERMINANTS OF GOVERNMENT
EMPLOYEES' JOB SATISFACTION IN MYANMAR**

BY

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ABSTRACT OF THE DISSERTATION

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Professor Shugo Shinohara, Supervisor

Public sector job satisfaction is an important topic, but studies on the job satisfaction of Myanmar public employees are limited. What is the general level of public sector job satisfaction, what factors affect public employees' job satisfaction, and how are they satisfied with their jobs are unclear. To address these questions, this study adopted an exploratory sequential mixed method approach and found out job satisfaction factors. In the qualitative phase, data were collected through face-to-face interviews with 226 public employees, then quantitative data were gathered by assessing self-administered survey data (N = 1,225). The qualitative data collected from the interviews were analyzed by NVivo 12. Multiple regression analysis using STATA version 15 was conducted to analyze the survey data. Applying Herzberg's two-factor theory, the study found that both motivators and hygiene factors influenced public employees' job satisfaction and dissatisfaction. In particular,

interpersonal relationships, family orientation, work itself, public service motivation, supervision technical, religiosity, salary, and job security all were found to have an effect on job satisfaction in both qualitative and quantitative findings. Job dissatisfaction factors found in both the qualitative and quantitative findings were work itself, recognition, possibility of growth, and supervision technical. More specifically, public service motivation and religiosity contribute to job satisfaction, and family orientation's negative effect is statistically significant. This study shed the light on the importance of cultural and religious values while studying job satisfaction.

Keywords: Job satisfaction, Herzberg's two-factor theory, motivators, hygiene factors, government employees.

DEDICATION

*For my wife 'Yu' and son 'Thar Thar' who love, support, and encourage
me and make me able to achieve my study.*

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LIST OF ABBREVIATIONS

CAQDAS	:	Computer-assisted qualitative data analysis -
CR	:	Coding References
DET	:	Department of Education and Training
HR	:	Human Resources
JDS	:	Job Diagnostic Survey
JSS	:	Job Satisfaction Survey
MoBA	:	Ministry of Border Affairs
MSQ	:	Minnesota Satisfaction Questionnaire
PSM	:	Public Service Motivation
UNDP	:	United Nations Development Program

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Public sector job satisfaction is an important topic, but studies on the job satisfaction of Myanmar public employees are limited. What is the general level of public sector job satisfaction? What factors affect public employees' job satisfaction, and how are they satisfied with their jobs are unclear. To address these questions, this study adopted an exploratory sequential mixed method approach and found out the job satisfaction factors of Myanmar government employees.

This introductory chapter establishes the background for the empirical research. The problem statement is outlined, including the rationale and significance of the research. The purpose of the study is then presented, setting out the research questions. Finally, the organization of the research is described.

1.2 Background

Ensuring that public employees are satisfied with their jobs is one of the important preconditions for providing good services to citizens. Employees with high levels of satisfaction in their jobs produce high-quality services (Kim, 2004) because job satisfaction has a direct and positive relationship with job performance (Borgogni et al., 2010; Fernandez & Moldogaziev, 2013). To provide good services to citizens and implement policies successfully, public organizations need satisfied employees.

With the announcement of the civil service reform strategic action plan (2017–2020) in Myanmar, all government organizations have struggled to promote the quality of services.¹ Government agencies need satisfied employees to improve their organizational performance or service quality. According to the Civil Service Reform Strategic Action Plan 2017–2020 (Union Civil Service Board, 2017), about 900,000 civil servants, excluding the armed forces, provide services to 52 million Myanmar citizens. Recently, Myanmar has experienced a political transition from military rule to a democratically elected government. The democratic government has attempted to improve the quality of goods and services produced by public agencies. Government services are now at the center of the public debate in Myanmar because service quality is currently expected by the public. To address this issue, it is essential that government organizations cultivate satisfied employees because government workers are important actors who interact with citizens daily to provide public services.

The subject “job satisfaction” has generated the interest of scholars across disciplines such as psychology, sociology, economics, management sciences, and public administration (Taylor & Westover, 2011, p. 732). In the public administration field, many studies have reported that job satisfaction has an important influence on retention (Vinokur-Kaplan et al., 1994), turnover (Eby et al., 1999), and commitment (Boardman & Sundquist, 2009). In other studies, the employee’s public service motivation (PSM) level has been found to have a direct effect on employee job satisfaction (Pandey & Stazyk, 2008). Additional research has been conducted on

¹ The Global New Light of Myanmar newspaper on 11 July 2017. Retrieved from: <https://www.globalnewlightofmyanmar.com/government-launches-reform-plan-for-civil-service/>

sectoral differences in job satisfaction between public sector and private sector employees (DeSantis & Durst, 1996; Schneider & Vaught, 1993). Previous studies employed various approaches to examine the drivers and antecedents of job satisfaction, as well as the relationships among them.

1.3 Problem Statement

Although numerous studies have uncovered the importance of job satisfaction in the public sector (Grissom et al., 2012; Kjeldsen & Hansen, 2018; Taylor & Westover, 2011; Tummers & Knies, 2013; Wright & Davis, 2003; Wright & Kim, 2004), the matter has not gained the attention of scholars in Myanmar. To the best of my knowledge, no study on job satisfaction of public employees in Myanmar has been published, despite its importance. Not only in Myanmar but also externally, scholars have been disinterested in the job satisfaction of Myanmar's public employees.

Although a United Nations Development Program (UNDP) survey on Myanmar civil service conducted by Mariana Cifuentes (2016) reports that civil servants are highly motivated in general, it does not detail why civil servants enjoy and are satisfied with their jobs. Taylor and Westover (2011) pointed out national culture across countries and geographical differences may have a considerable influence on job satisfaction. For this reason, job satisfaction of public employees in Myanmar may differ from previous studies conducted in other countries. Moreover, "socio-normative, economic, political, demographic, and technology" factors can affect the motivation of individuals (Perry & Porter, 1982) and cultural differences may have different impacts on motivation (McClelland, 1987, p. 416). Thus, this study assumes that situational differences may have a different impact on the job

satisfaction of government employees. Insufficient academic research focusing on public service in Myanmar deters the knowledge and understanding of the motivation and job satisfaction of public employees. Therefore, it is vital to improve the understanding of what satisfies government employees in Myanmar.

As mentioned earlier, job satisfaction has been studied across various disciplines around the globe, though there has been a lack of such studies on the public sector of Myanmar. This gap provides space to carry out similar studies in developing countries, including Myanmar. This knowledge gap further provides impetus for the conduct of systematic academic research concentrating on the job satisfaction of public sector employees in Myanmar. In particular, research should focus on the attitudes of employees toward their jobs and attempt to discover what factors contribute to the job satisfaction of government employees in Myanmar. By investigating the fundamental factors that influence the job satisfaction of government employees, this work seeks to provide valuable information for the Myanmar public sector. In sum, this study intends to fill the gap in public employees' job satisfaction literature in Myanmar by exploring the fundamental factors that may affect the job satisfaction of government employees. Furthermore, this study seeks to contribute to the Ministry of Border Affairs (MoBA) in addressing this topic, which can improve the performance of employees.

1.4 Purpose of the Study

This research aims to explore the job satisfaction of government employees and the factors affecting it. The study's objectives are to (1) examine the general level of job satisfaction, (2) inquire about the job attitudes of government employees, (3)

investigate factors that contribute to job satisfaction, (4) examine whether government employees are more intrinsically or extrinsically satisfied with their jobs, and (5) recommend possible ways to enhance employees' job satisfaction in the MoBA.

1.5 Research Questions

As the paucity of job satisfaction studies focusing on the public sector in Myanmar hinder knowledge and understanding of the motivations and job satisfaction of government employees, this study attempts to answer the following research questions:

1. *What is the general level of government employees' job satisfaction and attitudes toward their jobs?*
2. *What factors contribute to job satisfaction and dissatisfaction of government employees in Myanmar?*
3. *How are Myanmar government employees satisfied with their jobs (extrinsically or intrinsically)?*

1.6 Significance of the Study

Most, if not all, published studies on the job satisfaction of public employees have been conducted in developed (Western) countries and some developing countries. This exclusivity signals a need for similar studies to be conducted in other developing countries, including Myanmar, to provide knowledge and understanding of job satisfaction in the public sector. Moreover, theories and methods employed in the majority of previous studies were grounded and originated in developed countries.

Those studies may not be applicable to developing countries, and previous findings may not be consistent within the context of Myanmar.

This study will be the first study that academically investigates the job satisfaction of government employees in Myanmar. In addition, this research postulates that the political and socioeconomic situation, as well as the unique culture of Myanmar, may have a significant effect on the job satisfaction of government employees. This research does not reinvent the wheel but intends to fill the gap of knowledge and understanding of government employees' job satisfaction in Myanmar.

1.7 Organization of the Study

The following chapters are composed as follows:

Chapter 2 reviews the existing job satisfaction literature by discussing the concept of job satisfaction and relevant theories of job satisfaction. Chapter 3 presents the research design and methodology in detail. Qualitative data gathered by means of interviews are analyzed, and findings are presented in Chapter 4. Chapter 5 offers an analysis of the quantitative data collected by survey questionnaires and confirms the results of the previous chapter. Chapter 6 discusses the findings of both the qualitative and quantitative data analyses. Finally, Chapter 7 offers conclusions and highlights the research contribution. Implications for MoBA to enhance the job satisfaction of its employees are offered, and limitations of the study are discussed as well as opportunities for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical foundations of this thesis by reviewing the existing literature related to job satisfaction, particularly in the public sector. Various definitions of job satisfaction are examined and the importance of job satisfaction concepts is highlighted. Next, theories of job satisfaction (content and process theories) are discussed. Based on prior studies, public sector job satisfaction and the effects of intrinsic and extrinsic factors on public employees' job satisfaction are presented. The chapter concludes with a summary to provide background knowledge for the study.

2.2 Definitions of Job Satisfaction

The term "satisfaction" derived, originally, from two Latin words "*satis*" meaning equal to enough and "*facere*" meaning to make (Oliver, 2010), denotes a pleasant feeling or happiness when a person has achieved or obtained what s[he] wanted or when s[he] has done something what s[he] wanted to do (Cambridge Dictionary). Over the last few decades, previous studies have defined job satisfaction in many ways. Smith, Kendall, and Hulin (1969, p. 100) called job satisfaction "the feelings a worker has about his job." Locke (1976, p. 1304) described job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Later, Spector (1997, p. 2) explained job satisfaction as people's "feeling[s] about their jobs and different attitudes towards their jobs or, that is, the

‘degree [to which] people like or dislike their jobs.’” In the field of public administration, Kim (2004, p. 246) defined job satisfaction as “an affective or emotional response toward various facets of one’s job.” In a neutral way, Gordon (2011, p. 191) defined as “employee’s reaction to what he or she receives from the job.” By following Kim (2004), the study defines the government employees job satisfaction as the attitude and response of government employees toward various facets of their jobs.

2.3 The Concept of Job Satisfaction

Job satisfaction is the output of the interaction between worker and his work environment because the causes of job satisfaction are not solely in man nor the job but exist in the relationship between them (Locke, 1969, p. 319). In a similar vein, job satisfaction is a result from employees’ expectations for their jobs and what they perceive themselves as getting from their jobs (Jilke, 2016). In general, previous studies of job satisfaction follow two main approaches: global job satisfaction approach that discuss the relationship of job satisfaction with other variables and the facet approach is employed to find out the parts of the job in which individual feels satisfaction or dissatisfaction (Spector, 1997). The former determines the effect of job satisfaction on other variables’ interest while the latter explores what factors contribute to job satisfaction. In the literature, therefore, job satisfaction related studies mainly focused on antecedents of job satisfaction and the effects of job satisfaction. Numerous job satisfaction studies have been generated in various fields such as psychology, sociology, economics, management science, and public administration. They utilized the traditional model of job satisfaction that

encompasses three main aspects: organizational characteristics (relationship with coworkers, work environment safety), job characteristics (skill variety, task variety, task significant, autonomy, and feedback), and individual characteristic (age, gender, education, and rank) (see Yang & Wang, 2013). DeSantis and Durst (1996) suggested to categorizing the determinants of job satisfaction into four groups: job characteristics, work environment characteristics, personal characteristics, and monetary and non-monetary rewards. Each aspect is important to explain job satisfaction, but it is unclear to understand which aspect is more important.

2.4 Theories of Job Satisfaction

There have been many theories attempting to explain and understand the issue of job satisfaction, including motivation theories from Maslow, Herzberg, Vroom, Adams, and others. In the literature, job satisfaction theories are categorized into content and process theories (French et al., 2011; Gruneberg, 1979; Mullins, 2008). Content theories emphasize specific work factors that influence individuals' job satisfaction while process theories concentrate on the relationship between job satisfaction and specific factors (Gruneberg, 1979). The most prominent content theories include Maslow's (1954) hierarchy of needs and Herzberg et al.'s (1959) two-factor theory. Process theories include the equity theory of Adams (1963), Vroom's (1964) expectancy theory and Hackman and Oldham's (1980) job characteristics model.

2.4.1 Content Theories

Content theories emphasize analyzing the needs, motives, and incentives that are prioritized by individuals to gain satisfaction (Luthans, 2005), attempting to specify how these factors influence motivation (Rainey, 2014).

2.4.1.1 Maslow's (1954) Hierarchy of Needs

Maslow's (1959) hierarchy of needs is widely used in management studies to explain motivation and job satisfaction (Wehrich & Koontz, 2005). Based on humanistic psychology and clinical experiences, Maslow (1959) identified human needs into a hierarchy of five levels; namely, (1) physiological needs, (2) safety needs, (3) belonging needs, (4) esteem needs, and (5) self-actualization needs. Maslow postulated that the five need sets are in sequential order and that humans work to satisfy those needs. When individuals are satisfied with a given level's needs, they then pursue the next higher level's needs (Wilson, 2018). According to Maslow's categorization, at the lowest level, physiological or basic needs such as food, water, clothing, and shelter are important for the sustainability of life. However, these needs are not enough for employees in the workplace, and once the basic needs are ensured, they may pursue the second level needs of safety. Safety needs could be composed of physical safety, employment safety, monetary security, and family safety. When individuals have fulfilled physiological needs and safety needs, the "belonging needs" become important. Belonging needs include social interactions in positive relationships. When individuals are satisfied with belonging needs, they pursue esteem needs that include self-esteem and "other-esteem," such as prestige received

from others. Once all the foregoing needs are fulfilled, individuals may attempt to accomplish the self-actualization need, which is the highest-order human need.

The needs hierarchy theory is underpinned by three main assumptions. First, when a need is fulfilled, it becomes less important, and other needs increase in importance. Second, human needs are complex and shape people's behaviors. Third, lower-order needs must be fulfilled before higher-order needs. Human growth causes the need to move upward; however, the higher-order needs (esteem and actualization) are uncritical for life because the attainment of these needs can be delayed. In contrast, the lack of basic needs may dissatisfy individuals. In this sense, lower-level employees pay attention to material and security rewards, whereas higher-level employees show more concern for achievement and challenges (Pinder, 2014).

Although Maslow's needs theory has been widely used in research, it has also encountered many criticisms. For example, the needs theory is almost non-testable, and the application of the theory is not straightforward (Wahba & Bridwell, 1976). Moreover, the needs are difficult to categorize as Maslow did (Hollyforde & Whiddett, 2002). Similarly, Heylighen (1992) argued that the categorization of needs is simple and consistent; however, the concept of self-actualization is not clear. Moreover, not all people can satisfy their higher-order needs, but only high-level managers can meet higher-order needs on their job (Kaur, 2013). Thus, the author stated that Maslow's theory is effective only for individuals who have higher growth potential.

2.4.1.2 Herzberg's (1959) Two-Factor Theory

A comprehensive review of the literature on "job attitude and job satisfaction" by

Herzberg et al. (1959) was the initial source of motivation-hygiene theory. Herzberg, Mausner, and Snyderman (1959) developed this theory as a unique approach for studying workers' emotional states in an industrial context. They conducted interviews with approximately 200 engineers and accountants from the industrial sector and collected data by employing a critical-incident method. Based on the stories of interviewees, the authors conducted content analysis and found job satisfaction and dissatisfaction factors and effects on employees' motivation. The authors argued that motivators (achievement, advancement, growth opportunity, recognition, responsibilities, and the work itself) contribute to job satisfaction, while hygiene factors (benefits, company policy and administration, interpersonal relationships, job security, physical working conditions, salary, supervision, and supervisory relationships) only prevent job dissatisfaction. In a similar vein, Rainey (2014) pointed out that hygiene factors are kinds of extrinsic incentives that can only prevent dissatisfaction of the individual while motivators as intrinsic factors increase an individual's motivation.

Additionally, a lack of motivators does not necessarily lead to job dissatisfaction, and hygiene factors do not necessarily generate job satisfaction. As Herzberg (1968) later explained: "The opposite of job satisfaction is not job dissatisfaction but, rather, no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction" (p. 56). To verify the theory, Herzberg (1966) surveyed 1,685 employees in different occupations, asking them to disclose the factors that made them happy and unhappy. The findings strongly supported and verified the theory.

Since the development of two-factor theory, many scholars have tested it in various motivational studies and criticized the fixed distinction between motivators and hygiene factors (Burke, 1966; Dunnette et al., 1967; Ewen, 1964; Gordon et al., 1974; Hur, 2018; Khojasteh, 1993; Lee et al., 2006; Malinovsky & Barry, 1965). These scholars argued that motivators and hygiene factors are not independent of one another but have a significant, positive relationship, so some variables represent both motivators and hygiene factors. Critics further claimed that motivators are more crucial to both job satisfaction and dissatisfaction than hygiene factors and that the two-factor theory oversimplifies the relationship between motivation and satisfaction.

2.4.2 Process Theories

Unlike content theories, process theories focus more on how “the motivational process works” and attempt to explain how “goals, values, needs, or rewards operate in conjunction with factors to determine motivation” (Rainey, 2014, p. 278). The leading theories in the process domain are as follows.

2.4.2.1 Equity Theory

Equity theory maintains that employees assess the weight between their inputs to an organization and what they receive from the organization (Adams, 1965). The theory is a social comparison in which employees compare their input-outcome ratio with that of other employees. If employees perceive there is no difference, they may feel a state of equity, which determines satisfaction. Conversely, when employees perceive inequity, they may feel they are treated unfairly, which leads to dissatisfaction (Agarwal, 2008; Griffin & Moorhead, 2010). That is, the equity theory emphasizes

the relative undercompensation of an employee and the overcompensation of others. Equity theory concerns three main factors: input, output, and referents, which are related to the understanding of motivation. Inputs are variables that the employee brings to the job (e.g., intelligence, education, experience, skill), while outcomes are the rewards received by the employees from the job (e.g., pay, fringe benefits, job status, job security). An employee compares inputs and outcomes with those of the referents (George & Jones, 2005). If the input to output ratio is at a state of equity, the employee may feel satisfied and motivated to keep the input and output at the same level or increase input to get more outcome. If an employee feels under-rewarded or senses an inequity, this will result in dissatisfaction. In this regard, employees try to eliminate such inequity by balancing between inputs and outputs. Therefore, job inputs and outcomes are conceptually independent, but imperfectly intercorrelated (Adams, 1963).

Equity theory invites various criticisms. For instance, the theory explains only employees' satisfaction with rewards but does not discuss other practical work aspects (Gruneberg, 1979). Equity theory is complicated and impractical to apply in real work settings because it is difficult to measure inequity, and some theoretical concepts are ambiguous (Miner, 2005). Additionally, individuals' sensitivity to inequity will differ significantly, and their reaction to the same conditions can vary as well (Rainey, 2014).

2.4.2.2 Vroom's (1964) Expectancy Theory

Vroom's (1964) expectancy theory originally intended to demonstrate how an individual chooses a course of action among various forms of alternative behaviors

(Snead & Harrell, 1994). The theory states that individuals will be motivated by the anticipated results derived from their own efforts, feeling satisfaction when they see the likely consequences. Individuals are motivated to perform in a way that has a higher probability of success and good outcomes (Rainey, 2014). In practical terms, people are motivated to put forth effort when they perceive that their efforts will lead to a good performance evaluation, which will bring organizational rewards (e.g., a salary increase or intrinsic rewards). The individual's personal goals will then be satisfied by those rewards (Robbins & Judge, 2018). Expectancy theory is concerned with three major variables: (1) "valence" refers to the level of an individual's preference for an expected outcome, which is attractive or unattractive; (2) "instrumentality" is the degree to which an individual believes that their efforts will genuinely lead to attaining a desired outcome, and (3) "expectancy" is the extent to which an individual thinks that the efforts they have produced will be rewarded (Beardwell & Claydon, 2007).

According to Vroom's (1964) expectancy theory, an individual's motivation is the multiplication of these three elements: how much an individual wants a reward (valence), the individual's estimation of the probability of attaining the expected outcome from their performance (instrumentality), and a person's estimations of their performance, which can result in receiving a reward (expectancy). Consequently, an individual's motivation will be high when valence, expectancy, and instrumentality are elevated. Conversely, if any of one variable is absent, then the individual's motivation will be zero. For instance, workers will not be motivated even if they

perceive that their efforts will increase performance that is worthy of a reward when the valence of the expected outcome is zero.

As with the other theories, expectancy theory similarly reveals weaknesses. Locke (1970) pointed out that expectancy theory does not explain the relationship between employees' job satisfaction and their performance. Lee (1993) stated that Vroom's expectancy theory does not clarify what kind of performance will result in job satisfaction or expected rewards. Furthermore, expectancy theory is naïve in explaining the complexity of motivation and job satisfaction (Pinnington & Edwards, 2000). Moreover, how "effort" is defined is difficult and unclear (Beardwell & Claydon, 2007).

2.4.2.3 Job Characteristics Model

Hackman and Oldham (1980) developed the job characteristics model, arguing that job satisfaction takes place when the work environment or job design intrinsically encourages individuals' motivating characteristics. That is, job design can influence individual motivation, performance, and job satisfaction. As described by Richard & Oldham (1976), the model postulates that individuals gain internal rewards when they learn (knowledge of results) that they have personally performed well (experienced responsibility) on tasks they care about (experienced meaningfulness). When all three psychological states are present, the employee will have the highest motivation, perform well and obtain satisfaction. Additionally, five core job characteristics – skill variety, task identity, task significance, autonomy, and feedback – prompt an individual's three main psychological states, which lead to personal and work outcomes (Richard & Oldham, 1976).

Many researchers have pointed out flaws in the job characteristics model. For instance, Roberts and Glick (1981) maintain that the model fails to differentiate objective characteristics of jobs and how employees think about those characteristics. Due to the unclear clarification of objective job characteristics, the association between job characteristics and individuals' attitudinal effects could be affected by the self-reporting method (Glick et al., 1986). Furthermore, Hackman and Oldham's job characteristics model does not consider person-task matching such as skill utilization (O'Brien, 1983) or self-expression (Jans & McMahon, 1989).

2.5 Determinants of Job Satisfaction in the Public Sector

In the public administration literature, many researchers have studied job satisfaction as a dependent variable following the traditional model. For example, Ting (1997) assessed U.S. federal government employees, finding that organizational and job characteristics were the dominant factors in explaining job satisfaction. Wright and Davis (2003) found a significant relationship between the work environment and job satisfaction. Personal characteristics have also been seen to affect job satisfaction (Blackburn & Bruce, 1989; Durst & DeSantis, 1997; Jung et al., 2007), and Ellickson and Logsdon (2002) suggested that both work environment factors and demographic characteristics affect job satisfaction.

Although previous studies have found numerous determinants of job satisfaction, they have reported inconsistent findings and correlations (Rainey, 2014), because there is no extensive model or standard way to measure job satisfaction (Traut et al., 2000) that includes antecedents, correlates, and consequences. As an attempt, Cantarelli et al. (2016) conducted a meta-analysis and reported 43 job

satisfaction correlates. They found a positive and strong correlation with mission valence, commitment, person-job fit, inclusion, trust, intrinsic motivation, justice, autonomy, clarity, organizational performance, and person-organization fit. They determined a positive but moderate correlation with training opportunities, performance appraisal, leadership, self-value, reputation, promotion, teamwork, job significance, job richness, pay satisfaction, positive relations with coworkers, monetary incentives, flexible work, organizational citizenship behavior, adequate equipment, physical working condition, adequate workload, individual performance, openness to innovation, emotional labor, work and family balance, PSM, and income. Lastly, they found a negative correlation with turnover intentions, stress, and surface acting. Thus, several factors (extrinsic and intrinsic) affect employee job satisfaction, such as pay, family-friendly policies, workplace relations, the work itself, and others (Crewson, 1997; DeSantis & Durst, 1996; Dilulio Jr, 1994; Lee et al., 2006; Locke, 1973; Maidani, 1991; Moynihan & Pandey, 2007; Spector, 1997; Taylor & Westover, 2011; Ting, 1997; Wernimont, 1966).

2.6 Intrinsic and Extrinsic Job Satisfaction

Studies to date indicate that job satisfaction is affected by several motivational (extrinsic and intrinsic) factors such as pay, family-friendly policies, workplace relations, and the work itself (DeSantis & Durst, 1996; Hackman & Lawler, 1971; Locke, 1973; Moynihan & Pandey, 2007; Ting, 1997). The notion of “intrinsic” and “extrinsic” job satisfaction was initiated by Wernimont (1966), who studied satisfied and dissatisfied accounts of job situations for professional engineers. In the study, the author examined the impact of intrinsic factors (work itself, recognition, achievement,

advancement, and responsibility) and extrinsic factors (company policy and administration, interpersonal relations, supervision, and salary) on job satisfaction. Wernimont found that job satisfaction was affected by both extrinsic and intrinsic factors, albeit that intrinsic factors were more salient.

According to Spector (1997), five intrinsic factors contribute to job satisfaction; namely, opportunities to apply an individual's skill and ability, willingness to perform challenging and interesting work, accepting responsibility, showing one's creativity, and seeking feedback. Extrinsic factors, in comparison, constitute the working environment, such as supervisors and coworkers' support, promotional aspects, remuneration, and training (Mottaz, 1985). In a study of U.S. federal government employee attitudes from 1979 to 2002, Lee, Cayer, and Lan (2006) found that federal government employees are satisfied with some extrinsic factors such as supervisory leadership, teamwork, a family-friendly policy, labor relations, and performance evaluations. In contrast, a review of prior studies conducted by Rainey, Traut, and Blunt (1986) showed that desirable work-related attitudes of public sector employees are less likely to be generated by extrinsic rewards (see Choi & Whitford, 2017).

Even though Ellickson and Logsdon (2002) did not specifically suggest that their study tested Herzberg's theory, they found that both extrinsic and intrinsic motivators were associated with the job satisfaction of municipal employees in the Midwest region of America. In a similar vein, Yang and Wang (2013) also found that task variety, salary, work environment safety, and relations with coworkers were related to the job satisfaction of public employees in China. Taylor and Westover

(2011) also conducted research on job satisfaction in the public sector across seven countries using non-panel longitudinal survey data. They tested the relationship between intrinsic and or extrinsic workplace attributes and job satisfaction. Their findings showed that there are significant associations between intrinsic or extrinsic workplace attributes and job satisfaction, though intrinsic workplace attributes have more of a dominant effect on job satisfaction than other variables. Moreover, they found that workplace relationships with managers and or coworkers have a significant association with job satisfaction.

Another key intrinsic factor is PSM, which has a significant effect on job satisfaction. PSM is, as Perry and Wise (1990) described, an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations. Public sector employment may serve as an important source of satisfaction, and PSM has a correlation with job satisfaction (Rainey, 1982). Similarly, PSM can be considered as a predictor of job satisfaction (Homberg et al., 2015) and "job satisfaction is considered to be a consequence of PSM" (Vandenabeele, 2007). A number of studies have revealed a significant relationship between PSM and job satisfaction (e.g., Kim, 2006; Kjeldsen & Andersen, 2013; Kjeldsen & Hansen, 2018; Naff & Crum, 1999; Taylor, 2008). A meta-analysis conducted by Homberg et al. (2015) confirmed the effect of PSM on job satisfaction.

Many other studies have contended that extrinsic factors are vital for job satisfaction as well. The following are some examples:

Salary has been frequently studied in the job satisfaction literature and reports mixed findings. Conventional wisdom concludes that salary has a positive

relationship with job satisfaction (DeSantis & Durst, 1996; Ting, 1997; Yang & Wang, 2013). However, some theories, such as Herzberg's two-factor theory, denote salary as a hygiene factor that does not account for job satisfaction. In addition, merit-based pay has a negative association with job satisfaction (Choi & Whitford, 2017). For many people, including government employees, the definition of employment is working for money, and salary is certainly important for them.

As work-family conflicts can have an important impact on job satisfaction, some public organizations have implemented flexible work schedules. Su, Li, and Curry (2017) conducted a study on state agencies, finding a positive association between workplace flexibility and employees' job satisfaction. In similar research, Park, Joaquin, Min, and Ugaddan (2017) showed a positive relationship between job satisfaction and workplace flexibility. Examples include telework, which allows employees to perform their jobs regularly at home or other places, and alternative work schedules, for example, shifting work times, or taking one or two days off per week after working more than eight hours a day and up to 160 hours in each month (Park, Joaquin, Min, & Ugaddan, 2017). Moreover, good relationships with coworkers and supervisors can create a supportive organizational environment that can increase job satisfaction (DeSantis & Durst, 1996; Ting, 1997; Yang & Wang, 2013).

Previous studies have occasionally reported conflicting findings, and research continues to debate the explanatory power of job satisfaction. Thus, the need to fully understand this topic remains significant. However, it is clear from the literature that employees' job satisfaction is affected by various elements such as intrinsic and

extrinsic factors, organizational characteristics, the job characteristics, personal characteristics, and even non-work-related factors.

2.7 Public Sector Job Satisfaction in developing countries

Public sector job satisfaction was not limited to developed [Western] countries, but also developing countries are also aware of the importance of public sector job satisfaction. Researchers attempted to understand public employees' job satisfaction in some developing countries as well. Most studies aimed to uncover the determinants, and consequences of job satisfaction and dissatisfaction. For example, a study of public sector primary care doctors in Malaysia reported that doctors are satisfied with social respect from others and dissatisfied with work overloaded with administrative tasks (Ab Rahman et al., 2019). In the Malaysian public sector, leadership is also important in job satisfaction because transactional and transformational leadership styles have a direct relationship with job satisfaction (Vooen et al., 2011).

Another study that explores job satisfaction of municipal civil servants in Vietnam reported that hygiene factors such as interpersonal relations, salary, and working environment directly impact public employees' job satisfaction, while the motivating factor only career development showed a significant impact on job satisfaction (Phuong et al., 2018). Under the same context, State Bank employees were satisfied with the nature of work, performance evaluation, working conditions, wages and welfare, relationship at the workplace, and training and promotion opportunities (Tung et al., 2019). Similarly, the job content and work environment were found to be important in the job satisfaction of Indian health workers (Peters et al., 2010). In a study of Brunei public sector job satisfaction, sociodemographic factors such as gender,

education level, and geographic location were important in job satisfaction (Mundia, 2019). That study clarified that male employees were more satisfied with their jobs than female counterparts, low-educated employees were less satisfied, and employees working in developed districts were more satisfied than those in the less-developed districts.

Public sector job satisfaction studies in Pakistan (e.g., Khalid et al., 2012 and Malik et al., 2010) reported that academic staffs or university teachers in Pakistan were satisfied with work itself, supervision, salary, co-workers, and promotion opportunity. Moreover, their job satisfaction had a positive influence on organizational commitment. A study of Iran public sector job satisfaction found that job satisfaction has a positive and direct relationship with employee's job performance (Dizgah et al., 2012). Furthermore, in the study of Pakistan public sector job satisfaction, Rehman (2012) reported that job satisfaction has a positive correlation with job retention. On the contrary, the job satisfaction level of Thailand office workers was negatively associated with turnover intention (Jarupathirun & De Gennaro, 2018). Due to environmental and cultural differences, as pointed out by Taylor and Westover (2011), previous studies reported various job satisfaction factors and different effects or consequences of job satisfaction.

Myanmar, one of the least developed countries² in Asia, has unique features that differ from other developed or developing countries. As a least developed country, neither public employee's salary nor welfare systems are good. Myanmar public

² Information retrieved from <https://worldpopulationreview.com/country-rankings/least-developed-countries> last visited on November 23, 2020.

employees work with low salaries in poor working environments. Another distinct feature is the political instability that is a chronic problem in Myanmar since after her independence. Recently, Myanmar had experienced a political transition from the military regime to a democratic government in 2011. Myanmar's public sector had functioned under the military ruler for more than two decades and public employees were familiar with dictatorship. Due to unique features, Myanmar public employees' job satisfaction and attitudes towards their jobs may differ from those of their counterparts.

2.8 Application of Herzberg's Two-Factor Theory

Although there are many theories explaining the relationship between job satisfaction and its determinants, Herzberg's (1959) two-factor theory has been employed in this research to examine the job satisfaction factors of public employees in Myanmar because it applies an inductive approach to finding new determinants and includes a wide range of job satisfaction factors. Moreover, relatively few studies have used Herzberg's theory to examine public employees' job satisfaction in the public administration field (Hur, 2018).

Herzberg's two-factor theory explains factors that employees find satisfaction and dissatisfaction about their jobs. Despite Herzberg's two-factor theory facing many criticisms, several studies have applied it to identify the determinants of job satisfaction in different occupations and various contexts, such as employees in the business operations at a university in the United States (Smerek & Peterson, 2007), construction engineers and foremen in Thailand (Ruthankoon & Ogunlana, 2003), seasonal workers at a ski resort in Sweden (Lundberg et al., 2009), teachers in Taiwan

(Chu & Kuo, 2015), nursing supervisors (While & Maguire, 1973), agricultural employees in America (Bitsch & Hogberg, 2005), and Swedish mental health nursing personnel (Holmberg et al., 2018). Most studies have found that Herzberg's theory is useful for examining job satisfaction factors; however, the original tenets of the theory mostly contradict their findings that both motivators and hygiene factors contribute to job satisfaction and dissatisfaction (Bitsch & Hogberg, 2005; Holmberg et al., 2018; Ruthankoon & Ogunlana, 2003; Smerek & Peterson, 2007; While & Maguire, 1973). Sachau (2007) also suggested that the motivation-hygiene theory is the best framework to understand the duality of factors such as "satisfaction/dissatisfaction, extrinsic/intrinsic motivation, happiness/unhappiness, psychological growth/psychological pain avoidance, and mastery/status" (p. 389).

As Herzberg's (1959) two-factor theory encompasses a wide range of intrinsic and extrinsic job satisfaction factors, public administration studies have applied the theory to study public sector employees' job satisfaction (Hur, 2018; Khojasteh, 1993; Maidani, 1991; Malinovsky & Barry, 1965; Park et al., 1988; Zhang et al., 2011). Malinovsky and Barry (1965) surveyed blue-collar workers and found that both hygiene factors and motivators were positively related to job satisfaction, although their findings partially supported the separation of motivators and hygiene factors. For example, Park et al. (1988) confirmed that achievement and recognition were the most important motivators for job satisfaction of employees in public agencies in Korea and America, while hygiene factors were far more defined as reasons for job dissatisfaction, although there were some deviations from Herzberg's original findings. Maidani (1991) determined that both private and public sector employees

valued motivators significantly higher than hygiene factors, but public employees tended to rank hygiene factors higher than their private sector counterparts. However, Khojasteh (1993) found that public sector managers valued motivators (such as recognition) significantly higher than hygiene factors (i.e., salary and job security), whereas their private sector counterparts were more hygiene-factor oriented.

Zhang et al. (2011) and Hur (2018) are among the few scholars that directly tested the theory with city managers. Zhang et al. (2011) found that city managers are more likely to be motivated by intrinsic factors and a different set of factors (city government performance, manager's policy-making influence, and manager-council relationships), while hygiene factors and a few other motivators caused frustrations. The authors concluded that the theory could determine city managers' job satisfaction by identifying special sets of motivators and hygiene factors different from Herzberg's original factors.

Recently, Hur (2018) directly and comprehensively tested Herzberg's two-factor theory with a sample of public managers ($N = 790$) from various public organizations. Following the original set of Herzberg's motivator and hygiene factors, the study tested seven motivators (advancement opportunity, career development opportunity, responsibility, the pride of job, authority, incentives, and flexibility) and seven hygiene (extrinsic) factors (job security, pension and retirement plan, less red tape, less conflict, medical and insurance benefits, family-friendly policy, and salary). Hur (2018) confirmed that there is a similar set of hygiene factors for both public and private sectors employees but failed to demonstrate that motivators for public and private sectors employees are similar. For instance, hygiene factors do not contribute

to the job satisfaction of public sector employees, and some motivators have a significant effect on public sector employees' job satisfaction (Hur, 2018). Thus, Herzberg's hygiene factors are applicable to both the private and public sectors and motivators contribute to public managers' job satisfaction, while hygiene factors have no effect.

This study applied and followed Herzberg's two-factor theory to identify motivators and hygiene factors of Myanmar government employees. Thus, this study proposes two hypotheses:

Hypothesis 1: Government employees will feel job satisfaction when they encounter motivators at work.

Hypothesis 2: Hygiene factors are expected to prevent government employees' job dissatisfaction.

2.9 Chapter Summary

The field of job satisfaction continues to attract the interest of scholars and practitioners. The literature has generated a wide range of principles, perspectives, and approaches for better understanding and explaining job satisfaction; however, no comprehensive theory of job satisfaction has emerged. Although every theory has critics, theories can be applied to some extent for specific situations and individuals. Note that no theory is absolutely better than others. For example, scholars widely use needs theories in researching employees' satisfaction and work efforts. Equity theory can be applied to study employees' needs and their effective reactions to fulfill their needs, and expectancy theory offers a framework for the prediction of individuals' choice in the organizational behavior (Landy & Becker, 1987). In the public sector,

job satisfaction is affected by organizational and job characteristics, the work environment, personal characteristics, and PSM. That is, the determinants of job satisfaction are various and diverse. Furthermore, public sector job satisfaction is affected by both intrinsic and extrinsic factors. Herzberg's theory can serve as a guide to an inductive research approach that examines the determinants of job satisfaction.

Public sector job satisfaction in Myanmar is troubling, and research on this topic is scarce. Therefore, the present study attempts to fill the literature gap by employing Herzberg's two-factor theory to assess Myanmar government employees' job satisfaction, the influence of motivators and hygiene factors, and potential ways to improve job satisfaction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the study design and methodological strategy of the current study. This empirical study explores what factors contribute to the job satisfaction of Myanmar government employees and their overall job satisfaction levels. It intends to explain how motivators and hygiene factors influence the job satisfaction of government employees. By developing the main data collection instruments: semi-structured interview and questionnaire, this study conducted two phases of data collection. Both qualitative and quantitative data analyses were conducted separately. This chapter discusses the research design in detail, encompassing research questions, both qualitative and quantitative research approaches.

3.2 Research Questions

This study aims to explore the job satisfaction factors of government employees in Myanmar. As presented in Chapter 1, research questions are as follows:

1. *What is the general level of job satisfaction of government employees, and what are their future plans?*
2. *What factors contribute to job satisfaction and dissatisfaction of government employees in Myanmar?*
3. *How are Myanmar government employees satisfied with their jobs (extrinsically or intrinsically)?*

3.3 Research Methods

This study utilizes a mixed-method approach that integrates qualitative and quantitative approaches in which qualitative and quantitative data are collected by different means to interpret the findings. This approach offers a stronger understanding of the research question or problem than either qualitative or quantitative research method alone because it can exploit the strength of both methods and minimize limitations (Creswell & Creswell, 2018). That is, all methods have biases and flaws, but collecting qualitative and quantitative data can neutralize the weakness of each method. In a similar vein, Neuman (2003) states that despite various differences between quantitative and qualitative research, they complement each other because qualitative researchers “rely on interpretive or critical social science” while quantitative researchers “often rely on positivist approach to social science” (p. 139). In social science research, exploiting methodological pluralism can be named “methodological triangulation” (Heesen et al., 2019). The underlying assumption is that integrating multiple methods can make a single conclusion better than only one method. According to Bryman (2016), triangulation refers to using more than one method or data source in social phenomena research.

This study uses both qualitative and quantitative methods in a complementary way to achieve methodological triangulation that can bolster the reliability of results. The qualitative approach collected data through face-to-face interviews with government employees to explore the factors affecting their job satisfaction, while quantitative data were collected using a self-reported survey to verify the qualitative study’s findings.

This study was designed in an exploratory sequential mixed method that collects qualitative data; first, the pieces of information resulting from the qualitative data analysis were used to build an instrument and questionnaires for the quantitative data collection. Subsequent analysis confirms the results of the previous data (Creswell & Creswell, 2018).

3.3.1 Qualitative Approach

Qualitative research can be defined as an inquiry process to understand a social or human problem on the basis of building a complex, holistic picture, figure out words, report detail ideas and opinions of participants, and carried out the research in a neutral setting (Creswell & Poth, 2018). It can study the daily lives of different people and their ideas and views, under different circumstances (Yin, 2016). Moreover, the qualitative method encompasses unstructured or structured, detailed interviews, focus group discussions, and observation (Rubin & Babbid, 2013; Walliman, 2006). The most distinct way to conduct qualitative research is selecting people to be interviewed (Bryman, 2016). Therefore, qualitative research methods enable the researchers to gather rich information, conduct in-depth studies about chosen social issues, provide a deeper understanding and valuable insights into problems. As Hancock et al. (2001) point out, the findings from the qualitative study are easy to understand for general readers and statistically less focused.

In this empirical study, the qualitative case study research method was employed. A case study allows researchers to closely interact with an individual case in a neutral setting, generate a deeper understanding of the complicated behavior of participants, cover the whole study context, and clarify the ambiguity between the

context and phenomenon (Yin, 2016). As this study aims to understand the job satisfaction of government employees and important job satisfaction factors, the case study method is appropriate in explaining them.

The data collection method frequently used in qualitative research is the interview in which conversation and observation are completed together (Bryman, 2016). An interview is an interactive process between the interviewer and interviewee (participant) and can encourage the participants to reveal their views and opinion, experiences, and attitudes (Gray, 2014). According to Brinkmann and Kvale (2015), a qualitative research interview can be described as attempts to perceive the real world from the participants' point of view, to reveal the meaning of participants' experience and the lived world. Thus, the interview can elicit valuable information or profound views of participants. This study aims to explore government employees' job satisfaction and factors affecting it; therefore, the inductive research approach is relevant for the qualitative method. The inductive approach begins with detailed readings of raw data to build categories, themes, pattern, concepts, or a model through which an evaluator or researcher make an interpretation from the raw data (Thomas, 2006). This paper uses interviews to collect qualitative data and attempts to identify factors affecting the job satisfaction of government employees. Although there are different types of interview schedules, such as structured, unstructured, and semi-structured interviews, this researcher employed a semi-structured interview and asked open-ended questions so participants could express themselves in their own words and engage in a topical discussion (Yin, 2016). The semi-structured interview is

moderately flexible for both researchers and interviewees; however, the researcher can alter the question when participants deviate from the intended question.

The qualitative research approach, however, has been criticized for some drawbacks, such as that it can support small-scale projects only, a generalization problem, and the subjective interpretation of researchers, being not replicable work, lack of transparency, costly, and time-consuming (Bryman, 2016; De Vaus & de Vaus, 2014). Therefore, this study used mixed-method approach that can mitigate these drawbacks.

3.3.1.1 Interview Schedule

Considering the study objectives, the researcher prepared nine semi-structured interview questions concerning the job satisfaction of government employees. The development of interview questions is mainly based on Herzberg's motivators and hygiene factors that are valid for job satisfaction research, followed by the discussion with the immediate supervisor. The schedule (Appendix 1) began with a general question on employees' feelings about their job, that is, "When do you feel good or bad at work?" or, "What makes you satisfied or dissatisfied?" The follow up questions assessed what conditions made employee feel that way, the duration, what did that event meant to the participant, the effect of those feelings on daily work, the effect of that event on the participant, the consequences of that effect. Finally, the questions sought participants' suggestions as to how to improve the job satisfaction of government employees. In general, the questions were modified from Herzberg's interview schedule. To provide validity to the interview schedule, the researcher discussed the schedule with the supervisor and modified it slightly. The researcher

also interviewed two government officials who are studying together with the researcher. Although it was not a pilot study interview, the researcher conducted the whole interview and carefully listened to them. After the interview, the researcher asked whether they had any ambiguity or difficulty in answering the questions. Their feedback was constructive, and the interview questions were finalized with minor modifications.

3.3.1.2 Participants and Site Selection

The author selected government employees in the Ministry of Border Affairs (MoBA) as the unit of analysis. As one of the key ministries in Myanmar, the MoBA is responsible for overall social and economic development and specialized in human resource (HR) development for ethnic youth groups in border areas so that they can contribute to development programs in their communities. The MoBA provides development services to 167 townships, which include more than 30,000 villages. Regarding population, the MoBA provides services to 19 million citizens or 37.87% of Myanmar's total population.³ MoBA's Department of Education and Training (DET) offers different levels of education and vocational training to ethnic youths through one university for the development of national races, two-degree colleges for national youth resources development, one central training school, 44 development training schools for border youth, nine mechanical schools, and 44 women's vocational training schools.⁴ Employees in the DET implement all the HR

³ Information retrieved from <http://www.moba.gov.mm/nycpreraawnkiitthaane-pnnysuuattk-rk-100-apiung-2> August 12, 2020.

⁴ Information retrieved from http://www.moba.gov.mm/english/etd_home August 12, 2020.

development policies in border areas. MoBA was chosen as the primary government agency in this study for several reasons. MoBA has various types of training schools in different geographical locations, with employees of diverse ethnicities, job levels, and professions. Most employees are front-line workers in border area HR development programs where they encounter various ethnic groups, languages, and cultures. Their working environment and conditions differ from and are more challenging than those of general public employees.

Simon (1997) suggests that the basic challenge for all organizations is “inducing their employees to work toward organizational goals” (p. 277). To implement border areas HR development policies successfully and to hit targets, the MoBA needs motivated and committed employees who are willing to perform their duties until achievement. People who are satisfied (intrinsically or extrinsically) with their jobs are more likely to be motivated and to commit to their organization (Markovits et al., 2010). Therefore, it is essential to find their job satisfaction factors of MoBA’s employees to improve their performance.

3.3.1.3 Interview Sample

In this study, interviews were conducted with the government employees under the DET, MoBA. The study had a relatively large sample of 226 public employees. To represent all types of employees, both administrative and teaching staff members from the ministry headquarters and the various training schools in different locations were selected for interviews. The sample consisted of professors, assistant professors, lecturers, assistant lecturers, tutors, vocational training teachers, assistant directors, staff officers, and clerks.

A mixture of cluster sampling and stratified random sampling methods was used. First, three of seven regions and two of seven states were selected because traveling to the other regions and states was difficult due to geography, heavy floods, and armed conflicts at the time of the interviews. To represent all types of training schools, the sample included all types of training schools for each of the five selected places, including one university, one-degree college, one central training school, two border youth development training schools, two vocational training schools, and two basic mechanical training schools. Employees from the training schools were randomly selected with the help of the school administrators. The number of employees in each training school was manageable, so the school administrators used Microsoft Excel and generated a random number for each employee. After the random numbers were sorted in ascending order, the first third of employees were selected as participants. Also, employees from the ministry headquarters were included in the sample.

3.3.1.4 Administrative Preparation for Interview

Before conducting interviews with government employees, the researcher prepared the required administrative processes. First, the researcher addressed a letter to the director-general for the DET of MoBA on July 27, 2018, requesting permission to conduct field research related to the job satisfaction of employees. A copy of the interview protocol was submitted to the DET. After three working days, the DET issued an approval letter addressing the heads of the training schools where the research would be carried out. In the letter, the DET informed the willingness to facilitate the research project the researcher's application of research instruments.

3.3.1.5 Data Collection

The researcher visited all selected training schools by arrangement. Upon arrival, the researcher introduced himself to the head of the training school and elucidated the researcher's aim and what kind of data would be collected. The heads of training schools warmly welcomed the researcher and helped to conduct interviews smoothly. Each interview began with one of the following two questions: When did you feel exceptionally good or bad at your job? When did you feel satisfied or dissatisfied with your job? The respondents were told to share the stories they thought were relevant. The follow-up questions included how long the respondents had experienced the events and what the effects were of the events on them, their daily work, and their careers.

After the sequence of the first event has completely explored, they were asked about a second event, which was explored similarly. Finally, interviewees were invited to suggest how to improve government employees' job satisfaction. All the face-to-face interviews were conducted during the respondents' office hours in separate meeting rooms at their training schools. The interviews lasted, on average, 42 minutes each and were recorded with the permission of the respondents. All interviews were conducted from August 1 to September 28, 2018.

3.3.1.6 Qualitative Data Analysis Strategy

Qualitative data obtained from interviews typically are unstructured textual materials and not straightforward to analyze (Bryman, 2016). Therefore, Strauss and Corbin (2014) maintained that analysis is the interaction of researchers with data. The

qualitative data analysis mainly depends on the researcher's personal interpretations, presented in the form of text rather than statistical language (Adler & Clark, 2011).

In the first stage of qualitative analysis, the researcher prepared a transcription (in Burmese) of interviews by carefully listening to digital recordings and became more familiar with the data. First, interview data were put into a Microsoft Excel spreadsheet to create a convenient dataset and then translated into English. Since the amount of data is enormous, the researcher decided to utilize computer-assisted qualitative data analysis (CAQDAS) tools to analyze the qualitative data (Yin, 2016). Therefore, this research employed NVivo12 CAQDAS software to conduct a thematic analysis.

By utilizing the automatic coding function of NVivo, all data were disassembled. The following are some example of disassembled thought units from the qualitative analysis:

1. My primary responsibility is teaching, but I was also assigned other extra jobs, such as being in charge of the student dormitory or student mess.
2. As I have a family concern, sometimes I cannot focus on teaching.
3. Sometimes, I couldn't sleep well because of that feeling.
4. I have long service years working under this ministry, and I will continue working here.

Based on the automatic coding, the researcher categorized the coding into relevant nodes. As the aim of this research is to explore job satisfaction factors, the researcher followed Herzberg's two-factor theory, identifying two main categories, namely, satisfaction and dissatisfaction. Each category contains both motivators and

hygiene nodes. Under the motivator node, achievement, the possibility of growth (career development opportunity), advancement, recognition, responsibility, and work itself are assigned. In comparison, hygiene factors such as, interpersonal relations, policy and administration, supervision technical, working condition, unity at the workplace, status, salary, job security, and discrimination are assigned.

In addition, religiosity and public service motivation (PSM) were coded under the motivators, while family-oriented culture was coded under the hygiene factors. To improve the objectivity of the results, the researcher's supervisor examined coding and categorization; after the supervisor's examination, the researcher revised and finalized all the results. Through the matrix coding function of NVivo 12, the results were analyzed and visualized.

3.3.2 Quantitative Approach

Quantitative research is defined as “an approach for testing objective theories by examining the relationship among variables” (Creswell & Creswell, 2018, p. 4). It emphasizes the quantified data and analysis entails a deductive approach (Bryman, 2016). As mentioned in Section 3.2, this study employed an exploratory sequential mixed method; the qualitative phase findings need to be verified with the follow-up quantitative research. Thus, qualitative research will help to obtain sets of factors that are consistent with the findings of qualitative research. Moreover, the quantitative approach allows for testing the relationships between factors and the job satisfaction of government employees.

This quantitative approach employs survey research that produces a qualitative description of trends, opinions, or attitudes of a population from a sample or tests the

associations among studied variables (Creswell & Creswell, 2018). A questionnaire was used as an instrument to collect quantitative data. The purposes of using a questionnaire were to have a broad overview of government employees' job satisfaction, reach a large sample of the study population, and increase the generalizability of the research findings. Using the self-administered questionnaire could fulfill the intended purposes because it has many advantages, such as being inexpensive and rapid to administer. Moreover, the method is convenient for respondents and has no interviewer's impact on subjects or interviewer variability (Bryman, 2016).

3.3.2.1 Developing the Questionnaire

Before developing the questionnaire for quantitative data collection, the researcher carefully reviewed the previous literature on job satisfaction. Through the literature review, the researcher could not identify any existing questionnaire that directly fits the aim of this study in the Myanmar context. When existing items cannot be matched with the job satisfaction facets one needs to measure, one should modify an existing item or develop new scales (Spector, 1997). In this aspect, the researcher designed a new job satisfaction questionnaire fitting the aim of this study. To develop a new job satisfaction questionnaire, the researcher followed the classical satisfaction scales such as Michigan Organizational Assessment Questionnaire Subscale (Cammann et al., 1979), Spector's (1997) Job Satisfaction Survey (JSS), Hackman and Oldham's (1974) Job Diagnostic Survey (JDS), the long-form of Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967), Lester's (1987) teacher job satisfaction

scale; Ellickson and Logsdon's (2002) job satisfaction scale for municipal government employees, and Gordon's (2011) job satisfaction scales.

Based on previous literature, classical satisfaction scales, and the guidance of the immediate supervisor, the researcher made the appropriate change and modification of the questionnaire. The researcher also discussed with some officials from the DET to obtain their suggestions for the further development of the questionnaire in a particular context. Finally, a questionnaire consists of two dependent variables "job satisfaction and dissatisfaction," Herzberg's original sets of six motivators and seven hygiene factors, PSM, religiosity, family orientation, and a set of demographic variables is developed.

The reasons for adding PSM and religious teachings are that (a) the present study intends to explore the job satisfaction of government employees who are believed to have a high level of public service motivation, (b) in Myanmar, the majority of the population is Buddhist, and they follow religious teachings even in the workplace, and (c) most Myanmar public employees value their families more than advancement opportunities. In this regard, PSM, religiosity, and family-oriented culture will have a significant influence on the job satisfaction of Myanmar government employees. A copy of the questionnaire was sent to the DET to evaluate whether the questions were suitable or understandable for employees. The responsible person from the DET replied that the questions were straightforward and suitable for the government employees under that department.

3.3.2.2 Measured Variables

The above-mentioned questionnaire was intended to measure the job satisfaction of government employees working under the DET, MoBA. The questionnaire comprises 88 items to measure 18 variables, and items are organized into two dependent variables, seven hygiene factors, six motivators, and three other factors: public service motivation, religiosity, and family-oriented culture. The dependent variable “job satisfaction” and 16 independent variables, the composition of hygiene factors and motivators, were measured with a 7-point Likert scale (1 = Strongly disagree to 7 = Strongly agree). The observed indicators were used to measure all variables that appear (see Appendix 2).

Job Satisfaction. The (overall) job satisfaction was measured with three items, drawing from the Michigan Organizational Assessment Questionnaire. The item is a clear, short, and global measure. The items were “All in all I am satisfied with my job,” “In general, I like my job,” “In general, I like working here” (see Spector, 1997, p. 19).

Interpersonal relations. Questions related to the relationship with supervisors, coworkers, and subordinates were asked in four items. Items were drawn from Spector’s (1997) job satisfaction survey (JSS) and the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1976). (e.g., “I like the people I work with,” “My relationship seems good with my supervisor”).

Working Conditions. The overall working conditions, inclusive of the physical working condition, are initially measured with three questions, borrowed from MSQ and Gordon (2011), such as “The conditions where I work are good,” “The physical

surroundings where I work are good,” and “Necessary equipment and resources are provided to do my job well” are used to measure working conditions.

Policy and Administration. Three measured items related to the policy and administration of the agency were derived from MSQ and Lester’s (1987) teacher job satisfaction scales. “My organization provides good administrative works to all employees” is a modification of the MSQ item. Two more items were borrowed from Lester (1987), such as “The administration clearly defines its policies” and “The administration communicates its policies well.”

Supervision Technical. Based on Spector’s (1997) job satisfaction scale, Lester’s (1987) teacher job satisfaction scale, and Ellickson and Logsdon’s (2002) municipal government employees’ job satisfaction scale, five measured items were developed. For instance, the ability of the supervisor was measured by the questions “My immediate supervisor is quite competent in doing his/her job” and “My immediate supervisor gives me assistance when I need help.” The constructive manner of the supervisor is measured with “My supervisor listens to employees’ suggestions and ideas for improvement.”

Status. The four items for measuring the status of an employee’s job were borrowed from the MSQ and Gordon (2011). The modified version of items access to what extent employees take pride in their job in the society (e.g., “My job gives me a chance to have a definite place in the community.” and “I take pride in my own job”).

Salary. The contradictory variable in terms of motivator or hygiene factors is assessed with three items drawn from the MSQ and Spector (1997)’s JSS. To measure the satisfaction level of respondents concerning salary, the following questions were used:

“I am being paid a fair amount for the work I do,” “I feel satisfied with my salary although it is not high,” and one reversed item “My salary is less than I deserve.”

Job Security. Job security is measured by four items that are modified from MSQ items. How do employees perceive the importance of job security is measured with “The current job is secure for my life,” and their perception of the government job is assessed with the item “Working as a government employee is a secure job.”

Family-oriented culture. This variable is measured by a 5-item scale. Based on the culture of Myanmar society (see Cultural Atlas Website; Mariana Cifuentes, 2016; Nwe, 2009) and discussion with the key informants from the MoBA in Myanmar, the researcher developed questions (e.g., “To live with or live nearby family and parents is a great opportunity,” “I do not care about promotion but I do care to live with my family”).

Work Itself. The variable work itself was measured by three items aiming to measure the good or bad feeling of employees for doing the tasks of their jobs or their actual doing of jobs. The measured items are borrowed from Spector’s (1997) JSS, such as “I like the things I do at work,” “I feel a sense of pride in my job,” “My job is enjoyable.”

Recognition. Five items drawn from Spector’s (1997) JSS and MSQ are used to measure the recognition variable. Since it is an important motivator, employees’ perceptions of the recognition of supervisors and rewards are measured. The feeling of employees related to recognition is evaluated by the reversed items “I do not feel that the work I do is appreciated” and “I do not feel that my efforts are rewarded the way

they should be.” To what extent employees satisfy with supervisor recognition was measured with “My supervisor always recognizes me when I do a good job.”

Achievement. Employees’ feeling of achievement at work was measured with four item scales directly borrowed from MSQ. Employee’s own achievement and achievement of others at work were evaluated (e.g., “I have chances to do my best at all times,” “I take pride in others’ achievements (coworkers and subordinates).”

Possibility of Growth. The factor possibility of growth intends to evaluate to what degree the employee evaluates his or her career development opportunity. Based on previous literature, including Gordon (2011) and Hackman and Oldham (1974), four items were developed. The items “I have opportunities for personal growth and development at my job” and “I have educational or learning opportunities for my career development” measure the feeling of an employee on his or her career development.

Responsibility. A four-item measure is used to assess employees’ responsibility at work. All items were directly borrowed from MSQ items that can measure the level of employee responsibility. For instance, “I can fully plan and manage my work,” and the reversed item “I cannot have the chance to make decisions for my own work” are used to know how the employee feels about his or her responsibility.

Advancement. The opportunity for advancement on an employee’s job is evaluated by three items: “There are opportunities for advancement on this job,” “I can get ahead on the current job,” and a reversed item “Less opportunity to have advancement on this job,” which are drawn from MSQ items.

Public Service Motivation. The function of employees under the DET is providing education and training services to young generations from border areas of Myanmar. As their jobs must consider the well-being of the young generation, their prosocial behavior and benevolence are salient in their works. The level of PSM is measured using five questions borrowed from Perry's (1996) public service motivation scales. The questions reflect the public interest, social justice, and civic duty dimensions.

Religiosity. The religious factor is very prominent in the Myanmar context. The impact of religious teachings on job satisfaction was evaluated by four items. The lack of reliable measures on religious teachings in the Myanmar context inspired the researcher to develop new items. Four items were developed to measure the effect of religious teaching on employee's feelings at work. (e.g., "I can mitigate some disappointments by religious teachings" and "I follow religious teachings even in the workplace").

3.3.3 Reliability and Validity

In any quantitative research, researchers should pay attention to the reliability and validity of the measurements because they are critical quality criteria for the evaluation of social research (Bryman, 2016). This section will present the reliability and validity of the questionnaire.

3.3.3.1 Reliability

Reliability is considered to assess the suitability of an instrument in a study. Bryman (2016) defined reliability as "the consistency of a measure of concept" (p. 157), and it involves three prominent factors: stability, internal reliability or consistency, and

inter-rater reliability. Internal consistency is the most-essential reliability criterion for a multi-item instrument (Creswell & Creswell, 2018). When respondents answer multiple questions, the possibility is that the measured items do not lead to the same result. That is, they are not related to each other, or they lack coherence. Most qualitative studies report a Cronbach's alpha value for the reliability measure. In the present study, variables were measured on multi-item scales, and it is important to report their internal consistency. The researcher conducted principal component factor analysis, reliability test, and regression analysis utilizing STATA version 15.

3.3.3.2 Validity of the questionnaire

Validity is an important criterion for social research. Bryman (2016) described validity as “the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measures that concept” (p. 158). Different types of validity, such as face validity, content validity, concurrent validity, predictive validity, construct validity, and convergent validity (see Bryman, 2016) were being used in academic research. However, there is no perfect way when evaluating the validity of a measure, and the selection of an appropriate mean depends on the circumstances (De Vaus & de Vaus, 2014). In this study, the face validity and content validity of the questionnaire were checked.

The face validity is “the measure apparently reflects the content of the concept in question” (Bryman, 2016). To reflect the content of the concept, the preliminary evaluation of the measured items was done in discussions with the immediate supervisor and with the government officials from the DET, MoBA. The researcher also asked some government officials who were studying together with the researcher

at the same university to evaluate the questionnaire. Based on the discussions and evaluations, it was found that the questionnaire could measure the correct area with some minor modifications per the comments.

Content validity is “the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure” (Keith & Kellie, 2012, p. 239). In terms of content validity, the questionnaire was somehow reliable because most of the measure items used in the questionnaire were borrowed from the classical job satisfaction scales (as discussed in Section 3.2.2.1).

3.3.4 Sampling Procedure

The units of analysis are the government employees under the MoBA in Myanmar. The sampling frame is the DET under MoBA. Under the DET, 101 education and training schools that provide different levels of education and training are located around the country. Geographically, Myanmar comprises seven regions, seven states, and Naypyidaw union territory. To have a large and reliable sample, the researcher initially decided to select one-third of all training schools (roughly 34 training schools).

This study applied a mixture of cluster sampling and stratified random sampling. First, six out of seven states and five out of seven regions were selected since the remaining places were difficult to reach questionnaires because of far location, heavy flood, and arm-conflicts at the time of data collection. From the selected 11 places, 15 development training schools for border youth, 15 women vocational training schools, and three basic mechanical training schools were randomly selected by the help of administrative personnel from the headquarter. Due

to the different characteristics of the job, one university for the development of national races, one degree-college for national youth resources development, one central training school, headquarter were also selected. The researcher was able to manage to distribute questionnaires to the selected locations. Finally, the sample includes all employees (1,550) who are working at the 36 different training schools and headquarter.

3.3.5 Administrative Preparation for questionnaires

Before distributing questionnaires to the selected locations, the researcher needed to obtain permission from the DET. The MoBA had allowed the researcher to conduct a research since August 2018 (conducting qualitative interviews) so the researcher directly approached the DET and submitted a copy of questionnaire on August 1, 2019 and waited for the approval. Within two working days, the DET approved the questionnaire and the director of the department issued an approval letter addressing to its training schools that requested the heads of schools to facilitate the researcher in conducting the survey. The approval letter was sent to the selected training schools by the Electronic Document Management System and a copy was handed over to the researcher.

3.3.6 Conducting Survey

With the permission of MoBA, the researcher constructed the list of employees and training schools and then contacted each school administration. Due to the different geographic locations, the researcher could not visit each school but contacted via telephone and distributed questionnaires by mail service. During the conversation with each school administration, the researcher clearly mentioned that employees'

participation in the survey is entirely voluntary and they can deny answering the questions. All school administrations showed very much interest in the research and willingness to help the researcher. The researcher distributed 1,550 survey questionnaires to 36 different training schools and headquarters in various locations. Employees took a week for completing the questionnaire, after that the school administration collected all returned questionnaires and sent back to the researcher by mail service. Responses were collected from 1,313 employees, or approximately 85% of the original sample, of which 88 responses did not have complete information. The survey data collection was carried out from August 5 to September 23, 2019.

3.3.7 Quantitative Data Analysis Strategy

The data were collected through the self-administered survey. First, the researcher coded all data received from the questionnaires into a Microsoft Excel spreadsheet and exported them to STATA (version 15) for analysis. The statistical analysis techniques used in this study were

- Confirmatory factor analysis was conducted to reduce the number of questionnaire items.
- Cronbach's alpha values were calculated to identify the internal reliability of measured items.
- Descriptive statistics of dependent and independent variables were obtained to interpret the responses of participants and draw comparisons of how the responses were distributed.
- Multiple regression analyses were conducted to predict which variables contribute to job satisfaction and dissatisfaction.

3.4 Ethical Issues

In all social research, a number of ethical issues can arise at every stage (Bryman, 2016), so the researcher must bear these issues in mind and find ways to manage them (Blaxter et al., 2010). Some of the prominent issues are harm to participants, informed consent, invasion of privacy, and deception (Bryman, 2016; Yin, 2016). To mitigate those ethical issues, research requires prior approval from an institutional review board (Yin, 2016). Since the researcher's academic institution does not have an ethics review board, the researcher submitted the study protocol to the immediate supervisor, then obtained suggestions and approval.

Bryman (2016) noted that it is essential to obtain official permission to conduct research before collecting data; therefore, the researcher obtained formal permission from the MoBA, which allowed him to conduct this research. The permission letter was also distributed to schools under the DET, notifying the aim of the research and seeking to support the researcher in conducting interviews and the survey.

Before conducting interviews, the researcher met with potential participants in common rooms to introduce himself, clarified the purpose of research and possible implications of research, explained what kinds of data will be collected, and invited them to participate in the research. The researcher also informed them that participation is free and voluntary, and there is no obligation to complete the interview if the participant feels any inconvenience. Therefore, qualitative interviews did not have the problem "lack of informed consent." As for the questionnaires, informed consent explaining the purpose of research and what kinds of data will be

collected was distributed with the questionnaire and participation is voluntary.

Participants read the informed consent and returned it to the researcher.

To avoid potential harm to participants, researchers should assure the anonymity and confidentiality of data (Bryman, 2016). The researcher promised that participant's identities or training school name or business details would not be unveiled. Moreover, records of participants will be maintained as confidential during and after the research, the recorded data would be used for no other purpose rather than this research. Additionally, respondent names are disclosed and used in the study so that no one could identify them. The researcher did not ask questions that can invade participants' privacy and avoided deception in data collection.

3.5 Chapter Summary

This chapter presented research methods and strategy explaining the rationale of choosing a mixed-method approach. More precisely, this study used the exploratory sequential mixed method to achieve methodological triangulation by employing both qualitative and quantitative methods in a complementary way. The main purpose of employing two different methods was to produce more accurate results and place greater confidence in the findings. The process of qualitative data collection method including the procedure of interviews with government employees was discussed. The design and procedure of the questionnaire survey were presented in detail. This chapter also reported other related issues, such as site and participant selection, developing interview procedure and questionnaires, validity and reliability, sampling procedures, data collection, data analysis, and ethical issues.

CHAPTER FOUR

ANALYSIS OF QUALITATIVE DATA

4.1 Introduction

This chapter analyzes the qualitative data collected through face-to-face interviews with 226 government employees under the DET, MoBA. The first section reports all factors affecting the job satisfaction of government employees, followed by detailed analysis of job satisfaction and dissatisfactions factors, including motivators and hygiene factors of Herzberg's two-factor theory and other factors significantly mentioned by the interviewees. The next section discusses the general level of government employees' job satisfaction and their future plans. Finally, the findings are summarized.

4.2 Factors Affecting Government Employees' Job Satisfaction and Dissatisfaction

In the interviews, government employees were asked the general question, "When did you feel exceptionally good or bad at your job?" or "When did you feel satisfied or dissatisfied with your job?" They replied about various stories and mentioned extrinsic and intrinsic factors affecting their job satisfaction and dissatisfaction. Table 4.1 presents 18 factors and coding references (CR) that contribute to the job satisfaction and dissatisfaction of employees. In each category, the factors are arranged from the most to the least CR related to job satisfaction.

All hygiene factors contribute to both job satisfaction and dissatisfaction, namely, interpersonal relationships, family orientation, working conditions, policy

and administration, supervision technical, workplace unity, and salary. However, respondents also frequently mentioned motivators in both job satisfaction and dissatisfaction, such as recognition, responsibility, work itself, possibility of growth, and responsibility. Remaining motivators such as PSM and religiosity are prominent only in job satisfaction. Salary, job security, and responsibility have the least impact on job satisfaction, while advancement has no impact on both job satisfaction and dissatisfaction of government employees.

Table 4. 1. Factors affecting government employees' job satisfaction and dissatisfaction.

	Satisfaction (Coding Reference)	Dissatisfaction (Coding Reference)
Hygiene Factors		
Interpersonal Relationships	107	69
Family Orientation	81	59
Working Conditions	56	85
Policy and Administration	48	42
Supervision Technical	25	56
Workplace Unity	24	7
Status	14	0
Salary	3	6
Job Security	1	0
Discrimination	0	3
Motivators		
Recognition	77	49
Work Itself	53	16
Achievement	37	0
PSM	36	0
Possibility of Growth	19	11
Religiosity	14	0
Responsibility	4	3
Advancement	0	0

The most important predictors of job satisfaction are interpersonal relations, family orientation, working conditions, and policy and administration in the hygiene

category, while recognition, work itself, achievement, and PSM were prominent in the motivator category. In contrast, employees were also dissatisfied with working conditions, interpersonal relations, family orientation, supervision technical, recognition, and policy and administration. Additionally, supervision technical, workplace unity, possibility of growth, status, and religiosity were somewhat important factors of job satisfaction. The least contributing factors to job satisfaction were responsibility, salary, and job security. The following discussion provides details of the results.

4.3 Job Satisfaction Factors

4.3.1 Interpersonal Relations

Interpersonal relations with supervisors, coworkers, subordinates, and students had the highest CR contributing to job satisfaction (107 CR). This result implies that employees' satisfaction highly relies on interpersonal relations. Many respondents were satisfied with their job when they had good relationships with others in their workplace, and they frequently mentioned the feeling of close relationships in their workplace like those with family members (44 CR). A family spirit in the workplace encouraged unity among the employees and, thus, satisfaction. One female teacher commented:

The rector and superiors treat us like family members. They show [us] the right direction and always help us. All [the] employees are like brothers and sisters; we work together in unity. I like this place. [Respondent 140]

The employees worked at various training schools, so their relationships with students were also meaningful (31 CR). When there were good relationships between employees and students, employees were happy to interact with students and enjoyed the diverse cultures of students. A comment made by a female teacher was:

I am happy to interact with different ethnic students. When they hold their traditional events, I am happy to see their tradition and customs. Compared to students from other universities, our students are clever and pay their high respect to teachers. My students follow my instruction and try hard. I am really satisfied with them. [Respondent 135]

A good relationship with a supervisor contributes to the satisfaction of employees as well (14 CR). A mutual understanding between supervisor and subordinate supports employees' job satisfaction. In particular, the supervisor's manner, support, flexibility, encouragement also impact the job satisfaction of employees. A female administrator mentioned:

My current supervisor is kind and very flexible. He understands his subordinates very well. I am happy to be working with him. [Respondent 221]

Many employees specifically mentioned that a good relationship with coworkers (15 CR) is important in their daily work as they have to perform tasks together. A male teacher commented:

I have a good relationship with coworkers. We understand each other very well. I am happy at my work because I don't have any problems with my coworkers. [Respondent 66]

A good relationship with subordinates also contributed to employees'

satisfaction (3 CR), as well as mutual understanding with them.

4.3.2 Family Orientation

Family-oriented culture also made significant contributions to job satisfaction (81 CR). Many employees valued such non-work-related factors, such as opportunities to live with their family or taking care of their relatives and children (65 CR) and parental encouragement to be a public official (16 CR). Many respondents answered that opportunities to live with their families were a great pleasure for them, and they did not want to work far from their families. They would not want to get a promotion if it required transferring to another place far from their families. One female administrator at a training school in Yangon (the former capital) said:

I am lucky to work for this school because my family is in Yangon, and I can live with my family. Even though I could get a promotion to the headquarters, I do not want to move there. I want to live with my family. [Respondent 148]

In Myanmar society, following parents' desires is an ingrained culture.

Meeting the cultural norm in Myanmar to fulfill parents' desires also provides the employees' job satisfaction. As Respondent 71 said:

My father is proud of me being a teacher here. I always try to fulfill my parents' desires because it makes me happy. [Respondent 71]

4.3.3 Recognition

Recognition of work accomplishments by superiors and others (77 CR) also generated job satisfaction. Even when respondents felt tired and bad while performing tasks, they were satisfied with their job when others recognized their accomplishments (43 CR). A female employee mentioned:

I feel happy when the superior recognizes my performance, even if he or she treated me badly in the past. [Respondent 36]

Considering recognition, many respondents mentioned that promotions were associated with their job satisfaction (34 CR). The employees were satisfied with their job when they got promotions regularly or faster than usual. A female teacher noted:

I got the jump promotion two times. When I got a PhD, senior officials recognized my educational attainment, and I was promoted as an assistant lecturer, although I have only four years of service. After two years of being an assistant lecturer, I was promoted to lecturer. I really appreciate the ministry. [Respondent 26]

4.3.4 Working Conditions

Working conditions also were important for job satisfaction in this study (56 CR).

Working conditions can be classified into physical working conditions and nonphysical working conditions. They include the amount of work, the facilities at the workplace, type of workplace, and other environmental characteristics. Among them, workplace location was especially crucial for job satisfaction (32 CR). Many local employees were highly satisfied with their job because they did not move to other places frequently or could settle down near their parents and relatives. Another female teacher answered:

This area is my native place. My parents and relatives live very near to this school. It is convenient working here as a local resident. Fortunately, we are rarely transferred, and I do not need to move to other places. I am really satisfied with it. [Respondent 85]

As participants were working in different training schools and various places, some employees were happy to experience diverse cultures in their workplace (14 CR). A male teacher stated:

In this school, we have many traditional activities of various ethnic students. I am happy to see their different customs, tradition, and culture. [Respondent 49].

In addition, some employees were satisfied with less workload and the appropriate match between their skills and job assignments (10 CR). When employees became familiar with their jobs, an appropriate or less allocation of work could generate their job satisfaction.

4.3.5 Work Itself

The intrinsic factor, work itself, made significant contributions to job satisfaction among public employees (89 CR). While conducting classes, employees who particularly loved teaching were satisfied and would forget issues with which they were dissatisfied. As one female teacher said:

I like teaching. It is my pleasure. I am very proud to be a teacher at this school. I can share my knowledge with ethnic youths from border areas. This is one reason why I do not decide to quit work immediately. [Respondent 36]

Not only teaching staff but also administrative staff were satisfied with their positions as they liked their jobs. As one female accounting officer said:

I am happy to work as an accountant. I have been performing this career since I was a junior clerk. [Respondent 212]

4.3.6 Policy and Administration

Policy and administration also contributed to job satisfaction (48 CR). The respondents mentioned that their job's provision of accommodations, welfare programs, and a good leave policy made them satisfied with their job. The provision of accommodations made it convenient for the whole family to live together.

The provision of accommodations intensifies job satisfaction (21 CR) because employees are satisfied with fringe benefits. That is, the accommodations made it convenient for the whole family to live together. As a female administrator expressed:

The university provides accommodation for me. I live with my family here. My child goes to the school that is located on this university campus. My family is convenient to this school campus. [Respondent 110]

Moreover, many workplaces offered welfare programs (22 CR), such as social gatherings, vacation trips, special dinners hosted by school principals, and furnishings for families' homes. Employees' children received school uniforms and stationery as well. These programs enhanced employees' job satisfaction because they believed that their organizations took care of them. As another female administrator remarked:

The current rector provides welfare programs for all employees monthly. He provides some necessary housewares for families, hosts dinner parties, and arranges vacation trips. We are very happy. Sometimes even the children of employees are provided school uniforms and stationery. [Respondent 112]

Having a good vacation policy allowed employees to go on leave occasionally, and this type of support from the organization can enhance employees' job satisfaction (5 CR).

4.3.7 Achievement

Some employees mentioned their job accomplishments and their students' achievements as sources of their job satisfaction (37 CR). Employees are happy and satisfied when they could finish their work assignments. A female administrative staff said:

Sometimes I felt work pressure; however, when my tasks were successfully done, I feel satisfied with my accomplishments. [Respondent 62]

Moreover, employees are satisfied when they see the achievement of their students, which increases employees' motivation. One male teacher explained:

When I see the graduation ceremony of my students, I feel very happy. My students who graduated from this school are working in different positions and places. When I see their achievements, I am satisfied. [Respondent 57]

4.3.8 Public Service Motivation

As public employees, PSM relating to their works also contributed to job satisfaction (36 CR). Many employees answered that they were happy and satisfied to contribute to the HR development of border areas because these prosocial behaviors were congruent with the MoBA's objectives. The strongest motive for teachers to join this profession was that they like teaching. They wanted to share their knowledge and experiences with their students. A female teacher commented:

I am always satisfied with my job. This is a place [that offers] training for HR development. The objectives of this school are congruent with my ideals. I wish to contribute to the border areas' development. [Respondent 10]

4.3.9 Supervision Technical

Leadership and supervision styles also were another factor (25 CR) that contributed to public employees' job satisfaction. Workers were happy and satisfied when superiors are competent at their jobs, acted constructively and flexibly, gave fair treatment, and exhibited care. Another female teacher said:

Our head of department always leads in a positive and fair way. All subordinates follow her instructions. We are satisfied to work under her supervision. [Respondent 84]

4.3.10 Workplace Unity

Workplace unity also contributed to job satisfaction (24 CR). Employees who saw workplace unity in which all workers actively and cooperatively work together were satisfied with their jobs. Many employees unveiled that supervisors, coworkers, and subordinates helped each other to accomplish tasks. One male teacher reported:

I am happy to work here because most of the time, all employees are united and cooperate with others while performing jobs. [Respondent 1]

4.3.11 Possibility of Growth

The possibility of growth, or employees' career development opportunities, contributed to government employees' job satisfaction (19 CR). Many employees wanted to obtain career development training and attend educational training. Those who have the opportunity to develop their career and get training were satisfied with their work. One female teacher mentioned that:

I could attend some training programs that are related to my career. I am happy to get that kind of training because I can learn many things from the

training and apply them in my career. Moreover, I can share my experience with others. [Respondent 173]

4.3.12 Status

Several employees mentioned that they were satisfied because of their job status as a public official (14 CR). In Myanmar, many people are proud of being government employees and would recommend others to become civil servants. In addition, having a permanent job in the government is security for their lives. One female administrator said:

I am happy to be a government employee. In my local area, it is very difficult to have a permanent job. I value my job. [Respondent 219]

Being a teacher has a high social status in Myanmar society as well. A female teacher expressed her feelings as follow:

In our customs, being a teacher is prestigious because people respect teachers. Moreover, I feel that this profession offers security for my life.

[Respondent 166]

4.3.13 Religiosity

One of the intrinsic factors, religiosity, was a unique factor contributing to job satisfaction (14 CR). Most MoBA employees are Buddhists and follow religious teaching that emphasizes the importance of love and kindness to everyone and advocates avoiding extreme stress. For example, employees responded that the essentials of their religious teachings helped them control their mood and mindset when they encountered disappointment and frustration (14 CR). These employees

mentioned that religious teaching created a mental peace that could offset sadness and dissatisfaction. One noticeable expression by a female teacher was:

I follow religious teachings. It makes my mind peaceful. When I have some disappointments or sadness, it can be mitigated by religious teachings.

[Respondent 27]

4.3.14 Responsibility, Salary, and Job Security

Responsibility (4 CR), salary (3 CR), and job security (1 CR) did not show an important effect, and had less contribution to public employees' job satisfaction in this study.

4.4 Job Dissatisfaction Factors

4.4.1 Working Conditions

Workers cited working conditions as the most important reason for their dissatisfaction (85 CR). In particular, many teachers pointed out the amount of extra work usually unrelated to their teaching duties as a source of dissatisfaction (28 CR).

As one female teacher noted:

I am responsible for teaching engineering subjects, but I [have been] assigned to participate in construction works. I felt physically tired. I have to conduct my class, but the authorities call me for construction sometimes. It makes me uncomfortable. [Respondent 38]

Employees who were assigned too much work had to work late or could not leave the office at a regular time generally were unhappy about their job (27 CR). A female employee mentioned:

When I served at the headquarters, I frequently used to leave the office very late. I had to perform many responsibilities. [Respondent 186]

Work location also contributed to job dissatisfaction (22 CR). The employees who had served in remote and border areas reported many issues, such as difficulties communicating with family and friends, transportation problems, and limited access to resources. Consequently, these employees were unhappy in their workplace and wanted to change their job. A male administrator answered:

My first posting was in a border area. It was too far to reach there. It was difficult to communicate with my family. I was uncomfortable while staying away from my family. It was not a secure place because there were armed conflicts between government troops and ethnic groups. I was worried about my personal security and wanted to leave the job at that time. [Respondent 162]

Among other working conditions, the assignment of urgent work that sought the employee to finish the work urgently (6 CR) without providing adequate facilities (2CR) and giving enough time also caused employees' job dissatisfaction.

4.4.2 Interpersonal Relations

Interpersonal relationships significantly contributed to job dissatisfaction (69 CR). This included relations with supervisors, colleagues, subordinates, and students. Relationships with supervisors were crucial in the daily life of employees (28 CR). When unable to build good relationships with their supervisors, employees felt uncomfortable. As one female administrator stated:

Once, I encountered a problem. There was a conflict between my supervisor and me, so I was not interested in my work and my work became late. It affected my daily work. [Respondent 116]

Relationships with coworkers were also important to employee job dissatisfaction (21 CR). When they had bad relationships with colleagues, some employees did not want to stay at their workplace and would try to move to other workplaces. A female teacher stated:

At my old workplace, people tended to blame [others] and look down if someone made a mistake. It created uncomfortable relationships among coworkers. I experienced this issue and moved to another workplace under the same ministry. Instead of receiving blame from coworkers, I wanted to have constructive help from them. If we give our hands to others, we all will be happy. [Respondent 56]

Relationships with subordinates were another dissatisfaction factor for some employees as well (11 CR). When senior employees took a leading role, and junior members did not want to follow, the senior members felt frustration with these unsupportive subordinates. In addition, some employees showed dissatisfaction regarding the relationship with some students (9 CR) because some students did not follow the school instructions well.

4.4.3 Family Orientation

Family-oriented culture had a particularly significant impact on job dissatisfaction (59 CR). Employees were often dissatisfied when they had to work away from their families or parents. They were worried about them and wished to return to them.

Consequently, they were unable to concentrate on their daily work. One male teacher pointed out:

I am married. My family cannot live together with me because of the inconvenient weather and accommodations here. My parents live in the mountainous region. I always think about my family and cannot concentrate on my daily work. I want to move to my hometown. [Respondent 61]

Some employees had to take care of their families but were very busy with work and could not spend time with their family. This situation led to job dissatisfaction and affected future job plans. As one female teacher answered:

I have to perform much work in my office. When I get back home, I have to do housework. My husband also works for this school. Since he is also busy and comes back home very late sometimes, he cannot help me. When we are tired in the workplace, we cannot do the housework well. Because I have to do all the housework, I am very tired. It affects my career. If I am assigned more work at the workplace, I would not be able to perform it well. Then, I might quit my current job. [Respondent 100]

4.4.4 Supervision Technical

Supervisory techniques also influenced employees' job dissatisfaction (56 CR). When employees perceived that supervisors were unfair in their assignment of work, treated their employees in a biased way, or showed favoritism and discrimination among the employees, the workers would be dissatisfied. One female teacher clearly mentioned:

Sometimes I feel the unfairness of my superior in terms of work assignments and favors. I feel that I was oppressed. [Respondent 36]

Some employees also expressed their feelings regarding unaccountable supervisors as well. One male administrative staff expressed his feeling:

Once a problem has occurred, the superior didn't want to take accountability and blamed the subordinate. I was really disappointed. [Respondent 128].

4.4.5 Recognition

The lack of recognition of employees' efforts and rewards (e.g., promotion) were sources of employee dissatisfaction (49 CR). Employees who performed well their tasks but were not being recognized by superiors would be dissatisfied. One male administrative staff reported:

I tried in my work as much as I could. But my supervisor is dissatisfied and doesn't recognize my performance. [Respondent 225]

As a consequence of the lack of recognition by supervisors and senior officials, employees thought that they were not rewarded and promoted. A male administrative staff member said:

I don't have any faults regarding my work. Juniors are promoted, but I was not. I think that the decision on promotion was made by only one person [head of school]. I feel that I lost the employee rights. That event happened six months ago, but I feel dissatisfied till now. [Respondent 17]

4.4.6 Policy Administration

A hygiene factor, policy and administration, has an important effect on dissatisfaction (42 CR). Employees would be dissatisfied when they see poor administrative management, insufficient employees at work, unfair leave policy, and inconvenient accommodation. Poor administrative management can cause employees'

dissatisfaction (17 CR) because it is inconvenient for employees to follow the administrative instructions. One female teacher stated:

The school administration restricts our personal appearance, such as clothing and hairstyle. We have no freedom. I think these factors are not important for my main duty. I think the administration should focus only on our performance. [Respondent 65]

Poor administrative functions resulted in an insufficient number of employees in some workplaces (11 CR), which overburdens current employees. A male teacher reported:

At the current time, we don't have sufficient employees for this small school. Due to the insufficient number of employees, some jobs are delayed. If we had enough employees, we could accomplish our jobs more quickly. [Respondent 163]

An unfair leave policy (9 CR) and inconvenient accommodations (5 CR) also affected employees' dissatisfaction. Employees wanted to take leave for various reasons, but the school administration did not allow them. As a result, employees felt dissatisfied. Furthermore, employees would be dissatisfied if the school administration failed to provide convenient accommodation.

4.4.7 Work Itself

The work itself factor, including work pressure and person-job mismatch, caused employees' dissatisfaction (16 CR). Due to the work pressure, employees felt tired and dissatisfied even if they have work experience (10 CR). A male administrative staff mentioned:

Now I have 8 years' experience in my workplace, but I feel some work pressure. Since our department has to perform many tasks, I worry about my jobs that have to be accomplished on time. [Respondent 70]

Improper work assignments made employees inconvenienced and caused dissatisfaction (6 CR). A male administrative person remarked:

I am a mechanical engineer, but I was assigned civil engineering works. At the current time, I am assigned to the supply section. It is completely different from my career. I am really disappointed. [Respondent 225]

4.4.8 Possibility of Growth

Some employees wanted to have career development or educational training for their professional growth and move on to other ministries for their future development.

Some employees who could not have such training showed dissatisfaction with their jobs (11 CR). A female teacher said:

I have fewer opportunities for my career development because I couldn't have the chance to attend training programs. I want career development training. [Respondent 65]

Some other employees showed their willingness to move to other ministries as they thought they could obtain future development. However, the MoBA does not allow them to move to other ministries; thus, employees felt dissatisfaction. A male teacher revealed:

As a young person, I wanted changes. But I was not allowed to move to other universities. I cannot stay here until retirement. [Respondent 102]

4.4.9 Workplace Unity, Salary, Discrimination, and Responsibility

Workplace unity, salary, discrimination, and responsibility factors have minor effects on employees' dissatisfaction. Employees were disappointed due to disagreements, arguments, conflict, and less cooperation among employees in the workplace (7 CR).

A female teacher expressed her opinion:

Recently, the head of the department was changed. There was disunion in our department. I am unhappy with working in a disunited workplace.

[Respondent 95]

Low salary could not guarantee the survival of employees [and families] who rely only on salary (6 CR). A male administrative staff explained:

I had three sons. My salary was low, and I couldn't afford their educational expenditure. I was very disappointed. [Respondent 31]

Discrimination [career] among employees can have a small effect on employees' dissatisfaction (3 CR). A female musician expressed her feeling:

I am working in the vocational training section. I feel that some people want to discriminate against my career. They thought that my career is not as high as theirs. [Respondent 198]

Due to unclear responsibility, a few employees were disappointed and could not perform their tasks well (3 CR). A female administrative staff member mentioned:

I was assigned to two different duties at two offices. I have to take on two different responsibilities. Sometimes I have to perform them at the same time. I do not know which one is the first priority. [Respondent 134]

The findings of this study, in general, differ from Herzberg's original theory because motivators and hygiene factors have mixed contributions to both job satisfaction and dissatisfaction of government employees. However, the findings of this study are consistent with the early works of Malinovsky and Barry (1965), Maidani (1991), and Khojasteh (1993), in which both hygiene factors and motivators contribute to job satisfaction. Moreover, the lack of motivators causes dissatisfaction among respondents. The comparison between Herzberg's theory and the qualitative findings are shown in Table 4.2.

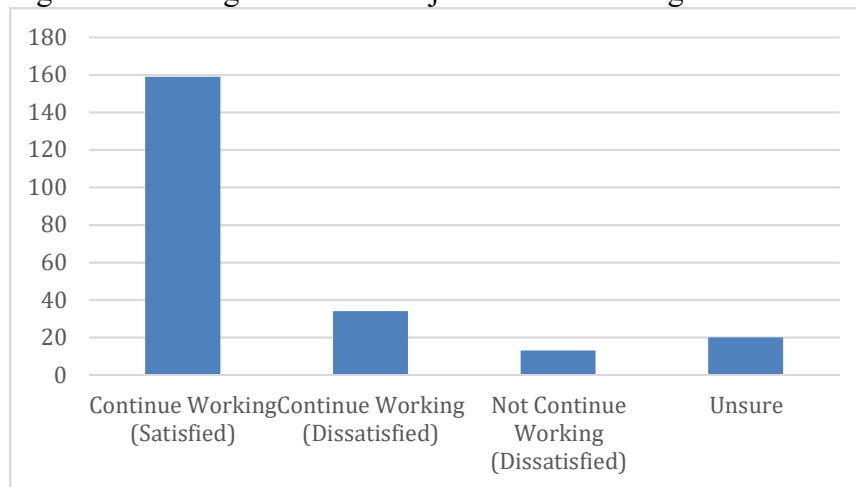
Table 4. 2. Comparison between Herzberg's theory and qualitative findings.

Herzberg's Theory	Herzberg's Theory		Research Findings	
	Contribute to Satisfaction	Prevent Dissatisfaction	Contribute to Satisfaction	Lead to Dissatisfaction
Hygiene Factors				
Interpersonal Relationship	No	Yes	Yes	Yes
Working Conditions	No	Yes	Yes	Yes
Policy and Administration	No	Yes	Yes	Yes
Supervision Technical	No	Yes	Yes	Yes
Status	No	Yes	Yes	No
Salary	No	Yes	Yes	Yes
Job security	No	Yes	Yes	No
Family Orientation	–	–	Yes	Yes
Workplace Unity	–	–	Yes	Yes
Discrimination	–	–	No	Yes
Motivators				
Recognition	Yes	No	Yes	Yes
Work Itself	Yes	No	Yes	Yes
Achievement	Yes	No	Yes	No
Possibility of Growth	Yes	No	Yes	Yes
Responsibility	Yes	No	Yes	Yes
Advancement	Yes	No	No	No
PSM	–	–	Yes	No
Religiosity	–	–	Yes	No

4.5 General Level of Job Satisfaction

After a sequence of questions, respondents were finally asked about their job satisfaction and whether they would continue working under the MoBA. Based on the responses of participants, the level of job satisfaction is reported in Figure 4.1. Most respondents, namely 159 (70%), replied that they were satisfied with their current job and wished to continue working under the MoBA. In contrast, 13 respondents (6%) were willing to quit their current job because of their dissatisfaction. They were waiting for the opportunity to leave the current job and would quit the job sooner or later.

Figure 4. 1. The general level of job satisfaction of government employees.



Furthermore, the number of employees who felt dissatisfaction, but could not quit the job and responded to continue working was 34 [or 15% of respondents].

Although they wanted to quit their current jobs, they did not have alternative jobs yet. They have to continue working under the MoBA for their survival. If they have the opportunity to move to another position, they will definitely leave their current jobs. On the other hand, 20 respondents (9%) were unsure about their career work. They

were highly likely to leave the current job not because of dissatisfaction but because of a family concern or other reasons.

4.6 Chapter Summary

This chapter reported detailed analysis of qualitative interview data to understand the responses of employees. Both motivators and hygiene factors affect government employees' job satisfaction and dissatisfaction. The crucial factors influencing government employees' job satisfaction were interpersonal relationships, family orientation, recognition, working conditions, work itself, policy administration, and PSM. Somewhat important factors were supervision technical, workplace unity, possibility of growth, status, and religiosity. The least contributing factors to job satisfaction were responsibility, salary, and job security. In comparison, government employees were mainly dissatisfied with working conditions, interpersonal relationships, family orientation, supervision technical, recognition, and policy and administration. Moreover, work itself, possibility of growth, disunity in the workplace, and salary were somewhat important in causing employee dissatisfaction. The least important factor for dissatisfaction was responsibility.

Regarding overall job satisfaction, 70% of respondents were satisfied with their jobs and will continue to work under the MoBA. In contrast, 6% of employees were dissatisfied with the current job and will leave the organization. Another 15% of employees felt dissatisfaction with their job; however, they could not quit their current jobs because they did not have other job plans. Finally, 9% of respondents were unsure about working under the MoBA not because of dissatisfaction but because of family concerns or other reasons.

CHAPTER FIVE

ANALYSIS OF QUESTIONNAIRE DATA

5.1 Introduction

This chapter employs STATA software version 15 to analyze the quantitative data collected from the questionnaires. The chapter is composed of seven sections. Section 5.1 starts with the response rate of the survey, and Section 5.2 presents the demographic characteristics of the sample. Section 5.3 reports a principal component analysis and reliability test of the measured items as well as descriptive statistics of the study. The general level of job satisfaction and factors affecting job satisfaction will be discussed in Sections 5.4 and 5.5, respectively. In Section 5.6, a regression analysis of government employees' job satisfaction and dissatisfaction will be discussed. Finally, Section 5.7 concludes with a summary.

5.2 Response Rate

The researcher distributed a total of 1,550 survey questionnaires to 36 different training schools and headquarters in various locations. Some training schools were excluded because of the distant geographical location, difficult communications and transportation, or armed conflicts. Responses were collected from 1,313 employees, or approximately 85% of the original sample, of which 88 responses were rejected because of incomplete information. This left 1,225 responses showing complete information and no missing values (approximately 79%), which were used for the data analysis.

Table 5. 1. Questionnaires' response rate.

	Distributed	Returned	Unreturned	Incomplete	Usable
Count	1,550	1,313	237	88	1,225
Percentage	100	84.7	15.3	5.7	79

5.3 Demographic Characteristics of the Sample

This section shows the demographic statistics of respondents in the survey data collection. In that demographic variables have a significant effect on job satisfaction, this study needs to clarify the detailed characteristics of respondents. The frequency and percentage of eight characteristics: (1) age, (2) gender, (3) responsibility, (4) education level, (5) service year, and (6) ethnicity are shown in Table 5.2.

Table 5. 2. Demographic Statistics.

Demographic Variable	Characteristics	Frequency	Percentage
Gender	Male	427	34.86
	Female	798	65.14
Age	20s	401	32.73
	30s	439	35.84
	40s	261	21.31
	50s	124	10.12
Education	Diploma	44	3.59
	Bachelor	636	51.92
	Master	254	20.73
	PhD	67	5.47
	Others	224	18.39
Responsibility	Teaching	519	42.37
	Administration	706	57.63
Length of Service	1–5 yrs	380	31.02
	6–10 yrs	254	20.73
	11–15 yrs	274	22.37
	16–20 yrs	132	10.78
	21–25 yrs	86	7.02
	26–30 yrs	60	4.90
	31–35 yrs	27	2.20
	36–40 yrs	12	0.98
Ethnicity	Majority	790	64.49
	Minority	435	35.51

The sample included 798 female employees, comprising the larger portion of the respondents (65%), and 427 male employees (35%). More than half of the

respondents fell in the age group of 20s to 30s (33% and 36%, respectively). Only 21% were in the 40s age range, and even fewer were in the 50s group (10%). There could be some reasons for the large number of employees in the age group 20s to 30s. Some employees immediately join the civil service after graduating, and the young generation normally starts their careers in these age groups.

More than half of the respondents (51%) held a bachelor's degree, 21% had master's degrees, and 5% of respondents had a Ph.D. degree. The remaining respondents (22%) represented a composition of two groups who gained a diploma or certificate for their career and completed a lower education level. Three-quarters of the respondents were well educated, and had at least one educational degree. Regarding responsibility, 42% of respondents were teaching in different training schools while the other 58% were working in administrative jobs at those training schools.

The largest proportion of respondents (31%) had work experience under 5 years, which was followed by significant portions of respondents who had lengths of service of 6–10 years (20%) and 11–15 years (22%). After 15 years of work experience, the number of employees decreases significantly. Less than a quarter of employees fell into the group of working experience of 16–40 years. Only a few people (about 1%) had experience longer than 36 years. Regarding ethnicity, 64% of respondents were the predominant ethnic group (Bamar), and 36% were other minority ethnicities. This breakdown nearly reflects the representation in the overall

population of Myanmar, which has a 68% majority ethnicity and 32% minority ethnic groups.⁵

To summarize, the majority of respondents (68%) were aged between 20 to 40 years. An even greater proportion of respondents (77%) hold at least a bachelor's degree. Nearly three-quarters of the respondents (71%) had less than 15 years' work experience. Sixty-four percent of the respondents represent the majority ethnicity (Bamar) people.

5.4 Factor Analysis, Reliability Test and Descriptive Statistics

The researcher conducted principal component factor analysis, reliability testing, and regression analysis by means of STATA version 15.

5.4.1 Principal Component Factor Analysis and Reliability Test

Principal component factor analysis can reduce many items to a smaller number that still contains vital information (Dunteman, 1989). Initially, the questionnaire was comprised of 88 items to measure 18 variables, and later it was reduced to 66 items. Items are organized into two dependent variables (satisfaction and dissatisfaction), seven hygiene factors, six motivators, and three other factors; namely, PSM, religiosity, and family orientation, assuming that they might have an important effect on government employees' job satisfaction (as discussed in Chapter 3). The result of principal component factor analysis is reported in Table 5.3.

Principal component factor analysis gives the eigenvalue and factor loading information of items. The eigenvalue can explain the proportion of the variance of a

⁵ Information retreated from <https://www.worldatlas.com/articles/largest-ethnic-groups-in-myanmar-burma.html>

specific variable over the total variance of all items explained by the factor (Acock, 2013). Any item that has a smaller eigenvalue (less than 1.0) should be ignored (Acock, 2013), and a loading below 0.30 is too weak to measure the variable (Costello & Osborne, 2005). In the present study, all variables have an eigenvalue of 1.4 and above, and factor loadings of all variables are substantial, ranging from 0.58 to 0.92. Therefore, items can be identified as solid measures for the respective variables.

Table 5. 3. Principal component factor analysis results.

Variable	Items	Eigenvalue	Factor Loadings
Job Satisfaction	JS1, JS2, JS3	2.51	0.90 ~ 0.92
Dissatisfaction	DS1, DS2, DS3	2.52	0.90 ~ 0.93
Work Itself	WOIT1, WOIT2, WOTI3	2.38	0.84 ~ 0.92
Recognition	REC1_r, REC2_r, REC3, REC4_r	2.36	0.67 ~ 0.83
Achievement	ACH1, ACH2, ACH3, ACH4	2.38	0.69 ~ 0.86
Possibility of Growth	PGRO1, PGRO2, PGRO3, PGOR4	2.50	0.75 ~ 0.85
Responsibility	RES1, RES2_r, RES3	1.46	0.58 ~ 0.77
Advancement	ADV1, ADV2, ADV3_r	2.00	0.65 ~ 0.90
PSM	PSM1, PSM2, PSM3, PSM4, PSM5	3.08	0.70 ~ 0.82
Religiosity	RLG1, RLG2, RLG3, RLG6	2.75	0.71 ~ 0.90
Interpersonal Relations	IRL1, IRL2, IRL3, IRL4	2.50	0.76 ~ 0.81
Working Conditions	WKC1, WKC2, WKC3	1.80	0.74 ~ 0.82
Policy and Administration	POA1, POA2, POA3	2.27	0.85 ~ 0.88
Supervision Technical	SUP1, SUP3_r, SUP4, SUP5	2.40	0.60 ~ 0.84
Status	STA1, STA2, STA3, STA4	2.50	0.76 ~ 0.83
Salary	SLY1, SLY2, SLY3_r	1.94	0.62 ~ 0.88
Job Security	JSTY1, JSTY2, JSTY3, JSTY4	2.98	0.85 ~ 0.88
Family-Oriented	FO1, FO2, FO3, FO4, FO5	2.35	0.63 ~ 0.76

legend: 'r' refers to the reversed item

The purpose of reliability testing is to verify whether the questions are reliable or consistent for measuring latent variables. Reliability tests demonstrate the internal consistency of observed items (Cronbach's alpha). If the alpha score is greater than 0.7, the score is acceptable (Cortina, 1993). Table 5.4 shows the reliability of observed items and alpha values of respective variables. All the variables were measured with minimum of three items to a maximum of five items. Some items have

reversed coding (e.g., “The administration does not clearly define its policies,” “My supervisor shows too little interest in the feelings of subordinates,” “My salary is less than I deserve,” and “I do not feel that the work I did is appreciated”). Since the item measures are developed based on previous studies and global measures, most of the variables have a reliability score of 0.70 and above. These scores imply that the item measures have internal consistency among them and they are reliable to measure variables. However, two variables, working conditions and responsibility, show a Cronbach’s alpha value of 0.66 and 0.46, respectively. The measurement items for these variables are unreliable; therefore, it is better to exclude those variables from the analysis.

Table 5. 4. Reliability test of dependent and independent variables.

Variables	Items	Cronbach’s Alpha
DEPENDENT		
Job Satisfaction	JS1, JS2, JS3	0.90
Dissatisfaction	DS1, DS2, DS3	0.90
INDEPENDENT		
MOTIVATORS		
Work Itself	WOIT1, WOIT2, WOTI3	0.87
Recognition	REC1_r, REC2_r, REC3, REC4_r	0.77
Achievement	ACH1, ACH2, ACH3, ACH4	0.75
Growth Possibility	PGRO1, PGRO2, PGRO3, PGOR4	0.80
Responsibility	RES1, RES2_r, RES3	0.46
Advancement	ADV1, ADV2, ADV3_r	0.72
Public Service Motivation	PSM1, PSM2, PSM3, PSM4, PSM5	0.84
Religiosity	RLG1, RLG2, RLG3, RLG6	0.84
HYGIENE FACTORS		
Interpersonal Relations	IRL1, IRL2, IRL3, IRL4	0.79
Family Orientation	FO1, FO2, FO3, FO4, FO5	0.71
Working conditions	WKC1, WKC2, WKC3	0.66
Policy/Administration	POA1, POA2, POA3	0.84
Supervision Technical	SUP1, SUP2_r, SUP3_r, SUP4, SUP5	0.78
Status	STA1, STA2, STA3, STA4	0.81
Salary	SLY1, SLY2, SLY3_r	0.71
Job Security	JSTY1, JSTY2, JSTY3, JSTY4	0.88

5.4.2 Descriptive Statistics of Dependent and Independent Variables

The variables were measured by a 7-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = moderately disagree, 4 = neither agree nor disagree, 5 = moderately agree, 6 = agree, and 7 = strongly agree). In this scale, the mean value is 4. To obtain the overall score and the level of the respondents' job satisfaction, responses of each scale were averaged. STATA software was utilized to calculate mean values, frequencies, and percentages for each response. Likert scale values were converted into weighted mean values by the following calculation. The highest possible score on the 7-point scale is 7 and the lowest is 1. The total range of the 7-point Likert scale was the subtraction of the lowest score from the highest score ($7 - 1 = 6$). The equal length of the seven categories was calculated as $6/7 \approx 0.86$. That gives equivalent mean values for the seven categories of 1.0 to 1.86, 1.87 to 2.73, and so on. The equivalent mean value of the Likert scale for the seven categories and the mean descriptive interpretations are shown in Table 5.5.

Table 5. 5. Means Descriptive Interpretations.

Scale	Scale-Weighted Mean Interval	Mean Descriptive Interpretation
1	1.00 – 1.86	Strongly Disagree
2	1.87 – 2.73	Disagree
3	2.74 – 3.60	Moderately Disagree
4	3.61 – 4.47	Neither Agree nor Disagree
5	4.48 – 5.34	Moderately Agree
6	5.35 – 6.21	Agree
7	6.23 – 7.00	Strongly Agree

For example, a variable with a mean value greater than 4.48 falls into the “moderately agree” category, while less than 3.60 is in the “moderately disagree” category. As all the items are recoded into a direct measure, variables that have a mean value of 4.48 and above can be considered as important variables of job

satisfaction. The descriptive statistics of dependent and independent variables are reported in Table 5.6.

The mean value of job satisfaction is larger than 5.5, implying that the respondents, in general, have a favorable perception of their job satisfaction. The religiosity variable has the highest mean value (6.2), and family orientation possesses the second-highest mean value (5.9). Other variables, such as achievement, PSM, status, interpersonal relations, work itself, job security, possibility of growth, policy and administration, and supervision technical are significant to explaining job satisfaction. In contrast, recognition has the lowest mean value (4.4), and that variable appears not to significantly contribute to the job satisfaction of respondents.

Table 5. 6. Descriptive statistics of dependent and independent variables.

Variables	Obs	Mean	Std.Dev.	Min	Max
Satisfaction	1,225	5.563	.998	1	7
<i>Motivators</i>					
Work Itself	1,225	5.665	.976	1	7
Recognition	1,225	4.404	1.174	1	7
Achievement	1,225	5.841	.803	1.25	7
Growth Possibility	1,225	5.282	1.069	1	7
Advancement	1,225	4.706	1.153	1	7
PSM	1,225	5.823	.825	1.2	7
Religiosity	1,225	6.161	.806	1	7
<i>Hygiene Factors</i>					
Interpersonal Relations	1,225	5.675	.787	1.75	7
Family Orientation	1,225	5.921	.864	2.8	7
Policy/Administration	1,225	5.208	1.042	1	7
Supervision	1,225	5.057	1.035	1	7
Status	1,225	5.784	.868	1.5	7
Salary	1,225	4.755	1.166	1	7
Job Security	1,225	5.613	1.009	1	7

5.5 General Level of Job Satisfaction

This section attempts to address the research questions about the general level of government employees' job satisfaction. Employees were asked to choose responses that can best represent their feelings from three narrative statements, rating their

answers on a seven-point scale ranging from strongly disagree to strongly agree.

Table 5.7 shows employees' responses to the general level of job satisfaction.

Employees were, in general, satisfied with their jobs. The mean value of item 1 (5.49) implies that employees like their jobs, with over 86% of employees expressing satisfaction. Among them, 14.5 % were very satisfied with their jobs. Employees responded that they like their jobs overall, with about 46% agreeing (a mean value of 5.64). Most employees (44.8%) agreed to respond to what degree they like their workplaces. All three items received less than 7% dissatisfaction responses, and 4% – 6% were reluctant to express their feelings. The overall mean (5.57) indicates that government employees are satisfied with their work in general.

Table 5. 7. Respondents' general level of job satisfaction.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. All in all, I am satisfied with my job.	0.49	1.22	5.14	6.45	30.37	41.80	14.53	5.49
2. In general, I like my job.	0.49	1.06	3.18	4.82	27.18	46.45	16.82	5.64
3. In general, I like working here.	0.82	1.96	3.27	4.98	27.92	44.82	16.24	5.57
Overall	0.60	1.41	3.86	5.42	28.49	44.36	15.86	5.57

SD = Strongly Disagree, D = Disagree, MD = Moderately Disagree, N = Neutral, MA = Moderately Agree, A = Agree, SA = Strongly Agree

5.6 Factors Affecting Job Satisfaction

This section identifies factors influencing government employees' job satisfaction as well as what the attitudes of government employees are toward their jobs. As discussed in Section 5.4.2, employees were asked to respond to measured items to which they agree or disagree. Seven intrinsic factors and seven extrinsic factors were included.

5.6.1 Motivators

5.6.1.1 Work Itself

Table 5.8 presents four measured items of “work itself” and employees’ responses to them. Most employees liked what they do at their jobs: 28% showed “moderately agree,” 43% answered “agree,” and 16% stated “strongly agree” with a mean value of 5.51. Nine in ten employees expressed a sense of pride in their jobs, with a mean value of 5.8, and only one in twenty employees did not feel a sense of pride in the current job. In general, the majority of employees (89%) stated that they enjoy their jobs, and one in twenty employees did not show enjoyment of his or her job. The overall mean value of 5.66 indicates that respondents enjoyed their work or were satisfied with their jobs.

Table 5. 8. Responses to the work itself.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. I like doing the things I do at job.	0.65	1.80	4.82	5.96	27.76	43.35	15.67	5.51
2. I feel a sense of pride in my job.	0.24	0.82	3.02	4.49	23.18	42.12	26.12	5.80
3. My job is enjoyable.	0.49	0.90	3.51	5.71	26.29	40.82	22.29	5.68
Overall	0.46	1.17	3.78	5.39	25.74	42.10	21.36	5.66

5.6.1.2 Recognition

Employees’ responses to four items of “recognition” are shown in Table 5.9. Less than half of employees (47%) showed agreement on the first item “I do not feel that the work I do is appreciated” or they felt that their jobs or performance were not appreciated. On the contrary, more than half of the employees expressed either disagreement or were neutral on that item, with a mean value of 4.41. Regarding the rewards, only 41% of employees felt that their efforts were properly rewarded, 22% were neutral, and the remainder showed “disagreement.” However, seven in ten

people agreed that supervisors recognized when they did an excellent job. Thirty-seven percent of employees felt that they received too little recognition, while 41% disagreed. Overall, a relatively large proportion (21%) of employees were reluctant to express their feelings on recognition of their work or performance. The overall mean value (4.41) lies in the “neither agree nor disagree” category if scale-weighted to the mean interval. This ambiguous result implies that government employees did not clearly show whether they were satisfied with this factor.

Table 5. 9. Responses to recognition.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. I do not feel that the work I do is appreciated.	4.73	8.16	16.65	23.35	13.88	25.06	8.16	4.41
2. I do not feel that my efforts are rewarded the way they should be.	4.08	11.59	21.14	22.45	10.53	25.06	5.14	4.20
3. My supervisor always recognizes me when I do a good job.	1.96	4.33	5.88	16.57	31.27	33.06	6.94	4.98
4. I receive too little recognition.	4.57	11.67	25.14	21.63	12.57	20.57	3.84	4.03
Overall	3.84	8.94	17.20	21.00	17.06	25.94	6.02	4.41

5.6.1.3 Achievement

Table 5.10 reveals how employees responded to four measured items under the “achievement” factor. Results show that 82.8% of employees agreed with the first item by saying that they have chances to do their best all the time, while 6.8% of employees opposed it. Moreover, one in ten employees expressed unwillingness to respond to that item. More than 92% of employees were happy and proud of their coworkers’ and subordinates’ achievements (item-2), and almost all employees (95%) were happy with their work accomplishments (item-3). Around 30% of employees strongly agreed in responding to item-2 and item-3, with mean values of 5.93 and 6.04, respectively.

Table 5. 10. Responses to achievement.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. I have chances to do my best all the time.	0.90	2.69	3.18	10.45	24.57	38.94	19.27	5.49
2. I take pride in others' achievements.	0.41	0.49	1.31	5.31	16.98	46.53	28.98	5.93
3. I feel happy on my work accomplishment.	0.00	0.65	0.98	3.67	14.20	48.98	31.51	6.04
4. I want to see results from the work I do.	0.65	1.22	1.88	5.22	16.00	45.22	29.80	5.90
Overall	0.49	1.26	1.84	6.16	17.94	44.92	27.39	5.84

Furthermore, most of the employees (91%) wanted to see results from their work; however, four out of a hundred people did not care about what they did. The overall mean value (5.84) showed, in general, government employees were happy with their achievements.

5.6.1.4 Possibility of Growth

Table 5.11 lists employees' responses to four items grouped under the "possibility of growth" factor. The proportion of employees who expressed that they have opportunities for personal growth at work is 84%, in which 27% selected "moderately agree," 40% marked "agree," and 17% were "strongly agree." Although 8% of employees argued that they did not receive adequate training to perform their jobs well, another 85% agreed that they received adequate training with a mean value of 5.55. Their expression seems correct because 80% of employees stated that they had educational and learning opportunities for their careers (item-3). In response to item-4, "organizational support for my career," 66% of employees responded that they received organizational support for their career development, while 17% did not clearly respond and 17% showed disagreement. The overall mean value (5.31)

indicates that study respondents moderately agreed they have opportunities for career growth.

Table 5. 11. Responses to the possibility of growth.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. Many opportunities for personal growth at my job.	1.55	2.94	2.69	8.49	26.94	40.16	17.22	5.46
2. Receiving adequate job training to perform my job well.	2.04	3.27	2.94	6.12	21.88	42.37	21.39	5.55
3. Receiving educational or learning opportunities for my career.	1.80	3.35	5.71	8.73	28.49	35.84	16.08	5.31
4. Organizational support for my career development	2.78	7.43	6.69	17.31	30.29	25.47	10.04	4.81
Overall	2.04	4.25	4.51	10.16	26.90	35.96	16.18	5.28

5.6.1.5 Advancement

Three items for measuring the factor “advancement” and employees’ responses to those items are listed in Table 5.12. In response to item-1 and item-2, around three-quarters of employees showed positive expressions on both items. Employees believed that they have opportunities for advancement in their job and that they can get ahead in their current jobs. Their responses were mostly in the “moderately agree” and “agree” categories, with about 10% appearing in the “strongly agree” category. Sixty-two percent of employees did not agree with the item “less opportunity to have advancement on the job.”

Table 5. 12. Responses to advancement.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. Opportunities for advancement on the job.	2.29	4.16	6.69	13.39	34.29	29.55	9.63	5.00
2. Get ahead in the current job.	1.88	4.08	4.49	14.53	33.14	31.43	10.45	5.09
3. Less opportunity to have advancement on the job.	6.29	11.76	23.67	20.65	11.51	21.55	4.57	4.02
Overall	3.49	6.67	11.62	16.19	26.31	27.51	8.22	4.70

On average, a relatively large proportion of employees (16%) showed an unwillingness to respond to the measured items for “advancement.” The overall mean value, 4.7, is not strong in terms of scale-weighted mean interval value.

5.6.1.6 Public Service Motivation

Table 5.13 describes employees’ responses to PSM measures. Results from employees asked whether they were willing to help those less well-off were 25% who selected “moderately agree,” 39% “agree,” and 24% “strongly agree.” In contrast, fewer than 5% of the employees did not show a willingness to help others. Nine in ten employees stated that they unselfishly contributed to the development of others; however, 3% of employees did not. In response to item-3 and item-4, 89% of employees believed that they were doing meaningful public service, and 93% of employees perceived public service as a civic duty. Three percent of employees disagreed with the former and 2% of employees with the latter. A substantial proportion (92%) of employees were willing to contribute to border areas development in Myanmar. The overall mean value (5.82) showed employees were satisfied with PSM at their work.

Table 5. 13. Responses to public service motivation.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. I have an obligation to help those less well-off.	0.82	1.14	2.94	6.86	24.73	39.18	24.33	5.68
2. I unselfishly contribute to the development of others.	0.41	0.90	1.47	7.10	26.94	40.57	22.61	5.71
3. I am doing a meaningful public service.	1.14	0.65	1.39	7.76	19.84	42.12	27.10	5.79
4. I consider public service as civic duty.	0.16	0.49	1.39	4.82	17.14	42.53	33.47	6.00
5. I am willing to apply my knowledge and experience to develop border areas.	0.16	0.65	1.39	5.47	19.35	42.53	30.45	5.93
Overall	0.54	0.77	1.72	6.40	21.60	41.39	27.59	5.82

5.6.1.7 Religiosity

Table 5.14 presents five measured items of religiosity and employees' responses to them. A majority of employees believed in religious teaching, and 96% of employees agreed with the first item that "religious teachings can make their mind peaceful." Among those in agreement, 60% strongly agreed with the first item. A high number (95%) of employees stated that they can mitigate some disappointments by religious teachings, while only 2% of employees opposed it. Whether following religious teachings could control and manage employees' minds was "strongly agreed" by 47%, "agreed" by 35%, and "moderately agreed" by 14% of employees. More than 91% of employees responded that they followed religious teachings even in the workplace and that the teachings could make their minds peaceful. Among motivators, religiosity had the highest overall mean value, 6.16.

Table 5. 14. Responses to religiosity.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. Religious teachings can make my mind peaceful.	0.24	0.41	0.98	2.29	7.18	28.41	60.49	6.43
2. I can mitigate some disappointments by religious teachings.	0.65	0.65	0.73	2.94	13.22	35.27	46.53	6.19
3. Following religious teachings can control and manage my mind.	0.33	0.49	0.73	2.20	13.96	35.27	47.02	6.23
4. I follow religious teachings even in the workplace.	0.41	1.14	2.12	5.22	23.92	40.41	26.78	5.79
Overall	0.41	0.67	1.14	3.16	14.57	34.84	45.21	6.16

5.6.2 Hygiene Factors

5.6.2.1 Interpersonal Relations

Table 5.15 presents employees' responses to the four items grouped under "interpersonal relations" factors. The mean values of the four items are quite close to each other and the overall mean value (5.68) indicates that interpersonal relations is a

crucial factor affecting job satisfaction. Employees showed a similar pattern of agreement and disagreement on the four measured items. The majority of employees (about 91%) agreed that they like people who are working together, have a good relationship with supervisors and subordinates, and have the chance to develop close relationships with coworkers. Only a minority, less than 5%, of employees disagreed. Another 5% of employees were not willing to express agreement or disagreement regarding the interpersonal relations factors. The overall mean value (5.68) implies that employees were generally satisfied with interpersonal relations factors.

Table 5. 15. Responses to interpersonal relations.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. I like the people I work with.	0.24	1.14	3.35	4.08	26.12	47.35	17.71	5.68
2. Relationships seems good with supervisors.	0.49	1.22	2.86	5.14	28.16	46.61	15.51	5.61
3. Relationships seems good with subordinates.	0.08	0.82	2.04	5.14	24.00	50.53	17.39	5.73
4. The chances to develop close relationships with coworkers.	0.33	0.82	0.69	5.22	27.27	45.14	18.53	5.68
Overall	0.29	1.00	2.24	4.90	26.39	47.41	17.29	5.68

5.6.2.2 Family Orientation

Table 5.16 demonstrates how family concerns are important for government employees in Myanmar. In response to the first item, the majority of employees showed a willingness to live with their families or parents. Among them, 53% were strongly agreed, 31% were agreed, and 9.6% moderately agreed that “living with family or nearby parents is a great opportunity.” More than 96% of employees agreed that taking care of family is very important and more than half of the employees strongly agreed, which had the highest mean value, 6.41. Surprisingly, more than 80%

of employees stated that they were inconvenienced and also had an unwillingness to work if they were far away from their families or parents. In this sense, more than three-quarters of employees stated that they would sacrifice promotion to have the opportunity to live with their families or parents. The mean value (5.92) implies that employees showed satisfaction with family-oriented factors.

Table 5. 16. Responses to family orientation.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. To live with family or nearby parents is a great opportunity.	0.49	1.06	1.31	2.78	9.63	31.27	53.47	6.28
2. Although busy at work, taking care of family is also important.	0.16	0.57	0.49	2.29	6.94	32.08	57.47	6.41
3. Working far away from my parents or family is inconvenient.	1.14	3.18	2.78	3.84	16.24	32.08	40.73	5.90
4. Unwillingness to work far away from the parents and family.	2.20	5.14	3.92	6.04	17.14	28.49	37.06	5.64
5. Do not care about promotion but do care to live with family or parents.	1.06	4.49	6.61	10.94	23.67	27.43	25.80	5.37
Overall	1.01	2.89	3.02	5.18	14.72	30.27	42.91	5.92

5.6.2.3 Policy and Administration

Table 5.17 displays employees' responses to three items under the "policy and administration" factor. As seen in the table, employees responded to good organizational administration (item-1) with 35% expressing "moderately agree" and another 36% "agree." Less than 10% of employees showed disagreement on item-1. Responding to item-2, 29% of employees "moderately agreed," 38% selected "agree," and 11% showed "strongly agree" on the clear definition of administrative policies. About three-quarters of employees agreed that the administration communicates its policies well. However, more than 10%, a relatively large portion, of employees did not want to respond to all three items. The overall mean value (5.21) can be

interpreted as employees showing “moderately agree,” which has a scale-weighted mean interval of 4.48 to 5.34. This result means that government employees favorably approved of good administration at their work.

Table 5. 17. Responses to policy and administration.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. My organization provides good administration.	0.73	2.53	6.53	11.27	35.02	35.59	8.33	5.17
2. Administration clearly defines its policies.	0.65	2.29	5.63	13.22	28.98	37.88	11.35	5.27
3. The administration communicates its policies well.	0.65	2.61	7.02	14.78	26.69	38.94	9.31	5.18
Overall	0.68	2.48	6.39	13.09	30.23	37.47	9.66	5.21

5.6.2.4 Supervision

Employees’ responses to measured items of “supervision” factors are shown in Table 5.18. Most employees (85%) agreed that their supervisors are quite competent in doing their job, among which 25% responded “strongly agree” and 39% showed “agree.” In response to perceptions that supervisors lack interest in the feelings of subordinates, 35% of employees showed disagreement and 20% did not express their opinions.

Table 5. 18. Responses to supervision.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. My supervisor is quite competent in doing his/her job.	0.73	2.29	2.86	8.00	21.71	39.43	24.98	5.66
2. Supervisor shows too little interest in the feelings of subordinates.	4.82	9.06	22.61	20.00	9.63	25.96	7.92	4.30
3. My supervisor gives me assistance when I need help.	1.31	1.96	4.49	5.55	26.94	42.20	17.55	5.52
4. Supervisor listens to subordinates’ suggestions and ideas.	1.63	3.02	6.04	9.88	34.04	34.29	11.10	5.19
Overall	2.12	4.08	9.00	10.86	23.08	35.47	15.39	5.17

In response to item-3, the majority of employees (86%) agreed that supervisors assisted them in doing their work, with 42% in the “agree” category. Regarding item-

4, eight in ten employees perceived that supervisors are receptive to ideas and suggestions of subordinates. Overall, the factor “supervision” possesses a mean value of 5.17, which lies in the “moderately agree” category of the scale-weighted mean intervals. This finding implies that government employees were generally satisfied with the supervision factor.

5.6.2.5 Status

Table 5.19 lists employees’ responses to the “status” factor as measured by four items. A large proportion of government employees (91%) agreed that they have a good social position in the community, and 89% responded that they are socially respected by others. Eighty-eight percent expressed that jobs in the government give them a definite place in society, and 93% are proud of their jobs. A significant proportion of employees showed that they “strongly agree” in responding to all items of “status.” A relatively large number of employees (41%) are proud of their jobs, with a mean value of 6.1. On average, 5.3% of employees do not have a clear idea of whether they have a good status in society or not. However, the overall mean value (5.79) shows that respondents were generally happy with their social status.

Table 5. 19. Responses to status.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. Government officials have a good social position in the community.	0.49	1.39	2.69	4.24	24.08	46.12	20.98	5.72
2. My job as a government official is socially respected by others.	0.49	1.47	2.69	6.12	27.59	41.39	20.24	5.64
3. My job gives me a chance to have a definite place in society.	1.22	1.14	2.53	7.18	22.29	43.02	22.61	5.68
4. I take pride my job.	0.41	0.57	1.88	3.67	14.12	38.20	41.14	6.10
Overall	0.65	1.14	2.45	5.30	22.02	42.18	26.24	5.79

5.6.2.6 Salary

Table 5.20 presents how employees respond to three measured items of “salary.” Most employees (82%) have a positive feeling about their salary and they agreed that they have been receiving a fair amount of pay for their jobs. In contrast, 12% of employees thought that they are underpaid. Nevertheless, more than three-quarters of employees (79%) are satisfied with their salary, among whom 16% indicated they were very satisfied with their salary although it was not high. In response to item-3, “My salary is less than I deserve,” half of employees disagreed that their salary is less than they deserve. This result is not surprising, because item-3 is the reversed item for measuring employees’ satisfaction on “salary.”

Table 5. 20. Responses to salary.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. I am being paid a fair amount for the work I do.	0.98	4.24	6.94	5.80	24.24	36.49	21.31	5.43
2. I feel satisfy with my salary although it is not high.	1.47	5.39	6.94	7.18	26.37	36.73	15.92	5.25
3. My salary is less than I deserve.	8.90	18.37	23.18	26.04	6.69	12.24	4.57	3.58
Overall	3.78	9.33	12.35	13.01	19.10	28.49	13.93	4.75

5.6.2.7 Job Security

Table 5.21 lists employees’ responses to four items of the “job security” factor. The majority of employees (88%) responded that the current job provides security for their lives. About 23% of employees chose “strongly agree,” 38% answered “agree,” and 28% expressed “moderately agree” with job security. Around 82% of employees agreed that their future is secure with the current job. However, one in ten employees showed the opposite. In response to item-3 and item-4, more than 90% of employees agreed that the current job is steady employment and that their government job is

secure. Around a quarter of employees strongly agreed with both item-3 and item-4, with mean values of 5.77 and 5.74, respectively. The overall mean value (5.61) shows that government employees were generally satisfied with job security.

Table 5. 21. Responses to job security.

Items	SD %	D %	MD %	N %	MA %	A %	SA %	Mean
1. The current job is secure for my life.	0.90	2.20	3.59	4.98	27.67	37.88	22.78	5.61
2. The current job can provide for a secure future.	1.39	3.10	5.71	9.14	29.71	33.06	17.88	5.33
3. This job provides for steady employment.	0.49	1.14	2.37	4.73	23.92	43.02	24.33	5.77
4. Working as a government employee is a secure job.	0.33	0.82	3.43	5.14	25.47	39.76	25.06	5.74
Overall	0.78	1.82	3.78	6.00	26.69	38.43	22.51	5.61

5.7 Correlation Matrix

As discussed in Chapter 4, job satisfaction and dissatisfaction of government employees are affected not only with motivators but also all hygiene factors.

Therefore, the researcher produced a correlation matrix (see Table 5.22) before conducting regression analyses. Many significant relationships emerge among all measured variables. Although there are several significant correlations, the regression analysis does not show a multicollinearity problem with these variables because the variance inflation factor (VIF) values are less than 10 (Hair, 2014; Kennedy, 2003). Specifically, the largest VIF value is 2.5, while the mean VIF is 1.95.

TABLE 5. 22. CORRELATION MATRIX.

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
(1) Satisfaction	1.00															
(2) Work Itself	0.67*	1.00														
(3) Recognition	0.33*	0.30*	1.00													
(4) Achievement	0.51*	0.57*	0.29*	1.00												
(5) Growth Possibility	0.51*	0.48*	0.42*	0.52*	1.00											
(6) Advancement	0.52*	0.46*	0.52*	0.42*	0.63*	1.00										
(7) PSM	0.46*	0.52*	0.13*	0.57*	0.33*	0.23*	1.00									
(8) Religiosity	0.43*	0.46*	0.17*	0.52*	0.32*	0.21*	0.58*	1.00								
(9) Relations	0.47*	0.44*	0.38*	0.46*	0.37*	0.35*	0.37*	0.38*	1.00							
(10) Family Orientation	0.09*	0.13*	-0.04	0.22*	0.10*	0.03	0.21*	0.27*	0.22*	1.00						
(11) Policy/Admin	0.47*	0.43*	0.45*	0.44*	0.53*	0.45*	0.31*	0.29*	0.48*	0.10*	1.00					
(12) Supervision	0.44*	0.34*	0.61*	0.38*	0.45*	0.44*	0.23*	0.24*	0.56*	0.05	0.53*	1.00				
(13) Status	0.55*	0.66*	0.30*	0.595	0.48*	0.42*	0.49*	0.50*	0.46*	0.22*	0.50*	0.35*	1.00			
(14) Salary	0.40*	0.39*	0.31*	0.31*	0.36*	0.35*	0.17*	0.18*	0.27*	0.02	0.35*	0.29*	0.36*	1.00		
(15) Job Security	0.55*	0.59*	0.28*	0.47*	0.49*	0.42*	0.39*	0.41*	0.39*	0.17*	0.46*	0.31*	0.63*	0.46*	1.00	
(16) Dissatisfaction	-0.62*	-0.49*	-0.47*	-0.38*	-0.39*	-0.49*	-0.30*	-0.30*	-0.38*	-0.03	-0.38*	-0.46*	-0.43*	-0.33*	-0.40*	1.00

* shows significance at the $p < 0.5$ level

5.8 Regression Analysis

After verifying the reliability of the measured variables, separate regression analyses were conducted to predict which variables contribute to job satisfaction and dissatisfaction of government employees. Table 5.23 displays regression results for job satisfaction with motivators (Model 1), job satisfaction with hygiene factors (Model 2), and job satisfaction with both motivators, hygiene factors and control variables (Model 3).

TABLE 5. 23. REGRESSION ANALYSIS OF JOB SATISFACTION.

Variable	Model 1	Model 2	Model 3
Work Itself	0.411***		0.334***
Recognition	0.077***		0.011
Achievement	0.052		0.012
Possibility of Growth	0.077**		0.030
Advancement	0.154***		0.135***
PSM	0.123***		0.121***
Religiosity	0.102**		0.086**
Interpersonal Relations		0.188***	0.098**
Family Orientation		-0.059*	-0.057*
Policy/Administration		0.082**	0.040
Supervision		0.124***	0.073**
Status		0.245***	-0.012
Salary		0.090***	0.053**
Job Security		0.236***	0.115***
Age			-0.005
Gender			0.011
Service Year			0.032
Constant	0.120	0.615**	-0.102
F-test	F = 203.25	F = 143.65	F = 94.21
F	Prob > F = 0.000	Prob > F = 0.000	Prob > F = 0.000
Number of Observations	N = 1,225	N = 1,225	N = 1,225
R ²	R ² = 0.539	R ² = 0.452	R ² = 0.5703
	Adjusted R ² = 0.536	Adjusted R ² = 0.449	Adjusted R ² = 0.564

* p < .05; ** p < .01; *** p < .001

In Model 1, all motivators, except achievement, have significant relationships with job satisfaction. In Model 2, job satisfaction is significantly related to all hygiene factors. Job satisfaction has a positive relationship with interpersonal relations, policy and administration, supervision, status, salary, and job security, but is negatively

associated with family orientation. In Model 3, both hygiene factors and motivators are included. In that model, many factors reduced their significance levels. Some factors, such as recognition, possibility of growth, policy and administration, and status, were no longer significant, although some hygiene factors still contributed to job satisfaction. In Model 3, four motivators and five hygiene factors were significant. The work itself, advancement, PSM, and job security were significant at the $p < 0.001$ level. Other factors such as religiosity, interpersonal relations, supervision, and salary were significant at the $p < 0.01$ level, and family orientation was negatively significant at the $p < 0.05$ level in explaining government employees' job satisfaction. A detailed result of the regression analysis of Model 3 will be discussed below.

5.8.1 Regression analysis of job satisfaction with all independent variables

The regression analysis of job satisfaction was conducted with all motivators and hygiene factors. To minimize the biasing effects, demographic variables namely age, gender, and service year are included. The analysis shows that there are significant relationships between job satisfaction and some independent variables (see in Table 5.24). Hygiene factors except "policy administration" and "status" were significantly related to job satisfaction. In the motivator category, the variable work itself was the strongest contributor to job satisfaction, with a sizable and significant relationship with job satisfaction. A one standard deviation increase in work itself is associated with a 0.33 standard deviation increase in job satisfaction at the $p < .001$ level. The positive relationship between job satisfaction and work itself is understandable because government employees like their jobs and they were satisfied. The qualitative

finding revealed that employees like their respective jobs. One female teacher commented:

I am interested in vocational training. Therefore, I changed my career from senior high school teacher to assistant lecturer post at this university. I want to support ethnic youths for their future career. [Respondent 154]

TABLE 5. 24. REGRESSION ANALYSIS OF JOB SATISFACTION WITH MOTIVATORS AND HYGIENE FACTORS.

Satisfaction	Coef.	St.Err.	t-value	p-value	Beta	Sig
Work Itself	.33	.03	11.15	.000	.323254	***
Recognition	.012	.022	0.53	.593	.0137984	
Achievement	.015	.035	0.42	.676	.0116689	
Growth Possibility	.028	.026	1.09	.277	.0300823	
Advancement	.133	.023	5.71	.000	.1538946	***
PSM	.123	.032	3.89	.000	.1016186	***
Religiosity	.082	.032	2.60	.009	.066601	**
Relations	.098	.033	3.00	.003	.0772053	**
Family Orientation	-.054	.024	-2.30	.022	-.0468172	*
Policy/Admin	.044	.025	1.79	.074	.0462587	
Supervision	.077	.027	2.89	.004	.0803217	**
Status	-.014	.034	-0.40	.687	-.012088	
Salary	.051	.019	2.68	.008	.059869	**
Job Security	.115	.027	4.21	.000	.1162108	***
Age	-.005	.016	-0.33	.741	-.0101213	
Gender	.011	.043	0.25	.801	.0051584	
Service Year	.032	.018	1.77	.076	.0531957	
Constant	-.18	.206	-0.88	.382		
Mean dependent var		5.563	SD dependent var		0.998	
R-squared		0.570	Number of obs		1225.000	
F-test		94.214	Prob > F		0.000	
Akaike crit. (AIC)		2471.295	Bayesian crit. (BIC)		2563.287	

* p < .05; ** p < .01; *** p < .001

Similarly, advancement and PSM were significant at the $p < .001$ level. When advancement and PSM increase by one standard deviation, job satisfaction rises by 0.15 and 0.1 standard deviation, respectively. Religiosity was positively and significantly associated with job satisfaction and significant at the $p < .01$ level. Prior to these findings, qualitative findings showed no effect of advancement on job satisfaction. However, religiosity had a strong impact on employees' job satisfaction. A comment made by a female teacher was:

Religious teaching makes our mind peaceful. If I have some disappointments, I can mediate by the religious teachings. [Respondent 26]

Among the hygiene factors, job security has the highest beta value of 0.12. This result implies that when job security increases by one standard deviation, then job satisfaction rises by 0.12 standard deviations at the significance level of $p < .001$. The qualitative findings also showed the impact of job security on the government employees' job satisfaction, although it was not very strong. A male teacher stated:

I feel that this profession secures my life. [Respondent 166]

Other hygiene factors such as interpersonal relations, supervision, and salary have a positive relationship with job satisfaction. Their effects are not large, but they are significant at a $p < .01$ level. The positive and significant relationship between job satisfaction and interpersonal relations supported the qualitative finding. One female administrative staff commented as follow:

I have a good relationship with others, including superiors, co-workers, and also subordinates. I can interact with all of them when I have something to do. I am happy to work in this organization. [R 129]

Moreover, the positive relationship between supervision and job satisfaction is consistent with the qualitative findings in Chapter 4. A female administrative person mentioned:

The supervisor shows me the correct way and I could follow his direction. It is very helpful for me. I am satisfied. [Respondent 18]

The positive relationship between salary and job satisfaction also confirmed the impact of salary on job satisfaction in the qualitative findings. As a male administrative person noted:

When salary increased, I was somehow motivated. [Respondent 31]

There is a significant but negative relationship between family orientation and job satisfaction. When an employee's family orientation goes up by one standard deviation, job satisfaction goes down by 0.05. The relationship is not sizable, however, significant at the $p < .05$ level. In the qualitative findings, family orientation showed an important effect on job satisfaction as well. As discussed in section 4.3.2 (Chapter 4), participants frequently mentioned the willingness to live with family or parents. If they have the opportunity, they were satisfied, but when they lost it, they were dissatisfied with their jobs.

5.8.2 Regression analysis of dissatisfaction with all independent variables

Similarly, Table 5.25 presents regression results for job dissatisfaction with motivators (Model 4), job dissatisfaction with hygiene factors (Model 5), and job dissatisfaction with both motivators and hygiene factors (Model 6). Demographic variables namely age, gender, and service year were controlled in the regression. All three models show a relatively high goodness of fit, as their significance levels are below .001, and significantly explain job satisfaction variations among government employees (the R^2 values were 39%, 32%, and 41%). In Model 4, the three motivators work itself, recognition, and advancement, have significant relationships with employee dissatisfaction. In Model 5, dissatisfaction is significantly related to all hygiene factors expect policy and administration. Almost all relationships showed negative correlations, but family orientation was positive. In Model 6, five factors were significantly correlated with government employees' dissatisfaction. In the motivator category, the relationship with work itself, recognition, and advancement was significant at the level of $p < .001$.

TABLE 5. 25. REGRESSION ANALYSIS OF DISSATISFACTION.

Variable	Model 4	Model 5	Model 6
Work Itself	-0.356***		-0.280***
Recognition	-0.305***		-0.205***
Achievement	-0.048		0.007
Possibility of Growth	0.049		-0.090*
Advancement	-0.267***		-0.247***
PSM	-0.072		-0.068
Religiosity	-0.091		-0.073
Interpersonal Relations		-0.119*	-0.044
Family Orientation		0.099**	0.060
Policy/Administration		-0.022	0.036
Supervision		-0.365***	-0.202***
Status		-0.308***	-0.096
Salary		-0.114***	-0.057
Job Security		-0.150***	-0.051
Age			-0.030
Gender			0.041
Service Year			-0.039
Constant	8.538***	8.136***	8.746***
F-test	F = 111.17	F = 82.97	F = 51.41
F	Prob > F = 0.000	Prob > F = 0.000	Prob > F = 0.000
Number of Observations	N = 1,225	N = 1,225	N = 1,225
R ²	R ² = 0.390	R ² = 0.323	R ² = 0.420
	Adjusted R ² = 0.387	Adjusted R ² = 0.319	Adjusted R ² = 0.414

* p < .05; ** p < .01; *** p < .001

One more motivator, the possibility of growth, showed a significant relationship at the $p < .05$ level. As for hygiene factors, only supervision showed a significant relationship with dissatisfaction at the $p < .001$ level. A detailed result of regression analysis of Model 6 will be discussed below.

Table 5.26 shows the regression analysis of dissatisfaction with motivators, hygiene factors, and control variables. Motivators such as the work itself, recognition, and advancement have a negative relationship with the dissatisfaction of government employees at the significance level of $p < 0.01$. All three factors have considerable beta values, implying that they are key factors of employees' dissatisfaction. Specifically, one standard deviation increases in work itself is associated with a 0.2 standard deviation decrease in dissatisfaction.

TABLE 5. 26. REGRESSION ANALYSIS OF DISSATISFACTION WITH MOTIVATORS AND HYGIENE FACTORS.

Dissatisfaction	Coef.	St. Err.	t-value	p-value	Beta	Sig
Work Itself	-.28	.046	-6.04	.000	-.2029897	***
Recognition	-.205	.034	-5.95	.000	-.1790698	***
Achievement	.007	.054	0.13	.893	.0043695	
Growth Possibility	.09	.041	2.22	.027	-.0714384	*
Advancement	-.247	.037	-6.74	.000	-.2119777	***
PSM	-.068	.05	-1.38	.168	-.0419065	
Religiosity	-.073	.049	-1.49	.136	-.0439792	
Relations	-.044	.051	-0.86	.389	-.0256423	
Family Orientation	.06	.037	1.64	.102	.0386249	
Policy/Administration	.036	.039	0.92	.359	.0276699	
Supervision	-.202	.042	-4.83	.000	-.1555934	***
Status	-.096	.054	-1.78	.076	-.061993	
Salary	-.057	.03	-1.92	.056	-.0497457	
Job Security	-.051	.042	-1.19	.234	-.0379823	
Age					-.0414622	
Gender					.0145870	
Service Year					-.0490650	
Constant	8.746	.314	27.88	.000		***
Mean dependent var		2.922	SD dependent var			1.345
R-squared		0.420	Number of obs			1225.000
F-test		51.413	Prob > F			0.000
Akaike crit. (AIC)		3569.670	Bayesian crit. (BIC)			3661.662

* p < .05; ** p < .01; *** p < .001

The qualitative findings also uncovered the impact of work itself on job dissatisfaction. The work pressure and improper work assignment can cause government employees' job dissatisfaction. Therefore, there is a negative relationship between work itself and job dissatisfaction. A female administrative person told:

Now I was assigned as administrative staff, but I want to teach. I am not familiar with administrative works. It makes me inconvenience, and I feel work pressure. [Respondent 127]

Similarly, when recognition increases by one standard deviation, employee dissatisfaction decreases by 0.18 standard deviation. This relationship supported the prior, qualitative findings. Employees who performed well their tasks but were not being recognized by supervisors would be dissatisfied. Moreover, they thought that rewards and promotion were consequences of supervisors' recognition. A female teacher expressed:

Although I tried my best and devoted to my work, I was not recognized and rewarded, such as promotion and participating in a foreign delegation.

[Respondent 71]

Also, increasing advancement opportunities by one standard deviation is associated with a 0.22 standard deviation decrease in employee dissatisfaction.

A relationship between dissatisfaction and growth possibility is significant at the $p < 0.05$ level. However, this factor showed no effect on job dissatisfaction in the qualitative findings.

In the hygiene category, only supervision is significant, with a considerable beta value of 0.16. This relationship can be interpreted as a one standard deviation increase in supervision decreases 0.16 standard deviation in government employees' dissatisfaction at the $p < 0.01$ level. The effect of supervision on job dissatisfaction, in the qualitative finding, was also strong. When employees felt the unfair treatment of supervisors and saw unaccountable supervisors, they would be dissatisfied. A male administrative staff commented:

The supervisor unfairly assigned work to subordinates because some employees do not work well. Once a problem occurred regarding unfair work assignment, the superior didn't want to take account and blamed the subordinates. I was really disappointed. [Respondent 128]

The other hygiene factors were no longer significant in Model 6.

5.9 Chapter Summary

This chapter has focused on the analysis of quantitative data collected through the survey method. In summary, findings reveal that government employees were satisfied with their jobs in general with an overall mean score of 5.57. More

specifically, 89 % of participants agreed with the job satisfaction items while the remaining 11% showed dissatisfaction.

Principal component analysis was conducted to reduce the number of items from 93 to 63 items that still contain valuable information. Herzberg's motivators, hygiene factors, and three other variables, PSM, religiosity, and family orientation, are measured by 63 items. Reliability and validity tests showed that almost all variables except working conditions and responsibility possess high internal consistency, with a Cronbach's alpha value at 0.7 and above. Descriptive statistics showed that government employees were generally satisfied with measured variables because their mean scores were within 4.18 ~ 6.16. Religious teachings, family orientation, and PSM were strong variables, containing the top three mean values.

Regression analyses revealed that both motivators and hygiene factors contribute to the job satisfaction of government employees in Myanmar. However, hygiene factors contributed to job satisfaction more than motivators. In the motivator category, the work itself and advancement have significant relationships with job satisfaction, while hygiene factors such as relationships, family orientation, working conditions, supervision, and salary also have significant relationships with job satisfaction. Moreover, PSM and religiosity have a positive and significant relationship with job satisfaction.

Additionally, a regression analysis of government employees' dissatisfaction with motivators and hygiene factors was conducted. Motivators such as the work itself, recognition, advancement, and the possibility of growth were significantly correlated with dissatisfaction. Hygiene factors such as supervision, status, and salary

showed a significant relationship with dissatisfaction. A correlation matrix confirmed that there were no multicollinearity issues among the measured variables.

CHAPTER SIX

DISCUSSION

6.1 Introduction

This chapter discusses findings from the qualitative and quantitative data analyses presented in Chapter 4 and Chapter 5 in relation to the research questions (presented in Section 1.5). To consider both qualitative and quantitative findings, the discussion of each section begins with qualitative findings. Then quantitative findings will be discussed to reinforce the qualitative findings.

This chapter is divided into six sections. The introduction is followed by Section 6.2, factors affecting government employees' job satisfaction and dissatisfaction. Section 6.3 reports the identical factors found in both qualitative and quantitative findings and their contributions to job satisfaction. Hypotheses testing and the general level of job satisfaction are discussed in Sections 6.4 and 6.5, respectively. Finally, the chapter concludes with a summary.

6.2 General Level of Government Employees' Job Satisfaction

This section addresses the first research question “*What is the general level of government employees' job satisfaction and the attitude toward their jobs?*”

As reported in Sections 4.4 and 5.4, in general, Myanmar government employees showed a relatively high level of job satisfaction. In the qualitative findings, 70% (159 of 226) of participants responded that they were satisfied with their jobs and willing to work under the same organization. In contrast, 21% (47 of 226) of study participants showed job dissatisfaction. Among them, 13 respondents

(6% of the study participants) reported quitting their job. The remaining answered that they would continue working with their current organization because they could not quit and did not have alternative jobs. In addition, 9% of respondents (20 of 226) also reported quitting the job not because of job dissatisfaction but because of other issues such as family concerns or other reasons. The qualitative findings were supported by the quantitative data.

The quantitative findings (in Section 5.4) showed that 89 % of survey respondents reported that they were satisfied with their jobs. Specifically, 28% showed “moderately agree,” 44% showed “agree,” and 16% showed “strongly agree” with their overall job satisfaction. The overall mean value 5.57 lies in the “agree” category of weighted mean value (see Table 5.5 in Chapter 5), which implies that government employees’ were, in general, satisfied with their jobs. In contrast, less than 6% of respondents showed dissatisfaction and 5% were neutral for the measure.

Based on the findings, this study confirmed that Myanmar government employees were, in general, satisfied with their jobs willing to work with the current organizations.

6.3 Factors Affecting Government Employees’ Job Satisfaction and Dissatisfaction

This section reflects the second research question: “*What factors contribute to job satisfaction and dissatisfaction of government employees in Myanmar?*”

The purpose of this research question is to explore factors contributing to job satisfaction and dissatisfaction of government employees in Myanmar. The qualitative findings indicate that both motivators and hygiene factors were important for the job

satisfaction and dissatisfaction of government employees. In total, seven motivators and ten hygiene factors were found to significantly contribute to job satisfaction and dissatisfaction of government employees (see Table 4.1 in Chapter 4). Among them, interpersonal relations (107 CR), family orientation (81 CR), recognition (77 CR), working conditions (56 CR), the work itself (53 CR), and policy administration (48 CR) were important in explaining government employees' job satisfaction, In the realm of dissatisfaction, working conditions (85 CR), interpersonal relations (69 CR), family orientation (59 CR), supervision (56 CR), and recognition (49 CR) were important factors.

The quantitative findings showed that government employees' job satisfaction is significantly related with the work itself, advancement, PSM, religiosity, interpersonal reactions, family orientation, supervision, salary, and job security (see Table 5.23 in Chapter 5). In contrast, work itself, recognition, possibility of growth, advancement, and supervision were significantly related with the job dissatisfaction of employees.

To have a better understanding of the various elements and their relationships, job satisfaction and dissatisfaction factors found in both qualitative and quantitative findings will be discussed in the following sections.

6.3.1 Government Employees' Job Satisfaction Factors Found in Both Qualitative and Quantitative Findings

This section discusses job satisfaction factors that were significant and identical in both qualitative and quantitative findings.

6.3.1.1 Interpersonal Relations

In the qualitative findings, interpersonal relations had the highest coding reference and showed as a principal factor. Having a close relationship with others, like family members, was important for job satisfaction. That factor includes relationships with others, supervisors, coworkers, subordinates, or students. These qualitative findings were supported by quantitative data analysis. In general, 91% of respondents showed agreement that they have good interpersonal relations and are satisfied, with a mean value of 5.68. Similarly, 91% of respondents showed agreement on positive relationships with all people at work as well as good relationships with coworkers, with a mean value of 5.68 for both factors. Ninety-two percent agreed to beneficial relationships with subordinates, and another 91% replied that they were satisfied with their relationships with supervisors. A regression analysis also showed a positive relationship between job satisfaction and interpersonal relations, which was statistically significant at the $p < .01$ level.

Several factors might explain government employees' satisfaction with interpersonal relations on the job. Most, if not all, workplaces have family-type relationships among employees, including supervisors and superiors. People help and support each other on the job. Looking carefully at the qualitative findings, close relationships with others at the workplace has the highest coding reference. The participants in this study were working at training schools and headquarters, and the nature of their work is based on mutual respect, cooperation among colleagues, and support for each other. In general, each school has a staffroom where employees sit and talk together during their break time. Sometimes workers go on a vacation

together arranged by the school principals. In addition, most employees live in the same shelter provided by schools; therefore, their relationships are quite close, like family members. This close interaction among employees could help generate their job satisfaction. According to Elton Mayo, social relationships in the workplace are crucial to increase collaboration, job satisfaction, and productivity (Bruce & Nyland, 2011).

In Maslow's (1954) theory of needs, interpersonal relations fall in the category of "love or belonging needs." If employees do not have a good social interaction with others or good interpersonal relations, they may feel dissatisfaction. Therefore, belonging needs should be met. Although interpersonal relations were a hygiene factor in Herzberg's (1959) theory, this research finds that interpersonal relations significantly contribute to government employees' job satisfaction. This result is unsurprising because many previous studies have reported that having a good relationship with supervisors, coworkers, and subordinates can affect government employees' job satisfaction. Therefore, the findings of this study are consistent with previous research that found having a good relationship with coworkers is positively associated with job satisfaction (Taylor & Westover, 2011). Moreover, having a positive relationship with supervisors and coworkers can enhance a supportive organizational environment, which can increase job satisfaction (DeSantis & Durst, 1996b; Ting, 1997).

6.3.1.2 Family Orientation

Family orientation, a unique factor, was ranked as the second-highest coding reference factor in the qualitative findings. Interestingly, many public officials in this

study considered the opportunity to live with their families or parents as a significant job satisfaction factor. The opportunity to live with family or parents was important for Myanmar government employees, and they do not want to work away from their families. Employees are willing sacrifice promotion opportunities if they need to move to other places. In the quantitative findings, 88% of respondents agreed that family orientation is a key factor in explaining government employees' job satisfaction, with a mean value of 5.92. Ninety-four percent of participants responded that living with family or parents is a great opportunity, with a mean value of 6.82. Eighty-three percent of employees showed an unwillingness to work away from their families and parents. The reason is that they want to take care of their parents or family members, and 96% of employees agreed with that item, with a mean value of 6.41. Inconvenience of working away from the family was agreed upon by 89% of respondents, with a mean value of 5.9. The regression analysis also revealed that family orientation has a negative correlation with job satisfaction at the $p < .05$ significance level, indicating that more family orientation leads to less job satisfaction.

The interpretation of these results could be based on the family-oriented culture of Myanmar, where the family is valued, social patterns are community-based, and a unique communal culture is maintained (Nwe, 2009). This family-oriented culture likely has driven employees' preferences for family-like relationships in the workplace and other feelings of job satisfaction, such as fulfilling their parents' desire for them to be a public official. The family-oriented cultural factors in job satisfaction and dissatisfaction likely also reflect the collectivism still prevalent in Myanmar

society, characterized by deep family ties and lifelong family loyalty and obligations (Hofstede et al. 2005). These attributes are ingrained in their personal and work life. The finding is consistent with a UNDP report that found public employees prioritize their family members rather than career advancements (Mariana Cifuentes, 2016). Employees with strong family orientations might feel stressed and encounter work-family conflicts, defined as inter-role conflicts in which an employee must participate in both work and family roles. Thus, participation in one role makes it more difficult and stressful to participate in the other (Greenhaus & Beutell, 1985). A lack of work-family balance results in reduced job satisfaction (Saltzstein et al., 2001). Thus, government employees who prioritize family issues may have higher work-family conflict, leading to dissatisfaction.

6.3.1.3 Work Itself

The nature of work, or work itself factor, was found to significantly contribute to government employees' job satisfaction. Many of the employees in this study, particularly teachers, were satisfied with their jobs because they liked teaching. Not only teachers but also administrative staff were satisfied with their jobs since they like their jobs. In the quantitative findings, 89% of survey respondents showed agreement that they were satisfied with the work itself, which was a significant factor (mean value 5.66). Among respondents, 91% stated that they felt a sense of pride in their work (mean value 5.8). Again, 89% of participants agreed that their jobs were enjoyable, with a mean value of 5.68, while 87% of participants responded that they like their jobs. The regression analysis found that work itself was a strong contributor to the job satisfaction of government employees at the $p < .001$ significance level.

Work itself has been reported to play a significant role in determining job satisfaction of individuals (e.g., Hackman & Lawler, 1971; Locke, 1973). The findings of this study could be explained by the value and goal congruence, in which the employees' value of their job and the goals of the organization are congruent. Many study participants knew the goal of their organizations and appreciated the nature of their work. The study respondents' jobs are to provide educational and training services for young people from border areas, and they felt satisfied with their jobs because they could actively participate in the implementation of organizational goals. These objectives include HR development programs and helping the well-being of others. The work itself, according to Herzberg (1959), is the actual doing of the job or the source of bad or good feelings of employees about doing their tasks or jobs. Most teachers like teaching, so they liked their jobs. They were happy to conduct classes and wanted to share knowledge and experience with their students. Therefore, a positive relationship was easily found between the work itself and job satisfaction. The finding is consistent with the previous work of Taylor (2014), which found that when the values and goals of employees are congruent with those of the organization, employees will have favorable job satisfaction.

6.3.1.4 Public Service Motivation

Employees' PSM, as a motivator, showed an important contribution to government employees' job satisfaction in the qualitative finding. This result was supported by the quantitative findings as well. Around 91% of participants agreed with the importance of PSM in government employees' job satisfaction, with a mean value of 5.82. Public service as a civic duty was agreed by 93% of respondents, with the highest mean

value of 6.0. Among workers, 92% showed a willingness to help border area development with the second-highest mean value of 5.93. Participants who unselfishly contributed to the development of others were 90%, with a mean value of 5.71. Eighty-nine percent of participants responded that they were doing meaningful public service, with a mean value of 5.79. Eighty-eight percent of study participants agreed that they have an obligation to help those less well-off. A regression analysis also showed that PSM has a strong and positive effect on government employees' job satisfaction at the $p < .001$ level.

As study participants were public employees, most of them could have a high level of PSM. In the qualitative findings, some respondents emphasized the PSM of being a public official. They felt enthusiastic and wanted to help improve others' well-being. These respondents were satisfied with their jobs because they were able to help ethnic groups and youths as well as develop their communities. This finding is consistent with that of Bright (2007), who suggested that PSM is a requirement for job satisfaction. Furthermore, Vandenaabeele (2007) maintained that job satisfaction is a consequence of PSM, while Zhang et al. (2011) found a positive role of PSM on the job satisfaction of public employees. Taylor and Westover (2011) found a significant association between PSM and job satisfaction, as well as Homberg et al. (2015), who stated that PSM can predict job satisfaction. According to Mariana Cifuentes (2016), most Myanmar civil servants value civic duty and want the opportunity to make a difference. Thus, government employees' prosocial behaviors could result in job satisfaction.

6.3.1.5 Supervision Technical

In the qualitative findings, supervision technical was found to contribute to government employees' job satisfaction. This relationship was supported by quantitative data as well. Around three-quarters of participants agreed that supervision was important for their job satisfaction, with a mean value of 5.17. Eighty-six percent of respondents stated that their supervisors were quite competent in doing their jobs, with a mean value of 5.66. Around 87% of respondents reported that their supervisor assisted them, showing a mean value of 5.52. Approximately 79% of respondents agreed that their supervisors listened to the ideas and suggestions of subordinates. The regression analysis result showed that supervision has a positive and significant relationship with job satisfaction at the $p < .01$ level.

In public organizations, rules and procedures are often paradoxical, and subordinates rely on supervisors for clarification. A significant relationship between supervision and job satisfaction implies that if subordinates view supervisors as competent and supportive, they will be satisfied with the supervision technical factor. The finding of this study is consistent with the works of Traut et al. (2000), who found that supervision had a positive relationship with job satisfaction, supporting previous works claiming that good supervision can increase subordinates' job satisfaction. For example, Ellickson and Logsdon (2002) found that supervision has a positive effect on job satisfaction, and Lee et al. (2006) revealed that supervisory leadership significantly affected job satisfaction. Moreover, Kim (2002) demonstrated that effective communication with supervisors was positively correlated with subordinates' job satisfaction.

6.3.1.6 Religiosity

Another unique factor found in the qualitative findings was religiosity. Some participants mentioned the importance of religious teaching as a source of job satisfaction. Quantitative data also supported this finding, with 95% of participants agreeing that religiosity contributed to their job satisfaction, with a mean value of 6.16. The same proportion strongly agreed that religious teachings can make their mind peaceful, with a mean of 6.43. Ninety-six percent of participants, with a mean value of 6.23, answered that by following religious teachings, they can manage and control their minds. With a mean value of 6.19, 95% of participants indicated that following religious teachings can mitigate some disappointments. Following religious teachings, even at the workplace, was agreed by 91% of participants, with a mean value of 5.79. A regression analysis also supported the qualitative finding by showing a positive relationship between job satisfaction and religiosity, with a significance level of $p < .01$.

This finding is reasonable because religious factors play a key role in the lives of general citizens (Hill et al., 2000). Approximately 90% of the population in Myanmar is Buddhist, and religion is one of the crucial parts of life. People have learned how to live with happiness from the religion (Ministry of Labor, Immigration, and Population, 2016). That is, following religious beliefs can make their mind peaceful. The finding of this study is consistent with that of King and Williamson (2005), who reported that religiosity has a positive relationship with job satisfaction; however, it was significant when the work environment accepts religious expression. In the Myanmar context, most employees are Buddhists and follow the same religious

belief. Thus, if employees can follow religious beliefs at work, job satisfaction levels will increase. In this sense, religiosity may have a significant relationship with job satisfaction.

6.3.1.7 Salary

Salary, despite not holding a high coding reference in the qualitative findings, contributes to the job satisfaction of government employees, which was supported by quantitative data analysis. Around 62% of participants agreed that salary contributes to job satisfaction, with a mean value of 4.75. Eighty-two percent of participants believed that they got a fair amount of salary, and 79% of participants were satisfied with their salary, with mean values of 5.43 and 5.25, respectively. A regression analysis reported that salary has a positive and significant relationship with government employees' job satisfaction at the $p < .01$ level.

Although salary was originally a hygiene factor, it also contributed to job satisfaction. In Myanmar, government employees expect salary increments because their pay is relatively low, and they had the experience of salary increments during the tenure of the previous government (2011–2015). When salary increments occur, employees are likely to be happy and satisfied with their work. Many studies have found that salary has a positive, significant effect on public sector employees' job satisfaction (Ellickson & Logsdon, 2002; Khojasteh, 1993; Steijn, 2004; Ting, 1997; West & Berman, 2009; Yang & Wang, 2013). This study confirms that salary contributes to government employees' job satisfaction.

6.3.1.8 Job Security

In the qualitative findings, job security is the least contributing factor to the job satisfaction of government employees. However, the quantitative findings confirmed that job security had a strong impact on job satisfaction. Among participants, 88% of respondents answered that job security is a key factor in job satisfaction, with a mean value of 5.61. Ninety-one percent of participants agreed that the current job provided steady employment, with a mean value of 5.77. Ninety percent of respondents felt that working as a government employee is a secure job (mean 5.74), and 88% believed that their current job is secure for their lives (mean 5.61). Also, 81% of respondents agreed that their current job provides for a secure future (mean 5.33). A regression analysis also revealed that job security has a positive and significant relationship with the job satisfaction of government employees, at $p < .001$.

This finding is reasonable because government jobs are relatively secure and office life has tenure. If employees follow the regulations, they will not lose their job. According to Maslow's (1954) theory of needs, job security falls in the "safety needs" category. If employment is insecure, employees may worry about their future and feel dissatisfaction. As public employees can meet their safety need at work, they may feel satisfaction. The finding is consistent with that of previous studies, such as DeSantis and Durst's (1996) paper, which found that job security can provide job satisfaction to local government employees. Moreover, West and Berman (2009) demonstrated that city managers are satisfied with job security. Related to job security, government employees have a certain social position in Myanmar society due to their tenured employment. They may feel satisfaction when they receive social respect from others

and value their job. This is consistent with the finding of Karl and Sutton (1998), who found that both public sector and private sector employees highly value job security.

6.3.2 Government employees' job satisfaction factors found in qualitative findings

This section presents government employees' job satisfaction factors, which are found only in the qualitative data and not the quantitative findings.

6.3.2.1 Recognition

The recognition factor significantly contributes to government employees' job satisfaction in the qualitative findings. Employees may want to be recognized by others, especially from their supervisors, for their efforts or work performance. Employees may be tired of performing tasks; however, they may feel satisfied with their job if their performances were recognized by others. In addition, employees perceived that their promotion is related to recognition from superiors. Surprisingly, this factor was not significant in the regression analysis of job satisfaction, but it was highly significant concerning dissatisfaction. The possible explanation could be based on the customs of Myanmar government employees. In Myanmar, government employees highly respect their superiors and subordinates and are generally reluctant to criticize and negatively evaluate their superiors. In the interviews, the researcher asked open-ended questions and respondents were not directly asked about their superiors' recognition. In contrast, the questionnaire used direct questions (e.g., "My supervisor always recognizes me when I do a good job"); thus, employees could positively evaluate their supervisor's recognition. This finding is reasonable because previous studies also reported that recognition was one of the most important

motivators for job satisfaction of employees in public agencies in Korea and the Americas (Park et al., 1988). Furthermore, recognition has a higher motivating potential for public sector managers (Khojasteh, 1993), and fair recognition has a positive association with satisfaction (Choi & Whitford, 2017b).

6.3.2.2 Working conditions

In the qualitative findings, working conditions emerged as an essential hygiene factor in job satisfaction. Regarding working conditions, many employees valued intrinsic workplace attributes such as workplace location and learning the diverse culture of students. For example, local resident employees would be happy and satisfied with work that is not far from their family or parents. Due to the nature of the work, employees have the opportunity to interact with different students, and employees are happy to see diverse cultures of students. As a result, they may feel satisfied with their job. This finding is consistent with the works of Cantarelli et al. (2016), who found that working conditions have a positive relationship with job satisfaction. Taylor and Westover (2011) reported that intrinsic workplace attributes have a significant relationship with job satisfaction; however, working conditions were not directly mentioned. Unfortunately, this factor was removed from the quantitative analysis due to an internal consistency issue.

6.3.2.3 Policy and Administration

The hygiene factor policy and administration also contributed to job satisfaction. Due to a positive arrangement from the administration, employees were provided accommodation. The provision of accommodations served as a convenience for the

whole family, which caused employees to be satisfied at work. Moreover, many workplaces offered welfare programs for employees. For example, many school principals hosted special dinners for employees every month, arranged vacation trips twice a year, furnished families' homes occasionally, and provided school uniforms and stationery for their children. The employees felt satisfaction from those programs because they believed that their organizations took care of them. Although policy and administration are a hygiene factor in Herzberg's (1959) categorization, government employees were satisfied with this factor when they saw beneficial policies and management from the administration.

6.3.2.4 Achievement

Achievement contributes to the government employees' job satisfaction in the qualitative findings. Even though employees were tired while performing tasks, they were happy when their job assignments were completed. That is understandable because achievement is one of the Herzberg's (1959) motivators, and previous studies reported that achievement is an important motivator for the job satisfaction of public employees (e.g., Park et al., 1988). Most of the study participants were teachers and administrators from training schools. The prosocial behavior of teachers makes them satisfied when they see the achievements of their students.

6.3.2.5 Workplace unity

Another hygiene factor, workplace unity, also contributes to job satisfaction. It could be explained by Maslow's (1954) "love and belonging needs." In most workplaces, the relationship among employees is a family-type relationship, and they are close

like brothers and sisters. When employees feel a family spirit at work, they are happier and more satisfied with their jobs. Moreover, a family spirit improved workplace unity and mutual understanding among employees. Employees may feel satisfied when they see unity and active cooperation within the organization.

6.3.2.6 Possibility of growth

Growth possibilities contribute to government employees' job satisfaction in the qualitative data. Government employees feel satisfied if they have growth possibilities because people's growth needs can serve as motivators (Herzberg, 1968). As such, training and career development programs can improve employees' knowledge and skills to apply to their career development. That is, HR development opportunities for employees can increase job satisfaction. This finding is consistent with the work of Ellickson and Logsdon (2002), who reported that training opportunities had a significant and positive effect on municipal government employees' job satisfaction. Wright and Davis (2003) also found that human resource development opportunities had a direct, positive effect on employees' job satisfaction.

6.3.2.7 Status

Status, a motivator, showed a minor effect on job satisfaction in the qualitative findings. This finding could be related to Maslow's (1954) "esteem needs." Employees may want to fulfill esteem needs such as dignity, prestige, respect of others, and self-esteem. In Myanmar society, government employees have a certain social position within the community, and they value civil service status, prestige, and job stability (Davidsen et al., 2018). Additionally, many people in Myanmar are proud

of being government employees. As high social status can generate government employee satisfaction, status has a positive impact on job satisfaction.

6.3.2.8 Responsibility

The responsibility factor has less contribution to the job satisfaction of government employees, with low coding references.

6.3.3 Government employees' job dissatisfaction factors found in both qualitative and quantitative findings

In the qualitative findings, many motivators and hygiene factors contribute to government employees' dissatisfaction (see Table 4.1 in Chapter 4). Only a few factors, namely, work itself, recognition, supervision, the possibility of growth, and advancement, were statistically significant concerning dissatisfaction (see Table 5.25 in Chapter 5). However, participants did not mention advancement factors in the qualitative data. Therefore, only factors found in both qualitative and quantitative findings will be discussed.

6.3.3.1 Supervision technical and dissatisfaction

In the qualitative findings, supervision technical has an essential effect on a government employee's dissatisfaction as well (56 CR). A regression analysis of government employees' dissatisfaction showed a significant relationship with supervision technical at the $p < .001$ significant level. The beta value of 0.2 implies that this factor has a considerable effect on the dissatisfaction of employees.

When employees encounter paradoxical rules and procedures, they may need help from their supervisors. If subordinates view supervisors are incompetent and

unsupportive, they will be dissatisfied with the supervision factor. On the contrary, leadership and supervision style are important because the supervisor's unfairness, biased treatment, favoritism, and discrimination among employees could generate dissatisfaction among employees. The finding is consistent with that of Dunnette et al. (1967), who found that supervision technical is an important factor in dissatisfying events of employees.

6.3.3.2 Recognition and dissatisfaction

In the qualitative findings, recognition had an impact on government employees' dissatisfaction (49 CR). The qualitative finding confirmed this result by showing a significant relationship between dissatisfaction and recognition at the significance level $p < .001$ with a beta value 0.21. This factor also has a considerable impact on dissatisfaction.

According to Maslow's (1954) needs theory, recognition belongs to the esteem needs. Employees may want to be recognized by others so that they can fulfill their esteem needs. Unless their efforts are recognized, they may feel job dissatisfaction. Lack of recognition, including promotions and career development training as a reward, was one of the reasons for job dissatisfaction. Therefore, the negative relationship between recognition and dissatisfaction was easily revealed. The finding is consistent with the works of Wernimont (1966), who found that recognition was frequently mentioned when describing dissatisfaction. Dunnette et al. (1967) observed that a lack of recognition tended to cause dissatisfaction, and Ting (1997) maintained that a lack of promotional opportunity can decrease job satisfaction for government employees.

6.3.3.3 Work itself and dissatisfaction

Work itself, although it is a motivator, has an impact on government employees' dissatisfaction in the qualitative findings (16 CR). The quantitative findings also showed that there is a significant relationship between the work itself and dissatisfaction at the $p < .001$ significant level. Among the factors affecting the dissatisfaction of government employees, the work itself factor has the largest beta value of 0.28.

The work itself, in this study, is providing educational and training services for the youths from the border areas, and it contains many functions. To operate all functions well, some employees have to perform many tasks and they may feel work pressure. Moreover, due to improper work assignments or person-job mismatch, employees feel inconvenience regarding their skills; thus, they may feel dissatisfaction. The finding is supported by the work of Ellickson & Logsdon (2002), who reported that employees who perceived unfair workload distributions or overload would feel less job satisfaction.

6.3.3.4 Possibility of growth and dissatisfaction

Possibility of growth has a minor contribution to the job dissatisfaction of government employees (11 CR) in the qualitative findings. The regression analysis confirmed the relationship between growth possibility and job dissatisfaction at the significant level of $p < .05$. The beta value 0.09 implies that growth possibility has a small effect on government employees' job dissatisfaction.

Most of the study participants were teachers and trainers who were providing educational and training services to young people. Participants may want to get

training programs for their career development. However, the organizations could not send all employees to the training courses. Therefore, employees who did not have the opportunity to get training may feel dissatisfaction. Moreover, some employees wanted to move to other organizations for further development but were not allowed to move. These reasons would increase employee job dissatisfaction. The finding is probably because Buelens and Van den Broeck (2007) reported that public sector employees are less motivated by self-development, and Brown & Mitchell (1993) found that a lack of training availability is negatively related to job satisfaction. Moreover, Ellickson and Logsdon (2002) stated that employees who perceive fewer training opportunities at work feel less satisfied.

6.4 Motivators and Hygiene Factors for Government Employees' Job Satisfaction

This section answers the research question: "*How are Myanmar government employees satisfied with their jobs (extrinsically or intrinsically)?*" Under this research question, this study investigated the two hypotheses discussed in Chapter 2.

Based on the analysis of the interview data, this study found that both motivators and hygiene factors affect job satisfaction. In the qualitative findings, recognition, the work itself, achievement, PSM, the possibility of growth, religiosity, and responsibility were found, as motivators, to contribute to job satisfaction. Under the hygiene category, interpersonal relations, family orientation, working conditions, policy and administration, supervision technical, workplace unity, status, salary, and job security were mentioned.

In the quantitative findings, the work itself, advancement, PSM, and religiosity were significant motivators contributing to job satisfaction. As for hygiene factors, interpersonal relations, family orientation, supervision, salary, and job security affected government employees' job satisfaction.

In both qualitative and quantitative findings, not only motivators but also hygiene factors contribute to the government employees' job satisfaction. To compare qualitative and quantitative findings, factors that were significant and identical in both qualitative and quantitative findings will be discussed (as mentioned in Section 6.2). The comparison of factors affecting job satisfaction and dissatisfaction in both qualitative and quantitative findings are presented in Table 6.1.

Table 6. 1. Comparison of job satisfaction factors from qualitative and quantitative findings.

Factor	Qualitative Findings		Quantitative Findings	
	Satisfaction (CR)	Dissatisfaction (CR)	Satisfaction (Beta Value)	Dissatisfaction (Beta Value)
Hygiene Factors				
Interpersonal Relations	107	69	0.076	NS
Family Orientation	81	59	0.049	NS
Supervision Technical	25	56	0.076	0.156
Salary	3	6	0.061	NS
Job Security	1	Nil	0.116	NS
Motivators				
Work Itself	53	16	0.327	0.203
PSM	36	Nil	0.100	NS
Religiosity	14	Nil	0.070	NS

Nil = No contribution, NS = Not Significant

6.4.1 Interpersonal Relations

Although interpersonal relation is a hygiene factor in Herzberg's (1959) categorization, it has an essential contribution to both job satisfaction and dissatisfaction. This factor showed (107 CR) in the job satisfaction category and (69

CR) in dissatisfaction. Employees mentioned the interpersonal relations factor in the satisfaction category much more than dissatisfaction. In the quantitative findings, interpersonal relations showed a significant effect on job satisfaction, but it is not significant concerning dissatisfaction. Thus, the interpersonal relations factor is vital for the job satisfaction of government employees.

6.4.2 Family Orientation

An employee's family orientation culture significantly affects both job satisfaction (81 CR) and dissatisfaction (59 CR). There are many more CRs in job satisfaction than job dissatisfaction. The regression analysis result showed that family orientation has a significant relationship only with job satisfaction. Although the effect is small, this study confirmed that family orientation affects both job satisfaction and dissatisfaction of government employees, but the effect is more pronounced on job satisfaction.

6.4.3 Supervision Technical

Supervision technical affects job satisfaction (25 CR) and dissatisfaction (56 CR) in the qualitative findings. This hygiene factor contributes to job dissatisfaction more than job satisfaction. In the quantitative findings, supervision technical shows significant relationships with both job satisfaction and dissatisfaction as well. The beta value of job dissatisfaction is greater than satisfaction ($0.156 > 0.076$). The comparison also implies that supervision technical has more weight on the job dissatisfaction of government employees. This study found that supervision technical affects job satisfaction and dissatisfaction, but the effect is more on job dissatisfaction than job satisfaction.

6.4.4 Salary

Salary, in the qualitative findings, shows minor effects on both satisfaction and dissatisfaction. It has more of an effect on job dissatisfaction (6 CR) than job satisfaction (3 CR). In the quantitative findings, only job satisfaction has a significant relationship with salary, but job dissatisfaction has not. The beta value 0.06 was a minor effect of salary on job satisfaction. However, this study confirmed that salary, a hygiene factor, affects government employees' job satisfaction and dissatisfaction as well.

6.4.5 Work Itself

Although work itself influences both job satisfaction (56 CR) and dissatisfaction (16 CR), there are many more CRs for job satisfaction than for job dissatisfaction. Similarly, the beta value of the work itself in the regression with job satisfaction (0.33) is higher than that of dissatisfaction (0.28). This motivator affects both job satisfaction and job dissatisfaction; however, the effect on job satisfaction is more important.

6.4.6 Public Service Motivation

PSM affects government employees' job satisfaction only and has no effect on dissatisfaction in both qualitative and quantitative findings. In the qualitative findings, this motivator shows (36 CR), while the significant beta value is 0.1 in the quantitative findings. Although the effect is not a sizable amount, this factor significantly affects job satisfaction. This study confirmed that PSM is a motivator and affects only the job satisfaction of government employees.

6.4.7 Religiosity

Religiosity, a unique factor, affects government employees' job satisfaction only. It has 14 CR in the qualitative finding, and the significant beta value is 0.07 in the quantitative findings. It has no effect on job dissatisfaction at all. Thus, this study confirmed that religiosity is a motivator and affects job satisfaction only.

6.5 Government Employees' Motivators and Hygiene Factors

Although government employees' job satisfaction factors found in qualitative and quantitative analyses were not identical, this study can confirm that both motivators and hygiene factors affect the job satisfaction of government employees. These results are consistent with the early work by Dunnette et al. (1967), Khojasteh (1993), Maidani (1991), and Malinovsky and Barry (1965), finding that both hygiene factors and motivators contribute to job satisfaction. On the contrary, not only hygiene factors but also motivators affect job dissatisfaction as well. Table 6.2 presents all factors affecting job satisfaction and dissatisfaction in both qualitative and quantitative findings.

Among motivators, only advancement has no effect on job satisfaction in the qualitative findings, while recognition, achievement, and the possibility of growth were insignificant in the quantitative findings. Hypothesis 1 proposed that *“Government employees will feel job satisfaction when they meet motivators at work.”* This study confirmed that motivators generate government employees' job satisfaction (i.e., Hypothesis 1 was supported). Motivators contribute to job dissatisfaction in both qualitative and quantitative findings as well.

Table 6. 2. Government employees' motivators and hygiene factors.

Factors	Qualitative Findings		Quantitative Findings	
	Contribute to Satisfaction	Contribute to Dissatisfaction	Contribute to Satisfaction	Contribute to Dissatisfaction
Motivators				
Work Itself	Yes	Yes	Yes	Yes
Recognition	Yes	Yes	No	Yes
Achievement	Yes	No	No	No
Possibility of Growth	Yes	Yes	No	Yes
Advancement	No	No	Yes	Yes
PSM	Yes	No	Yes	No
Religiosity	Yes	No	Yes	No
Responsibility	Yes	Yes	O	O
Hygiene Factors				
Interpersonal Relations	Yes	Yes	Yes	No
Family Orientation	Yes	Yes	Yes	No
Policy/ Administration	Yes	Yes	No	No
Supervision	Yes	Yes	Yes	Yes
Status	Yes	No	No	No
Salary	Yes	Yes	Yes	No
Job Security	Yes	No	Yes	No
Workplace Unity	Yes	Yes	O	O
Discrimination	No	Yes	O	O

legend: O means omitted variable

Hypothesis 2 proposed that “*Hygiene factors are expected to prevent government employees' job dissatisfaction.*” Almost all hygiene factors except status and job security affect job dissatisfaction in the qualitative findings. In the quantitative findings, only supervision technical showed a significant relationship with job dissatisfaction. In general, Hypothesis 2 was supported. Having good interpersonal relations, being a less family-oriented person, meeting with flexible policies and administration at work, having a competent or smart supervisor, getting a high salary, unity of employees at work, and a lack of discrimination can prevent government employees' job dissatisfaction.

6.6 Chapter Summary

This chapter discussed both qualitative and quantitative results found in Chapters 4 and 5. Myanmar government employees' job satisfaction was affected by both motivators and hygiene factors. In the qualitative findings, interpersonal relations, family orientation, recognition, working conditions, the work itself, and policy and administration were strong contributors to job satisfaction. Achievement, PSM, supervision technical, workplace unity, possibility of growth, and religiosity moderately contributed to the government employees' job satisfaction. The least contributing factors to job satisfaction were responsibility, salary, and job security. Advancement showed no effect on job satisfaction.

The significant factors of government employees' job satisfaction in the quantitative findings were the work itself, advancement, PSM, religiosity, interpersonal relations, family orientation, supervision technical, salary, and job security. The identical job satisfaction factors found in both qualitative and quantitative analyses were interpersonal relations, family orientation, supervision technical, salary, job security, work itself, PSM, and religiosity.

Based on the findings, motivators contribute to job satisfaction; thus, Hypothesis 1 was supported. Also, hygiene factors influence government employees' job dissatisfaction as well; therefore, Hypothesis 2 was supported. In this study, both motivators and hygiene factors had mixed contributions to both job satisfaction and dissatisfaction. Finally, most government employees, in general, were satisfied with their jobs.

CHAPTER SEVEN

CONCLUSION

7.1 Introduction

This study has explored job satisfaction and dissatisfaction of Myanmar government employees, with the objectives to explore job satisfaction and dissatisfaction factors, examine whether government employees are intrinsically or extrinsically more satisfied with their job, assess the overall satisfaction level of government employees, and investigate the job attitudes of government employees. The current chapter summarizes the findings discussed in Chapter 6, drawing general conclusions from the research. The contribution of this study to the knowledge and understanding of Myanmar public sector job satisfaction is outlined, and recommendations for possible methods to enhance government employees' job satisfaction are discussed. Finally, limitations of the research are mentioned, and future research avenues are offered.

7.2 Summary of Findings

The findings are based on the qualitative data collected through face-to-face interviews with 226 government employees under the Department of Education and Training, Ministry of Border Affairs (MoBA), and subsequent quantitative data collected via a self-administered questionnaire from 1,225 government employees working under the same department. The qualitative findings indicated that both motivators and hygiene factors contribute to not only to job satisfaction but also to job dissatisfaction. A regression analysis with quantitative data also supported the contention that both motivators and hygiene factors have mixed contributions to the

job satisfaction and dissatisfaction of government employees. That is, government employees were satisfied not only by intrinsic factors but also extrinsic factors. Those factors affected job dissatisfaction as well.

7.2.1 Factors found in qualitative findings

The qualitative findings indicate that interpersonal relations, family orientation, recognition, working conditions, work itself, and policy and administration have strong contributions to the satisfaction of government employees. Moderately contributing factors were achievement, public service motivation (PSM, supervision technical, workplace unity, possibility of growth, status, and religiosity. The least contributing factors were responsibility, salary, and job security.

Among government employees' job dissatisfaction factors, working conditions, interpersonal relations, family orientation, supervision technical, recognition, and policy and administration were strong contributors to job dissatisfaction. Moderately contributing factors to job dissatisfaction were the work itself, the possibility of growth, and workplace unity. Salary, job security, and responsibility showed minor effects on job dissatisfaction.

Among the motivators, achievement, PSM, and religiosity influenced job satisfaction alone. Among the hygiene factors, discrimination affected only job dissatisfaction. Advancement influenced neither job satisfaction nor dissatisfaction.

7.2.2 Factors found in quantitative findings

A regression analysis of survey data showed that work itself was the strongest contributor to job satisfaction, and advancement, job security, and PSM moderately contributed to job satisfaction. Interpersonal relations, supervision technical,

religiosity, salary, and family orientation had a significant relationship with the job satisfaction of government employees. Among the hygiene factors, only supervision technical showed a significant relationship with job dissatisfaction and other factors did not. The motivating factors of the work itself, recognition, and advancement had a significant relationship with government employees' job dissatisfaction. The qualitative analysis confirmed the influence of motivators and hygiene factors on job satisfaction and dissatisfaction as well.

7.3 General Conclusion

This study applies Herzberg's two-factor theory to examine the determinants of job satisfaction of public employees in Myanmar. By employing a mixed-method approach, qualitative and quantitative data were collected from government employees within the MoBA. The qualitative data were analyzed by means of NVIVO software and quantitative data were analyzed using STATA software. The findings suggest that both motivators and hygiene factors are important to job satisfaction and dissatisfaction. Moreover, some hygiene factors significantly influenced job satisfaction of government employees. In general, both qualitative and quantitative findings differed from Herzberg's theory because the motivators and hygiene factors made mixed contributions to both job satisfaction and dissatisfaction.

In the qualitative findings, job satisfaction of government employees was mainly affected by interpersonal relationships and family orientation (hygiene factors). Among the motivators were recognition and work itself. Uniquely, public employees preferred family-like workplaces and expressed satisfaction with their jobs when they experienced family spirit in their workplaces. The opportunity to live with

family or parents was also prized. However, these family-related values could be unusual factors compared to workplaces in Western or other developed countries where individualism predominates. Another unique factor, religiosity, contributes to job satisfaction. Religious beliefs can facilitate positive thinking in employees and generate job satisfaction. This factor has not been widely studied in relation to job satisfaction, particularly in the public administration field. In contrast, strict policies and poor management, interpersonal relations, working conditions, other factors of family orientation, supervision technical, and lack of recognition are the primary dissatisfaction factors.

The qualitative findings indicate that the work itself has the strongest effect on both job satisfaction and dissatisfaction, with the highest beta values. The participants expressed satisfaction because they like their jobs. For example, teachers like teaching and were satisfied with their jobs. The work itself is also an important factor in job dissatisfaction. For instance, improper work assignments and person-job mismatches can cause employees to be dissatisfied with their jobs. Other job dissatisfaction factors were recognition, advancement, supervision technical, and growth possibility.

7.4 Research Contributions

This research has a significant contribution to the knowledge and understanding of public sector job satisfaction not only in Myanmar but also in other developing countries that have similar working environments. Many previous studies on public sector job satisfaction have been conducted in Western and other developed countries, whereas no academic study has analyzed Myanmar public sector job satisfaction. Thus, by providing empirical evidence of Myanmar government employees' job

satisfaction and dissatisfaction factors, this research offers an original contribution to the public sector job satisfaction literature and fills a gap in the Myanmar context. Theoretical and practical implications of the research will be discussed in the next sections.

7.4.1 Theoretical Implications

This paper fills a significant literature gap as an exploratory study using Herzberg's two-factor theory, adding three factors important for Myanmar government employees. Results may help researchers and policymakers understand the determinants of government employees' job satisfaction in Myanmar. Based on the results, both motivators (recognition, work itself, achievement, PSM, possibility of growth, religiosity, responsibility, and advancement) and hygiene factors (interpersonal relations, family orientation, working conditions, policy and administration, supervision technical, workplace unity, status, salary, and job security) affect Myanmar government employees' job satisfaction. However, certain hygiene factors and motivators are also associated with dissatisfaction.

From a theoretical perspective, qualitative, in-depth interviews could reveal the real-world conditions for Myanmar government employees' job satisfaction. In the quantitative analysis, the combined effect of motivators and hygiene factors can explain 56% of the total variation in government employees' job satisfaction.

Although many studies have reported PSM and job satisfaction's positive correlation (Kim, 2006; Naff & Crum, 1999; Taylor, 2007, 2014), the present study is the first to confirm that PSM has an important effect on the job satisfaction of government employees in Myanmar.

Similarly, studies in different fields, such as King and Williamson (2005), Pandey and Singh (2019), and Vecchio (1980), have assessed religiosity's effect on job satisfaction. Little is known, however, about how religiosity affects public sector employees' job satisfaction. Again, this study is original because it introduces the importance of religious beliefs in the public sector work setting. In this study, religiosity had a positive effect because religion is important in citizens' lives (Hill et al., 2000), and individuals desire to express their religious beliefs at work (Atkinson, 2000). Therefore, this study asserts valuable knowledge that religiosity positively affects the job satisfaction of government employees but not dissatisfaction.

Finally, previous research has widely studied work-family conflicts' negative impacts on job satisfaction. Thus, this study's findings are unsurprising but have important implications for job satisfaction in Myanmar's public sector. The strong family-oriented culture among Myanmar government employees is the root cause of work-family conflicts, which can reduce job satisfaction. This assertion is a contribution to the literature on work-family conflicts and job satisfaction.

Although this research did not intend to address the issues of religion and culture, the in-depth interviews revealed that they are important factors in the job satisfaction of government employees. Thus, this study shed the light on the importance of cultural and religious values while studying job satisfaction.

7.4.2 Policy Implications

The findings in this research have implications for public managers in Myanmar and other developing countries that have similar working environments. First, as has been demonstrated in many previous studies in different contexts, interpersonal

relationships and work itself are the most important factors in job satisfaction and dissatisfaction (Smerek & Peterson, 2007; Ting, 1996; Zhang et al., 2011). To increase job satisfaction and minimize dissatisfaction, public managers need to consider how to cultivate positive interpersonal relationships among employees and assign work appropriately based on an employee's career background, capacity, and preferences.

Second, employees' family orientation was identified as a significant factor in determining the job satisfaction and dissatisfaction of public employees in Myanmar. Most employees strongly desired to live with and take care of their families and parents. If employees lost this opportunity, they were unhappy and felt dissatisfied with their job. As noted above, this factor likely is related to the family-oriented culture and collectivism more prevalent in societies in developing countries. The family-oriented culture negatively impacted job satisfaction, as employees who prioritize family issues felt stressed balancing work and family. From a managerial perspective, formulating family-friendly work policies, such as flexible schedules and dependent care programs, can help reduce work-family clashes and increase job satisfaction. For instance, a flexible schedule can help employees to balance work and family obligations, and a dependent care program can reduce employees' family-related anxieties and promote concentration during work. Managerial support is crucial for the creation of family-friendly policies and a family-supported workplace environment (Ko, Hur, & Smith-Walter, 2005).

In a similar vein, public employees in the study preferred family-like relationships with their supervisors, coworkers, and subordinates. When employees

feel a family spirit at work, they are happier and more satisfied with their jobs. Moreover, a family spirit improved workplace unity and mutual understanding among employees. Having such a family-oriented culture in the workplace, however, has many negative aspects as well, such as patronage, discrimination based on personal preferences, disregard for the performance-oriented culture, and a high possibility of corruption. Since culture does not disappear quickly, public managers in Myanmar need to be equitable and fair to all employees, build a performance-oriented culture, and increase the transparency of organizational management while maintaining the positive aspects of the culture.

Third, one popular argument, highlighted by Homberg et al. (2015), claims that PSM can predict job satisfaction. Accordingly, this study revealed that PSM has a positive influence on job satisfaction (Rainey, 1982), as public sector employment may be an important source of satisfaction in itself. Employees with high PSM levels frequently join the government, but organizations can also shape these levels (Moynihan & Pandey, 2007). Therefore, managers play a vital role in government employees' job satisfaction. Managers should create a favorable organizational environment that can increase job satisfaction.

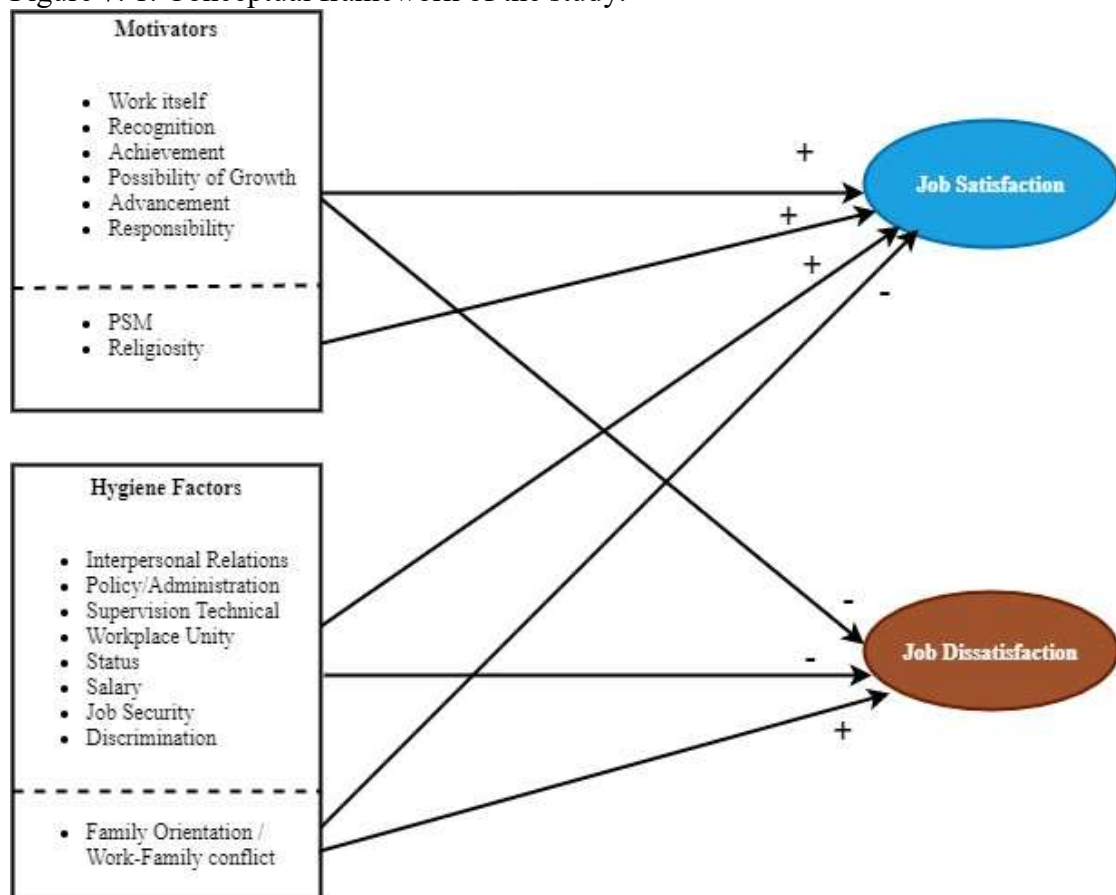
Religiosity also was revealed to be an important factor. King and Williamson (2005) reported religiosity has a positive relationship with job satisfaction but only when the work environment accepts religious expression. In Myanmar, most employees follow religious teachings in the workplace. This has important implications for the public sector's work environment, as workplace religious freedom can increase government employees' job satisfaction.

7.5 Conceptual Framework

This section reports the conceptual framework drawn from the empirical findings.

Figure 7.1 indicates that government employees' job satisfaction has two categories in which several factors are included. These factors were identified from the interview results and questionnaire. Many factors also were derived from Herzberg's two-factor theory.

Figure 7. 1. Conceptual framework of the study.



Job satisfaction and dissatisfaction are affected by various factors that reflect the nature of job satisfaction as a multidimensional construct in which numerous factors influence and connect to each other. Those factors are categorized into motivators and hygiene factors. Motivators positively influence job satisfaction but

negatively affect job dissatisfaction. However, PSM and religiosity, as motivators, affect job satisfaction only. On the contrary, hygiene factors have negative associations with job satisfaction and positive associations with job dissatisfaction. Family-oriented culture is the root cause of work-family conflicts, which have a negative relationship with job satisfaction and a positive relationship with job dissatisfaction. This framework highlights the importance of PSM, religiosity, and family orientation factors in studying public sector job satisfaction in Myanmar.

7.6 Limitations of The Study

As this study was the first to reveal the determinants of Myanmar government employees' job satisfaction, it inevitably contains limitations. First, this research drew its data only from the government employees working at the DET, within the MoBA. Thus, the generalizability of the results may be limited. Nevertheless, the findings are consistent with previous studies, indicating their reliability. Caution should be used, however, when interpreting and applying the results to other organizations.

Second, there might be some selection bias in the data collection because even within the department, some districts and schools in remote areas had to be excluded from the sample due to their distant location, natural disasters, armed conflict, and transportation problems. Third, the possibilities to measure certain variables, including family orientation and religiosity, were limited. Since the researcher could not find suitable measurement items for these two variables, he developed the measures based on the context of Myanmar. However, the internal consistency (Cronbach's alpha value) is 0.71 for family orientation and 0.84 for religiosity, which are higher than the standard value. Fourth, among the seven motivators, recognition,

achievement, and growth possibility were not significant in the regression analysis, but this study could not determine the reasons for this result.

7.7 Suggestions for Future Study

This study employed a mixed-method approach to study job satisfaction of government employees and offered reliable results. The effects on job satisfaction from the factors explored in this study offer much room for future research, particularly in the public sector. Due to various constraints, this study has not touched upon a number of issues that future researchers should consider. This thesis included employee data only from the DET within MoBA. Given that each agency establishes policies to increase employees' job satisfaction, similar studies could be carried out in other government agencies or with various data sets to expand the literature on the job satisfaction of public employees in Myanmar.

As this study was limited in participant selection due to natural disasters and armed conflict, future studies should be conducted when the situation is improved. Results can then be compared with this study, which enhances the knowledge and understanding of public sector job satisfaction in Myanmar.

As this work found that religious and cultural factors affect government employees' job satisfaction, future studies should be conducted from religious and cultural perspectives, and the impact of those factors on government employee job satisfaction should be assessed. Moreover, comparative studies between Myanmar public employees' job satisfaction and other countries should be conducted, determining how cultural and religious factors play a role in influencing the job satisfaction of government employees.

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APPENDIX 1 - Interview Schedule

1. When do you feel good or bad at your work as a MOBA staff? Or What makes you satisfaction or dissatisfaction?
2. When did that happen?
3. What condition or situation make you feel that way?
4. How long did the feelings last? Please describe specifically what made the change of feeling begin. When did it end?
5. What did that event mean to you?
6. Did these feelings affect your routine work? How? How long did that go on?
7. Did that event affect you personally in any way?
8. Did the consequence of that event affect your career? How?
9. Do you have any other comments on the interview or on the research?

APPENDIX 2 - Survey Cover Letter and Questionnaire

Survey Cover Letter

Date

Dear Participant:

My name is Zaw Min Thant and I am a PhD student at the International University of Japan. For my dissertation, I am conducting a research that explores job satisfaction factors of government employees in Myanmar. Since you are a government official working under the ministry of Border Affairs, I would like to invite you to participate in this research by completing the attached surveys.

The following questionnaires will take approximately (30) minutes to complete. There is no compensation for responding nor risks associated with participating in this research. The survey will not collect identifying information of any respondent and all information will remain confidential. I would like to ask you to answer all questions as honestly as possible and return the completed questionnaires. However, your participation in this study is voluntary and you are free to reject answering questionnaires.

If you have any concerns or questions regarding this survey in general, you can contact me at zawminth@iuj.ac.jp or +959424523268.

By completing and submitting this survey, you are indicating your consent to participate in this research. Your participation is highly appreciated.

Sincerely,

Mr. Zaw Min Thant

Email: zawminth@iuj.ac.jp

Ph: +959424523268

Survey Questionnaires

Please, *circle* (only one) number to state your agreement or disagreement with the following statements about your feelings.

Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1	I like the people I work with.	1	2	3	4	5	6	7
2	Relationship seems good with supervisor.	1	2	3	4	5	6	7
3	Relationship seems good with subordinates.	1	2	3	4	5	6	7
4	I have the chance to develop close relationships with co-workers.	1	2	3	4	5	6	7
5	To live with or live nearby family and parents is a great opportunity.	1	2	3	4	5	6	7
6	Although busy at work, taking care of family is also important.	1	2	3	4	5	6	7
7	Working far away from my parents or family is inconvenient.	1	2	3	4	5	6	7
8	Unwillingness to work far away from the parents and family.	1	2	3	4	5	6	7
9	I do not care promotion but I do care to live with my family.	1	2	3	4	5	6	7
10	The physical surroundings where I work are good.	1	2	3	4	5	6	7
11	The working conditions where I work are good.	1	2	3	4	5	6	7
12	Necessary equipment and resources are provided to do my job well.	1	2	3	4	5	6	7
13	My organization provides good administrative works to all employees.	1	2	3	4	5	6	7

14	The administration does not clearly define its policies.	1	2	3	4	5	6	7
15	The administration communicates its policies well.	1	2	3	4	5	6	7
16	My supervisor is quite competence in doing his/her job.	1	2	3	4	5	6	7
17	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6	7
18	My immediate supervisor gives me assistance when I need help.	1	2	3	4	5	6	7
19	My supervisor listens to employees' suggestions and ideas for improvement.	1	2	3	4	5	6	7
20	As a government official, I have a good social position in the community.	1	2	3	4	5	6	7
21	My job as a government official is socially respected by others.	1	2	3	4	5	6	7
22	My job gives me a chance to have a definite place in the community.	1	2	3	4	5	6	7
23	I take pride my own job.	1	2	3	4	5	6	7
24	I am being paid a fair amount for the work I do.	1	2	3	4	5	6	7
25	I feel satisfy with my salary although it is not high.	1	2	3	4	5	6	7
26	My salary is less than I deserve.	1	2	3	4	5	6	7
27	The current job is secure for my life.	1	2	3	4	5	6	7
28	The current job cannot provide for a secure future.	1	2	3	4	5	6	7
29	This job provides for the steady employment.	1	2	3	4	5	6	7
30	Working as a government employee has a secure job.	1	2	3	4	5	6	7
31	I like doing the things I do at work.	1	2	3	4	5	6	7
32	I feel a sense of pride in my job.	1	2	3	4	5	6	7
33	My job is enjoyable.	1	2	3	4	5	6	7
34	I do not feel that the work I do is appreciated.	1	2	3	4	5	6	7
35	I don't feel that my efforts are rewarded the way they should be.	1	2	3	4	5	6	7

36	Supervisors always recognizes me when I do a good job.	1	2	3	4	5	6	7
37	I receive too little recognition.	1	2	3	4	5	6	7
38	I have chances to do my best at all times.	1	2	3	4	5	6	7
39	I take pride in others' achievements (co-workers or subordinates or my students).	1	2	3	4	5	6	7
40	I feel happy on my work accomplishment.	1	2	3	4	5	6	7
41	I want to see the result of the work I do.	1	2	3	4	5	6	7
42	I want to have opportunities for personal growth and development at my job.	1	2	3	4	5	6	7
43	I receive adequate job training to perform my job well.	1	2	3	4	5	6	7
44	I have educational or learning opportunities for my career development.	1	2	3	4	5	6	7
45	My organization supports for my career development.	1	2	3	4	5	6	7
46	I can fully plan and manage my work.	1	2	3	4	5	6	7
47	I cannot have the chance to make decision to my own work.	1	2	3	4	5	6	7
48	I have freedom to use my own judgement.	1	2	3	4	5	6	7
49	There are opportunities for advancement on this job.	1	2	3	4	5	6	7
50	I can get ahead on the current job.	1	2	3	4	5	6	7
51	Less opportunity to have advancement on this job.	1	2	3	4	5	6	7
52	I have an obligation to help those less well off.	1	2	3	4	5	6	7
53	I unselfishly contribute to the development of border areas.	1	2	3	4	5	6	7
54	I am doing a meaningful public service.	1	2	3	4	5	6	7
55	I consider public service as my civic duty.	1	2	3	4	5	6	7
56	I am willing to use my knowledge and experience to make border areas development.	1	2	3	4	5	6	7
57	Religious teaching can make my mind peaceful.	1	2	3	4	5	6	7

58	I can mediate some disappointments by religious teachings.	1	2	3	4	5	6	7
59	Following religious teachings can control and manage my mind.	1	2	3	4	5	6	7
60	I follow religious teachings even in the workplace.	1	2	3	4	5	6	7
61	All in all, I am satisfied with my job.	1	2	3	4	5	6	7
62	In general, I like my job.	1	2	3	4	5	6	7
63	In general, I like working here.	1	2	3	4	5	6	7
64	All in all, I am dissatisfied with my job.	1	2	3	4	5	6	7
65	In general, I dislike my job.	1	2	3	4	5	6	7
66	In general, I dislike working here.	1	2	3	4	5	6	7

Respondent's Demographic and Background Questionnaires

Please *check* (only one) box to describe your relevant answer.

1. What is your gender?
 Male Female
2. How old are you?
 20-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60
3. What is your marital Status?
 Single Married
4. What is your education level?
 Bachelor Master PhD Others
5. What is your responsibility?
 Teaching Administrative
6. What is your service year?
 1-5 6-10 11-15 16-20 21-25 26-30 31-35 36-40
7. What is your ethnicity origin (or Race)? Please specify your ethnicity. (Choose one)
 Kachin Kayah Kayin Chin Mon Bamar Rakhine Shan

Other

8. What is your place of origin?

States

Chin

Kachin

Kayah

Kayin

Mon

Rakhine

Shan

Regions

Ayeyarwady

Bago

Magway

Mandalay

Sagaing

Tanintharyi

Yangon

Union Territory

NayPyiTaw

9. Which of the following describes your current workplace?

Headquarters

University for the Development of the National Races of the Union

Nationalities Youth Resource Development Degree College

Central Training School

Training School for Development of Nationalities Youth from Border Areas

Technical School for Nationalities Youth from Border Areas

Vocational Training School of Domestic Science for Women

10. Are your parents/brothers/sisters government employees?

Yes.

No.

Access Letters to Conducting Interview



ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်အစိုးရ

နယ်စပ်ရေးရာဝန်ကြီးဌာန

ပညာရေးနှင့်လေ့ကျင့်ရေးဦးစီးဌာန

စာအမှတ် : ၁/၁/၀၀၆-၂/ ၃၃၇၄/ပညာလက-၂၀၁၈

ရက်စွဲ : ၂၀၁၈ ခုနှစ်၊ ဇူလိုင်လ ၃၁ ရက်

အကြောင်းအရာ။ သုတေသနစာတမ်းအတွက် ဝန်ထမ်းများ၏ လုပ်ငန်းခွင်စိတ်ကျေနပ်မှု ကို လူတွေ့မေးမြန်းခြင်း (Interview) ဖြေကြားပေးနိုင်ပါရန်ကိစ္စ

ဂျပန်နိုင်ငံရှိ (International University of Japan) တွင် ပြည်သူ့ရေးရာစီမံခန့်ခွဲမှု တာဝန်ထမ်းဆောင်ပြီး ဖဲရူသင်တန်းတက်ရောက်နေသော ကာကွယ်ရေးဦးစီးချုပ်ရုံး(ကြည်း)၊ သုတေသန ဌာနမှ ဦးစီးမှုခေတ်မင်္ဂလာသင်တန်းကို ဖဲရူတို့စာတမ်းအတွက် သင်တန်းကျောင်းများရှိ ဝန်ထမ်းများ၏ “လုပ်ငန်းခွင် စိတ်ကျေနပ်မှု” (Job Satisfaction) ကို စာတမ်းပြုစုလိုပါဝင်ဖြင့် တွက်ကမ်းအောက် သင်တန်းကျောင်းများက ၎င်း၏ လူတွေ့မေးမြန်းခြင်း (Interview) တွင် လိုအပ်သလို ပါဝင်ကူညီ ပေးလျှာရန် အကြောင်းကြားပါသည်။

ပူးတွဲပါ - လူတွေ့မေးမြန်းမည့် မေးခွန်း (၁) ခုံ

ညွှန်ကြားရေးမှူးချုပ်(ကိုယ်စား)
[အောင်မျိုး၊ ညွှန်ကြားရေးမှူး(စီမံ)]

မြန်မာနိုင်ငံ

- ပြည်ထောင်စုတိုင်းရင်းသားလူမျိုးများဖွံ့ဖြိုးရေးတာဝန်ထမ်းဆောင်ရေးဦးစီးဌာန
- ပြည်ထောင်စုတိုင်းရင်းသားလူငယ်များစွမ်းရည်ဖွံ့ဖြိုးရေးဒီဂရီကောလိပ်(ရန်ကင်းစီမံကိန်း)
- မဟိုလေ့ကျင့်ရေးကွပ်ကဲရေးဌာန
- နယ်စပ်ဒေသတိုင်းရင်းသားလူငယ်များဖွံ့ဖြိုးရေးသင်တန်းကျောင်းများအားလုံး
- နယ်စပ်ဒေသတိုင်းရင်းသားလူငယ်များစက်မှုလက်မှုပညာသင်တန်းကျောင်းများအားလုံး
- အမျိုးသမီးစီမံကိန်းဌာန၊ မြောက်ပေမ္မာလုပ်ငန်းပညာသင်တန်းကျောင်းများအားလုံး

မိတ္တူကို

ရုံးလက်ခံ/မဟာ

Access Letter to Conducting Interview

(Translated from Myanmar language)

The Government of the Republic of the Union of Myanmar

Ministry of Border Affairs

Education and Training Department

No. 1/1/006-2/3374/DET-2018

Dated. 2018 / 07 / 31

Subject: Facilitating the research mission

Dear Principle of _____ School,

A postgraduate student from the International University of Japan, Major Zaw Min Thant from the Research Department under the office of the commander-in-chief (Army), requires to conduct a research entitle *Determinants of Job Satisfaction of Government Employees in Myanmar* for his doctoral dissertation. His research tool would be applied amongst a sample of staff members under the department of education and training.

Due to the completion of required data collection, we ask you to facilitate his mission in conducting interviews.

pp. Aung Myo

(Director for Administration)

Director General

Access Letter to Conducting Survey



ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်အစိုးရ

နယ်စပ်ရေးရာဝန်ကြီးဌာန

ပညာရေးနှင့်လူ့ကမ္ဘာ့ရေးရာဦးစီးဌာန

စာအမှတ် : ၁/၁/၀၀၆-၂/ ၃၃၇၄/ပညာလက-၂၀၁၉

ရက်စွဲ : ၂၀၁၉ ခုနှစ်၊ ဩဂုတ်လ ၄ ရက်

အကြောင်းအရာ။ သုတေသနစာတမ်းအတွက် ဝန်ထမ်းများ၏ လုပ်ငန်းခွင် စိတ်ကျေနပ်မှု စစ်တမ်းလွှာ ဖြေကြားပေးနိုင်ပါရန်ကို။

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ပူးတွဲပါ - လုပ်ငန်းခွင် စိတ်ကျေနပ်မှုစစ်တမ်းလွှာ

ညွှန်ကြားရေးမှူးချုပ်(ကိုယ်စား)
[အောင်မျိုး၊ ညွှန်ကြားရေးမှူး(စီမံ)]

ဖြန့်ဝေခြင်း

- ပြည်ထောင်စုတိုင်းရင်းသားလူမျိုးများဖွံ့ဖြိုးရေးတက္ကသိုလ်၏ကိုးကွယ်ခြင်း
- ပြည်ထောင်စုတိုင်းရင်းသားလူငယ်များစွမ်းရည်ဖွံ့ဖြိုးရေးဒီဂရီကောလိပ်(ရန်ကုန်)၏ကိုးကွယ်ခြင်း
- ဗဟိုလူ့ကမ္ဘာ့ရေးရာဌာန
- နယ်စပ်ဒေသတိုင်းရင်းသားလူငယ်များဖွံ့ဖြိုးရေးသင်တန်းကျောင်းများအားလုံး
- နယ်စပ်ဒေသတိုင်းရင်းသားလူငယ်များစက်မှုလက်မှုပညာသင်တန်းကျောင်းများအားလုံး
- အမျိုးသမီးစီမံခန့်ခွဲမှုအဖွဲ့လုပ်ငန်းပညာသင်တန်းကျောင်းများအားလုံး

မိတ္တူကို
ရုံးလက်ခံ/မေ့စရာ

Access Letter to Conducting Survey

(Translated from Myanmar language)

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Ministry of Border Affairs

Education and Training Department

No. 1/1/006-2/3374/DET-2019

Dated. 2018 / 08 / 04

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