

**ACADEMIC STAFF MOTIVATION AT TECHNOLOGICAL  
UNIVERSITIES IN MYANMAR**



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Thematic paper  
entitled  
**ACADEMIC STAFF MOTIVATION AT TECHNOLOGICAL  
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## **ACADEMIC STAFF MOTIVATION AT TECHNOLOGICAL UNIVERSITIES IN MYANMAR**

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M.M. (LEADERSHIP AND HUMAN RESOURCE)

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### **ABSTRACT**

The purpose of this research is to know the motivation levels and factors that affect the motivation and job satisfaction of academic staff who are working at technological universities all over Myanmar. The data derived from online questionnaires which were randomly distributed. The targeted respondents are demonstrators, tutors and assistant lecturers.

The findings revealed that when the levels of motivation in each factors such as physiological needs, safety needs, social needs, esteems needs and self-actualization are low, it tends to reduce the satisfaction and commitment of academic staff. But most of the academic staff members have enough needs on esteem and self-actualization so that the commitment level is higher than the satisfaction. They contribute their work performance including commitment not because of the supports from the universities, but because of their self-esteem and self-actualization. Therefore, organizational factors (supervision, reward, incentive, policies, rules and regulation) and personal factors (housing and accommodation, insurance, security) are needed to improve to reduce the demotivation and dissatisfaction of academic staff.

**KEY WORDS:** Academic staff/Commitment/Levels of needs/Motivation/Satisfaction

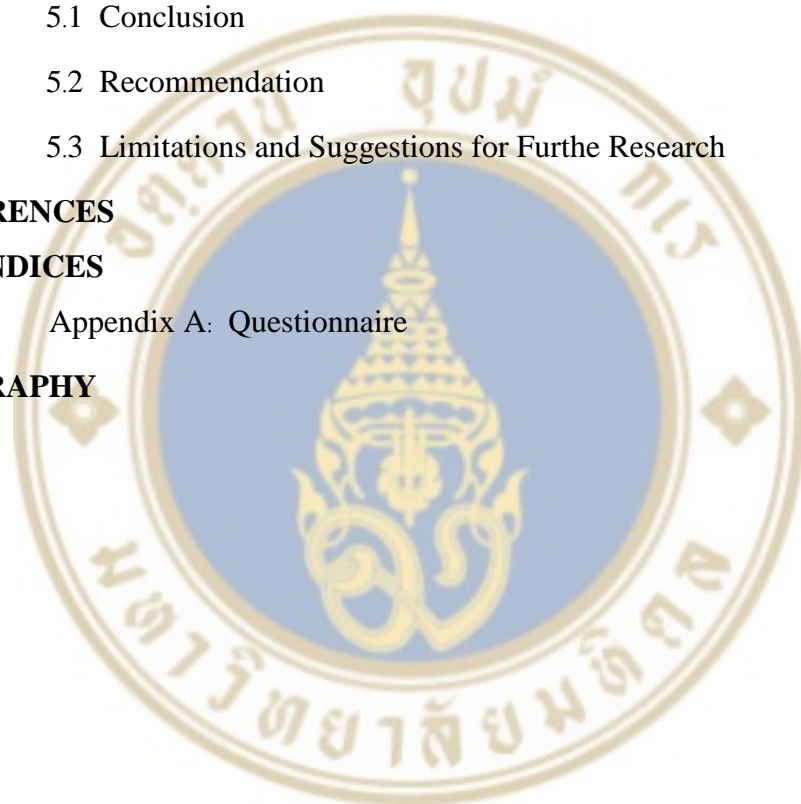
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## **CHAPTER I**

### **INTRODUCTION**

The research topic of this thematic paper is to analyze the level of motivation among teachers who are working at Technological Universities in Myanmar based on Maslow's Hierarchy of Needs Theory. In every nation, the education system plays a critical role for the development of the nation and its quality is also important for the future of that nation. Particularly, they can help the development of the nation because they are essential to enhance quality education and productive learning. "Qualified and motivated teachers and instructors are key for effective learning and are at the heart of TVET quality" (UNESCO, 2015a).

In Myanmar, there are thirty-three Technological Universities all over the country under the Ministry of Education (Science and Technology) (MOST, 2016). Most teachers who are working at these Technological Universities are unhappy, demotivated, incompetent and unqualified because they don't get enough support and feedback. They get lower wages than other people with similar education who is working in other careers. The lack of reward and incentives, effective training, effective resources for quantitative teaching and good working conditions leads to intentional absenteeism and low productivity. Moreover, they have lack of inspiration because of unfair rules for promotion, without using the existing regulations for promotion, workload stress, poor leader behavior and uncollaborative colleagues. All of the above factors can influence the effectiveness of the universities, job commitment, engagement, productivity and also the competency of the students.

As a teacher who is working in vocational education, he or she need to do research for the country and need to fulfill their quality to contribute problem solving, critical thinking and analytical skills to the students instead of only theory based and classroom oriented lectures. Therefore, motivation is needed to encourage teachers to

be an effective and competent in transferring knowledge, and to be productive in their job. Ingwu and Ekefre (2006), Pilot (2007), Aldermon (2004) and Ngada (2003) pose that to build effective teachers and have good performance at all levels of education, the main factor is to motivate the teachers themselves.

### **1.1 Research Problems**

The following research questions are asked to guide the study:

- 1) What are the factors that affect the motivation of teachers?
- 2) What motivational factors can increase the teachers' job commitment?
- 3) What motivational factors can make them more satisfied in their choice of career?

### **1.2 Research Objectives**

The first purpose of this paper is to analyze the level of motivation among teachers who are working at Technological Universities in Myanmar. Second is to describe the job motivation factors based on Maslow's Hierarchy of Needs Theory. Third is to analyze what motivational factors can make satisfy their career goals. Fourth is to enhance the quality of teaching. The last purpose is to share the useful information and recommendations to these universities and others who are interested in this research.

### **1.3 Research Scope**

The scope of this study is limited to collect data from the teachers who are working at Technological Universities in Myanmar. The method to collect data is the internet questionnaire with 50 respondents. The target respondents are Demonstrators,

Tutors and Assistant Lecturers. The research focuses on them because they are the one who suffer the lack of motivation to commit to their jobs more than at other levels.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Academic Staff in Myanmar**

Myanmar is classified by the United Nations as country with low human development (UNPD, 2014). Therefore, education and vocational skills development in Myanmar's growing sectors is vital for a future sustainable development and growth (Frank and Ulrike, 2015). But, "in Myanmar, teaching is not perceived as an attractive career option" (OECD, 2014) because the wages are not sufficient to support their family. Therefore, there are only 2% of population working as an academic staff in different sectors because of their hobby and passion. Moreover, teachers are held as one of the "five gems", the teacher is regarded to be the same as the Buddha, in Myanmar (San Mai, 2013) so that they are traditionally regarded as community leaders in rural as well as urban communities (Tin, 2014).

Nevertheless, the wage which is lower than the other careers is not an incentive at all, and also the insufficient teaching aids are the reason for some vocational teachers' low motivation (ILO, 2014, p.52). The theory and practice components are not balanced which means that lessons are provided rather theory-driven and classroom-oriented instead of competency-based and industry- or business-oriented (Frank and Ulrike, 2015). The paid private tuitions become the first priority for teachers over their schools jobs. Some academic staff put too much effort on their

private tuition to support their daily life. Besides, lack of incentive, no KPI for performance management, no effective feedback, and no recognition, lack of effective training, unfair rules and regulation for promotion lead uncommitted to and dissatisfied in their job. Moreover, insufficient housing and unsafe living environment also affect the motivation and job satisfaction of academic staffs. Therefore, they don't have any inspiration to be productive and competent in their job.

As an academic staff in vocational education, he or she needs to do some research for the nation and need to develop their abilities and skills to enhance the quality education and productive learning. They also need to contribute problem solving, critical thinking, analytical and innovative skills to the students because they are the new generation for the future who will build the nation to be a developed one. Therefore, academe staffs are needed to encourage and motivate by fulfilling their needs such as promotion, recognition, working condition and living environment.

## **2.2 Motivation in higher education**

Academic staffs hold the most important place in any society because they are the sources of transformation of knowledge (Imrab, Mushtaq, Qudisia, 2013). In every nation, academic staffs are key people in enhancing qualitative education to develop their qualified students for the corporate world. A teacher can capture the attention of the students (Imarb, 2013) to actively participate in teaching if he or she is motivated. If they are not motivated enough to contribute effectively, it is impossible to enhance the education system and develop the students. Therefore, Michaelowa (2002) pose that the motivation is willingness and drive or desire to engage in good teaching. Motivation is needed for academic staffs to contribute their ability in enhancing and developing the education system for that nation. Ololube (2004) pose the same point that the educational system can be boosted by increasing the motivation of academic staffs to increase their productivity. The motivation and satisfaction of academic staffs can be affected the teaching and also student learning.

Motivation is defined as the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal (Stephen and Timothy, 2013). Motivation can encourage academic staffs to be productive in their job and it can enhance the glory of the universities and also the satisfaction of academic staffs. People contribute to the work environment and invest themselves in the organization when there is motivation for them (Nelson and Guick, 2003). Robbins (2001) also defined that motivation is the interest of a person to make high level of exertion to accomplish organizational goals, condition by effort's capability to fulfill an individual's need (Imrab, Mushtaq, Qudsia, 2013). Therefore, if teachers get the enough motivation and satisfaction, they will positively contribute their work performance including involvement and commitment (Inusha and Joseph, 2013). The promotion and career development opportunities can be the important factors to inspire them to get involvement in their jobs. The incompetent supervision characterized including selective justice and witch hunting (Bennell, 2004) are one of issues that can affect the motivation and satisfaction of academic staffs. Teachers can be demotivated or dissatisfied because of the poor relationship with colleagues and administration (May and lack, 2009). There are many other factors that can affect the motivation and satisfaction of the academic staff such as lack of recognition and encouragement, effective training, good working condition and performance management besides money although money is influential factor. Therefore, those factors can be used as the motivational factors for academic staffs' commitment and satisfaction.

### **2.3 Maslow's Hierarchy of Needs Theory**

In 1954, Abraham Maslow developed a theory known as Maslow's Hierarchy of Needs with five stages in a pyramid (Maslow, 1954). The most fundamental needs at the bottom and self-actualization needs at the top by using the terms "physiological", "safety", "social", "esteem" and "self-actualization" to describe

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othy, 2013). Maslow divided the pyramid into lower-order needs (physiological, safety, social and esteem) and higher-order needs (self-actualization) (Stephen and Timothy, 2013).

Physiological needs include hunger, thirst, shelter, sex and other bodily needs (Stephen and Timothy, 2013) and are the foundation of pyramid. Maslow suggested that these are the needs for survival and basic needs of people. People need food, water and place to live as their requirements before they think anything else because they are difficult to do something if they are hungry. Safety needs include security and protection from physical and environmental harm (Stephen and Timothy, 2013). People need protection to avoid their fears and anxieties. If they fear something, they feel unsafe or if they suffer from illnesses, they can't do anything else. After safety needs, people have social needs including affection, belongingness, acceptance and friendship (Stephen and Timothy, 2013) which associated with love and belonging. People will feel loneliness, social anxiety and clinical depression (Griffin& McClish, 2011) if they are not fulfilled in social needs.

### **Figure 1 Maslow's Hierarchy of Needs**

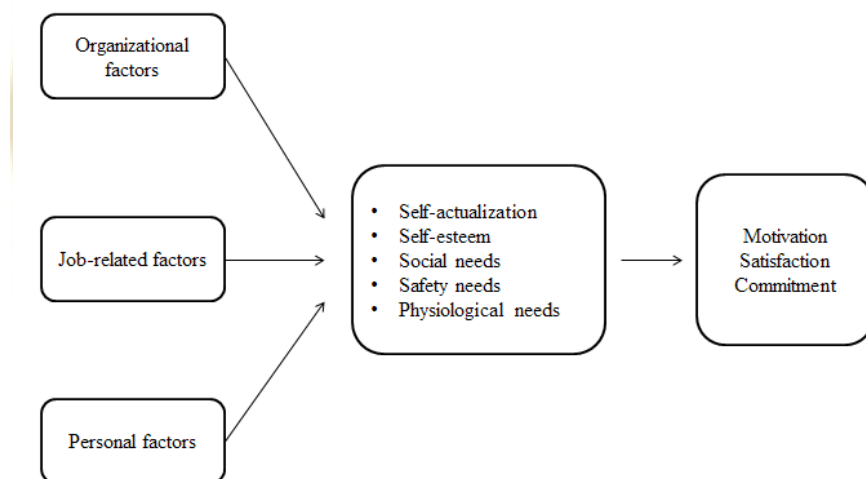
**Source: S.P. Robbins, T.A. Judge, Organizational Behavior, fifteenth edition, © Pearson Education limited 2012**

Autonomy, self-respect, achievement, status, recognition and attention (Stephen and Timothy, 2013) are included in esteem by dividing as internal and external factors. People have a desire to be accepted and valued by others. They need recognition from someone to encourage and satisfy them. People need to self-esteem and self-respect themselves and often need respect from others. They won't contribute their effort to the organization if they don't have esteem. The final level is self-actualization and it drives to become the desire of people what they are capable of becoming includes growth, achieving people' potential and self-fulfillment (Stephen and Timothy, 2013). People will be self-centered instead of problem-centered and will not be able to look at life objectively if they are not fulfilled in this level (Griffin& McClish, 2011).

Therefore, Maslow (1954) suggests that the basic level of needs must be met before the individual will strongly desire the higher level needs. If each need is substantially satisfied, the next need becomes dominant (Stephen and Timothy, 2013). The organization needs to understand the level of employees in a pyramid to motivate and satisfy them by fulfilling their needs. The employees will be commitment and productivity in their job if they get enough motivation for their needs.

## 2.4 Proposed Framework

To understand the situation of employees why some contribute to their job and some do not (Dauda and Mohammed, 2012), it is essential to identify motivation. Teacher motivation is necessary to get long term success and build an effective education system. Therefore, it is needed to increase the productivity of academic staff by motivating them to improve the educational system (Ololube, 2004). They will be more satisfied and involved in their job if they get enough motivation. Therefore, as the academic staffs are key players of the education system, it is important to enhance the motivation level for them to get their satisfaction and increase their level of commitment. Different researchers have explored various issues of motivation for academic staff (Muhammad, 2010).



**Figure 2 Proposed Framework**

The present study is designed to expose the factors that motivate teachers for the satisfaction and commitment by using Maslow's Hierarchy of needs theory. This motivation theory can be used to measure the satisfaction of teachers by using three factors as input:

- Organizational factors (supervision, reward, incentive, policies, rules and regulation),



- Job-related factors (training, working condition, colleagues, and workload) and
- Personal factors (housing and accommodation, insurance, security).

The research will measure level by level of the pyramid to know which levels are the highest motivation levels for teacher, which are the lowest motivation levels, what factors need to improve to reduce demotivation and dissatisfaction and what factors need to develop to increase motivation and satisfaction.



## **CHAPTER III**

### **METHODOLOGY**

The purpose of this research is to measure the level of motivation and the factors that affect the motivation and job satisfaction of academic staffs who are working at Technological Universities, which are situated all over Myanmar. An internet questionnaire is used to collect data and the research method will be quantitative to measure are the key factors to motivate the academic staffs and to make them satisfied.

#### **3.1 Population**

The research focuses only on the academic staffs who are working as Demonstrators, Tutors and Assistant Lecturers which are the lowest positions at those universities. Although people who are working at these positions are teachers, the levels are distinguished according to their working experience (years), education and seniority by using the specification of Ministry of Education (Science and Technology).

#### **3.2 Sample size**

The target sample size is 50 respondents from these levels who are working all over Myanmar as an academic staff. Information from respondents is collected through a structured questionnaire.

### 3.3 Questionnaire Designs and Data analysis

The questionnaire is designed to ask the motivational factors according to the level of needs which is developed by Maslow. The questionnaire contains 9 sections with 48 questions in total. The first section consists of questions regarding to the demographic information. The other five sections consist of the needs for each level such as physiological needs, safety needs, social needs, self-esteem and self-actualization.

#### Section 1: Demographic Information

Example questions:

1. What is your employment status?
2. Including the current year, how many years of teaching experience do you have?
3. Where is the university that you work for located?

The following sections use 4-point Likert type rating scales to collect the data for the motivational factors and the levels of needs.

#### Section 2: Physiological Needs

Example questions:

1. The housing and accommodation arranged by the administration is fair and good enough for me.
2. The salary for teachers in my geographical area is comparable to the salaries of other people with the same level of education.

### Section 3: Safety needs

Example questions:

1. The university takes reasonable steps to provide safe and secure environment for the staffs.
2. The university takes care for the health of staff members.

### Section 4: Social needs

Example questions:

1. Policies give employees the flexibility to manage their personal lives.
2. My department chair is consistent and fair with employees of all levels.
3. There is a spirit of teamwork and cooperation at this department.

### Section 5: Self-esteem

Example questions:

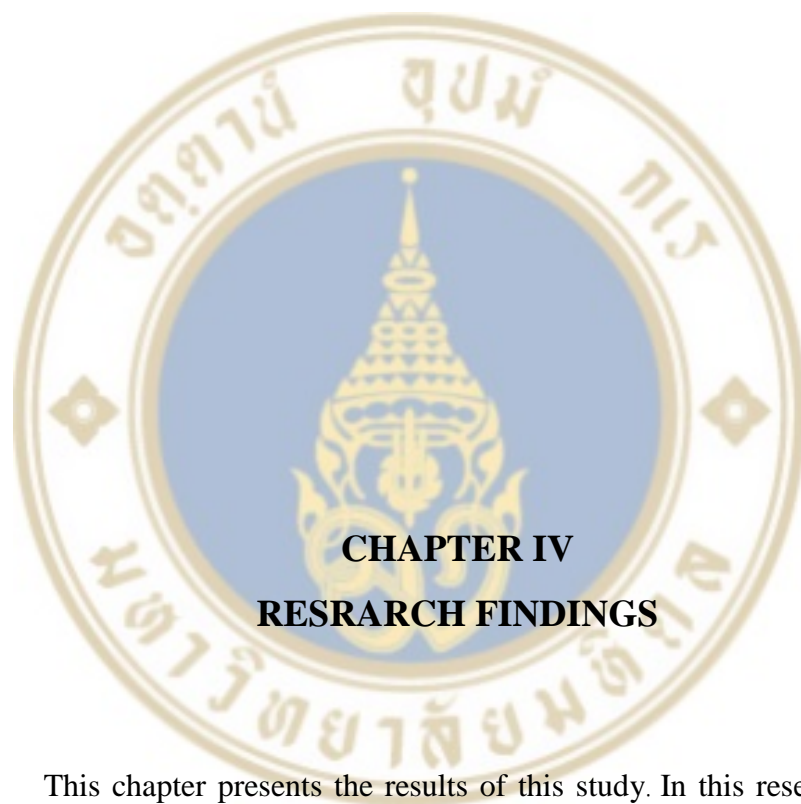
1. There is a fair system of getting promotion.
2. I receive recognition from my department head.
3. The social status of being a teacher is satisfactory to me.

### Section 6: Self-actualization

Example questions:

1. I get the opportunity to develop skills and understand requirements to advance my career.
2. I get the opportunity to utilize my talents.

After collecting the data, Statistical Package for Social Sciences (SPSS) is used to analyze the data. The data will analyzed through frequency distribution tables with percentages and figures, as well as other descriptive statistics.

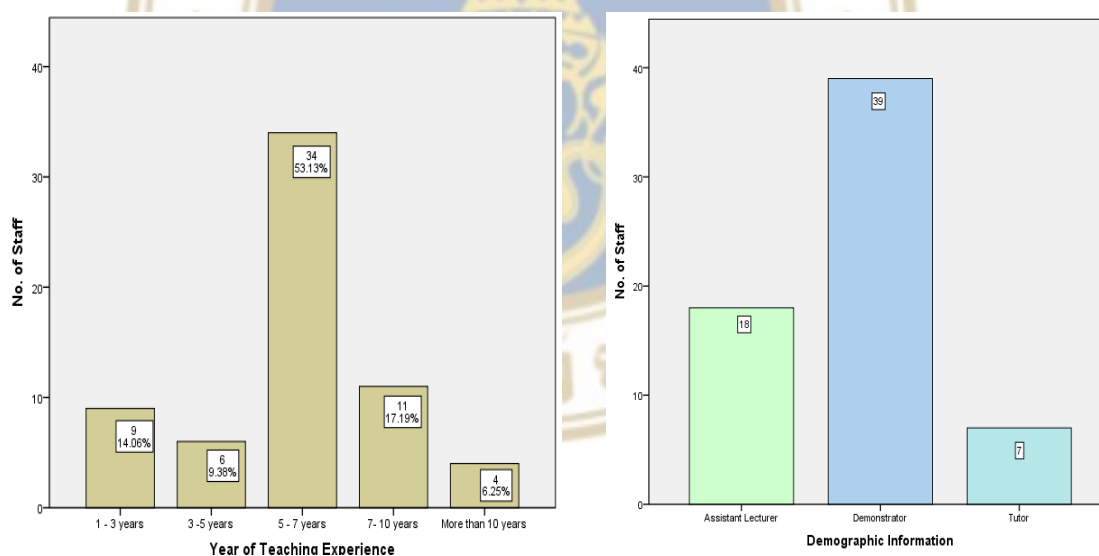


This chapter presents the results of this study. In this research, the author collected the data through online questionaaire which targeted the academic staff who are working as demonstrators, tutors and assistant lecturers at Technological Universities all over Myanmar. Since finishing the data collection process, total respondants are 64 people and the data analysis follows the proposed frame and use SPSS program to analyze the results.

## 4.1 Demographic Information

**Figure 4.1 The respondents demographic**

Fig.4.1 shows the information about the employment status and the years of teaching experience from 64 respondents. There are 39 demonstrators out of the total 64 respondents, 7 are tutors and 18 are assistant lecturers. Respondents having experience of 1 – 3 years are 9 demonstrators (14.06%), those having 3 – 5 years experience are three demonstrators and three tutors (9.38%), 5 – 7 years experience are 13 assistant lecturers, 19 demonstrators and 2 tutors (53.13%) and 7 – 10 years experience are 2 assistant lectures, 8 demonstrators and one tutor (17.19%), whereas the ones having more than 10 years experience make up 6.25% and they are 3 assistant lectures and one tutors as shown in Table 1.



**Table 1 Demographic Information****4.2 Levels of needs**

		Including the current year, how many years of teaching experience do you have?					Total
		1 - 3 years	3-5 years	5 - 7 years	7- 10 years	More than 10 years	
Demographic Information	Assistant Lecturer	0	0	13	2	3	18
	Demonstrator	9	3	19	8	0	39
	Tutor	0	3	2	1	1	7
Total		9	6	34	11	4	64

In order to check which levels are the highest motivational levels and which are the lowest motivational levels for the academic staff by using the five levels of needs, the author analyze the data based on the organizational factors (supervision, reward, incentive, policies, rules and regulation), job-related factors (training, working condition, colleagues and workload) and personal factors (housing and accommodation, insurance, security).

**4.2.1 Physiological Needs**

Tabel 2 shows the result of physiological needs based on the average score range of three questions including the arrangement of housing and accomodation, unfairness of administrators and the salary of their career, in terms of support from the univeristies. Most people think that the arrangement of the housing and accomodation is not fair and they do not get the sufficient housing as their basic needs. While nearly 60% of academic staff face the unfairness of administrators in the arrangement of housing and accomonodation, the rest gets the sufficient housing. Moreover, the salaries of academic staff are lower than the salary of other career with the same level of education. About 70% of respondents think that they do not get the suitable salary as an academice staff whereas other 30% think they get the compartable salary when

compare with others. But, nearly 60% agree that they get comfortable working conditions and reasonable work hours for their jobs while other 40% disagree.

Physiological needs are the basic needs for the employee to motivate them and to get their commitment. But, most of the academic staff do not get the enough supports for their physiological needs because the top management do no focus on staff motivation by fulfilling their needs.

**Table 2 Physiological Needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	16.2	16.2	16.2
	Disagree	27	41.1	41.1	57.3
	Agree	20	31.3	31.3	88.6
	Strongly Agree	7	11.4	11.4	100
	Total	64	100	100	

#### 4.2.2 Safety Needs

Table 2 shows the result of the level of agreement in safety needs based on the average scores of three questions including the financial security, secure working environment and insurance for health. Nearly half of academic staff out of 64 think that teaching cannot provide the financial security for them because their salaries are lower when compare with the other careers. While nearly 48% of respondents feel that the universities where they are working do not take reasonable to provide a safe and secure working environment for them, other 52.3% get a safe and secure working environment which provided by their univeristies. But over 50% of academic staff do not get any care for their health from the university while other universities take care for the health of the rest.

Most of the academic staff feel that the universities do not take responsible for their health and for the safety of working environment. Moreover, most staff



members disagree that their safety needs that provide from the university are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	17.2	17.2	17.2
	Disagree	23	35.4	35.4	52.6
	Agree	18	28.1	28.1	80.6
	Strongly Agree	12	19.3	19.3	100
	Total	64	100	100	

sufficient.

### Table 3 Safety Needs

#### 4.2.3 Social Needs

Table 4 shows the result of 64 respondents in social needs. The questions concerning with the relationship with their colleagues, policy of the university and work-life balance are asked. The result is based on the average score range of those question among 64 respondents. Nearly 80% of academic staff agree that they have good relationship with their colleagues. They also agree that they get cooperation from the people in their department. However, range between 10% to 15% of teachers disagree that points because they do not have good relationship with their colleagues and cooperation from them. Additionally, nearly 60% of respondents think that the policy of the university is good because they can manage their personal lives to balance their work-life whereas another 40 % disagree this point.

However, most of the academic staff members have the good relationship with their colleagues and they can work well together with people in their department. Nearly 80% of respondents agree that they get enough needs as their social needs whereas 20% disagree.

## Table 4 Social Needs

### 4.2.4 Esteem Needs

The esteem needs including the satisfaction for being a teacher, the respect and recognition from their department head and colleagues are asked to the respondents. Table 5 shows the result of average score range in agreement level of esteem needs among 64 respondents. The respondents, over 70%, agree that they are satisfied for being a teacher in their society whereas other 29% disagree. Moreover, 80% of academic staff gets the respect from their department head and colleagues. But, nearly 20% of respondents disagree because they feel that the department head and their colleagues do not treat them with respect. There are no academic staff member who strongly disagree according to the recognition for their job. But 24% are disagree

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.1	2.1	2.1
Disagree	11	16.6	16.6	18.7
Agree	32	49.5	49.5	68.2
Strongly Agree	20	31.8	31.8	100
Total	64	100	100	

that they get recognition for their jobs while other 76% agree.

## Table 5 Esteem Needs

Nevertheless, most of the academic staff members have enough esteem

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.6	2.6	2.6
Disagree	11	17.7	17.7	20.3
Agree	26	40.6	40.6	60.9
Strongly Agree	25	39.1	39.1	100
Total	64	100	100	

needs because they are satisfied for being a teacher and also get the respect from their colleagues and department head. Over 30% of respondents strongly agree that they get enough needs for their esteems. But nearly 17% of academic staff disagree that they have enough esteem needs whereas 2% strongly disagree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.7	3.7	3.7
	Disagree	12	18.2	18.2	21.9
	Agree	22	34.9	34.9	56.8
	Strongly Agree	28	43.2	43.2	100
	Total	64	100	100	

#### 4.2.5 Self-Actualization

The average score of self-actualization needs are shown in Table 6. The result of self-actualization from 64 respondents are calculated based on the questions of opportunities to develop their skills, their career and their plan for their job. Over 75% of academic staff members agree that they get the opportunities to develop their skills and advance their career. But, nearly 19% disagree that they get the opportunities to develop their skills and to advance their careers while 3% strongly disagree. Moreover, most of the academic staff have clear, planned goals and objectives for their jobs while over 20% do not have.

#### Table 6: Self-actualization

Therefore, most of the academic staff members have enough self-actualization needs because they get enough supports for their skills and career development whereas over 20% do not have.

### 4.3 Satisfaction

In terms of Table 8, the results indicate that over 50% of respondents are not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	9	14.7	14.7	14.7
	Dissatisfied	24	37.1	37.1	51.8
	Satisfied	21	33.4	33.4	85.2
	Very Satisfied	10	14.9	14.9	100
	Total	64	100	100	

satisfied concerning with the interest and involvement of top management in motivating and planning for their future. Moreover, they are also not satisfied with the evaluation for all levels of staff members because the evaluation is just on paper and they do not get the feedback from the top management to improve their skills. They also don't like the policy of the university concerning with the arrangement of housing and accommodation, promotion and transfer. Additionally the supports for the research and development are not sufficient. Over 60% of the respondents think that they don't have the opportunities for internal and external professional development and also they don't get the enough recognition for their jobs. But nearly 50% of respondents agree that they are satisfied concerning with the working culture of the department and the supervision by department head. Moreover, they also satisfy concerning the current principal. Nevertheless, the results in Table 8 show that the respondents who dissatisfied their job are greater than the respondents who satisfied their jobs.

**Table 8 Level of Satisfaction**

**Table 7 Correlations**

The correlations of all the variables concerning with the job satisfaction are given in the below table. There is a significant relationship between five levels of needs and job satisfaction. It can be seen from the table 7 that the physiological needs has a correlation coefficient of .552\*\*, significant at 0.01 level. The physiological need show a highly significant relationship with job satisfaction. The esteem needs also has a correlation coefficient of .386\*\*, significant at 0.01 level which is higher than safety needs, social needs and actualization needs. It can be seen from the table that the social

		Physiological Needs	Safety Needs	Social Needs	Esteem Needs	Self Actualization	Satisfaction
Physiological Needs	Pearson Correlation	1	.386**	.242	.326**	.266*	.552**
	Sig. (2-tailed)		.002	.054	.009	.034	.000
	N	64	64	64	64	64	64
Safety Needs	Pearson Correlation	.386**	1	.592**	.263*	.421**	.367**
	Sig. (2-tailed)	.002		.000	.036	.001	.003
	N	64	64	64	64	64	64
Social Needs	Pearson Correlation	.242	.592**	1	.657**	.638**	.280*
	Sig. (2-tailed)	.054	.000		.000	.000	.025
	N	64	64	64	64	64	64
Esteem Needs	Pearson Correlation	.326**	.263*	.657**	1	.508**	.386**
	Sig. (2-tailed)	.009	.036	.000		.000	.002
	N	64	64	64	64	64	64
Self Actualization	Pearson Correlation	.266*	.421**	.638**	.508**	1	.366**
	Sig. (2-tailed)	.034	.001	.000	.000		.003
	N	64	64	64	64	64	64
Satisfaction	Pearson Correlation	.552**	.367**	.280*	.386**	.366**	1
	Sig. (2-tailed)	.000	.003	.025	.002	.003	
	N	64	64	64	64	64	64

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

\* Correlation is significant at the 0.05 level (2-tailed).

needs has the least correlation with job satisfaction. It has a correlation coefficient of 280\*, significant at 0.05 level. Safety needs has a correlation coefficient of .367\*\*, significant at 0.01 level and self-actualization has a correlation coefficient of .366\*\*, significant at 0.01 level. The correlation values of these variables are showing a highly significant relationship with job satisfaction of academic staff.

#### 4.4 Motivation

The results for the motivation level are shown in Table9. Nearly 60% of academic staff does not get enough motivation whereas the other 40% are motivated. Most of the respondents think that the salary at their university reduces their motivation to work, as well as the relatively poor physical working conditions. Although the authority that they get to deal with their pupils motivates them, the policy for promotion and transfer reduces their motivation to work. But the consistency and fairness of their department head and the spirit of team work and cooperation of colleagues at their department increases their motivation to work.

### Table 9 Level of Motivation

The correlations of motivation with five levels of needs are shown in Table10. The motivation and five levels of needs are related as shown in the table. The motivation has positive and highest significant relationship with esteem needs. It can be seen from the table that esteem needs have a correlation coefficient of .551\*\* with

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Greatly reduces the motivation to work	10	14.7	14.7	14.7
Tends to reduce the motivation to work	26	40.9	40.9	55.6
Tends to increase the motivation to work	19	30.3	30.3	85.6
Greatly increases the motivation to work	9	14.1	14.1	100
Total	64	100	100	

motivation, significant at 0.01 level. Safety needs has the lowest relationship with motivation, a correlation coefficient of .206. The table shows that physiological needs has a correlation coefficient of .485\*\*, significant at 0.01 level, social needs has a correlation coefficient of .412\*\*, significant at 0.01 level and self-actualization has a correlation coefficient of .496\*\*, significant at 0.01 level. Therefore, the correlation values for these variables have medium to strong relationships with motivation.

Moreover, the recognition and suggestion from their department head also increases their motivation to work. They also agree that the supports for the additional training and the encouragement for a career development plan increase their motivation to work too. Nevertheless, most of the academic staff members do not get the enough motivation to work.

**Table 10 Correlations**

		Physiological Needs	Safety Needs	Social Needs	Esteem Needs	Self Actualization	Motivation
Physiological Needs	Pearson Correlation	1	.386**	.242	.326**	.266*	.485**
	Sig. (2-tailed)		.002	.054	.009	.034	.000
	N	64	64	64	64	64	64
Safety Needs	Pearson Correlation	.386**	1	.592**	.263*	.421**	.206
	Sig. (2-tailed)	.002		.000	.036	.001	.103
	N	64	64	64	64	64	64
Social Needs	Pearson Correlation	.242	.592**	1	.657**	.638**	.412**
	Sig. (2-tailed)	.054	.000		.000	.000	.001
	N	64	64	64	64	64	64
Esteem Needs	Pearson Correlation	.326**	.263*	.657**	1	.508**	.551**
	Sig. (2-tailed)	.009	.036	.000		.000	.000
	N	64	64	64	64	64	64
Self Actualization	Pearson Correlation	.266*	.421**	.638**	.508**	1	.496**
	Sig. (2-tailed)	.034	.001	.000	.000		.000
	N	64	64	64	64	64	64
Motivation	Pearson Correlation	.485**	.206	.412**	.551**	.496**	1
	Sig. (2-tailed)	.000	.103	.001	.000	.000	
	N	64	64	64	64	64	64

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## 4.5 Commitment

The results for the level of commitment are shown in Table 11. Over 60% of respondents agree that they work pretty much by themselves when performing their task. But, while nearly 50% of academic staff disagree that they must always be loyal to their department or university, other 50% agree to be loyal. Most of the respondents do not feel the strong sense of belonging to the university where they work. Over 80% of respondents agree that they feel part of their family while they are working at their department. Moreover, they also agree the university where they are working is a good

place to work because of the cooperation of colleagues and the fairness of the department head. Although 50% of respondents agree that they really feel as if their university's problems are theirs, other 50% disagree. Moreover, 50% of academic staff members agree that they would feel guilty if they left their university right now whereas other 50% disagree. Nevertheless, according to the result in Table 11, the universities get over 60% of academic staff's commitment whereas the rest are less committed to their jobs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.8	9.8	9.8
Disagree	15	24.2	24.3	34.1
Agree	27	39.2	39.2	73.3
Strongly Agree	18	27.5	27.5	100
Total	64	100	100	

**Table 11 Level of Commitment**



**Table 12 Correlations**

The table 12 shows the correlation between commitment and the needs of academic staff. For higher commitment to the job, the five levels of needs are needed to fulfil for the academic staff. Therefore, the needs are linked with the level of commitment. It can be seen in the below table that the social needs has a highest correlation with the commitment. It has a correlation coefficient of .499\*\*, significant at the 0.01 level. Therefore, the staff requires more fulfillment of social needs to commit to their jobs than other levels of needs. The esteem needs also have a higher correlation than other needs, a correlation coefficient of .485\*\*, significant at the 0.01 level. The safety needs have the lowest correlation with commitment. It has a correlation coefficient of .334\*\*, significant at 0.01 level. The physiological needs have a correlation coefficient of .398\*\*, significant at 0.01 level and self-actualization has a correlation coefficient of .371\*\*, significant at 0.01 level which are higher than safety needs.

		Physiological Needs	Safety Needs	Social Needs	Esteem Needs	Self Actualization	Commitment
Physiological Needs	Pearson Correlation	1	.386**	.242	.326**	.266*	.398**
	Sig. (2-tailed)		.002	.054	.009	.034	.001
	N	64	64	64	64	64	64
Safety Needs	Pearson Correlation	.386**	1	.592**	.263*	.421**	.334**
	Sig. (2-tailed)	.002		.000	.036	.001	.007
	N	64	64	64	64	64	64
Social Needs	Pearson Correlation	.242	.592**	1	.657**	.638**	.499**
	Sig. (2-tailed)	.054	.000		.000	.000	.000
	N	64	64	64	64	64	64
Esteem Needs	Pearson Correlation	.326**	.263*	.657**	1	.508**	.485**
	Sig. (2-tailed)	.009	.036	.000		.000	.000
	N	64	64	64	64	64	64
Self Actualization	Pearson Correlation	.266*	.421**	.638**	.508**	1	.371**
	Sig. (2-tailed)	.034	.001	.000	.000		.003
	N	64	64	64	64	64	64
Commitment	Pearson Correlation	.398**	.334**	.499**	.485**	.371**	1
	Sig. (2-tailed)	.001	.007	.000	.000	.003	
	N	64	64	64	64	64	64

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

\* Correlation is significant at the 0.05 level (2-tailed).

## 4.6 Main Findings

Organizational factors, job-related factors and personal factors are very important to motivate the academic staff members because they will be more satisfied and involved in their job if they get enough motivation as mentioned in Chapter 1. But, they do not get enough supports such as proper policies, rules and regulation, training, working conditions, housing and accommodation and security which include in three factors. Therefore, nearly 60% of respondents agree that they do not get enough motivation because the level of support from each factor is very low. When the levels of motivation in each factor are low, it affects the levels of needs and it tends to reduce the satisfaction and commitment of academic staff. So, the satisfaction level of academic staff is lower than the dissatisfaction level. But, most of the academic staff members have enough needs on esteem and self-actualization so that the commitment level is higher than the satisfaction. They contribute their work performance including commitment not because of they get enough support from the universities, but because of their self-esteem and self-actualization.

After analyzing the data, the author found that the highest motivation level for teachers is the esteem needs level. Over 80% of respondents agree this point because they love and are satisfied with their jobs as a teacher. Moreover, they get the respect not only from their department and colleagues but also from the society because they are held as one of the “five gems”, regarded to be the same as the Buddha in Myanmar.

According to the data analysis, the lowest motivation level is the physiological needs level. Nearly 60% of academic staff agrees that they do not get enough support for this level because they do not get sufficient housing and accommodation, and the lack of fairness of the administrators. Moreover, their salary is not enough to motivate them because it is lower when compared to the salaries of other people with the same level of education.

Therefore, organizational factors and personal factors are needed to improve to reduce the demotivation and dissatisfaction of staff members. So, the

universities need to provide more supports on physiological and safety needs such as salary, housing and accommodation, security, and fair policy, rules and regulations. Additionally, all factors are needed to develop to increase motivation and satisfaction because every factor is important for the academic staff. The teachers will be more satisfied and committed to their job if they get enough supports and motivation for their needs.



## **CONCLUSION AND RECOMMENDATION**

### **5.1 Conclusion**

The levels of needs and motivational factors play the important roles in job satisfaction of academic staff at Technological Universities in Myanmar. They can enhance the commitment and productivity of academic staff. The aim of this study is to analyze what motivational factors can make the academic staff to satisfy their career, the level of motivation and to describe the job motivational factors based on Maslow's

Hierarchy of Needs Theory. The findings of this study also justify the satisfaction of academic staff depends on motivational factors such as work environment and promotion. This result focuses only on demonstrators, tutors and assistant lecturers who suffer the lack of motivation to commit in their jobs more than other academic employees. Most of the respondents are demonstrators who have 5-7 years teaching experiences.

After collecting the data and analysis with many factors, the research shows that most of the numbers of academic staff are satisfied their career, without getting enough fulfillments of basic needs such as physiological needs and safety needs. The author thought that if they are not fulfilling their needs in lower levels, they will not be committed in their job and they will not be satisfied. But, Maslow's theory may not hold for the academic staff at Technological Universities because most staff has enough fulfillment esteem needs, including satisfying for being a teacher and getting the respect from their department head and colleagues although they don't get enough needs for the basic levels. Moreover, they also have enough actualization needs including having clear, planned goals and objectives for their jobs and getting the opportunities to develop their skills and advance their career. From the research results, it shows that the encouragement and support for a career development plan is the most motivating aspect. The least motivating factors for the respondents are the salary and the delays for promotion because they can reduce the motivation for staff to contribute the high performance. The findings also show that the respondents are least satisfied with the supports for the research and development and the policies of administration of their universities, and most satisfied with supervision by the department head.

## **5.2 Recommendations**

Based on the findings of the study, the universities need to provide enough support for the basic levels including comfortable, secure and supportive working environment, accommodation, salary and promotions in order to increase the motivation and job satisfaction of academic staff. The government, principles and

department heads should also recognize the individual performance to enhance the performance of staff. They also encourage them to get creative and innovative teaching methods and lectures. The principle should create a good relationship among the staff to get the cooperation workplace with their head and colleagues and allow them to participate in decision making concerning academic matters. Every university should have the assessment for each position to track their improvement and to enhance their performance. The clear, planned and framework for training for all level of staff should be designed to be the professional one.

The principle and department head should know the needs of each staff to support individual training needs. They should also provide the development programs including continuing education, conferences, workshops and seminars. The involvement of the government and the principles in research will help to improve the performance of staff. They should invest more in research to encourage and motivate the staff to create innovative technologies. It is hoped that the result in this study will raise the awareness and understanding about the effect of motivational factors on job satisfaction and commitment. The problems which were found in this study can contribute a great effort to improve the level of job satisfaction of academic staff and also the education level.

### **5.3 Limitations and Suggestions for Further Research**

This study targeted Demonstrators, Tutors and Assistant Lectures who are working at Technological universities in Myanmar, so the thoughts from those employees may not represent or reflect the thoughts of all staff members in other positions. Moreover, the impact of demographics (age and gender) on motivation, job satisfaction and commitment was not included in this research. Therefore, future research could focus on all levels of academic staff to increase the accuracy of the results and the demographic information too. There are many factors related to the motivation and satisfaction of academic staff like promotion, working environment,

training, and some factors such as the relations with the students and the interest of students in classrooms have not been tested in this study; these areas can be investigated in future research. So, if the future research can focus on all levels of academic staff, gender, and age, and can also analyze and find more factors which are important for the motivation and satisfaction of academic staff, it may help to get more accurate and representative results.



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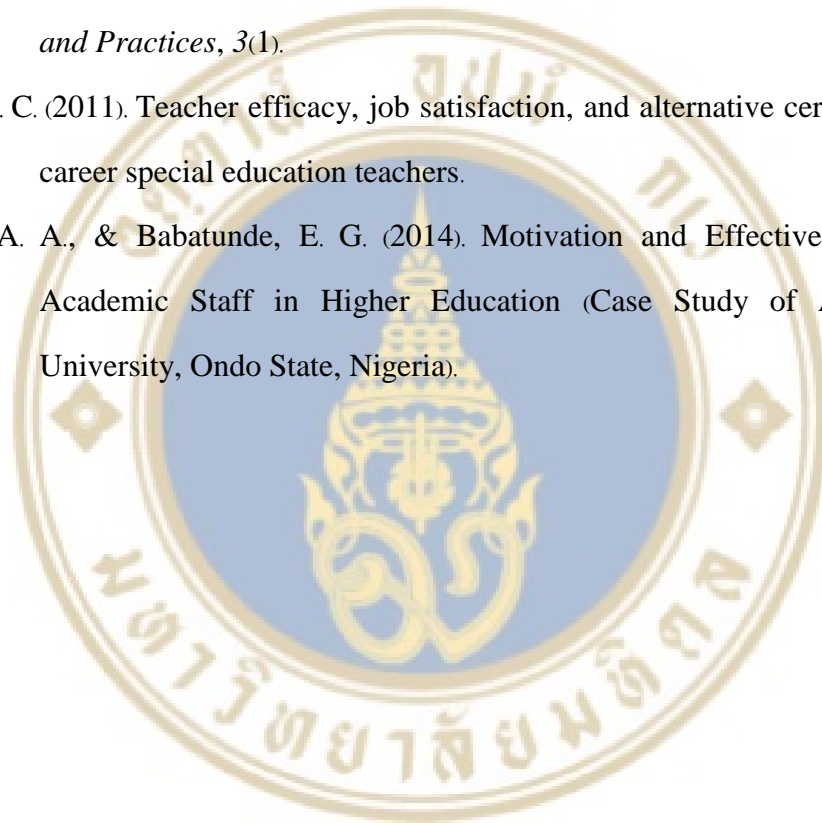


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## APPENDIX A: Questionnaire

### Questionnaire for Academic Staff

Dear Colleagues,

I am conducting a study about the overall job satisfaction, commitment and motivation of teachers working at Technological Universities. The questionnaire for this research consists of 9 sections. I would like to ask for your help by filling in these questions. There are no right or wrong answers to the questions and answering all the questions is important for the study to be carried out in good order. Your sincere responses to the questions are highly appreciated. Your response to the questions will be anonymous and will not be used for any other purposes other than this research study. Thank you for your cooperation.

The questions below are using a 4 point Likert rating scales, which means

- (1) Very dissatisfied/ strongly disagree / greatly reduces the motivation to work
- (2) Dissatisfied / disagree / tends to reduce the motivation to work
- (3) Satisfied / agree / tends to increase the motivation to work
- (4) Very satisfied/ strongly agree / greatly increases the motivation to work

#### Demographic Information

1. What is your employment status?

- Demonstrator
- Tutor
- Assistant Lecturer
- Other (end of survey)

2. Including the current year, how many years of teaching experience do you have?

- 1 - 3 years
- 3 - 5 years
- 5 - 7 years
- 7 - 10 years
- More Than 10 years

3. Where is the University that you work for located?

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<b>Physiological Needs</b>		Strongly disagree	Disagree	Agree	Strongly agree
1.	The housing and accommodation arranged by the administrators are fair and sufficient.				
2.	The salary for teachers in my geographic area is comparable to the salaries of other people with the same level of educations.				
3.	I have comfortable working conditions, reasonable work hours and the necessary breaks to use the bathroom and eat and/or drink.				
<b>Safety Needs</b>					
1.	Teaching provides me with financial security.				
2.	The university takes reasonable steps to provide a safe and secure working environment for all staff members.				
3.	The university takes care for the health of all staff members				
<b>Social Needs</b>					
1.	I have good relationship with my colleagues.				
2.	University policies give employees the flexibility to manage their personal				

	lives.				
3.	People in my department work well together.				
<b>Esteem Needs</b>					
1.	The social status of being a teacher is satisfactory to me.				
2.	My department head and colleagues always treat me with respect.				
3.	Staff members are recognized for a job well done.				
<b>Self-actualization</b>					
1.	I get opportunities to develop skills and advance my career.				
2.	Teaching provides good opportunities for advancement.				
3.	I have clear, planned goals and objectives for my job.				

<b>Satisfaction</b>		Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
1.	Interest of top management in motivating the employees.				
2.	Involvements of the top management in its employees in planning for the future.				
3.	Evaluation for all levels of				

	staff members				
4.	Polices of the university				
5.	Supports for the research and development				
6.	Opportunities for internal and external professional development				
7.	Recognition				
8.	Working culture of the department				
9.	Supervision by the department head				
10.	Concerning with the current principal				

<b>Motivation</b>		Greatly reduces my motivation to work	Tends to reduce my motivation to work	Tends to increase my motivation to work	Greatly increases my motivation to work
1.	The salary at my university is enough to motivate employees.				
2.	Good physical working condition motivates me to do the best.				
3.	Having authority when dealing with pupils motivates me.				

4.	The policy for promotion and transfer motivate me.				
5.	The consistency and fairness of my department head with employees of all levels motivates me.				
6.	The spirit of teamwork and cooperation at my department motivates me.				
7.	Getting recognition by my department head motivates me.				
8.	The suggestions from my department head and colleagues				
9.	The supports for additional training and education motivate me.				
10.	Encouragement and support for a career development plan motivate me.				

<b>Commitment</b>	Strongly disagree	Disagree	Agree	Strongly agree
I work pretty much by myself when performing my tasks.				
I do not believe that a person must always be loyal to his/her department.				
I would feel guilty if I left my university right now.				

I owe a great deal of loyalty to my university considering all it has done for me.				
I find that my values and the university's values are very similar.				
I do feel the strong sense of belonging to this university.				
I really feel as if this university's problems are me.				
I think this is a good place to work.				
I am willing to put in a great deal of extra effort to help this university be successful.				
I do feel like "part of the family" at my department.				

