RELATIONSHIP BETWEEN PRINCIPALS' PRACTICE OF BUILDING PROFESSIONAL CAPITAL AND TEACHER JOB SATISFACTION

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Abstract

The purpose of this study was to investigate the relationship between principals' practice of building professional capital and teacher job satisfaction at selected Basic Education High Schools in Sagaing Township. Mixed methods research was applied to collect data. A total of 108 teachers from seven selected high schools participated in the quantitative study while 12 teachers from two selected high schools were interviewed for the qualitative study. The quantitative study was conducted by using two instruments; "*Teachers' Perception of Principals' Practice of Building Professional Capital Questionnaire"* developed by Adams (2016) to measure the principals' practice of building professional capital and *"Teacher Job Satisfaction Questionnaire (TJSQ)"* developed by Lester (1987, as cited in Waters, 2013) to measure teacher job satisfaction. Data were analyzed by the use of descriptive statistics such as means and standard deviations, independent samples *t*-test, ANOVA, multiple comparison analysis, and correlations through SPSS software. When studying the mean values of the principals' practice of building professional capital and teacher job satisfaction, teachers perceived that their principals had high levels of practice in building three components of professional capital: *"Human Capital"*, *"Social Capital"* and *"Decisional Capital".* Moreover, they were highly satisfied with their job. In addition, *"Human Capital"* was positively and moderately related to *"Job Satisfaction"* (r=0.625, p=<0.01); *"Social Capital"* was positively and highly related to *"Job Satisfaction"* (r=0.701, p=<0.01); and *"Decisional Capital"* was significantly and positively related to *"Job Satisfaction"* (r=0.631, p=<0.01); *"Professional Capital"* was positively and highly related to *"Job Satisfaction"* (r=0.738, p=<0.01). The findings of this study provided important implications for the relationship between principals' practice of building professional capital and teacher job satisfaction. Further research needs to be conducted to extend the study in other school building levels and townships or regions to determine if principals' practice of building professional capital is associated with teacher job satisfaction.

Keywords: Professional Capital, Human Capital, Social Capital, Decisional Capital, Job Satisfaction

Introduction

Professional capital refers to an investment in the development of educators to increase teacher quality and student achievement (Watts, 2018). Similarly, Hargreaves and Shirley (2012, as cited in Johnson, 2017) defined professional capital as the assets residing within teachers and teaching that yield the optimal quality of teaching and student learning. Professional capital is essential for effective teaching, and it is essential in the most challenging educational circumstances. Over time, professional capital policies and practices build up the expertise of teachers individually and collectively to make a difference in the learning and achievement of all students. Professional capital in the teaching profession as a critical component of improving is an individual, raising the performance of the team, and increasing quality across the whole profession (Watts, 2018).

Moreover, teachers' job satisfaction is important because satisfied teachers are likely to be more enthusiastic and to spend more time and energy on educating students (Cerit, 2009). Furthermore, they tend to be productive teachers, commit to their job, have lower levels of absenteeism and improve students' achievement (Bare-Oldham, 1999). On the other hand, teachers with less satisfaction have negative attitudes toward teaching as a career and plan to leave their profession (Bull, 2005). Therefore, satisfied and productive teachers are a key factor

in the success of education and can contribute to student achievement (Ostroff, 1992, as cited in Hasan, 2011). Again, teachers' job satisfaction would have a significant direct effect on their professional capital development (Belay, Melese, & Seifu, 2021).

The focus of this study is to examine the relationship between principals' practice of building professional capital and teacher job satisfaction at Basic Education High Schools in Sagaing Township. By doing so, the researcher believes that this study can provide a better understanding of principals' practice for building professional capital and how principals' practice of building professional capital have an impact on teacher job satisfaction which will be beneficial for principals and teachers from Basic Education High Schools.

Purpose of the Study

The purpose of this study was to examine the relationship between principals' practice of building professional capital and teacher job satisfaction at selected Basic Education High Schools in Sagaing Township.

Research Questions

The following research questions guide the direction of the study:

1. What are the perceptions of teachers on their principal's practice of building professional capital at selected Basic Education High Schools in Sagaing Township?
2. What are the perceptions of teachers on their job satisfaction at selected Basic Education High Schools in Sagaing Township?
3. Are there any differences in teachers' perceptions of principals' practice of building professional capital and teacher job satisfaction among selected high schools?
4. Does teachers' demographic data make any significant difference in teachers' perceptions of principals' practice of building professional capital and teacher job satisfaction?
5. What is the relationship between principal's practice of building professional capital and job satisfaction at selected Basic Education High Schools in Sagaing Township?

Scope of the Study

1. The scope of this study was geographically limited to Basic Education High Schools and Branch High Schools in Sagaing Township.
2. The sample schools were limited to those schools in which the principals had at least two years of administrative service at the present school and participants were teachers who had at least two years of teaching service at the current school.
3. The findings of the study may not be generalized to any other schools than the Basic Education High Schools in Sagaing Township.

Definitions of Key Terms

This study is guided by the following definitions of key terms.

Professional Capital is defined as the assets teachers must possess in order to transform their teaching practice and, in turn, transform schools (Hargreaves & Fullan, 2012). In this study, professional capital is measured by using three components such as "**Human Capital"**, "**Social Capital"**, and "**Decisional Capital"**.

1. Human Capital is defined as the knowledge and skills a teacher possessed (Becker, 1992).

2. **Social Capital** is defined as the interactions and relationships among the teachers of any school that support a common cause (Fullan, 2013).
3. **Decisional Capital** is defined as the ability to make sound judgments in the absence of rote procedural responses (Hargreaves & Fullan, 2012).

Job satisfaction is defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values (Locke, 1969). In this study, job satisfaction was measured by seven dimensions such as **"Advancement"**, **"Supervision"**, **"Colleagues"**, **"Work Itself"**, **"Working Conditions"**, **"Recognition",** and "**Responsibility"**.

Conceptual Framework of the Study

The conceptual framework guiding this study is summarized in following Figure 1.

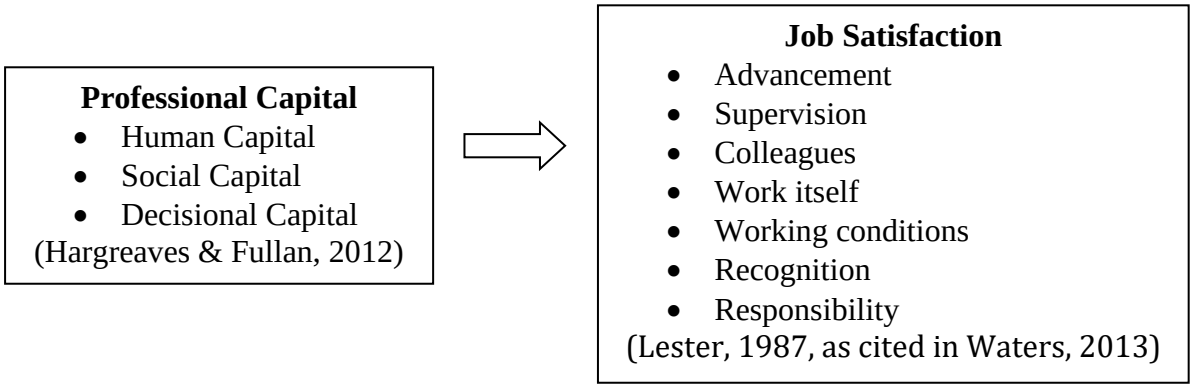

Figure 1 Conceptual Framework for Professional Capital and Job Satisfaction

Review of Related Literature

Professional Capital

Professional capital refers to the assets that teachers must possess in order to transform their teaching practice and, in turn, transform schools (Hargreaves & Fullan, 2012). According to Pentland (2014), professional capital is the collective capacity of the profession and its responsibility for continuous improvement and for the success of all students. Building professional capital in education is important because it fosters what educators and teachers know and can do individually, with whom they know it and do it collectively, and how long they have known it and done it and deliberately gotten better at doing it over time (Fullan, 2013). In addition, Hargreaves and Fullan (2012) asserted that in order to invest in education and yield transformative teaching, professional capital must exist.

In this study, the three components of professional capital such as human capital, social capital and decisional capital are used. Firstly, human capital is about the individual talent that is having and developing the requisite knowledge and skills (Johnson, 2017). This capital is about knowing the subject and knowing how to teach it, knowing the children and understanding how they learn (Becker, 1993). Secondly, social capital refers to how the quantity and quality of interactions and social relations among people affect their access to knowledge and information. It is critical not only to share and circulate individual resources and information within the group but also to maintain the group identity to somehow restrict the benefits only to the members (Ikoma, 2016).

Finally, decisional capital refers to the capital that professionals acquire and accumulate through structured and unstructured experience, practice, and reflection capital. Basically, it is

the capacity to choose well and make good decisions (Liker & Meier, 2007, as cited in Fullan, 2013).

Job Satisfaction

Job satisfaction is defined as an emotional response to a job and it is understood by how well outcomes meet or exceed expectations, and results from a combination of several effective factors and significant characteristics of a job (Luthans, 1998). Job satisfaction is essential to the success of any organization (Gregory, 2011). It is important for the organization because it can enhance employee retention; increase productivity; enhance employee loyalty; increase customer satisfy action; reduce turnover, recruiting and training costs; reduce wastages and breakages; reduce accidents; produce more energetic employees; improve teamwork; improve work motivation and organizational citizenship behavior and lead to the success of the organization (Singh & Jain, 2013). In this study, there are seven components of teacher job satisfaction such as supervision, recognition, work itself, working conditions, responsibility, advancement, and colleagues.

First, advancement can be defined as the promotion of a worker to be in charge of another job position that is better than the previous job in terms of salary, prestige, job level, status, and having greater responsibilities and skills (Kosteas, 2011). Second, supervision is the act of monitoring and directing the teachers or delegated activities, and the ability of supervisors to assist the teachers and establish a good relationship with them (Tepper, 2000). Third, colleagues are likely to be the people who spend the most time with apart from their closest family (McCormick, 1985). Fourth, work itself is the extent to which the job provides the individual teachers with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results (Robbins, 2003).

Fifth, working conditions is the factor that involves the physical environment of the job involving amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place (Waters, 2013). Sixth, recognition is defined as which is an effective motivation tool that validates their efforts to help the school succeed (Grote, 2002). It is a program that can have a positive impact by producing higher levels of teacher motivation, increasing levels of respect for the field, and emphasizing for students, parents, and community members that they have exceptional educators in their schools. Finally, responsibility is derived from being given control of teacher work or the work of others and/or new job responsibilities (Castillo, Cano, & Conklin, 1999).

Methodology

Research Method

Quantitative and qualitative research methods were used to collect the required data in this study.

Participants

All teachers (108 teachers) from seven selected Basic Education High Schools who had at least two years of teaching service at their present schools were chosen as participants in the quantitative study. For the qualitative study, 12 teachers from two selected high schools were interviewed.

Instruments

For quantitative analysis, data were collected by using two instruments, *"Teachers' Perception of Principals' Practice of Building Professional Capital* Questionnaire" developed by Adams (2016) to measure teachers' perception of principals' practice of building professional

capital and *"Teacher Job Satisfaction Questionnaire (TJSQ)"* developed by Lester (1987, as cited in Waters, 2013) to measure job satisfaction of teachers. Both questionnaires used a 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). Furthermore, the researcher developed interview questions based on the questionnaires and related literature in order to obtain qualitative data.

Data Collection Procedures

Before field testing the instruments with a sample of teachers, the instruments used in this study were reviewed by a panel of experts who have special knowledge and close relationship with this area, from Department of Educational Theory. Next, the preliminary instruments were field tested by 40 teachers representing 5 Basic Education High Schools. The Pearson product moment correlation method (*Average item total correlation*) was used for the internal consistency reliability. In this study, the reliability coefficient for *"Teachers' Perception of Principal Practice of Building Professional Capital Questionnaire"* ranged from 0.878 to 0.918, using Cronbach's Alpha 0.898. Moreover, the reliability coefficient for *"Teacher Job Satisfaction Questionnaire (TJSQ)"* ranged from 0.899 to 0.722, using Cronbach's Alpha 0.811.

When collected data was calculated in terms of the reliability, the researcher reviewed and revised the items which had less than a 0.3 correlation coefficient. In order to collect quantitative data for the main study, questionnaires were distributed to 7 selected Basic Education High Schools (including branch high schools) in Sagaing Township on 20th September, 2021 to 30th September, 2021 and collected them after lasting 10 days. After collecting and analyzing the quantitative data, 12 teachers from selected high schools were interviewed from 22 th December, 2021 to 27 th December, 2021 for acquiring qualitative data.

Data Analysis

Using SPSS, descriptive statistics such as means and standard deviations were calculated to explore teachers' perception of principals' practice of building professional capital and teacher job satisfaction at Basic Education High Schools (including branch high school) in Sagaing Township. The decision rule for interpreting the level of principals' practice of building professional capital and teacher job satisfaction was that the mean value between 1.00 and 2.33 was defined as "low level"; the mean value between 2.34 and 3.66 was defined as "moderate level"; and the mean value between 3.67 and 5.00 was defined as "high level".

Furthermore, Analysis of Variance (ANOVA), Independent Samples *t*-Test, and Post Hoc Multiple Comparisons (Games-Howell) were also used to determine whether there were significant differences in teachers' perceptions of principals' practice of building professional capital and teacher job satisfaction according to their demographic information. In addition, Pearson product-moment correlation was utilized to examine the relationship between teachers' perceptions of principals' practice of building professional capital and teacher job satisfaction. In addition, data collected from qualitative analysis (interviews with teachers) was categorized and analyzed to complement quantitative findings on principals' practice of building professional capital and teacher job satisfaction.

Findings

Quantitative Analysis

Table 1 presents the mean values for principals' practice of building professional capital perceived by teachers from 7 selected high schools.

Table 1 Mean Values for Principals' Practice of Building Professional Capital Perceived by Teachers

Schools / Dimensions	School 1	School 2	School 3	School 4	School 5	School 6	School 7
Human Capital	4.07	4.38	4.08	3.83	3.97	4.05	4.08
Social Capital	4.10	4.31	4.03	3.74	3.97	3.99	4.15
Decisional Capital	3.89	4.16	3.82	3.83	4.00	3.96	3.99
Professional Capital	**4.02**	**4.28**	**3.98**	**3.80**	**3.98**	**4.00)**	**4.07**

1.00-2.33=low level 2.34-3.66=moderate level 3.67-5.00=high level

It was found that teachers from all selected high schools perceived that their principals practiced all three components of professional capital: *"Human Capital"*, *"Social Capital"* and *"Decisional Capital"* at high levels. In order to study whether there were significant differences in perceptions of teachers on their principals' practice of building professional capital among selected high schools or not, analysis of variance (ANOVA) was employed to analyze the data in Table 2. According to Table 2, it was found that there were significant differences in all dimensions of professional capital.

Table 2 ANOVA Results for Principals' Practice of Building Professional Capital Perceived by Teachers among Selected High Schools

Dimensions		Sum of Squares	*df*	Mean Square	*F*	*p*
Human Capital	Between Groups	2.397	6	.399	5.141	**.000*****
	Within Groups	7.537	97	.078		
	Total	9.934	103			
Social Capital	Between Groups	2.253	6	.376	4.695	**.000*****
	Within Groups	7.759	97	.080		
	Total	10.013	103			
Decisional Capital	Between Groups	1.532	6	.255	3.110	**.008****
	Within Groups	7.965	97	.082		
	Total	9.498	103			
Professional Capital	Between Groups	1.813	6	.302	5.067	**.000*****
	Within Groups	5.786	97	.060		
	Total	7.599	103			

Note: ** $p<0.01$, ***$p<0.001$

Therefore, Post Hoc Multiple Comparisons (Games-Howell) test was employed in order to find out which particular groups had the greatest differences in three components of principals' practice of building professional capital (See: Table 3).

Table 3 Results of Multiple Comparisons for Principals' Practice of Building Professional Capital Perceived by Teachers

Dimension	School (I)	School (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Human Capital	School 2	School 4	.550*	.117	**.003**	.16	.94
		School 5	.412*	.099	**.005**	.10	.73
		School 6	.332*	.103	**.040**	.01	.65
Social Capital	School 2	School 4	.574*	.145	**.036**	.03	1.11
		School 5	.340*	.080	**.004**	.08	.60
		School 6	.322*	.077	**.006**	.07	.57
Decisional Capital	School 2	School 3	.350*	.092	**.008**	.06	.64
		School 4	.416*	.110	**.024**	.04	.79
Professional Capital	School 2	School 3	.309*	.079	**.007**	.06	.56
		School 4	.483*	.093	**.001**	.18	.79
		School 5	.304*	.072	**.005**	.07	.53
		School 6	.283*	.074	**.011**	.05	.52

Note:* $p<0.05$, ** $p<0.01$

Accordingly, the mean values for perceptions of teachers on principals' practice of building *"Human Capital"* and *"Social Capital"* in School 2 were higher than those of School 4, School 5 and School 6. There were also significant differences in perceptions of teachers on principals' *"Decisional Capital"* between School 2 and School 3; and between School 2 and School 4. According to Table 4, it was found that all teachers from selected high schools had high levels of job satisfaction in 7 sub-skills: *"Advancement"*, *"Supervision"*, *"Colleagues"*, *"Responsibility"*, *"Working Condition"*, *"Recognition"* and *"Work Itself"*.

Table 4 Mean Values for Teachers' Job Satisfaction Perceived by Teachers in Selected High Schools

Schools / Dimensions	School 1	School 2	School 3	School 4	School 5	School 6	School 7
Advancement	3.90	4.25	3.91	3.80	3.98	3.96	3.91
Supervision	4.08	4.24	4.01	3.92	3.89	3.92	4.06
Colleagues	4.07	4.25	3.80	4.00	4.03	4.07	4.00
Work Itself	4.0	4.37	4.01	s4.00	3.97	4.02	3.97
Working Condition	4.02	4.30	3.89	3.96	4.00	4.05	3.89
Recognition	4.10	4.48	3.99	4.02	3.94	4.10	4.10
Responsibility	4.03	4.32	3.94	3.95	3.95	4.02	3.98
Job Satisfaction	**4.03**	**4.32**	**3.94**	**3.95**	**3.95**	**4.02**	**3.98**

1.00-2.33=low job satisfaction 2.34-3.66=moderate job satisfaction 3.67-5.00=high job satisfaction

In order to study whether there were significant differences in teachers' perceptions of their job satisfaction among selected high schools or not, a simple analysis of variance (ANOVA) was employed to analyze the data. The results are shown in Table 5. According to Table 5, it was found that there were significant differences in all sub-skills and overall job satisfaction among selected high schools.

Table 5 ANOVA Results for Teachers' Job Satisfaction Perceived by Teachers in Selected High Schools

Dimensions		Sum of Squares	*df*	Mean Square	*F*	*p*
Advancement	Between Groups	2.020	6	.337	3.002	**.010***
	Within Groups	10.881	97	.112		
	Total	12.901	103			
Supervision	Between Groups	1.444	6	.241	4.288	**.001*****
	Within Groups	5.444	97	.056		
	Total	6.888	103			
Colleagues	Between Groups	1.925	6	.321	4.625	**.000*****
	Within Groups	6.731	97	.069		
	Total	8.656	103			
Work Itself	Between Groups	3.180	6	.530	8.544	**.000*****
	Within Groups	6.016	97	.062		
	Total	9.196	103			
Working Condition	Between Groups	2.446	6	.408	6.270	**.000*****
	Within Groups	6.306	97	.065		
	Total	8.752	103			
Recognition	Between Groups	2.410	6	.402	2.404	**.033****
	Within Groups	16.205	97	.167		
	Total	18.615	103			
Responsibility	Between Groups	3.602	6	.600	8.338	**.000*****
	Within Groups	6.985	97	.072		
	Total	10.587	103			
Job Satisfaction	Between Groups	2.143	6	.357	6.418	**.000*****
	Within Groups	5.398	97	.056		
	Total	7.541	103			

Note: *p<0.05, **p<0.01, ***p<0.001

Therefore, Post Hoc Multiple Comparisons (Games-Howell) test was conducted in order to find out which particular groups had the greatest differences in teacher job satisfaction. According to the findings shown in Table 6, there were significant differences in all dimensions of job satisfaction.

Table 6 Results of Multiple Comparisons for Teachers' Job Satisfaction Perceived by Teachers in Selected High Schools

Dimension	Service (I)	Service (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Supervision	School 2	School 4	.322*	.095	**.037**	.01	.63
		School 5	.347*	.106	**.042**	.01	.69
		School 6	.322*	.092	**.020**	.03	.61
Colleagues	School 2	School 3	.320*	.084	**.013**	.05	.59
		School 5	.416*	.108	**.010**	.07	.76
		School 7	.337*	.099	**.025**	.03	.65
Work Itself	School 1	School 3	.226*	.058	**.010**	.04	.41
	School 2	School 3	.517*	.097	**.000**	.21	.82
		School 5	.322*	.092	**.026**	.03	.62
		School 7	.351*	.099	**.020**	.04	.66
	School 5	School 3	.195*	.042	**.001**	.06	.33
	School 6	School 3	.238*	.065	**.018**	.03	.45
Working Condition	School 2	School 3	.359*	.088	**.007**	.08	.64
		School 5	.402*	.091	**.003**	.11	.69
		School 6	.353*	.097	**.016**	.05	.66
		School 7	.403*	.099	**.005**	.09	.71
Responsibility	School 2	School 1	.385*	.110	**.022**	.04	.73
		School 3	.486*	.088	**.000**	.20	.77
		School 4	.457*	.091	**.001**	.16	.75
		School 5	.538*	.105	**.000**	.21	.87
		School 7	.382*	.112	**.024**	.03	.73
Job Satisfaction	School 2	School 3	.380*	.086	**.003**	.11	.65
		School 4	.364*	.103	**.027**	.03	.70
		School 5	.369*	.084	**.003**	.10	.64
		School 7	.342*	.097	**.019**	.04	.65

Note: *p<0.05, **p<0.01, ***p<0.001

In order to study which particular groups had significant differences in teachers' job satisfaction according to their age, ANOVA was conducted. According to Table 7, it was found that there was only a significant difference in perceptions of teachers on *"Advancement"* at p<0.05 level according to their age.

Table 7 ANOVA Results for Teachers' Job Satisfaction in Advancement Perceived by Teachers according to their Age

Dimensions		Sum of Squares	*df*	Mean Square	*F*	*p*
Advancement	Between Groups	.772	2	.386	3.213	**.044***
	Within Groups	12.130	101	.120		
	Total	12.901	103			

Note:* p<0.05

In Table 8, Post Hoc Multiple Comparisons (Tukey) were conducted in order to find out which particular groups had the greatest differences in one factor of job satisfaction. In accordance with the results, teachers who were 50 and above years old were more satisfied with their job than teachers who were less than 40 years old.

Table 8 Results of Multiple Comparisons for Advancement Perceived by Teachers according to their Age

Dimension	Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Advancement	50 and above	Less than 40	.227*	.092	**.041**	.01	.45
		40-49	.105	.079	.380	-.08	.29

Note:* $p<0.05$

Table 9 shows the relationship between principals' practice of building professional capital and job satisfaction of teachers in selected high schools. It was found that *"Human Capital"* was positively and significantly related to *"Job Satisfaction"* (r=0.625, p=<0.01); *"Social Capital"* was positively and highly related to *"Job Satisfaction"* (r=0.701, p=<0.01); and *"Decisional Capital"* was positively and significantly related to *"Job Satisfaction"* (r=0.631, p=<0.01). It was also found that *"Professional Capital"* was positively and highly related to *"Job Satisfaction"* (r=0.738, p=<0.01) in selected high schools.

Table 9: Relationship between Principals' Practice of Building Professional Capital and Job Satisfaction of Teachers in Selected High Schools

	Human Capital	Social Capital	Decisional Capital	Professional Capital	Job Satisfaction
Human Capital	1				
Social Capital	.782**	1			
Decisional Capital	.554**	.682**	1		
Professional Capital	.877**	.927**	.848**	1	
Job Satisfaction	.625**	.701**	.631**	.738**	1

Note: **p<0.01

Open-ended Responses

At the end of the questionnaire, teachers were asked four open-ended questions. The **first** question asked teachers to describe how the principal helps them to increase their professional development. Eighty teachers (76.92%) answered this question. Thirty nine teachers (48.75%) responded that their principals helped them attend refresher courses, new curriculum courses and workshops. In addition, 6 teachers (7.50%) reported that their principals encouraged them to read weekly newsletters and magazines and also provide necessary books and publications for their professional development. Similarly, 17 teachers (21.25%) presented that their principals provided them with teaching aids such as radio, tape-recorder, diagrams, charts, actual objects, and equipment and chemicals for science laboratory and 18 teachers (22.50%) answered that their principals helped them use 21st century skills to improve their teaching.

The **second** question asked teachers to describe the condition of interpersonal relationship with their principals. Eighty two teachers (78.85%) answered this question. Twenty seven

teachers (32.93%) described that their principals valued their beliefs, skills and expertise. Similarly, 32 teachers (39.02%) answered that their principals recognized them as a professional and treated them with respect. Moreover, 23 teachers (28.05%) reported that their principals treated them as family members and expressed their sympathy and gave advice to them whenever they needed help.

The **third** question asked teachers to state what kinds of decisions they made improve their instruction. Seventy three teachers (70.19%) answered this question. Among teacher respondents, 12 (16.44%) teachers replied that they made decisions about instructions weekly and monthly but 33 teachers (45.21%) replied that they made decisions about choosing necessary teaching aids, activities and exercises. Moreover, 4 teachers (5.48%) answered that they made decisions about duties and responsibility of teachers. On the other hand, 24 teachers (32.87%) replied that they made decisions about choosing teaching methods in accordance with contents of the lessons in order to improve students' critical thinking, creativity, collaboration, communication, and citizenship.

The **fourth** question asked teachers to describe why they were satisfied with their jobs. Seventy Seven teachers (74.04%) responded to this question. Among teachers, 34 teachers (44.16%) answered that they had great satisfaction with their job because their principals helped them whenever they needed help and their colleagues collaborated and cooperated with them in carrying out activities of schools. Accordingly, 20 teachers (25.97%) answered that they were satisfied with their jobs because teachers in their schools helped each other and also had good relationships. In addition, 11 teachers (14.29%) answered that they were satisfied with their jobs because teaching was their hobby and they also loved children and 12 teachers (15.58%) answered that they were satisfied with their jobs because their students collaborated with them in order to maintain student discipline, and they were obedient and principals recognize abided the rules of discipline.

Qualitative Analysis

In order to obtain detailed information about the principals' practice of building professional capital and teacher job satisfaction, interviews were conducted with 12 teachers from two selected Basic Education High Schools in Sagaing Township.

The **first** interview question asked teachers to describe how their principals support them to develop their knowledge and skills. Teachers explained that, *"Their principals fulfil the necessary teaching aids and reference books for teachers. Their principals give advise them to learn new teaching materials and teaching aids through social media, and provide them with Bluetooth boxes and microphone in order to teach English vocabulary effectively".*

The **second** interview question asked teachers to express the opportunities that the principal created for teachers to improve their teaching skills. According to the teachers' responses, *"Their principals create opportunities for them to attend the training of new Grade 10 curriculum, refresher courses (not only as a trainee but also as a trainer) and other training courses related to occupational safety and health. Their principals provide them with opportunities for improving their teaching by creating subject-wise discussions, holding board of study, and making discussions with teachers from other schools".*

The **third** question asked teachers to describe the relationship between the principal and teachers and how their principal supports them to improve their relationship with colleagues.

Regarding to the third question, all teachers answered that, "*Their principals listen to the voices of teachers, treat them fairly and equitably, give equal opportunities for everyone and make cooperation to improve their relationship among teachers. Their principals usually treat them as her family members. They also never use negative words and give advice to them on how to behave in a positive way to improve the relationship among them."*

The **fourth** interview question asked teachers to describe the school take assigned by the principal for teacher to cooperate among them. All teachers responded that, "*Their principals organize teachers as teams and committees such as the board of studies, maintenance of scientific laboratory equipment, school disciplinary committee, etc. By teaming up, they acquire new knowledge and skills, are more experienced, perform well in their work, learn from each other and help each other to solve problems. Their principals assign tasks to teachers to work together in school family day, clean and green the school environment and cultivate the plants and vegetables".*

The **fifth** interview questions asked teachers to answer whether their principal allowed them to involve in making decisions related to teaching and learning and school activities or not. Regarding to this question, all teachers answered that, "*Their principals allow them to involve in making decisions about teaching and learning and school activities. Their principals collaborate with teacher leaders, subject deans, class teachers in carrying out school tasks and empower them to make decisions related to those tasks".*

The **sixth** interview question asked teachers to state the decisions that teachers made in order to meet the needs of their students. Regarding to this interview question, all teachers described that, *"Their principals allow them to make the decisions about their students. They know about how to provide students' needs and how to motivate them to be interested in learning. By getting suggestions from the principals, they discuss with parents and other teachers to provide stationery such as pens and pencils to students".*

The **seventh** interview question asked teachers to describe the benefits or opportunities from their teaching profession. Regarding this question, all teachers answered that, *"They have not only to read as many books related to their teaching subjects but also to attend many trainings in order to develop their ideas, knowledge and skills. Since teaching is their hobby, they are very happy in working with students. They earn love and respect from their colleagues and students".*

The **eighth** interview question asked teachers to explain how their principals support their teaching. Regarding this question, all teachers answered that, *"Their principals provide them with old questions, reference books, and journals for their teaching to be effective. Moreover, their principals give advice to them to study new teaching strategies through media and online. In addition, their principals provide necessary materials for teaching such as Bluetooth boxes and microphone. In addition, their principals motivate them to observe other teachers' teaching and they provide teachers constructive feedback if necessary".*

The **ninth** interview question asked teachers to describe their interpersonal relationship with their colleagues. In relation to this question, all teachers answered that, *"Since they believe that unity is strength, there is no problem between them, and if there is a problem in their schools, they solve it together and are always ready to help with one another. They and their colleagues have a close relationship like sisters or brothers".*

The **tenth** interview question asked teachers to express their attitudes toward teaching. With regard to this question, all teachers stated that, *"They see teaching as a job that opens their mind, increases their knowledge and skills, gains new ideas and insights; and develops their imagination and creative thinking skills. They can learn new teaching methods, get good ideas, improve new knowledge and skills and enrich vocabulary through teaching".*

The **eleventh** interview question asked teachers to explain their working condition in their school. Regarding to this interview question, all teachers answered that, "*There are many classrooms and desks for all students in their school. Their campus is spacious and students can get clean and pure water and sufficient lighting in every classroom. In addition, the teacher-student ratio is fair, students are polite and obedient and all teachers have a good relationship with their students".*

The **twelfth** interview question asked teachers to describe how their principal recognized them for their work accomplishments. Teachers described that, *"Their principals recognize them by praising and giving good comments for their work accomplishments at the staff meetings. When teachers clean the school and plant, water, and cultivate flowers, vegetables and trees, their principals recognize and acclaim their work. Even if they make any mistake in business, their principals give them advice on what to do instead of scolding".*

The **thirteenth** interview question asked teachers to state the school tasks which they had to perform in their school. Regarding this interview question, all teachers described that, *"They have to perform several tasks in their schools such as teaching the students as their class teachers, and training the students as their sports teachers. In addition, they have to perform as teacher leaders and also carry out making school to clean and green".*

Conclusion and Discussion

Analysis of quantitative and qualitative data collected from the study attempted to answer the five questions. **Research question one** explored the teachers' perceptions of their principals' practice of building professional capital at selected high schools in Sagaing Township. According to the teachers' responses, it can be concluded that their principals had high levels of building professional capital in their schools. When comparing the mean values of three dimensions of professional capital, *"Human Capital"* was the highest and *"Decisional Capital"* was the lowest. This finding was consistent with the findings of Watts (2018) in which most international school leaders and their teachers had high levels of human capital, social capital and decisional capital. Moreover, teachers from selected high schools answered that their principals helped them to increase their professional capital by providing the necessary books and teaching materials; creating opportunities in school to share their ideas and opinions; and allowing them to involve in the decision-making process of the school in their interviews. According to the quantitative and qualitative findings, it can be interpreted that all teachers from selected high schools perceived that their principals highly practiced building professional capital at their schools.

Research question two examined the teachers' perceptions of their job satisfaction at selected high schools in Sagaing Township. According to the ratings of teachers, they had high levels of job satisfaction in all dimensions. When comparing the mean values of all dimensions of job satisfaction, *"Recognition"* was the highest and *"Advancement"* was the lowest according to the responses of teachers. However, Waters (2013) found that *"Responsibility"* was the highest and *"Advancement"* was the lowest in his study. In interview responses, teachers from

selected high schools answered that they were highly satisfied with their job because they got opportunities for improvement in their teaching; their principals supported them to improve their teaching; the working conditions of their schools were favorable; and their efforts were recognized and awarded by their principals. According to the quantitative and qualitative results, it can be concluded that all teachers from selected high schools were highly satisfied with their job.

Research question three studied whether there were significant differences in teachers' perceptions of principals' practice of building professional capital and their job satisfaction among selected high schools or not. According to the findings, there were significant differences among selected high schools. More specifically, it was found that the practice of the School 2 principal in building *"Professional Capital"* for teachers was higher than those of principals from School 3, School 4, School 5, and School 6. Similarly, it was found that the teachers from School 2 had higher "*Job Satisfaction*" than teachers from School 3, School 4, School 5 and School 7. In qualitative analysis, it was found that the principal of School 2 treated teachers equally, did not discriminate among teachers, and gave positive comments, suggestions, and guidance whenever teachers needed her help. Thus, it could be inferred that School 2 principals' practice of building teachers' professional capital and the teachers' satisfaction were significant among selected high schools.

Research question four analyzed the significant differences in teachers' perceptions of principals' practice of building professional capital and their job satisfaction according to teachers' demographic data. According to the responses of teachers, there was no significant difference in principals' practices of building professional capital perceived by teachers according to their gender, position, age, academic qualification, and teaching service. On the one hand, data obtained in this study showed that there was a significant difference in only one dimension of job satisfaction, *"Advancement"*, according to their age levels. It was found that older teachers were more experienced, knowledgeable, and skillful than younger teachers; and they could have more opportunities to get promotions. Thus, they were more satisfied than other teachers. This was consistent with Shrestha (2019) who found that the age groups significantly influenced job satisfaction among school teachers because senior teachers got more prestige, honor, attention, and pay than junior teachers.

Research question five was to investigate the relationship between principal's practice of building professional capital and teachers' job satisfaction at selected high schools. According to the results of quantitative analysis, it was found that *"Human Capital"* was positively and significantly related to *"Job Satisfaction"* (r=0.625, p=<0.01); *"Social Capital"* was positively and highly related to *"Job Satisfaction"* (r=0.701, p=<0.01); and *"Decisional Capital"* was positively and significantly related to *"Job Satisfaction"* (r=0.631, p=<0.01). In fact, it was found that *"Professional Capital"* was positively and highly related to *"Job Satisfaction"* (r=0.738, p=<0.01). Therefore, it can be interpreted that principals' practice of building teachers' professional capital would increase teachers' job satisfaction. These results were congruent with the findings of Belay et al. (2021) who found that teachers' job satisfaction was related to their professional capital development through high professional abilities and skills; collaborative relationship with the school community; and involvement in school-wide decision making.

Recommendations for Further Research

This research was geographically limited to Basic Education High Schools in Sagaing Township. Therefore, similar research should be conducted at primary schools, middle schools, high schools in other townships, states or regions.

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