

## **The Effect of Motivation and Personality Factors on Teachers Commitment of Private High Schools in Yangon**

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### **Abstract**

The Private School Law 2011 was promulgated to enhance the private participation in education sector in Myanmar. Accordingly, private schools so far have been approved to open which had sought permission from the ministry of Education. This study analyzes the effect of motivation and personality factors on teachers' commitment of Private High Schools in Yangon. The objectives of the study are to describe the teachers' motivational and personality level of private high schools in Hlaing Township at Yangon and to analyze the effect of motivation and personality factors on teachers' commitment of private high schools in Hlaing Township at Yangon. The study adopted quantitative approach using descriptive and inferential design. In this study, the total population of the study are 80 teachers and the sample of 40 teachers (50%) were selected from seven private schools such as San Pyinya Yeik Nyein, Khaing Kyaw, Unique, PIELC, Hti Yauk, YIEC, and TSEC using simple random sampling method. The primary data was collected by interviewing with the private high school teachers through the use of structured questionnaires. The secondary data was collected from text book, journals, web site, and conducted research papers concerning motivation and personality from various fields, and internet. The study found that motivation factors are positively significant relationship with teachers' commitment and personality factors are no significant on teachers' commitment. The results of this study suggests that policy maker or owner or schools' principal especially encouraging for teachers' performance in education service organization, and management of private school' board of director as it suggests opportunities for increasing teacher's performance through teachers commitment in Yangon.

Keywords: Motivation, Personality Factors, Private High School, Teacher Commitment, Teachers' Performance

### **Introduction**

The opening up of Private High School in Myanmar is an important feature of education systems at the 21<sup>st</sup> century, the societies' demand for education centers had increased instantly. The existence of a private education sector generates the possibility for parents to choose the better schools for their children. It has been found that teachers' commitment of their organization and human resource management factors are commonly used in private high schools in Myanmar. Today, however, modernizing the higher system of education in Myanmar will require more than just upgrading buildings, classrooms, and related qualified human capital. Private high schools are becoming a better choice for parents who want to invest in education. There is becoming a big market in Myanmar as Myanmar parents are eager to invest in their children's education to get quality education. Excellent material resources-equipment, building site, library and appropriate curriculum which match the requirements of

the society are essential foundation for a school. However, unless the teachers are enthusiastic the role of their jobs and responsibilities, all of the program will be ineffective. Therefore, commitment of teachers is important and motivation factors and personality are main issue for improving it. In Myanmar, the number of students is increasing every year in private high school. In 2015-16, there were 438 private schools in Myanmar according to statistical report. However, there are about 585 schools now in Myanmar (November 17, Myanmar Times). The rapid expansion of schools could, in fact, have an adverse effect on the quality of education and increasing performance. Specifically, it could have a serious impact on the competency of principals and teachers in a school.

Brockner Tyler, and Scheneider (1992) recommended that the ability of an organization, to successfully implement business strategies, to gain a competitive advantage and optimize human capital, largely depends, among other factors such as motivation and leadership style that encourage employee commitment. Moreover, Michel (2007) explained that individual attitude as a result of dispositional interaction. According to Goldberg (1990), due to the emergence of Big Five Personality traits mode, researchers have conducted studies about mentality increasingly. Big Five Personality traits model resolute the broad five personality traits, those are important in predicting various kinds of job related attitudes and behaviors among employees. That is providing to occur organizational commitment (Goldberg, 1990). Foosiri (2002) explained that the organizational commitment is an important job outcome because of its demonstrated influence on positive work-related attitudes and behaviors, for example, employee's job satisfaction, high performance, organizational citizenship behavior and low turnover.

These days, need of representative commitment is one of the common issues in most organizations and this blemish causes such issues as employees' departure, non-appearance, delays, moo execution and proficiency level of human asset, diminished certainty of clients in organization, and at long last decrease in organization pay. Teachers' commitment to school is the manifestation of his job performance. From a management viewpoint, competent staffs such as principle, owner, and other staffs (not teacher) and effective teachers are of very important in a school. The only way one can have an effective school is if there are teachers who continually try to improve their professional performance via their commitment of organization (Hiebert & Morris, 2012). This research paper will intend on the above mentioned factors. The research set out to throw more light on factors influencing teacher commitment to Private High School Education Service so that management of education institutions can do something to motivate teachers to improve their level of commitment.

According to the 30-Year Long-Term Education Development Plan 2001-2031 (30-Year Long-Term Plan) and six five-year medium-term Development Plans, major education policies have been introduced in Myanmar as cited in Data collection survey on education sector in Myanmar (final report) February 2013. However in November 2012, the ministry of Education recently drafted the 20-Year Long-Term Plan for 2011/12-2030/31 20-Year Long-Term Plan, which is aligned with the National Comprehensive Development Plan for 2011/12-2030/31 drawn up by the Ministry of National Planning and Economic Development (MNPED). The Ministry of Education has drawn up this 20-Year Long-Term Plan, using with some changes the 10 Points Education Strategy of the President and most of the points of the existing 30-Year Long-Term Plan with some modifications. According to the 20-Year Long-Term Plan, to nurture new generations as intellectuals and intelligentsia in the human resources development and to improve capacities of teachers in both basic and higher education sectors. More specifically, it could have a serious impact on the competency of principals and teachers

in a school. Nowadays, lack of employee involvement is one of the prevalent issues in most companies and this deficiency causes problems such as desertion of workers, absenteeism, delays, low level of human resource performance and productivity, reduced customer trust in organization, and eventually decreasing organizational revenue. Employee (teachers) commitment to school is the manifestation of job performance. Low performance is a problem that appears in many societies and a lot of money, energy and time is wasted, so need to motivate, reward and stimulate employees to raise and enhance the commitment; in order to support the performance. Therefore, to create an effective school, it is necessary to have an effective teacher for teachers' quality. From a management viewpoint, motivational and personality are very important to competent staffs in a school. The only way one can have an effective school is if there are employee (teachers) who continually try to improve their professional performance (Hiebert & Morris, 2012). Based on the background above, the aims of the study outlined the following objectives:

- (a) To describe the teachers' motivational and personality level of private high schools in Hlaing Township at Yangon.
- (b) To analyze the effect of motivation and personality factors on teachers' commitment of private high schools in Hlaing Township at Yangon.

### **Literature Review**

Motivation refers to the desire to exercise high degree of attempt upon the organizational objectives (Saraswathi, 2011). Motivation is the force that causes people to behave the way they do. It might be encouraged seen on the quality of the person's thought processes. In a person, motives are desires, wills, drives or impulses. According to Petri and Govern (2003) "Motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior". Motivated workers of company were able to devote time to a certain degree of commitment for a particular goal. Some acts that include changing jobs performed by employees, lowering hierarchy rates, and relegating many employees to the motivation process are sufficiently severe to destroy the level of trust and loyalty that employees need to perform above work performance. For the purpose of this study, the research considered the following work motivation theory to be vital in this study is Herzberg's Motivation-hygiene theory and each was discussed in some details. Herzberg two factors theory are mainly divided by intrinsic motivation and extrinsic motivation. The motivation which appears from the individual's inner mind and which influence its habits, performance and welfare positively is called intrinsic motivation. In other words, when internally motivated, this kind of motivation is self-generated; the person will seek to fulfill three inherent psychological needs: the need for autonomy, competence and connectedness (Ryan & Deci, 2000).

In this research, only use the factors of rewards and recognition for achievement, work itself and responsibility, other factor not including in this research of intrinsic motivation. Intrinsic motivation is important in service organizations as schools because it is a "vital currency for an organization's survival and success. As stated in Beer and Walton (2014) successful incentives and appreciation are introduced within an organization, a favorable working atmosphere is developed that motivates workers to succeed in their results. In contrast, extrinsic motivation refers to motivation that comes from outside of individual in exchange for external rewards and is not derived from the work itself (Ryan & Deci, 2000). While extrinsic rewards can act as positive reinforce, they have been found to be an effective motivation tool

for short-term gains (Grant & Berry, 2011). That is, achieving immediate targets, it may have long-term negative effects/impacts on the actions of the employee with similar needs.

Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms "physiological", "safety", "belonging and love", "social needs" or "esteem", and "self-actualization" to describe the pattern through which human motivations generally move. This means that in order for motivation to arise at the next stage, each stage must be satisfied within the individual themselves. Additionally, this theory is a main base in knowing how effort and motivation are correlated when discussing human behavior. Each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy. The goal in Maslow's theory is to attain the fifth level or stage: self-actualization. The basic need is a concept that was derived to explain and cultivate the foundation for motivation. This means that basic needs are universal human needs. Basic needs, being primal, are by default, a governor on the attainment of the "higher" needs. Efforts to accomplish higher needs may be interrupted temporarily by a deficit of primal needs, such as a lack of food or air. Basic needs are considered in internal motivation according to Maslow's hierarchy of needs.

Once the physiological needs of an individual are reasonably met, their welfare must take precedence over actions and dominate it. These safety needs are reflected in ways such as a desire for job protection, to protect the person from unilateral authority, savings plans. The third stage of human needs is interpersonal and requires feelings of belonging after physiological and safety criteria are met. Human beings have an affective need for a feeling of belonging and acceptance among social groups, according to Maslow, regardless of whether these groups are large or small. Needs for esteem are ego needs or needs for ranking. People are concerned about gaining recognition, rank, meaning, and respect from others. Many people need to feel valued; this required the need for self-esteem and self-respect.

The traditional human desire to be recognized and respected by others is presented by Esteem. To gain attention, people often engage in an occupation or hobby. The cornerstone of the supposed desire for self-actualization is this quote. This degree of need relates to the awareness of the complete potential of one. This is defined by Maslow as the desire to do all that one can, to become the most that one can be. People may have a deep, specific desire to become an ideal parent, to be athletically competitive, or to create paintings, photographs, or inventions. An individual must not only excel in the previous requirements but master them in order to understand this level of need. When discussing its role in motivation, self-actualization can be defined as a value-based mechanism. Self-actualization is understood as the purpose or explicit motive, and the previous phases in the Hierarchy of Maslow fall in line to become the step-by-step mechanism through which self-actualization can be accomplished; an explicit motive is the goal of a reward-based system that is used to intrinsically motivate certain ideals or objectives to be achieved. Individuals who are inspired to achieve this aim seek to learn by their actions how their desires, relationships, and sense of self are conveyed.

Personality is the individual's unique quality which adapt to the environment (Allport, 1937). Several researchers have done studies on dispositions in analyzing individual personality traits, these lead to look forward in certain kinds of attitudes and job related behavior. Bornstein, Bellack, and Hersen (1977) have described about individual behavior and situations have been studies on dispositions. Studies on dispositions helped for the emergence of Big Five Personality traits a model which was developed by Goldberg (1990). Big Five Personality traits model has divided the Personality into five broad traits including neuroticism, extraversion, openness, agreeableness, and conscientiousness. Neuroticism is a personality trait

illustrates worldwide outlook to recognize negative feature of typical personality which show the common tendency to meet negative matters such as, fear, distress, disgrace, annoyance, disgust. Extraversion is defined as a personality trait indicates such as, friendliness, ferociousness activity and loquaciousness. Extraversion has lively and positive, it is described by positive feelings and perception. Hence it is seen as an optimistic affect (Clark & Watson, 1991). Openness is acknowledged as a personality trait encompasses thinking, visible responsiveness, and thoughtfulness to internal mood, favored for different option, educational attention, and independence to judgment. People with low level of openness have tendency to be traditional in attitude (Barrick & Mount, 1991). Agreeableness is defined as an individual who is basically humane, understanding to others and excited to extend help on them and treating others equally. It is concerned to educating for achievement (Salgado, 2002). Lastly, conscientiousness is referred as self-discipline and the energetic process in determining, arranging and implement the tasks. A person who has more scrupulous is centered, strong-minded, and persistent. Scruples imply self-evident in achievement arranged, unwavering quality, and organized (Barrick & Mount, 1993).

### Previous Studies

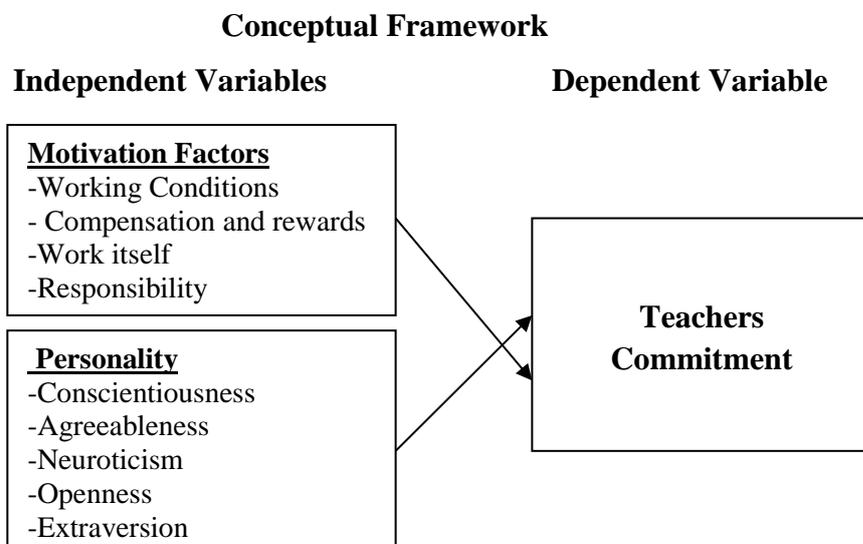
The term organizational commitment is referred to teachers' commitment. Teachers' commitment is regarded as teachers' willingness to be an integral part of specific school to which they belongs. Teachers' commitment can be high and low. Highly dedicated teachers are much less likely to abandon their teaching jobs and are much less likely to be away from school, while low-committed teachers are frequently absent from school to participate in more lucrative activities such as moving to the metropolitan area or care for the family (Werang, Betaubun, & Pure, 2015).

Teachers' commitment to their job is influenced by principals' support and the relation between principals and teachers (Dannetta, 2002). Improving the level of teachers' job commitment is a prerequisite for school principals the research finding that reveals that improving education quality is relies on teachers performing well at schools (Russell & Stone, 2002). Within the school setting, it is the degree to which the instructors recognizes with their institution and wants to proceed working or advancing the vision of the school. Organizational commitment has three dimensional construct namely; affective, continuance, and normative commitments (Meyer and Allen, 1991).

Choong, Lau, and Wong (2011) showed that an intrinsic motivation affect significantly on organizational commitment. A add up to of 247 academicians from four Malaysian Private Colleges have taken part in this investigate study. Assist to this; inborn inspiration is altogether related with the three components of commitment to be specific; emotional, continuation and regulating commitment. The finding postulated that the intrinsic motivation has significantly predicted the organizational commitment. The recommendation of this research is universities and faculties will be able to further enhance the academicians' intrinsic motivation within an institution.

Sampath (2013) investigated the impact of five factor model of personality on organizational commitment of English teachers in Sir Lankan government schools. The data were randomly collected from a sample of 450 English teachers who work in North Central, Western and North Western provinces in Sri Lankan. The study findings showed that there was a substantial positive relationship between extraversion, agreeability and conscientiousness and organizational engagement.

According to above literature review and previous studies of research, the conceptual framework are occurred.



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

Source: Author

### Research Methodology

This study focused on the effect of motivation and personality factors on teachers' commitment in private high schools of Haling Township in Yangon. Quantitative research techniques are used in this study. Total population is 80 teachers. A sample of 40 teachers (50%) of total from seven private schools such as San Pyinya Yeik Nyein, Khaing Kyaw, Unique, PIELC, Hti Yauk, YIEC, and TSEC. A sample was selected by using simple random sampling method for this study. Both primary and secondary data were utilized in this study. The primary data were collected through structured questionnaires and secondary data were taken from the various sources such as management text books, Ministry of Education published report books, and journal, web sites, and journals, conducted research papers concerning organizational commitment from various fields, and internet.

To implement the objectives of the study, the required data were obtained by using simple random sampling method. The survey questionnaires consist of three parts; first portion is profile of respondents; the second portion mentions respondent's motivation and personality factors and the third portion includes teachers' commitment. Before the main analysis, both validity and reliability issues were addressed in order to ensure the trustworthiness of the collected data. Descriptive statistics were conducted to describe demographic characteristics of the respondents using mean and standard deviation. Inferential statistics such as multiple regression was used for this study. Each item based on five-point Likert scale and ranging from "Strongly Disagree", "Disagree", "neither agrees nor disagree", "Agree", and "Strongly Agree". After collecting the required data, the data were analyzed using SPSS software and generating with Microsoft Excel.

### Analysis and Findings

Gender distributions of respondents are categorised into male and female. Numbers of respondents are presented in Table 1. As shown in Table 1, 40 private schools teachers in Hlaing Township surveyed, 25% were female. While teachers were chosen randomly to answer the questionnaire, only 75% of the teachers were male. Next, age levels are classified into four groups: between the ages of 20 and 30, between the ages of 31 and 40, between the ages of 41 and 50, and above 50. The age distribution of Private High School teachers in Hlaing Township indicates that the majority respondents are within the ages of 20 to 30 (12.5%). Approximately 37.5% of respondents is fallen between the ages of 31 and 40, follows by the ages of 41 and 50 (22.5%) and lastly the category of above 50 years (27.5%).

Education level categorises into three categories namely, graduated, Master degree, and Ph.D. degree. The respondents' levels of education affects the perception of teachers. According to Table 1, 32.5% of the respondents are graduated, meanwhile 50% of respondents holds B.Sc degree, and 17.5% respondents has Ph.D. degree. Next, teachers' job experience is classified into three groups namely, under 5 year, 5 and 10 years, and 11 and 15 years. Number of respondents by job experience is described in Table 1. Most of the teachers have job experiences of less than 5 years, which consists of 12.5% of teachers. Approximately, 55% of the teachers in Private High School have 5 and 10 years of experience. 32.5% of teachers are 11 and 15 years of experience.

**Table 1: Demographic Characteristics of Respondents**

Demographic variable	Category	Number of Respondents	Percentage (%)
Gender	Male	10	25
	Female	30	75
Age Level (Years)	20-30	5	12.5
	31-40	15	37.5
	41-50	9	22.5
	Above 50	11	27.5
Education Level	Graduated	13	32.5
	Master	20	50
	PhD	7	17.5
Experience Level	Under 5 year	4	12.5
	5 and 10 years	22	55
	11 and 15 years	13	32.5

Sources: Author (2020)

For data analysis, descriptive statistics methods are applied to show the frequency tables and mean values as necessary. As presented in Table 2, the high averaging scores suggested that teachers have high perception on these dimensions. The means value are categorized into the three levels. Means value of less than 2 are as low level, means value between 2 and less than 3.5 are as moderate level and means value of 3.5 or higher are as high level of perception towards a particular variable (Sekaran & Bougie, 2003).

**Table 2: Average Mean and Standard Deviation of Variables**

Factors	Mean	Standard Deviation
Motivation	3.5556	0.78446
Personality	4.2000	0.54095
Teachers Commitment	4.0000	0.65345

Source: Author

### Reliability and Validity Test

In this research the validity and reliability test are measured. A dependable investigate instrument may not be fundamentally substantial. Both validity and reliability are vital angles for measures that are interconnected and cover to a few degree (Sekaran & Bougie 2003). In this research study, the questionnaire is developed by referring to the previous research papers. The items with Likert type scale are tested for reliability by calculating the Cronbach's Alpha values. Such items are also tested for validity with factor analysis. The summary results for the reliability and validity test are shown in Table 3.

**Table 3: Reliability and Validity Test from Teachers Responses**

Factors	No. of Items	Cronbach's Alpha	Determinants	KMO	Bartlett's Test
Motivation Factors	9	.794	0.001	.845	0.000
Personality Factors	9	.938	0.001	.522	0.000
Commitment	7	.941	0.052	.772	0.000

Source: Author

As shown in Table 3, The Cronbach's Alpha coefficients were calculated in SPSS 23. The Cronbach's Alpha values for motivation, personality, and, commitment are greater than 0.7. Thus, the reliability test of data for independent and dependent variables are within acceptable limit. The reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations (Cohen & Swerdlik, 2010).

There are two variables which are assumed as factors influencing teachers' commitment of private high schools of education service businesses. The factors (with Likert type scale) applied in this study to test their influence on teachers' commitment of private high schools of education service businesses are motivation and personality factors.

Based on the survey results of motivation factors, Cronbach's alpha value is 0.794. Bartlett's Test is highly significant ( $p < 0.05$ ), and therefore factor analysis is appropriate. The Kaiser-Meyer-Oklin (KMO) value is 0.845. From the personality factor analysis, the Cronbach's Alpha value is 0.938 which is greater than 0.8 (acceptable value for reliability). From validity test with factor analysis, the determinant is 0.000. This value is greater than 0.00001. Thus multicollinearity for these data is not a concern. Cronbach's alpha value is 0.938 and Eigenvalue of 7.043. Bartlett's test is highly significant ( $p < 0.05$ ), and therefore factor analysis is appropriate. The Kaiser-Meyer-Oklin (KMO) value is 0.845.

The measurement of commitment consists of seven items. The results of confirmatory factor analysis (CFA) show that all variables score loading value which is exceeded 0.60. Five Point Likert-type scales are used to measure all selected measurements. The data collected for

these seven items are tested for reliability and validity. Overall, the Cronbach's Alpha value is 0.941 which is exceeded 0.7 (acceptable value for reliability).

### **Multiple Regression Analysis**

The multiple regression analysis was applied to investigate influencing factors such as motivation and personality factors on teachers' commitment. To explore the motivation and personality factors were used the independent variable and teachers commitment was used dependent variables. Multiple regression analysis was performed to observe the relationship between the independent variables and dependent variable. The result of multiple regression analysis is shown in Table 4.

**Table 4: Effect of Motivation and Personality Factors on Teachers Commitment**

Dependent Variable: Commitment	Unstandardized Coefficients		t	Sig	VIF
	B	SE			
(Constant)	1.084	.095	1.462	.000	
Motivation Factors	.830	.016	52.681	.000	1.121
Personality Factors	.008	.023	.367	.016	1.121
R <sup>2</sup>		0.988			
Adjusted R <sup>2</sup>		0.988			
F statistics		1548.164***			

Dependent Variable: Teachers Commitment

Statistically significant indicate \*\*\*at 1%, \*\* at 5%, \* at 10% level respectively

Source: Author (2020)

Table 4 explains the effect the motivation and personality factors effect on teachers' commitment of private high schools. The R<sup>2</sup> value is 98.8 percent which is defined 98.8 percent about the variance of independent variables and dependent variable. Adjusted R-Square scores 0.988. The value of F-test, the overall significance of the model, is highly significant at 1 percent level. This specified model can be said valid. Motivation factors variable has the expected positive sign and highly significant coefficient value at 1 percent level. The positive relationship indicates that the increase in motivation factors leads to teachers' commitment of private high schools. The standardized coefficient (Beta) of motivation has the largest value (.830) among other variables which is personality factors indicating that motivation factors has the greatest contribution to the effect on teachers' commitment. The overall evolution reveals that the models explain the variation in teachers' commitment well because the contribution produced expected signs with significant and positive effect on teachers' commitment of private high schools. In summary, the results show that motivation factors have significant value and the main determination of teachers' commitment is found to be motivation factor. Teachers' commitment is mostly affected by motivation factor. Most teachers from private high schools are strongly involved the implementation of commitment by making motivation.

### **Findings**

The study found that the overall motivational levels of the teachers in the schools surveyed were very high. The current research helps to explain the motivation and personality factors effect on teachers' commitment of private high schools and details analysis of the direct and

indirect effect of motivation and personality factors on commitment of teachers are explored. According to descriptive research, the high average scores suggest that teachers have high perception on these dimensions. Motivation factors are positively correlated with commitment of teachers because P-value is less than 0.001 which indicates that there is statistically significant relationship among the variables. Therefore, dependent variable, teachers' commitment relies on independent variable, motivation variables. According to these findings, the role of intrinsic motivation factors is significant in improving the private high schools teachers' commitment. According to Eidheim, Wang, and Zickar (2006), there is a positive relationship between personality trait and organizational commitment. However, the findings of this study indicate that the personality factor has no significant relationship with commitment of teachers. This research gathered that teachers continuously consider the obligation of instructions is to "propagate the doctrine," "confer proficient knowledge" and "resolve doubts" to understudies in their instruction work. They will actually recognize with the instructive objectives of education and dreams of the school so as to create their best exertion in their work. They will express constancy, concentration, sincere and obligation for their work, so they will not be influenced by internal-external locus of control and the intuitively impacts of identity characteristics and commitment will not impact instructing effectiveness.

### **Conclusions and Recommendations**

The level of motivation among teachers is extremely significance in this research. Therefore, inspiration affects the dedication of teachers. The fundamental goal of a motivation of teachers is involved in their job and gives incentives as they become committed with their organization. The moral of teachers' motivation must be deeply studied by individuals and regarded as the most valuable resource for teachers. The results of the study conducted by the 40 teachers in Hlaing Township at Yangon seem to indicate that teachers are interested in enhancing their level of commitment through encouragement.

Board of directors of Private schools should aim to increase the moral of teachers so that they become satisfied. The study can provide advantage the Private education industry for improving teachers' commitment level through motivation. As a result if measures are implemented to improve motivation level for them to meet their expectations, they can be retained and developed to constitute competitive assets for private school. Therefore, the board of directors of private schools in Hlaing Township could give their teachers a more desirable benefit package. And therefore, the status of facilities such as increase in salaries, provision of free accommodation, and free medical care for teachers should be guaranteed. It will help the private schools maintain their teachers and improve their commitment level.

Private High schools should perform attitude surveys on teachers in relation to the above, in order to seek knowledge on what teachers like and dislike about their work. Management should offer immediate attention to input and should form the foundation of management techniques to inspire and attract teacher. In addition, school authorities should acknowledge the vital role played by teachers in education and motivate and resource them to perform their role effectively.

### Limitations

The study was limited to a review of literature pertaining to motivation theory, job satisfaction and organizational commitment in various organizational settings. Due to time constraints and Covid-19 situation, the study was confined to schools at Yangon City in Myanmar. This study was conducted to identify teachers' commitment levels with varying motivational and personality factors within schools in the selected private high schools only.

### Future Research

It is recommended that further research be done of a qualitative nature in order to gain a deeper understanding of how motivational and personality factors influence teachers' commitment levels in private high schools. It is evident from the responses received from the motivation and personality traits questionnaires that respondents were uncertain of their answers. This is seen from the high number of respondents that selected the "neither satisfied nor dissatisfied" column. It can, therefore, be argued that some questions were not designed to be concise. Qualitative research techniques would alleviate areas of uncertainty.

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